



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN
FISCAL YEAR 2019-20

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: Academic Affairs	Dept ID: 201000
Department: Arts and Letters Advisement	Fund Code: SF011
Prepared By: Evelyn Espinoza	Program Code: R0010
Budget: \$ 336,082 Expenditure: \$ 336,082	Project ID: XXXXXXXXXX

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.

During the 2019-2020 academic year, the Arts and Letters Advising Center served all current majors within the college and the students, staff, and faculty, campus-wide. Our efforts focused on student success and building a community where students can thrive and advance academically, and they aligned with the University's commitment to meet the Graduation Initiative 2025. The academic year allocation of resources allowed us to provide academic advising support for over 2,400 students majoring and minoring in an A&L program. Our center housed five academic advisors, one lead advisor, and one intake operations coordinator. The team worked year-round to develop their professional skills to strategically and intentionally plan and deliver student success campaigns, orientation, and other outreach that assisted students at all academic levels. In the latter part of the academic year, the team was challenged with and succeeded in moving all in-person face-to-face interactions remotely because of the unprecedented COVID-19 pandemic.

The A&L team made many efforts to help propel students to the finish line (graduation and finishing the school year) despite the circumstances that occurred late in the academic year. They held multiple one-on-one campaigns and sent various messaging designed to support specific groups and majors. The proactive steps taken by advisors allowed them to reach a larger student scale, prepare for registration, meet major-specific criteria, and apply for graduation. At orientation, advisors presented information that laid the foundation for success. Each incoming student received a customized Arts and Letters folder tailored with department and web information sheets that had Q.R. codes that lead to step-by-step video guides on utilizing e-advising tools. Other handouts included an outline of selecting a major option and scheduling an appointment. In the Spring term, all efforts were restricted to remote modality because of the pandemic. The advisors swiftly moved all meetings virtually and took strides to help students register for Fall 2020, helped students make the best decisions about their Spring 2020 grading options, and connected them to other support services as needed.

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

The advisors in the College of Arts & Letters have successfully supported institutional goals by serving as trusted guides for academic success. This year, 6,336 one-on-one sessions were made available to students either by scheduling an appointment or coming in as a drop-in; this maintains our 22% increase, similar to last year, in availability, in comparison to other years. We attribute this success to moving to an all-day combination of drop-in and appointment model and adopting a virtual drop-in service during the transition to virtual assistance. Subsequently, they assisted 1,329 via campaign interventions to help students transition to their major, understand course sequencing, strategize on improving academically, and improve graduation readiness. Our new transfer student population also met with advisors individually to review transfer credit accuracy, long-term academic planning, and class schedule assistance.

Our mode of messaging was modified to keep all of our students aware of important deadlines. Later in the year, they were adjusted to keep students updated on the changes occurring towards the end of the Spring semester. Additionally, our video tutorials continued to gain traction, with the most popular garnering 1.3K views and the others following closely. The how-to-videos acted as a supplemental tool for prescriptive advice and allowed students more time during their appointments to discuss other challenges or concerns. The advisors also ran workshops in the IHE classes that gave students hands-on experience using the tool. Lastly, we sent the Fall 2019 first-year cohort who missed their enrollment date and did not respond to our campaign, correspondence letting them know about our and other virtual and support services on campus. To date, the enrollment rate for this cohort in Fall 2020 is 89.5%.

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

The 2019- 2020 academic year challenged our team to act swiftly and evolve rapidly due to the pandemic. The advisors quickly trained and adapted to using Zoom to provide a personable service to our students and our community. Our top priority was our students and our community's health and safety, and we tried our best to give our students similar services that they were accustomed to receiving. Our virtual front-desk was one-way to provide students access to advisors, similar to how they could drop-in on campus. Appointments and campaigns also continued remotely. Our efforts helped improve registration, improve awareness about e-advising tools, and provide students the understanding that their overall success is still a top priority for us.

Many of the challenges that arose this year revolved around technology. We found that some websites and online forms were not always up-to-date or user friendly. We are working this year to work around our parameters to improve some of those issues. Students (and advisors) also had problems with unstable internet. We have also found that accessibility to quiet study spaces is not always possible for some of our students. Additionally, we planned to host a few in-person campus activities that we had to postpone because of the current circumstances. We plan to revisit hosting these events for the next academic year now that we can better understand how to manage large meetings in a virtual space.

Lastly, we welcomed two new advisors with fresh, professional insight to our team. However, we lost another to career advancement, leaving us down one advisor who had many years of experience advising in the college. Still, we managed to maintain a high level of productivity despite the shortage and remain committed to seeing our students through their academic journey.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN
FISCAL YEAR 2019-20

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **201200**

Department: **College of Business and Economics**

Fund Code: **SF011**

Prepared By: **Angela Young**

Program Code: **R0011**

Budget: **\$ 449,273.66** Expenditure: **\$ 449,273.66**

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.**

As part of the Student Success Strategic Priority Area, SSF funding for the College of Business and Economics (CBE) was used to support 5 Student Service Professionals (SSP IIs) with two of three open positions recently filled. The CBE Student Services Center provides academic counseling and advisement to undergraduate students and offers programming including Orientation, Meet the Departments, Graduation Workshops, Study Breaks, and other events. The office serves an undergraduate population of 3,163 majors and numerous minors by answering general academic questions, assisting with clarification of academic goals and plans, and planning programs to increase student engagement and encourage self-directed learning. The Student Services Center is a high volume center and offers individual appointments and group advisement appointments. Advising staff also work closely with other University offices to ensure students are served effectively and problems are resolved quickly.

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

Students have access to advisors who are fully trained and accessible by phone, online, and in-person. Additionally, we continue to improve our website to encourage self-directed learning opportunities for students. This academic year we continue to work on the implementation of degree planner and its use by all CBE majors. We also continue to use of e-advising tools including EAB for appointment scheduling, note taking, analytics, campaigns, and the Advisor Request System (ARS) for course substitutions, transfer equivalencies, and major changes. The implementation of EAB has allowed for efficient online and in-person appointment scheduling.

