

California State University,
Los Angeles

Student Success Fee

Program Outcomes and Accountability Report

2013-14

October 2014 – Administration and Finance

Executive Order 1070

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

Adm. Procedure 205

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

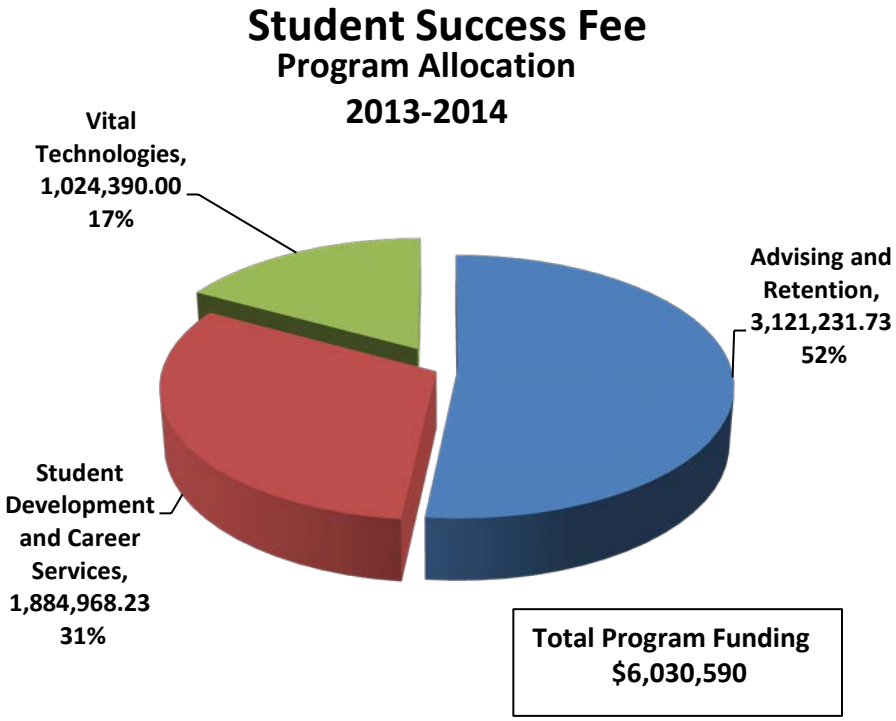
During 2013-14, more than $6 million was allocated to student program initiatives.

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

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

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

During 2013-14, more than $6 million was allocated to student program initiatives. As shown on the graph below, funding was allocated to the four program priorities. Advising and Retention was awarded more than $3.1 million or 52%; Student Development and Career Services was awarded $1.8 million or 31%; and Vital Technologies was awarded $1.02 million or 17%.



Academic Advisement and Retention

Academic Advisement and Retention was allocated more than $3.1 million for academic advisement, graduate student completion coordination, student engagement in research and scholarship activities, mentoring and tutoring support, student online readiness tools, developing and implementing high-impact practices, and a student-parent academy for first-generation college students. Highlights from some of the programs funded by Student Success Fee are as follows.

- **Academic Advisement:**
  Student Support Professionals (SSPs) provide academic advisement to students in major academic plans and General Education (GE) requirements to improve graduation and retention rates. This advisement improves student progress, especially in course taking and thus decreases time to graduation for students. Over the past year, the average unit load for undergraduates has increased nearly one full unit to 12.6 units, an all time high for Cal State LA undergraduates.

  In addition, 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, intrusive advisement for students with excess units (more than 216 earned units), 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.

  Through SSF support, the ratio of students to academic advisors has dramatically decreased from a high of 1700 students to one advisor in Spring 2011, to 445:1 as of Fall 2014. Note: the national benchmark for a campus of our size is 285:1. We hope to continue to be able to provide additional SSP support for advising in the future.

- **Graduate Student Completion Coordinator (GRC):**
  Funding a full-time SSPIII to serve as Coordinator of the Graduate Resource Center has greatly benefited graduate students. Significant improvements in the thesis/project/ dissertation submission process have been achieved as follows: (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 supervised GAs to serve as thesis reviewers (4) updated the PowerPoint presentation and presented several thesis workshops for graduate students (5) maintained regular communication with the online publisher (ProQuest) to coordinate updates and manage the database and with faculty members supervising theses, projects and dissertations.

- **Engagement of Students in Research, Scholarship, Creative Activities:**
  The objectives of the RSCA funding were to (1) support graduate and undergraduate students in presenting their research, scholarship, or creative work at regional, national, or international conferences (2) support undergraduate students engaged in research, scholarship, and creative activities with faculty mentors (3) support graduate students with the completion of their thesis research, dissertation research or culminating creative project.

