California State University
Los Angeles



2013-14
Student Success Fee
Outcomes and Accountability Reports

Academic Affairs

STUDENT SUCCESS FEE (SSF) FUNDING PROPOSAL SUMMARY
Fiscal Year: 2013-14

Division: ACADEMIC AFFAIRS

VP Ranking	New	Fund #	Dept ID	College / Unit	Dept	Activity	Proposer Last Name	Program Cost (New/Ongoing)*	FY 2012-2013 Base Funded	FY 2013-2014 Request	RAAC Recommend
								A	B	(A-B)	
1		SF008	multiple	AA	COLLEGES; UAAC	ACADEMIC ADVISEMENT	VAIDYA	$ 1,659,347	$ 1,650,101	$ 9,246	
1		SF008	200390	AA	GSR	GRADUATE STUDENT COMPLETION COORDINATOR	FRITZ	81,125	81,125	-	
1		SF008	200190	AA	PROVOST	STUDENT ENGAGEMENT ACTIVITIES WITH ACADEMIC DEPARTMENTS	VAIDYA	100,000	-	100,000	
1		SF008	200390	AA	GSR	ENGAGEMENT OF STUDENTS IN RSCA	FRITZ	80,000	-	80,000	
1		SF008	200490	AA	UGS	MENTORING, TUTORING, AND WRITING SUPPORT - TUTORIAL CENTER	JONES	180,975	-	180,975	
1		SF008	200490	AA	UGS	MENTORING, TUTORING, AND WRITING SUPPORT - WRITING CENTER	JONES	255,500	-	255,500	
2	x	SF008		AA	HONORS COLLEGE	STUDENT SCHOLARSHIP COORDINATOR	HAWLEY	81,125	-	81,125	
2	x	SF008		AA	CETL	STUDENT ONLINE READINESS TOOL	LAPOLT/HARAS/BONDAD-BROWN	8,000	-	8,000	
2	x	SF008		AA	CETL	PEER MENTORING FOR ONLINE/HYBRID COURSES	HARAS/BONDAD-BROWN	132,852	-	132,852	
3	x	SF008		AA	HHS	COLLEGE OF HHS ACADEMIC ADVISEMENT	YORKER	66,375	-	66,375	
3	x	SF008		AA	UGS	DEVELOPING & IMPLEMENTING HIGH IMPACT PRACTICES	JONES	66,375	-	66,375	
6	x	SF008		AA	AVPAA	STUDENT SUPPORT FOR COMMUNITY BASED LEARNING	NEY	45,000	-	45,000	
4	x	SF008		AA/SA	AVPAA/AVPSA	ADVISOR TRAINING AND PROFESSIONAL DEVELOPMENT	NEY/ WADA- MCKEE	40,000	-	40,000	
5	x	SF008		AA/SA	CESIP/AVPSA	STUDENT/PARENT ACADEMY FOR FIRST GENERATION COLLEGE STUDENTS	VAIDYA/ ROSS	187,240	-	187,240	
										-	
TOTAL								$ 2,983,914	$ 1,731,226	$ 1,252,688	$

* Includes salaries and benefits and other continuing commitments

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APPENDIX 8.4

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2013-2014

Division: Academic Affairs
College/Dept.: College of Arts & Letters
Dept ID:
Contact Person: Lena Chao
Program ID/Name:
Program Activity: SSP Advisors

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

1) To advise students in major academic plan and GE requirements to improve graduation and retention rates; 2) To reduce the number of students on Academic Probation and Disqualification; 3) To apprise students of university deadlines, policies and procedures so petitions, Late Adds and Drops, Leave of Absences, and graduation applications are effectively processed; 4) To engage in outreach activities both on-campus and off-campus to enhance the visibility of the College of Arts & Letters majors to current and prospective students; 5) To assist students with registration and provide clear roadmaps for major and GE enrollment; 6) to participate in campus and college-based activities and events, including orientation, to provide advisement and registration assistance and promote a collegial sense of community.

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

SSF funding for the four SSP advisors n the College of Arts & Letters has allowed students to receive regular and consistent academic advisement across all departments, which has helped to improve graduation and retention rates. Comparative figures from 2007 and 2009 for 4-year graduation rates show a marked improvement from 51.7% to 64.5% for first-time freshmen, and a modest improvement from 59.7% to 66.3%r for 3-year graduation and retention rates for transfer students. SSP advisement also reduced the number of students on Academic Probation or Disqualification by roughly 20 percent, and the number of Super Seniors graduated has increased from the last 2012-13 period of 199 to 249 in 2013-14. In addition, SSP advisors participate in freshmen and transfer student orientations, and hold on-site workshops in computer labs so that they can assist students with registration. In 2013-14, our SSP advisors assisted approximately 800 freshmen and transfer students with enrollment during Summer/Fall orientations, and they visited 10 sections of A&L 101 and 8 sections of A&L 301 for a total of 720 students during the AY 2013-14. They also participated in Veteran's Orientation, the Academic Advisement Council, MOODLE workshops, and Counselor Appreciation Day--as well as larger University events such as the Moonlight Breakfast (the only SSP Advisors to participate), Parent Orientation, Honors Convocation, and Commencement, which served thousands of incoming and current students and graduating seniors.

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

Data provided above by Institutional Research indicating improved graduation and retention rates, decreased students placed on Academic Probation and Disqualification, and an increase in the number of Super Seniors being graduated support the effectiveness of students receiving regular and consistent academic advisement through SSF funds. In addition, a comparative analysis of the figures from Fall 2012 and Fall 2013 show a marked increase in students served through SSP advisors. and the data clearly support the preference for face-to-face academic advisement (F'12 - 256, F '13 - 1656, and 81% for W'14 and Sp'14), followed by email and phone advisement (F'12 - 175, F'13 -1048, and 15% for W'14 and Sp'14). Online advisement has shown an area of potential growth, as evidenced by our online advisement through MOODLE (F'12 - 0, F'13 - 66, and 4% for W'14 and Sp'14)--which the College continues to expand and both supports and reflects the recent directive from the Chancellor's Office to increase digital advisement.

4. How well did the activity further institutional goals?

Statistical data above show that the four SSP advisors in the College of Arts & Letters have helped to improve the institution's primary goal of improving graduation and retention rates. The University and College websites made advisors who are available for walk-ins and scheduled appointments, as well as email, telephone and online advising, highly visible and accessible to students in all majors at all times. In addition, the SSP advisors were able to provide roadmaps to graduation for both first-time freshmen and transfer students, assist with registration and find available classes applicable to their programs, implement intervention strategies to reduce and/or prevent students from the pitfalls of Academic Probation, Disqualification, or becoming Super Seniors, and they engaged in more direct contact with students who have fallen out of matriculation to encourage them to return to complete their degree program and graduate. As recorded in the advisor logs and/or sign-in sheets, a statistical breakdown of SSP advisement needs or duties shows that roughly 40% are for Graduation Applications, 20% are to assist with GE Petitions/Major Course Substitutions/Electives, 10% are for Changes in Major/Minor Programs, 5% are to assist with Financial Aid Appeals, 3% for Course Overload requests, and 3% to assist with Reinstatements/Readmission petitions.

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

Unlike 2012-13, in 2013-14 we did not receive additional SSF funds to purchase promotional materials for orientation or other outreach activities, or hold special activities or events to enhance the students' transitional or collegial experience in the College of Arts & Letters. In 2012-13, we were able to purchase several promotional items to distribute at Freshmen and Transfer Student Orientations, as well as outreach events at local community colleges. The additional funding also allowed us to co-host such activities as Fall Faculty Meet and Greet Day, Student Appreciation receptions, Career-oriented colloquia, and Premiere Week. However, SSF funding did allow us to send two SSP representative to the NACADA conference for advanced advisor training. We are hopeful that this forthcoming academic year we will be allocated the additional SSF funds to purchase promotional items and materials to develop an Arts & Letters advisement packet, as well as host more student activities and events to further enhance the students' educational experience in the College of Arts & Letters at CSULA.

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?

SSP staffing has been a challenge during the 2013-14 academic year. In Fall 2013, Yancy Carter resigned and we hired Evelyn Chicas in March 2014 as his replacement; in May 2014 another SSP advisor went on maternity leave--and we are currently in the process of hiring an emergency replacement to accommodate the influx of students seeking advisement during the busiest Fall quarter. Currently, our advisors are housed in private offices (for FERPA issues) located in proximity to the departments they primarily serve, but the student-advisor ratio is an overwhelming 1-600 students. With the additional strain of being short-staffed with advisors, we are seeking to hire an additional SSP advisor this coming year, as well as hire or promote a prospective SSP III who can assist with graduate students and perform expanded supervisory duties.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $ 297,731.01 **Amount Expended:** $ 261,989.00

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.

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APPENDIX 8.4

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2013-2014

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

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

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

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

With the recruitment of the 5 SSP's now working in the College, student advisement has become much more professional and efficient. Students have access to advisors who are fully trained. Student queues and bottlenecks have essentially disappeared. Faculty members are mostly relieved from having to advise students on transactional issues and can divert their focus on teaching and other scholarships.
The SSP's has set up routine information workshops for new students, in addition to participating in university orientations. New students can receive advisement long before they officially join CSULA. Proactive advisement has been provided to students with academic difficulties by early stage intervention. To provide convenience to students, much advisement information can now be located and accessed online. Many internal processes, such as grad check and course substitution, have been significantly improved. With the adoption of the more efficient advisement system, the number of students served as well as the graduation have increased, as demonstrated in the SSF Summit in Winter 2014.

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

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

4. How well did the activity further institutional goals?

In 2013, the 5 SSP's assisted a total of 6,640 students (by headcount), including 2,954 by appointment and 4,046 walk-ins. Graduation rates for freshmen and transfer students have improved. The number of Super Seniors and the number of students on probation and disqualification have been significantly reduced, as reported in the SSF Summit in Winter 2014 (The SSF Summit report in PPT is attached.)

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

Yes, the funding was sufficient to support salary compensation for the 5 SSP's at their current salary level.

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

In CBE, the SSF funding is allocated specifically to support the 5 SSP's as staff advisors. We find the funding to be sufficient and we are pleased with their performance. For the coming year, in addition to continuing process improvement and strengthening current practices, the SSP's are encouraged to participate in professional workshops and conferences to better serve our students.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $ 358,034.24 **Amount Expended:** $ 358,034.24

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.

College of Business and Economics, Student Services Center
Student Visitor Data for 2012 -2014

Information gathered for this report comes from two sources; year round student sign-in sheets and our online appointment system, Appointment Plus (implemented as of March 2013).

Walk in's –graduation check, first week of each quarter, front desk assistance.

Undergraduate Advisement			
Year	**Walk-in's**	**Appointments**	**Total**
2012	(incomplete data) 2535	N/A	2535
2013	4046	2594	6640

Graduate Advisement			
Year	**Walk-in's**	**Appointments**	**Total**
2012	No data	N/A	No data
2013	850	N/A	850

Additional Data for 2013 – Undergraduate Advisement Services Provided

Additional data was collected via the appointment system in 2013 (March-December 2013 only) with regards to the types of services provided per student visit for undergraduate advisement only. The following are the types of sessions/workshops provided by advisors and number of students per session.

Session	Total Students
Academic Probation	115
Disqualification	164
General	1290
Graduation	610
New Transfer Student Workshop	228
Super Senior	87
Placement Services	100
TOTAL	2594

In addition, the Summer 2013 Orientation Sessions (facilitated by Office of Outreach and Recruitment) also required that we facilitate major breakout sessions. The following is data for the business major students serviced during these sessions.

Orientation Date 2013	Total Students
07/16, 07/18, 07/24, 07/25,	190
08/07, 08/14, 08/15, 08/20, 08/28, 08/29,	494
09/19	5

TOTAL	689

Additional Data for 2014 – Undergraduate Advisement Services Provided

Additional data was collected via the appointment system in 2014 (**January-September 25, 2014 only**) with regards to the types of services provided per student visit for undergraduate advisement only. The following are the types of sessions/workshops provided by advisors and number of students per session.

Session	# of Session	Total Students
Academic Probation		89
Disqualification		221
General		2204
Graduation		678
New Student*		370
New Transfer Registration Day * 08/29/14	1 day	133
New Transfer Student Workshop	12 session	109
New First Time Freshmen Registration* 09/10, 09/11	2 day	10
Super Senior		114
Placement Services		207
TOTAL		**4135**

***2014 new added category**

In addition, the Summer 2014 Orientation Sessions (facilitated by Office of Outreach and Recruitment) also required that we facilitate major breakout sessions. The following is data for the business major students serviced during these sessions.

Orientation Date 2014	Total Students
Freshmen 07/22, 07/23, 07/30, 08/06, 08/12, 08/14,	289
Transfer 08/19, 08/28	279
Last Catch 09/23/14	4
Veterans	25
TOTAL	**597**

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APPENDIX 8.4

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2013 - 14

IIC-A

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

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

See attached

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

See attached

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

See attached

4. How well did the activity further institutional goals?

See attached

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

See attached

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

See attached

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $ 71,373.64 **Amount Expended:** $ 71,373.64

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: 2013-14

Division:	Academic Affairs
College:	Charter College of Education
Contact:	Diane Fazzi
Program/ Activity:	Graduate Student Service Professional (SSP)

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

Academic Success:

1). Assist in the development and utilization of GET templates for graduate programs in the CCOE.

2). Assist in the development and utilization of data management tracking for graduate students to support increased retention and graduation

3). Launch an effective use of online Moodle Advisement Center for supplementary graduate student advisement.

Personal Success:

4). Improve the overall quality of customer service received by graduate students in the CCOE.

Career Success:

5). Support professional networking opportunity to promote career readiness and success.

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

Academic Success:

1). Nine new MA/MS Program Option GET templates were added to active status and utilized by students, faculty and staff during the 2013-14 year. Benefits included: the ability to provide more accurate and timely advisement to students; the ability for faculty/staff/SSP to track progress and for students to self-monitor progress to graduation, and increased efficiency in processing graduation applications.

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

3a). During the 2013-14 academic year, updated advisement materials were added to the online Moodle Advisement Center. With the recent hire of the Director for the Office for Student Services in the CCOE, the online Moodle Advisement Center is being updated for re-launch in combination with an automated walk-in advisement system in 2014-15 to ensure that students are actively accessing advisement from the site and that impact data is collected and used for ongoing improvements.

3b). The graduate SSP held 527 individual advisement sessions with master's degree candidates from across the three divisions and met in-person with 49 of the 113 active education specialist interns to ensure that interns remained on track for completion of their credential within the two-year time limit provided by the Commission on Teacher Credentialing.

Personal Success:

4). The Graduate SSP, along with other staff, division chairs and program coordinators, attended a customer service training. The Graduate SSP developed an action plan for improved customer service based on that training and student advisement needs. Based on a sample size of 517 current CCOE students, the overall satisfaction with the advisement received from the Office for Student Services was 64% agree/strongly agree. This result provides a target area for ongoing improvements. In looking specifically at customer personal satisfaction with advisement services provided by the Graduate SSP, out of 27 respondents, 81% found the advisement provided to be quite helpful/extremely helpful, with 63% reporting being very/extremely satisfied.

Career Success:

5) The SSP organized a 2014 CCOE Job Fair to support professional networking that included district superintendents and representatives from LAUSD, Montebello, Duarte, Bassett, Long Beach and Alliance Charter Schools. A satisfaction survey was given which indicated an interest in the CCOE hosting an even larger event next year.

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

1. The number of MA Program Option GET templates in operation provided a quantifiable measurement that was helpful to assess progress.
2. The frequency with which online advisement center was utilized was less useful than the data collected for walk-in appointments.
3. The SSP individual staff evaluation tool was helpful in determining strengths and areas for improvement.
4. The larger Current Student Survey examined overall customer service provided in the Office for Student Services, but was not specific to the SSP funded by the SSF. The smaller, specific survey provided more specific information from which to guide future improvements.

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

1. The number of MA Program Option GET templates in operation provided a quantifiable measurement that was helpful to assess progress.
2. The frequency with which online advisement center was utilized was less useful than the data

collected for walk-in appointments.
3. SSP individual staff evaluation tool was helpful in determining strengths and areas for improvement.
4. Current Student Survey items related to customer service in the Office of Student Services provided an overall look at advisement for the college, but was not specific to the SSP funded by the SSF.

4. How well did the activity further institutional goals?

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

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

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

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

The largest challenge was not having a Director for the Office for Student Services in place to coordinate, guide, support and monitor the outreach and advisement activities of the office. Graduate advisement is an essential activity for the Charter College of Education and it is anticipated that the outreach and advisement will continue to improve now that a Director for the Office for Student Services is working to coordinate and support existing and future efforts.

While two tools have been successfully used to examine the personal satisfaction for students receiving graduate advisement, additional qualitative data and testimonials need to be collected. Additional future improvements will include building in more targeted means for determining the impact of services for academic success (retention and graduation rates) and career success (how engaged were students in professional networking at career fair and what tangible results of the networking were realized such as number of job applications submitted, interviews participated in and jobs obtained?)

College of Engineering, Computer Science, and Technology

Student Success Fee (SSF) Program Outcomes & Accountability Report: FY 2013-14

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

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

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

Objectives:

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

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

Objectives:

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

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

Objectives:

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

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

Objectives:

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

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

Objectives:

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

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

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

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

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

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

*Students attend multiple professional development activities throughout the year.

Figure 1: Number of ECST First & Second-Year Students Advised from AY 2008 - AY 2013

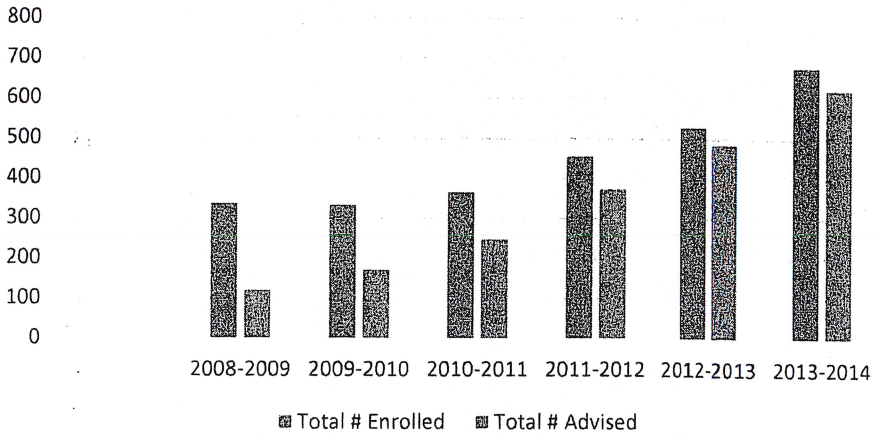


Table 1 illustrates the number of first and second-year students advised by the ECST Advising Center since AY 2008 through AY 2013 and those who participated in professional development activities. The number of students advised increased since the addition of two Student Support Professionals (SSPs) in December 2012 and January 2013. The percentage of students advised from AY 2012 to AY 2013 stayed the same. However, the data clearly shows the number of students advised has increased each year (Figure 1). Since Spring 2012, the ECST Advising Center has placed advisement holds on 100% of first and second-year student records. These holds are placed on students until they complete the math and physics series (Math 215 and Physics 213). Students are required to meet with an advisor each quarter in order to get the advisement hold removed. However, in AY 2012 and 2013, 8% of students did not attend academic advising for various reasons, including not enrolling due to financial hardship, disqualification, and attending a different campus. The number of students attending professional development activities has also increased from AY 2012 to AY 2013.

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

Major Benefits/Impact of SSF Fund Program:

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

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

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

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

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

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

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

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

The funding is not enough to support the activity in its entirety because the number of students served is increasing each year. The college provides the ECST Advising center 4 peer advisors to assist each professional advisor in order to continue to provide exceptional services to students and exercise a developmental advising model. With the expected student increase in Fall 2014, the Advising Center will also have to utilize group advising to be able to serve all students effectively.

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

The major challenge faced is directly related to an increase in the number of students served. The number of students served for the past 4 years has increased each year. Our headcount of first-time freshmen has increased from 182 in Fall 2009 to 351 in Fall 2013. During Fall 2014, we are expecting to serve 536 freshmen. As a result we must constantly research ways to continue to provide exceptional service without sacrificing quality. This year we will implement a group advisement plan. This will be able to accommodate the increase in the population, while simultaneously ensuring that 100% of the students are being served.

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

Amount Allocated: $135,202.82 **Amount Expended:** **$116,563.09**

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2013-2014

Division:	Academic Affairs		
College/Dept.:	College of Health and Human Services	**Dept ID:**	201690
Contact Person:		**Program ID/Name:**	11800
Program Activity:	Academic Advisement		

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

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

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

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

We are convinced that the SSP model works because we have seen an increase in the number of students served by the SSPs. In 2012 approximately 1,180 students received direct services from the SSPs, but 2013 the number had increased to 4,561, representing a 287% increase in services. The increase in contact is directly related to the quality of service delivered and the value of the experience.

