



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

RAP-6

ACCOUNTABILITY REPORT  
(Applicable To All Funds)

Division: **Student Life**

Dept ID: **491130**

Department: **Career Center**

Fund Code: **SF012**

Prepared By: **Jonathan Choy**

Program Code: **R0034**

Budget: **\$ 283,879**      Expenditure: **\$ 283,564.06**

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 Career Center's mission and initiatives are to align and promote the university's goals of prioritizing student success by providing internship and career opportunities to students while preparing them with the tools needed to successfully accomplish that objective. The resources that are allocated within the student success fee budget provides resources to fund two full-time staff and three student assistants.

The resources provided through the student success fee budget are intended to provide a welcoming environment to employers and recruiters who in turn provide information sessions, on campus interviews, "tabling" events, information sessions, and other workshops. All of these activities are intended to provide employer exposure to students.

The Career Center is committed to developing and fostering meaningful and collaborative employer relationships, enhance partnerships amongst campus partners, alumni, and the surrounding Los Angeles community. These efforts will allow the Career Center to help expand the Cal State LA network with the goal of multiplying the available employment and experiential learning opportunities for students; provide an enriching experience to students; provide effective advising to students, and streamline processes utilizing technology. The benefit behind these objectives will also help provide the student with a positive student employment and career seeking experience.

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

- There were 111 employer related events:

- Cal State LA partnered with the College of Business and Economics to host the first Careers in Sports event. The panelists were from local prominent sports teams including the LA Dodgers, LA Angels of Anaheim, and LA Kings. There were approximately 150 students in attendance.
- There were 21 in-person employer info sessions including first time employers such as Netflix, Toyota, Lenovo and Blue Shield of CA with over 548 students in attendance.
- The Career Center hosted 15 virtual information sessions with about 145 students in attendance.
- There were 53 employer booths where representatives tabled on the main walkway.
- The “Ask the Employer” virtual series consisted of six virtual events. These events featured employer partners who provided career advice to current students and alumni. Companies included: JPL, UPS, Nike, LA County Probation, Entertainment Partners, and Music Forward Foundation. Approximately, 52 students participated.
- There were 12 on-campus interview sessions with 198 student applicants.
- The spring career fair was held with 40 employers in attendance. Approximately 300 students attended the event.
- The center’s partnership with JCPenney continues to thrive. The second annual Suit Up event with JCPenney was scheduled in spring but unfortunately the event was canceled due to the pandemic. This event provides Cal State students with an opportunity to shop and have access to purchase professional career attire at a special discounted price.
- Handshake is an employment platform that provides Cal State LA students and alumni access to employers, job and internships opportunities, and employment related events such as the career fair and employer information sessions. Through this platform, 4,693 new employers were added to the Handshake database.
- This past year, over 5,383 new students registered on Handshake.
- There were 8,611 new paid job opportunities added in 2019-20 which is a 63% increase from 2018-19.

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

This past spring, one of two employer relations coordinators left her position. The position is still vacant. When fully staffed, staff salaries comprise approximately 54% of the total budget. Due to the staff vacancy, the center realized 16% in salary savings.

Even with the added challenges with the staff transition and COVID-19, the center was still effective in providing a high level of student service. The center continued to provide employer to student connections through virtual workshops and information sessions. The continued utilization of Handshake and familiarity to both students and staff has yielded more opportunities than ever before.

The Career Center’s inaugural season of involvement with the Hispanic Association of Colleges and Universities (HACU) Student Delegate Program at Cal State LA included an increased exposure to career advice from professionals, LinkedIn connections, and information about graduate programs, internships, fellowships, and career opportunities at organizations that seek job candidates from diverse backgrounds.

This past year, the Career Center established a partnership with the College of Arts & Letters to assist with registrations via Handshake for the Connect the Dots program. There were 602 total registrations for this program. This allowed students to connect with campus and industry leaders through networking mixers and conference sessions.

The Career Center continues to have a robust strategic application and use of technology programs while growing its social media presence with students. The technology programs, including Focus 2, Optimal Resume, Perfect Interview and Interview Stream, are available to all students and alumni. Each program provides an added career centered application to assist students in developing and preparing for the next step of their career readiness process. For example, Focus 2 is a program that helps students make informed career decisions and provides them with a guide to exploring potential occupations. This program alone has gained over 1,400 new users this past year. The use of social media resources such as Facebook, Twitter, Instagram, and LinkedIn Group, as a collective, has garnered over 5,700 followers and allows the Career Center to provide an effective means of marketing career related events.



