

**Student Development and
Career Services**



RAP - 2E

Student Success Fee (SSF)
Funding Proposal Summary
Fiscal Year 2021 - 2022

Program: Student Development and Career Services

Base (Permanently Funded)

Proposal Title	One-Time or Base	Sub-Division / College	Dept. Name:	Dept ID:	Program ID:	21/22 Baseline	One-Time	Total	Division
CDC-Linking College to Career	Base	NSPP and Orientation	Career Development Center	491130	R0034	\$ 283,160	\$ -	\$ 283,160	Student Life
EOP Summer Bridge Programs	Base	NSPP and Orientation	Educational Opportunity Program	491210	R0033	\$ 494,792	\$ -	\$ 494,792	Student Life
Health Education and Wellness	Base	Dean of Students	Student Health Center	491235	R0035	\$ 258,116	\$ -	\$ 258,116	Student Life
OSD Services and Accommodations	Base	Dean of Students	Office for Students with Disabilities	491240	R0031	\$ 379,133	\$ -	\$ 379,133	Student Life
Parent Academy	Base	NSPP and Orientation	NSPP and Orientation	491200	R0009	\$ 198,539	\$ -	\$ 198,539	Student Life
Veterans Resource Center	Base	NSPP and Orientation	Veterans Resource Center	491204	R0032	\$ 271,583	\$ -	\$ 271,583	Student Life
Total						\$ 1,885,323	\$ -	\$ 1,885,323	

One-Time (Annually Recurring)

Mind Matters	One-Time	Office of VP for Student Life	Office of VP for Student Life	491201	T0048	\$ 1,188	\$ 68,050	\$ 69,238	Student Life
GFDRC Supporting Success of Golden Eagle Dreamers	One-Time	NSPP and Orientation	Glazer Family Dreamers Resource Center	491203	T0046		\$ 41,190	\$ 41,190	Student Life
Total						\$ 1,188	\$ 109,240	\$ 110,428	

One-Time Proposals

U-Pass	One Time	Admin & Finance	Transportation Services	591100	T0044	\$ -	\$ 71,805	\$ 71,805	Admin. & Finance
Public Safety - Student Professionals	One-Time	Admin & Finance	Public Safety	591100	T0059		\$ 240,653	\$ 240,653	Admin. & Finance
Golden Eagle Leadership Academy	One-Time	VP for Student Life	Athletics	400300	T0060	\$ -	\$ 100,400	\$ 100,400	Student Life
Career Exploration & Planning Program	One-Time	VP for Student Life	Career Development Center	491130	T0061	\$ -	\$ 32,190	\$ 32,190	Student Life
HACU Student Delegate Program	One-Time	VP for Student Life	Career Development Center	491130	T0062	\$ -	\$ 47,585	\$ 47,585	Student Life
Diversity and Inclusion Series Program	One-Time	VP for Student Life	Housing and Residence Life (HRL)	400000	T0063	\$ -	\$ 46,500	\$ 46,500	Student Life



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Housing Wellness Zone	One-Time	VP for Student Life	Housing and Residence Life (HRL)	400000	T0064	\$ -	\$ 87,900	\$ 87,900	Student Life
First Gen and Student/Parent Engagement	One-Time	VP for Student Life	New Students and Family Engagement (NSFE)	491200	T0065	\$ -	\$ 25,000	\$ 25,000	Student Life
Golden Eagle Connection Opportunity & Outreach Support	One-Time	VP for Student Life	New Students and Family Engagement (NSFE)	491200	T0066	\$ -	\$ 120,000	\$ 120,000	Student Life
Transition Experiences	One-Time	VP for Student Life	New Students and Family Engagement (NSFE)	491200	T0067	\$ -	\$ 112,000	\$ 112,000	Student Life
OSD Services and Accomodations	One-Time	VP for Student Life	Office for Students with Disabilities	491240	T0068	\$ -	\$ 82,000	\$ 82,000	Student Life
Spirit Collaborations Program	One-Time	VP for Student Life	Office of the Dean of Students	491202	T0069	\$ -	\$ 56,000	\$ 56,000	Student Life
Wellness Week	One-Time	VP for Student Life	Office of the Dean of Students	491202	T0070	\$ -	\$ 31,000	\$ 31,000	Student Life
Total						\$ -	\$ 1,053,033	\$ 1,053,033	
Grand Total - Student Development and Career Services						\$ 1,886,511	\$ 1,162,273	\$ 3,048,784	

* Doesn't include \$391,665 centrally managed cost.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
FISCAL YEAR 2021 - 2022

RAP - 2E:

DEPARTMENT BUDGET REQUEST
FORM A

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Student Life	Funding:	
Sub-Div/College:	New Student and Parent Programs	Baseline: New Program	<input type="checkbox"/>
Department:	Career Development Center	Baseline: On-going Program	<input checked="" type="checkbox"/>
Prepared By:	Michelle Lovasz	One-time:	<input type="checkbox"/>
SSF Category:	Student Development and Career Services	Division Rank:	<input type="checkbox"/>
Proposal Title:	Linking College to Career		

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

Almost 90% of Cal State LA freshmen said that being able to get a better job was very important in their decision to go to college, and 85% of freshman said that an important reason for choosing to attend Cal State LA is that its graduates get good jobs (CIRP, 2018). The Career Development Center is the only entity on campus whose sole mission is dedicated to the campus strategic initiative to strengthen transition-to-career support services, including increasing internship and mentoring opportunities. Moreover, the Career Development Center’s Employer Relations Team is the primary point of contact for outside companies and organizations seeking to recruit Cal State LA students. In fiscal year 2017-18, our office received 2,991 internship and 4,576 job openings from employers seeking Cal State LA students. We welcomed to campus 285 companies who recruited at our career fairs, information tables, information sessions and On-Campus Interview program, and we visited 25 companies to establish partnerships with their recruiting departments. As a result, we have strong partnerships with top companies including Google, Disney, 21st Century Fox, Warner Bros, NBC Universal, Children’s Hospital of Los Angeles, Central Intelligence Agency, Los Angeles Department of Water and Power, and various departments within the City of Los Angeles. This funding proposal is submitted to allow the Career Development Center to continue to strengthen transition-to-career support services for the entire student population. This will be accomplished through employer relations, communications, and virtual career services. We recently filled an open position within the employer relations team (2 student support positions). One of the positions has been designed to identify gaps among our employer partnerships and student majors/interests to provide targeted outreach and programming to grow these new relationships. Our communications team (3 student assistant positions) will assist the employer relations staff with coordination and marketing of these employer events to ensure that students are aware, prepared and connecting with these opportunities. In particular, the communications team will connect students to relevant career development resources, advise students on how to develop career readiness and career management skills, and promote campus career-related events to targeted students and campus departments. In addition, they will help students develop a professional online presence including LinkedIn profile photos and create a career-minded culture through the sharing

of related content on social media. To grow a career-minded campus culture and guide students' career preparation for successful engagement with employers, this funding proposal will allow the Career Development Center to continue to provide students with 24/7 online access to career development resource for each stage of the career development process: discover, prepare, and transition. Online tools such as Optimal Resume help students to quickly create professionally formatted resumes that are tailored to their target industry while Interview Stream allows students to practice interviewing by live recording their responses to general and customized interview questions and forwarding their recordings to faculty and staff for review. Online resources including Focus 2 provide a suite of self-assessments that facilitate career and major decision-making, which are frequently used by academic and faculty advisors who address needs pertaining to major-specific criteria and degree completion. The online career platform, Handshake, connects students with employers, internships and jobs. In addition, students may use the Handshake platform to apply for on-campus student assistant jobs, seek career events on campus and around Los Angeles, and sign-up for employer on-campus interviews.

2. Measurable Outcomes – How is success defined?

The Career Development Center will measure success in a number of ways. This includes: 1) narrowing potential gaps between employer partnerships and student major/career interests; 2) narrowing potential gaps among opportunities within industries relevant and proportionate to student population by college/major; 3) aligning student and employer engagement events to proportionately serve student population; and 4) ensuring student and employer satisfaction with programming and resources.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.

The activities outlined in this proposal are entirely funded by the Student Success Fee. This request includes funding for two Employer Relations Coordinators (2 - SSP II) and three Student Assistants (79% of budget) that support the coordination and promotion of the core programs and services aimed at connecting students with employers. Funding for program related activities (4% of budget) will ensure that the Career Development Center is able to host employers on campus for recruitment and career development events (e.g. space rental, hospitality, and printing). Funding for technology (14% of budget) will ensure that students have access to career development resources online, 24/7, so that they can participate in career development as their schedule permits while, at the same time, providing campus partners with on-demand resources for guiding students' major/career decision-making. Funding for programming supplies will provide supplemental resources, such as instructional aides (e.g. career workbooks) and self-assessments (e.g. Gallup Strengths), that will strengthen our career advising and education, and funding for multimedia supplies will ensure quality resources that aid students' online professional presence (e.g. LinkedIn photo, Skype interviewing). Funding for professional development will allow our staff to stay abreast of best practices in employer relations and communications, which can improve our programming and service delivery.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

Outcomes will be measured by the following: 1) analysis of growth in the percentage of employer partnerships proportionate to student population by college/major; 2) analysis of growth in the percentage of internship and job opportunities within industries proportionate to student population by college/major 3) analysis of growth in the percentage of on-campus employer/student engagement events proportionate to student population by college/major; 4) student and employer surveys to assess satisfaction with and impact of related programs and services and elicit needs.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
FISCAL YEAR 2021 - 2022

RAP - 2E:

DEPARTMENT BUDGET REQUEST
FORM A

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Student Life	Funding:
Sub-Div/College:	████████████████████	Baseline: New Program <input type="checkbox"/>
Department:	Educational Opportunity Program	Baseline: On-going Program <input checked="" type="checkbox"/>
Prepared By:	Lui Amador	One-time: <input type="checkbox"/>
SSF Category:	Student Development and Career Services	Division Rank: █████
Proposal Title:	EOP Summer Transitional and Retention Programs	

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

EOP has several summer retention and transition programs that are designed to assist first generation, low-income students in closing the gap between high school and the university. This includes first-time freshmen, transfers and continuing students. All programs and services are developed to support the retention and overall success of our students during their time at the university. The Transfer Bridge (one of only four in the CSU), offers a 6 week Summer Bridge program for newly admitted transfer students (30-50 students). This program assists students with transitioning to a four-year university through participation in an EOP workshop and taking either an upper division theme course or Library workshop series. A writing workshop is also available to prepare the students for the academic rigor of university writing. We know that transfer students must quickly adapt to the university. As such, Transfer Bridge is designed to help transfer students acclimate to the campus environment. First-Year Freshmen Retention Programs: Summer Bridge (150 FTF) is a mandatory 6 week rigorous academic program which offers Reading, Writing, Kinesiology, Summer Bridge Seminar, Math and Social Justice. Summer Bridge Housing is available to 36-48 students. EOP Transition Day is a one-day program offered twice during the summer (300 FTF/day) for local entering students who did not participate in Summer Bridge. Students meet their EOP counselor, other students and staff, and are provided detailed explanations of available campus resources as well as guidelines and regulations of the university. EOP Math Summer Workshop (80-100 FTF) is for students who were not offered Summer Bridge, but have been identified as needing math intensive support prior to their fall admission, 8-12:00, M-F. Cohorted math courses with supplemental instruction groups attached (50- 90 students) are offered every

semester (including the Winter break). Math C.A.M.P (Continuing Academic Math Progress) is a three-week math program designed for freshman who have not successfully progressed in enrolled math courses during their first two semesters (45-60 students). Retention Programs for Second Year Students: Second Year Contact- EOP meets with continuing freshmen/sophomores to distribute materials in preparation for the summer or fall courses. Referrals are made to the Career Center, major departments/colleges and their EOP counselor. Math Retention Workshop: (80-100 students). Continuing students attend a six week-4 hour math intensive workshop. Learning Communities for continuing and new students will include GE coursework in either ENGL 1005 (15 students); or ENGL 1010 (25 students); PAS 1500/GE History course for continuing students only (25 students) with supplemental instruction group. COMM 1100/GE Speech course for continuing students only (25 students) with a supplemental instruction group and/or writing tutor.

2. Measurable Outcomes – How is success defined?

For freshmen: Many of the activities provided during the summer are determined by the needs of each student. We determine need by utilizing their test scores and GPA, as well as information we have from the student's EOP application that includes biographical statements and the student-counselor interviews. Transfer Students: All information obtained comes from the student as we conduct "needs assessments." We make every effort to make sure they are aware of the impact the transfer/transition has on their adjustment to our university and what they can do to alleviate some of the problems. The success of all programs is measured by GPA, Good Academic Standing and retention rates of both our freshmen and transfer students. We also conduct pre- and post-surveys of our Summer Bridge and Transfer Bridge programs to assess program satisfaction and the non-cognitive concerns the students might have. Assigned research staff analyzes the data to highlight common issues that come out of the feedback. Continuing students: Our second-year students are also monitored. We provide academic counseling in the second year and encourage them to contact their major advisor. We know that first-generation students, enrolled in pre-baccalaureate coursework, do not persist or complete as many units after their first year in college. Many students fail to successfully complete basic-skills coursework requirement for lower division general education. Therefore, the intention of the Second Year Contact is to help those complete degree-bearing units during their second summer term and persist towards graduation. The various courses we offer to our second-year students are part of Block A GE categories in math and history. Evaluation of their success will be determined by their academic standing at term-end, posted grades at term-end, number of units completed at end of term and enrollment status for next term. This year, counselors will also integrate the student success markers developed by the Directors for Student Success (DSS) committee into their regular counseling protocols when meeting with students.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.

The use of SSF funds allows us to offer a large number of social and academic support programs that will make a difference in their retention and degree completion as previously described in the program overview. The funds allow us to spend time and resources with our first-and second-year students. During the past five years we have been able to offer second year students GE classes

during the summer that must be taken with an SI group. Students in their second year will continue to work on their writing and study skills. Offering lower division GE units in the summer will increase the number of units they have completed going into their sophomore year. This summer we are offering ENG 1010, and PAS 1500. These courses will assist students in the early completion of Block A, and one GE courses required for graduation. Summer and transitional programs are also partially supported by General Fund.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

The tools utilized to determine the outcomes for all Summer Bridge and Retention Programs includes: a) Quantitative data of each student's math pass rates to determine successful completion of GE math during the first academic year. This assessment will be applied to the following: Math retention workshop, Summer Bridge math component; EOP Summer Math Workshops (2yr-contact); fall and spring math classes with SI; and Math C.A.M.P.; b) Quantitative data of each student's unit enrollment at the end of the fall and spring terms to determine academic standing and retention rates for FTF and transfer students; c) Qualitative surveys will be administered at the end of Summer Bridge and Transfer Bridge programs to determine the long and short term effects of and student satisfaction with the programs.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN - SSF FUNDS
FISCAL YEAR: 2021 - 2022

Department Budget Request - Detail
Form C

Division Rank: 1

College: _____
Proposal Title: EOP Summer Bridge and Retention Programs
Department: Educational Opportunity Program
Department ID: 491210

Division: Student Life
SSF Category: Student Development and Career Services
Funding: Baseline: On-going Program
Prepared By: Ivonne Diaz

Use the form below to detail projected expenses for Student Success Fee Activities.
 For requests for new full-time permanent positions, add in benefits costs of 56%.