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

To assess the effectiveness of the SSP program on student outcomes we used two measures. The first is a student satisfaction survey. It is a direct measure that examines how students experienced the services and projects delivered by the SSPs in the College of Health and Human Services. In general, the overall satisfaction among the student rated the services as Excellent. In fact, across all measures, such as the value of advisement, preparation to make sound decisions regarding your career, and understanding one's role and responsibility for reaching desired goals, all fell within the Excellent category. A five-point Lickert scale was used to measure effectiveness, where 1 = Excellent and 5 = Very Poor. The highest average score received across all measures of 1.122 (rounded to 1.000) while the lowest average score was 1.041 (rounded to 1.000).

4. How well did the activity further institutional goals?

The use of the SSF to fund SSPs furthered institutional goals by promoting student success measured in terms of graduation rates. Students in the College of Health and Human Services saw a 50.10% increase in their graduation rates from 2011 to 2013. From 2011 to 2012 the increase was 21.81%, from 2012 to 2013 the increase was 23.22%. The table below shows these data in their raw forms.

In addition to graduation rates, the retention of Freshmen from Fall to Spring is also a measure to considered. While the overall rate for Fall to Spring retention remained approximately the same at 93.5%, the average of students in good standing over the same period declined from 87% (531) in 2010-2011 to 80% (629) in 2012-2013. It is important to note that even though the percentages declined, the number of students increased. This generates a form of Simpson's Paradox, where is the dramatic increase in the number of students enrolled at Cal State LA during the period in question can make it appear as if retention decreased, when in fact it was stable or increased. Nevertheless, there is no doubt that

Freshmen enrollment went up so the decline in the terms of overall retention is not surprising but is consistent with the overall rate at the University during that time.

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

The funds received for the College of Health and Human Services from the Student Success Fees are insufficient when compared to the student enrollments and needs. The College of Health and Human Services pay for SSPs out of Instructional dollars because we believe so strongly in its value to our students. Years ago we saw the value of centralized advising and the need to have consistent, logical, cogent, and comprehensive advising and initiated the SSP model in our College. The net result has been an increase in student services, more sustained retention, and increases in the overall graduation rate. We believe that additional funds to hire more SSPs, especially in our program areas where the growth has been overwhelming, would enhance the University's goal of increasing graduation rates and time-to-degree rates.

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

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

The on-going challenge for the College of Health and Human Services is having enough personnel to service the needs of our students. It is clear that as our enrollments grow, besides having more faculty, we also need more SSPs to serve as front line contacts for making sure that students are able to successfully complete their course of study. We are constrained by a limited funding pool, restrictions on growth of fees, and an increasing number of students.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $357,470.05 **Amount Expended:** $355,652.69

Note: Please attach year-end financial summary.

Instructions

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

Print Form Reset Form

APPENDIX 8.4

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2013-2014

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

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

To provide advising services to help our students succeed in college and graduate in a timely fashion by helping them to:
-find meaning in their life
-make significant decisions about their future
-achieve their maximum potential
-access all that higher education has to offer

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

Our student opinion surveys all suggest that the advisement center is doing a good job and the students are happy with the advisement that they are given by the staff in the office. I believe that students are now more aware of the office and we are getting repeat students who value the help that they are getting from the advisors.

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

Our assessment tools assess the student's perception of the advisement they have been given. What we really need is data over time on how graduation rates have been changed and how numbers of probationary, disqualified, and super seniors have changed.

4. How well did the activity further institutional goals?

Although the student's are clearly satisfied with the help they are getting from the advisement office, we still need to get numbers to support our perception that the graduation rates and the numbers of probationary, disqualified , and super seniors are all changing in a positive direction. We also need to be able to equate the improvement with the activities of the advisement office. There are several other initiatives on campus that could also contribute to the desired changes.

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

Yes - it supported the salaries of 6 advisors in the advisement center. Funds to support an expansion of our 2-day Freshman orientation pilot for next year would be helpful as we used other college funds to support it this summer.

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

We had a an advisor resign, so we are in the process of trying to hire another advisor. This fall we are piloting group sessions for students who are on probation or have been disqualified. Starting this fall, the Advisement Office will be open until 7 PM on Monday-Thursday and 5 PM on Friday. That is an expansion of 4 more hours/week. The advisors are currently working together to develop a list of FAQs that they will post on the advisement website as well as the door to the NSS Advisement Office. We plan to continue our 2-day Freshmen orientation next summer.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $ 400,018.95 **Amount Expended:** $ 400,018.95

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.
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.

Natural & Social Sciences:
Addendum

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

Develop and implement a 2-day Freshman orientation. Post lists of advisement activities that can be covered during a walk-in advisement versus a scheduled appointment for advisement. Develop and implement group advisement sessions for probationary students (This includes an academic success worksheet to be partially filled out before the session and partially filled out during the session). Decrease the number of super seniors, probationary, and disqualified students in the college. Increase retention and graduation rates for freshman and transfer students. Increase the percentage of students who fill out the student satisfaction survey.

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

September, 2013-March, 2014 – 2,072 student evaluations were submitted; May, 2013-August, 2013 - 1088 student evaluations were submitted. This means that less than 60% of the students receiving advisement are actually filling out the student satisfaction survey despite the requests form all advisors to do so.; We don't yet have any full-year data as the current student opinion survey was first instituted in May of 2013.Results from the much shorter previous student satisfaction survey cannot really be compared with those of the new survey. Data from the IR website on Freshman and transfer retention rates indicate that the one year retention rates in the college have not changed significantly for students first enrolling in 2010 through 2012. The retention rates for those first enrolling in 2013 are not yet posted. The 6 year graduation rate for the college of the 2007 new Freshmen cohort was 33.1%. The 4 year transfer graduation rate for the 2009 cohort increased to 59% from 56.9% for the 2008 cohort. We don't yet have data on the 6-year graduation rates for the first time Freshmen cohort starting in 2008 or the transfer cohort starting in 2010. The number of super seniors in NSS increased from 129 in spring, 2014 to 238 in summer, 2014, but dropped back down to 159 in fall, 2014. The number of disqualified students in NSS after fall, 2013, winter, 2014, spring 2014, and summer 2014 was 37, 37, 66, and 18, respectively. The number of probationary NSS students in the same time periods was 219, 128, 211, and 19 respectively. I'm trying to get the 2012-2013 data for probationary and disqualified students to compare with the 2013-2014 numbers and will submit that if we can get that data.

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

Student satisfaction surveys are done immediately after students have finished an advisement session, but we are exploring ways to get feedback from students after they have had time to reflect on and determine if the advise they got was correct and/or really useful. We are tracking retention and graduation rates for the college as well as numbers of super seniors, probationary, and disqualified students.

Print Form Reset Form

APPENDIX 8.4

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2013-14

Division: Academic Affairs
College/Dept.: Undergraduate Studies **Dept ID:**
Contact Person: Marcia Murota **Program ID/Name:** University Acad Adv Center
Program Activity: Advisement

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

The incumbents are responsible for providing a wide range of academic advisement services for students in the areas of General Education, and University graduation requirements. The advisors assist students in understanding and adhering to University policies and procedures that may directly or indirectly impact their ability to make timely progress toward degree completion. Duties include but are not limited to: Helping students become more knowledgeable about their degree requirements, developing a timeline with a quarter by quarter plan for completing all non-major degree requirements; advising on academic program; advising on academic program changes; responding to student academic inquiries; assisting in the resolution of individual academic problems; and assisting in graduation checks when needed.

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

With the three additional SSP IIs for the UAAC, overall we were able to assist almost 1,000 more students and provide daily drop-in advisement for all undergraduate students. The major benefits are more students are served through the UAAC and the caseload for mandatory advisement for the FTF undeclared students ratio was reduced. We also developed additional informational videos for the students, increased classroom/program presentations, and advised more students by phone.

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

Yes, student satisfaction surveys, evaluation of personnel, performance indicators regarding retention, GPA, graduation rates consistently confirm the usefulness and effectiveness of having additional staff advisors available to meet with students.

4. How well did the activity further institutional goals?

The advisement activities are related to advising and retention services which are crucial components in assuring student success. Proper advisement leads to students' proper use of campus resources and timely graduation.

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

Yes, the approved funding was sufficient to support the activities as confirmed by the consistent ratings the advisors receive from the student satisfaction surveys and the ability for the UAAC to assist more students over the course of the year.

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

Challenges are: increased enrollment, more services offered by the UAAC, meeting with ALL undergraduate students for a myriad of issues, having students in the office after being given the run around/poor customer service. Communication with the "Advisement Council", stressing the students come first and should be assisted and not passed off without an answer to their question or another office/person who can actually assist them.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $ 198,035.31 **Amount Expended:** $ 198,035.31

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 ACTIVITIES (SSF)
2013 - 2014 FUNDING REQUEST
(Responses Limited to Space Provided)

NEW _____
FUND # SF008
DIV RANK 1

COLLEGE/UNIT: Academic Affairs **ACTIVITY:** Academic Advisement

DEPARTMENT: A&L, B&E, CCOE, ECST, HHS, NSS, UAAC

PREPARED BY: A.VAIDYA

1. **Activity Description, including specific program objectives.:**

Under the supervision of the Associate Dean of the College, Dept. Chair or Director of the UAAC, the incumbents are responsible for providing a wide range of academic advisement services for students in the areas of the academic major, General Education, and University graduation requirements. The advisor assists students in understanding and adhering to University policies and procedures that may directly or indirectly impact their ability to make timely progress toward degree completion. Duties include but are not limited to: Helping students become knowledgeable about their degree requirements, developing a timeline with a quarter by quarter plan for completing all degree requirements; advising on academic program changes; responding to student academic inquiries; assisting in the resolution of individual academic problems; performing graduation checks and assisting in entering approved course substitutions in GET.

2. **How many matriculated students will be served by this activity?**

The SSP's bring the ratio of undergraduate and graduate students to SSP's to 591:1.The national benchmark we are striving for is 285:1.

3. **To which SSF program activity is this proposal related and how will this activity further student success?**

The proposed activity is related to advising and retention services, which is a crucial component in assuring student success. The comprehensive vision for academic advising at CSULA is specified in the 2010-11 Advisement report found here: http://www.calstatela.edu/univ/advise/docs/2011advisementreport.pdf

4. **If this has been previously funded, please detail how program objectives were met.**

Advising effectiveness will be evaluated with: surveys of student satisfaction; performance indicators regarding retention, GPA, graduation rates; and personnel evaluation of SSP staff advisors.

5. **What assessment tools will be used to determine whether the funded activity has met the objectives outlined in #1 above?**

This is a continuing permanent funding request. Reports from the supervising authorities have confirmed the usefulness and effectiveness of having additional staff advisors available to meet with students. Tracking of students in large programs such as Nursing, Child Development, Criminal Justice, and Psychology has been significantly improved.

6. **If this activity has been previously funded, please provide justification for any increased funding.**

The current students to staff advisor ratio is 925:1 exceeds the recommended and national average for four-year public institutions of 300:1. Supporting the SSP's will bring the ratio down to 591:1.

SSF REQUEST DETAIL
Fiscal Year 2013-2014

FUND #:

COLLEGE: Academic Affairs
DEPARTMENT: A&L, B&E, CCOE, ECST, HHS, NSS, UAAC

ACTIVITY: Academic Advisement
PREPARED BY: A. Valdya

Use the form below to detail projected expenses for Student Success Fee Activities
For requests for new fulltime permanent positions add in benefits costs of 47%.

Salaries	
25 SSP II (includes fringe)	$ 9,245.70
Variance from original allocation.	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Supplies	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Services	
	$ -
	$ -
	$ -
	$ -

Travel	
	$ -
	$ -
	$ -
	$ -
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Equipment	
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	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

$ - Supplies

$ 9,245.70 Salaries Total

$ - Services

$ - Travel Total

$ - Equipment Total

SSF REQUEST TOTAL: $ 9,245.70

STUDENT SUCCESS FEE ACTIVITIES (SSF)
2013 - 2014 FUNDING REQUEST
(Responses Limited to Space Provided)

NEW X
FUND # SF008
DIV RANK 3

COLLEGE/UNIT: HEALTH & HUMAN SERVICES **ACTIVITY:** College of HHS Academic Advisement

DEPARTMENT: CHHS - DEAN

PREPARED BY: Luz Solis/Serinah Alexandri

1. **Activity Description, including specific program objectives.:**

The College of Health and Human Services is requesting funding for 1 Student Service Professionals. The SSP is responsible for providing a wide range of ongoing academic advisement services for incoming freshmen, transfer and continuing students. The SSP assist students in understanding and adhering to University policies and procedures that may directly or indirectly impact their ability to make timely progress toward degree completion. The SSP helps students become knowledgeable about degree requirements and other University requirements, responds to student academic inquiries, assist students who are experiencing academic problems and provide services such as design intervention, information and student success workshops, career counseling, and design academic plans among many other activities that guide students to succeed. The SSP also assists in organizing, planning and conducting freshman and transfer orientation sessions; participate in outreach events at CSULA, such as career day, preview days and VIP day.

2. **How many matriculated students will be served by this activity?**

The 1 Student Service Professional serves a total of approx. 476 matriculated students.

3. **To which SSF program activity is this proposal related and how will this activity further student success?**

The Student Services Professional is related to the advisement center for each department/school. The Student Services Professional advises students on a appointment or walk-in basis in the department/school. The Student Service Professional works one-on-one or in a group setting with students from their assigned department, school or program to further the matriculation, retention and graduation rates in each assigned area. The SSP educates and advises the students on College and University requirements, deadlines, create road maps and facilitate meetings in order to provide the students with the necessary tools to succeed in their major or program. In addition to salary request, this program also requires O/E funds. This SSP will also assist in lowering the 1 to 94 student to faculty advisement ratio. HHS has the highest ratio at CSULA.

4. **If this has been previously funded, please detail how program objectives were met.**

This is a new request to fund an additional 1 SSP.

5. **What assessment tools will be used to determine whether the funded activity has met the objectives outlined in #1 above?**

The SSP has access to each students records through GET and use the system to check on each student's success. Each SSP also keeps a log sheet of students they have made contact with and followed up throughout their progress. From summer 2012 until spring 2013 to date, SSPs have met one-on-one with 4661 students. This number is higher than the actual matriculated students due to ongoing advisement, which is an indicator that students are returning to their SSP for further advisement. This does not include group meetings/orientations and other information sessions provided to students.

6. **If this activity has been previously funded, please provide justification for any increased funding.**

N/A

SSF REQUEST DETAIL
Fiscal Year 2013-2014

FUND #:

COLLEGE: HEALTH & HUMAN SERVICES
DEPARTMENT: CHHS - DEAN

ACTIVITY: College of HHS Academic Advisement
PREPARED BY: Luz Solis/Serinah Alexandri

ACADEMIC ADVISEMENT

Use the form below to detail projected expenses for Student Success Fee Activities
For requests for new fulltime permanent positions add in benefits costs of 47%.

Salaries	
SSP	$45,000.00
FRINGE	$21,375.00

Supplies	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Services	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Travel	
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Equipment	
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	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

$ - Supplies

$ 66,375.00	$ -	$ -	$ -
Salaries Total	Services	Travel Total	Equipment Total

SSF REQUEST TOTAL: $ 66,375.00

5/29/2013

STUDENT SUCCESS FEE (SSF) FUNDING REQUEST
FISCAL YEAR 2012 - 2013

(Responses Limited to Space Provided)

NEW X
FUND #
DIV RANK

COLLEGE/UNIT: Academic Affairs ACTIVITY: Academic Advisement

DEPARTMENT: A&L, B&E, ED, ECST, HHS, NSS, UAAC

PREPARED BY: S. Jones and C. Ney

1. **Description of activity, including specific program objectives:**

Under the supervision of the Associate Dean of the College , Dept. Chair or Director of the UAAC, the incumbent is responsible for providing a wide range of academic advisement services for students in the areas of the academic major, General Education, and University graduation requirements. The advisor assists students in understanding and adhering to University policies and procedures that may directly or indirectly impact their ability to make timely progress toward degree completion. Duties include but are not limited to: Helping students become knowledgeable about their degree requirements, developing a timeline with a quarter by quarter plan for completing all degree requirements; advising on academic program changes; responding to student academic inquiries; assisting in the resolution of individual academic problems; performing graduation checks and assisting in entering approved course substitutions in GET.

2. **How many matriculated students will be served by this activity?**

Hiring 25 SSPs brings the ratio of undergraduate and graduate students to SSPs to 591:1. The national benchmark we are striving for is 285:1.

3. **To which SSF program activity is this proposal related, and how will this activity further student success?**

The proposed activity is related to advising and retention services, which is a crucial component in assuring students success. The comprehensive vision for academic advising at CSULA is specified in the 2010-11 Advisement report found here: http://www.calstatela.edu/univ/advise/docs/2011advisementreport.pdf

The need to improve advising is affirmed by the site visit team from WASC in October 2011. Their report can be found

4. **What assessment tools will be used to determine whether the activity will meet the objectives outlined in #1 above?**

Advising effectiveness will be evaluated with: surveys of student satisfaction; performance indicators regarding retention, GPA, graduation rates; and personnel evaluation of SSP staff advisors.

5. **If this activity has been previously funded, detail how the program objectives were met.**

Ten SSP staff advisors were hired for 2012. Reports from the supervising authorities have confirmed the usefulness and effectiveness of having additional staff advisors available to meet with students. Tracking of students in large programs such as Nursing, Child Development , Criminal Justice, and Psychology has been significantly improved.

6. **If this activity has been previously funded, provide justification for increased funding.**

The current campus student to staff advisor ratio of 925:1 exceeds the recommended and national average for four-year public institutions of 300:1. Supporting the 25 SSP advisors will bring the ratio down to 591:1.

STUDENT SUCCESS FEE (SSF) FUNDING REQUEST DETAIL
Fiscal Year 2012-2013

Appendix 8.2.

FUND #:

COLLEGE: A&L, CBE, CCOE, ECST, NSS, UAAC

DEPARTMENT: Academic Affairs

ACTIVITY: SSP Academic Advisors

PREPARED BY: Cheryl Ney

Use the form below to detail projected expenses for Student Success Fee Activities
For requests for new fulltime permanent positions add in benefits costs of 47%.

Salaries		Supplies		Travel		Equipment	
			$ -		$ -		$ -
25 SSP II (including 47.5% fringe and a salary of 45,000 for yet to be hired 14 SSPs)	$ 1,650,100.94		$ -		$ -		$ -
	$ -		$ -		$ -		$ -
	$ -		$ -		$ -		$ -
	$ -		$ -		$ -		$ -
	$ -		$ -		$ -		$ -
	$ -		$ -		$ -		$ -
	$ -				$ -		$ -
	$ -	Services			$ -		$ -
	$ -		$ -		$ -		$ -
	$ -		$ -		$ -		$ -
	$ -		$ -		$ -		$ -
	$ -		$ -		$ -		$ -
	$ -		$ -		$ -		$ -
	$ -		$ -		$ -		$ -
	$ -		$ -		$ -		$ -
	$ -		$ -		$ -		$ -

$ - Supplies

$ 1,650,100.94 Salaries Total

$ - Services

$ - Travel Total

$ - Equipment Total

SSF REQUEST TOTAL: $ 1,650,100.94

Print Form Reset Form

APPENDIX 8.4

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2013-14

Division: Academic Affairs
College/Dept.: Graduate Studies **Dept ID:**
Contact Person: Karin Elliott Brown **Program ID/Name:**
Program Activity: Graduate Student Completion Support

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

The Office of Graduate Studies launched a Graduate Student Resource Center (GRC) at Cal State LA with the purpose of building a more active, engaged graduate community on campus. The establishment of this program necessitated the hiring of one new full-time staff person, which the SSF funded. In addition to managing the thesis and dissertation review process, the Coordinator of the GRC also creates, develops, and implements workshops, presentations, and other programming to support and encourage the academic success and collaborative community of graduate students at Cal State LA.

