

AY 2019- 2020 / SSI ANNUAL REPORTING PLAN 2020

Advising & Academic Services / Student Success Peer Advising 2020 Report

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Plan Item was last modified on 5/15/20, 4:09 PM

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Template:

SSI Annual Report

Dept./Program/Project Name: :

Advising & Academic Services / Student Success Peer Advising 2020 Report

University Division::

Academic Affairs

Name of person Responsible for overseeing SSI project/activities::

Eduardo A. Mendoza

Email Address::

emendoza@csusb.edu

Title::

Director of Advising & Academic Services

Funding Type:

Recurring funding,

Extension::

73025

Total SSI amount allocated this year::

47,500.00

Total SSI amount expended this year::

47,500.00

Number of unique students served (July1-Winter Quarter):

3,064

SSI Program/Project Overview :

The Student Success Peer Advisors (SSPAs) within Advising and Academic Services provide peer-to-peer advising and support primarily for Undeclared first-year freshmen students with regard to the academic policies, regulations, and procedures of the CSU San Bernardino campus. SSPAs aid in students' successful transition into the university from the time they attend orientation, and throughout their first year.

SSPAs develop and maintain relationships with campus resources, personnel, other peer advising groups as well as professional academic advisors. They serve as a branch of Advising and Academic Services (AAS), and provide support for a multitude of outreach efforts from AAS including, but not limited to, an extensive role in Orientation (Coyote Prep), quarterly Coyote Advising, Coyote One Stop, Finals Encouragement Week campaigns, academic advising workshops, and professional development. The SSPAs are comprised of students from various academic levels and disciplines. They have a responsibility to provide effective academic peer advising, exploration of majors, and resource referral to approximately 286 undeclared first-year freshmen on a quarterly basis each academic year.

As a result of a student's interaction with a Student Success Peer Advisor, the student will:

- Be able to locate and utilize at least one campus resource pertinent to their needs.
Effectiveness and progress toward this outcome is to be determined through survey results gathered from an advising exit survey to be completed by the undeclared freshman student who received advising from a peer advisor.
- Be able to utilize their Program Advising Worksheet (PAWS) in determining courses needed for their major.

Effectiveness and progress toward this outcome is to be determined through survey results gathered from an advising exit survey to be completed by the undeclared freshman student who received advising from a peer advisor.

- Be able to select courses that embody a balanced schedule.

Effectiveness and progress toward this outcome is to be determined by monitoring the percentage of undeclared major students on probation versus those with a declared major.

- Be able to identify and employ various steps to help them declare a major in line with their goals and strengths.

Effectiveness and progress toward this outcome is to be determined by monitoring the rate at which students select a major, and persist within the major and/or the college of that major.

SSI-Funded Activities :

Summer 2019

SOAR: Student Success Peer Advisors assisted with the student registration component and preparation period (Coyote Prep) during the over the course of six student orientation days between July and August. A total of 16 student leaders were hired as Student Success Peer Advisors to assist with Coyote Prep and registration period during SOAR, which served an estimated 2,764 incoming first-time freshmen students.

Fall 2019 and Winter 2020

Undeclared Orientation: This orientation is specifically for Undeclared first-year freshmen. The SSPAs played a pivotal role in this event by conducting breakout sessions with their respective group of advisees for the academic year. During the break-out sessions, the students were introduced to their Peer Advisor, and were able to have their Fall class schedules reviewed by their peer advisors to assist in potential schedule changes. 227 students attended Undeclared Orientation. Undeclared Orientation took place prior to the start of the Fall term, and over the course of two sessions in September 2019.

Advising One Stop Tuesday, October 15, 2019: Continuing their support as in years past, the SSPAs assisted with checking students in, promoting the event throughout campus and through social media. The SSPAs also had their own table set up for students to ask questions, and undeclared students schedule appointments with them. The Office of Advising and Academic Services hosts the Advising One Stop event to promote student engagement with academic resources on their pursuit of graduating. This event is ideal for students graduating within the academic year, but any student is likely to find value and tangible resources by attending.

