STUDENT SUCCESS FEE - ACADEMIC RELATED PROGRAMS

2018/2019 FINAL REPORT

SAN DIEGO STATE UNIVERSITY
Executive Summary - Student Success Fee – Academic Related Programs 2018/2019

SSF-ARP commenced in the Fall of 2014 and presented students with the opportunity to enhance their overall educational achievement. Unlike standard grants, the SSF-ARP experience is completely student driven and provides students the opportunity to present their proposals to student-selected committees. Students submit proposals in the fall and are notified at the end of the semester if their proposal has been awarded. If awarded, students may then begin the implementation of their proposals the following spring. Here are highlights of the 2018/2019 Academic Year:

- 228 Proposals submitted
- Proposals were evaluated in a multi-stage, student driven process
- 100 Proposals funded
- $1,575,000 in funding
- 100% of awarded proposals attended an SSF-ARP budget workshop
- 14 students on average worked on a given project
- Projects were comprised of a range of activities including, but not limited to, conference hosting/attendance, invited speakers, field trips for in-site data collection and learning, rocket building, and performing arts productions
- 100% of funded projects submitted final reports
- 93% of submitted final reports completed projects by May 15th, 2019
- Post-project survey of the students involved in a project revealed:
  - 99% reported the project positively contributed to their educational experience
  - 100% would recommend participation in SSF-ARP to their peers
  - It is estimated that a total of 14,062 students were impacted by the projects mostly as consumers (e.g. audience, conference participants)
- These findings will inform improvements in the SSF-ARP process
About Student Success Fee – Academic Related Programs

In the Spring of 2014, a new mandatory Student Success Fee (SSF) was approved, effective Fall 2014. A portion of the fee (10%) is dedicated to enhancing student success through Academic Related Programs. The remaining portion of the fee (90%) is used to increase the number of tenure-track faculty lines and course sections.

Academic Related Programs (ARPs) are defined as those activities and programs which extend the formal learning experience in a course or academic program. They provide an opportunity for students to become engaged and involved in their education outside of their academic courses to enrich their overall educational experience. ARPs require a faculty, staff, or campus administrator in a support role to the students working on specific projects. Examples of ARPs include, but are not limited to, student colloquia, lecture series, seminars, student projects, student competitions, student forums, student exhibitions, student productions, student performances, and participation at professional conferences. To learn more about SSF-ARP and its policy and procedures, please visit the SSF Webpage.
Student Success Fee – Academic Related Programs 2018-2019

When the fee was approved in the Spring of 2014, it was agreed to be phased over a four-year period as shown in the table below. Now in its fifth year of implementation for the 2018/2019 academic year, SSF-ARP fees are $207 per semester.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee Summer</td>
<td>—</td>
<td>$25</td>
<td>$50</td>
<td>$75</td>
<td>$100</td>
</tr>
<tr>
<td>Fee Fall</td>
<td>$50</td>
<td>$100</td>
<td>$150</td>
<td>$200</td>
<td>$207</td>
</tr>
<tr>
<td>Fee Spring</td>
<td>$50</td>
<td>$100</td>
<td>$150</td>
<td>$200</td>
<td>$207</td>
</tr>
<tr>
<td>Total Funds Available</td>
<td>$300,000</td>
<td>$600,000</td>
<td>$950,000</td>
<td>$1,525,000</td>
<td>$1,575,000</td>
</tr>
</tbody>
</table>

[*] Annual fee increase based on Higher Education Price Index (HEPI) starting in fall 2018.