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ACCOUNTABILITY REPORT  
(Applicable To All Funds)

Division: **Student Life**

Dept ID: **491200**

Prepared By: **Christopher Johnson**

Fund Code: **SF012**

Program Code: **R0009**

Project ID: XXXXXXXXXX

Budget: **\$ 196,103**      Expenditure: **\$ 190,154.54**

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 Parent and Family Engagement area within New Student and Family Programs focuses on creating enriching, educational experiences for the parents, guardians, and family support members of new and continuing Cal State LA students. Parent and Family Engagement aligns with the Strategic Priority Area of *Student Success*, in that we assist with the facilitation of greater student involvement in leadership and campus activity opportunities, as well as promote access and utilization of student wellness services. This is achieved by providing parents and family support members with a level of expertise in campus resources that allows them to supplement the support and encouragement students receive from campus staff and faculty. Parent and Family Engagement also supports the Strategic Priority Area of *Welcoming and Inclusive Campus* by nurturing a sense of belonging among family support members that instills a sense of a pride in the University, and in their position as members of the larger Cal State LA community.

NSFP's signature program is Parent Academy, a program that is unique to the CSU system in its approach to recruiting, engaging, and supporting the parents and family support members of students and exemplifies the value of *Engaged Teaching and Learning*. Parent Academy encompasses two unique tracks: Year 1 works with the family support members of first-time freshmen and first-year transfer students. The topics center around crucial transition information, such as the importance of campus involvement, paying for college, the importance of mentorship, and connecting college to careers. The Year 2+ program works with parents of second, third, and fourth year students as they continue and complete their college journeys. The topics change each year, to ensure that participants are diving into the most relevant topics of the day.

In addition to Parent Academy, NSFP also hosts more social, family-friendly events and activities to bolster a sense of connection to the university, such as tailgate parties for various Athletics events, musical recitals, and cultural programs, which strengthens the Strategic Priority of *Engagement, Service and the Public Good*.

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

- Successful execution of multiple parent and family engagement events and programs, despite challenges eventually presented by the COVID-19 health pandemic

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

- Family Welcome Day had 300 registered guests, including children under the age of 12 who participated in the “Little Golden Eagles’ Corner,” making this a truly family-centric day
- For the second session of Parent Academy: Year 1, parents and family support members were provided a workshop dealing with communication styles and additional mental wellbeing resources available on campus (in partnership with Counseling and Psychological Services); there were 355 registered guests for this event
- The Parent Academy: Year 2+ Conference had 185 registered guests. At this event, 100% of attendees either agreed or strongly agreed that they: learned something of use at each of the various workshops, felt they were better prepared to speak about campus resources, and were completely satisfied with their experience that day
- More than 20 parents volunteered their time to participate in our first-ever First Generation Student Celebration
- Family support members from both English- and Spanish-language preferences participated in our Mental Health First Aid Training for Parents, a successful collaboration with Counseling and Psychological Services and professional staff from across campus

Due to the COVID-19 health pandemic, the totality of the budget was not expended. The Parent Academy: Year 1 Session III event and the Spring Mental Health First Aid for Parents program were ultimately cancelled as a direct result of social distancing requirements.



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**ACCOUNTABILITY REPORT**  
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Division: **Student Life**

Dept ID: **491201**

Department: **Vice President for Student Life**

Fund Code: **SF012**

Prepared By: **Nancy Wada-McKee**

Program Code: **T0048**

Budget: **\$ 70,471**      Expenditure: **\$ 53,216**

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.**

Funding from the Student Success Fee directly supported the outcomes of the Mind Matters initiative, created by President Covino and Dr. Debbie Covino. Mind Matters offered a well-being component in only two Introduction to Higher Education (IHE) classes in 2015. Prior to the pandemic, more than half of all freshmen (2500+) participated in Mind Matters Town Halls through IHE. The College of Health and Human Services had required participation of all freshmen majors in the Town Halls. In addition, all incoming freshmen and transfer students learn about the Mind Matters initiative and the connection between well-being and academic success during Orientation (7000+). The initiative directly supports the strategic goals of a Welcoming and Inclusive Campus and Student Success. Due to the COVID-19 pandemic, the Mind Matters Initiative has been rebranded to WellBeingU for the 2020-21 academic year.