Compensation*		Supplies		Services		Other	
Casual Workers	\$ 220,000.00	Instructional Materials	\$ 10,000.00	Programming Services	\$ 69,792.00		\$ -
Student Assistants	\$ 45,000.00	SB Meal Program	\$ 35,000.00	Summer Housing	\$ 85,000.00		\$ -
	\$ -		\$ -	Student Transportation	\$ 15,000.00		\$ -
	\$ -		\$ -		\$ -		\$ -
	\$ -		\$ -		\$ -		\$ -
	\$ -		\$ -		\$ -		\$ -
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	\$ -		\$ -		\$ -		\$ -
	\$ -		\$ -		\$ -		\$ -
	\$ -		\$ -		\$ -		\$ -
Total	\$ 265,000.00						
Benefits							
Casual Workers	\$ 14,000.00						
Student Assistants	\$ 1,000.00						
	\$ -						
	\$ -						
Total	\$ 15,000.00	Total	\$ 45,000.00	Total	\$ 169,792.00	Total	\$ -

SSF REQUEST TOTAL: \$ 494,792.00

Fund Code:	SF012
Dept ID:	491210
Program Code:	R0033

OTHER FUNDING:	Prior Year	Estimated Current Year
General Fund		
Program Revenue		
Other		

Amount Approved: \$ 494,792

* Compensation includes Student Assistants, Full-Time and Part-Time Staff and Faculty, Temp Help, etc. On-going base funded positions must reflect current actuals.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
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RAP - 2E:

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FORM A

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Division:	Student Life	Funding:	
Sub-Div/College:	Dean of Students	Baseline: New Program	<input type="checkbox"/>
Department:	Student Health Center	Baseline: On-going Program	<input checked="" type="checkbox"/>
Prepared By:	Dr. Monica Jazzabi	One-time:	<input type="checkbox"/>
SSF Category:	Student Development and Retention	Division Rank:	<input type="checkbox"/>
Proposal Title:	Health Education and Wellness		

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

The services of the Student Health Center are available to all matriculated students. Through health education and wellness activities, the Student Health Center aims to assist students with achieving and maintaining their health goals and academic success. Specifically, the Student Health Center’s health education staff facilitate students’ adoption of protective health practices that help them form a foundation for life-long health and wellness. SSF funded health education and wellness activities utilize individual and environmental strategies that include one-on-one counseling, curriculum infusion, workshops, trainings, and information tabling, policy advocacy, etc. to enhance the wellbeing of Cal State LA students and the campus community. Furthermore, other factors contributing to the program’s success include collaborations with faculty members, staff, student organizations, and community agencies. A key collaboration point for this program is the guidance and operational support of the Student Health Advisory Committee (SHAC). SHAC is a representative group of students who, under the direction of our Health Education staff, serve to educate fellow students about health and wellness, advocate for policies to benefit student health on campus, and empower students to be agents of change within the campus community. SHAC members are also active participants in the President's Mind Matters Initiative.

2. Measurable Outcomes – How is success defined?

The health education and wellness program aims to assist students with achieving and maintaining their health goals in support of their academic success and life-long wellbeing. Success is defined and measured in relation to positive changes in protective factors - knowledge, behavioral intentions, behaviors/skills, progress along the stages of change continuum. Success is also defined and measured relative to the numbers and/or types of students reached, collaborations formed, and policy/protocol modifications made.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.

With continued SSF funding, the Student Health Center's health education staff will continue to conduct one-on-one health counseling, workshops, trainings, informational tabling, and other activities which address established and emerging collegiate and public health issues. The staff and SHAC peer health educators will continue to participate in and conduct collaborative programs in association with established and on-going campus partnerships (e.g., Office for Equity, Diversity and Inclusion, academic departments, Housing, Center for Student Involvement, ASI, etc.) as well as through temporary relationships with campus stakeholders (e.g., student organizations) with short-term health education and wellness requests. The addition of the eCHECKUP TO GO suite of programs (alcohol, marijuana, sexual violence, and tobacco) will offer students opportunities for self-assessment and personalized interventions to further assist with the adoption and maintenance of health-enhancing behaviors. The Student Health Center's health education and wellness program is dependent on SSF funds to a significant degree as the Health Education Assistant positions, student assistants and programming activities are funded primarily through SSF.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

The SHC anticipates it will impact a large proportion of the student population directly or indirectly via its health education and wellness promotion activities as the campus continues to grow. Surveys and questionnaires will continue to be utilized to assess learning outcomes, behavioral intentions, and other indicators. We will continue to review and measure the effectiveness of health education and wellness programming and activities informed by feedback received through our regular participation in the ACHA National College Health Assessment, with a clear focus on student success. In addition, the number, types, and level of participation in activities (e.g., guest lectures, information tables) will be tracked.



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FISCAL YEAR 2021 - 2022

RAP - 2E:

DEPARTMENT BUDGET REQUEST
FORM A

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Student Life	Funding:	
Sub-Div/College:		Baseline: New Program	<input type="checkbox"/>
Department:	Office for Students with Disabilities	Baseline: On-going Program	<input checked="" type="checkbox"/>
Prepared By:	Gonzalo C. Centeno	One-time:	<input type="checkbox"/>
SSF Category:	Student Development and Retention	Division Rank:	1
Proposal Title:	OSD Services and Accommodations		

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

The Office for Students with Disabilities (OSD) provides educational and disability-related support services to students by ensuring seamless access to accommodations as mandated by the CSU Policy and Provision of Accommodations and Support Services to Students with Disabilities (EO 1111); the Americans with Disabilities Act of 1990, as Amended 2008 (ADAAA); and the Rehabilitation Act of 1973, §504 and 508. OSD aims to continue to utilize SSF funding to support its goal of providing timely and support services to students with disabilities (as mandated by federal laws), to support their academic success and student development. Specifically, student success fees currently fund activities directly supporting services to approximately 1,300 students with varied disability-related limitations and needs for accommodations.

There are approximately 1,300 students on record. Real-time captioning and American Sign Language (ASL) interpreting services are delivered to a significant number of students who are Deaf and/or Hard of Hearing (DHH). DHH students require captioning and/or interpreting services for classroom instruction and extracurricular activities (i.e. faculty-student meetings/consultations; tutoring sessions; academic advisement; student health center appointments/counseling sessions). These essential services are currently provided by SSF funded, in-house, real-time captioners and interpreters (contractual staff). Once in-house staff schedules have been exhausted, OSD contracts outside agencies to supply the demand for DHH requests. The services are coordinated by a full-time Deaf and Hard of Hearing Services Coordinator in order to maximize accessibility and to minimize costs.

During Fall Semester, 2018, there were 3,432 alternative testing requests administered by SSF funded OSD test proctors. The number of alternative testing requests increased 6% between Fall Semester, 2017 and Fall Semester, 2018. Many OSD students require a distraction-free environment in which to take tests throughout

the semester. As OSD does not have its own test-taking facility, the delivery of these accommodation relies on multiple locations across campus. To meet the testing needs of our students, alternative testing accommodations are proctored by student assistants, graduate student assistants, casual workers, and staff throughout the day and during evening and weekend hours. As a result, OSD also increased the number of proctors required to appropriately address the increase in alternative testing requests.

OSD has several programs that are designed to inform students with and without disabilities about the benefits of utilizing support services and their contribution the retention and successful graduation of students with disabilities. These programs consist of Ability Awareness week, which is a week comprised of various activities, presentations and interactive workshops that promote advocacy, understanding, support and ways that help to destigmatize disabilities. The benefit of participating in this program is that it empowers students with disabilities to engage more with the campus community and feel like they are a part of a larger, more inclusive university environment. Each spring, OSD has a student graduation mixer program, which promotes the successful completion of degree requirements for OSD students. This program highlights the success of students who, with disabilities, may have experienced challenges different than that of their non-disabled peers but were able to persist through those challenges and successfully graduate. This program, incorporates student, staff, faculty and administrator testimonies about the power and strength of ability. Every summer OSD facilitates information session programs designed to promote awareness of the support services offered to new students. This program works in collaboration with campus partners such as, university admissions, financial aid, advisement, orientation, new student and parent programs and some academic departments to provide information that will ultimately help new students with disabilities navigate the university environment while fostering a sense of inclusion.

2. Measurable Outcomes – How is success defined?

Success is defined as students with disabilities achieving their academic goals. It is measured through the quantitative assessment of quarterly GPAs and persistence and graduation rates. Data is collected regularly by OSD with the assistance of the Institutional Effectiveness office. Additionally, OSD also collects statistical information from our Accessible Information Management (AIM) system, which not only reports the curriculum and course grade assessment measures, but it also tracks the rate at which students use their determined accommodations.

OSD also measures success and addresses areas where successes might not be occurring. For example, students who are not demonstrating successful completion rates towards their academic goals (as reported by their term grades) are scheduled for an overall performance review meeting. During this meeting, the staff and students will evaluate if disability-related challenges are a factor in their success as a student. If so, a modification of the student support services will be evaluated and established where needed to improve the academic success possibility for the student.

Finally, success is also defined by high student satisfaction levels with OSD services received. Every five years, the Chancellor's Office requests that all CSU campuses survey students with disabilities as part of a program review of the campus Office for Students with Disabilities. This is also reflected in the frequency in which students exercise their need for accommodations through proactive and timely requests for accommodations. OSD regularly asks students for their feedback and evaluation of general services delivered by OSD, which include evaluations of programs facilitated by OSD that they have attended. In the upcoming academic year, OSD will participate in the Division of Student Life Assessment Plan which will address student learning outcomes that evaluate how and when students use accommodations.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.

OSD program objectives are being met as outlined in section 1. During the academic year 2018-2019, there has been a consistent increase in the delivery of support services. The SSF funding received has increased the feasibility of hiring the necessary support staff to ensure a timely delivery of quality appropriate support services.

For example, Alternative Testing Services and Deaf and/or Hard of Hearing services have always been provided by OSD as mandated by law. Increased SSF funding is needed to offset the growing student population, associated influx of accommodation requests, and the increases in t benefits for the DHH coordinator and the support service providers (Test Proctors, Real-Time Captioners, and American Sign Language interpreters).

This upcoming year, OSD would like to purchase laptops for the following purposes:

1. Laptops will help support students with disabilities during alternative testing and when using satellite locations for exams. The laptops will be equipped with assistive technology needed by students with specific disabilities.
2. A select number of laptops will be used for in-house real-time captioning as back-up support when their own equipment may not function. These laptops will be equipped with specific software used to caption courses as needed.
3. The implementation of Remote CART services is to expand the options in DHH service delivery.

In both instances, the laptops will support specific student needs within the alternative testing and DHH support services And most importantly, will also reduce delays in the delivery of support services.

In addition, the programming proposal for this academic year will help develop additional student engagement activities and strengthen the manner in which accommodations are viewed and utilized towards the success of the student.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

The outcomes discussed in section 2 will continue to be measured and assessed utilizing the data provided by the OSD AIM system which will alert the student disability management specialist to a decrease in student performance. In addition, OSD receives term reports from Institutional Effectiveness reporting GPA, student retention and graduation rates to assess success towards supporting the academic success of our students with disabilities. More importantly, the assessment tools developed as part of the Division of Student Life Assessment Plan and program evaluations that will address more than student satisfaction, they will provide a better understanding of how students view themselves within the university environment and utilize accommodations.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
FISCAL YEAR 2021 - 2022

RAP - 2E:

DEPARTMENT BUDGET REQUEST
FORM A

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Student Life	Funding:
Sub-Div/College:	████████████████████	Baseline: New Program <input type="checkbox"/>
Department:	New Student and Parent Programs	Baseline: On-going Program <input checked="" type="checkbox"/>
Prepared By:	Christopher Johnson	One-time: <input type="checkbox"/>
SSF Category:	████████████████████	Division Rank: 1
Proposal Title:	Parent Academy	

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

Parent Academy is an educational workshop series divided into two overall tracks: one for parents of first-year students and one for parents of continuing students. Three programs per year will be offered in the Parent Academy: Year 1 track, for parents for first-time freshmen. This will include the Family Welcome Day, which was successfully piloted in fall 2018. At least one program per year will be offered in Parent Academy: Year 2+ track, for parents of second year/continuing students and first-year transfer students. The sessions and programs will be offered in English and Spanish, with further written materials being made available in Chinese (Mandarin). Sessions will empower parents to offer appropriate support to their students while being aware of the variety of services available should the student need to seek assistance through university departments to continue planning for their goals. 2019-2020 will see the pilot launch of the Golden Eagle Parent Association, which will bring together a diverse group of parents and family support members to create engagement and networking opportunities for students and the family-support community that will further demonstrate the University's commitment to support the student holistically. Additionally, NSPP will provide full support for Mental Health First Aid for Parents, a program in collaboration with Counseling and Psychological Services (CAPS) that aims to equip parents with the tools to do light assessment of their student's mental well-being, and to reduce the stigma surrounding mental health in the local community. These programs and initiatives connect to the Division of Student Life's Learning Domain of Personal, Social, and Professional Identity Development by empowering family support members as agents in their student's interdisciplinary knowledge development. These efforts connect to the University Strategic Plan Priority Areas of Student Success by implementing effective strategies that engage distinct student communities, and promoting access to and utilization of student wellness services.

2. Measurable Outcomes – How is success defined?

Success is defined through the increased understanding and familiarity of the participants with the campus and its resources. Success is further defined by the impact on the students of the participants. Evaluations of each Parent Academy session, as well as annual evaluations of the program as a whole, are expected to reveal that parents who participate in the Parent Academy will have a more positive impact on their student's ability to navigate university procedures. Successful parent participation should impact first-year retention rates and GPAs, leading to an overall impact in graduation rates. Tangible effects of parent participation should also demonstrate a greater awareness and/or utilization of academic support services, which also contribute broadly to student academic success.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.)