In addition to one-on-one advising, the advising team continues to develop group advising curriculum to help students navigate the college experience. As a result of participating in group and one-on-one Academic Advising through the Student Services Center, students are able to achieve the following learning objectives:

- Understand the Cal State LA General Education Program (GEs) curriculum and CBE major curriculum
- Understand how the courses in their major (and minor, if applicable) fit together and relate to their overall intellectual growth
- Correctly interpret the information on their CAAR report and apply the information in their CAAR report to appropriate course selection
- Understand how to complete degree requirements and develop a plan for timely completion of their degree
- Identify, clarify, and articulate their personal, educational, and career values and goals
- Relate their values and goals to the selection of careers, minors and courses
- Identify strengths and areas for improvement
- Identify campus resources to reach their goals
- Understand academic policies and procedures at Cal State LA

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

The CBE Student Services Center had 9,563 student advising contacts via 30-minute appointments, 15-minute appointments, and workshops. This data was collected via EAB. Additionally, as part of Summer 2019 orientations, advisors assisted 1,008 freshmen and transfer students with advising and registration. The Student Services Center front desk had 10,461 inquiries from current and prospective students, faculty, staff, and administrators. This data does not include advising appointment totals. The total # of Student Services Center contacts including appointments was 20,024.

The Student Services Center developed a communication plan to reach out proactively to students regarding upcoming events, deadlines, and to share important information to help keep students on track for timely graduation. Proactive communication and appointment campaigns were used to encourage students to meet with an advisor regarding major and minor exploration, degree planning, course registration, SAP, Disqualification, and Probation.

SSF funding was allocated to support salary compensation for 5 SSP's at their current salary level for 2019-2020, keeping in mind that three open positions remain. It has been challenging serving students with only 5 advisors and we are looking to fill the third SSP II position as soon as possible. We continue to work through a faculty and staff working committee Student Success Council, our curricular committees, and Student Affairs Committee to build on our progress toward GRAD 2025. We continue to look for ways to add staff support for our students and increase our two-year graduation rates for transfer students and four-year graduation rates for freshmen as part of the Graduation 2025 initiative. Additionally, we hope to continue to support staff professional development including workshops and conferences to improve advisor skills and to support implementation of new e-advising tools in an effort to better serve our students. The advisors recently attended a workshop on utilizing the Institutional Effectiveness Dashboard to utilize the data to improve student success. Further, the advisors will be attending a workshop on the Effective Use of EAB. This workshop is designed to help the advisors use advanced searches to create more proactive campaigns to improve student success. In the beginning of the new year, when we have a complete team, we will be implementing caseload advising. This is a targeted intervention specifically focused on freshmen and sophomore students to improve retention rates.



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ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **201400**

Department: **Charter College of Education**

Fund Code: **SF011**

Prepared By: **Agustin Cervantes**

Program Code: **R0012**

Budget: **\$ 90,066.01** Expenditure: **\$ 90,066.01**

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.

The following resources are directly aligned with the campus strategic plan goals as described below:

Academic Distinction (College/Career):

1). The SSP supports academic program completion, professional development and networking opportunities in the education sector for students enrolled in post-baccalaureate teaching credential programs (traditional pathways and intern pathways) and graduate-level programs (master's level degree). Completion of the professional credential or degree is a direct reflection of the quality of the CCOE post-baccalaureate and graduate level academic programs. This individual manages advising appointments, advisor requests, creates events, information sessions, and provides information on prospective employment opportunities related to the programs housed within the CCOE. In addition, the SSP checks for program eligibility, provides academic roadmaps, all while supporting the complex process and state requirements for credentialing for direct-service employment such as teachers within our intern pathway teaching credential program.

Welcoming and Inclusive Campus:

2). The SSP provides student-centered advising and support services that enhance the student experience within the CCOE. The necessary adjustments were made to support these efforts virtually/remotely due to COVID-19.
3). The SSP counsels prospective and current students on university readiness and academic success, including school/work/life balance. The SSP understands that the CCOE serves traditional and non-traditional students interested in careers in teacher education, youth development, teaching, school administration, higher education, and counseling.
4). The SSP supports the team in the CCOE Office of Student Services by assuring that student services staff have the proper material and resources pertaining to credential and degree programs to respond to student inquiries. This SSP also assists students with academic road maps and program plans, which support their orientation into and completion of the academic programs. The SSP also makes appropriate connections with faculty and students as needed to inform and solve issues of concerns and to enhance acclimation.

Student Success--Professional Development:

5). The SSP supports CCOE faculty in their role as graduate program coordinator with academic advisement for students, including course substitution, approved exceptions, academic holds (when needed), and advancement to candidacy or graduation.

6). The SSP assists in tracking graduate student progress and supporting students with academic roadmaps that support increased persistence and retention.

7). The SSP provides direct academic advisement of current and prospective students in additional post-baccalaureate educational options. This includes the maintenance of current policies/procedures, and the facilitation to resolve problems students may have with master's degree, graduate certificate, and state credential requirements. These services are provided virtually and accommodations have been made in practices to ensure students can progress despite the difficulties present with COVID-19. This work includes post-baccalaureate teaching credential intern programs in the areas of Multiple-Subject, Single-Subject and Special Education teaching and Master's degrees across the three divisions within in the Charter College of Education.

8). The SSP serves on the CCOE Student Development committee; serves as a committee member for scholarship applicants from the college and supports professional networking opportunities to promote career readiness. This SSP shares information on employment opportunities for CCOE students and serves as coordinator/liason between the college and school districts employing our graduates and credential completers. Her work involves collaborating with local school districts and other education organizations to ensure students are served in their placements and upon completion of credential and degree programs.

Engagement, Service, and the Public Good:

9). The SSP develops relationships with educational agencies in the community to establish MOU's with public school organizations for teacher candidate interns, including school districts, charter organizations, and county offices of education. The work requires compliance monitoring of observation, fieldwork, and practicum hours as required, as well as processing of necessary paperwork to help process credentials.