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

Funding a full-time SSPIII to serve as Coordinator of the GRC has significantly benefited graduate students. Ms. Gutierrez has made significant improvements in the thesis/project/dissertation submission process. She has been productive and effective in her performance of the following projects and tasks: (1) updated the website with newly developed procedures and templates, submission dates and resource information; (2) completely revised the thesis instruction manual with links to templates and resources; (3) interviewed, selected and supervises GAs to serve as thesis reviewers; (4) updated the power point presentation and presented several thesis workshops for graduate students. She maintains regular communication with the on-line publisher (ProQuest)to coordinate updates and manage the database) and faculty members supervising theses, projects and dissertations. Other duties assigned during this review period included the following: (1) developed slides about the GRC for the SSF Summit; (2) met with TAs for Math, English and Comm Studies to inform them about the GRC; (3) escorted CSULA students who attended the Diversity Forum on our chartered bus; (4) presented to Graduate Faculty Advisors about the GRC and thesis submission process during the fall quarter meeting; (5) helped to staff the Graduate and Professional Schools Information Day; (6) helped develop in-house funding proposals to support writing consultants/tutors for graduate students; and (7) reviewed applications for the California Pre-doctoral program;

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

In AY 2013-14 the Graduate Resource Center Coordinator and her graduate student thesis reviewers facilitated processed the submission of 352 theses, projects and dissertations (see attached table). She provided 11 thesis workshops attended by approximately 270 students.

4. How well did the activity further institutional goals?

Knowledge and Proficiency: The theses, projects and dissertations are culminating projects that provide evidence of a students' knowledge and proficiency in their discipline. We assist students in presenting their written work to a wider audience in a format specific to their respective fields, while also adhering to CSULA's established standards.

Place and Community: Collaborations with other staff and faculty on campus, such as the Career Development Center, will help graduate students connect with the world beyond CSULA and hopefully set them on a path to their careers.

Transformation: The GRC provides a study and meeting space where graduate students can experience academic transformation through individual scholarship , group study and professional development workshops.

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

The funding covers the salary and benefits of the Graduate Student Resource Center Coordinator. Funding was not sufficient in the area of supplies to support the Center (e.g., office supplies, reference books). Funding was used from the Graduate Studies OE account to cover theses 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?

Managing the thesis review process has proceeded without incident. We have furnished the GRC and it is now a dedicated space for graduate students at CSULA, where students may collaborate, study, socialize, and network.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $ 81,125.00 **Amount Expended:** $ 84,193.71

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) FUNDING REQUEST
FISCAL YEAR 2013-14

(Responses Limited to Space Provided)

NEW _____
FUND # SF008
DIV RANK 1

COLLEGE/UNIT: Academic Affairs **ACTIVITY:** Graduate Student Completion Support

DEPARTMENT: Graduate Studies and Research

PREPARED BY: L. FRITZ

Description of activity, including specific program objectives:

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

How many matriculated students will be served by this activity?

All graduate students are required to submit a thesis, project or dissertation as a requirement for their graduate degree. Over the past 5 years, the number of theses/projects have averaged 394 per year, a 32% increase over the previous 5 year period.

To which SSF program activity is this proposal related, and how will this activity further student success?

#2: The proposed activity improves academic advisement, timely completion of degree and increases the retention and graduation rate of graduate students.
4: The Thesis/Dissertation Coordinator and Advisor will expand access to infrastructure and applications technologies by educating and assisting graduate students and graduate faculty with the electronic submission process and accessing support resources to complete the culminating project.
#7 Communication will be enhanced across campus through workshops, individual consultation and web-based communication including U-tube instructional videos.

What assessment tools will be used to determine whether the activity will meet the objectives outlined in #1 above?

Surveys of student satisfaction; Surveys of graduate faculty satisfaction, performance indicators regarding time to degree and graduate completion rates.

If this activity has been previously funded, detail how the program objectives were met.

First funded last fiscal year (2012-13), the position was only filled one month ago. The Coordinator is now in

If this activity has been previously funded, provide justification for increased funding.

DEPARTMENT: **Graduate Studies and Research** PREPARED BY: **Lfritz**

Use the form below to detail projected expenses for Student Success Fee Activities
For requests for new fulltime permanent positions add in benefits costs of 47%.

Salaries	
P III	$ 55,000.00
5% Fringe	$ 26,125.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
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Supplies	
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	$ -
	$ -

$ -
Supplies

81,125.00	$ -	$ -	$ -
Salaries Total	Services	Travel Total	Equipment Total

SSF REQUEST TOTAL: $ 81,125.00

STUDENT SUCCESS FEE (SSF) FUNDING REQUEST
FISCAL YEAR 2012 - 2013

(Responses Limited to Space Provided)

NEW X
FUND # _____
DIV RANK _____

COLLEGE/UNIT: Academic Affairs ACTIVITY: Graduate Student Completion Support

DEPARTMENT: Graduate Studies and Research

PREPARED BY: L. Fritz

1. **Description of activity, including specific program objectives:**

Under the supervision of the Assoc. Dean of Graduate Studies & Research, a Graduate Student Completion Coordinator is responsible for advisement and coordination services to graduate students in support of the completion and submission of a culminating thesis/manuscript/project and other issues related to degree completion. The Coordinator assists graduate students in understanding and adhering to University policies and procedures that directly or indirectly impact their ability to make timely progress toward degree completion. Duties include, but are not limited to: (1) Direct Graduate Student Team (funded by Lottery Funds) who review thesis, dissertation and project documents submitted for completion of the culminating experience. This team provides students with guidance on formatting and electronic submission to Proquest through group workshops and individual sessions, (2) trains, coordinates and oversees thesis reviewers; (3) presents workshops and consultations to graduate students and their faculty advisors on issues pertaining to graduate student success and completion; (4) develops and administers surveys to graduate students that assess their retention and completion needs, and measures educational effectiveness of the programs addressing student needs; (5) updating and maintaining GSR website for information related to degree completion such as workshops and instructional materials on thesis completion; (6) informing and refering students to resources in support of degree completion (e.g., , GSR sponsored grants, IRB, writing center, library-sponsored workshops, etc); and other student success initiatives as needed (i.e. web support documents, workshops and individual training).

2. **How many matriculated students will be served by this activity?**

All graduate students are required to submit a thesis, project or dissertation as a requirement for their gradute degree. Over the past 5 years, the number of theses/projects have averaged 394 per year, a 32% increase over the previous 5 year period.

3. **To which SSF program activity is this proposal related, and how will this activity further student success?**

#2: The proposed activity improves academic advisement, timely completion of degree and increases the retention and graduation rate of graduate students.
4: The Thesis/Dissertation Coordinator and Advisor will expand access to infrastructure and applications technologies by educating and assisting graduate students and graduate faculty with the electronic submission process and accessing support resources to complete the culminating project.
#7 Communication will be enhanced across campus through workshops, individual consultation and web-based communication including U-tube instructional videos.

4. **What assessment tools will be used to determine whether the activity will meet the objectives outlined in #1 above?**

Surveys of student satisfaction ; Surveys of graduate faculty satisfaction, performance indicators regarding time to degree and graduate completion rates.

5. **If this activity has been previously funded, detail how the program objectives were met.**

This activity has not been previously funded. Lottery funds support the graduate assistant team that reviews theses, dissertations and culminating project documents.

6. **If this activity has been previously funded, provide justification for increased funding.**

Not previously funded

STUDENT SUCCESS FEE (SSF) FUNDING REQUEST DETAILFiscal Year 2012-2013 Appendix 8.2.

FUND #:

COLLEGE: Academic Affairs

DEPARTMENT: Graduate Studies and Research

ACTIVITY: Graduate Student Completion Support

PREPARED BY:

Use the form below to detail projected expenses for Student Success Fee Activities
For requests for new fulltime permanent positions add in benefits costs of 47%.

Salaries	
SSP III	$55,000.00
47.5% Fringe	$26,125.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
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Supplies	
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Services	
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Equipment	
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	$ -
	$ -

$ - Supplies

$ 81,125.00 Salaries Total

$ - Services

$ - Travel Total

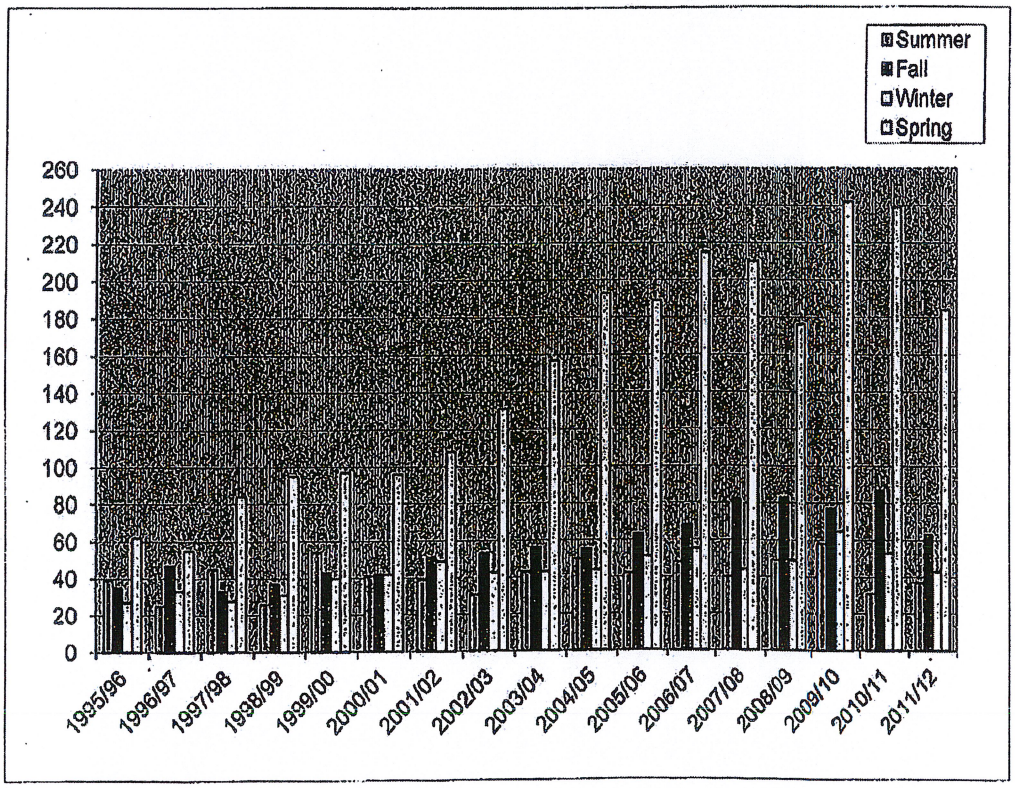
$ - Equipment Total

SSF REQUEST TOTAL: $ 81,125.00

7/3/2012

Number of Theses by Quarter

	Summer	Fall	Winter	Spring	Total
1995/96	39	35	27	62	163
1996/97	25	47	33	55	160
1997/98	45	33	28	84	190
1998/99	26	37	31	95	189
1999/00	54	43	40	97	234
2000/01	41	42	42	96	221
2001/02	39	51	49	108	247
2002/03	31	53	43	131	258
2003/04	43	56	43	157	299
2004/05	50	55	44	193	342
2005/06	42	63	51	189	345
2006/07	48	68	55	215	386
2007/08	40	82	44	210	376
2008/09	49	83	49	176	357
2009/10	58	77	65	242	442
2010/11	31	87	53	239	410
2011/12	37	63	43	184	327



Print Form Reset Form

APPENDIX 8.4

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2013-14

Division: Academic Affairs
College/Dept.: Office of the Provost **Dept ID:** 200100
Contact Person: Cheryl Ney **Program ID/Name:** 11800 Student Success Fees
Program Activity: Student Engagement with Academic Departments

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

The purpose of these activities are to engage students in receiving an introduction and will engage their academic home department or peer cohort (in the case of Honors and International Students). These sessions will introduce and engage students to people and peers that will support them on their path to graduation as well as important features of their academic program and campus services. Funds were distributed to each of the colleges. Each college had the discretion as to how many activities may be offered from their allocated funds.

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 that were delivered met the established program objectives. The major benefit and/or impact was that the sessions did introduce the students to people, peers, and programs that will support them on their path to graduate.

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

Students did gain additional information about pursuing academic advisement and as result increase their unit workload per quarter as well as increase their rate of graduation.

4. How well did the activity further institutional goals?

This activities served to inform students about programs available to them. The activities served to further advance the institutional goal focused on student success towards graduation. The events were specific to provide students with additional information regarding pursuing academic advisement and progress towards graduation. There was special emphasis in encouraging students to focus on graduation by increasing their unit workload.

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

The approved funding was more than sufficient to support the activity. However, other already existing programming was utilized instead to reach students.

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

The funds were intended to support new programming. However, existing programming was deemed sufficient to continue to reach to students. This activity is being discontinue and no funding has been requested for next year.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $ 100,000.00 **Amount Expended:** $ 52,603.58

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 ACTIVITIES (SSF)
2013 - 2014 FUNDING REQUEST
(Responses Limited to Space Provided)

NEW ____
FUND # SF008
DIV RANK 1

COLLEGE/UNIT: Academic Affairs
ACTIVITY: Student Engagement Activities with Academic Departments
DEPARTMENT: Office of the Provost
PREPARED BY: A.VAIDYA

1. **Activity Description, including specific program objectives.:**

All eight colleges of the University(A&L, B&E, CCOE, ECST, HHS, NSS, Honors, and CESIP- for international students) will be given an allocation (prorated by new student numbers) to which academic departments can submit proposals to the Office of the Dean for "Student Engagement" activities targeted to incoming first year, transfer or graduate students. The purpose of these activities are to engage students in receiving an introduction and will engage their academic home department or peer cohort (in the case of Honors and International students). These sessions will introduce and engage students to people and peers that will support them on their path to graduation as well as important features of their academic program and campus services.

2. **How many matriculated students will be served by this activity?**

The entire entering cohort of first time freshmen, transfer students and new graduate students are targeted for this activity.

3. **To which SSF program activity is this proposal related and how will this activity further student success?**

Advisement and Retention. The research literature on student success indicates that two chief components of student success are the extent to which the institution engages in connecting students to the institution and the extent to which the student take ownership for their success. The data that has been collected on entering first year students and transfer students indicate that new students place a high value on getting to know their peers, their faculty, and staff and the ins and outs of their programs, departments and the institution.

4. **If this has been previously funded, please detail how program objectives were met.**

One criteria for selection of proposals in the colleges will be the effectiveness of the evaluation plan for the activity. Student surveys or focus groups will be used. Colleges have been providing funds to departments for engagement activities with their majors. Activities continue to occur during the Spring quarter.

5. **What assessment tools will be used to determine whether the funded activity has met the objectives outlined in #1 above?**

6. **If this activity has been previously funded, please provide justification for any increased funding.**

The same amount is being requested as the previous year..

SSF REQUEST DETAIL
Fiscal Year 2013-2014

FUND #:

COLLEGE: Academic Affairs

DEPARTMENT: Office of the Provost

ACTIVITY: Student Engagement Activities with Academic Departments/Colleges

PREPARED BY: A. Valdya

Use the form below to detail projected expenses for Student Success Fee Activities
For requests for new fulltime permanent positions add in benefits costs of 47%.

Salaries	
Tutors/Advisement	$ 20,000.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Supplies	
	$ -
Materials	$20,000.00
	$ -
	$ -
	$ -
	$ -
	$ -

Services	
Forums	$60,000.00
	$ -
	$ -
	$ -
	$ -

Travel	
	$ -
	$ -
	$ -
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	$ -
	$ -
	$ -

$ 20,000.00 — Supplies

$ 20,000.00 — Salaries Total

$ 60,000.00 — Services

$ - — Travel Total

$ - — Equipment Total

SSF REQUEST TOTAL: $ 100,000.00

STUDENT SUCCESS FEE (SSF) FUNDING REQUEST
FISCAL YEAR 2012 - 2013
(Responses Limited to Space Provided)

NEW X
FUND # _____
DIV RANK _____

COLLEGE/UNIT: Academic Affairs **ACTIVITY:** Student Engagement Activities with Academic Departments/Colleges

DEPARTMENT: Office of the Provost

PREPARED BY: Cheryl Ney

1. **Description of activity, including specific program objectives:**

All eight colleges of the university (A&L, CBE, CCOE, ECST, HHS, NSS, Honors and CESIP-for international students) will be given an allocation (prorated by new student numbers) to which academic departments can submit proposals to the Office of the Dean for "Student Engagement" activities targeted to incoming first year, transfer or graduate students. The purpose of these activities are to engage new students in receiving an introduction to their academic home department or peer cohort (in the case of honors and international students). These sessions will introduce students to people and peers that will support them on their path to graduation as well as important features of their academic program and campus services. Face to face meetings/events as well as websites or use of social media will be encouraged.

2. **How many matriculated students will be served by this activity?**

The entire entering cohorts of first time freshmen, transfer students and new graduate students are targeted for this activity.

3. **To which SSF program activity is this proposal related, and how will this activity further student success?**

Advisement and Retention. The research literature on student success indicates that two chief components of student success are the extent to which the institution engages in connecting students to the instituton and the extent to which the student takes ownership for their success. The data that has been collected on entering first year students and transfer students (published on this site: http://ir.calstatela.edu/ir/) indicate that new students place a high value on getting to know their peers, their faculty and staff and the ins and outs of their programs, departments and the institution. These

4. **What assessment tools will be used to determine whether the activity will meet the objectives outlined In #1 above?**

One criteria for selection of proposals in the colleges will be the effectiveness of the evaluation plan for the activity. Student surveys or focus groups will be used.

5. **If this activity has been previously funded, detail how the program objectives were met.**

Lottery funds were used in AY 11-12 but only for new transfer student events.

6. **If this activity has been previously funded, provide justification for increased funding.**

STUDENT SUCCESS FEE (SSF) FUNDING REQUEST DETAIL
Fiscal Year 2012-2013

Appendix 8.2.

FUND #:

COLLEGE: Academic Affairs

DEPARTMENT: Office of the Provost

ACTIVITY: Student Engagement Activities with Academic Departments/Colleges

PREPARED BY: Cheryl Ney

Use the form below to detail projected expenses for Student Success Fee Activities
For requests for new fulltime permanent positions add in benefits costs of 47%.

Salaries	
GA Web or Social M	$20,000.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Supplies	
Printed Materials	$ 20,000.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Services	
College Forums	$ 60,000.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Travel	
	$ -
	$ -
	$ -
	$ -
	$ -
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	$ -
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	$ -

$ 20,000.00 Supplies

$ 20,000.00 Salaries Total

$ 60,000.00 Services

$ - Travel Total

$ - Equipment Total

SSF REQUEST TOTAL: $ 100,000.00

7/6/2012

Print Form Reset Form

APPENDIX 8.4

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2013-14

Division: Academic Affairs
College/Dept.: Graduate Studies
Contact Person: Karin Elliott Brown
Program Activity: Engagement of Students in RSCA

Dept ID:
Program ID/Name:

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

The objectives of the RSCA funding were to (1) support graduate and undergraduate students to present their research, scholarship, or creative work at a regional, national, or international conferences; (2) support undergraduate students to engage in research, scholarship, and creative activities with faculty mentors; and (3) to support graduate students with the completion of their thesis research, dissertation research or culminating creative project.

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

In AY 2013-2014, 67 students representing 18 departments presented their work at professional conferences with faculty mentors or independently. Nine presented at conferences within California; 55 students presented at conferences in other states across the country; and one graduate student presented a paper in Oviedo, Spain. Also, 23 graduate students were funded up to $750 to support the completion of their culminating thesis, dissertation or creative project. Over 90 awards were given to support undergraduate students in their RSCA activities.

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

Graduate students who received RSCA funding completed an on-line survey and all indicated that the funding was beneficial to their academic experience; 33.3% plan to pursue doctorate degrees. The undergraduate students who received RSCA were not surveyed. Students who received travel support reported that the experience will help them with their future research (76% strongly agree; 22% agree). 78% strongly agreed and 20% agreed that it provided a good opportunity for professional networking.

4. How well did the activity further institutional goals?

The activities successfully supported student engagement with research, scholarship and creative activities–an important high impact practice. Undergraduate students received faculty mentorship through their RSCA experiences. Students who presented their research/creative projects at professional conferences or forums reported that they expected to: publish in a professional journal (72%); present at another professional conference (65%) and produce and thesis or culminating project (63%).

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

No, we had more applicants seeking funding for travel than funds available for both undergraduate and graduate students. We established a waitlist which discouraged some students from submitting an application.

$30,000 was awarded to undergraduate student RSCA applicants which was also insufficient to fund all applicants received.

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?

Funding was delayed or denied for some students who did not receive IRB approval for their projects; which is a condition of funding when appropriate. We will continue to collaborate with IRB to confirm approval and we will increase efforts to inform students and faculty about seeking IRB approvals earlier in the academic year to qualify for funding. Undergraduate students need to be surveyed to determine impact of RSCA funding.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $ 80,000.00 **Amount Expended:** $ 80,000.00

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.