Parent Academy and NSPP's other parent program initiatives and engagement opportunities will achieve success through carefully crafted workshops and educational sessions that will connect family support members with the overall Cal State LA student experience. By focusing on the family support members, this program will create a community of allies armed with the necessary tools to be of invaluable assistance in the University's overall goal of student success.

For 2019-2020, the Golden Eagle Parent Association will be launched to further demonstrate the University's commitment to engaging family support members and the community at large, with the knowledge that a strong, well-informed family support community is most strategically placed to directly impact student retention and graduation aspirations among the University's specific student population, which includes a large percentage of first-generation and Pell Grant-eligible students. The Mental Health First Aid for Parents program give families more intimate knowledge of mental well-being resources and warning signs, which will help family units to be stronger supports for their students. Additionally, this information will naturally spread throughout the community, with the goal of informing other community members, and ultimately reducing the stigma surrounding mental health conditions, and especially the seeking of support for mental well-being.

The Student Success Fee is currently the sole source of funding for this program.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

Retention, GPA, and graduation rates of the students whose parents attended Parent Academy will be evaluated. Students will also be contacted to provide feedback on the tangible effects of their parents' participation. Evaluation data will be used to strengthen the program and adapt it into a multi-year program that will allow Parent Academy "graduates" to mentor the parents of incoming students and share experiences, as well as find additional ways to impact students directly.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
FISCAL YEAR 2021 - 2022

RAP - 2E:

DEPARTMENT BUDGET REQUEST
FORM A

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Student Life	Funding:	
Sub-Div/College:	N/A	Baseline: New Program	<input type="checkbox"/>
Department:	Veterans Resource Center	Baseline: On-going Program	<input type="checkbox"/>
Prepared By:	Dani Molina	One-time:	<input checked="" type="checkbox"/>
SSF Category:	Student Development, Retention, and Wellness	Division Rank:	1
Proposal Title:	Supporting the Success of Cal State LA's Military-Connected Students (Supplement)		

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

The Veterans Resource Center (VRC) provides essential and holistic student support services to Cal State LA military-connected students – veterans, dependents, reservists, National Guard, and active duty. Student Success Fee (SSF) funded activities have positioned the VRC to effectively support over 650 military-connected students during the 2018-19 academic year. Even though a clear majority of our constituents is military-connected, we serve all matriculated students as exemplified by the increasing number of non-veterans who have engaged with VRC services and programs. For fiscal year 2019-20, we plan to maintain and develop new programs and services designed to increase the enrollment, retention, and graduation of the military-connected students we serve. Overall, the requested funds will directly support our efforts to align with the CSU Graduation Initiative 2025 and Cal State LA Strategic Plan in the following ways. In alignment with Student Engagement and Well-Being, creating a Welcoming and Inclusive Campus, supporting Student Success, performing Data-Driven Decision Making, recognizing Academic Distinction, engaging in Enrollment Management, and reinforcing Engagement, Service, and the Public Good, the following are current and planned events and services: Welcome (Back) to Cal State LA Mixers, Service to Student Professional Development, Graduate and Professional School Admissions, Coffee Hour with the VRC, Veterans Day Ceremony, Veterans Graduation Dinner, Veterans Connection Experience, Veterans & Dependents Information Sessions, and the State of the Cal State LA Military-Connected Students Reports. In alignment with Student Engagement and Well-Being, providing a Welcoming and Inclusive Campus, supporting Student Success, reinforcing Engagement, Service, and the Public Good, engaging in Enrollment Management, utilizing Data-Driven Decision Making, and facilitating Academic Preparation, the following are new initiatives planned for the 2019-20 academic year: VA Disability Compensation Workshops, Computer Replacements (New Funding Request), Postcard Outreach for Admitted Military-Connected Students, Dinner Etiquette for Student Veterans and Dependents, and Center for Academic Success Information Sessions and Mixers.

2. Measurable Outcomes – How is success defined?

Success is defined by having our military-connected students receive their U.S. Departments of Defense (DoD) and Veterans Affairs (VA) education benefits, CalVet education benefits, and the resources to support their academic pursuits. Success will be defined by meeting the following benchmarks: Successfully apply and transition to Cal State LA, Persist while at Cal State LA and excel in meeting their academic goals, Identify and utilize campus and community resources available to enhance their Cal State LA co-curricular experience, Know and understand their earned DoD, VA, and CalVet education benefits and how to maximize other educational opportunities, and Genuinely feel that the Cal State LA community is interested in their livelihoods. The VRC's success will be measured via ongoing assessments of student awareness, utilization of VRC services, VRC event participation, student satisfaction responses, academic tracking, and persistence/graduation rate analyses in collaboration with the Institutional Research Office.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.)

The VRC is entirely dependent on SSF funding. All previously outlined objectives have been met year-after-year because our department has attained SSF funds without interruption. The success of our efforts will be achieved by working closely with the campus departments and community organizations. About 85 percent of SSF funding will support the retention of well-qualified VRC staff members. VRC staff provide high-touch, customized advising to a still misunderstood student population. Just over 10 percent of SSF funds are utilized for a comprehensive programmatic agenda focused on meeting CSU and Cal State LA strategic initiatives. Lastly, about 5 percent of the proposed budget will cover essential office supplies and professional development of VRC staff.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

Quantitative and qualitative assessments have been and will continue to be utilized to gauge the impact of services and programs provided to Cal State LA military-connected students. Quantitative data will be requested from the Registrars and Institutional Research Offices to track their demographic characteristics, retention rates, graduation rates, and academic probation/disqualification. Other quantitative data include office visits, workshop participation rates, and online surveys, which will help VRC staff understand why and how military-connected students engage with the VRC. VRC staff will collect qualitative feedback during the Coffee Hour sessions, as well as various forums, to ensure that programs and services directly benefit our constituents. These metrics will help the VRC better understand the population it serves and the efficacy of VRC efforts in meeting its proposed outcomes.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
FISCAL YEAR 2021 - 2022

RAP - 2E:

DEPARTMENT BUDGET REQUEST
FORM A

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Student Life	Funding:	
Sub-Div/College:	████████████████████	Baseline: New Program	<input type="checkbox"/>
Department:	Vice President for Student Life	Baseline: On-going Program	<input checked="" type="checkbox"/>
Prepared By:	Nancy Wada-McKee	One-time:	<input checked="" type="checkbox"/>
SSF Category:	████████████████████	Division Rank:	████████
Proposal Title:	Mind Matters		

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

President Covino and First Lady Debbie Covino created the Mind Matters initiative to provide resources and programs to help Cal State LA students navigate the demands of academic excellence, family responsibilities, and jobs. The President and First Lady realize that without inner well-being, there is no academic success. The Mind Matters initiative comes at a time when college students nationwide are experiencing high levels of stress, including problems caused by sleep deprivation and anxiety about adjusting to University life. The Mind Matters initiative has offered problem-solving Town Halls in Introduction to Higher Education (IHE) classes since 2015, beginning with two town halls of 350 freshmen. The Town Halls are considered high impact practices as they facilitate engagement and connection between new students. The Town Halls have since significantly expanded their reach as evidenced by the 3500 new students participating in the 2018-19 academic year. Student coaches who are also former Town Hall participants, learn facilitation skills in a seminar class and work closely with new students in the problem solving exercise. In order to sustain the program and continue to expand its impact, resources must be allocated to the Mind Matters initiative. The Mind Matters initiative also includes a robust speakers series, Mental Health First Aid (MHFA) training, podcasts, videos, therapy dogs, and a reflection room. The MHFA training is a 2 day, 8 hour program and over 500 faculty, staff and students have been trained to date. Participants learn about mental health, and strengthen their listening and referral skills. Staff who have been trained in MHFA report that they can better recognize students in distress, listen with empathy, and refer them to appropriate resources. In this way, this

effort works to develop a campus climate supportive of the academic success of students. The speaker series has proven to be very popular with attendance at capacity at most events.

2. Measurable Outcomes – How is success defined?

Success is defined by positive evaluations of the Mind Matters Town Hall and persistence rates of new students. Currently, a team of faculty is engaged in a research project to measure the effect of student participation in various Mind Matters initiatives. Success will be defined by the positive impact of student participation and understanding of the importance of inner well-being by staff, faculty, and parents who participate in Mental Health First Aid.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.)

Mind Matters Town Halls have been funded to date by the Center for Engagement, Service and the Public Good. However, the Town Halls are a joint venture between Academic Affairs and Student Life. Student Life intends to augment funding for the Town Halls through this SSF proposal and for other Mind Matters initiatives, including the new Mind Matters Changemakers program. The Changemakers program includes Town Hall participants who wish to expand their engagement with inner well-being initiatives.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

Persistence rates and GPAs of students who participate in MM Town Halls will be measured against students who do not participate in the high impact practice. In addition, the faculty research project, a qualitative and quantitative study, will assess the impact of participation in a variety of Mind Matters programs.



**CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN - SSF FUNDS
FISCAL YEAR: 2021 - 2022**

**Department Budget Request - Detail
Form C**

Division Rank: 1

College: _____
Proposal Title: Mind Matters
Department: Office of the Vice President for Student Life
Department ID: 491201

Division: Student Life
SSF Category: Student Development and Career Services
Funding: One-Time: Annually Recurring
Prepared By: Cynthia Galvez/Betty Kennedy

Use the form below to detail projected expenses for Student Success Fee Activities.
 For requests for new full-time permanent positions, add in benefits costs of 56%.

Compensation*		Supplies		Services		Other	
Research Assistants	\$ 17,900.00	Promotional	\$ 3,150.00	Speaker Fees	\$ 6,500.00	Professional Dev.	\$ 15,000.00
Misc. Other	\$ 1,188.00	Supplies	\$ 5,600.00	Room Rental	\$ 4,300.00	Technology	\$ 1,500.00
	\$ -		\$ -	Catering	\$ 14,100.00		\$ -
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Total	\$ 19,088.00						
Benefits							
	\$ -						
	\$ -						
	\$ -						
	\$ -						
	\$ -						
	\$ -						
Total	\$ -	Total	\$ 8,750.00	Total	\$ 24,900.00	Total	\$ 16,500.00

SSF REQUEST TOTAL: \$ 69,238.00

Fund Code:	SF012
Dept ID:	491201
Program Code:	T0048

OTHER FUNDING:	Prior Year	Estimated Current Year
General Fund		
Program Revenue		
Other		

Amount Approved: \$ 69,238

* Compensation includes Student Assistants, Full-Time and Part-Time Staff and Faculty, Temp Help, etc. On-going base funded positions must reflect current actuals.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
FISCAL YEAR 2021 - 2022

RAP - 2E:

DEPARTMENT BUDGET REQUEST
FORM A

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Student Life	Funding:
Sub-Div/College:	[REDACTED]	Baseline: New Program <input type="checkbox"/>
Department:	Dreamers Resource Center	Baseline: On-going Program <input checked="" type="checkbox"/>
Prepared By:	Henoc Preciado	One-time: <input type="checkbox"/>
SSF Category:	Student Development & Career Services	Division Rank: [REDACTED]
Proposal Title:	Supporting the Success of Golden Eagle Dreamers	

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

The Glazer Family Dreamers Resource Center (GFDRC) provides critical, timely, and holistic support to undocumented students (also known as “Dreamers”). With more than 1,300 Dreamers on campus (per findings by Cal State LA’s Office of Institutional Effectiveness), funds from the Student Success Fee (SSF) will allow the GFDRC to serve this large population of students in impactful and innovative ways. Given that the majority of students (83.7%) who call Cal State LA home are from Los Angeles County (CSULA Fall 2018 Facts, most-recent available data), a county with more than 814,000 undocumented immigrants (Public Policy Institute of California, 2013 most-recent available data), the GFDRC also provides support to students from mixed-status families. Since 2001, the California State Legislature has created and passed policies and laws affecting Dreamers enrolled at public colleges and universities. These legislative pieces included tuition equity laws (AB 540, AB 2000, SB 68); state and institutional financial aid (AB 130 and AB 131); and institutional loans (SB 1210). In addition, the California State Legislature has also passed policies and laws allowing the undocumented community at large to gain a sense of safety through the passage and implementation of a statewide sanctuary law (SB 54); the ability to apply for and receive driver’s licenses (AB 60); and professional licenses administered by the California Department of Consumer Affairs (SB 1159). The California State Student Association (CSSA), California State University Chancellor’s Office, and our Cal State LA campus leaders have expressed the importance of supporting campus Dreamers. This funding proposal is submitted to allow the GFDRC to continue to serve and meet the needs of Dreamers and students from mixed-status families by providing them with equitable opportunities and experiences that will enhance their college experience and increase their graduation rates. With continued financial support from Student Success Fees, the GFDRC will be positioned to serve all Dreamers on campus, as well as students from mixed-status families. This will be accomplished through core programs and services that will focus on students’ academic, career, emotional/health, and financial success. In addition, Dreamers and students

from mixed-status families will be provided with core programs and services that will address their legal and salient-identity. The GFDRC will also be able to lead and support campus initiatives aimed at creating a welcoming and supportive environment for Dreamers and students from mixed-status families, so that they fully and successfully integrate into campus life and persist to graduation. The GFDRC will also increase the knowledge and impact of faculty and staff to meet the needs of undocumented students and students from mixed-status families.

2. Measurable Outcomes – How is success defined?

The GFDRC will measure success in a number of ways. This includes the following: 1) No gap between undocumented student and non-undocumented student academic persistence and retention; 2) Decrease in challenges and barriers faced by undocumented students' ability to pay University tuition and fees; 3) Decrease in challenges and barriers faced by undocumented students' pursuit of University experiences and opportunities; 4) Increase of on-time California Dream Act Application for Financial Aid submissions for current University students (to meet March 2nd priority deadline); 5) Increase in positive regard for University co-curricular experience; 6) Increase in positive regard for University academic experiences; 7) Increase in knowledge of campus and community opportunities and resources available to undocumented students and family members; 8) Increase of undocumented student engagement with campus programs and co-curricular opportunities; 9) Increase in knowledge of campus and community opportunities and resources available to undocumented students' career aspirations; 10) Increase of undocumented student understanding and feelings of empowerment related to salient identity; 11) Increase of undocumented students and family members receiving immigration relief screening; 12) Increase of campus faculty and staff allies participating in UndocuAlly Training; 13) Increase of campus faculty and staff understanding of challenges and successes faced by undocumented students; 14) Undocumented student overall satisfaction with programs and services provided by the GFDRC.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.