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

The scope of work assigned and conducted by the graduate student SSP correlates with the alignment of resources to support graduation initiatives and student success as stated in the university's strategic plan. The key performance metrics to measure and sustain success are both quantitative and qualitative in scope. The metrics include the number of advising appointments and sessions conducted, and the overall student satisfaction of the experience. The biggest indicator of success is the number of students the CCOE graduates and recommends for teaching credentials (intern and traditional). Also important is the number of students completing and working in the field of education after completing CCOE programs, including the number of incoming students that come to our program based on CCOE's reputation in the local community. The number of partnering districts and charter school organizations also reflect well as a success metric.

The SSP's support of other staff members, faculty program coordinators, and faculty advisors in the CCOE has allowed for more effective monitoring of student academic progress towards a timely graduation, and it has increased efficiency in processing graduation applications via CAAR reporting. This type of support is in place for programs such as the MA in Education (Options in Foundations, Primary Education, Multicultural Education, Instructional Technology, Secondary Education, STEM Education, Reading, among others), MS in Special Education, MA in TESOL, and MS in Counseling (four options) are also supported. The work of the SSP crosses all three academic divisions of the CCOE.

The SSP continuously supports exceptions and substitutions for students, and revisits previously placed road/program plans, all to ensure students have a high level of clarity on how their respective programs are completed in a timely manner. This work took place in collaboration with faculty across three divisions, and includes programs at the undergraduate, post-baccalaureate, graduate levels.

Tracking systems were used to provide outreach to MA/MS candidates who applied for graduation and needed advisement, support and coordination with program coordinators by the SSP to ensure that all candidates were cleared for graduation. Graduation application data was used for outreach purposes to candidates for commencement participation. By running queries on current credential students, we are also able to share information with them on additional programs to consider, including those at the master and doctoral levels.

The graduate SSP held over 500 individual advisement sessions with post-baccalaureate teaching credential and master's degree candidates from across the three divisions and met in-person with 100+ 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. With the addition of two new intern credential programs to the college, the graduate SSP will be coordinating more support for students interested in pursuing a second credential.

The SSP, along with other staff, have attended college and university wide customer service training workshops. In addition, the college has instituted additional sessions on communication style, and supporting access and equity issues. Individual check-ins and guidelines have been established on how to best work with students, faculty, and other staff members. The Graduate SSP has been following an action plan for improved customer/student service based on that training and student advisement needs (including how to best support graduate faculty advisors). Insofar, there has not been an escalated case of student dissatisfaction.

The SSP assisted in organizing the CCOE Career Fair twice a year to support professional networking that included district superintendents and representatives from local education organizations and school districts, such as Alhambra, LAUSD, Montebello, Duarte, Hacienda/La Puente, Bright Stars, Green Dot, Long Beach and Alliance Charter Schools. This event was expanded to include close over 30 agencies/organizations with great satisfaction from recruiters and students. The SSP maintains strong working relationships with district personnel for this Fair and for the intern credential program in general. This fair is still being planned in a virtual format.

Contracts, partnership letters and MOUs exist now with over 30 organizations supporting our student clinical practice, pre-service training, and intern employment. The SSP is pivotal in ensuring that the proper completed paperwork is in order to best support our students in the field. These organizations are also communicated with on an ongoing basis and invited to attend on campus events.

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

Program outcomes align with plans described in point 1 above. The work of the SSP covers the three areas of student success: personal, academic, and professional. The work of the CCOE is community-based and immediately addresses a service need in and throughout the education sector in the region. 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 district outreach events to further our community engagement activities. Community engagement also provides support for student success through professional networking and career advisement. The SSP funds received covered the salary costs of the SSP and was sufficient in scope.

Working with a diverse set of constituents and stakeholders, including faculty, staff, and students will always be a challenge. With faculty, assuring that we maintain compliance to approved protocols and policies, while still supporting students requires that the graduate SSP both inform and collaborate in different ways with professors while instituting processes to support. Additionally, the intentional push to enhance student-centered advisement will continue to drive better coordination and guidance for the SSP. There is still an unmet need for analytics on graduate student progress. Graduate advisement is an essential activity for the CCOE. With a continuing teacher shortage, there is an opportunity to enhance the Intern teaching credential program coordinated by this SSP. Redefining roles and responsibilities will take time, but will continue to make the CCOE more responsive to student needs. Additional qualitative data and testimonials need to be collected to assess student satisfaction. 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.

Coordination with faculty and other support staff will be key to for the ongoing evolution of this position, especially campus continues in virtual/remote mode for the foreseeable future.

Challenges are more readily being encountered in trying to support students in a virtual and remote setting. While technology integration is being used to facilitate interactions, service offerings, and day-to-day work, document management is an ongoing challenge, as well as ongoing communication with students.



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

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: Academic Affairs	Dept ID: 200103 (105004)
Department: Center for Engagement, Service, and the Public Good	Fund Code: SF011
Prepared By: Taffany Lim	Program Code: R0003
Budget: \$ 72,426.00	Expenditure: \$ 65,391.36
	Project ID: [REDACTED]

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.

America Reads and Counts has been an established program with EPIC (now under the Center for Engagement, Service, and the Public Good) for more than 20 years. The program engages a team of thirty students who work with five elementary schools near Downtown LA, El Sereno and in the North-East/East Los Angeles area. Students visit elementary schools at least twice or three times a week throughout the school year, supporting intervention assistance by the schools' asset-based instructional programming for English learners and standard English learners and other college-awareness programming that engages students in co-curricular service to children. America Reads and Counts also conducts the annual Read Across America celebration at the local schools, servicing more than 1,500 children. Another campus-wide annual event "Cal State LA Here We Come," an educational initiative, which advocates the pursuit of higher education, serves four hundred elementary school students. The event is an authentic, one day, campus experience that includes mini-lectures from Cal State LA faculty and engages an average of 200 campus-wide volunteers. America Reads and Counts provides support to a number of IHE courses that conduct civic engagement activities and the GE Civic Learning Requirement through the Mind Matters Town Halls. The America Reads and Counts coordinator also engages in partnership development for the entire campus, deepening relationships with neighborhood schools and promoting opportunities for collaboration.