Mental Health First Aid (MHFA) is a 2 day, 8 hour training program which teaches participants about mental health and strengthen their listening and referral skills. MHFA was offered to parents and family members through Parent Academy in both English and Spanish last fall. Parents and family members were trained to recognize individuals in distress, listen with empathy and refer them to resources in both English and Spanish. The move to virtual instruction because of the pandemic prevented further trainings. We had been on track to surpass 1000 trained MHFA faculty, staff and students.

A popular event is the twice yearly visit by therapy dogs during the week before finals. President Covino and First Lady are highlights of the event, which underscores support for well-being at the highest level of the University. This event occurred only in the fall this year due to the transition to virtual instruction last March. The Speaker Series presented Dr. Julie Albright for a reprise engagement given the publication of her latest book, *Left to Their Own Devices: How Digital Natives are Reshaping the American Dream*. Her talk and book signing attracted over 100 participants.

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

Social media has been effective in facilitating outcomes of the Mind Matters initiative. Metrics include:

- 117,057 total impressions (anytime someone viewed the content)
- 34,056 total reach (unique users reached across platforms)
- 2,301 engagements (comments, shares, likes)
- 173 link clicks to resources
- Most popular content: Father Grey Boyle Speaker Series webinar (Fall 2020) and student health tips about slowing the spread of COVID-19 and flu shots

After the COVID crisis began in March, social media efforts were re-prioritized for critical public health updates.

Members of the Student Health Advisory Committee led bi-weekly Health Huts in the fall and early spring. These efforts were also cancelled once the shift to virtual instruction was made in March 2020.

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

A research study led by Dr. Han Zhang in the College of Business and Economics found that students who listened to Dr. Debbie Covino's Mind Excursions podcast were more likely to find the content helpful when they knew they were listening to the First Lady versus an anonymous expert. They were also shown to be more likely to listen to more of her podcasts. The pandemic interrupted further study but another research effort is planned for spring 2020.



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ACCOUNTABILITY REPORT  
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Division: **Student Life**

Dept ID: **491203**

Department: **Glazer Family Dreamers Resource Center**

Fund Code: **SF012**

Prepared By: **Luz Borjon**

Program Code: **T0046**

Budget: **\$ 43,049**      Expenditure: **\$ 19,840**

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 Dreamers Resource Center serves all undocumented students at Cal State LA and the community with information and resources to promote college admissions, persistence, graduation, graduate school, and professional careers. The center provides student support services that create a welcoming and supportive environment, enhance the university experience, build leadership skills, provide service learning and volunteer experience, and promote civic and community engagement.

**Engagement, Service and the Public Good**

- Provided updates on the legal impact of the U.S. Supreme Court decision on DACA as well as information on subsequent policy changes.
- Connected students, staff, and faculty with trusted immigration legal services on campus.
- Engaged students in the civic participation of immigrants throughout the city, state, and on the national level.

**Welcoming and Inclusive Campus**

- Participated in campus-wide orientations, open houses, and classroom presentations to invite students to participate in the center's programs and resources.
- Collaborated with CAPS to create community spaces for students.
- Conducted Ally Trainings for faculty and staff.
- Worked with various departments to provide class credit to students attending workshops on academic research, graduate school, career opportunities, and other educational programs
- Partnered with the library to provide access to resources for research and one-on-one support.
- Collaborated with EOP's Student Academic Success program to provide tutoring in math for first year students.



- Provided service learning, research, and volunteer opportunities for credit in cooperation with faculty.

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

Our method of assessment is based on student and faculty participation rates for DRC events, educational workshops and trainings. We monitored feedback from participants in our programs for quality control and future improvements. Sustained success is measured through the activities and resources that are provided to our students and feedback collected at programs, trainings and surveys.

The DRC collaborates with faculty, colleges, and partners in Student Life on programming to promote our resources more broadly. We plan to invest in online engagement tools including Kahoot and Mailchimp to enhance our ability to connect with students.

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

Spring 2020:

- The DRC offered 19 workshops/programs with over 150 students participating.
- CARECEN College Legal Services consulted with 60 students for immigration relief services.
- The DRC presented six Allies training workshops with 45 faculty and staff participating and 23 earning certificates for completing the series.
- DRC staff coordinated a special DACA renewal clinic that served 24 students prior to U.S. Supreme Court decision.
- The DRC team provided leadership training and support to two student organizations.
- The DRC promoted math-tutoring opportunities and 40 students received support.