Undergraduate Research Award Survey

1. What is your name?

2. College

Please Select

3. Department

4. Gender

- ○ Female
- ○ Male

5. In 1-2 sentences, describe your project.

6. Project Classification

- ○ Research
- ○ Scholarship
- ○ Creative Activity

7. How would you rate the importance of this award for your academic success?

8. How would you rate the benefit of working with your faculty mentor?

9. Do you intend to present or share your work with others?

- ○ Yes
- ○ No

10. The Office of Undergraduate Studies provided clear and useful information regarding the award and was able to answer my questions.

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree

11. How did you find out about this award?

- ○ Faculty
- ○ Other Student
- ○ Website
- ○ Other

12. What are your plans after graduation?

- ○ Graduate
- ○ Professional School
- ○ Employment
- ○ Credential Program
- ○ Other

13. Comments or Suggestions

Thank you for taking our survey! Your response is important to us.

Submit

Appendix 8.2.

STUDENT SUCCESS FEE (SSF) FUNDING REQUEST
FISCAL YEAR 2013 - 2014

(Responses Limited to Space Provided)

NEW
FUND # SF008
DIV RANK 1

COLLEGE/UNIT: Academic Affairs **ACTIVITY:** Engagement of Student in RSCA

DEPARTMENT: Graduate Studies and Research

PREPARED BY: L. Fritz/C. Ney

1. **Description of activity, including specific program objectives:**
The specific objective of this activity is to provide supplemental support to between 200-250 undergraduate and/or graduate students who are participating in a research, scholarship, or creative activity (RSCA). Students outside of the science and engineering disciplines often do not have access to support for their RSCA activities. This project will target students in disciplines other than science and engineering, although students from all disciplines will be eligible. Support will be provided for costs of RSCA and travel required for participation in RSCA activities (undergraduate students) or completion of theses or projects (graduate students). Participation in RSCA is a requirement for graduate education, and the research literature in undergraduate education reports a strong correlation between RSCA participation and student success. Students will request support (between $350 to $750 per student) by submitting an application to the Office of Graduate Studies and Research. A subcommittee of the Graduate Policy.

2. **How many matriculated students will be served by this activity?**
Between 200-250undergraduate and graduate students

3. **To which SSF program activity is this proposal related, and how will this activity further student success?**
This activity is primarily related to "Increase retention and graduation of students". Personal and career development are additional outcome's for students participating in RSCA.

4. **What assessment tools will be used to determine whether the activity will meet the objectives outlined in #1 above?**
Recipients will complete a survey which provides results for an "impact analysis". Students submitting an application but not receiving an award will also be surveyed. Finally, academic departments will be surveyed to gauge satisfaction and effectiveness of this program.

5. **If this activity has been previously funded, detail how the program objectives were met.**
Lottery funding in AY 12-13 supported Research, Scholarship or Creative Activity (RSCA) and met its objective by funding 42 students, representing 18 departments, culminating projects for their master's degree. Culminating projects varied by department and included topics such as: Observations of preschool teachers' knowledge of Developmentally Appropriate Practices; Studies of Classic Maya cave iconography in cosmology and religion; The impact of legal marriage recognition on among lesbian, gay, bisexual and transgender (LGBT) adults over 65 years; The creation of a hybridized garment that features

6. **If this activity has been previously funded, provide justification for increased funding.**
In the past year, the Graduate Studies office has had an almost complete turnover of new personnel. We are now complete in terms of people and objectives and can now focus on enhancing student scholarly activities and providing direction and support for the same.

Appendix 8.2.

FUND #:

COLLEGE: Academic Affairs

DEPARTMENT: Graduate Studies and Research

ACTIVITY: Engagement of Students in RSCA

PREPARED BY: LFritz

Use the form below to detail projected expenses for Student Success Fee Activities
For requests for new fulltime permanent positions add in benefits costs of 47%.

Salaries	
Student Asst.	$20,000.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Supplies	
RSCA Supplies	$20,000.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Services	
RSCA Services	$20,000.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Travel	
Student travel	$20,000.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Equipment	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

$ 20,000.00
Supplies

$ 20,000.00
Salaries Total

$ 20,000.00
Services

$ 20,000.00
Travel Total

$ -
Equipment Total

SSF REQUEST TOTAL: $ 80,000.00

Print Form Reset Form

APPENDIX 8.4

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

Division: Academic Affairs
College/Dept.: Undergrad Stud/Univ Tutorial Ctr
Dept ID: 200490
Contact Person: Dr. Howard Masuda
Program ID/Name: 11800/University Tutorial Center
Program Activity: Peer Tutoring

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

Our mission is to help Cal State L.A. students better prepare, improve their knowledge and understanding, and develop effective study, problem-solving, and critical thinking skills required for success in college. Our program objective is to improve student course performance and thereby increase student retention through effective peer tutoring by trained and certified tutors. Our tutor training program has received International Tutor Training Program Certification by the College Reading & Learning Association.

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

Our program objective of improved student performance is assessed through course grades. If we examine the 2013-2014 grades of all students tutored for all courses tutored for which a grade (1,989) was recorded, 82% earned a passing grade of A, B, C, or CR. In heavily-requested demanding subjects, the pass rate for all mathematics courses (1,135) tutored was 80%, for all chemistry courses (126) tutored was 88%, for all physics courses (236) tutored was 86%, and for all accounting courses (143) was 86%. Our baseline average is 75%. If we examine the 7,799 written student evaluations received, overall student satisfaction with the tutors was 93% Excellent and 5% Good. The major impacts of the peer-based tutoring is student success as reflected in course grades (over 80% pass rate) and high student satisfaction (over 93%).

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

Student success assessments included student evaluations, course grades, course completion (pass) rates, and retention. These assessment tools have provided sufficient evidence to support the program objective.

4. How well did the activity further institutional goals?

Peer tutoring is furthering institutional goals of student retention as evidenced by the high course completion (pass) rate.

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

Each year, we staff the Center based upon approved funding. Last year, we were able to hire between 25 to 30 peer tutors who were able to assist the 4,486 students who made 12,060 visits for tutoring and study skills presentations. However, for this upcoming year, with a contract increase for Instructional Student Assistants (Unit 11) of $1 per hour (from $10 to $11), an additional $24,000 alone will be required to cover this wage increase. To support a tutoring staff of 30 peer tutors, approximately $66,000 is required per quarter; last year's average based upon approved funding was $45,245.

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?

One major challenge is having sufficient numbers of tutors in heavily requested subjects such as accounting, economics, chemistry, physics, and statistics. Our plan to address this issue is to re-visit contacting the chairpersons of the targeted departments and the presidents of student professional organizations. We have already made contact with faculty in the College of Engineering, Computer Science, and Technology regarding nominations for tutor candidates. A second major challenge is obtaining grade and retention data in a timely manner. Currently, each student tutored is looked up in GET for course grades and subsequent re-enrollment (as a measure of persistence). If Institutional Research could provide this data at the end of each quarter, this process could be more timely and less labor-intensive. Requests for this data have been unanswered. Third, as the program grows, space becomes an issue to accommodate the increasing numbers of students. Our plan has been to reorganize and manage the existing space to maximize seating and use within safe limits

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $ 278,580.00 **Amount Expended:** $ 278,580.00

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.

STUDENT SUCCESS FEE ACTIVITIES (SSF)
2013 - 2014 FUNDING REQUEST
(Responses Limited to Space Provided)

NEW _____
FUND # SF008
DIV RANK 1

COLLEGE/UNIT: Undergraduate Studies **ACTIVITY:** Mentoring, Tutoring and Writing Support

DEPARTMENT: University Tutorial Center

PREPARED BY: Dr. Howard Masuda

1. **Activity Description, including specific program objectives.:**

The University Tutorial Center has been providing continuous tutorial services to CSULA students since 1979. Individual and small group tutoring is provided on an appointment, walk-in, and online basis for frequently-requested lower-division and upper-division courses especially in mathematics, chemistry, physics, statistics, and accounting as well as in 34 other subject areas. The Center's tutor training program has been certified at three levels since 1990 by the International Tutor Training Program Certification Program of the College Reading and Learning Association. A primary program objective is to improve student course grades and thereby increase student retention through effective peer tutoring. With the absence of any General Fund support for Instructional Student Assistants/Students Assistants, the $166,800 will allow us to increase to and maintain 20 Instructional Student Assistants (tutors) and 2 Student Assistants (office assistants) for the year. The $8,175 will allow us to continue to provide online math tutoring using the Link-Systems Worldwide Whiteboard platform and Cal State L.A. tutors and also to pilot online after hours math tutoring using Net Tutor especially during Fall Quarter 2013 to accommodate the large influx of new freshmen. The $6,000 will be used for general operating expenses (supplies and services such as photocopying),

2. **How many matriculated students will be served by this activity?**

So far this year, 3,453 students were assisted with 9,590 student visits recorded. 12,368 service contacts (students provided assistance or information) were also recorded.

3. **To which SSF program activity is this proposal related and how will this activity further student success?**

The tutoring services provided by the University Tutorial Center meets Student Success Fee Funding Criteria #7--Degree to which it enhances communications across campus, and expands opportunities for learning communities, study groups and **convenient tutoring services**. Tutoring is open to all CSULA students. Tutoring furthers student success by providing opportunities for students to increase their knowledge, understanding, and skills and thereby improve their test performance by working with trained, certified subject-area tutors in an individualized, collaborative, interactive manner. Walk-in tutoring and appointment tutoring are available all the hours the Center is open. In the evenings, Sunday through Thursday, online tutoring is available. If funded, we will incorporate 24/7 online tutoring on a pilot basis when our tutors are not at work.

4. **If this has been previously funded, please detail how program objectives were met.**

The program objective "to improve student course grades and thereby increase student retention through effective peer tutoring" was assessed using course grades (to measure class performance) and written evaluations (to measure tutor performance). An examination of course grades of students who were tutored indicated that at least 75% (and up to 85%) of the students tutored earned passing grades (A, B, C, CR) in their tutored courses. An examination of written student evaluations for walk-in tutoring indicated a combined excellent and good rating of 95.2% or 4.84 on a 1-5 scale (5 = Excellent) based on over 3,800 evaluations so far this year. Our program objective was met.

5. **What assessment tools will be used to determine whether the funded activity has met the objectives outlined in #1 above?**

The program objective "to improve student course grades and thereby increase student retention through effective peer tutoring" will be assessed using course grades (to measure student performance, written evaluations (to measure tutor performance), and for this year, re-enrollment data (to measure student retention).

6. **If this activity has been previously funded, please provide justification for any increased funding.**

Unmet need is measured by counting and recording by course every student who is unable to be tutored because no tutor for the course is currently on staff or no tutor is currently available at the time requested. Additional funding will allow to us to have more tutors and more hours available to reduce this unmet need. So far this year, we have counted over 335 students as our unmet need. With the large increase of freshmen students this fall, an increased unmet need

SSF REQUEST DETAIL
Fiscal Year 2013-2014

FUND #:

COLLEGE: Undergraduate Studies

DEPARTMENT: University Tutorial Center

SF008

ACTIVITY: Mentoring, Tutoring and Writing Support

PREPARED BY: Dr. Howard Masuda

Use the form below to detail projected expenses for Student Success Fee Activities
For requests for new fulltime permanent positions add in benefits costs of 47%.

Salaries	
Instructional Student	$136,000.00
Assistant (ISA)	$ -
Tutors--Current	$ -
17 ISAs X $10/hr	$ -
X 20 hrs/wk	$ -
X10 wks/qtr X 4 qtrs	$ -
Tutors--New	$ 18,000.00
3 ISAs X $10/hr	$ -
X 20 hrs/wk	$ -
X 10 wks/qtr X 3 qtrs	$ -
Student Assistants	$ 12,800.00
2 SA X $8/hr	$ -
X 20 hrs/wk	$ -
X 10 wks/qtr X 4 qtrs	$ -
	$ -

Supplies	
Operating Expenses	$ 6,000.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Services	
WorldWideWhiteboard	$ 6,000.00
Provides online tutoring	
w CSULA tutors	
NetTutor	$ 2,175.00
Provides online tutoring	
when Center closed	$ -
	$ -

Travel	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Equipment	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

$ 6,000.00	Supplies
$ 166,800.00	Salaries Total
$ 8,175.00	Services
$ -	Travel Total
$ -	Equipment Total

SSF REQUEST TOTAL: $ 180,975.00

Print Form Reset Form

APPENDIX 8.4

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2013-2014

Division: Undergraduate Studies
College/Dept.: University Writing Center
Contact Person: Lise Buranen
Program Activity: Peer tutoring and SSP
Dept ID: 200490
Program ID/Name:

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

To increase the number of students served by the UWC and decrease the number of students turned away by hiring an SSPII and additional tutors. The SSPII is necessary to assist in recruiting, hiring, and evaluating these additional writing tutors.

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

The UWC hired a half-time SSPII and an additional 17 tutors. The percentage of drop-in appointments turned away due to a lack of tutoring staff was reduced from 29.7% in AY 12-13 to 15.1% in AY 13-14, while maintaining consistently excellent evaluations. In AY 13-14, the UWC had 23,990 student contacts in addition to increasing our online presence through the use of social media.

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

Yes. Student contact data were gleaned from one-to-one tutoring and consulting; WPE workshops; in-class tutoring; conversation group; ENGL 100; and attendance at on-campus UWC presentations as well as at Stern MASS (Math and Science School) and New Open World Academy High Schools. In addition, evaluation surveys for all activities were collected, recorded, and analyzed.

4. How well did the activity further institutional goals?

UWC writing tutors fostered the institutional learning outcomes related to reading, writing, and information literacy, and helped students to develop habits of critical inquiry. Tutors and consultants facilitated graduation by preparing students for the GWAR, providing tutoring and workshops for the WPE and the course alternative, UNIV 401. Consultants evaluated WPEs and gave recommendations. Tutors helped students develop their writing with an emphasis on creating life-long writing habits that will improve students' career opportunities. Tutors also reviewed personal statements for scholarships and graduate school applications. Tutors worked with the entire campus community: Early Start, EOP, OSD, Summer Bridge, veterans, and graduate students. The SSP assisted in training tutors in composition theories and strategies fundamental to all of the activities stated above. Furthermore, events coordinated by the SSP enhance communication across campus by promoting the value of one-to-one tutoring. Presentations on the UWC and on writing impact thousands of students, on and off campus.

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

Although the number of students the UWC is not able to serve has been reduced, 15% of drop-in students are still turned away. Alleviating that problem requires additional permanent staff support to recruit, hire, train, and evaluate tutors in addition to increasing community outreach, both on and off campus.

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 primary challenge faced was having a part-time SSPII. The issue is currently being addressed. We will endeavor to hire additional staff in order to serve all students who seek writing assistance.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $ 200,000.00 **Amount Expended:** $ 200,000.00

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.

SSF REQUEST DETAIL
Fiscal Year 2013-14
(Responses Limited to Space Provided)

NEW _____
FUND # SF008
DIV. RANK 1

COLLEGE/UNIT: Undergraduate Studies **ACTIVITY:** MENTORING, TUTORING AND WRITING SUPPORT

DEPARTMENT: University Writing Center

PREPARED BY: Lise Buranen

1. Activity Description, including specific program objectives.:

A portion of the funds ($50,000) is for a permanent full-time SSP to handle tutor training and student outreach for the UWC, as well as supervise new mentors for online and hybrid courses in both the UWC and the UTC. To meet the needs of a growing student body, the SSP will ensure that the UWC is fully staffed with trained tutors; conduct orientations for incoming freshman and transfer students; and work with each college to inform their students about the UWC. Another portion of the funds ($182,000) will be used to hire additional tutors to meet the increased demand for writing services. The funds will pay 25 Instructional Student Assistant (ISA) tutors an average of $11/hour, 15 hours per week. The tutors are CSULA students who have received credit for English 411 (Practicum in Tutoring Writing). They provide one-to-one writing assistance; online writing assistance; facilitate English 100; conduct graduate and senior thesis workshops; and do classroom presentations. Tutoring is available to all CSULA students. Students gain confidence and see improvement in their writing as a direct result of UWC tutoring. Tutoring also provides the tutors themselves with perspective and experience that develops and enhances their own writing.

2. How many matriculated students will be served by this activity?

By hiring and training the tutors, the SSP will directly and indirectly impact as many as 8,000-10,000 students per year. Each tutor is likely to work one-to-one with up to 30 students per week. These tutors will also be conducting workshops, visiting classrooms, and facilitating group tutoring, so as many as 10,000 students will be directly impacted.

3. To which SSF program activity is this proposal related and how will this activity further student success?

Tutors see students from more than 700 courses and 80 majors. Tutors apply tutoring and composition theories and strategies, evaluate the effects of tutoring, and improve their own competence as writers and future teachers. Tutors also provide extensive assistance to students taking the WPE and UNIV 401. Seniors and grad students will receive support in collaborative workshops to help them with unfamiliar and challenging new writing projects. The SSP will further student success by overseeing tutor recruitment and training, and by conducting student outreach. A larger number of students will learn about and benefit from the UWC and the services offered.

4. If this has been previously funded, please detail how program objectives were met.

In 2012-13 we received funding which enabled us to fund 2,000 more tutoring hours and provides at least 4,000 more student contacts over four quarters. We were also able to accommodate more instructor requests for in-class services and presentations and to conduct additional writing workshops. However, the increasing demand for tutoring continued to outstrip our ability to provide writing assistance. In the 2012-13 school year, we turned away 46% of drop-in students (those without appointments), including 57% in the fall quarter alone.

5. What assessment tools will be used to determine whether the funded activity has met the objectives outlined in #1 above?

For the SSP, data will be gathered from the number of students who attend UWC orientations, new tutors hired and trained, feedback from college departments and student evaluations. For peer tutoring, the number of students served will be recorded, including individual tutoring appointments, workshops, group tutoring, and classroom visits. Evaluations from tutoring appointments and workshops will be recorded and analyzed.

6. If this activity has been previously funded, please provide justification for any increased funding.

We turn away hundreds of students. If we cannot serve students, student retention will be exacerbated, resulting in fewer students graduating.

FUND #:

SSF REQUEST DETAIL
Fiscal Year 2013-14

COLLEGE: Undergraduate Studies

ACTIVITY: MENTORING, TUTORING AND WRITING SUPPORT

DEPARTMENT: University Writing Center

PREPARED BY: Lise Buranen

TUTORING AND WRITING SUPPORT

Use the form below to detail projected expenses for Student Success Fee Activities
For requests for new fulltime permanent positions add in benefits costs of 47%.

Salaries	
SSP annual	$ 50,000.00
Benefits	$ 23,500.00
25 Tutors	$182,000.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Supplies	
	$ -
	$ -
	$ -
	$ -
Services	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Travel	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Equipment	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

$ - Supplies

$ 255,500.00 Salaries Total

$ - Services

$ - Travel Total

$ - Equipment Total

SSF REQUEST TOTAL: $ 255,500.00

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

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

I. Establish a *centralized office* at Cal State LA to support activities related to prestigious national and international scholarships and fellowships.
II. Prepare students to be *successful in applying for significant national and international scholarships and fellowships* that offer transformative and challenging experiences in the areas of academic and applied research, and global and civic learning.
III. Support *student development* by helping students improve their ability to present their knowledge, ideas, values, accomplishments and career goals succinctly and effectively.
IV. Provide *academic advisement*, including coordinating and supporting Honors College theses, that contributes to the *graduation* of students with an Honors College distinction.
V. *Enhance discussion* within and between departments and programs across campus around the areas of scholarships, fellowships and Honors College theses, which promote *professional/career development* and *undergraduate research*.

2. How well did the activity meet established program objectives? What are the major benefits and/or impact of the SSF funded program? (Very well | Well | Somewhat Well | Needs Improvement)

Numbers correspond to numbered objectives in Q1.