  In 2013-14, 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. Twenty-three graduate students were funded up to $750 to support the completion of their culminating thesis, dissertation or creative project. More than 90 awards were given to support undergraduate students in their RSCA activities.

Research, Scholarship, Creative Activities

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Mentoring, Tutoring, and Writing Support:

University Tutorial Center

The objective of the program is to improve student course performance and student retention through peer tutoring by trained and certified tutors. Our tutor training program has received International Tutor Training Program Certification by the College Reading & Learning Association. The effectiveness of the program is assessed through course grades. In 2013-2014, of all students tutored in courses for which a grade was recorded, 82% earned a passing grade of A, B, C, or CR:

Mathematics courses---80% of tutored students passed
Chemistry courses---88% of tutored students passed
Physics courses--86% of tutored students passed
Accounting courses---86% of tutored students passed

University Writing Center
The University Writing Center 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 2012-2013 to 15.1% in 2013-2014. The staff continued to receive excellent evaluations. In 2013-2014, the UWC had 23,990 student contacts. The center's online presence also increased through the use of social media.

- **Student Online Readiness Tool:**
  This program piloted the SmarterMeasure questionnaire that assesses student readiness for online classes. The assessment tool helps students identify their strengths and weaknesses with regard to taking an online or hybrid course. It also identifies resources that may help prepare students for success in these courses.

- **Student/Parent Academy for First Generation College Students:**
  Three Parent Academy programs were offered and evaluated during the 2013-14 academic year. The sessions were designed to assist parents in developing a better understanding of the college experience, including what it takes for students to be successful, how parents can assist their student to be successful, what no cost resources are available to students and provide an opportunity for parents to network with other parents. The first program, which was held in December of 2013, addressed the transition from high school to college, how to succeed in college, and how to make college success a family goal. The second program focused on resources to pay for college. The third program focused on how parents can help their son or daughter remain engaged and committed to staying in college. The information was provided by a student panel, the Career Center staff, and faculty.

Student Development and Career Services

More than $1.8 million was allocated to enhance services and accommodations for students with disabilities, offer educational opportunity programs for Summer Bridge students, provide training and wellness programs for veteran students, and provide a wide array of networking, empowerment, community engagement, and skill-building workshops and programs for our students.

- **Students with Disabilities and Accommodations**
  The number of students with disabilities continues to grow, particularly as more veteran students have enrolled. With this increase comes a need for more proctors. The SSF provided funding for additional proctors that allowed for more students to receive test-taking assistance. This funding also allowed for the hiring of a full-time Deaf and Hard of Hearing Coordinator to meet the needs of our students and community members who are deaf or hard of hearing. An increase in overall support services, including specialized assistive technology software for laptops, resulted in higher retention/graduation rates for our students with disabilities.

- **Veterans Affairs**
  A Benefits Coordinator was hired in the previous fiscal year to assist veteran students with navigating Veterans Administration educational benefits and to facilitate the use of University resources. A Veterans Resource Coordinator was hired to provide administrative and program leadership of the Veterans Resource Center. Staffing these positions, conducting training, and delivering programming have helped to support the University's and the CSU's commitment to the educational success of our veteran students. Feedback on the programs was very positive. In a survey students were asked to rate our program on a scale of one (low) to five (high). Eighty-three percent of respondents gave the overall program experience the highest rating and 17% rated the program a four.

- **Health Education and Wellness**
  In 2013-14, the Health Education Assistant (HEA) engaged in more than 200 interactions with students, resulting in more than 8,200 contacts. Other HEA activities included: 132 guest lectures, reaching 1,277 students; 26 workshops and trainings with a total of 554 participants; 102 confidential health counseling sessions; eight new student and new parent orientations, reaching 1,390 people; and 28 information fairs, reaching more than 4,900 Cal State L.A. community members. The Student Health Center's health education staff informs students of positive healthy practices that help form a foundation for student success and life-long health.

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- **Summer Bridge**
  The Summer Bridge program helps low income, first-generation students make a successful transition from high school to university life. In 2013, 142 Summer Bridge students completed workshops in writing, math, Summer Bridge Seminar, and social justice. The writing workshops helped students develop the skills needed to succeed at the University. Approximately 76.6% of students felt they made moderate to substantial progress in their writing abilities, of those students, 21% advanced to the next level of English. Approximately 89% of students reported confidence in and understanding of the math abilities. In 2013, the number of students who advanced at least one level in math at the end of the program was 83%. Additionally, SSF funding allowed the program to increase services to add Housing to the program experience. The funding was also used to offer writing and math workshops and learning communities classes to incoming full time freshman who were not in Summer Bridge.