In 2018/2019 SSF-ARP had 228 proposal submissions with 100 proposals funded for a total of $1,575,000 in funding. Here is the breakdown of proposals by college:

<table>
<thead>
<tr>
<th>College</th>
<th># Proposals Funded</th>
<th># Proposals Submitted</th>
<th>% Proposal Success Rate</th>
<th>Amount Awarded</th>
<th>% of Overall Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Letters</td>
<td>12</td>
<td>37</td>
<td>32%</td>
<td>$143,162</td>
<td>9%</td>
</tr>
<tr>
<td>Business</td>
<td>8</td>
<td>11</td>
<td>73%</td>
<td>$126,922</td>
<td>8%</td>
</tr>
<tr>
<td>Education</td>
<td>14</td>
<td>28</td>
<td>50%</td>
<td>$158,732</td>
<td>10%</td>
</tr>
<tr>
<td>Engineering</td>
<td>15</td>
<td>33</td>
<td>45%</td>
<td>$158,020</td>
<td>10%</td>
</tr>
<tr>
<td>Health &amp; Human Services</td>
<td>23</td>
<td>37</td>
<td>62%</td>
<td>$415,030</td>
<td>26%</td>
</tr>
<tr>
<td>PSFA</td>
<td>17</td>
<td>50</td>
<td>34%</td>
<td>$328,220</td>
<td>21%</td>
</tr>
<tr>
<td>Sciences</td>
<td>7</td>
<td>23</td>
<td>30%</td>
<td>$121,226</td>
<td>8%</td>
</tr>
<tr>
<td>DAESA</td>
<td>4</td>
<td>9</td>
<td>44%</td>
<td>$123,688</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>228</td>
<td>44%</td>
<td>$1,575,000</td>
<td>100%</td>
</tr>
</tbody>
</table>

Below is a breakdown of the 100 funded proposals by class level*:

<table>
<thead>
<tr>
<th></th>
<th># Proposals Funded</th>
<th># Proposals Submitted</th>
<th>% Proposal Success Rate</th>
<th>Amount Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>63</td>
<td>137</td>
<td>46%</td>
<td>$938,392</td>
</tr>
<tr>
<td>Graduate</td>
<td>37</td>
<td>91</td>
<td>41%</td>
<td>$636,608</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>228</td>
<td>44%</td>
<td>$1,575,000</td>
</tr>
</tbody>
</table>

[*] Information only reflects class level of student project lead. Projects may have included students of all class levels.
Proposal Evaluation Process

• Application available online for students to submit beginning August 30, 2018
• Students submitted proposals by due date of October 5, 2018 to SSF email: studentsuccessfee@sdsu.edu
• Three levels of evaluation
  o Level 1: College Review – Each college formed a review committee to review proposals with the purpose of vetting the proposals and sorting them into two tiers based on quality. Each college review committee consisted of:
    ▪ At least 3 students
    ▪ No more than one student from each department or school
    ▪ At least one faculty member with a stipulation that there will be no more than 4:1 students to faculty ratio
    ▪ Dean’s office representative: Assistant or Associate Dean
  o Level 2: Campus Level Review within Funding Category - These committees were formed to evaluate proposals within one of three funding categories with the purpose of rank ordering based on their academic related contribution and student involvement.
    ▪ Funding Categories:
      • Proposals requesting: $1-$7,499
      • Proposals requesting: $7,500-$19,999
      • Proposals requesting: $20,000 or higher
    ▪ Each of the three review committees consisted of:
      o 2 A/S CFAC Members
      o 7 undergraduate students
      o 2 graduate students selected by GRA
      o 2 Faculty Administrators – from Level 1 Review
      o Ex-Officio CFAC Member
  o Level 3: Budgets and Awards Committee was formed to make budgetary decisions and approve projects for awards.
    ▪ The committee consisted of:
      • 6 A/S CFAC Members
      • Assisted by 3 Ex-Officio CFAC Members
    ▪ Committee established amount of money available per funding category with $100,000 minimum per category
    ▪ Committee reviewed and modified, if necessary, the budget requests to ensure they conformed with policy guidelines
• The Associated Students President then announced the awards. The announcement was available on the SSF webpage, along with a written explanation as to why the awarded proposals were highlighted and how the allocation of funds to each level was determined.
SSF-ARP Student Leaders Final Report Survey

The final report survey was implemented to gauge students’ overall experience with the program. The data collected includes the benefits, challenges, and recommendations for conducting an SSF-ARP project. The survey was sent to all student leaders listed on each project proposal. Concerted efforts were made to simplify and facilitate the filing of the final report (e.g. multiple reminders). The summary of these findings, capture the survey results of 100% of the SSF-ARP funded proposals for the 2018/2019 academic year, the highest reported submission rate ever. Below is the comparison of submitted surveys to the previous three years.