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

The America Reads & Counts Coordinator is successful when she/he has overseen 1. More than forty students assistants who engage with six elementary schools at least once or twice a week. 2. High profile, interactive Dr. Seuss events that engage the entire elementary school. 3. Plans and implements a "Cal State LA Here We Come Day" for 500 elementary school students. 4. Develops additional school partnerships for the Center and the

entire campus. 5. Serves as a liaison between Cal State LA and the local schools to provide service learning, community engagement, and community based research opportunities.

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

America Reads & Counts successfully recruited a team of 30 students, including site supervisors and tutors. They built strong relationships with the five elementary schools we have historically served, as well as successfully onboarding a new school partner, Para Los Ninos. The Covid 19 pandemic impacted the roll-out of all of ARC's promised activities, causing an abrupt end to the program year. ARC was able to deliver a few Dr. Seuss events before the shelter-in-place orders came down; the Cal State LA Here We Come event for 500 elementary school students did not take place. Still, ARC is evolving to respond to the changing, virtual realities of our communities by adapting our programs and relationships to continue serving young students.



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 RESOURCE ALLOCATION PLAN
 FISCAL YEAR 2019-20**

RAP-6

ACCOUNTABILITY REPORT
 (Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **201500**

Department: **ECST/SSC**

Fund Code: **SF011**

Prepared By: **Frances Hidalgo**

Program Code: **R0013**

Budget: **\$ 109,252** Expenditure: **\$ 88,545**

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.

Academic advising is directly aligned with the campus strategic plan directly in the areas of Student Success as well as Welcoming and Inclusive Campus. Academic advisors play an integral role in student success by providing empowering educational opportunities to nurture student academic, professional, leadership, and social development in a caring, equitable, and inclusive environment. In many cases, advisors serve as the first campus connection for students. As they meet with students regularly throughout the year, they are able to build rapport with them and develop a relationship that ultimately serves to connect students with the university and gives them a sense of belonging. In addition to assisting with their educational plan and class schedules, they encourage students to engage in various activities and opportunities inside and outside class that also assists in building value of the university and developing and fostering Golden Eagle pride. Through meaningful interactions with students, advisors are able to influence student’s decisions that have a direct impact on degree progression and ultimately their graduation goal.

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

Goal	Measurement of Success <i>(documented in EAB Advising Reports)</i>
1. Assist students with the exploration and identification of academic, career, and life goals.	<ul style="list-style-type: none"> Advisors assisted students in developing a list of academic and career goals during their advising appointment.

		<ul style="list-style-type: none"> • Advisors referred students to the CSULA Career Development Center, and faculty for further career exploration.
2. Assist students with the development of educational plans and semester course schedule.		<ul style="list-style-type: none"> • Students met with an advisor at least once per semester. • Advisors assisted students in selecting courses for degree progression. • Advisors implemented targeted campaigns and presentations at the IHEs teaching students how to use degree planner. • Implemented Academic Development Workshops for students in academic deficiency status.
3. Facilitate the process for students to take responsibility for making informed decisions and actively participate in the advising process to achieve their goals.		<ul style="list-style-type: none"> • Advisors provided students with a list of expectations • Advisors reviewed graduation requirements, and how they impact the choice of courses. • Advisors reviewed university policies, procedures, and campus resources.
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.		<ul style="list-style-type: none"> • Advisors assisted students with GET navigation as needed. • Advisors provided campus resources and services information to enhance educational and personal success and referred students as needed to appropriate offices.
5. Students will develop a rapport with their advisor (s) through advising appointments.		<ul style="list-style-type: none"> • Advisors made sure 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.

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

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

Program Outcomes:

1. 100% of students advised explored and identified their academic and career goals.
2. 100% of students advised developed an educational plan and semester course schedule

3. Students take responsibility for making informed decisions and actively participate in the advising process to achieve their goals.
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.
5. Students were able to develop a relationship with their advisor (s) through the advising sessions and practice good communication.

Challenges:

The major challenge faced was directly related to transitioning into a virtual environment during Spring 2020 and utilizing virtual methods to provide students with advising services. However, services continued to be provided to students using zoom, including one-on-one appointments, group appointments, drop-ins, and classroom presentations.



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RESOURCE ALLOCATION PLAN
FISCAL YEAR 2019

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ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **200410**

Department: **Academic Advisement Center**

Fund Code: **SF011**

Prepared By: **Inna Risis**

Program Code: **R0016**

Budget: **\$ 215,426** Expenditure: **\$ 192,282.11**

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.

The resources are aligned with the campus strategic priority area: Student Success. The UAAC is a multifaceted service and support unit dedicated to enhancing the undergraduate academic experience and helping students achieve their academic goals and excel at all levels. This funding has allowed the UAAC to hire and retain three full-time advisors to:

- ensure effective staffing to support student success;
- provide proactive, consistent advising;
- promote access and information regarding student wellness services; and
- collaborate with college advising centers, the Career Development Center, and other campus resources to help students identify a degree path that best meets their strengths, values, interests, and career goals.

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

Key evidence and measurements of success are defined by the advisement foundation accomplished at Orientation; mandatory advisement every term; the assessment of electronic Student Satisfaction Surveys, Workshop Evaluations, and Personnel evaluations. Other successful performance indicators are the increasing numbers for retention, graduation rates, student contact, term GPA, increased successful major declaration, and decrease in the number of students on Academic Probation or Disqualification.

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

The UAAC's program outcomes are:

- providing effective academic advising services;
- providing relevant resources for the students;

- providing planning tools; and
- comprehensive academic advising. Results are:
- decreasing numbers of undeclared students out of compliance with the Change of Major policy;
- referrals to appropriate student service areas and College Advisement Centers;
- registering for proper coursework;
- assisting with GE petitions;
- retention of students;
- engaged and focused students;
- students refine decision-making, critical thinking, self-advocacy, and self-awareness skills;
- students taking ownership of their education; and
- time to graduation.



