# CALIFORNIA STATE UNIVERSITY, LOS ANGELES
## RESOURCE ALLOCATION PLAN
### FISCAL YEAR 2019-2020

## RAP-6

## ACCOUNTABILITY REPORT
**(Applicable To All Funds)**

Division: **Academic Affairs – Undergraduate Studies**

Prepared By: **Inna Risis**

Dept ID: **200400**

Fund Code: **TL48A**

Program Code:

Project ID:

Budget: **$ 24,000**    Expenditure: **$ 23,993.65**

**Please use evidence-based data including year-end financial reports and historical data for comparison.**

1. **Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.**

Funding is used to cover student assistants and partially the salary & benefits for the EAP Coordinator in Smart Start.

2. **Provide key evidence and measurements of success for sustainability.**

There are now 97 Cal State LA high school feeder schools offering the senior ERWC Course. The EAP Coordinator recruited/trained and Certified 40 qualified high school English teachers to teach the ERWC English Reading/Writing Course curriculu (35 new teachers/14 returning for additional training). There were three (3) four-day training sessions, two (2) for new teachers, and one (1) for returning.

3. **Describe program outcomes and results. Identify challenges encountered.**

These 40 certified ERWC English teachers teach potential Cal State LA students. Successfully passing the senior year ERWC course assists these students in being beter prepared for University English, allowing many to by-pass the English stretch course series (English 1005A/1005B) and register into English 1010.

Recent challenges include COVID requiring the Coordinator to transfer all of the training methods and materials to online. The lack of in-person recruitment at the various schools has hindered the Coordinator's ability to expand the pool of ERWC certified teachers. Continuing challenges include recruiting qualified teachers, and replacing teachers who are leaving the field.

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## RESOURCE ALLOCATION PLAN
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## RAP-6

## ACCOUNTABILITY REPORT
### (Applicable To All Funds)

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Division: **Academic Affairs**

Department: **Smart Start**

Prepared By: **Inna Risis**

Budget: **$ 100,000**   Expenditure: **$ 99,368.55**

Dept ID: **200413**

Fund Code: **TL48A**

Program Code:

Project ID:

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**Please use evidence-based data including year-end financial reports and historical data for comparison.**

> 1. **Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.**
>
> These resources address the strategic plan's priority area student success.
>
> Smart Start's goals focus on academic support for first time freshmen enrolled in QR math courses, while assisting transition to the University. The goals of the program are as follows: 1. Students will experience a smoother transition to college as they benefit from supportive coaching/advising interventions, especially in the QR math coursework; 2. Students will feel more connected to the campus community and know more about available university resources; 3. Students will learn to take responsibility for their academic success and understand the steps they need to take during their first year to make progress to a timely graduation. These goals are in line with fostering a welcoming, inclusive campus, EO 1110, reducing the rquitygap and the 2025 Graduation Initiative.
>
> Smart Start's strategies are pro-active and involve creating and implementing a Math Early Alert system for QR math courses which uses three term checkpoints to identify and monitor students instructors identigy as needing extra assistance is successfully completing the math courses. A total of 4,883 student contacts were made during the 2019-2020 academic year (3,770 contacted through the Math Early Alert system with follow-up calls; 469 participated in SI/PLUS sessions; and 644 interacted with the Academic Coaches either one-on-one appointments or via email) Smart Start provided Supplemental Instruction SI/PLUS sessions for all QR math courses and embedded SI/PLUS Leaders (42 fall/36 spring) in the sections. SI/PLUS sesions employ small group, hands-on acvitites where students work together to learn math concepts, practices, and procedures. George Kuh, and Vincent Tinto's research indicates these "high impact" learning practices are an effective environment for math learning, especially low-income, first generation, and students of color.
>
> Smart Start also created and implemented a new Acadrmic Coaching program, hiring four (4) Coaches and expanding to six (6), who provided additional support to freshmen students through a variety of activities including but not limited to: follow-up calls to all emailed students, one-on-one appointments for assistance and

support in increasing study skills, time managemtent, text taking strategies, and etc. Coaches also provide students with technical assistance in PLUS sessions, and targeted interventions in English/math course enrollment.. Coaches referred students to other support services as appropriate.

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**2. Provide key performance metrics to measure and sustain success.**

The program gathered data from GET and EAB of math students to measure academic success, retention rates, and persistence for the completion of QR math coursework by the end of their first year. For pass rates, assessments included gathering and analyzing math course grades of the 469 (303 fall 2019/166 spring 2020) SI/PLUS students attending the semester long math SI/PLUS sessions compared to non-SI/PLUS students (696 fall 2019/558 spring 2020) in the same math courses. To help determine the effectiveness of the SI sessions, internal data was used to track the number of students attending SI/PLUS sessions with pass rates and course GPA. Data revealed students attending SI/PLUS sessions passed at a higher rate. For example, fall 2019 SI /PLUS students passed the traditionally challenging Math 1081 and 1082 Pre-Calculus courses at 79% vs.74% for Non-SI/PLUS students and 90% vs. 78% respectively.  For spring 2020, the SI/PLUS pass rate was even higher. By request,  Smart Start added another challenging Pre-Calculus math course to the Early Alert: Math 1040. The Spring 2020 SI/ PLUS pass rate for Math 1040 was 92.4%, vs. 72.7% for the Non-SI/PLUS students; for Math 1081, 91.1% of SI/PLUS students passed, vs. 85.9%; and for Math 1083, the pass rate was 100% vs. 76.9% repsectively.