The Dreamers Resource Center has been able to transition into the online environment and grow anew as students' access resources. We continue to increase the awareness of available resources for undocumented students and model how to manage change during stressful times for everyone.

The DRC increased our social media following through consistent promotion from team members at all zoom events we hosted or attended. We received more requests for class and group presentations from faculty and staff. As a result, there were more applications submitted for our emergency grants and DACA renewal grants.

The DRC responded to the dual crises of Covid-19 and the possible elimination of DACA by increasing our collaboration with CAPS to support student mental health and well-being. We also implemented programming to develop student leadership and civic engagement opportunities to foster hope and resilience.

Challenges include outreach and marketing of programs to students. We will continue to partner with campus departments and colleges to increase student awareness of programming and available resources.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES  
RESOURCE ALLOCATION PLAN  
FISCAL YEAR [REDACTED]

RAP-6

ACCOUNTABILITY REPORT  
(Applicable To All Funds)

Division: **Student Life**

Dept ID: **491204**

Department: **Veterans Resource Center**

Fund Code: **SF012**

Prepared By: **Cesar Gonzalez**

Program Code: **R0032**

Budget: **\$ 271,618.00** Expenditure: **\$ 258,717.83**

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 Veterans Resource Center (VRC) assists military-connected students with their transition to the university. The VRC team also provides essential guidance on the benefits certification process. The VRC plans, coordinates, and conducts specialized programming that provides year-round assistance to our military-connected students to ensure success on campus. Many of the programs focus on assisting students with developing a strategic planning strategy to achieve their career goals.

The VRC team supports the following campus strategic plan initiatives:

Engagement, Service, and the Public Good- In 2019-2020, the VRC connected with a variety of Cal State LA departments or offices for program collaborations such as the Office of Admission and Recruitment, Office for Students with Disabilities, Student Health Center, and Center for Academic Success to illustrate a few. Also, off-campus partners CalVet, U.S. Department of Veterans Affairs, and Cedar Sinai Medical Hospital were instrumental in connecting with our military-connected students by specifically providing essential information and/or guidance related to their needs.

Welcoming and Inclusive Campus- In 2019-2020, the VRC hosted three sessions of our Vet Net Ally Awareness Program along with four Coffee Hour at the VRC events. Several sessions of these events were canceled due to COVID-19. These sessions and events enable the VRC to provide a more welcoming and inclusive campus by increasing effective communication in understanding our military-connected population. Vet Net Ally attendees gain a better awareness and sensitivity to better work and engage with our students. Coffee Hours at the VRC attendees provide the VRC with critical first-hand insight on how to better assist, service, and acknowledge our military-connected students to provide a more welcoming and inclusive environment.

Student Success- In 2019-2020, the VRC hosted its Student to Professional Series sessions that enhance career preparation for our military-connected students. Eight sessions were conducted and several more were canceled due to COVID-19. A variety of topics are presented in a wide range of specialized areas to cover fundamental aspects and emphasizes the importance of preparation in career development.

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

In 2019-2020, the VRC conducted five Veterans and Dependents information sessions for incoming military-connected students. The VRC strives to ensure that all military-connected students understand and retain the knowledge of their chapter award. Each chapter award is unique and contains specific language and complexities. The VRC focused on reviewing the details of each chapter during these sessions. Also, the VRC provided step by step instructions on how incoming military-connected students can transfer over their benefits. This knowledge enhances military-connected students confidence and ensured a smooth transition. However, attendance at VRC events continues to be a challenge as only 20% of new military-connected students attended these information sessions.

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

In 2019-2020, the VRC coordinated, conducted and collaborated in over 38 programs, events, and outreach functions. In spring 2020, a total of 162 military-connected students graduated. Graduates included ninety-seven student veterans and 65 dependents. No graduation ceremony was conducted due to COVID-19.

The 2019 annual Veterans Day Ceremony was a popular event for our campus community and especially our military-connected students. This is likely due to the change in the program format. The focus of the program was on our student veteran experience. Two students were selected to speak about what their military service meant to them. We also featured for the first time, a faculty veteran speaker who was very well received by our campus community. Immediately after the ceremony, we held an outdoor reception which had higher attendance than in previous years.

In the fall of 2019, the VRC and the College of Engineering, Computer Science, and Technology (ECST) collaborated in the inaugural Social Mixer. This event brought together military-connected students from ECST and their faculty and staff to mingle and network with each other. A total of 34 participants attended.