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RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **204135**

Department: **Financial Aid**

Fund Code: **SF011**

Prepared By: **Inna Risis**

Program Code: **R0038**

Budget: **\$ 110,734.09**

Expenditure: **\$ 111,680.29**

Project ID: XXXXXXXXXX

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.

The SSP III financial aid advising coordinator was able to work directly with the Financial Aid Advisors in the central offices within Enrollment Services, PaGE, and partners across campus to maximize and coordinate their effectiveness. The coordinator worked with College Advising Directors to develop an effective coordinate care network between the academic advising community and the financial aid office. This program included advisor training, leveraging technology to refer and track students, and using data to improve our effectiveness. The coordinator directly advised students regarding all aspects of the student financial aid programs and processes especially focusing on challenging cases. This built positive relations throughout the University, improving advising, and ultimately the success of our students.

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

Improved student satisfaction with aid advising services. Improved
Improved understanding of financial aid and satisfaction with the financial aid office from the advising community.
Improved retention and graduation rates of financial aid recipients

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

1. Assisted in the implementation of Early SAP Alert Communications to students.
2. Helped launch the EAB, Coordinated Care Liaison Model with the Colleges and departments across campus.
3. Helped launch the Online Advising Request Form and responded to 11,309 advising requests to date.
4. Helped launch the Online Advising Appointment Calendar totaling to 2,177 one-on-one consultation with students.
5. Helped launch the Online Orientation Request form for New Student Orientation.



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(Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **204135**

Department: **Financial Aid**

Fund Code: **SF011**

Prepared By: **Inna Risis**

Program Code: **R0039**

Budget: **\$ 88,100** Expenditure: **\$ 84,269.89**

Project ID: XXXXXXXXXX

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.

The Financial Aid Advisor was part of a team whose primary focus was to assist both new and matriculated students navigate the increasingly complex nature of the financial aid process. This advisor focused on the unique needs of our "Dreamer" population working directly with students and coordinating efforts with the Dreamers Resource Center and Admission. The "Dreamer" population is growing on-campus as has the availability of state aid including a new loan program. The growth in this particular student population required additional monitoring and communication to ensure their success given the non-mainstream specifics of their financial aid application process. In 2019-20, the Financial Aid Office processed and disbursed financial aid for over 1,100 AB540 students. The counselor facilitated student success through individual financial aid advising, workshops, and presentations.

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

- The number of AB540 students who applied for financial aid application by the priority deadline.
- The number of AB540 students whose aid was disbursed in the first fall disbursement.
- An increase in the retention rate of AB540 student.

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

A committed Financial Aid Advisor for this population worked closely with the Dreamers Resource Center to provide proactive advising through Application workshops and critical financial aid updates and opportunities. The Financial Aid Advisor's direct connection with Admissions improved coordination of required AB540

eligibility determination and improved prospective student communications concerning financial aid availability. The advisor worked directly with students through effective advising sessions, email and phone communications.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN
FISCAL YEAR 2019-20

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **200300**

Prepared By: **Karin Elliott Brown**

Fund Code: **SF011**

Program Code: **R0017**

Project ID: XXXXXXXXXX

Budget: **\$ 91,183** Expenditure: **\$ 95,936.72**

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.

Under the supervision of the AVP & Dean of Graduate Studies, the *Coordinator of the Graduate Resource Center and Thesis Completion Coordinator*, Andrew Chavez is responsible for thesis advisement and coordination of services to graduate students in support of the completion and submission of the culminating thesis/project/dissertation. This activity is directly related to **student success**. 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.

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

The academic and professional support offered by the GRC continues to contribute to graduate student success as evidenced in the number of theses/projects and dissertations completed:

- Mr. Chavez supervised 9 thesis reviewers: Summer 2019 (2), Fall 2019 (3), Spring 2019 (4)
 - 300 theses, project reports, and dissertations: Summer 2019 (43), Fall 2019 (65), Spring 2020 (192)

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

During AY 2019-20, the GRC Coordinator effectively performed the following projects and tasks:

Management of Thesis/Project Submission Process (40%)

- Collaborated with the University Library and the Writing Wing of the Center for Academic Success to plan a Research and Writing Retreat to support graduate students' completion of their theses (n = 20; 2/22)
- Pulled thesis completion data for programs completing their Self-Studies for Program Review
- Rehired two thesis reviewers and interviewed and hired 4 new reviewers
- Facilitated Getting Started on the Thesis Workshops and Thesis Formatting and Submission workshops
- Met with doctoral students to provide formatting feedback on their dissertation drafts
- Met with master's students to provide formatting feedback on their thesis drafts while Thesis Reviewers were being onboarded
- Provided training to thesis reviewers on how to continue offering review services after the University transitioned to remote instruction and advising
- Provided training to the Writing Coach at DTLA Campus on Thesis Formatting and Submission
- Tracked thesis progress for students who needed an extension due to COVID-19 (n=96)
- Created a format guidelines checklist for use by students and thesis reviewers

GRC Writing Consultation Services (20%)

- Incorporated professional development activities into weekly supervision meetings with the Writing Consultants, including feedback exercises and the review of pedagogical literature
- Supported the Writing Consultants as they developed workshops related to communication skills development (e.g., Academic Writing, Writing the Literature Review; Delivering Effective Presentations) and the doctoral application process (Why Graduate School; Faculty, Funding, and Fellowship)
- Updated the GRC websites regularly and communicated to students via weekly announcements in Canvas

Graduate Student Advisement (35%)