Currently, the GFDRC is almost entirely dependent on SSF funding. The Director's salary is covered by general fund. As a new department with the mission to serve and support Dreamers and students from mixed-status families, SSF funding is vital to its ability to operate and succeed. The request includes funding for the Coordinator (SSPII), two Graduate Assistants and three Student Assistants that support the development and growth of the core programs and services aimed at ensuring the success of Dreamers and students from mixed-status families. Programming funds will ensure that the GFDRC is able to effectively program and provide services (costs related to USU room reservations, hospitality, materials, supplies (such as toner and paper for student printing), speaker honoraria, parking permits, test preparation materials (such as GRE, LSAT, and GMAT study materials), and other items related to the costs of programming). Equipment funds will ensure that GFDRC Team members have the necessary electronic equipment to continue critical department operations (such as a laptop for department and full-time staff member; and phone, printer, and computer for immigration attorney as arranged by Department of Social Services and the CSU). Advertising and promotional material funds will ensure that the services and programs of the GFDRC reach the larger campus community (such as promotional materials with GFDRC information). Office supply funds will cover the materials to facilitate the daily operations of the GFDRC. Printing funds will cover items such as paper materials at programs, services, and events. Communication funds will cover services to effectively communicate with students and the campus community at large. Subscription funds will pay for platforms such as Canvas and Mailchimp, which are used to create GFDRC paper and electronic materials). Outreach funds will allow staff members to participate at local events and programs aimed at supporting

Dreamers (mileage costs). Professional development funds will be used to increase the skill set and knowledge of the professional staff to ensure that they are continually abreast of changing legislation impacting Dreamers, as well as high impact practices designed to ensure students' successful college graduation. These funds will be used to pay for professional conference registration (and costs associated with travel to/from conferences), costs associated with books/materials to increase staff knowledge and costs associated with staff trainings (rooms, hospitality, and materials). The program plan is as follows:

1. Provide undocumented students and students from mixed-status families with core programs and services that focus on academic, career, emotional/health, financial, and social success.

UNIVERSITY STRATEGIC PLAN ALIGNMENT: Student Success (promote access to and utilization of student wellness services); Engagement, Service, and the Public Good (increase and strengthen community outreach partnerships). GRADUATION INITIATIVE 2025 ALIGNMENT: Student Engagement and Well-Being ACADEMIC SUCCESS METHODS: 1) Compile and promote campus and community opportunities designed and made available to undocumented students' undergraduate and graduate school aspirations; 2) Provide workshops aimed at promoting academic success; and 3) Provide resources in GFDRC such as computers, printing, course books, and testing materials. Program example: Undocumented Education Series; UndocuGrind Series; Dreamers Graduate Recognition Ceremony. CAREER SUCCESS METHODS: 1) Compile and promote campus and community opportunities designed and made available to undocumented students' pursuit of assistantships, fellowships, and internships; D2) Provide undocumented students with information and resources related to their employment rights and responsibilities; and 3) Provide undocumented students with opportunities to explore career aspirations, and provide them with skills and knowledge to allow them to successfully transition into a career environment. Program examples: Undocumented Professional Panel; UndocuGrind Series. EMOTIONAL/HEALTH SUCCESS: 1) Provide group healing circles and workshops to teach students emotional and health success strategies; 2) Compile and promote campus and community health resources designed and made available to undocumented students and their families; and 3) Provide connections and support to students applying for health care. Program example: Mental Health Workshops. FINANCIAL SUCCESS METHODS: 1) Provide California Dream Act (CDA) Application for Financial Aid Workshops; 2) Compile and promote campus and community scholarships designed and made available to undocumented students; and 3) Provide financial resources for students with U.S. Citizenship and Immigration Services application costs. Program examples: UndocuGrind Series and CDA Workshops. SOCIAL SUCCESS METHODS: 1) Provide programs that introduce students to campus programs and co-curricular engagement opportunities; 2) Provide opportunities for students to connect with one another, and with faculty and staff members; and 3) Provide opportunities for students to connect with prospective and incoming University students. Program example: Monthly Community Gathering; UndocuGrind Series.

2. Provide undocumented students and students from mixed-status families with core programs and services that address their legal and salient-identity.

UNIVERSITY STRATEGIC PLAN ALIGNMENT: Welcoming and Inclusive Campus (foster Golden Eagle Pride for all members of the University community; increase the number of welcoming and healthy spaces on campus) GRADUATION INITIATIVE 2025 ALIGNMENT: Student Engagement and Well-Being LEGAL METHODS: 1) Provide Deferred Action for Childhood Arrivals (DACA) application legal support; 2) Provide Immigration Legal Clinics for students and their family members to explore pathways towards US residency; and 3) Compile and promote community reliable and reputable legal resources to support student and family legal needs. Program example: Monthly Immigration Legal Clinic. SALIENT-IDENTITY METHODS: 1) Provide workshops and opportunities for students to explore impact of their undocumented status; 2) Provide workshops and opportunities for students to empower self and one another; and 3) Provide workshops and opportunities for students to explore intersections of identity. Program example: UndocuGrind Series, UndocuAlly Training, and Monthly Community Gathering.

3. Create a welcoming and supportive campus climate for undocumented students that helps them integrate successfully into campus life and persist to graduation. 1) Provide access to trustworthy, knowledgeable, and sensitive individuals who can foster environments that are inclusive and reflective of the undocumented

community; 2) Explore the undocumented student experience to understand challenges and successes faced by undocumented students, and develop effective interventions to improve academic performance and retention; 3) Create programs and learning opportunities for undocumented students that connect them with a diverse students, faculty, and staff; and 4) Create a comprehensive assessment plan that includes multiple measures to assess GFDRC program learning outcomes, student satisfaction, and opportunities for GFDRC and campus community improvement. Program examples: UndocuAlly Training, Monthly Community Gathering, Leadership Meetings, and Dream Team Meetings.

UNIVERSITY STRATEGIC PLAN ALIGNMENT: Student Success (promote access to and utilization of student wellness services); Welcoming and Inclusive Campus (foster Golden Eagle Pride for all members of the University community; increase the number of welcoming and healthy spaces on campus); Engagement, Service, and the Public Good (increase and strengthen community outreach partnerships).

GRADUATION INITIATIVE 2025 ALIGNMENT: Student Engagement and Well-Being; Data-Driven Decision Making.

4. Increase the knowledge and impact of faculty and staff to meet the needs of undocumented students and students from mixed-status families. 1) Provide UndocuAlly Training to educate faculty and staff about relevant immigration laws impacting students and related student issues and challenges; 2) Identify and train allies in various University departments, offices, programs, and units to build an effective and impactful referral system for assistance outside of the GFDRC; and 3) Provide UndocuAlly Training to educate students about ways to support their undocumented peers.

UNIVERSITY STRATEGIC PLAN ALIGNMENT: Student Success (promote access to and utilization of student wellness services); Welcoming and Inclusive Campus (foster Golden Eagle Pride for all members of the University community; increase the number of welcoming and healthy spaces on campus); Engagement, Service, and the Public Good (increase and strengthen community outreach partnerships).

GRADUATION INITIATIVE 2025 ALIGNMENT: Student Engagement and Well-Being; Data-Driven Decision Making.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

Outcomes of the GFDRC will be measured by the following mixed-method assessment protocols: 1) Surveys completed by students after engaging with programs and services offered by the GFDRC; 2) Analysis of undocumented student persistence and retention rates (in partnership with the Office of Institutional Effectiveness); 3) Analysis of current undocumented student submission of California Dream Act Application for Financial Aid (in partnership with the Center for Student Financial Aid & Scholarships); 4) Pre- and post-undocumented student satisfaction survey related to the programs and services offered by the GFDRC.



**CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN - SSF FUNDS
FISCAL YEAR: 2021 - 2022**

**Department Budget Request - Detail
Form C**

Division Rank: 1

College: _____
 Proposal Title: Supporting the Success of Golden Eagle Dreamers
 Department: Dreamers Resource Center
 Department ID: 491203

Division: Student Life
 SSF Category: Student Development and Career Services
 Funding: One-Time: Annually Recurring
 Prepared By: Henoc Preciado

Use the form below to detail projected expenses for Student Success Fee Activities.
 For requests for new full-time permanent positions, add in benefits costs of 56%.

Compensation*		Supplies		Services		Other	
SSP II	\$ 53,000.00	* Programming	\$ 40,000.00	** Communications	\$ 1,440.00	Professional Dev.	\$ 5,500.00
Graduate Assistant (2)	\$ 31,280.00	** Advertising &	\$ -	** Printing	\$ 4,500.00	* Equipment	\$ 6,200.00
*Student Assistant (3)	\$ 40,440.00	Promo. Materials	\$ 5,000.00	** Subscriptions	\$ -	** Mileage	\$ -
	\$ -	Office Supplies	\$ 4,000.00	Canva+Mailchimp	\$ 350.00	Outreach Travel	\$ 500.00
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Total	\$ 124,720.00	LEGEND	\$ -		\$ -		\$ -
		* Increase from	\$ -		\$ -		\$ -
		FY18-19 Budget	\$ -		\$ -		\$ -
		** New Line-Item	\$ -		\$ -		\$ -
		(New Request)	\$ -		\$ -		\$ -
			\$ -		\$ -		\$ -
			\$ -		\$ -		\$ -
			\$ -		\$ -		\$ -
Total	\$ 29,680.00	Total	\$ 49,000.00	Total	\$ 6,290.00	Total	\$ 12,200.00

SSF REQUEST TOTAL: \$ 221,890.00

Fund Code: SF012
 Dept ID: 491203
 Program Code: T0046

Amount Approved: \$ 41,190

OTHER FUNDING:	Prior Year	Estimated Current Year
General Fund		
Program Revenue		
Other		

* Compensation includes Student Assistants, Full-Time and Part-Time Staff and Faculty, Temp Help, etc. On-going base funded positions must reflect current actuals.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
FISCAL YEAR 2021-22

RAP - 2E:

DEPARTMENT BUDGET REQUEST
FORM A

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Adm & Finance	Funding:	
Sub-Div/College:	Parking & Transportation Svcs	Baseline: New Program	<input type="checkbox"/>
Department:	Public Safety - Transportation	Baseline: On-going Program	<input checked="" type="checkbox"/>
Prepared By:	Carmen Gachupin	One-time:	<input type="checkbox"/>
SSF Category:	Student Development	Division Rank:	<input type="checkbox"/>
Proposal Title:	U-Pass		

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

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 lines, including Metro rail. Metro has partnered with other transit agencies such as LA Dash, Foothill Transit, Torrance Transit, Montebello Lines, Culver City, Long Beach Transit, Norwalk Transit, Pasadena Transit and more. Students are able to transfer to any of these lines using their semester U-Pass. The program launched in Spring 2017 with 1,949 U-Passes sold. By the end of Fall 2019, there were 3,829 students participating in the program. Students receive a subsidy towards the purchase of a semester U-Pass, reducing their out-of-pocket cost of a U-Pass by 40%. While enrollment growth increases an average of 1% each academic year, parking rates have steadily increased by 10% over the same period, making riding the bus a more economical and viable option for students. Offering students a subsidy towards their commute to campus has become a reliable and cost-effective transportation alternative for them.

2. Measurable Outcomes – How is success defined?

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 boardings were 662,872 from a total of 3,829 U-Pass participants. Due to COVID-19 and long-term continuation of virtual instruction, the U-Pass program was temporarily suspended. Spring 2020 U-Pass sales reached 3,303 however students were refunded the unused portion of their U-Pass in March 2020. However total boardings reached 193,766 within

the first 7 weeks of the spring semester. Only a small number of transit-dependent students were allowed to continue using their U-Pass throughout the summer at no additional cost.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.)

At the program's inception, the monthly bus pass sales averaged 370 passes. By Fall 2019, over 3,800 students purchased a semester U-Pass. In order to maintain the student's out-of-pocket cost to a minimum, students were offered a subsidy toward their semester U-Pass. As participation increased over the semesters, subsidies had to be limited in order to maintain within budget. The value of the U-pass is based on the number of bus boardings from the previous semester. Based on the last full semester of use, the average cost for a U-Pass was about \$148.50 per semester. Students who ride the bus throughout the academic year and receive a semester subsidy toward the pass pay \$125 out-of-pocket. All U-Passes sold after reaching this limit were sold at face value without a subsidy however the face value was sold at a proration. Students who ride the bus throughout the academic year pay an average of \$6.75 per week when using a Metro U-Pass. The continuous financial support of this program will help maintain the U-Pass at a reasonably discounted rate for students in the 2021-22 academic year.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

U-Pass sales and revenue are captured on both CashNet and online purchase processing systems. The reporting feature of our sales management system provides us the ability to compare parking permit sales trends to U-Pass sales. As of the last full academic year reported (FY 19-20), we were averaging 14% of U-Pass sales based on FTE enrollment. As a consequence, parking permit sales have dropped by 5% compared to last spring. This data confirms the success of this program for college students.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
FISCAL YEAR 21-22

RAP - 2E:

DEPARTMENT BUDGET REQUEST
FORM A

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Adm & Finance	Funding:
Sub-Div/College:	████████████████████	Baseline: New Program <input type="checkbox"/>
Department:	Public Safety	Baseline: On-going Program <input type="checkbox"/>
Prepared By:	Chief Bohannon	One-time: <input checked="" type="checkbox"/>
SSF Category:	Student Development	Division Rank: █████
Proposal Title:	Public Safety Student Professionals	

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

The Eagle Patrol program offers current students an opportunity to work as a student professional under Public Safety. The student professionals provide campus wide foot patrols, building unlocks, building lock ups, escorts services, provide fire watch as necessary and assist with outreach events/programs that benefits our campus community. These outreach events include programs on personal self-defense and awareness of their surroundings as well as emergency preparedness programs that address natural disasters and critical incidents. As student professionals, they share information and/or suggestions that are specifically geared towards their peers. Most recently, the Eagle Patrol student program assisted with the Survival Fair, which has been one of the campus' most successful events, one year the fair's attendance reached over 1,300 community participants. The Eagle Patrol student program takes great pride in these type of events and their overall involvement with the campus community. With the help of our Eagle Patrol program, the department's relationship with the community continues to expand as every effort is made to continue to meet and improve the students experience on campus in addition to achieving the professional goals of the Public Safety Department.

2. Measurable Outcomes – How is success defined?

The overall goal of the Eagle Patrol program is to provide students an opportunity to work as student professionals, specifically involved with activities and programs that are geared towards helping their own peers. The Eagle Patrol program has allowed the department to mentor students by allowing them to be involved in providing services to their own campus community. With the use of our effective outreach and participation programs, that involves the Eagle Patrol program, our goal is to work together collectively as a community to ensure the safest possible environment for all who come to our campus to learn, work and visit.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.