- **Student Development**
  The SSF funding allowed for the continuation of programming, services, and assessment related to Student Development Initiatives with an emphasis on leadership, cultural competency, academic success and retention efforts. Based on the assessment tools utilized, between 86% and 96% of students strongly agreed that the programs were successful in achieving goals.

- **Career Services**

  SSF funding allocated to the Career Development Center provided for enhanced and expanded career services, including mentoring programs, career events, employer relations, and career exploration. The Career Center also worked with the Alumni Association on activities such as alumni career panels, alumni mentoring, and alumni job shadowing. In 2013, 24 career events were presented, serving approximately 700 students; 41 employer information sessions were held, bringing employers such as Techtronic Industries, Southern California Edison, Children's Hospital of Los Angeles, and the Smithsonian Institution. Twenty-eight workshops for an estimated 300 students were presented on topics such as developing online branding, managing LinkedIn, and preparing for internships. The Career Center's online career services management platform, Eagle iJobs, saw increased growth and utilization by students and employers; the total number of active students was 8,234 and the total number of active employers was 4,370. Social media presence also increased, with more than 500 students and employers following/friending the center. Many more viewed the postings.

Transfer Credit Summaries

SSF funding allowed for the hiring of additional staff to focus solely on transfer student credit summaries and priority process referrals from college academic advisors. This reduced the time between receipt of external transcripts and the completion of the transfer credit summary, providing students with the most current academic information to plan their course study.

- **Transfer Credit Summaries**
  Between 2007 and 2013, the number of admissions applications increased by 61.1%, significantly impacting the ability of evaluation staff to timely complete transfer credit summaries for new transfer students. SSF funding allowed for the hiring of additional staff to focus solely on transfer student credit summaries and priority process referrals from college academic advisors. This reduced the time between receipt of external transcripts and the completion of the transfer credit summary, providing students with the most current academic information to plan their course study. Earlier access to transfer credit

- **Students Engaging with Alumni: Academic and Professional Opportunities and Programs**

  Additionally, $206,998 was allocated towards student-alumni engagement activities that enhance academic and professional opportunities and programs.

  SSF funding allowed the Alumni Relations office to retain the Coordinator of Academic and Professional Opportunities and Programs. The coordinator was hired to oversee the enhancement and expansion of early engagement student programs and activities such as the Alumni Mentoring Program, Job Shadowing Intern Program and professional development workshops. The Alumni Mentoring Program grew from 550 to 622 participants. Alumni "job hosts" were recruited and screened in an effort to match current students or recent graduates with alumni professionals. In the first year, 24 students and two alumni enrolled in the program and 18 alumni served as job hosts. Student participants indicated the program was a great experience and that they would recommend the program to other students. Alumni job host participants found the program to be rewarding. These services have allowed students to participate in programs that may help them succeed academically and professionally by connecting them with alumni professionals.

- **Students Engaging with Alumni: Infrastructure and Content Coordinator**
  The purpose of this activity was to maintain the development, implementation, and expansion of the Student-Alumni Network. Funding helped retain the Technical Support Coordinator who is responsible for overseeing this network. The network helps support Student Development and Career Services by increasing the number of alumni professionals and mentors available to assist students with their academic and professional goals. Volunteers and mentors who participate in the network provide students with valuable firsthand career and educational information that will help them succeed at Cal State L.A. and beyond graduation.

- **Here 4 You**
  This campaign supports student academic success by providing information about free workshops, events, and resources on campus. Interns funded through SSF were able to provide messaging on social media as a form of outreach to promote these activities to an even broader audience online. The outreach not only targeted current students, but also prospective students, alumni, and the local community. Through peer-to-peer communications such as brochures, emails, and social media, students feel more connected to the University and participate in campus activities in a more meaningful way.

Vital Technologies

Information Technologies Services received $1.024 million to provide students with a robust infrastructure and access to the important learning resources that prepare them for college and professional success. The resources included: Anywhere On-Demand Applications; Anytime, Anywhere Access; Just-In-Time Learning; Adobe Creative Cloud for Students; provisioning for a 24-Hour Open Access Lab; Wi-Fi Availability, Wireless Enhancements and Gigabit Wireless Pilot; Microsoft Office and Windows for Students; and a New Technology Vulnerability Assessment.