- Paneld at the Personal Statement Workshop hosted by ASI (10/15)
- Collaborated with the Resident Advisor for graduate student housing and presented on the GRC's resources and services (10/17)
- Facilitated the California Pre-Doctoral Scholar's Information Session (11/14)
- Attended the university-wide Advisor Institute (11/22)
- Met with students to provide them feedback on their Statements of Purpose during doctoral application season
- Met with students for general advising (e.g., preparing for the doctoral application process, IRB issues, etc.)
- Collaborated with campus partners to coordinated New Graduate Student Orientation (e.g., Veteran's Resource Center, Student Health Center, etc.; 01/08)
- Presented an overview of the GRC to Dr. Ford's HIST 5000 class (1/29)
- Presented a Thesis Committee Member Information Session to clarify policies and procedures related to the advising of graduate students completing a thesis (2/20)
- Shared information on Cal State LA's graduate degree programs and resources at the Annual SACNAS Conference in Honolulu, HI (10/30 – 11/1)
- Attended the April 15 Graduate Student Town Hall to listen to graduate student concerns regarding the University's response to COVID-19
- Implemented Graduate Studies Zoom Office Hours the University transitioned to remote instruction and advising

Other Duties as Assigned (5%)

- Attended the LGBTQ+ Ally Training offered by the Cross Cultural Centers (11/15)
- Participated in the MyCalStateLA Portal Replacement focus group for Academic Affairs (12/19)
- Co-chaired the Evaluations Subcommittee of the California Forum for Diversity in Graduate Education Planning Committee and drafted a new evaluation measure
- Attended workshops in the Reading and Writing in the Disciplines series offered by the Center for Effective Teaching and Learning
- Provided feedback to prospective graduate students on their Statements of Purpose for graduate programs at Cal State LA
- Served as a poster judge at the Annual Symposium on Research, Scholarship, and Creative Activity (2/28)

- Attended on-campus programming to increase the GRC's on-campus visibility (e.g., International Cultural Night and Dinner, Provost Search Open Forum, etc.)
- Served on the Student Policy Committee
- Served on the Graduate Studies Strategic Planning Committee
- Coordinated focus groups for each college to collect data used to inform the Graduate Studies Strategic Planning process
- Served on the Graduate Studies Subcommittee of the EEAC
- Occasionally recorded minutes for Graduate Studies Subcommittee and Program Review Subcommittee
- Worked with students assistants in the Office of Graduate Studies and Writing Consultants from the Graduate Resource Center to increase social media presence on Facebook and Instagram*



**CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN
FISCAL YEAR 2019-20**

RAP-6

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

Division: **Academic Affairs**

Dept ID: **200300**

Prepared By: **Karin Elliott Brown**

Fund Code: **SF-011**

Program Code: **T0006**

Project ID: XXXXXXXXXX

Budget: **\$ 44,550** Expenditure: **\$ 29,344.19**

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.**

Writing Consultants: This activity supports student success and academic distinction. The Office of Graduate Studies employed three writing consultants/Instructional Student Assistants (ISAs) who provided writing support for graduate students in the Graduate Resource Center. Specifically, the ISAs assisted graduate students with tackling the many unique challenges of researching, organizing, and writing and submitting papers, articles, and culminating projects, such as the thesis and dissertation. They provided one-on-one consultation appointments with graduate students, as well as developed and delivered workshops and seminars. This service supported graduate students in preparing their reports, articles, papers, and manuscripts for professional publication or other public audiences, which reflect on Cal State L.A.'s growing stature as a respected research institution, advancing our academic distinction.

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

Evidence of success:

SUMMER 2019

	Unique	Total
Workshops & Event Attendance	7	7
Writing Consultations	11	26
Thesis/Dissertation Review	46	60
General Advising	2	3

Orientation Attendance	N/A	N/A
FALL 2019		
	Unique	Total
Workshops & Event Attendance	46	66
Writing Consultations	84	172
Thesis/Dissertation Review	74	114
General Advising	9	11
Orientation Attendance	270	270
SPRING 2020		
	Unique	Total
Workshops & Event Attendance	71	92
Writing Consultations	35	63
Thesis Review	98*	111*
General Advising	9	9
Orientation Attendance	42	42
<hr/> <p>*These numbers reflect student appointments only during the spring term. Additional thesis review appointments were held during the summer term of AY 20-21 for 92 students who received an extension for their thesis/project report as an accommodation in response to COVID-19.</p>		

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

Challenges: During the Spring semester, the University abruptly transitioned to remote instruction and advising in response to COVID-19. As students adjusted to the demands of remote learning, the GRC saw a decrease in the number of Writing Consultation requests for the remainder of the term. To combat this decrease, the GRC increased its advertising efforts to bring in students for virtual consultations by increasing electronic communication to students about GRC services, holding class-specific writing feedback sessions (i.e. TESOL program), and occasionally meeting with students during late and weekend hours. Writing Consultants also sometimes met with students during Zoom office hours early in the transition period and data for such appointments were not collected.

Graduate Writing Consultant's 2019-2020 Report

Workshops/webinars held by Writing consultants:

- Writing the Literature Review (October 17, 2019)
- Writing the Statement of Purpose (November 21, 2019)
- Writing the Literature Review (February 20, 2020)
- Graduate Level Writing (March 12, 2020)
- Where to Apply: Choosing and Applying to Doctoral Programs (April 13, 2020)
- Finding Faculty, Funding, and Fellowships in Doctoral Programs (April 20, 2020)
- Tailoring Your Statements and CV for Doctoral Program Applications (April 27, 2020)
- How to Conference (April 16, 2020)
- Preparing a Class Presentation (April 15, 2020)

Future workshops planned:

- Publishing Academic Work
- How to Establish Study and Writing Groups
- Managing Your Time During Distance Learning
- Know the Writing Style of your Discipline (MLA/ APA/ Chicago/ ASA, etc.)
- Presenting at Conferences (Papers, PowerPoints, Roundtable, Posters)
- Selling Yourself: Showcasing Skills and Competencies Developed in Your Graduate Program
- Close-Reading and Notetaking for Graduate Students
- Writing Up A Case Study

Future Projects / Resources Needed:

- Resource Binders with Practical Handouts
- Training Manual for Writing Consultants
- Writing and Research Retreat
- Participation in CETL trainings (i.e. Reading and Writing in the Disciplines series)



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

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **200300**

Department: **Graduate Studies**

Fund Code: **SF011**

Prepared By: **Karin ElliottBrown**

Program Code: **T0001**

Budget: **\$ 75,000** Expenditure: **\$ 48,929.34**

Project ID: XXXXXXXXXX

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.