As our campus, community continues to grow, the request for services and the need for effective outreach and participation grows. Our goal is to continue meeting the needs of our campus community by supporting our student professionals and the various programs and events that they are involved with. Each year, we aim to expand our programs by incorporating new ideas and/or suggestions to improve the delivery of these programs to the campus community. As such, we would like to invite special guest to speak on topics that have garnered heightened alert or increased interest by the campus community. We would also like to provide our student professionals with additional outreach materials as tools to invite and engage community members at various events and presentations on campus. We would also like to expand our RAD self-defense training program by offering additional courses to the campus and neighboring community.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

All services provided by our student professionals are carefully maintained and stored in files. The files and data are reviewed on a continual basis and includes the opportunity to include recommendations or suggestions to improve the delivery of our service to the campus community. This information is also used to assess the overall quality of service that is provided to the campus community. For community outreach and special programs, the department maintains detailed records of events, time allocated to events, the number of personal contacts made during an event, names of personnel contributing to the event, topics discussed and the types of informational handouts distributed.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN - SSF FUNDS
FISCAL YEAR: 2021 - 2022

Department Budget Request - Detail
Form C

Division Rank: _____

College: _____
 Proposal Title: Public Safety - Student Professionals
 Department: Public Safety
 Department ID: 591100

Division: Adm & Finance
 SSF Category: Student Development and Career Services
 Funding: One-Time
 Prepared By: Chief Bohannon

Use the form below to detail projected expenses for Student Success Fee Activities.
 For requests for new full-time permanent positions, add in benefits costs of 56%.

Compensation*		Supplies		Services		Other	
Student Assistant	\$ 240,653.00		\$ -		\$ -		\$ -
	\$ -		\$ -		\$ -		\$ -
			\$ -		\$ -		\$ -
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Total	\$ 240,653.00		\$ -		\$ -		\$ -
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Total	\$ -	Total	\$ -	Total	\$ -	Total	\$ -

SSF REQUEST TOTAL: \$ 240,653.00

Fund Code:	SF012
Dept ID:	591100
Program Code:	T0059

OTHER FUNDING:	Prior Year	Estimated Current Year
General Fund		
Program Revenue		
Other		

Amount Approved: \$ 240,653

* Compensation includes Student Assistants, Full-Time and Part-Time Staff and Faculty, Temp Help, etc. On-going base funded positions must reflect current actuals.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
FISCAL YEAR 2021-22

RAP - 2E:

DEPARTMENT BUDGET REQUEST
FORM A

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Vice President for Student Life	Funding:
Sub-Div/College:	████████████████████	Baseline: New Program <input type="checkbox"/>
Department:	Athletics	Baseline: On-going Program <input type="checkbox"/>
Prepared By:	Dr. Demetrus Caldwell	One-time: <input checked="" type="checkbox"/>
SSF Category:	Student Development and Career Services	Division Rank: 1
Proposal Title:	Golden Eagle Leadership Academy	

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

The California State University, Los Angeles (Cal State LA) Division of Intercollegiate Athletics is seeking funding to enhance the holistic experiences of our student-athletes by establishing the Golden Eagle Leadership Academy. This leadership academy will consist of additional academic resources (tutorial coordinator, tutors, learning specialists, & mental-health testing) as well as life skills programming to develop the total student-athlete. Cal State LA's 250 student-athletes are a snapshot of our campus' diverse population. Our student-athletes compete at the highest NCAA Division II athletics level as they work toward their respective degrees. Our student-athletes continue to excel on the court and in the classroom. Currently, the department's Academic Success Rate (ASR) is at 60% and we'd like to enhance that number to a goal of at least 90%. The Academic Success Rate is the percentage of student-athletes who graduate within six years of initial collegiate enrollment and includes virtually all Division II student-athletes. Unlike the federal rate, the Division II ASR includes nearly 34,000 non-scholarship student-athletes and accounts for those who transfer to a Division II school after initial enrollment elsewhere, while removing student-athletes who leave school while academically eligible. Institutions earning an Academic Success Rate of 90% or higher are presented with the Presidents' Award for Academic Excellence by the National Collegiate Athletic Association (NCAA) each year. We strive to be considered an institution dedicated to supporting the academic success of student-athletes and these funds will help show our commitment to academic excellence and dedication to preparing student-athletes for life after college. We will also use the funds to develop a NCAA Life Skills program. We are committed to the total development of student-athletes, preparing them with life skills that are useful throughout the college experience and after graduation. We believe that excellence is a result of a balanced life, including academic achievement, athletic success, and personal well-being.

2. Measurable Outcomes – How is success defined?

The success of our efforts will be measured by an increase in the numbers of student-athletes served, the types and quality of services received, and the overall increase in both numbers of student-athletes within majors and growth in graduation rates. Success will also be measured by an increase in the number of California Collegiate Athletic Association (CCAA) academic award achievements per season and continuous improvements in graduation rates by 2025. Quantitative improvements will be achieved by athlete participation in programming, an enhanced department culture, and continued academic success. We will collect data via questionnaires to determine the long and short-term effects of student satisfaction with the programming and the overall benefit to student-athlete well-being. In addition, successful involvement with student-athletes will be evaluated based upon feedback from administrators, head coaches, and assistant coaches.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.

This leadership academy is entirely dependent on SSF funding. As we transition back to in-person learning and activities/sports, we aim to create new approaches and enhanced programming centered around developing the holistic student-athlete. There is a great need for additional programming centered on 1) Learning Specialists/ Tutorial Coordinator/ Tutors- Enhanced academic support in the areas of STEM, which are areas of concern for our student-athletes; 2) Mental Health Testing- To establish mental health testing to evaluate any academic and/or personal needs as a result of the pandemic and other family/societal issues; 3) NCAA Life Skills Programming- To establish needed programming developing the holistic student-athletes outside of the court/playing field.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

Outcomes of the leadership academy will be measured by the following mixed-method assessment protocols: 1) Surveys completed by students after engaging with programs and services; 2) Analysis of student-athlete programming participation, graduation, and retention rates 3) Evaluation and corrective measures to determine any mental health or learning disabilities affecting academic success; 4) An increase in academic award achievements per season



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
FISCAL YEAR 2021-2022

RAP - 2E:

DEPARTMENT BUDGET REQUEST
FORM A

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Student Life	Funding:
Sub-Div/College:	████████████████████	Baseline: New Program <input checked="" type="checkbox"/>
Department:	Career Center	Baseline: On-going Program <input type="checkbox"/>
Prepared By:	Michelle Lovasz	One-time: <input checked="" type="checkbox"/>
SSF Category:	Student Development and Career Services	Division Rank: █████
Proposal Title:	Career Exploration and Planning Program	

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

The Career Center seeks to launch a peer-led exploration and planning program designed to help incoming students understand: the interrelationship between majors, campus experiences, and professionalization; the value of internships and student involvement opportunities to build a professional brand; and the pathway to developing transferable skills critical for success in life during and after college. Early career development is essential for all college students but particularly impactful for first-generation college students who could benefit from additional support in how to make the most of their college experience to increase career readiness. It is particularly vital for those who seek to obtain a degree but are uncertain about possible career pathways, what major to pursue, or what experiences to have that will help them successfully transition from college to a career. This program aims to increase student's confidence in their career choice and plan, establish a network of peers to support their career journey at Cal State LA, increase their sense of belonging in college, and improve retention through the first two years at Cal State LA. While the program will be open to all enrolled students, we seek to focus recruitment on incoming students, particularly major and career-exploring newcomers. The CSU Student Success Dashboard indicates that undeclared freshmen were the largest count of freshmen who enrolled in 2015 and left without graduating, of which fifty-one percent left within the first year at Cal State LA. This program seeks to engage this population specifically and strives to recruit at least thirty participants who will complete the program over sixteen weeks in the spring semester. Invitations to apply to the program will be sent specifically to this population, and program peer administrators will conduct outreach within the colleges, advising centers, and student life departments.

2. Measurable Outcomes – How is success defined?

Participants in the career exploration and planning program will complete four engagement activities and be acknowledged for completing the program in a culminating recognition event. The program will achieve the outcomes listed below. Program Outcomes – Participants will: increase their confidence in their career choice and plan; increase their sense of belonging at Cal State LA; create a network to support their career journey; and retain enrollment through the first two years at Cal State LA. Learning Outcomes – Participants will: reflect upon influences in career decision-making and make informed career decisions; create and take actions toward a career plan for their time at Cal State LA; and develop and articulate their professional brand

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.

The career exploration and planning program will be coordinated by student assistants and consist of four engagement activities and a culminating event. 1) Orientation – Participants will: hear from guests about the impact of early-career exploration; learn about Holland codes for career decision-making and informally obtain their code through group networking activities; learn about the steps to complete the program and recognition benefits; and follow-up by taking the Focus 2 self-assessments to expand their self-exploration of career decision-making influences. 2) Career Planning Day – During this four-hour event, participants will: reflect upon their self-assessments and connect them to career decision-making; learn about career pathways, career mindsets, and career competencies; develop their professional brand statement; learn about professional development opportunities at Cal State LA and S.M.A.R.T. goal-setting; and create their professional development plan. 3) Career Networking Teams – Participants will meet three times, bi-weekly, with peers to hold each other accountable for taking action towards their professional development plan. Each meeting will also present ways to network for career exploration. Participants will complete reflection questions after each team meeting. 4) Speaker Series – Participants will attend two speaker events where guests talk about how they became successful, and participants have opportunities to network. 5) Recognition Event – Participants will learn and practice business dining etiquette. Participants who completed all four engagement activities will be acknowledged during this event. They will announce their final professional brand and chosen career paths and receive a recognition package launching their next steps in the professional development journey. Student assistants will be hired and trained to recruit participants, conduct the above activities, coordinate online make-up activities for those who could not attend the in-person training, and ensure students complete the program. We are seeking three student assistants to oversee the program under the supervision and guidance of professional career advisors and assistant director. Each student assistant will be a liaison to two colleges to ensure recruitment and retention of participants, each will be the lead for at least one of the above events, and all will help to facilitate the program. Student assistants are critical to the success of this program. They will provide the support that will expand the work of career advisors whose time is limited primarily to advising appointments. As students, they offer relatable and inspiring support to their peers, enhancing participant motivation and success. Through this program, student assistants will increase their knowledge, abilities, confidence, and sense of belonging in their career journey and gain valuable transferrable skills to enhance their résumé. This program is entirely dependent upon SFF funds, which will cover student assistant wages, event expenses including facilities, hospitality and dining etiquette guest speaker, and recognition items to sustain and honor participants' success.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

Program outcomes will be measured at the end of the program with a participant survey, and enrollment retention will be assessed one year after the program. Learning outcomes will be measured during the

program. During career planning day, data will be collected to assess reflection upon career influences and decisions, development of a career plan, and creation of a professional brand statement. After career networking team meetings, participants will complete a reflection assignment to assess their progress towards the career plan and networking for career exploration.



**CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
FISCAL YEAR 2021-2022**

RAP - 2E:

**DEPARTMENT BUDGET REQUEST
FORM A**

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Student Life	Funding:
Sub-Div/College:	████████████████████	Baseline: New Program <input type="checkbox"/>
Department:	Career Center	Baseline: On-going Program <input type="checkbox"/>
Prepared By:	Michelle Lovasz	One-time: <input checked="" type="checkbox"/>
SSF Category:	Student Development and Career Services	Division Rank: █████
Proposal Title:	HACU Student Delegate Program	

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

The Hispanic Association of Colleges and Universities (HACU) was established in 1986 and represents more than 470 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain. The HACU Annual Conference Student Delegate Program will serve as a platform designed to provide students an opportunity to grow and strengthen their career-building and leadership skills as they participate in the HACU Annual Conference. Fourteen students will be selected to serve as student delegates representing Cal State LA. Four selected chaperones from the division of student life will accompany this delegation. HACU’s 35th Annual Conference, “35 Years of Championing Hispanic Higher Education Success,” will be held on October 30 to November 1, 2021 in Aurora, Colorado. At the conference, students will benefit from mentoring and networking opportunities as they are exposed to federal agencies, corporations, colleges and universities, and non-profits; expand their knowledge of careers in different sectors, and meet over 500 students from across the U.S. Prior to the conference, the students will attend workshops that will prepare them for maximizing the conference experience. The workshop curriculum will be designed to benefit students beyond participation at HACU. The workshops will not be limited to selected student delegates but will be advertised campus-wide to offer the skill building to more students. These efforts connect to the University Strategic Plan Priority Area of Student Success by: cultivating and affirming an asset-based mindset and practice in everything we do, one that honors our student’s unique talents, diverse life experiences, and intellectual curiosity; and strengthening transition-to-career support services, including increasing internship and mentoring opportunities.

2. Measurable Outcomes – How is success defined?

Success is defined through the increase of student knowledge of effective career search and networking strategies, an increase in sense of confidence and an increase of personal awareness gained by participating in the pre-conference workshops. Success is also defined by the type and impact of their engagement during and after the conference.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.)

Through the efforts of the office of the Vice President for Student Life and the Career Center, the HACU Annual Conference Student Delegate Program will achieve its goals of creating a formative experience that promotes both personal and professional growth by establishing a process that creates opportunities that lead to a successful student experience. Through this process, students will benefit from having all their travel expenses paid. Students and family members will orient to the benefits of the program and establish an informed commitment to engaging in this professional development during an orientation mixer. Students will be required to participate in pre-conference workshops where they will explore topics that include resume development and LinkedIn profile creation, networking and dining etiquette, and leveraging experiences for future opportunities. Students will receive conference essentials including Cal State LA apparel, a pad-folio and business cards to use while attending the HACU conference. Post conference, students will attend a luncheon that will provide additional networking opportunities with key campus administrators. Selected students will have the opportunity to share their testimonial as a result of their participation at the conference, and all students will benefit from the opportunity to continue building community beyond the conference. Outcomes from our inaugural program in 2019 indicated that 80 to 100% of respondents most valued the etiquette dining and resume pre-conference training, and 80 to 100% of respondents gained opportunities from the conference such as career advising from industry professionals and LinkedIn professional connections. Others gained internship and fellowship opportunities and applied to a graduate program they learned about at the conference. Nearly 80% of respondents felt very strongly that the student delegate program helped them to better understand the value of attending professional conferences and that they feel more hopeful about their career options. Overall, 78% of respondents were considered promoters according to the Net Promoter Score. Participants also shared the following about their takeaways from the program: "I was nervous to attend the HACU conference because I did not know what to expect. The pre-conference during the summer helped prepare us in different ways. The experience was amazing, being surrounded by Hispanic students and professionals helped me realize that anything is possible and being from a minority group should not stop us from achieving our goals," "I learned that diversity and inclusion is becoming a high priority for employers. This has made me feel more comfortable about being more open about who I am and how I identify and relate to others. I am going into the job application process more confident that I will find an employer who will not only appreciate my background but seek out my ideas because of my distinct experiences," and "I was very impressed with the scope of the conference and felt that I benefited in so many ways. I feel I have grown from the shared experience with other students like myself and believe that the impact of the conference is multiplied as I share the experience with my peers. The conference has emboldened me and better prepared me for any career and experiences that lay ahead of me." The inaugural program was primarily funded by Student Life divisional funds and offset by college contributions. The continued success and growth of this program is contingent upon Student Success Fee funding to sustain the inaugural participant capacity.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

All students participating in the HACU Annual Conference Student Delegate Program will take a pre and post assessment that will measure the effectiveness of the pre-conference workshops. All students will also

complete a survey post their conference experience that will measure their engagement during and after the conference.



**CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN - SSF FUNDS
FISCAL YEAR: 2021 - 2022**

**Department Budget Request - Detail
Form C**

Division Rank: _____

College: _____
Proposal Title: HACU Student Delegate Program
Department: Career Center
Department ID: 491130

Division: Student Life
SSF Category: Student Development and Career Services
Funding: One-Time
Prepared By: Michelle Lovasz

Use the form below to detail projected expenses for Student Success Fee Activities.
 For requests for new full-time permanent positions, add in benefits costs of 56%.

Compensation*		Supplies		Services		Other	
	\$ -	Supplies	\$ 6,255.00	UAS-Hospitality Events	\$ 6,549.00	Travel	\$ 34,781.00
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Total	\$ -	Total	\$ 6,255.00	Total	\$ 6,549.00	Total	\$ 34,781.00

SSF REQUEST TOTAL: \$ 47,585.00

Fund Code:	SF012
Dept ID:	491130
Program Code:	T0062

OTHER FUNDING:	Prior Year	Estimated Current Year
General Fund		
Program Revenue		
Other		

Amount Approved: \$ 47,585

* Compensation includes Student Assistants, Full-Time and Part-Time Staff and Faculty, Temp Help, etc. On-going base funded positions must reflect current actuals.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
FISCAL YEAR 2021-2022

RAP - 2E:

DEPARTMENT BUDGET REQUEST
FORM A

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Student Life	Funding:
Sub-Div/College:	████████████████████	Baseline: New Program <input type="checkbox"/>
Department:	Housing and Residence Life	Baseline: On-going Program <input type="checkbox"/>
Prepared By:	Christopher Jackson, Ph.D	One-time: <input checked="" type="checkbox"/>
SSF Category:	Student Development and Career Services	Division Rank: █████
Proposal Title:	Diversity and Inclusion Series Programs	

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

Housing and Residence Life produces multiple programs that focus on student development and engagement. These programs encourage student engagement inside and outside the classroom. These experiences can also increase their course knowledge and understanding. Some of the programs we propose to continue or implement in the upcoming academic year: Cafecito in Community Series: This is an opportunity for students who identify as Latinx and those who want to learn more about the Latinx community. The series creates programs and a safe space to talk about important topics in the Latinx community. It also celebrates the diversity within the Latinx culture. AAPI Conversation Series: Comprised of programs that celebrate different cultures with in the Asian American Pacific Islanders community. These programs and conversations will bring forth the experiences of AAPI students at Cal State LA but also their experiences as AAPI in the United States. The Rainbow Series: Consists of group discussions and events in which we discuss current issues and topics surrounding the LGBTQIA + community. It will include on campus program events and off campus excursions that bring awareness and unity to the experiences of the LGBTQIA+ community. All are welcome to participate to understand and become allies to this community. Halisi Get Down Series: Consists of monthly events that will focus on topics and interests tied to Black identity, Black Excellence, and understanding the Black Community at Cal State LA and as a whole. It will address current topics and issues that impact the Black Community and teach residents how to be an ally. Sister Talk Series: This series encourages women’s (Cis-gender and Trans-gender women) empowerment. It will include programming and regular discussions that focus on support, community development, and issues that women face as well as a celebration of all womanhood. Celebrations of Differences: An end of year program where students can come together to celebrate each other’s cultures and discuss ways to be involved with each of the identities represented with the aim of bringing unity by the close of the academic year. Possible Excursions: Museum of Tolerance, The Museum of African American Art, California African American Museum, Los Angeles Asian Museum, USC Pacific Asia Museum, Japanese American Museum, Japanese American National Museum, Museum of Latin American art, ONE National Gay & Lesbian Archives, Long Beach Pride.

2. Measurable Outcomes – How is success defined?

Success will be defined by participation and growth in participation over the academic year. Surveys will assess how successful we are in engaging and enhancing students' knowledge and experience by receiving positive evaluations after the completion of each program. Success will also be defined by the increased rates of new student participation for each program. Surveys will also be designed to measure students' understanding of the important ways diversity and inclusive can positively impact the residential community. Furthermore success will be determined by the increase in understanding and celebration of differences.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.

Programming is partially funded by Housing and Residence Life program fees. However, program fees also support a wide range of programs, including other areas, such as health and wellness, financial literacy. Additional Funding from SSF would assist in enriching the experience of students who live on campus with the specific focus on understanding and celebrating diversity. Our hope is that with additional SSF funds we can expand programming capabilities to reach more residents and provide a positive outcome for students of many different background and help education and unite the Cal State LA Community.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

For each event, student will be asked to complete a short surveys about the program, content, and impact it may have had on them. At the end of the series, the students who participated will be asked to provide feedback on the program series and what they would like to see for future programming. Evaluation data will be used to strengthen the program/series and adapt it to yearly, or semester, reoccurring program/series.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN - SSF FUNDS
FISCAL YEAR: 2021 - 2022

Department Budget Request - Detail
Form C

Division Rank: _____

College: _____
Proposal Title: Diversity and Inclusion Series Program
Department: Housing and Residence Life
Department ID: 400000

Division: Student Life
SSF Category: Student Development and Career Services
Funding: One-Time
Prepared By: Christopher Jackson

Use the form below to detail projected expenses for Student Success Fee Activities.
 For requests for new full-time permanent positions, add in benefits costs of 56%.

Compensation*		Supplies		Services		Other	
Grad Student Asst	\$ 13,000.00	Office Supplies	\$ 2,000.00	Programming	\$ 25,000.00		\$ -
Grad Student Asst	\$ 6,500.00		\$ -		\$ -		\$ -
	\$ -		\$ -		\$ -		\$ -
	\$ -		\$ -		\$ -		\$ -
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	\$ -		\$ -		\$ -		\$ -
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	\$ -		\$ -		\$ -		\$ -
Total	\$ 19,500.00		\$ -		\$ -		\$ -
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Total	\$ -	Total	\$ 2,000.00	Total	\$ 25,000.00	Total	\$ -

SSF REQUEST TOTAL: \$ 46,500.00

Fund Code:	SF012
Dept ID:	400000
Program Code:	T0063

OTHER FUNDING:	Prior Year	Estimated Current Year
General Fund		
Program Revenue		
Other		

Amount Approved: \$ 46,500

* Compensation includes Student Assistants, Full-Time and Part-Time Staff and Faculty, Temp Help, etc. On-going base funded positions must reflect current actuals.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
FISCAL YEAR 2021-22

RAP - 2E:

DEPARTMENT BUDGET REQUEST
FORM A

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Student Life	Funding:	
Sub-Div/College:	N/A	Baseline: New Program	<input type="checkbox"/>
Department:	Housing and Residence Life	Baseline: On-going Program	<input type="checkbox"/>
Prepared By:	Leonard Edmond	One-time:	<input checked="" type="checkbox"/>
SSF Category:	Student Development and Career Services	Division Rank:	1
Proposal Title:	Housing Wellness Zone		

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

Housing and Residence Life provides essential and holistic student support services to Cal State LA students living on campus. Their health and safety is a primary goal achieved through the efforts of professional staff in the Business Operations, Facilities and Residential Life areas. To ensure this, Housing Facilities maintains the condition of residential facilities for health and safety; Business Operations provides support and advisement on a variety of issues related to student accounts; Residence Life provides an array of personal, academic and mental health interventions. Additionally, our contracted food service provider for the complex will have a new dining commons and will be able to provide more menu options emphasizing healthy food choices and dietary considerations. As Housing opens a new residential complex in Fall 2021, we anticipate serving and supporting an additional 1500 residents, with priority for first time freshman and sophomore students. In keeping with this holistic approach to overall health, the new community includes a dedicated Wellness Zone comprised of a fitness room, Yoga room and two mediation rooms that provides students an outlet for exercise and stress reduction. Supporting a well-balanced life will allow students to perform better academically. We will provide educational information, monitor the student use in ensuring equipment is used properly and report any functional issue with equipment. Collaboration with the department of Kinesiology and the Student Union are being investigated to enhance the student experience with programs and measure effectiveness.

2. Measurable Outcomes – How is success defined?

Success is defined by ensuring students a smooth transition to Cal State LA and providing them support in achieving personal and academic success. Students come with a number of transition challenges. Most first year students are

adjusting to independence from family, developing competencies in academics, managing financial autonomy, encountering and making life choices all while discovering who they are. Typical for incoming students are all of these adjustments plus what is termed as the “Freshmen 15” in regards to weight gain. This is usually caused by personal choices regarding eating habits, lack of exercise and dealing with stress. This stress is often caused by the change in living environments, different academic loads, and personal decisions that are new to them. By providing our community with an easy-to-access, fully equipped exercise facility, students will be able to find a healthy outlet and be with peers, enhancing their ability to positively affect their personal health and well-being.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.

Housing and Residence Life is self-support and depends entirely on room and board fees. Currently, the budget is constrained by the debt service for the construction of this new residential complex budget. It was determined early in the conceptualization stage that a wellness and fitness component was essential to student success and wellness. The expenditures devoted to programming and basic residence life functions is not large enough to cover the fully funding of equipment and staffing for the weight room. HRL is partnering with the Student Union to provide a wide range of exercise equipment. The department can cover the cost of the Yoga and meditation rooms. We are requesting Student Success Fees to fund the trained student staff that can supervise and maintain the exercise room. The Student Union’s fitness manager will help select and train student staff. Additional student staff could provide programs and classes that could be held in the housing community, including training sessions on how to use equipment safely, helping to bridge residents to the campus, further enhancing their connection to campus.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

Quantitative and qualitative assessments will be developed. Assessments would include: tracking the frequency of visits; hours of use; the number of individual students who will use the facility. Quantitative data will be requested from the Kinesiology Dept and Dr. Anne Larson of Athletics, who is interested in working with our efforts. These metrics will help the Department better understand the frequency of use of the area and by how many students. We will have statistics on student interests and the effectiveness of the program in meeting individual goals. We will determine which stations are most used and develop programs and training so that students fully understand how to utilize equipment. This will hopefully provide direction as to how to promote the program to other students.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN - SSF FUNDS
FISCAL YEAR: 2021 - 2022

Department Budget Request - Detail
Form C

College: _____ **Division:** Student Life
Proposal Title: Housing Wellness Zone **SSF Category:** Student Development and Career Services
Department: Housing and Residence Life **Funding:** One-Time
Department ID: 400000 **Prepared By:** Leonard Edmond

Division Rank: _____

Use the form below to detail projected expenses for Student Success Fee Activities.
 For requests for new full-time permanent positions, add in benefits costs of 56%.

Compensation*		Supplies		Services		Other	
Attendant Supervisor	\$ 41,000.00		\$ -		\$ -		\$ -
Floor Attendant	\$ 40,400.00		\$ -		\$ -		\$ -
Student Group Instructo	\$ 3,000.00		\$ -		\$ -		\$ -
Prof Gp Exer Instructor	\$ 3,500.00		\$ -		\$ -		\$ -
	\$ -		\$ -		\$ -		\$ -
FY21-22	\$ -		\$ -		\$ -		\$ -
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Total	\$ 87,900.00	Total	\$ -	Total	\$ -	Total	\$ -

Benefits		Supplies		Services		Other	
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Total	\$ -	Total	\$ -	Total	\$ -	Total	\$ -

SSF REQUEST TOTAL: \$ 87,900.00

Fund Code:	SF012
Dept ID:	400000
Program Code:	T0064

OTHER FUNDING:	Prior Year	Estimated Current Year
General Fund		
Program Revenue		
Other		

Amount Approved: \$ 87,900

* Compensation includes Student Assistants, Full-Time and Part-Time Staff and Faculty, Temp Help, etc. On-going base funded positions must reflect current actuals.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
FISCAL YEAR 2021-2022

RAP - 2E:

DEPARTMENT BUDGET REQUEST
FORM A

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Student Life	Funding:	
Sub-Div/College:	████████████████████	Baseline: New Program	<input type="checkbox"/>
Department:	New Student and Family Engagement	Baseline: On-going Program	<input type="checkbox"/>
Prepared By:	Christopher Johnson	One-time:	<input checked="" type="checkbox"/>
SSF Category:	████████████████████	Division Rank:	1
Proposal Title:	First-Generation Student and Student-Parent Engagement		

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

The Center for First-Generation Student Success recently recognized Cal State LA as a “First-Gen Forward” institution due to the campus’ efforts to support those students who are the first in their families to go to college. To continue this nationally recognized work, New Student and Family Engagement will develop additional programs, services, and opportunities specifically designed for first-generation students. In collaboration with other campus partners such as the Educational Opportunity Program, Student Success and Advising, the Center for Academic Success, and others, NSFE will continue to highlight the achievements of first-generation students as well as provide support to help identify any existing equity gaps for this population. Through its experience in working with parents and family support members, NSFE will expand its efforts focused on first-generation students to include their families, incorporating students’ communities into the discussions and plans for facilitating overall success. NSFE will also help coordinate and bring awareness to events, programs, and services that support student-parents, a unique population of students on campus who must balance the demands of academic life while also serving as primary caregivers to children. In collaboration with faculty, student organizations, and Associated Students, Inc., NSFE will assist with building a community for these students that will connect them with supportive entities as well as resources and opportunities to further elevate their voices and help them address critical concerns that may pose a hindrance to their academic journey. These efforts connect to the University Strategic Plan Priority Areas of Student Success and a Welcoming and Inclusive Campus by: implementing effective strategies that engage distinct student communities; promoting access to and utilization of student wellness services; increasing the number of welcoming and healthy spaces on campus; and fostering Golden Eagle Pride for all members of the University community.