I. Very well. The National and International Scholarships and Fellowships Program (NISFeP) was established and began its operation during the 2013-2014 year. The SSP III is the primary advisor and coordinator for this office, and serves as a single point-of-contact through which scholarship and fellowship opportunities for Cal State LA students can be managed. Before this position was created, no centralized office existed, and Cal State LA students did not know about and did not apply to scholarship programs like the Carnegie Junior Fellows, Goldwater, Truman, Udall, Gates Cambridge, Mitchell, and Marshall.
II. Well. As a result of working with the SSP III, students successfully submitted 46 polished applications and completed 10 mock interviews. Of these, 9 students were awarded scholarships and 5 students received an internship through the following programs: Gilman Scholarship, Capital Fellows, Panetta Institute internship, Ebell Scholarship, Best & Brightest Scholarship, Martin Luther King, Jr. Memorial Scholarship, REU Automotive and Energy Research and Industrial Mentorship Program at Oakland University, Public health Leadership and Learning Undergraduate Student Success (PLLUSS) Program, LSAMP Summer Research Program at Rensselaer Polytechnic Institute, and JM Eagle internship. One student also received an Honorable Mention for Goldwater.
III. Well. Writing skills improved dramatically as evidenced by the number of students who were awarded scholarships. Additionally, the work the SSP III does with the students in preparing and revising their personal statements and mock interviews encourages students to reflect upon their knowledge and experiences, and connect their ideas more deeply to their career goals. In her role as Honors College thesis coordinator, the SSP III also coordinated participation in the annual CSU Honors Consortium Conference. In 2013-2014, 8 of the 16 Honors College thesis students gave 15-minute podium presentations and another 7 students created and presented posters of their work at this interdisciplinary conference. The remaining thesis student presented at a disciplinary conference.
IV. Very well. The thesis is often a stumbling block for completion of honors programs at other institutions, but at Cal State LA, all 16 students who undertook their Honors College thesis last year

completed it, which means all students who chose to pursue a thesis completed the full Honors College program, and graduated with an Honors College distinction. Students who completed the thesis also expressed an increased interest in pursuing graduate research. Based on a post-Honors thesis survey, 9 out of the 16 thesis students responded to a prompt asking about their desire to pursue graduate research, and all these students stated that "After writing a thesis, [they are] much more interested in pursuing research at the graduate level than...before writing [their] theses." Additionally, the SSP III has begun to assist Honors College students applying to graduate schools.

V. Well. All colleges, departments, and faculty receive regular communications from the SSP III about scholarship and fellowship opportunities that would interest and benefit their students, and were brought into conversations about how academic programs could help our students further their progress towards their professional goals. Also, in the 2013-2014 year, 14 thesis advisors from 5 of the 6 Cal State LA colleges were brought together in faculty meetings and an event with the Provost to communicate thesis-related information, and to encourage conversations among these faculty about their students and their research. The SSP III also has joint events scheduled with the Graduate Resource Center and the Study Abroad Program, and will be presenting NISFeP services to Cal State LA freshmen during their Intro to Higher Education courses. The SSP III worked closely with the Career Development Center and plans to continue collaborating in 2014-2015 to co-sponsor activities for Cal State LA students.

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

During the 2013-14 year, direct assessment through Excel spreadsheets was successfully used to collect all the data included in this report, which includes the number of students who applied for scholarships, the number of scholarships submitted, and the number of students who were awarded scholarships. In terms of indirect assessment, surveys of thesis students and focus groups with thesis students have successfully captured student opinions about the thesis experience, but satisfaction surveys for NISFeP need to be revised to include qualitative data based on the Likert scale. Additionally, focus groups have not yet been implemented for NISFeP activities.

4. How well did the activity further institutional goals?

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

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

The SSP III promoted close to 60 external funding opportunities to students, of which the SSP III assisted in the submission of 46 applications. Many of these scholarships, such as Goldwater, favor or even require that students have undergraduate research experience, which the SSP III highlights during scholarship advisement and in her info session on submitting competitive applications. The SSP III aided Honors College students with 7 internship applications (and 5 were awarded). The SSP III also helped to coordinate 16 Honors College theses, which included traditional theses in fields ranging from Political Science to Biology, and a creative project in Theater Arts.

Facilitate students post baccalaureate professional/career aspirations:

The SSP III guides students through post graduate plans and career goals during scholarship advisement sessions, and actively recruits candidates for scholarships that fund postgraduate study (Truman, Marshall, Mitchell, Rhodes, and Gates Cambridge) or that seek students with PhD /research career aspirations (Goldwater). The SSP III also actively recruits for fellowships like the Carnegie Junior Fellows,

which typically awards one year career assignments within an applicant's field. These opportunities require a clear career/professional plan as early as freshman year, which NISFeP helps students develop through its services. These services cross over into the SSP III's work with Honors College students as they receive assistance with their graduate school and internship applications.

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

No. The Honors College requested $84,625 for the salary of the SSP III, supplies, and travel, and received the salary but not the funds for supplies and travel. This necessitated usage of other sources of funds to pay for the National Association of Fellowships Advisors (NAFA) conference the SSP III attended ($1514), the NAFA membership required to participate in the conference at the member rate ($200), and printing costs for materials used during information sessions and workshops. Since we plan to participate in the same conference next year and plan to increase the number of workshops offered for the Cal State LA community, we request an additional $2000 to support supplies and travel.

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

- Establishing program visibility: In 2013-14, the SSP III hosted several scholarship information sessions and personal statement workshops, established Facebook, Twitter, and Instagram accounts, created a student opt-in NISFeP Moodle shell, and designed the NISFeP website. She also began to develop working relationships with faculty, department chairs, and associate deans to increase the number of student nominations for scholarships. For the 2014-15 year, the SSP III has scheduled 20 information sessions and workshops on specific prestigious awards, scholarship strategies, and development of personal statements.
- Establishing internal deadlines for highly prestigious awards - NISFeP began in November 2013, which created a tight timeline to recruit eligible students for competitive awards and also to assist and support interested applicants. After completing applications cycles for four major awards (Carnegie Junior Fellows, the Barry Goldwater Scholarships and Excellence in Education Program, the Truman Scholarship, and the Udall Scholarship) and gathering information about best practices at other institutions, students wishing to apply for these awards must now begin the process 6-8 months before the national deadlines, as opposed to the 30 day deadline during the 2013-14 year.
- Assisting students in preparing competitive personal statements and letters of recommendations – The students' personal statements received over the course of the 2013-2014 year required improvement in a few areas: more closely addressing the desired qualifications and characteristics sought by the scholarship organizations, describing more deeply connections between experiences students chose to present, and answering the prompts in the applications more precisely. In spring 2014, the SSP III hosted several personal statement workshops to address this issue, and over the 2014-15 year, the SSP III will be hosting personal statement workshops every quarter. Also, letters of recommendation at times required more direct connection between student qualities and the scholarship requirements and desired qualifications. To attempt to address this issue, the SSP III developed a Letter of Recommendation request form that students now use to solicit letters, and an info session on how to request effective recommendations is scheduled for February.

SSF Allocation: $81,125 **Amount Expended: $53,009**

STUDENT SUCCESS FEE ACTIVITIES (SSF)
2013 - 2014 FUNDING REQUEST
(Responses Limited to Space Provided)

NEW X
FUND # SF008
DIV RANK 2

COLLEGE/UNIT: Honors College **ACTIVITY:** Student Scholarship Coordinator

DEPARTMENT:

PREPARED BY: Michelle Hawley

1. **Activity Description, including specific program objectives.:**

Under the supervision of the Associate Director for the Honors College, the National and International Scholarships and Fellowships advisor will serve as the advisor and coordinator for national and international fellowships and scholarships at CSULA. These include the Goldwater, Truman, Marshall, Churchill, Gates, Beinecke and others. There is currently no office at CSULA dedicated to helping students learn about and apply for these and other prestigious award (and currently no point-person at CSULA connected with most of these scholarships) that will help them succeed in college, graduate school and in their future careers. The coordinator will serve all students at CSULA interested in applying for these, present workshops and consultations to students and as well as faculty mentors; assist the students in putting together the application, finding an appropriate scholarship, prepping them for the interview; help them gather letters of recommendation; vet application and submit applications on behalf of CSULA; communicate with faculty mentors; update and maintain resource files and student data. In addition to serving all interested CSULA students with national scholarships, this SSP would also assist Honors College students in applying for graduate school and internships.

2. **How many matriculated students will be served by this activity?**

This SSP will serve all matriculated students who are interested in applying for scholarships as well as all Honors

3. **To which SSF program activity is this proposal related and how will this activity further student success?**

2. It improves academic advisement and increases retention and graduation of students.
6 It improves career and graduate school guidance and opportunities.
7. Communication will be enhanced across campus through workshops and individual meetings with faculty, students, and departments.
10 It promotes student development as well as career success.

4. **If this has been previously funded, please detail how program objectives were met.**

5. **What assessment tools will be used to determine whether the funded activity has met the objectives outlined in #1 above?**

Direct assessment will include tracking the # of students who apply for scholarships, the # of students who successfully receive scholarships; the number of scholarships applied for, and the quality of application. Indirect assessment will include student and faculty satisfaction surveys and as well as focus group discussions.

6. **If this activity has been previously funded, please provide justification for any increased funding.**

SSF REQUEST DETAIL
Fiscal Year 2013-2014

FUND #:

COLLEGE: Honors College
DEPARTMENT:

ACTIVITY: Student Scholarship Coordinator
PREPARED BY: Michelle Hawley

Use the form below to detail projected expenses for Student Success Fee Activities
For requests for new fulltime permanent positions add in benefits costs of 47%.

Salaries	
SSP	$55,000.00
Benefit (47%)	$26,125.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Supplies	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Services	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Travel	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Equipment	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

$ - Supplies

$ 81,125.00 Salaries Total

$ - Services

$ - Travel Total

$ - Equipment Total

SSF REQUEST TOTAL: $ 81,125.00

Print Form Reset Form

APPENDIX 8.4

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2013-2014

Division: Academic Affairs
College/Dept.: CETL **Dept ID:**
Contact Person: Beverly Bondad-Brown **Program ID/Name:**
Program Activity: Student On-Line Readiness Tool

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

This program piloted the SmarterMeasure questionnaire which assesses student readiness for online classes. The assessment tool will help students identify their strengths and weaknesses with regard to taking an online or hybrid course. It will also identify resources to assist with improving these skills in the hopes of helping students be successful in online or hybrid classes. During this pilot In this pilot, faculty affiliated with one of CETL's Institutes (STEM, Bottleneck) were able to include the SmarterMeasure questionnaire as part of their course activities. Most of the pilot participants were teaching a technology-enhanced course that may have included: heavy Moodle usage, incorporation of online videos, simulations, tutorials, and/or online homework or textbook content.

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

The pilot was useful to understand how to incorporate SmarterMeasure into Moodle. However, if we were to move forward with the tool, more faculty and advisors need additional training on how to utilize the detailed student report to assist students needs more fully. Also, since there are very few approved hybrid and online courses at CSULA, there is not a great need for such a tool. Ideally, this tool should be given to students in Orientation, or during their IHE course so that they are aware of their strengths and weaknesses moving forward as a college student.

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

Due to the low number of identifiable online and hybrid courses, and the nature of the pilot participants, the proposed assessment tools did not provide evidence of success. As mentioned previously, this tool will be much more useful, and measurable if it can be disseminated in Orientation or during IHE courses to measure impact.

4. How well did the activity further institutional goals?

For the students in pilot participants' courses, students reported finding the custom SmarterMeasure report helpful to their college success.

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

Yes, for this pilot project, the amount funded was sufficient.

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?

As mentioned previously, the biggest challenge is institutionalizing the SmarterMeasure tool. This means, that faculty and advisors need to have access to students' reports and understand how to effectively utilize the data. Since this was a one-year pilot, improvements are N/A.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $ 8,000.00 **Amount Expended:** $ 8,000.00

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.

STUDENT SUCCESS FEE ACTIVITIES (SSF)
2013-14 FUNDING REQUEST
(Responses Limited to Space Provided)

NEW X
FUND # SF008
DIV RANK 2

COLLEGE/UNIT: Academic Affairs **ACTIVITY:** Student Online Readiness Tool

DEPARTMENT: CETL

PREPARED BY: LaPolt/Haras/Bondad-Brown

1. **Activity Description, including specific program objectives.:**

   The pending CSU allocation of $10 million to reduce bottleneck courses for students through the use of innovative online technologies has increased opportunities for faculty to teach online and hybrid classes. However, many students enroll in online and hybrid courses without understanding the skills needed to be successful in these courses (time management skills, technology skills, etc.). Studies suggest that many students are not prepared to take online courses. This proposal will pilot a program where students use an online tool called Smarter Measure, which assesses student readiness for online classes. Faculty participating in the pilot will request that students take the Smarter Measure assessment before enrolling in their online or hybrid class. Smarter Measure will identify students' strengths and weaknesses with regard to taking an online or hybrid course, advise students if online instruction is not suited to them, and identify resources to assist with improving skills so that students are successful in online or hybrid classes. This pilot will determine whether Smarter Measure is a useful tool for

2. **How many matriculated students will be served by this activity?**

   This pilot will assess online course preparation of 1,000 students over the 2013-14 academic year. CETL is working with 10 faculty redesigning courses for online/hybrid presentation, and students in those courses will participate.

3. **To which SSF program activity is this proposal related and how will this activity further student success?**

   We anticipate that the Smart Measure tool will assist students in making informed choices with regard to the type of courses they should be taking, improving student success and increasing retention and graduation. Taking the Smarter Measure assessment tool also increases students' personal development as it highlights various strengths and weaknesses (e.g., persistence, time management, procrastination, technical skills, computer and internet competency). A comprehensive report is generated after the student takes the online assessment. The report also highlights various resources that the student may utilize to improve current weaknesses, further supporting student success.

4. **If this has been previously funded, please detail how program objectives were met.**

   N/A

5. **What assessment tools will be used to determine whether the funded activity has met the objectives outlined in #1 above?**

   Grades of students who take online or hybrid courses and volunteer to participate will be examined and compared to their Smarter Measure assessment results, to evaluate the predictive value of this tool. In addition, the overall GPAs of online classes will be compared before Smart Measure was available and after implementation of the Smart Measure assessment, to determine whether the tool helps students improve class-taking skills and make informed choices about the instructional modality that best suits them.

6. **If this activity has been previously funded, please provide justification for any increased funding.**

SSF REQUEST DETAIL
Fiscal Year 2013-2014

FUND #:

COLLEGE: Academic Affairs
DEPARTMENT: CETL

ACTIVITY: Student Online Readiness Tool
PREPARED BY: LaPolt/Haras/Bondad-Brown

Use the form below to detail projected expenses for Student Success Fee Activities
For requests for new fulltime permanent positions add in benefits costs of 47%.

Salaries	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Supplies	
SmarterMeasure	$ 8,000.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Services	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Travel	
	$ -
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Equipment	
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	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

$ -	$ 8,000.00	$ -	$ -
Salaries Total	Supplies	Travel Total	Equipment Total

Services

SSF REQUEST TOTAL: $ 8,000.00

Print Form Reset Form

APPENDIX 8.4

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2013-2014

Division: Academic Affairs
College/Dept.: CETL **Dept ID:**
Contact Person: Beverly Bondad-Brown **Program ID/Name:**
Program Activity: Peer Mentoring for Online/Hybrid Courses

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

This program sought to support students with Moodle issues. Previously, there was no live person support for students who had questions about Moodle. CETL started a program where students would mentor other students with Moodle. The program consisted of: 1) Recruitment, training, and certification of students; 2) development of a website, tutorials, and materials to support the program; 3) a communication campaign about the service; and 4) a ticketing system to track support issues.

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

The program was successfully started at the UTC. CETL recruited, hired, and trained at team of 5 students to staff the program. The MM program was launched in Winter 2014 and in each quarter, they received and resolved an great number of help tickets: Winter '14 = 139 tickets; Spring '14 = 199 tickets; Summer '14 = 176 tickets. Students reviews of the service overall was positive.
The major benefit of this program was that the burden of Moodle support was no longer placed on the faculty. As CETL continues to encourage more and more faculty to utilize Moodle, faculty can feel assured that they will not have to support students who have issues logging in, unable to upload an assignment, or complete an online quiz. This new support service benefits not only students, but faculty as well.

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

The following tickets were resolved by the Moodle Mentor Program this academic year:
Winter 2014 = 139; Spring 2014 = 199; Summer 2014 = 176. While a majority of these issues were resolved during the first 2 weeks of each quarter, this program still showed that students need live student support for Moodle. The contact method of students generally was evenly split between phone, walk-in, and email support.

4. How well did the activity further institutional goals?

This program was invaluable for faculty who have incorporated Moodle into their courses. Previously, faculty were burdened with supporting their students' use of the LMS, in addition to their course content. By providing this program, faculty could more easily concentrate on their teaching and content, and not need to serve as the LMS support person as well.

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

Yes, the funding was sufficient to support the program.

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 biggest challenge is ownership and location of this program. The Center for Effective Teaching and Learning (CETL) began this program in order to meet the needs of the faculty CETL trains on Moodle. This program was located in the University Tutorial Center and not in CETL. However, this location was not ideal since some student issues were related the ITS function needing to be solved at the ITS Helpdesk. This caused some confusion for students who did not know where to go for help. It is hoped that ITS will take over this initiative to provide a "one-stop shop" for technical issues--including Moodle issues.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $ 132,852.00 **Amount Expended:** $ 132,852.00

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.

Appendix 8.2.

STUDENT SUCCESS FEE (SSF) FUNDING REQUEST
FISCAL YEAR 2013 - 2014

(Responses Limited to Space Provided)

NEW X
FUND # SF008
DIV RANK 2

COLLEGE/UNIT: Academic Affairs
ACTIVITY: Peer Mentoring for Online/Hybrid Courses
DEPARTMENT: CETL
PREPARED BY: C. Haras and B. Bondad-Brown

1. **Description of activity, including specific program objectives:**

The Governor's recent proposal to allocate $10M to reduce bottleneck courses for students through the use of innovative online technologies has increased the demand for faculty to teach online, hybrid, and technology-enhanced courses. Students can access Lynda.com videos, but no student resources are available that are customized to CSULA's Moodle site. Moreover, when Moodle goes down over evenings or weekends, there is no communications process in place. This student support activity will support the following:
1. Recruitment, training, and certification of two graduate mentors and up to six undergraduate students to be "eMentors" and provide 8 am to 10 pm Moodle support for students taking online and hybrid courses. eMentors will be housed in the Tutorial Center of the Library's Palmer Wing from 8 am to 6 pm. Graduate students will manage the undergrad mentors and act as point personnel with CETL and ITS weekends in case of LMS performance issues.
2. Funding supports workshops and consultants for LMS and customer service training of all eMentors ($10,000).
3. Hiring of Mentors to provide both in-person and online support for students taking online and hybrid courses including trouble-shooting with Moodle. ($91,852)
4. Development of video tutorial, materials, and other resources to augment support provided by eMentors. Also includes a "Train-the-Trainers" workshop for ongoing development of all mentors. ($25,000)
5. Service will be communicated via a campaign; including development of materials ($1000)
6. Zendesk ticketing system software purchase will enable provision of virtual and afterhours (6pm-10pm) service. ($5000)

2. **How many matriculated students will be served by this activity?**

Each quarter, over 800 courses have utilized Moodle in varying degrees. This position will provide Moodle support to thousands of students taking any number of courses that utilize Moodle.

3. **To which SSF program activity is this proposal related, and how will this activity further student success?**

Retention and graduation of undergraduates and graduate students. eMentor activity will directly support any students who require assistance with Moodle for course-related reasons. Currently, instructors are faced with providing Moodle support for their students. This is problematic when a student needs help just before a course deadline (e.g., online quiz, exam, paper, etc.) and the instructor is not available. In addition, students also face technical issues (e.g., Moodle outages) that have nothing to do with the online course content. As such, a faculty member is not equipped to provide support for these issues. Graduate mentors will be an additional resource who are primarily responsible for ensuring student success with Moodle. We expect that faculty and students will report less customer-service issues with Moodle

4. **What assessment tools will be used to determine whether the activity will meet the objectives outlined in #1 above?**

The number of students who need LMS assistance on campus are currently unknown. By tracking students' usage of the eMentor service via ticketing and in-person help desk at the Tutorial Center, we will be able to ascertain true demand for the service, as well as to identify LMS issues specific to student support. Ideally, after building online tutorials and designing documentation, there should be a reduction in the number of faculty who report problems with Moodle support for their students on campus. *We, however, anticipate a probable increase in student requests for assistance with Moodle if the service is viable, and would hope that another campus initiative would pick up this traffic, i.e. ITS.* In addition, an electronic survey will go out to students and faculty asking for their feedback on how well this additional resource has helped with regard to Moodle support and perceptions of the LMS.

5. **If this activity has been previously funded, detail how the program objectives were met.**

New proposal.

6. **If this activity has been previously funded, provide justification for increased funding.**

STUDENT SUCCESS FEE (SSF) FUNDING REQUEST DETAIL
Fiscal Year 2013-2014

FUND #:

COLLEGE: Academic Affairs

DEPARTMENT: Office of the Provost

ACTIVITY: Peer Mentoring for Online/Hybrid Courses

PREPARED BY: Haras/Bondad-Brown

Use the form below to detail projected expenses for Student Success Fee Activities
For requests for new fulltime permanent positions add in benefits costs of 47%.