The specific objective of this activity is to provide supplemental support to between 100-150 graduate students who are participating in a research, scholarship, or creative activity (RSCA). This project targets graduate students from all disciplines to promote graduate student success. Graduate students are funded to cover at portion (up to 70%) of the costs of travel required for participation in RSCA activities(e.g., presentations at professional conferences, performances.) Graduate students who are attending conferences, but not presenting their research or crative project can be funded up to 50% of the cost of travel and atndance. Graduate students are also funded up to \$750 to support the completion of their thesis or project. Funding is also used to host the Annual Graduate Student and Faculty Mentor Recognition Reception in Spring Semester. Graduate students who have published, presented at professional conferences, participated in other RSCA activities and received special awards were recognized at this reception. One faculty member from each College was acknowledged for their research/RSCA mentorship.

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

In 2019-2020 academic year, 36 students received travel support through the Office of Graduate Studies to present at professional and academic conferences. This year 15 students received funding to attend conferences for professional development purposes(see attached for list of students and conference attendance.We also funded 26 graduate students to complete their thesis or project. Examples of how funding was used includes: (1)travel to locations to collect data samples for thesis data and professional growth; (2) examine the presence of a sal-bridge in a small synthetic peptide that contains the RKS motif; (3) inspect the effect of wildfire on soil solution chemistry (4) to analyze changes in father figure's relationship with a child and its relationship with depression. With the school being shutdown because of Covid-19, Graduate Student Recognition Reception in the Spring 2019 was cancelled. Instead, the Office of Graduate Studies prepared a virtual souvenir program to

recognize around 400 students and faculty advisors with the goal of promoting the community of scholars at Cal State LA.

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

Funds supported students' academic advancement by equipping them with tools necessary to conduct research and supporting the success of community, professional, creative, research and scholarly projects. Funds also allowed students to further expand their knowledge in their respective discipline by promoting student engagement in RSCA. The funding enabled Graduate students from various disciplines to receive engage in RSCA, including: Biology, Business, Chemistry, Counseling, Economics, Engineering, Environmental Science, Fine Arts, Geosciences, Kinesiology, Music, TV and Film, Latin American Studies, Social Work, Physics, Psychology and Engineering. Students were able to receive reimbursement for approved travel, supplies, equipment and services.

Reception in the Spring 2019 was cancelled due to the COVID-19 shutdown. Instead, the Office of Graduate Studies prepared a virtual souvenir program to recognize around 400 students and faculty advisors with the goal of promoting the community of scholars at Cal State LA. Also, due to the CSU travel ban we could not support student travel to professional conferences after March.



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

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **201600**

Department: **Advising Center**

Fund Code: **SF011**

Prepared By: **Tony Sinay/Chameeta Denton**

Program Code: **R0014**

Budget: **\$ 538,780.00** Expenditure: **\$ 431,263.53**

Project ID: **[REDACTED]**

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.

The Rongxiang Xu College of Health and Human Services Advising Center aligns with Engagement, Service and the Public Good by informing students of civic learning requirements as part of their curriculum, and by partnering with colleagues during registration and orientation periods.

To continue to provide support that is conducive and inclusive, Advisors engaged in professional development activities by attending regularly scheduled advisor forums and institutes to receive training and updates on the college's progress.

This fiscal year, as part of our efforts to support Student Success and Academic Distinction, the Advising Center partnered with faculty, advisors, and DSSAs to get training on how to effectively use Advising Tools such as: Degree Planner, EAB, 15 to finish, course planning and registration, and how to engage and welcome African American and Latino male students on campus.

Advisors assisted and oriented over 2,000 students in Summer of 2020 virtually due to the COVID-19 pandemic in efforts to support the Graduation Initiative 2025.

In partnership with the RXCHHS Deans office, the Advising Center has redesigned our website and developed media content to further support college and university initiatives.

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

From July 1, 2019 to June 30, 2020, the following metrics were used to help measure student success efforts:

- Advisors saw 8,724 students for scheduled appointments
- Advisors saw 3,107 students on a drop-in/walk-in basis
- A total of 5,922 distinct students were seen in the RXCHHS Advising Center
- All degree plans and program sheets were updated to inform students of any curriculum changes, and have gone live on the Advising Center website

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

The SSF fund was underutilized due to turnover in 19-20. To further refine our efforts and improve Student Services, the Advising Center has identified specific student learning outcomes and is developing assessment measures to be applied during 2020-2021 in order to assess learning that takes place during the advising process. The advising learning outcomes align with the University Strategic Plan.

The challenges that are encountered in the Advising Center include:

- Currently with 8 Professional Advisors, the ratio of students to Advisors is 900:1. When fully staffed with 13 Advisors, the ratio will be 553:1. To meet this demand effectively, the Advising Center utilizes workshops, information sessions, and group advising to target multiple students at one time. Additionally, we provide combinations for walk-in and appointment services. However, the challenges between HHS Advisors' and student access still remain due to lack of staff.
- Currently, the HHS DSSA is in the process of onboarding 6 new Advisors who need immediate training, all in a remote environment due to the COVID-19 pandemic and mandate to telework.
- With all of the new changes, professional development is key and needs to be ongoing. Also, the need for intentional training services for advisors and the DSSA.
- While in person, our physical space is too small. During peak periods, students do not have access to seating, and we have no room to engage groups of students within the Center, or even across the College.
- Due to teleworking since March 2020, all staff members have worked from the confinement of their homes on laptop issued by the college with very short notice and no prior training.
- The current HHS Advisors are servicing students in all 10 majors and are receiving ongoing training and development to learn the HHS majors. The Advisors have received resources and training on how to advise students remotely and how to work in remote environments by using technology and effective time-management skills.



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

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **200120**

Prepared By: **Rennie Schoepflin; Isabelle Garcia**

Fund Code: **SF011**

Program Code: **R0019**

Project ID: XXXXXXXXXX

Budget: **\$ 91,987** Expenditure: **\$ 86,782**

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.