2. Measurable Outcomes – How is success defined?

Success will be defined by the following: increased sense of belonging; increased knowledge of and/or utilization of campus support services; and retention from semester to semester and from year to year. Existing campus first-generation student statistics will be compared/contrasted to data generated by these enhanced efforts.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.

New Student and Family Engagement will achieve the goal of community building and assisting in the successful transition and retention of first-generation students and student-parents through meetings, campus event attendance, workshops, guest speakers, peer support, and/or facilitated experiences. With the assistance of partners such as the Educational Opportunity Program and others, specific programs and activities will be created for these groups, including opportunities to engage with current faculty and staff members. As this is a new, expanded initiative, NSFE requests Student Success Fee funding exclusively to cover the full projected cost of programs and services for the 2021-2022 academic year.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

Retention and GPA data for the students who participate in the various programs will be evaluated. Qualitative data regarding the level of engagement and its impact on sense of belonging and information retention will be measured through program evaluations and focus groups/interviews of participants.



**CALIFORNIA STATE UNIVERSITY, LOS ANGELES
 RESOURCE ALLOCATION PLAN - SSF FUNDS
 FISCAL YEAR: 2021 - 2022**

**Department Budget Request - Detail
 Form C**

Division Rank: 1

College: _____
 Proposal Title: First-Generation and Student-Parent Engagement
 Department: New Student and Family Engagement
 Department ID: 491200

Division: Student Life
 SSF Category: Student Development & Career Services
 Funding: One-Time
 Prepared By: Christopher Johnson

Use the form below to detail projected expenses for Student Success Fee Activities.
 For requests for new full-time permanent positions, add in benefits costs of 56%.

Compensation*		Supplies		Services		Other	
Student Assistants		Promotional Mtrls	\$ 2,000.00	On-Campus Events	\$ 8,000.00		
Grad. Stud. Asst.	\$ 13,600.00	Event Supplies	\$ 1,400.00				\$ -
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Total	\$ 13,600.00		\$ -		\$ -		\$ -
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			\$ -		\$ -		\$ -
			\$ -		\$ -		\$ -
Total	\$ -	Total	\$ 3,400.00	Total	\$ 8,000.00	Total	\$ -

SSF REQUEST TOTAL: \$ 25,000.00

Fund Code:	SF012
Dept ID:	491200
Program Code:	T0065

OTHER FUNDING:	Prior Year	Estimated Current Year
General Fund	\$ -	\$ -
Program Revenue	\$ -	\$ -
Other	\$ -	\$ -

Amount Approved: \$ 25,000

* Compensation includes Student Assistants, Full-Time and Part-Time Staff and Faculty, Temp Help, etc. On-going base funded positions must reflect current actuals.



**CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
FISCAL YEAR 2021-2022**

RAP - 2E:

**DEPARTMENT BUDGET REQUEST
FORM A**

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Student Life	Funding:
Sub-Div/College:	████████████████████	Baseline: New Program <input type="checkbox"/>
Department:	New Student and Family Engagement	Baseline: On-going Program <input type="checkbox"/>
Prepared By:	Candice Varnado	One-time: <input checked="" type="checkbox"/>
SSF Category:	████████████████████	Division Rank: 1
Proposal Title:	Golden Eagle Connection Opportunity (GECO) & Outreach Needs	

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

The Golden Eagle Connection Opportunity (GECO) is an engagement and orientation continuation program designed to support students as they navigate the first/second-year experience. Second year students are included to offer encouragement to Fall 2020 first-time freshman and transfers who have never been to Cal State LA’s campus due to the COVID-19 pandemic. Students comprised of transfers and first-year freshman who joined our campus community starting Fall 2020 - Fall 2021, that also attended Golden Eagle Orientation will be offered a mid-semester check-in that supports their continued growth at Cal State LA, roughly 16,000 students will be invited to participate (based on 2020 Fall registrants, doubled). Through GECO students will be provided opportunities to continue their acquaintance with university resources, assistance with the continuation of academic integration for next semester, and interaction between students and faculty and staff through open houses, wellness workshops and involvement fairs. For many of the students, particularly Sophomore students GECO would be a physical introduction to campus resources and stakeholders. In collaborations with the Center for Student Involvement, GECO will also assist students in developing an attachment to the campus community through student organization involvement opportunities to encourage a sense of belonging. GECO will further the objectives of the programs by implementing an aggressive outreach plan that includes socially distant/ COVID measures, including distant tabling efforts, accessible marketing/materials in the form of captioned videos for workshops and equipment suitable for hybrid (in person/online) modes of serving students wherever they may be. Additionally, under the expanded umbrella of retention support, New Student and Family Engagement will investigate, propose and implement strategies, programs, and services designed to facilitate the successful matriculation of students through this mid-semester support program. These efforts connect to the University Strategic Plan Priority Areas of Student Success and a Welcoming and Inclusive Campus by: implementing effective strategies that engage distinct student communities; promoting access to and utilization of student wellness services; increasing the number of welcoming and healthy spaces on campus; and fostering Golden Eagle Pride for all members of the University community.

2. Measurable Outcomes – How is success defined?

Success will be defined by the following: increased sense of belonging; increased knowledge of and/or utilization of campus support services; and retention from semester to semester and from year to year.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.

GECO will achieve the goals of outreach, community building and assisting in the successful transition and retention of identified students through early registration of the next semester via the program, attendance in specific GECO activities such as, staff and faculty facilitated workshops, GECO mindfulness activities and student organization involvement fairs. The outreach needs for this program will assist in the effort to let students know this new program exists and ultimately to reach more students with the technological advances of in-person and online offerings. The Student Success Fee funding would be used exclusively to cover the full cost of GECO and NSFE Outreach needs in 2021-2022, allowing this critical program to have a larger positive impact on the student body.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

Qualitative data regarding the level of engagement and its impact on sense of belonging and information retention will be measured through program evaluations and focus groups/interviews of participants.



**CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
FISCAL YEAR 2021-2022**

RAP - 2E:

**DEPARTMENT BUDGET REQUEST
FORM A**

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Student Life	Funding:
Sub-Div/College:	[REDACTED]	Baseline: New Program <input type="checkbox"/>
Department:	New Student and Family Engagement	Baseline: On-going Program <input type="checkbox"/>
Prepared By:	Christopher Johnson	One-time: <input checked="" type="checkbox"/>
SSF Category:	[REDACTED]	Division Rank: 1
Proposal Title:	Transition Experiences	

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

Under the department of New Student and Family Engagement, Transition Experiences represents a collection of programs designed to help increase equity, diversity, and inclusion for some of the more vulnerable student populations at Cal State LA. RISE (Retention through Interpersonal Student Engagement) is an engagement and peer-mentoring program designed to support Black students as they navigate the first-year experience. Current students are recruited and trained to support first-time freshmen and first-year transfer students as they transition into the University. These mentors offer guidance on accessing campus resources and opportunities, and assist the transitioning first-years with understanding and navigating the campus culture. RISE also connects these students (mentors and mentees alike) to both existing and specially-designed involvement opportunities to encourage a sense of belonging and connection to the campus. The Network: Men’s Success Initiative will address the equity and success gaps of young men of color in the CSU system and at Cal State LA specifically. The Network seeks to identify the unique challenges faced by young men of color, disaggregated across racial/ethnic and socioeconomic lines, and to propose and implement strategies, programs, and services to empower these students in their academic and co-curricular pursuits. Abound is a mentoring and personal development series that will be piloted in collaboration with community non-profit organization The Collective Identity. Abound will support young Black women at Cal State LA by providing workshops, on and off campus activities, and one-to-one mentoring with Black women working in various professional fields across Los Angeles. The Black Student Welcome creates a welcoming and inviting environment for new incoming Black students by connecting them to current students, faculty, and staff at the University, as well as academic and involvement resources. The Welcome culminates in a networking experience that also includes parents and family support members, fostering a truly inclusive community-building opportunity. These efforts connect to the University Strategic Plan Priority Areas of Student Success and a Welcoming and Inclusive Campus by: implementing effective strategies that engage distinct student communities; promoting access to and utilization of student wellness services; increasing the number of welcoming and healthy spaces on campus; and fostering Golden Eagle Pride for all members of the University community.

2. Measurable Outcomes – How is success defined?

Success will be defined by the following: increased sense of belonging; increased knowledge of and/or utilization of campus support services; and retention from semester to semester and from year to year. RISE was initially launched in 2017; to date, there have been 113 student participants in the program. The 2018-2019 cohort had a 100% retention rate from fall to spring semester, and a 100% retention rate for first to second year for freshmen.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.)

Through the efforts of New Student and Family Engagement leadership, including specifically-tasked student assistants, RISE, The Network, Abound, and the Black Student Welcome will achieve their combined goals of community building and assisting in the successful transition and retention of identified students through meetings, campus event attendance, workshops, guest speakers, peer support, and facilitated experiences. Specific programs and activities will be created for these groups, including opportunities to engage with current faculty and staff members. Student Success Fee funding was used exclusively to cover the full cost of RISE in 2018-2019. During the 2019-2020 academic year, this program was funded by a combination of funds from NSFE and Office of the Vice President for Student Life. The Network has had some limited financial support from the Cross Cultural Centers and the Office of the Vice President for Student Life. The Black Student Welcome was supported by New Student and Family Engagement, and Abound is a new initiative launching this year.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

Retention and GPA data for the students who participate in the various programs will be evaluated. Qualitative data regarding the level of engagement and its impact on sense of belonging and information retention will be measured through program evaluations and focus groups/interviews of participants.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN - SSF FUNDS
FISCAL YEAR: 2021 - 2022

Department Budget Request - Detail
Form C

Division Rank: 1

College: _____
Proposal Title: Transition Experiences
Department: New Student and Family Engagement
Department ID: 491200

Division: Student Life
SSF Category: Student Development & Career Services
Funding: One-Time
Prepared By: Christopher Johnson

Use the form below to detail projected expenses for Student Success Fee Activities.
 For requests for new full-time permanent positions, add in benefits costs of 56%.

Compensation*		Supplies		Services		Other	
Student Assistants	\$ -	Promotional Mtrls	\$ 15,000.00	UAS Events	\$ 16,930.00	Training/Develpment	\$ 2,000.00
Three (3) positions	\$ 35,670.00	Event Supplies	\$ 4,600.00	U-SU Rooms	\$ 6,500.00		\$ -
Student Internships	\$ -		\$ -	Mentor Stipends	\$ 8,000.00		\$ -
Two (2) positions	\$ 22,100.00		\$ -	Ambassadors	\$ 1,200.00		\$ -
	\$ -		\$ -		\$ -		\$ -
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Total	\$ -	Total	\$ 19,600.00	Total	\$ 32,630.00	Total	\$ 2,000.00

SSF REQUEST TOTAL: \$ 112,000.00

Fund Code:	SF012
Dept ID:	491200
Program Code:	T0067

Amount Approved: \$ 112,000

OTHER FUNDING:	Prior Year	Estimated Current Year
General Fund	\$ -	\$ -
Program Revenue	\$ -	\$ -
Other	\$ -	\$ -

* Compensation includes Student Assistants, Full-Time and Part-Time Staff and Faculty, Temp Help, etc. On-going base funded positions must reflect current actuals.



**CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDENT SUCCESS FEE (SSF)
FISCAL YEAR 2021-2022**

RAP - 2E:

**DEPARTMENT BUDGET REQUEST
FORM A**

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Student Life	Funding:	
Sub-Div/College:		Baseline: New Program	<input type="checkbox"/>
Department:	Office for Students with Disabilities	Baseline: On-going Program	<input checked="" type="checkbox"/>
Prepared By:	Gonzalo C. Centeno	One-time:	<input type="checkbox"/>
SSF Category:	Student Development and Retention	Division Rank:	1
Proposal Title:	OSD Services and Accommodations		

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

The Office for Students with Disabilities (OSD) provides educational and disability-related support services to students by ensuring seamless access to accommodations as mandated by the CSU Policy and Provision of Accommodations and Support Services to Students with Disabilities (EO 1111); the Americans with Disabilities Act of 1990, as Amended 2008 (ADAAA); and the Rehabilitation Act of 1973, §504 and 508. OSD aims to continue utilizing SSF funding to support its goal of providing timely support services to students with disabilities (as mandated by federal laws) and to support their academic success and student development. Student success fees currently fund activities directly supporting services to approximately 1,300 students with varied disability-related limitations and needs for accommodations.

The augment of additional SSF funds for OSD provides essential support for the increased demand for in-house, real-time captioners and interpreters (contractual staff). During this past academic year, OSD has had to increase agency support services as there has been an increase in specialized ASL interpreting to accommodate students with dual diagnoses. Additionally, the funding will also go to address support service requests that require more than one service provider for extended alternative instruction (Zoom) sessions. To provide a seamless transition between two real-time captioners (support service providers) while they are providing a service to a student during class, it has required the utilization of the system called StreamText. The service has been introduced this academic year as it was needed to address this aspect of services that were being provided through alternative instruction sessions. The services are coordinated by a full-time Deaf and Hard of Hearing Services Coordinator to maximize accessibility and to minimize costs.

Also, notetaking services continue to provide important complementary support to the students who use ASL interpreting and real-time captioning. During AY 2019 - 2020, approximately 907 requests

for notetaking services were made by students with diverse disabilities including, but not limited to physical, visual, and learning. Of these requests, 546 students confirmed and used notetaking services during the semester. During AY 2020-2021, the number of requests reduced to 741, of which 357 requests were used and filled by volunteer notetakers. The highest number of requests come from students who have learning and psychiatric disabilities; both of which encompass the highest population served by the Office for Students with Disabilities. Although there is an 18% decrease in confirmed notetaking requests between AY 2019 and 2020; we anticipate a significant increase in the academic year 2021-2022 with the return of in-person instruction.

2. Measurable Outcomes – How is success defined?

Success is defined as students with disabilities achieving their academic goals. It is measured through the quantitative assessment of quarterly GPAs and persistence and graduation rates. Data continues to be consistently collected by OSD with the assistance of the Institutional Effectiveness (IE) office. Institutional Effectiveness has set up a Tableau Dashboard with up-to-date statistical information regarding numbers of students registered with OSD, support service requests and need, and most importantly graduation rates of students with diverse disabilities. Additionally, OSD also collects the needed statistical information from our Accessible Information Management (AIM) system, which reports the courses in which students with disabilities enroll, term grade outcomes, GPA information, and it also tracks the rate at which students use their determining accommodations.