![Graph showing SSF-ARP Final Report Submission Rate]

Below is a breakdown of the 100 funded proposals by project activity type:

<table>
<thead>
<tr>
<th>Breakdown of SSF-ARP Activity Type</th>
<th># Approved proposals</th>
<th>$ Allocation Amount</th>
<th>% of Overall $ Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest Lecture</td>
<td>39</td>
<td>$657,310</td>
<td>42%</td>
</tr>
<tr>
<td>Student Travel</td>
<td>35</td>
<td>$596,092</td>
<td>38%</td>
</tr>
<tr>
<td>Team Student Project</td>
<td>26</td>
<td>$321,598</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>$1,575,000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
SSF-ARP in the context of the overall educational experience

Students found their projects to be useful in regards to their professional development. Most of the events afforded students an opportunity to develop a variety of skills in such areas as event coordination, project management, leadership, networking, budgeting, grant-writing, marketing, public speaking, teamwork and problem-solving. The top three skills students developed were project management, leadership, and event coordination as illustrated by the chart below.
Notable benefits from working on an SSF-ARP

The majority of students felt that working on their SSF project contributed a great deal to their educational experience at SDSU.

In addition, the majority, 94% of eligible students indicated that they would be likely to apply for SSF funding again in the future.

Students often found the most rewarding aspects of their projects to be the practical skills learned from working on their proposals. In addition to skills learned, students often enjoyed seeing their peers benefit from the project, whether it was through a lecture series, workshop, competition, or conference. Here are some of the additional benefits students stated having while working on their project:

- Relationships established as a result of working towards common goal
Grant writing experience
• Networking/Interacting with high industry leaders
• Logistical skills of event planning
• Excitement of completing the project

Challenges

Of the 100 final survey responses, approximately 35% found the implementation of their project to be difficult, a decrease of 28% from 2017. The greatest challenge students faced was their lack of applied skills. Furthermore, students also experienced difficulties in adhering to the policy and submission of expenditure paperwork. Additional challenges students faced included:

• Communication
• Coordinating travel
• Meeting deadlines
• Finances
• Lack of flexibility with budget
• Marketing
• Logistics
• Time management

Suggestions for Improvement

Key suggestions included clarifying directions for SSF-ARP policy and procedures and adding more workshops throughout the year. Here are some of the additional recommendations:

• Share awardee contact information online
• Application workshops
• Advertise the program more
• More online resources
• Improve paperwork process for submitting expenses
• Expand timeframe for projects
Message to Novices in the SSF-ARP Process

As illustrated by the chart below, 100% of students **recommended SSF-ARP as a funding source** for their projects to their classmates.

- Extremely likely: 91%
- Somewhat likely: 9%
- Extremely unlikely: 0%
- Somewhat unlikely: 0%

Students were also asked for words of wisdom to share with their peers contemplating an SSF-ARP application. They volunteered many recommendations with the most common being:

- Understand impact
- Don’t be afraid to apply or to reapply if you are not awarded
- Utilize your advisors
- Attend workshops
- Be patient, be flexible
- Dream big, plan ahead
- Stick to your timeline
- Maintain transparency with speakers
- Have a committed team
- Overestimate on budget to ensure you do not go over
- Follow your passion

Conclusion

The majority of students completed their projects and found the experience relevant and rewarding. Student projects strengthened their event coordination, project management, leadership, and real world experience.

As a result of the discoveries from the submitted reports the following improvements are planned for the upcoming year:

- Updated website (Webinars, forms, events)
- Increased marketing
- Example budgets