- **Anywhere On-Demand Application Delivery**
  Branded as *myCSULA Tools,* this service was launched to provide virtual access to over 23 various software applications that could be accessed by students from any location with an Internet connection from a variety of devices including PCs, MACs, iPads, Android tablets, iPhones, Android phones and a host of other devices. Many of these applications were previously available only from on-campus computers. There was an 800% increase in use with 1,886 launches in 2012/13 vs 17,149 launches in 2013/14.

- **Anytime, Anywhere Access**
  This service allows students to securely connect to the campus network from off campus through a secure Virtual Private Network (VPN) connection enabling them to access campus resources that were previously available only while on campus. Campus resources includes access to site license software running on campus servers, access to Library databases, and access to specialized departmental servers. In 2012/13 there were 512 successful logins by 56 unique student users. In 2013/14 there were 3,349 successful logins by 301 unique student users.

- **Just-in-Time Learning**
  To give students access to up to date training when and where they need it, the service provides students with an online training library of courses that are updated on a weekly basis covering a wide variety of topics. These courses focus on business, software technology and creative skills to assist students in reaching personal and professional goals. The number of users increased from 1,303 at the beginning of fall 2012 to 8,523 at the end of summer 2013. The number of users during the second year increased to 12,339 by the end of summer 2014 showing an increase of 45% from the summer 2013. The number of courses increased from 1,100 at the start of the fall 2012 to 2,931 at the end of summer 2014.

- **Adobe Creative Cloud for Students**
  This service was an expansion on the Adobe Creative Suite software licensing from the prior year that gives students the ability to access the Adobe suite of software from off campus through the cloud. Students are also provided with the option to purchase a subscription for home use at a substantial discount of $40. The annual retail price for the cloud subscription is $599.88 per year so the savings per student is $559.88. The Adobe Creative Cloud suite includes access to Photoshop, Lightroom, Illustrator, InDesign, Premiere Pro, After Effects, Dreamweaver, Adobe Muse, Flash Professional, Acrobat XI Professional, Audition, Bridge, Edge Animate, Edge Code, Edge Inspect, Edge Reflow, Fireworks, Flash Builder, InCopy, Prelude, Adobe Media Encoder, Scout, SpeedGrade, Story Plus, PhoneGap Build, Prelude Live Logger, Gaming SDK, Extension Manager and ExtendScript Toolkit.

- **24-hour Open Access Lab**
  In an effort to increase the availability of computing resources to students, the Simpson Tower Annex Open Access Lab (OAL) was converted to a 24x7 computing lab on September 25, 2014. This enabled hiring of one full-time staff and additional student assistants, as required, to support the lab during the overnight shift (10 p.m. to 9 a.m.) and weekend shift.

- **Wi-Fi Availability, Wireless Enhancements and Gigabit Wireless Pilot**
  In 2013/14, the university saw an 85% increase in the number of sessions connecting to the wireless system going from 3,430,208 sessions in the spring of 2013 to 6,356,569 sessions at the end of summer 2014. To address students coming to campus with more and more wireless enabled devices, this project focused on upgrading to the latest gigabit wireless standard (802.11ac) along with replacing old wireless access points and upgrading the wireless management equipment which was needed to support at least three wireless devices per student. The new wireless network infrastructure was launched September 18, 2014.