The VRC in collaboration with the Charter College of Education, U.S. Department of Veterans Affairs, State of California Department of Rehabilitation, and Office for Students with Disabilities hosted its 5th annual Veterans and Persons with Disabilities Career Fair in the fall semester of 2019. This event brought together employers and job seekers under one roof for networking and direct connection. Over 50 employers and 15 community resources representatives met were with student veterans and persons with disabilities.

The VRC entered its second year conducting a Student Vet Net Ally Awareness program. This version provides students with an opportunity to learn how to communicate and engage their military-connected colleagues. The presentation was conducted in three classes and over 159 students participated.

The VRC continues to conduct the Student to Professional Workshop Series. These workshops eight emphasized the importance of career preparation and readiness. Themes for these workshops range from How to Write a Federal Resume, How to Interview with Confidence, How to Apply to Graduate School, and Understanding Financial Literacy.

The VRC continues to see steady growth in participation for most events. Additional 2019-2020 events include.

- Fall and Spring Welcome Back Social Mixer
- Thanksgiving Luncheon
- ASI Resource Fair
- Spirit Week and Homecoming
- Veterans Appreciation Week
- Veterans and Persons with Disabilities Career Fair prep workshops
- East Los Angeles College: Student Veterans College/Resource Fair

- TELACU- Student Veterans College/Resource Fair
- Center for Academic Success Information Sessions
- CalVet Information Session
- Military-Connected Students Scholarships Information Session

Challenges for the VRC team include:

- The VRC team needs to examine retention and graduation data to understand whether the military-connected community is succeeding in their academic pursuits.
- Very few female veterans are participating in the VRC programs and events. The VRC team is identifying why these women seem to be disconnected from the VRC programming and exploring new initiatives.
- Lack of department location visibility. Students have requested signage on the exterior of King Hall or in the surrounding area to increase the visibility of the VRC. The increase in visibility will result in more student participation, program awareness, and military-connected student morale.
- Identifying a core group of military-connected faculty and staff to collaborate with on programming and support for students. This will result in creating a networking connection that will engage and help improve our military-connected student self-worth.
- Addressing how to connect veterans with campus support services. Many veterans feel comfortable in the VRC but do not seek out the services provided in the Career Center or Counseling and Psychological Services.



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RESOURCE ALLOCATION PLAN  
FISCAL YEAR 2019-20

RAP-6

ACCOUNTABILITY REPORT  
(Applicable To All Funds)

Division: **Student Life**

Dept ID: **491210**

Department: **Educational Opportunity Program**

Fund Code: **SF012**

Prepared By: **Danielle Chambers**

Program Code: **R0033**

Project ID: XXXXXXXXXX

Budget: **\$ 494,792.00**

Expenditure: **\$ \$ 495,351.28**

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 Educational Opportunity Program (EOP) provides high impact programming through a series of summer transitional programs for entering freshmen and transfer students, and continuing EOP students. The summer transitional programs align with the university's strategic priorities of Student Success and Welcoming and Inclusive Campus. The 2019-2020 SSF budget has a negative balance of \$559.29. In preparation for the 2020 Summer Bridge program, 19 laptops were procured to support remote learning for the next cohort of students. The available budget identified for this purchase caused a small shortfall due to late application of taxes.

The purpose of the EOP Summer Bridge at Cal State LA is to provide academic preparation and transitional support for newly admitted first-time freshmen who are first-generation college students. The program aim to close some of the gaps between the skills they graduated from high school with, and what is required for university study. Emphasis is placed on increasing math and writing skills, academic success strategies, transitional support to the university environment and enhanced awareness of the participants' individual and collective identities through social justice seminars. Summer Bridge is a six-week comprehensive program that is offered at no cost to students. Students participated in academic courses and seminars from 8 am - 4pm, Monday through Friday.

Transfer Bridge is a comprehensive support program for entering transfer students. Transfer Bridge is designed to increase the retention of newly admitted transfer students by minimizing the shock of adjusting to a new campus. Transfer Bridge offered participants the opportunity to complete a university course in Pan African Studies (PAS). PAS 3480 is an Upper Division General Education (GE) course that satisfies the graduation requirement for Civic Learning and Race and Ethnicity. A seminar course was also provided to students to learn about university policies and important deadlines that require attention prior to the start of the fall semester. Transfer Bridge is a six-week comprehensive program that is offered at no cost to students.