Salaries	
2 grad mentors	$ 29,089.00
6 undergrad mentors	$ 62,763.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Supplies	
	$ -
signage/campaign	$ 1,000.00
1000	$ -
	$ -
Ticketing system	$ 5,000.00
software & licensing	$ -
and startup: Zendesk	$ -

Services	
CETL Training	$10,000.00
	$ -
Materials/Tutorials	$25,000.00
creation	$ -
	$ -
	$ -

Travel	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
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Equipment	
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	$ -
	$ -
	$ -
	$ -

$ 6,000.00
Supplies

$ 91,852.00
Salaries Total

$ 35,000.00
Services

$ -
Travel Total

$ -
Equipment Total

SSF REQUEST TOTAL: $ 132,852.00

5/29/2013

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2013-2014

Division:	Academic Affairs		
College/Dept.:	Undergraduate Studies	**Dept ID:**	201
Contact Person:	Jones/Ney/Vaidya	**Program ID/Name:**	11800
Program Activity:	Developing and Implemenation of High Impact Practices		

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

This funding was requested to hire a SSP who will be responsible for the development and implementation of high impact educational practices that have been demonstrated to increase student engagement in their learning leading to an increase in success outcomes. Specifically, the SSP was to assist the Faculty Director of Service Learning in service learning curriculum development.

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

When the Center for Engagement, Service, and the Public Good was created in January of 2014, the Faculty Director of Service Learning and the budget associated with Service Learning, was transferred to the Center. The decision how to use the allocation became the responsibility of the Director of Service Learning and the Director of the Center for ESPG.

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?

The SSP was not hired since the Center was in the process of being formed and assessing staff and space requirements.

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: $66,375 **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.

STUDENT SUCCESS FEE ACTIVITIES (SSF)
2013 - 2014 FUNDING REQUEST
(Responses Limited to Space Provided)

NEW X
FUND # SF008
DIV RANK 3

COLLEGE/UNIT: ACADEMIC AFFAIRS
ACTIVITY: DEVELOPING & IMPLEMENTING HIGH IMPACT PRACTICES
DEPARTMENT: UNDERGRADUATE STUDIES
PREPARED BY: JONES/NEY/VAIDYA

1. **Activity Description, including specific program objectives.:**

This individual will be responsible for the development and implementation of educational practices that have been demonstrated to increase student engagement in their learning leading to an increase in success outcomes. These practices for engaged learning include such things as students learning in community (cohorts), through collaborative assignments and projects, through participation in research, scholarly and creative activities with faculty or in service learning courses. This individual will coordinate with all divisions and colleges to integrate these practices both in existing programs and by developing new opportunities. They will also be responsible for gathering evidence of effectiveness, as well as communicating the impact of these practices to students with a web site for engaged learning and by other means.

2. **How many matriculated students will be served by this activity?**

This will serve all enrolled students.

3. **To which SSF program activity is this proposal related and how will this activity further student success?**

This is related to Advising and Retention as well as Student Development.

4. **If this has been previously funded, please detail how program objectives were met.**

First time request.

5. **What assessment tools will be used to determine whether the funded activity has met the objectives outlined in #1 above?**

Effectiveness will be evaluated with surveys of student satisfaction and performance indicators regarding retention, GPA, and graduation rates.

6. **If this activity has been previously funded, please provide justification for any increased funding.**

First time request.

SSF REQUEST DETAIL
Fiscal Year 2013-2014

FUND #:

COLLEGE: ACADEMIC AFFAIRS

ACTIVITY: DEVELOPING & IMPLEMENTING HIGH IMPACT PRACTICES

DEPARTMENT: UNDERGRADUATE STUDIES

PREPARED BY: JONES

Use the form below to detail projected expenses for Student Success Fee Activities
For requests for new fulltime permanent positions add in benefits costs of 47%.

Salaries		Supplies		Travel		Equipment	
			$ -		$ -		$ -
SSP II	$ 45,000.00						
FRINGE	$ 21,375.00		$ -		$ -		$ -
			$ -		$ -		$ -
			$ -		$ -		$ -
			$ -		$ -		$ -
			$ -		$ -		$ -
	$ -				$ -		$ -
	$ -	Services			$ -		$ -
	$ -				$ -		$ -
	$ -				$ -		$ -
	$ -				$ -		$ -
	$ -				$ -		$ -
	$ -		$ -		$ -		$ -
	$ -		$ -		$ -		$ -
	$ -		$ -		$ -		$ -
	$ -		$ -		$ -		$ -

$ - Supplies

$ 66,375.00	$ -	$ -	$ -
Salaries Total	Services	Travel Total	Equipment Total

	SSF REQUEST TOTAL:	$ 66,375.00

Print Form Reset Form

APPENDIX 8.4

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2013-2014

Division: AVPAA
College/Dept.:
Dept ID: 201099
Contact Person: Michael Willard
Program ID/Name: Community-based/Srvc. Lrng
Program Activity: Undergraduate Community-based/ Service Learning Projects

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

- Work on supervised projects with community organizations (supervision took the form of mentoring, and students projects became a form of undergraduate research);
- Research on the outcomes and educational effectiveness of service learning pedagogy.

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

ACADEMIC SUCCESS: 100% of students who completed projects (25 students) gave the highest rating to the importance of the project for their "academic success."
BENEFIT FROM MENTORING: 96% of students who completed projects (24 out of 25 students) gave the highest rating to "the benefit of working with a faculty member."
COMMUNITY IMPACT: 76% of students (19 out of 25) who completed a project did a project in the community. Of those students, 89% (17 out of 19) gave the highest rating for the "the impact" of their project "for the community or organization where you worked" and 11% (2 out of 19) gave a rating of "moderate" for the impact of their project. 24% of students who completed a project did research on outcomes and effectiveness of service learning pedagogy (and thus did not answer the question about community impact).
The major benefits of the project were: 1) the connection between academic success and community-based learning; 2) the satisfaction with mentoring (and, implicitly, undergraduate research) as a High Impact Practice; 3) the benefit students provided to the community.

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

Yes. In addition to a final survey, students submitted final reports which provided qualitative descriptions of the projects they completed. These descriptions provided further evidence of the rigor (from mentoring and undergraduate research) and impact (as evaluated by the Director of Service Learning) of the projects.

4. How well did the activity further institutional goals?

The activity aligns with the 3 strategic objectives of the University's strategic plan: 1) student success, 2) community engagement, and 3) collaborative culture. The new President's institutional priority is "Engagement, Service, and the Public Good." The University, through the Office of Undergraduate Studies and the Center for Effective Teaching and Learning, emphasize High Impact Practices (as codified in the Civic (and Service) Learning requirement in the University's new GE policy and in faculty learning communities where mentoring, undergraduate research and service learning feature prominently. The President created a new Center for Engagement, Service, and the Public Good which provides greater support for partnership development and project development to faculty and students. Thus, this SSF program, administered by the Office of Service Learning aligns with and furthers these institutional priorities.

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

Yes. The program had a late start due to the reorganization of the Office of Service Learning. Interest in the program among students and faculty was higher than the number who were able to participate (due to the short time frame of the program). Faculty interest in the program has increased and the expectation is that more students and faculty will participate in the program for the 2014-2015 fiscal year.

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

Information and awareness of the program was low due to short lead time for publicity. This will be addressed through informational meetings for faculty and students. These informational meetings will also help faculty and students who have less experience with community-based learning to conceive of coherent, manageable projects (with support from the Center for Engagement and the Office of Service Learning) before submitting an application. This will allow more students and faculty to participate.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $ 45,000.00 **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.

STUDENT SUCCESS FEE ACTIVITIES (SSF)
2013 - 2014 FUNDING REQUEST
(Responses Limited to Space Provided)

NEW X
FUND # SF008
DIV RANK 6

COLLEGE/UNIT: Community Based Learning/Service Learning
ACTIVITY: Student Support for Community Based Learning
DEPARTMENT: Academic Affairs
PREPARED BY: Mike Willard/Cheryl Ney

1. **Activity Description, including specific program objectives.:**

Community based learning/service learning is a high impact practice indicating that student engagement with their learning increases in this type of educational setting. Community based learning/service learning frequently involves project activities in the community. These may range from efforts such as data collection activities to educational presentations. Often projects conducted by students in these courses involve presentations at the end of the quarter to the community with which the class worked with. Some faculty engage students in several courses over a period of time with an extended project, hence there is a need to archive, preserve and present the impact of student work in the community from previous quarters. These projects and presentations about them can be strengthened through the use of fiscal resources dedicated to this activity.

These funds will support the materials needed for community based/service learning projects. Criteria and guidelines for their use will be developed by the Faculty Coordinator for Service Learning and administered through their office.

2. **How many matriculated students will be served by this activity?**

900 CSULA students could be provided up to $50 each to support a community based project which met the requirements of the service learning course they were enrolled in.

3. **To which SSF program activity is this proposal related and how will this activity further student success?**

Community based learning/service learning is a high impact practice and thus engages students more deeply in their learning for improved retention and increased success as a student. (http://www.aacu.org/leap/hip.cfm) (Aligns with guidelines 2, 5 and 6)

4. **If this has been previously funded, please detail how program objectives were met.**

5. **What assessment tools will be used to determine whether the funded activity has met the objectives outlined in #1 above?**

1. Impact analysis of utilization of funds to support service learning projects will be conducted through a required post activity survey. Questions will include CSULA student reflections on conducting the project.
2. Increased level of response to community engagement questions on the National Survey of Student Engagement survey (administered approximately every 2 years).
3. Tracking will include number of community members impacted by the project, type of project, use of funds, etc.

6. **If this activity has been previously funded, please provide justification for any increased funding.**

SSF REQUEST DETAIL
Fiscal Year 2013-2014

FUND #:

COLLEGE: Community Based Learning/Service Learning

ACTIVITY: Student Support for Community Based Learning

DEPARTMENT: Academic Affairs

PREPARED BY: Mike Willard/Cheryl Ney

Use the form below to detail projected expenses for Student Success Fee Activities
For requests for new fulltime permanent positions add in benefits costs of 47%.

Salaries		Supplies		Travel		Equipment	
			$ -		$ -		$ -
		Fund for operational supplies for community based learning projects- supplies for data collection activities or project implementation materials, printing, poster presentations, digitizing activity outputs, etc.	$45,000.00				$ -
			$ -		$ -		$ -
			$ -		$ -		$ -
			$ -		$ -		$ -
			$ -		$ -		$ -
			$ -		$ -		$ -
	$ -	Services			$ -		$ -
	$ -				$ -		$ -
	$ -				$ -		$ -
	$ -				$ -		$ -
	$ -				$ -		$ -
	$ -		$ -		$ -		$ -
	$ -		$ -		$ -		$ -
	$ -		$ -		$ -		$ -
	$ -		$ -		$ -		$ -

$ 45,000.00
Supplies

$ -
Salaries Total

$ -
Services

$ -
Travel Total

$ -
Equipment Total

SSF REQUEST TOTAL: $ 45,000.00

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2013-14

Division:	Academic/Student Affairs		
College/Dept.:	AVPAA/AVPAS/AVPHR	**Dept ID:**	
Contact Person:	Cheryl Ney/Nancy Wada-McKee	**Program ID/Name:**	
Program Activity:	Advisor Training and Professional Development (Staff)		

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

The recent hiring of SSPs professionals requires that we initiate and sustain their professional development in both Academic Affairs and Student Affairs.. This funding helped all campus SSPs with continuing professional development. The funding was utilized for internal and external training opportunities, training tools, and other materials to advance their development inclusive of National Academic Advisement Association (NACADA) opportunities.

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

For the SSPs we were able to offer on-going professional development through various webinars and podcasts. The SSPs were offered a one-year membership to NACADA and 30 of them joined. The campus also sent one SSP from each College and the Advisement Center to the NACADA Regional Conference this past March.

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

Yes, the SSPs felt that the information was useful and relevant. The professional development opportunities gave them a variety of ideas that they could incorporate in their daily advisement sessions and ways to engage their students.

4. How well did the activity further institutional goals?

The activities, especially attendance at the NACADA Conference, inspired and invigorated the SSPs about their work. They thought about ways to assist students using the IHE 101 course as a benchmark to identify students who might be at risk, who might require intentional advisement and intervention. They have a better understanding of the holistic advisement approach for our students. They want to "brand" College advising on campus, so they are easily identifiable for students. They are looking into marketing tools to create fact sheets, "hints" for students to be academically successful, campus resources, and campus policies & procedures. These activities support the academic success, retention, and timely graduation for our students.

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

Yes, as we were able to offer professional development opportunities throughout the year to professional staff and faculty. By offering training and professional development opportunities to all (faculty and professional staff) advisors, we continue to enhance advisement and serve our students with effective strategies that lead to student success.

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

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

A challenge has been the commitment of advisors to attend the professional development opportunities. In the future, to improve the activities that are offered, there should be meetings for collaboration between AA/SA advisors, more NACADA opportunities, and technical training

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $100,000 **Amount Expended:** $52,603.58

Note: Please attach year-end financial summary.

Instructions

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

2. Provide additional information essential to report program outcomes.
3. Attach a copy of the approved SSF Funding request (Appendices 8.2 and 8.3).
4. Submit completed report to the VP for Administration and Finance, CFO.

Print Form Reset Form

APPENDIX 8.4

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2013-2014

Division: Academic/Student Affairs
College/Dept.: AVPAA/AVPAS/AVPHR **Dept ID:**
Contact Person: Cheryl Ney/Nancy Wada-McKee **Program ID/Name:**
Program Activity: Advisor Training and Professional Development (Staff)

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

The recent hiring of SSPs professionals requires that we initiate and sustain their professional development in both Academic Affairs and Student Affairs.. This funding helped all campus SSPs with continuing professional development. The funding was utilized for internal and external training opportunities, training tools, and other materials to advance their development inclusive of National Academic Advisement Association (NACADA) opportunities.

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

For the SSPs we were able to offer on-going professional development through various webinars and podcasts. The SSPs were offered a one-year membership to NACADA and 30 of them joined. The campus also sent one SSP from each College and the Advisement Center to the NACADA Regional Conference this past March.

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

Yes, the SSPs felt that the information was useful and relevant. The professional development opportunities gave them a variety of ideas that they could incorporate in their daily advisement sessions and ways to engage their students.

4. How well did the activity further institutional goals?

The activities, especially attendance at the NACADA Conference, inspired and invigorated the SSPs about their work. They thought about ways to assist students using the IHE 101 course as a benchmark to identify students who might be at risk, who might require intentional advisement and intervention. They have a better understanding of the holistic advisement approach for our students. They want to "brand" College advising on campus, so they are easily identifiable for students. They are looking into marketing tools to create fact sheets, "hints" for students to be academically successful, campus resources, and campus policies & procedures. These activities support the academic success, retention, and timely graduation for our students.

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

Yes, as we were able to offer professional development opportunities throughout the year to professional staff and faculty. The original proposal did indicate the funding would help all SSPs (professional staff advisors) with continued professional development but given the amount of SSF funding that was allocated, we were also able to fund professional development opportunities for the faculty (who also advise students) through Faculty Learning Communities during the spring quarter. By offering training and professional development opportunities to all (faculty and professional staff) advisors, we continue to enhance advisement and serve our students with effective strategies that lead to student success.

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

A challenge has been the commitment of advisors to attend the professional development opportunities. In the future, to improve the activities that are offered, there should be meetings for collaboration between AA/SA advisors, more NACADA opportunities, and technical training.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $ 40,000.00 **Amount Expended:** $ 30,637.12

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 ACTIVITIES (SSF)
2013 - 2014 FUNDING REQUEST
(Responses Limited to Space Provided)

NEW X
FUND # SF008
DIV RANK 4

COLLEGE/UNIT: VPAA/VPSA **ACTIVITY:** Advisor Training and Professional Development

DEPARTMENT: AVPAA/AVPAS/AVPHR

PREPARED BY: NEY/WADA-MCKEE

1. **Activity Description, including specific program objectives.:**

   The recent hiring of SSPs professionals requires that we initiate and sustain their professional development. This funding will help all campus SSPs with continuing professional development. Funding will be utilized for internal and external training opportunities, training tools, and other materials to advance their development inclusive of National Academic Advisement Association (NACADA) opportunities.

2. **How many matriculated students will be served by this activity?**

   The entire student body will be better served by enhanced training and development of SSPs.

3. **To which SSF program activity is this proposal related and how will this activity further student success?**

   This will support SSPs professional development in both Academic Affairs and Student Affairs. Specifically, it will support all of the SSPs located at each of the colleges, the University Academic Advisement Center, Tutoring/Writing Center, and EOP.

4. **If this has been previously funded, please detail how program objectives were met.**

   First year request.

5. **What assessment tools will be used to determine whether the funded activity has met the objectives outlined in #1 above?**

   Advising effectiveness will be evaluated with surveys of student satisfaction; performance indicators regarding retention , GPA, graduation rates; and personnel evaluation of SSP staff advisors. The new Advisor Evaluation Framework will be used to assess effectiveness as well.

6. **If this activity has been previously funded, please provide justification for any increased funding.**

   First year request.

SSF REQUEST DETAIL
Fiscal Year 2013-2014

FUND #:

COLLEGE: ACADEMIC AFFAIRS/STUDENT AFFAIRS
ACTIVITY: Advisor Training and Professional Development
DEPARTMENT: AVPAA/AVPSA
PREPARED BY: NEY/ WADA- MCKEE

Use the form below to detail projected expenses for Student Success Fee Activities
For requests for new fulltime permanent positions add in benefits costs of 47%.

Salaries	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Supplies	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Services	
TRAINING	$20,000.00
	$ -
	$ -
	$ -
	$ -

Travel	
	$ -
TRAINING	$20,000.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Equipment	
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

$ -	Salaries Total
$ -	Supplies
$ 20,000.00	Services
$ 20,000.00	Travel Total
$ -	Equipment Total

SSF REQUEST TOTAL: $ 40,000.00

Student/Parent Academy for First Generation College Students

Appendix 8.4

Student Success Fee (SSF)
Program Outcomes and Accountability Report
FY 2013-14

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

The objectives of the SSF funded Parent Academy programs are to:

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

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

Three Parent Academy programs were offered and evaluated during the 2013-14 academic year. The content of the programs was designed to address the objectives identified above. The first program (December 2013) addressed a number of different topics including the transition from high school to college, what it takes to be a successful college student and how to make college success a family goal. The winter program (February) focused on the various resources and means of paying for college. The third program (April) focused on how parents can help their son/daughter stay engaged and committed to continuing to year two of college with information provided by a student panel about the importance of student involvement, the Career Center and faculty who spoke about mentoring.

Parents were asked questions about their satisfaction with the length of sessions, their content and time allowed for questions and discussion. They were also asked about the cost and length of the overall program. Open ended questions allowed them to provide feedback about what they liked most, what they liked least and what they would like to see in future programs.

As noted in the summary evaluation: The first year of the Parent Academy program was successful in providing information and topics helpful to the participants. Parents benefitted from the information that helped them understand the university. Base on the results, they gained a comfort level with understanding their children's experience at CSULA. Learning about how CSULA works, how to pay for college and how to support their son or daughter was important to those who attended. Parents were satisfied with what was presented. Ninety-six percent of the April participants would recommend Parent Academy to incoming parents of new students.

The major impact of the Parent Academy program is a better informed parent about what their son/daughter is experiencing in college; a parent who is better equipped to establish a more

positive and supportive learning environment at home for their college attending son/daughter as well as for younger siblings, and parents who will have a greater knowledge, appreciation and connection with the University and thereby become its goodwill ambassadors, and supporters.

To view what parents had to say about Parent Academy follow these two links. (The first is English speaking parents, the second is Spanish speaking parents):

https://www.youtube.com/watch?v=Gq6QRJeF7eA&feature=youtu.be

https://www.youtube.com/watch?v=wrQnBXoMEo4&feature=youtu.be

3. Did the assessment tools identified in the SSF Funding Request provide sufficient evidence to support #2?
A comprehensive evaluation tool was developed after SSF funding for the Parent Academy program was approved to assess parent satisfaction with the structure, cost and content of the program, what they learned, recommendations about content that they felt should be deleted, modified or added, and whether they would recommend the program to other parents. The data and information collected from the evaluations of each of the three programs directly contributes to and supports the findings and benefits outlined in #2, above.

4. How well did the activity further institutional goals?
The CSULA Parent Academy will have varying degrees of impact on student recruitment, retention, satisfaction, student success and graduation by virtue of having parents who are better informed and able to support their student while in college. It will also result in more parents who are familiar with and appreciative of what the University does to help their son/daughter succeed in college and thereby becoming more supportive of the University, both as an ambassador of goodwill and quite possibly, a donor.

A well-developed parent program can contribute to the strategic directions of the University, specifically to developing programs for the local and regional … communities.

As noted by the President in his message on the campus website, "Cal State L.A. has been recognized as one of the top 20 comprehensive universities in the country this year by *Washington Monthly*, for our contributions to the public good. This exceptional honor is based on our graduation rates, the important research produced by our faculty and students, and our dedication to community service." The Parent Academy not only contributes to the success of students, it contributes to the University's commitment to "community engagement, service and the public good" in a very tangible and visible way.