In addition, the majority of the 469 SI/PLUS students responded positively to an internal survey to help assess attitudes/perceptions about math, math competence (students reported a total score of 4.5 out of 5 for increased math competence), and the value and effectiveness of SI/PLUS  (students reported a total score of 4.4 out of 5 for value and effectiveness of SI/PLUS).  Some student comments were:  "I found the SI/PLUS program at Cal State LA is one of the best programs for students in spring 2020," and, "I was someone who used to fear math.  But due to SI/PLUS and my overall great experience, I have regained my love of math, especially statistics.  I hope to improve my knowledge and possibly one day become a SI/PLUS Leader."

 Fall 2019 was the first term the Academic Coaching program was fully implemented, The Math Early Alert system identified 3,100 QR math students. All were contacted through email.  The four (4)  Coaches conducted follow-up phone calls to all emailed students, held one-on-one appointments for 423 students to assist them with developing/reinforcing study skills, and addressing other barriers as appropriate.  For spring 2020, the Math Early Alert system identified 670 students for intervention.  Pre-COVID-19, the five (5) Coaches held follow-up calls, and conducted 63  one-on-one in-person appoitments.  After COVID-19 closed the campus, Coaches communicated vie email with an additional 158 students, steering 99 students specifically to SI/PLUS sessions. Coaching sessions help increase students' sense of belonging, as well as connection to and support from the institution. When students feel connected to the campus community, they are more likely to be retained and excel academically.   Some student comments were: "I easily connected with the Coaches since they are strudents like me," and "Having an Academic Coach is helpful for my transition from high school to college."

**3. Describe program outcomes and results. Identify challenges encountered.**

The program outcomes were measured through tracking students in GET and EAB and institutional reports using appropriate markers (ex: retention, course pass rates and GPA). For data results and student comments, please refer to section 2 above. By fall 2019, Smart Start had implemented new services to rise to the challenge of supporting not just a few math sections, but all freshmen math students enrolled in the new QR courses, greatly expanding our program and services. Room availability is a continuing challenge with Smart Start gaining access to a smaller room in King Hall, making the sessions more crowded. When COVID-19 closed the campus in March 2020, Smart Start SI/PLUS Leaders and Academic Coaches met the challenge, with both programs up and running fully online in 36 hours. One of the positives is Smart Start discovered many students prefer evening SI/PLUS sessions, which were implemented. These are very popular, and Smart Start is intending to continue these online evening SI/PLUS sessions even when we return to campus.

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## RESOURCE ALLOCATION PLAN
## FISCAL YEAR 2019

## RAP-6

## ACCOUNTABILITY REPORT
### (Applicable To All Funds)

Division: **Academic Affairs**

Department: **Outreach**

Prepared By: **Inna Risis**

Budget: **$ 157,000**     Expenditure: **$ 156,897.68**

Dept ID: **204155**

Fund Code: **TL48A**

Program Code:

Project ID:

**Please use evidence-based data including year-end financial reports and historical data for comparison.**

1. **Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.**

Admissions and Recruitment aims to provide an abundance of resources to our prospective students, their families and the community at large. Throughout this past academic year, our department worked with local high schools and community colleges to educate students and the community about Cal State LA admission criteria, the available majors, resources, and support programs available to students. We collaborated with other Cal State LA departments and community partners to host events for students and their families, and counselors; as well as educated prospective applicants on how to be a successful student.

2. **Provide key performance metrics to measure and sustain success.**

Within our determined region, there were 107 high schools and 18 community colleges. Recruiter's service all these schools and maintain records of student contacts that enable follow-up including invitations to campus events. They present to groups of students on admission, academic majors, campus life, and financial aid, as well as conduct workshops to actually guide them through the process of applying to the university and other university programs. They encourage students to visit campus via the Campus Tours program and maintain a relationship with high school, community college counselors and community partners to ensure timely and accurate information on the university is passed on to prospective students. Recruiters also supervise our ambassadors who are assigned schools that they visit on a regular basis. Student ambassadors are placed at high schools and community colleges to promote university programs and services as well as share information on admissions requirements. Training is essential for our student employees for the academic year. The main objective of ambassadors is to identify, develop relationships with, and motivate potential students to apply and enroll at Cal State LA and graduate to be successful contributing members of society. The Department developed attractive recruitment materials that promote the university's mission and how becoming a Golden Eagle will facilitate an individual's success are

integral to meeting recruitment goals.  Recruitment specialists, ambassadors, and staff from throughout the university share these materials during fairs, presentations, workshops and school site visits.  Materials are distributed to prospective students, parents, and school site personnel.  Large quantities are distributed at events including the CSU Counselor Conferences, College Board Fall Conference, and The Black College Expo.  Additional materials are required for over 100 college fairs that staff attend each year to promote the university, programs and services offered.

Admissions and Recruitment hosted a number of events including:

a) Counselor Update Conference

b) Application Clinics

c) Courtyard Welcome

g) Presentations for Cultural Programs, Clubs and Organizations

Admissions and Recruitment represents the university at many events including:

a) College Board Fall Counselor Workshops

b) The Black College Expo

c) CSU African American Initiative— Super Sundays

d) Cal State LA Partnerships (PIQE, Go East LA, Go Central City, PUSD/PCC/Cal State LA Partnership; etc.)

e) CSU Fall Counselor Conferences

f) Special Activities for Local Area Politicians

Due to the COVID-19 pandemic, all face to face activities ceased for the spring and virtual activities were implemented to maintain regular communication and transparency with students and counselors.

a) Pre-admission Advisement

b) Student Check-in Sessions

c) What's Next  Workshops

d) Chat with a Representative

### 3. Describe program outcomes and results.  Identify challenges encountered.

Admissions and Recruitment received 52, 579 applicants. Admitted 27,040 applicants and enrolled over 7,389 new undergraduate students. We conduct mid-year and annual appraisals for the counselors we serve and encourage regular feedback regarding the services we are providing and how we can improve in the way we support students and counselors.  Common challenges we encounter are trying to service numerous schools with minimal staff and funding resources.