### *Welcoming and Inclusive Campus*

- During Summer Bridge, EOP students learn, explore and discuss socially relevant issues regarding diversity, equity, social justice, and inclusion. This scholarship is achieved through coursework presented in Social Justice and Reading, Composition and Literature courses.
- Summer Bridge includes a resource fair that introduces students to a variety of campus departments and resources.
- Summer Bridge and Transfer Bridge programs position students to become familiar with the campus, as well as the various services and resources available to them. Summer Bridge and Transfer Bridge provide opportunities for intentional campus connections with students, staff and faculty.
- Housing accommodations were provided to students who lived outside the local area of the campus, foster youth and students who expressed housing insecurity. The Summer Bridge housing component allowed students to focus on their academic preparation by providing a stable and safe environment to learn, and it eliminated the need for extensive commutes.

### *Student Success*

- The math component of Summer Bridge creates a positive experience and personal gains in mathematics that will prepare students for successful completion of their GE Quantitative Reasoning (QR) courses during their first academic year.
- EOP provided opportunities for continuing students to earn credit bearing units in lower division coursework over the summer. This scholarship supports the timely degree completion of undergraduate students.

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

The key performance indicators used to measure and sustain success are data points from 1) First-year retention rates of Summer Bridge and Transfer Bridge students, 2) High satisfaction rates for students who participated in Summer Bridge, 3) High math completion rate in QR, GE B4, during the fall 2019 semester, and 4) High participant completion rates in PAS 3480 and ENGL 1010.

1. The retention data of Summer and Transfer Bridge participants is used to evaluate the program's effectiveness for preparing first-generation college students for their first academic year at Cal State LA.
2. Completion rates in QR is used to evaluate the effectiveness of math preparation that occur in Summer Bridge among students who are placed in math categories three and four by the university.
3. Enrollment and completion rates in PAS 3480 and ENGL 1010 are used to determine the effectiveness of programming that promotes timely graduation.
4. Qualitative data about student satisfaction is used to evaluate elements of the program that may improve or enhance the student's experience in Summer Bridge.

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

### *Summer Bridge*

- There were 139 students who participated in the 2019 EOP Summer Bridge Program.
- The percentage of students that successfully completed Summer Bridge to matriculate for fall 2019 was 99% (138/139).

- The cohort had a retention rate of 99% (137/138) for fall 2019.
- The cohort had a retention rate of 94% (130/138) for spring 2020.
- Overall, the cohort had a retention rate of 94% (130/138) from fall 2019 to fall 2020.
- During fall 2019, The cohort had an enrollment of 92% (127/138) in the EOP Supplemental Instruction linked course for pre-calculus or statistics. Overall, 85.8% (109/127) of students who enrolled in the fall 2019 EOP Supplemental Instruction linked course passed their linked GE QR precalculus or statistics course during their first semester.

### ***Transfer Bridge***

- There were 41 students who participated in the 2019 Transfer Bridge.
- The cohort had a retention rate of 100% from fall 2019 to fall 2020.
- Of the 41 participants, 63% (26/41) are candidates for graduation for AY 2020-21.

### ***PAS 3480***

- There were 25 students enrolled which met enrollment capacity..
- The percentage of Upper Division transfer students that enrolled was 96% (24/25).
- The percentage of Lower Division students that enrolled was .04% (1/25).
- Of the students enrolled, 100% passed the course with a final grade of "C" or better.
- Of the students enrolled, 100% maintained continuous enrollment during the fall 2019 and spring 2020 terms. .

### ***ENGL 1010***

- There were 10 students who participated in ENGL 1010.
- A total of 88% (9/10) of the students enrolled passed the course with a "C-" or above.
- A total of .11% (1/10) of the students enrolled earned a grade of No Credit.
- A total of 90% (9/10) of students enrolled registered for the fall 2019 term.
- A total of 60% (6/10) of students enrolled registered for the spring 2020 term.

### **Feedback from Summer Bridge Participants**

In an evaluation of skills conducted in the fifth week of Summer Bridge, students were able to provide feedback on their overall experience. In this evaluation, 129 Summer Bridge participants completed the evaluation.