5. Was the approved funding sufficient to support the activity? Explain:
Funding was sufficient to support Parent Academy in 2013-14. One of the objectives of the 2013-14 Parent Academy program was to assess the feasibility of this new and innovative program. Funds were requested and allocated to ensure that its feasibility could be assessed without compromising quality. In addition, almost all of the "staff support" for planning and implementing the program was provided in-kind, thus minimizing costs. This would not be

sustainable if there is a decision to make the Parent Academy program a permanent ongoing 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 achieve stated goals?

One of the major challenges, though not unexpected, is that there is no permanent or even dedicated staff or space for the program. Not unexpected because 2013-14 was a pilot year and because Parent Programs, especially one with the content of CSULAs program, do not fit neatly into any specific area. The "planning committee" for Parent Academy has discussed the number and kind of staff that would be needed if it becomes permanent and where (in what division/unit) it should be situated. Such a recommendation will be made toward the end of the 2014-15 AY. In the meantime the first year established a solid foundation for all aspects of the program so improvements for year two consist of "tweaking" rather than redoing or reinventing, which can be accomplished using similar arrangements as last year.

SSF Allocation: $187,240.00 Amount Expended: $34,297.19

STUDENT SUCCESS FEE ACTIVITIES (SSF)
2013 - 2014 FUNDING REQUEST
(Responses Limited to Space Provided)

NEW X
FUND # SF008
DIV RANK 5

COLLEGE/UNIT: ACADEMIC AFFAIRS/STUDENT AFFAIRS **ACTIVITY:** STUDENT/PARENT ACADEMY FOR FIRST GENERATION COLLEGE STUDENTS

DEPARTMENT: CSEIP/VPSA

PREPARED BY: VAIDYA/ROSS

1. **Activity Description, including specific program objectives.:**

A student/parent Academy is proposed as a way to help first generation college students succeed, especially in their first year. This will be a one-year bilingual program that will have various modules to ensure parent participation. The intent is to develop a family support network for our students by training the parents on college requirements. A certificate of completion will be presented at completion of the program. In college, students learn to juggle academics and other responsibilities on their own while their parents play a new role as advisors rather than decision makers. The Parents Academy will provide resources for parents to support students during the critical first year at Cal State LA.

Workshops on topics such as setting realistic expectations, learning fiscal responsibility, counseling students on majors and careers, and dealing with academic challenges will help parents provide support to their college student.

2. **How many matriculated students will be served by this activity?**

This will benefit all students. This Academy will be open to the parents of all students, in particular all freshman and transfer students.

3. **To which SSF program activity is this proposal related and how will this activity further student success?**

This is related to Advising and Retention. It is also related to Student Development.

4. **If this has been previously funded, please detail how program objectives were met.**

This is a new funding request.

5. **What assessment tools will be used to determine whether the funded activity has met the objectives outlined in #1 above?**

Effectiveness will be evaluated with surveys of parent satisfaction and student performance indicators regarding retention, GPA, and graduation rates.

6. **If this activity has been previously funded, please provide justification for any increased funding.**

This is a new funding request.

SSF REQUEST DETAIL
Fiscal Year 2013-2014

FUND #:

COLLEGE: ACADEMIC AFFAIRS/STUDENT AFFAIRS

ACTIVITY: STUDENT/PARENT ACADEMY FOR FIRST GENERATION COLLEGE STUDENTS

DEPARTMENT: CESIP/AVPSA

PREPARED BY: VAIDYA/ROSS

Use the form below to detail projected expenses for Student Success Fee Activities
For requests for new fulltime permanent positions add in benefits costs of 47%.

Salaries	
Lecturers	$ 104,590.00
fringe 7.65%	$ 7,650.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Supplies	
	$ -
SUPPLIES	$25,000.00
	$ -
	$ -
	$ -
	$ -
	$ -

Services	
TRAININGS	$40,000.00
	$ -
	$ -
	$ -
	$ -

Travel	
	$ -
PROFESSIONAL DEVELOPMENT	$ 4,000.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

Equipment	
	$ -
OFFICE EQUIP.	$ 6,000.00
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

$ 25,000.00
Supplies

$ 112,240.00
Salaries Total

$ 40,000.00
Services

$ 4,000.00
Travel Total

$ 6,000.0
Equipment Total

SSF REQUEST TOTAL: $ 187,240.00

Year-End Financial Summary 2013-14

California State University, Los Angeles
Financial Accounting System
SF008 Budget Summary Report for: 2014-06-30
PROVOST - Provost & VP Academic Affairs

Time run: 7/30/2014 8:54:52 AM
File Name: SF008-PROVOST - Provost & VP Academic Affairs-DSUM.xlsx
Instance Directory: c:\assessment\outgoing
Fiscal Year 2013-2014
Year-End

			Actuals					
Dept ID	**Original Budget**	**Adjusted Budget**	**Current Month**	**Fiscal Year**	**Encumbrances**	**Total Expended**	**Budget Available**	**% Achieved / % Used**
200120 - Honors College	0.00	0.00	0.00	53.00	0.00	53.00	(53.00)	0.00%
200190 - AA- SSF - Stdt Engag w/Acad De	0.00	100,000.00	8,269.75	60,528.39	(7,924.81)	52,603.58	47,396.42	52.60%
200199 - HonorsCollege-SSF- Adv.Reten.	81,125.00	81,125.00	6,545.74	53,009.00	0.00	53,009.00	28,116.00	65.34%
200300 - Graduate Studies & Research	0.00	0.00	0.00	65.00	0.00	65.00	(65.00)	0.00%
200390 - GS- SSF - Grad Stdt Comp Supt	81,125.00	164,193.71	40,162.38	162,319.71	1,874.00	164,193.71	0.00	100.00%
200400 - Undergraduate Studies	0.00	0.00	813.64	813.64	0.00	813.64	(813.64)	0.00%
200490 - UG- SSF - Mentoring/Tutoring	139,875.00	478,580.00	43,641.83	393,524.66	0.00	393,524.66	85,055.34	82.23%
200499 - AC - SSF - Adv. & Retention	186,060.00	198,035.31	16,371.02	198,035.31	0.00	198,035.31	0.00	100.00%
200514 - AVPAA-AP	0.00	0.00	(884.52)	0.00	0.00	0.00	0.00	0.00%
200590 - CETL-SSF - Adv. & Retention	0.00	140,852.00	11,454.61	72,444.35	0.00	72,444.35	68,407.65	51.43%
201055 - TVFM	0.00	0.00	100.00	100.00	0.00	100.00	(100.00)	0.00%
201090 - A/L - SSF - Adv. & Retention	290,565.00	297,731.01	17,120.23	261,989.00	0.00	261,989.00	35,742.01	88.00%
201099 - AVPAA- SSF- Adv. & Retention	0.00	40,000.00	14,643.94	27,751.15	3,042.83	30,793.98	9,206.02	76.98%
201200 - College of Business Economic	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
201201 - Grad Bus Prof Fee	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
201290 - B/E - SSF - Adv. & Retention	319,609.00	358,034.24	29,547.82	358,034.24	0.00	358,034.24	0.00	100.00%
201490 - ED - SSF - Adv. & Retention	62,875.00	71,373.64	5,911.35	71,373.64	0.00	71,373.64	0.00	100.00%
201590 - ET - SSF - Adv. & Retention	132,750.00	135,202.82	5,664.06	116,563.09	0.00	116,563.09	18,639.73	86.21%
201690 - HHS- SSF - Adv. & Retention	351,554.00	357,470.05	35,783.66	355,652.69	0.00	355,652.69	1,817.36	99.49%
201790 - NSS - SSF - Adv. & Retention	382,309.00	400,018.95	32,580.55	400,018.95	0.00	400,018.95	0.00	100.00%
201890 - CESIP-SSF - Adv. & Retention	0.00	187,240.00	24,303.51	31,885.02	2,412.17	34,297.19	152,942.81	18.32%
290103 - CESPG-SSF-ADV. & RETENTION	0.00	66,375.00	0.00	0.00	0.00	0.00	66,375.00	0.00%
299103 - CESPG-SSF-ADV & RETENT(CBL)	0.00	45,000.00	0.00	0.00	0.00	0.00	45,000.00	0.00%
PROVOST - Provost & VP Academic Affairs Total	**2,027,847.00**	**3,121,231.73**	**292,029.57**	**2,564,160.84**	**(595.81)**	**2,563,565.03**	**557,666.70**	**82.13%**

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
200120 - Honors College

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	660820 - Printing	0.00	0.00	0.00	53.00	0.00	53.00	(53.00)	0.00%
- - - Total		**0.00**	**0.00**	**0.00**	**53.00**	**0.00**	**53.00**	(53.00)	**0.00%**
200120 - Honors College Total		**0.00**	**0.00**	**0.00**	**53.00**	**0.00**	**53.00**	(53.00)	**0.00%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
200190 - AA- SSF - Stdt Engag w/Acad De

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	660830 - Supplies and Services	0.00	0.00	2,953.35	10,879.17	(10,314.21)	564.96	(564.96)	0.00%
--- Total		**0.00**	**0.00**	**2,953.35**	**10,879.17**	**(10,314.21)**	**564.96**	**(564.96)**	**0.00%**
	660830 - Supplies and Services	0.00	0.00	0.00	698.34	0.00	698.34	(698.34)	0.00%
06509 - Community Relations Total		**0.00**	**0.00**	**0.00**	**698.34**	**0.00**	**698.34**	**(698.34)**	**0.00%**
	660855 - UAS Dining Services	0.00	0.00	0.00	0.00	459.05	459.05	(459.05)	0.00%
06951 - CE ADN-BSN Program Total		**0.00**	**0.00**	**0.00**	**0.00**	**459.05**	**459.05**	**(459.05)**	**0.00%**
	601854 - F/T Support Staff	0.00	20,000.00	0.00	0.00	0.00	0.00	20,000.00	0.00%
	606801 - Travel-In State-Faculty	0.00	0.00	0.00	434.00	500.00	934.00	(934.00)	0.00%
	613001 - Contractual Services	0.00	0.00	0.00	10,287.00	0.00	10,287.00	(10,287.00)	0.00%
	619812 - Equipment Over $5000	0.00	0.00	0.00	16,887.84	0.00	16,887.84	(16,887.84)	0.00%
	619813 - Equipment Under $5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
	619821 - Instructional Equip Over $5000	0.00	0.00	0.00	7,088.87	0.00	7,088.87	(7,088.87)	0.00%
	660041 - Space Rental	0.00	0.00	0.00	107.50	0.00	107.50	(107.50)	0.00%
	660820 - Printing	0.00	0.00	0.00	647.89	0.00	647.89	(647.89)	0.00%
	660830 - Supplies and Services	0.00	80,000.00	5,023.08	13,204.46	1,430.35	14,634.81	65,365.19	18.29%
	660855 - UAS Dining Services	0.00	0.00	293.32	293.32	0.00	293.32	(293.32)	0.00%
	660873 - Facilities Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
11800 - Advising and Retention Total		**0.00**	**100,000.00**	**5,316.40**	**48,950.88**	**1,930.35**	**50,881.23**	**49,118.77**	**50.88%**
200190 - AA- SSF - Stdt Engag w/Acad De Total		**0.00**	**100,000.00**	**8,269.75**	**60,528.39**	**(7,924.81)**	**52,603.58**	**47,396.42**	**52.60%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
200199 - HonorsCollege-SSF- Adv.Reten.

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	601854 - F/T Support Staff	81,125.00	81,125.00	4,550.00	36,400.00	0.00	36,400.00	44,725.00	44.87%
	603001 - OASDI	0.00	0.00	281.10	2,246.50	0.00	2,246.50	(2,246.50)	0.00%
	603003 - Dental Insurance	0.00	0.00	26.98	242.82	0.00	242.82	(242.82)	0.00%
	603004 - Health / Welfare	0.00	0.00	644.12	5,757.02	0.00	5,757.02	(5,757.02)	0.00%
	603005 - Retirement	0.00	0.00	964.74	7,717.92	0.00	7,717.92	(7,717.92)	0.00%
	603011 - Life Insurance	0.00	0.00	3.75	33.75	0.00	33.75	(33.75)	0.00%
	603012 - Medicare	0.00	0.00	65.74	525.39	0.00	525.39	(525.39)	0.00%
	603013 - Vision Care	0.00	0.00	7.50	67.50	0.00	67.50	(67.50)	0.00%
	603014 - Long Term Disability Insurance	0.00	0.00	1.81	18.10	0.00	18.10	(18.10)	0.00%
11800 - Advising and Retention Total		**81,125.00**	**81,125.00**	**6,545.74**	**53,009.00**	**0.00**	**53,009.00**	**28,116.00**	**65.34%**
200199 - HonorsCollege-SSF- Adv.Reten. Total		**81,125.00**	**81,125.00**	**6,545.74**	**53,009.00**	**0.00**	**53,009.00**	**28,116.00**	**65.34%**

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California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
200300 - Graduate Studies & Research

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	606820 - Travel - Out Of State	0.00	0.00	0.00	65.00	0.00	65.00	(65.00)	0.00%
11800 - Advising and Retention Total		**0.00**	**0.00**	**0.00**	**65.00**	**0.00**	**65.00**	**(65.00)**	**0.00%**
200300 - Graduate Studies & Research Total		**0.00**	**0.00**	**0.00**	**65.00**	**0.00**	**65.00**	**(65.00)**	**0.00%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
200390 - GS- SSF - Grad Stdt Comp Supt

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	601854 - F/T Support Staff	81,125.00	102,471.41	25,734.50	77,443.91	0.00	77,443.91	25,027.50	75.58%
	603001 - OASDI	0.00	0.00	287.09	3,483.17	0.00	3,483.17	(3,483.17)	0.00%
	603003 - Dental Insurance	0.00	0.00	47.31	556.42	0.00	556.42	(556.42)	0.00%
	603004 - Health / Welfare	0.00	1,722.30	634.47	7,338.44	0.00	7,338.44	(5,616.14)	426.08%
	603005 - Retirement	0.00	0.00	984.88	11,818.56	0.00	11,818.56	(11,818.56)	0.00%
	603011 - Life Insurance	0.00	0.00	3.75	45.00	0.00	45.00	(45.00)	0.00%
	603012 - Medicare	0.00	0.00	67.14	814.59	0.00	814.59	(814.59)	0.00%
	603013 - Vision Care	0.00	0.00	7.50	90.00	0.00	90.00	(90.00)	0.00%
	603014 - Long Term Disability Insurance	0.00	0.00	1.81	21.72	0.00	21.72	(21.72)	0.00%
	606800 - Travel- In State	0.00	20,000.00	0.00	2,910.75	600.00	3,510.75	16,489.25	17.55%
	606820 - Travel - Out Of State	0.00	0.00	3,409.93	31,357.79	1,105.00	32,462.79	(32,462.79)	0.00%
	660830 - Supplies and Services	0.00	40,000.00	750.00	2,921.36	0.00	2,921.36	37,078.64	7.30%
	660860 - Transit Subsidies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
	660862 - Unallocated/Holding	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
	660890 - Recruitment and Emp Relocation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
	660896 - Conference Fees	0.00	0.00	234.00	1,568.00	169.00	1,737.00	(1,737.00)	0.00%
	660940 - Expenses-Other	0.00	0.00	8,000.00	21,950.00	0.00	21,950.00	(21,950.00)	0.00%
11800 - Advising and Retention Total		**81,125.00**	**164,193.71**	**40,162.38**	**162,319.71**	**1,874.00**	**164,193.71**	**0.00**	**100.00%**
200390 - GS- SSF - Grad Stdt Comp Supt Total		**81,125.00**	**164,193.71**	**40,162.38**	**162,319.71**	**1,874.00**	**164,193.71**	**0.00**	**100.00%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
200400 - Undergraduate Studies

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

				Actuals					
Account	**Description**	**Original Budget**	**Adjusted Budget**	**Current Month**	**Fiscal Year**	**Encumbrances**	**Total Expend**	**Budget Available**	**% Achieved / % Used**
	660830 - Supplies and Services	0.00	0.00	813.64	813.64	0.00	813.64	(813.64)	0.00%
- - - Total		**0.00**	**0.00**	**813.64**	**813.64**	**0.00**	**813.64**	(813.64)	**0.00%**
200400 - Undergraduate Studies Total		**0.00**	**0.00**	**813.64**	**813.64**	**0.00**	**813.64**	(813.64)	**0.00%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
200490 - UG- SSF - Mentoring/Tutoring

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	660820 - Printing	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
--- Total		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00%**
	601103 - Graduate Assistant	0.00	0.00	3,522.40	43,165.31	0.00	43,165.31	(43,165.31)	0.00%
	601303 - Student Assistant	0.00	0.00	34,371.60	292,434.05	0.00	292,434.05	(292,434.05)	0.00%
	601854 - F/T Support Staff	139,875.00	464,405.00	3,566.00	29,824.73	0.00	29,824.73	434,580.27	6.42%
	603001 - OASDI	0.00	0.00	218.97	1,833.38	0.00	1,833.38	(1,833.38)	0.00%
	603003 - Dental Insurance	0.00	0.00	47.31	376.22	0.00	376.22	(376.22)	0.00%
	603004 - Health / Welfare	0.00	0.00	644.18	5,120.61	0.00	5,120.61	(5,120.61)	0.00%
	603005 - Retirement	0.00	0.00	756.10	6,323.74	0.00	6,323.74	(6,323.74)	0.00%
	603011 - Life Insurance	0.00	0.00	3.75	33.75	0.00	33.75	(33.75)	0.00%
	603012 - Medicare	0.00	0.00	51.21	498.82	0.00	498.82	(498.82)	0.00%
	603013 - Vision Care	0.00	0.00	7.50	67.50	0.00	67.50	(67.50)	0.00%
	603014 - Long Term Disability Insurance	0.00	0.00	1.81	18.10	0.00	18.10	(18.10)	0.00%
	604001 - Telephone Usage	0.00	0.00	0.00	15.15	0.00	15.15	(15.15)	0.00%
	613001 - Contractual Services	0.00	0.00	32.20	34.50	0.00	34.50	(34.50)	0.00%
	660800 - Postage / Freight	0.00	0.00	0.00	32.67	0.00	32.67	(32.67)	0.00%
	660820 - Printing	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
	660822 - Copier Charges	0.00	0.00	0.00	2,060.83	0.00	2,060.83	(2,060.83)	0.00%
	660830 - Supplies and Services	0.00	14,175.00	0.00	9,195.49	0.00	9,195.49	4,979.51	64.87%
	660839 - Office Max	0.00	0.00	418.80	2,489.81	0.00	2,489.81	(2,489.81)	0.00%
11800 - Advising and Retention Total		**139,875.00**	**478,580.00**	**43,641.83**	**393,524.66**	**0.00**	**393,524.66**	**85,055.34**	**82.23%**
200490 - UG- SSF - Mentoring/Tutoring Total		**139,875.00**	**478,580.00**	**43,641.83**	**393,524.66**	**0.00**	**393,524.66**	**85,055.34**	**82.23%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
200499 - AC - SSF - Adv. & Retention

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	660830 - Supplies and Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
- - - Total		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00%**
	601854 - F/T Support Staff	186,060.00	189,595.23	10,698.00	130,219.23	0.00	130,219.23	59,376.00	68.68%
	603001 - OASDI	0.00	0.00	660.95	8,045.73	0.00	8,045.73	(8,045.73)	0.00%
	603003 - Dental Insurance	0.00	0.00	201.31	2,374.22	0.00	2,374.22	(2,374.22)	0.00%
	603004 - Health / Welfare	0.00	8,440.08	2,208.70	26,119.85	0.00	26,119.85	(17,679.77)	309.47%
	603005 - Retirement	0.00	0.00	2,268.30	27,219.60	0.00	27,219.60	(27,219.60)	0.00%
	603011 - Life Insurance	0.00	0.00	11.25	135.00	0.00	135.00	(135.00)	0.00%
	603012 - Medicare	0.00	0.00	154.58	1,881.66	0.00	1,881.66	(1,881.66)	0.00%
	603013 - Vision Care	0.00	0.00	22.50	270.00	0.00	270.00	(270.00)	0.00%
	603014 - Long Term Disability Insurance	0.00	0.00	5.43	65.16	0.00	65.16	(65.16)	0.00%
	603015 - Flex Cash	0.00	0.00	140.00	1,680.00	0.00	1,680.00	(1,680.00)	0.00%
	660830 - Supplies and Services	0.00	0.00	0.00	24.86	0.00	24.86	(24.86)	0.00%
	660862 - Unallocated/Holding	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
11800 - Advising and Retention Total		**186,060.00**	**198,035.31**	**16,371.02**	**198,035.31**	**0.00**	**198,035.31**	**0.00**	**100.00%**
200499 - AC - SSF - Adv. & Retention Total		**186,060.00**	**198,035.31**	**16,371.02**	**198,035.31**	**0.00**	**198,035.31**	**0.00**	**100.00%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
200514 - AVPAA-AP