The budget provided for R0019 provides the salary for the National and International Scholarships and Fellowships Program (NISFeP) advisor (SSP). The NISFeP advisor serves as the advisor and coordinator for national and international fellowships and scholarships at Cal State LA. These include the Goldwater, Truman, Fulbright, Panetta Congressional Internship, Gates-Cambridge, Gilman and others. This is a centralized office that exists at Cal State LA and is dedicated to helping students learn about and apply for these and other prestigious awards that will help them succeed in college, graduate school and in their future careers. The coordinator serves all students at Cal State LA interested in applying for these opportunities, presents workshops for students and faculty mentors; assists students in identifying appropriate scholarships and in putting together the application; preps them for scholarship or fellowship interviews; helps them gather letters of recommendation; vets applications and submits applications on behalf of Cal State LA (many scholarship and fellowship programs require an established institutional contact and institutional nominations); communicates with faculty mentors; updates and maintains resource files and student data. In addition to serving all interested Cal State LA students with national scholarships, the SSP also assists Honors College students in applying for graduate school and internships and coordinates the Honors College thesis. The SSP serves all Cal State LA matriculated students who are interested in applying for scholarships as well as all Honors College students completing a thesis and applying to graduate school.

Alignment with University Strategic Plan: The outcomes of the work completed by this SSP III position aligns with all four strategic plan focus areas. In Engagement, Service and the Public Good, many of the external programs identified require that students frame their applications with a civic mindset and focus on public service. Many programs are also international in focus, and promote student awareness of international partnerships and global issues. Alumni have been involved in some of the informational panels NISFeP has hosted, and have also served as mentors to current students. In Welcoming and Inclusive Campus, the existence of a central NISFeP office has served to streamline access to external scholarship and fellowship opportunities, as

well as provided consistency in service provided to student applicants. The SSP III must also collaborate with campus partners in order to complete tasks effectively. In Student Success, the Honors thesis and participation in the intense application processes for scholarship, fellowship, and internship opportunities ensures students engage in a rigorous and challenging academic experience, and permit deeper exploration of interests and development of skill sets that optimize their success in graduate programs and their careers. The SSPIII also provides consistent and quality advising to students. In Academic Distinction, the SSPIII promotes and supports interdisciplinary awareness and engagement.

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

Metrics to measure success are:

Number of students served: 976 Total

Number of applicants: 119

Number of awardees and finalists: 31 awarded (self-reported/I was notified by program)

Number of students who completed a thesis: 58

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

In 2019-2020, the SSP III recorded a total of 976 student interactions through individual advisement appointments, workshops, class/program visits, and virtual sessions. Out of these students, about 119 students confirmed completing an application, and at least 31 students have reported that they were finalists for or received awards, were offered internships/employment, or were accepted into their programs of application and 58 students completed an Honors Thesis in the spring of 2020. About 30 applicants status' is currently unknown due to the limited access to students since we are off-campus, due to Covid. Some of the prestigious awards received by students in 2019-2020 include the CSU Trustees Award for Outstanding Achievement, 2 Fulbright Finalists (including 4 semi-finalists), NSF Graduate Research Fellowship Program, and several recipients of the Gilman Scholarship. Lastly, part of the challenge is increasing awareness of programs and opportunities to all campus students. One way to circumvent this issue has been to create a more accessible and direct way of communicating with students outside of Canvas and social media, through working with various on-campus departments and faculty, as well as increasing Canvas organization, where information is shared. Currently, I am working on finalizing a master list of off-campus awards and opportunities for student access through the Scholarships/Fellowships Canvas, as well as a one-page handout listing opportunities by year of study in order to share with advising centers. These are in the works with hopes of being completed by the end of Spring 2021. Some initiatives have included partnerships on campus with the Dreamers Resource Center, Veterans Resource Center, Education Abroad Office, NSS advising center, Arts & Letters Advisors, Project Rebound, Early Entrance Program, ORSCA, and several student organizations. Furthermore, social media initiatives have helped increase the number of students served through the creation of an Instagram account, @scholarships.calstatela (started in 2017) where within a few months, the number of followers reached 400. The number of followers is now at 1,057.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN
FISCAL YEAR 2019-20

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **201700**

Department: **Natural & Social Sciences**

Fund Code: **SF011**

Prepared By: **LaVona Thomas/Hengchun Ye**

Program Code: **R0015**

Budget: **\$ 512,366.83** Expenditure: **\$ 512,366.83**

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.

During FY 2019-2020, as a team, the advisors continued to be more active participants in building relationships with various departments on campus. The advisement team hosted virtual welcome sessions for the Fall 20 Freshman and Transfer students. Under the directive of President Covino, the advisement team also held a Q&A session for the NSS Black students.

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

To keep up with the advising demand of transitioning to telecommuting due to the Covid19 pandemic, the NSS advisement team has transitioned to virtual advising. Since transitioning to telecommuting, the team has serviced 6,100 students. Of the 6100 students serviced approximately 4,500 were via zoom advising sessions.

In alignment with the GI 2025 Initiative, the NSS advisement team continued to run campaigns to target all pre-majors, students with high units who are not progressing towards graduation, mandatory Freshman and Sophomore populations, and students who need assistance with Transitional advising.

The DSSA will continue to meet with students who request repeat limit exceptions, disqualified students and remain a member of committees and forums which also align with the GI 2025 initiative.

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

The primary challenge of the advisement center was transitioning to telecommuting. The team had to quickly learn how to transition to virtual advising without little or no training. The DSSA made it a point to meet with the team daily during the first month of telecommuting and take advantage using free virtual workshops such as "Advising in a Virtual Environment" for the advisors' professional development. These workshops are offered through various entities such as ECAMPUS News.

Another challenge were students who are experiencing needing additional support such as emotional, hotspots or laptops. The advisement team has played an active role in referring students to related campus resources.

Lastly, DSSA, LaVona Thomas, will continue to fine tune the virtual orientation process for the Spring 2021 transfer cohort.