Below are some selected comments on what participants liked about the 2019 Summer Bridge:

- I liked that I got to meet new people. The fact that people tend to care also makes me feel good.
- I like how the staff shows that they care and are very supportive. They demonstrated that they want us to be successful.
- I liked my experience here at Summer Bridge and I liked my teachers and counselors because they're very genuine and respectful and they teach really well. I made a lot of friends which is very new for me.
- I love how all my fears went away and how I know how the campus works; along with making friends.
- I like how Summer Bridge gave us resources and a chance to get to learn the campus and how to be a college student.
- I liked that I got a taste of what college life is like to prepare myself for the fall.

Below are some selected comments on what improvements or changes they would make to Summer Bridge:

- *Some changes would be to get out earlier.*
- *I would improve the hours of math; seems excessive.*

- *If I could improve Summer Bridge, one thing I would definitely change would be the group activities. I feel like I know a lot of people but not everyone. Being able to connect and bond with everyone would be nice because of the different networking opportunities.*
- *I would like to connect with more people. So, I can get a feeling like I'm a college student*
- *I wish the staff was strict on students who are always late because it is a sign of disrespect and disrupts the class.*

### **Challenges**

- The ENGL 1010 course does not yield the same demand by students as it did in the previous years, consequently meeting the enrollment capacity has been challenging. ENGL 1010 will no longer be a course selection among our summer programs moving forward.
- California Community Colleges are still in their spring semester session when the summer session is scheduled at Cal State LA. This makes it challenging for incoming transfer students to participate in TB. EOP will move the dates of Transfer Bridge to increase access among our transfer student population.





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ACCOUNTABILITY REPORT  
(Applicable To All Funds)

Division: **Student Life**

Dept ID: **491240**

Department: **Office for Students with Disabilities**

Fund Code: **SF012**

Prepared By: **Gonzalo C. Centeno**

Program Code: **R0031**

Budget: **\$ 507,484.40**      Expenditure: **\$ 460,769.71**

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 Office for Students with Disabilities provides support services to students of diverse disabilities as mandated by the Americans with Disabilities Act (ADA) of 1990 as amended in 2008, and the CSU Policy for the Provision of Accommodations and Support Services to Students with Disabilities. Support services are determined by the limitations imposed by each student's diagnosed disability.

The program objectives for which SSF funding was awarded include:

*Student Success:*

- To provide quality services to students who are registered as Deaf and Hard of Hearing (DHH). These services include real-time captioning and American Sign Language interpreters (who are provided in combination with in-house contractual staff in conjunction with outsourcing staff scheduled as needed). Such services were coordinated by a full-time Deaf and Hard of Hearing Coordinator to maximize accessibility and to minimize costs. The DHH Coordinator also arranged essential real-time captioning and/or American Sign Language services to students for academic advising and campus events.
- To provide alternative testing services to students with diverse disabilities that include, but are not limited to, those with learning disabilities, visual disabilities, mobility disabilities, and other functional limitations. Alternative testing services include extended time on exams, which may also include direct support from test proctors and readers (student assistants and staff combined) depending on the disability and needs of the student.

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

OSD served a total of 1158 students as counted in the fall 2019 census report, which reflects an increase of 10% for AY 2019-2020. The program experienced a corresponding increase in the number of requests for accommodations. Such requests were addressed with the additional SSF funding provided. Additionally, as a result of the supplemental SSF funding provided, the University remained in compliance with federal statutes.

The funding facilitated the provision of accommodations to a larger population of students with disabilities. The following reflects the number of hours for support services delivered as a result of the resources provided by SSF funding:

- a. Accommodation requests for Real-Time Captioning and American Sign Language (contractual and in-house staff combined) services increased by 7% from AY 2018-19 to AY 2019-20.
- b. SSF provided funding for OSD proctors who processed approximately 6,851 alternative testing requests during AY 2019-2020; whereas approximately 6,634 alternative testing requests were made during AY 2018-2019. The requests included but were not limited to in-class quizzes, midterms, final exams, comprehensive exams, and previous term make-up exams. There is a 10% increase between the number of requests made in AY 2018-2019 and AY 2019-2020.

Third-party software AIM provides data on the requested delivery of support services. AIM— Accessible Information Management is a database program specifically utilized to track and maintain support service requests. Surveys continue to be the primary method of acquiring feedback from students who receive services. They reflect the direct impact of support services on their disability-related needs.