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

				Actuals					
Account	**Description**	**Original Budget**	**Adjusted Budget**	**Current Month**	**Fiscal Year**	**Encumbrances**	**Total Expend**	**Budget Available**	**% Achieved / % Used**
	616003 - Info Tech Software	0.00	0.00	(884.52)	0.00	0.00	0.00	0.00	0.00%
11800 - Advising and Retention Total		**0.00**	**0.00**	**(884.52)**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00%**
200514 - AVPAA-AP Total		**0.00**	**0.00**	**(884.52)**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
200590 - CETL-SSF - Adv. & Retention

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	660830 - Supplies and Services	0.00	0.00	(63.45)	0.00	0.00	0.00	0.00	0.00%
--- Total		**0.00**	**0.00**	**(63.45)**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00%**
	601303 - Student Assistant	0.00	0.00	3,522.40	20,350.60	0.00	20,350.60	(20,350.60)	0.00%
	601854 - F/T Support Staff	0.00	91,852.00	4,314.00	25,884.00	0.00	25,884.00	65,968.00	28.18%
	603001 - OASDI	0.00	0.00	267.47	534.94	0.00	534.94	(534.94)	0.00%
	603003 - Dental Insurance	0.00	0.00	53.96	80.94	0.00	80.94	(80.94)	0.00%
	603004 - Health / Welfare	0.00	0.00	634.47	1,903.41	0.00	1,903.41	(1,903.41)	0.00%
	603005 - Retirement	0.00	0.00	914.70	1,829.40	0.00	1,829.40	(1,829.40)	0.00%
	603011 - Life Insurance	0.00	0.00	1.50	4.50	0.00	4.50	(4.50)	0.00%
	603012 - Medicare	0.00	0.00	62.55	375.30	0.00	375.30	(375.30)	0.00%
	603013 - Vision Care	0.00	0.00	7.50	22.50	0.00	22.50	(22.50)	0.00%
	604823 - Telephone Installation	0.00	0.00	0.00	65.00	0.00	65.00	(65.00)	0.00%
	616003 - Info Tech Software	0.00	0.00	0.00	6,457.00	0.00	6,457.00	(6,457.00)	0.00%
	616820 - I/T Hardware	0.00	0.00	0.00	940.28	0.00	940.28	(940.28)	0.00%
	660017 - Advertising and Promotional Pu	0.00	0.00	791.54	1,306.04	0.00	1,306.04	(1,306.04)	0.00%
	660820 - Printing	0.00	0.00	0.00	550.29	0.00	550.29	(550.29)	0.00%
	660830 - Supplies and Services	0.00	49,000.00	947.97	11,900.50	0.00	11,900.50	37,099.50	24.29%
	660839 - Office Max	0.00	0.00	0.00	239.65	0.00	239.65	(239.65)	0.00%
11800 - Advising and Retention Total		**0.00**	**140,852.00**	**11,518.06**	**72,444.35**	**0.00**	**72,444.35**	**68,407.65**	**51.43%**
200590 - CETL-SSF - Adv. & Retention Total		**0.00**	**140,852.00**	**11,454.61**	**72,444.35**	**0.00**	**72,444.35**	**68,407.65**	**51.43%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
201055 - TVFM

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	660830 - Supplies and Services	0.00	0.00	100.00	100.00	0.00	100.00	(100.00)	0.00%
- - - Total		**0.00**	**0.00**	**100.00**	**100.00**	**0.00**	**100.00**	**(100.00)**	**0.00%**
201055 - TVFM Total		**0.00**	**0.00**	**100.00**	**100.00**	**0.00**	**100.00**	**(100.00)**	**0.00%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
201090 - A/L - SSF - Adv. & Retention

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	601854 - F/T Support Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
--- Total		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00%**
	601854 - F/T Support Staff	290,565.00	297,731.01	10,932.00	166,464.77	0.00	166,464.77	131,266.24	55.91%
	601870 - Overtime	0.00	0.00	0.00	2.55	0.00	2.55	(2.55)	0.00%
	603001 - OASDI	0.00	0.00	662.64	10,120.10	0.00	10,120.10	(10,120.10)	0.00%
	603003 - Dental Insurance	0.00	0.00	160.49	2,677.31	0.00	2,677.31	(2,677.31)	0.00%
	603004 - Health / Welfare	0.00	0.00	2,853.04	46,171.20	0.00	46,171.20	(46,171.20)	0.00%
	603005 - Retirement	0.00	0.00	2,317.91	33,621.33	0.00	33,621.33	(33,621.33)	0.00%
	603011 - Life Insurance	0.00	0.00	11.25	161.25	0.00	161.25	(161.25)	0.00%
	603012 - Medicare	0.00	0.00	154.97	2,366.82	0.00	2,366.82	(2,366.82)	0.00%
	603013 - Vision Care	0.00	0.00	22.50	322.50	0.00	322.50	(322.50)	0.00%
	603014 - Long Term Disability Insurance	0.00	0.00	5.43	77.83	0.00	77.83	(77.83)	0.00%
	636000 - F/T Support Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
	660830 - Supplies and Services	0.00	0.00	0.00	3.34	0.00	3.34	(3.34)	0.00%
	660862 - Unallocated/Holding	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
11800 - Advising and Retention Total		**290,565.00**	**297,731.01**	**17,120.23**	**261,989.00**	**0.00**	**261,989.00**	**35,742.01**	**88.00%**
201090 - A/L - SSF - Adv. & Retention Total		**290,565.00**	**297,731.01**	**17,120.23**	**261,989.00**	**0.00**	**261,989.00**	**35,742.01**	**88.00%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
201099 - AVPAA- SSF- Adv. & Retention

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	660830 - Supplies and Services	0.00	0.00	0.00	156.86	0.00	156.86	(156.86)	0.00%
11600 - Commencement Total		**0.00**	**0.00**	**0.00**	**156.86**	**0.00**	**156.86**	**(156.86)**	**0.00%**
	606800 - Travel- In State	0.00	20,000.00	0.00	4,191.75	435.10	4,626.85	15,373.15	23.13%
	606802 - Travel Mileage	0.00	0.00	0.00	14.24	30.00	44.24	(44.24)	0.00%
	606820 - Travel - Out Of State	0.00	0.00	0.00	1,197.00	1,329.48	2,526.48	(2,526.48)	0.00%
	660830 - Supplies and Services	0.00	20,000.00	1,143.94	3,891.30	828.25	4,719.55	15,280.45	23.60%
	660896 - Conference Fees	0.00	0.00	0.00	1,050.00	420.00	1,470.00	(1,470.00)	0.00%
	660940 - Expenses-Other	0.00	0.00	13,500.00	17,250.00	0.00	17,250.00	(17,250.00)	0.00%
11800 - Advising and Retention Total		**0.00**	**40,000.00**	**14,643.94**	**27,594.29**	**3,042.83**	**30,637.12**	**9,362.88**	**76.59%**
201099 - AVPAA- SSF- Adv. & Retention Total		**0.00**	**40,000.00**	**14,643.94**	**27,751.15**	**3,042.83**	**30,793.98**	**9,206.02**	**76.98%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
201200 - College of Business Economic

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	619812 - Equipment Over $5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
01460 - Open University Total		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00%**
201200 - College of Business Economic Total		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
201201 - Grad Bus Prof Fee

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	660820 - Printing	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
- - - Total		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00%**
201201 - Grad Bus Prof Fee Total		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
201290 - B/E - SSF - Adv. & Retention

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	601854 - F/T Support Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
- - - Total		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00%**
	601854 - F/T Support Staff	319,609.00	325,573.05	18,298.00	222,648.05	0.00	222,648.05	102,925.00	68.39%
	603001 - OASDI	0.00	0.00	1,121.35	13,616.10	0.00	13,616.10	(13,616.10)	0.00%
	603003 - Dental Insurance	0.00	0.00	424.05	4,912.90	0.00	4,912.90	(4,912.90)	0.00%
	603004 - Health / Welfare	0.00	32,461.19	5,510.21	66,489.24	0.00	66,489.24	(34,028.05)	204.83%
	603005 - Retirement	0.00	0.00	3,879.72	46,556.64	0.00	46,556.64	(46,556.64)	0.00%
	603011 - Life Insurance	0.00	0.00	15.00	180.00	0.00	180.00	(180.00)	0.00%
	603012 - Medicare	0.00	0.00	262.25	3,184.43	0.00	3,184.43	(3,184.43)	0.00%
	603013 - Vision Care	0.00	0.00	30.00	360.00	0.00	360.00	(360.00)	0.00%
	603014 - Long Term Disability Insurance	0.00	0.00	7.24	86.88	0.00	86.88	(86.88)	0.00%
	660862 - Unallocated/Holding	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
11800 - Advising and Retention Total		**319,609.00**	**358,034.24**	**29,547.82**	**358,034.24**	**0.00**	**358,034.24**	**0.00**	**100.00%**
201290 - B/E - SSF - Adv. & Retention Total		**319,609.00**	**358,034.24**	**29,547.82**	**358,034.24**	**0.00**	**358,034.24**	**0.00**	**100.00%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
201490 - ED - SSF - Adv. & Retention

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	601854 - F/T Support Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
- - - Total		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00%**
	601854 - F/T Support Staff	62,875.00	64,053.41	3,566.00	43,406.41	0.00	43,406.41	20,647.00	67.77%
	603001 - OASDI	0.00	0.00	214.48	2,588.82	0.00	2,588.82	(2,588.82)	0.00%
	603003 - Dental Insurance	0.00	0.00	89.23	1,049.51	0.00	1,049.51	(1,049.51)	0.00%
	603004 - Health / Welfare	0.00	7,320.23	1,222.32	14,493.54	0.00	14,493.54	(7,173.31)	197.99%
	603005 - Retirement	0.00	0.00	756.10	9,073.20	0.00	9,073.20	(9,073.20)	0.00%
	603011 - Life Insurance	0.00	0.00	3.75	45.00	0.00	45.00	(45.00)	0.00%
	603012 - Medicare	0.00	0.00	50.16	605.44	0.00	605.44	(605.44)	0.00%
	603013 - Vision Care	0.00	0.00	7.50	90.00	0.00	90.00	(90.00)	0.00%
	603014 - Long Term Disability Insurance	0.00	0.00	1.81	21.72	0.00	21.72	(21.72)	0.00%
	660862 - Unallocated/Holding	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
11800 - Advising and Retention Total		**62,875.00**	**71,373.64**	**5,911.35**	**71,373.64**	**0.00**	**71,373.64**	**0.00**	**100.00%**
201490 - ED - SSF - Adv. & Retention Total		**62,875.00**	**71,373.64**	**5,911.35**	**71,373.64**	**0.00**	**71,373.64**	**0.00**	**100.00%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
201590 - ET - SSF - Adv. & Retention

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	601854 - F/T Support Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
	660830 - Supplies and Services	0.00	0.00	0.00	585.12	0.00	585.12	(585.12)	0.00%
- - - Total		**0.00**	**0.00**	**0.00**	**585.12**	**0.00**	**585.12**	**(585.12)**	**0.00%**
	601854 - F/T Support Staff	132,750.00	135,202.82	3,851.00	82,778.12	0.00	82,778.12	52,424.70	61.23%
	603001 - OASDI	0.00	0.00	236.64	5,183.77	0.00	5,183.77	(5,183.77)	0.00%
	603003 - Dental Insurance	0.00	0.00	47.31	556.42	0.00	556.42	(556.42)	0.00%
	603004 - Health / Welfare	0.00	0.00	644.18	7,566.01	0.00	7,566.01	(7,566.01)	0.00%
	603005 - Retirement	0.00	0.00	816.53	17,147.05	0.00	17,147.05	(17,147.05)	0.00%
	603011 - Life Insurance	0.00	0.00	3.75	78.75	0.00	78.75	(78.75)	0.00%
	603012 - Medicare	0.00	0.00	55.34	1,212.34	0.00	1,212.34	(1,212.34)	0.00%
	603013 - Vision Care	0.00	0.00	7.50	157.50	0.00	157.50	(157.50)	0.00%
	603014 - Long Term Disability Insurance	0.00	0.00	1.81	38.01	0.00	38.01	(38.01)	0.00%
	603015 - Flex Cash	0.00	0.00	0.00	1,260.00	0.00	1,260.00	(1,260.00)	0.00%
	606801 - Travel-In State-Faculty	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
	660830 - Supplies and Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
	660862 - Unallocated/Holding	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
11800 - Advising and Retention Total		**132,750.00**	**135,202.82**	**5,664.06**	**115,977.97**	**0.00**	**115,977.97**	**19,224.85**	**85.78%**
201590 - ET - SSF - Adv. & Retention Total		**132,750.00**	**135,202.82**	**5,664.06**	**116,563.09**	**0.00**	**116,563.09**	**18,639.73**	**86.21%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
201690 - HHS- SSF - Adv. & Retention

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	601854 - F/T Support Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
--- Total		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00%**
	601854 - F/T Support Staff	351,554.00	357,470.05	21,646.43	222,370.45	0.00	222,370.45	135,099.60	62.21%
	603001 - OASDI	0.00	0.00	1,301.66	12,626.61	0.00	12,626.61	(12,626.61)	0.00%
	603003 - Dental Insurance	0.00	0.00	662.15	5,927.33	0.00	5,927.33	(5,927.33)	0.00%
	603004 - Health / Welfare	0.00	0.00	7,204.70	67,856.75	0.00	67,856.75	(67,856.75)	0.00%
	603005 - Retirement	0.00	0.00	4,589.70	43,226.24	0.00	43,226.24	(43,226.24)	0.00%
	603011 - Life Insurance	0.00	0.00	20.56	153.62	0.00	153.62	(153.62)	0.00%
	603012 - Medicare	0.00	0.00	304.41	2,969.35	0.00	2,969.35	(2,969.35)	0.00%
	603013 - Vision Care	0.00	0.00	45.00	420.00	0.00	420.00	(420.00)	0.00%
	603014 - Long Term Disability Insurance	0.00	0.00	9.05	97.74	0.00	97.74	(97.74)	0.00%
	613001 - Contractual Services	0.00	0.00	0.00	2.30	0.00	2.30	(2.30)	0.00%
	660830 - Supplies and Services	0.00	0.00	0.00	2.30	0.00	2.30	(2.30)	0.00%
	660862 - Unallocated/Holding	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
11800 - Advising and Retention Total		**351,554.00**	**357,470.05**	**35,783.66**	**355,652.69**	**0.00**	**355,652.69**	**1,817.36**	**99.49%**
201690 - HHS- SSF - Adv. & Retention Total		**351,554.00**	**357,470.05**	**35,783.66**	**355,652.69**	**0.00**	**355,652.69**	**1,817.36**	**99.49%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
201790 - NSS - SSF - Adv. & Retention

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	601854 - F/T Support Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
- - - Total		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00%**
	601854 - F/T Support Staff	382,309.00	389,499.46	20,891.00	266,466.50	0.00	266,466.50	123,032.96	68.41%
	603001 - OASDI	0.00	0.00	1,358.65	16,417.69	0.00	16,417.69	(16,417.69)	0.00%
	603003 - Dental Insurance	0.00	0.00	510.67	3,360.99	0.00	3,360.99	(3,360.99)	0.00%
	603004 - Health / Welfare	0.00	10,519.49	4,719.27	53,112.11	0.00	53,112.11	(42,592.62)	504.89%
	603005 - Retirement	0.00	0.00	4,715.97	56,003.64	0.00	56,003.64	(56,003.64)	0.00%
	603011 - Life Insurance	0.00	0.00	15.00	180.00	0.00	180.00	(180.00)	0.00%
	603012 - Medicare	0.00	0.00	317.75	3,839.64	0.00	3,839.64	(3,839.64)	0.00%
	603013 - Vision Care	0.00	0.00	45.00	540.00	0.00	540.00	(540.00)	0.00%
	603014 - Long Term Disability Insurance	0.00	0.00	7.24	86.88	0.00	86.88	(86.88)	0.00%
	660830 - Supplies and Services	0.00	0.00	0.00	11.50	0.00	11.50	(11.50)	0.00%
	660862 - Unallocated/Holding	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
11800 - Advising and Retention Total		**382,309.00**	**400,018.95**	**32,580.55**	**400,018.95**	**0.00**	**400,018.95**	**0.00**	**100.00%**
201790 - NSS - SSF - Adv. & Retention Total		**382,309.00**	**400,018.95**	**32,580.55**	**400,018.95**	**0.00**	**400,018.95**	**0.00**	**100.00%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
201890 - CESIP-SSF - Adv. & Retention

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	501910 - Misc Activity Fee	0.00	0.00	0.00	(4,120.00)	0.00	(4,120.00)	4,120.00	0.00%
	601852 - Special Consultant-Faculty	0.00	0.00	0.00	1,275.00	0.00	1,275.00	(1,275.00)	0.00%
	601854 - F/T Support Staff	0.00	112,240.00	0.00	0.00	0.00	0.00	112,240.00	0.00%
	603012 - Medicare	0.00	0.00	0.00	18.49	0.00	18.49	(18.49)	0.00%
	606800 - Travel- In State	0.00	4,000.00	0.00	0.00	0.00	0.00	4,000.00	0.00%
	608001 - Books	0.00	0.00	0.00	5,676.10	823.90	6,500.00	(6,500.00)	0.00%
	613001 - Contractual Services	0.00	0.00	4.60	4.60	0.00	4.60	(4.60)	0.00%
	619812 - Equipment Over $5000	0.00	6,000.00	0.00	0.00	0.00	0.00	6,000.00	0.00%
	619813 - Equipment Under $5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
	660820 - Printing	0.00	0.00	0.00	65.00	0.00	65.00	(65.00)	0.00%
	660830 - Supplies and Services	0.00	65,000.00	24,169.91	26,696.16	1,588.27	28,284.43	36,715.57	43.51%
	660839 - Office Max	0.00	0.00	0.00	109.57	0.00	109.57	(109.57)	0.00%
	660849 - Honorarium	0.00	0.00	0.00	1,743.00	0.00	1,743.00	(1,743.00)	0.00%
	660951 - Parking Costs	0.00	0.00	129.00	417.10	0.00	417.10	(417.10)	0.00%
11800 - Advising and Retention Total		**0.00**	**187,240.00**	**24,303.51**	**31,885.02**	**2,412.17**	**34,297.19**	**152,942.81**	**18.32%**
201890 - CESIP-SSF - Adv. & Retention Total		**0.00**	**187,240.00**	**24,303.51**	**31,885.02**	**2,412.17**	**34,297.19**	**152,942.81**	**18.32%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
290103 - CESPG-SSF-ADV. & RETENTION

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

Account	Description	Original Budget	Adjusted Budget	Actuals: Current Month	Actuals: Fiscal Year	Encumbrances	Total Expend	Budget Available	% Achieved / % Used
	601854 - F/T Support Staff	0.00	66,375.00	0.00	0.00	0.00	0.00	66,375.00	0.00%
11800 - Advising and Retention Total		**0.00**	**66,375.00**	**0.00**	**0.00**	**0.00**	**0.00**	**66,375.00**	**0.00%**
290103 - CESPG-SSF-ADV. & RETENTION Total		**0.00**	**66,375.00**	**0.00**	**0.00**	**0.00**	**0.00**	**66,375.00**	**0.00%**

Prepared by: Budget Admin.

California State University, Los Angeles
Financial Accounting System
SF008 - Student Success Fee Assessment Report for: 2014-06-30
299103 - CESPG-SSF-ADV & RETENT(CBL)

Time run: 7/30/2014 8:26:01 AM
Fiscal Year 2013-2014
Year-End

				Actuals					
Account	**Description**	**Original Budget**	**Adjusted Budget**	**Current Month**	**Fiscal Year**	**Encumbrances**	**Total Expend**	**Budget Available**	**% Achieved / % Used**
	660830 - Supplies and Services	0.00	45,000.00	0.00	0.00	0.00	0.00	45,000.00	0.00%
11800 - Advising and Retention Total		**0.00**	**45,000.00**	**0.00**	**0.00**	**0.00**	**0.00**	**45,000.00**	**0.00%**
299103 - CESPG-SSF-ADV & RETENT(CBL) Total		**0.00**	**45,000.00**	**0.00**	**0.00**	**0.00**	**0.00**	**45,000.00**	**0.00%**

Prepared by: Budget Admin.