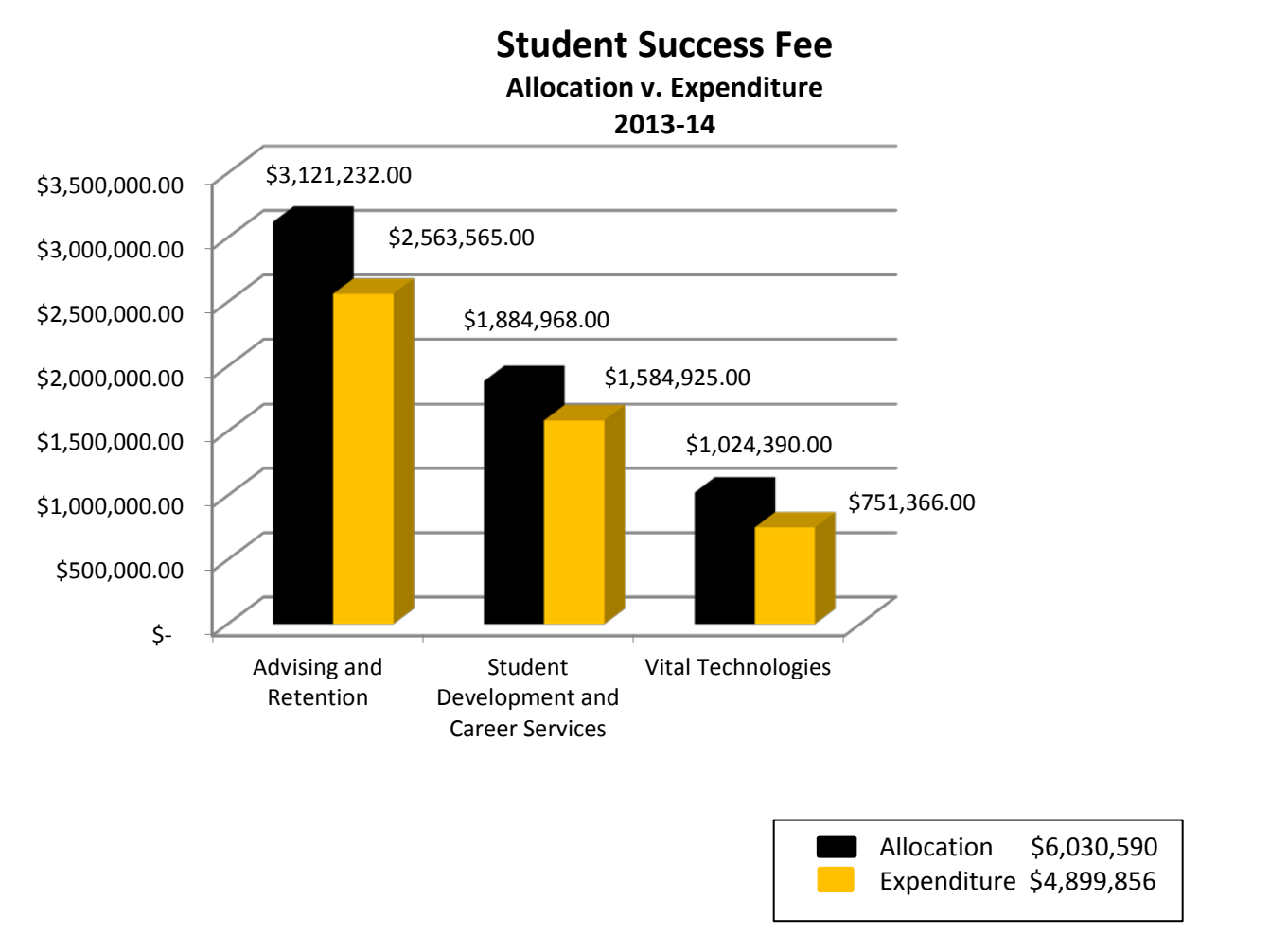
- **Microsoft Office and Windows for Students**
  The Student Option was added to the existing CSU/Microsoft Agreement to allow all students to obtain individual licenses of Microsoft Office Professional Plus or Office for Mac and Windows 8 for home use and allow the virtualization of the Microsoft Office software for access via myCSULA Tools. Download statistics indicate that there were 5,945 downloads of the Microsoft product, saving our students an estimated amount of $544,486 between the period of March 27, 2014 through June 30, 2014.

- **New Technology Vulnerability Assessment**
  The program provided funding to support an independent security assessment to be conducted against any implementations of new student technologies.

- **Secure Password Alternative**
  The program provided funding to explore and implement a pilot for secured alternatives to passwords that would address the proliferation of user accounts and passwords being compromised due to user response to phishing/spear-phishing messages. But in April 2014, it was decided that this program be postponed for a future fiscal year due to some very high profile security incidents that caused interest and innovation in this technology arena focusing in on some risks and efforts by companies to provide better technology. Since the technology is rapidly evolving, ITS decided to wait to implement a solution that would allow our students to take full advantage of upcoming features thus providing better services to students. The budget for this program was returned and a new request will be submitted.

Allocations and Expenditures

Of the $6,030,590 in Student Success Fees allocated during 2013-14, a total of $4,899,856 or 81% was expended at year-end, as shown below. Some programs experienced challenges in recruiting qualified personnel, while other programs have phased in implementation. As a result, the expenditure is less than the allocation.



Sources:
Appendices 8.2 and 8.3 – Student Success Fee Funding Request
Appendix 8.4 – Student Success Fee Program Outcomes and Accountability Report
Year-End 2013-14 Financial Report
2013-14 Resource Allocation Plan