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

OSD identified three student learning outcomes that further institutional goals. Specifically:

- a. Through a collaborative process with OSD counselors, support staff, faculty, and, students with disabilities work to overcome the "disability stigma" to advocate for their own disability-related needs and achieve their academic goals.
- b. Ensuring that students are utilizing access to academic programs, services, and centers through the prescription of accommodations as mandated in the Americans with Disabilities Act. This is achieved through continuous collaboration between OSD and other departments on campus to support the success of our students.
- c. Students demonstrate an understanding of their role in their academic success through improving their independence and achievement of their academic and co-curricular goals.

Academic Year 2019-2020 Institutional Effectiveness report reflects 83% of the students registered with OSD were prescribed alternative testing accommodations. Academic Year 2020-2021 will continue to reflect a corresponding percentage of students receiving this support service.

The transition made by the University to alternative instruction due to the COVID 19 pandemic had a pronounced impact on the number of requests made by students. OSD rapidly modified how support services were delivered to students to maintain their access to accommodations through remote learning. Some classes were taught live via Zoom, thus notetaking, ASL Interpreting, and Real-time Captioning were provided as needed. Classes that had pre-recorded lectures did not need those services. Alternative testing requests decreased as no in-person test-taking was offered. However, the coordination of alternative testing requests still

had to be processed and coordinated with faculty so that students could be provided their accommodation through the Canvas platform.

The full funding for this cycle was not utilized entirely as support services originally projected were not delivered during Spring Semester, 2020 due to the pandemic. Additionally, OSD is making every effort to utilize in-house staff versus agency services. Recruitment of new personnel will be maintained to ensure we have the in-house staff needed to meet the student support services demand (e.g. alternative testing proctors, real-time captioners, American Sign Language interpreters). Additionally, OSD will work with Human Resources representatives to evaluate a structured guideline to determine in-house support service provider salaries for possible adjustments to maximize the competitive rates.



**CALIFORNIA STATE UNIVERSITY, LOS ANGELES  
RESOURCE ALLOCATION PLAN  
FISCAL YEAR 19-20**

**RAP-6**

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

Division: **Admin & Finance**

Dept ID: **500715**

Department: **Public Safety - Transportation**

Fund Code: **SF012**

Prepared By: **Carmen Gachupin**

Program Code: **T0044**

Budget: **\$ 98,975**      Expenditure: **\$ 98,975**

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 transportation program helps reduce greenhouse gas emissions by promoting the use of alternative transportation, such as encouraging students to ride the bus to campus. The Universal Metro Pass (U-Pass) is a discounted semester bus pass offered to college students for unlimited use on all Metro bus and connecting transit systems, including Metro rail. The student's campus ID becomes a bus pass when a U-Pass sticker is placed on it. The U-Pass sticker contains smart chip technology that reads the student ID as fare media. The program launched in spring 2017 with 1,949 U-Passes sold. During this fiscal year, 7,132 U-Passes were sold to students, surpassing all previous years since its inception. Students received a \$40 subsidy towards the purchase of a semester U-Pass, reducing their out-of-pocket cost to \$125 per semester. While enrollment growth is increasing by 1% each academic year, parking rates are increasing concurrently by 10%. Riding the bus has become a more reliable and cost-effective transportation alternative for students.

The effort in producing the availability of transportation options to help meet a united and environmental goal is in the best interest of the university, and includes engagement, service and the public good.

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

Student transit ridership can be measured through the sale of U-passes, data results from the U-Pass participation surveys and passenger U-Pass boardings. In fall 2019, total boarding was 662,872 from a total of 3,829 U-Pass participants.

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

The U-Pass program increased its participation by 5% over the last year. As participation increased over the semesters, subsidies had to be limited in order to maintain within budget. In FY 19-20, funding assistance received from the University-Student Union totaled \$30,000 and funding from the Student Success Fee totaled \$150,000. This financial support helped subsidize 25% of the value of the U-Pass each semester (approximately \$40 per student per semester) for up to 3,000 passes each semester. All U-Passes sold after reaching this limit were sold at a prorated cost. With this discount, students pay an average of less than \$6 per week toward their Metro fare. The continuous financial support of this program will help maintain the U-Pass at a reasonably discounted rate for students in the next academic year.

In the middle of the spring 2020 semester, the Transportation program suffered due to COVID-19. Ridership on the buses fell by 90%. With the campus operating on virtual instruction, bus ridership dropped by 95%. The pandemic had an impact on all transportation services and amenities. Students who had purchased a Spring U-Pass were refunded the unused portion of the pass. While students remain having virtual instruction, the Transportation program continued to offer a discounted U-Pass to students who are dependent on using transit during these unprecedented times.