OSD also measures success and addresses areas where successes might not be occurring. Students who are not demonstrating successful completion rates towards their academic goals (as reported by their term grades) are scheduled for an overall performance review meeting. During the academic year 2020 - 2021, many students were presented with increasing challenges caused by the COVID-19 pandemic. Thus, we anticipate reevaluating support services established for many of our students and incorporate ways in which to support the challenges they experienced. OSD disability management specialist will address and evaluate disability-related challenges affecting students registered with OSD. If needed, a modification of the student support services will be evaluated and established where needed to improve the academic success possible for the student.

Finally, success is also defined by high student satisfaction levels with OSD services received. This is an important measurement because it will entail how the support services had to be modified to meet the needs of students with disabilities during alternative instruction. How students addressed their academics drastically changed and will continue to be modified as we approach a combination of in-person courses, and alternative instruction/online.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of the budget for this activity, if applicable. To what degree is activity-dependent on SSF funds? If previously funded, justify the reason for any increased funding.

OSD program objectives are being met as outlined in section 1. The SSF funding received increases the feasibility of hiring the necessary support staff to ensure timely delivery of quality and appropriate support services. The one-time augment requested will allow for the potential increase in contractual services that will need to be used to accommodate the anticipated increase for Fall Semester, 2021.

For example, Deaf and/or Hard of Hearing services continue to be provided by OSD as mandated by law. Increased SSF funding is needed to offset the growing student population, the associated influx of accommodation requests, and the increases in the required benefits for the DHH coordinator and the support service providers (Test Proctors, Real-Time Captioners, and American Sign Language interpreters).

This upcoming year, OSD would like to implement and utilize the following:

1. StreamText to facilitate the seamless transition between two real-time captioners when providing support services to Deaf and Hard of Hearing students during alternative instruction sessions, as well as in-person classes.
2. Notetaking Express to increase the viability of providing notetaking services to students with diverse disabilities without the delay that is sometimes inevitable when recruiting volunteers from the class.
3. Increase recruitment of in-house support staff (ASL interpreters and real-time captioners), as well as provide viable options of agency services for the increasing need of specialized support services.

Augment funds were not available during the academic year 2020 – 2021 to address some of the services aforementioned. However, SSF funds significantly increase the viability of additional support services to address the increasing needs of the diverse disability community registered with OSD.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

The outcomes discussed in section 2 will continue to be measured and assessed utilizing the data provided by the OSD AIM system which will alert the student disability management specialist to a decrease in student performance. Also, OSD will continue to evaluate term reports from Institutional Effectiveness as provided in the OSD Tableau Dashboard. Information that will include student retention and graduation rates to assess success rates that support the academic outcome of students with disabilities. More importantly, the assessment tools developed as part of the Division of Student Life Assessment Plan will address more than student satisfaction, it will provide a better understanding of how students view and utilize accommodations.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

STUDENT SUCCESS FEE (SSF)

FISCAL YEAR [REDACTED]

RAP - 2E:

DEPARTMENT BUDGET REQUEST
FORM A

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Student Life	Funding:
Sub-Div/College:	[REDACTED]	Baseline: New Program <input checked="" type="checkbox"/>
Department:	Dean of Students	Baseline: On-going Program <input type="checkbox"/>
Prepared By:	Frangelo Ayran	One-time: <input type="checkbox"/>
SSF Category:	Student Development and Career Services	Division Rank: [REDACTED]
Proposal Title:	Spirit Collaborations Program	

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

The Spirit Collaborations Program aims to enhance campus spirit and pride by working in collaboration with various University partners to develop and implement welcoming and inclusive events and activities associated with Golden Eagle Athletics games and teams. Previously, collaborative partners have included the following university departments: Athletics, Alumni Association, Associated Students, Inc., the Center for Student Involvement, Housing and Residence Life, New Student and Family Engagement, the Student Health Center and the Veterans Resource Center. These partners developed programs and activities that centered on athletic games that took place on campus that included baseball, soccer, basketball, and even track and field, with a primary goal of increasing campus awareness of the athletics program, supporting student athletic teams, and generating overall campus spirit and pride. Ultimately these goals are geared toward increasing student sense of belonging to the campus which can ultimately impact their overall campus connection, student engagement, and their academic progress and success. Additionally, each collaborative partner involved with these events and activities has an opportunity to further connect students with their own departmental program, resource, or service, thereby increasing student awareness and knowledge of available campus engagement and support opportunities. By increasing student sense of belonging through these events and by increasing student awareness of available campus resources, the Spirit Collaborations Program can impact both student success in their academic progress and in their engagement on campus.

2. Measurable Outcomes – How is success defined?

Success of these collaborative events has been measured through participant attendance and follow-up survey assessment of program attendees. We have previously utilized the Presence online platform to check students into events which provides us with important student demographic information that informs how our program participants identify such as which colleges they're a part of, how they identify racially/ethnically, how many times they have attended campus events in general. The check-in data also provides us with student contact information that allows us to provide future outreach for upcoming programs and more importantly allows us to survey students for their evaluation of the program they did attend. Measurable outcomes for this program would include assessing student likelihood of attending future athletic games, gauging their understanding of what it means to be a Golden Eagle, and measuring their overall student sense of belonging as a result of their attendance. Aside from the assessment approach we've employed, success for each of these events is generally gauged by attendance size, with numbers ranging from the low 300s to the highest number at approximately 1000 event attendees at Homecoming.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.)

In anticipation for a campus return to athletic events during the 2021-2022 academic year, the Spirit Collaborations Program would present an important opportunity for the campus to introduce to students, who may not have experienced the previous in-person events, Cal State LA's spirit program offerings and the collaborative partner resources. This proposal aims to implement events and activities around upcoming campus-held athletic games. This would follow the traditional athletics schedule in the fall semester tied to men's and women's soccer and in the spring semester tied to men's and women's basketball during Homecoming week and tied to men's baseball toward the end of the academic term. These events will provide students with free admission to the games along with campus promotional items designed to increase student identity with and sense of belonging at Cal State LA. We also plan on providing free meals, entertainment and activities, and decorations at each of these events in order to incentivize attendance, address basic needs issues with food security students may face, and add campus spirit and pride to the overall ambiance of the event. Previous iterations of this program were funded primarily from previous one-time SSF funding as well as collaborative contributions from campus partners including ASI, CSI, Athletics and NSF. This proposal is for the creation and continuation of the Sprit Collaborations Program annually to primarily support future events around athletic games, given that these games occur annually and the benefits of increasing student campus spirit and pride, sense of belonging, and connection to available campus resources and programs can and should also occur in accordance with these games.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

The outcomes identified in section 2 will be measured through continued use of the Presence platform to check-in students at each of the events and from there provide them an assessment tool to evaluate the outcomes previously identified: assessing student likelihood of attending future athletic games, gauging their understanding of what it means to be a Golden Eagle, and measuring their overall student sense of belonging. Incentives for participating in the assessment can also help encourage students to complete the assessment tool.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN - SSF FUNDS
FISCAL YEAR: 2021 - 2022

Department Budget Request - Detail
Form C

Division Rank: _____

College: _____
Proposal Title: Spirit Collaborations Program
Department: Dean of Students
Department ID: 491202

Division: Student Life
SSF Category: Student Development and Career Services
Funding: One-Time
Prepared By: Frangelo Ayran

Use the form below to detail projected expenses for Student Success Fee Activities.
 For requests for new full-time permanent positions, add in benefits costs of 56%.

Compensation*		Supplies		Services		Other	
	\$ -	Fall Equipment Rental	\$ 2,000.00	Fall Food Vendor	\$ 7,000.00		\$ -
	\$ -	Fall T-shirts	\$ 3,000.00	Homecoming Food	\$ 20,000.00		\$ -
	\$ -	Homecoming Equipmen	\$ 3,000.00	Homecoming Activities	\$ 6,000.00		\$ -
	\$ -	Homecoming Shirts	\$ 3,000.00	Spring Food Vendor	\$ 6,000.00		\$ -
	\$ -	Spring Equipment	\$ 3,000.00				\$ -
	\$ -	Spring Shirts	\$ 3,000.00		\$ -		\$ -
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Total	\$ -	Total	\$ 17,000.00	Total	\$ 39,000.00	Total	\$ -

Benefits	
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
Total	\$ -

SSF REQUEST TOTAL: \$ 56,000.00

Fund Code:	SF012
Dept ID:	491202
Program Code:	T0069

OTHER FUNDING:	Prior Year	Estimated Current Year
General Fund		
Program Revenue		
Other		

Amount Approved: \$ 56,000

* Compensation includes Student Assistants, Full-Time and Part-Time Staff and Faculty, Temp Help, etc. On-going base funded positions must reflect current actuals.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

STUDENT SUCCESS FEE (SSF)

FISCAL YEAR [REDACTED]

RAP - 2E:

DEPARTMENT BUDGET REQUEST
FORM A

A department budget request package (RAP-2E; Form A, B, and C) must be submitted for all funding requests, including all baseline and one-time programs.

Division:	Student Life	Funding:
Sub-Div/College:	[REDACTED]	Baseline: New Program <input checked="" type="checkbox"/>
Department:	Dean of Students	Baseline: On-going Program <input type="checkbox"/>
Prepared By:	Frangelo Ayran	One-time: <input type="checkbox"/>
SSF Category:	Student Development and Career Services	Division Rank: [REDACTED]
Proposal Title:	Wellness Week Program	

NEW BUDGET REQUEST – ESSENTIAL OPERATIONS

1. Program Overview – What do we want to achieve? (Include program description and objectives; number of student served; courses/programs the activity is related to and how the activity will further the objectives of the courses/programs.

The Wellness Week Program aims to connect and encourage students to explore the 8 Dimensions of Wellness through workshops and activities during Wellness Weeks that take place once a semester! Through programs and workshops students can learn how their well-being in these different dimensions connects to their overall student development and success. Previously, collaborative partners have included the following university departments: Athletics, Alumni Association, Associated Students, Inc., CalFresh Outreach, Career Development Center, Center for Academic Success, Center for Student Involvement, Counseling and Psychological Services, Cross Cultural Centers, Dreamers Resource Center, Food Pantry, Housing and Residence Life, Kinesiology and Nutritional Science, New Student and Family Engagement, Student Health Center, Recreation, University Library, and the Veterans Resource Center. These partners developed programs and activities that centered on the following 8 Dimensions of Wellness: physical, spiritual, intellectual, emotional, financial, occupational, environmental, and social. Ultimately these dimensions and their associated programs are geared toward increasing student knowledge of and skillsets toward developing their sense of health and wellness. Collaborative partners also have an opportunity to further connect students with their own departmental program, resource, or service, thereby increasing student awareness and knowledge of available campus engagement and support opportunities. By increasing student sense of health and wellness through these events and by increasing student awareness of available campus resources, the Wellness Week Program can impact both student success in their academic progress and in their engagement on campus.

2. Measurable Outcomes – How is success defined?

Success of these collaborative events has been measured through participant attendance and follow-up survey assessment of program attendees. We have previously utilized the Presence online platform to check students (in-person) into events which provides us with important student demographic information that informs how our program participants identify such as which colleges they're a part of, how they identify racially/ethnically, how many times they have attended campus events in general. The check-in data also provides us with student contact information that allows us to provide future outreach for upcoming programs and more importantly allows us to survey students for their evaluation of the program they did attend. Measurable outcomes for this program would include assessing student likelihood of incorporating new health and wellness skills, gauging their understanding of available health and wellness resources, and measuring the impact made to their overall health and wellbeing as a result of their attendance.

3. Program Plan – How will it be achieved? (Detail how objectives were met, including other funding sources and percentage of budget for this activity, if applicable. To what degree is activity dependent on SSF funds? If previously funded, justify the reason for any increase funding.

In anticipation for a campus return to in-person events during the 2021-2022 academic year, the Wellness Week Program would present an important opportunity for the campus to introduce to students, who may not have experienced the previous in-person events, Cal State LA's wellness programs and the collaborative partner resources. This proposal aims to implement events and activities around once a semester toward a dedicated week of wellness events. Previous iterations of this program, which have occurred now for three years, were funded primarily from previous one-time SSF funding as well as one-time support from related grants designed for promoting health and wellness. This proposal is for the creation and continuation of the Wellness Week Program to occur bi-annually in order to continue connecting students to available campus resources and more importantly provide collaborative approaches at developing student health and wellness which can ultimately add to their personal growth and development and academic success.

4. Assessment Method – How will the outcomes identified in #2 be specifically measured?

The outcomes identified in section 2 will be measured through continued use of the Presence platform to check-in students at each of the events and from there provide them an assessment tool to evaluate the outcomes previously identified: assessing student likelihood of incorporating new health and wellness skills, gauging their understanding of available health and wellness resources, and measuring the impact made to their overall health and wellbeing as a result of their attendance. Incentives for participating in the assessment can also help encourage students to complete the assessment tool.



**CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN - SSF FUNDS
FISCAL YEAR: 2021 - 2022**

**Department Budget Request - Detail
Form C**

College: _____ **Division:** Student Life **Division Rank:** _____
Proposal Title: Wellness Weeks (fall and spring semesters) **SSF Category:** Student Development and Career Services
Department: Dean of Students **Funding:** One-Time
Department ID: 491202 **Prepared By:** Frangelo Ayran

Use the form below to detail projected expenses for Student Success Fee Activities.
 For requests for new full-time permanent positions, add in benefits costs of 56%.

Compensation*		Supplies		Services		Other	
	\$ -	Fall Outreach	\$ 1,000.00	Fall Programming	\$ 10,000.00		\$ -
	\$ -	Fall Prizes/Giveaways	\$ 2,000.00	Spring Programming	\$ 12,000.00		\$ -
	\$ -	Spring Outreach	\$ 3,000.00				\$ -
	\$ -	Spring Prizes/Giveaway	\$ 3,000.00		\$ -		\$ -
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Total	\$ -	Total	\$ 9,000.00	Total	\$ 22,000.00	Total	\$ -

SSF REQUEST TOTAL: \$ 31,000.00

Fund Code:	SF012
Dept ID:	491202
Program Code:	T0070

OTHER FUNDING:	Prior Year	Estimated Current Year
General Fund		
Program Revenue		
Other		

Amount Approved: \$ 31,000

* Compensation includes Student Assistants, Full-Time and Part-Time Staff and Faculty, Temp Help, etc. On-going base funded positions must reflect current actuals.