Academic Advising Appointments: Eight Student Success Peer Advisors were responsible for meeting with first-time Undeclared freshmen on a quarterly basis to explore major options, discuss class selection for upcoming terms, and provide guidance and support for navigating the academic policies and resources on campus. Each SSPA was assigned to a group of approximately 35 students whom they will meet with at least once per quarter.

Advising Week Campaigns: Continuing their support as in years past, the Student Success Peer Advisors (SSPAs) participated in Coyote Advising Week to encourage students to meet with their respective advisors, and promoting services available to them from the Office of Advising & Academic Services. SSPAs provided outreach on behalf of Advising & Academic Services by walking the campus to answer questions, hand out informational flyers, and promoting advising efforts through social media engagement.

Finals Encouragement Week Campaign: Continuing their support as in years past, during finals week each term, the SSPAs, in conjunction with the professional advisors within Advising & Academic Services, provide resources (scantrons, pens, pencils, snacks, giveaways) and encouragement throughout the campus to students studying for final exams, and completing final projects and assignments.

Excessive Unit Seniors who have earned 216 units and above: Eight Student Success Peer Advisors were responsible for schedule checking 305 senior schedules in Fall 2019. to see if they are on track to graduate. SSPAs in conjunction of advisor Elizabeth Sandoval and Erika Hernandez emailed student who were not on track to graduate and offered advising and resources to graduate. Each SSPA was assigned to a group of approximately 40 students whom they email, called and met with if needed.

Progress Toward Outcomes/Cumulative Findings::

According to exit survey results, students who visited with an SSPA were referred to multiple resources within each visit. The Student Success Peer Advising Center refers its students to an average of 12 campus resources each term. The top four referrals have been made to:

- An advisor in another academic department
- Advising and Academic Services
- The Career Center
- Counseling and Psychological Services

According to exit survey results, approximately a combined 726 referrals have been made since the beginning of the academic year.

According to exit survey results, 99.72 of students who met with an SSPA indicated their advising appointment was beneficial, and 86.20% indicating they 'strongly agree' that their appointment was beneficial. Approximately 100% of students indicated that their questions were answered thoroughly, and 100% of students would recommend meeting with an SSPA.

According to exit survey results, 29.34% of students indicated they have a better understanding of their PAWS report as a result of meeting with an SSPA.

According to data gathered from a EAB, approximately 20% of first-time freshmen students who began the academic year as an Undeclared major, and were seen by SSPAs, have declared their major. This statistic is significant because these students met with SSPAs in their first year, and received foundational guidance on the process of major exploration. These students engaged with our office on a quarterly basis through workshops and outreach sponsored by SSI funding for Student Success Peer Advising.

Linked Documents

There are no attachments.

Attached Files

[Survey SSPAs 2019-2020 Percentages.pptx](#)

[Survey SSPAs 2019-2020.pdf](#)

[Survey SSPAs 2019-2020.xlsx](#)

Recommendations for Continuous Improvement Efforts: :

From the analysis of assessment results, Student Success Peer Advising and the additional efforts to support academic success within our funding allocation, has done well with listening intently to student concerns and addressing them during appointments. During advising appointments, students have identified majors of interest, and the Fall 2019 & Winter 2020 Declare day focused on bringing in representatives of those majors to help students make informed decisions within their declaration process. We are also doing a good job with informing students of key aspects surrounding their academic goals. Where we can improve is following up with students to ensure they have reached out to resources or referrals given by the SSPAs. It is a matter of accountability, and true peer-to-peer support of student success.

As we get closer to the semester conversion, it is critical for Undeclared students to be informed about the route they intend on taking toward declaring a major. Ensuring that our office is equipped with information about the academic support resources is a tangible step toward a student feeling more confidence in their decision-making. This can be achieved through a **quarterly** outreach to representatives from these resources to speak to the SSPAs about services offered and upcoming special events tied to helping students make informed decisions.

Resources for Continuous Improvement Efforts:

Intentional and concerted efforts to leverage student advising outreach within the conversion process. This includes continued support from campus partners in the realm of collaboration opportunities. Utilizing student leaders such as the SSPAs to interact with the student body may be another method of providing service to a broader range of students and student needs.

Challenges:

The 2019-2020 academic year has not yielded any challenges worth noting.

Budget Summary:

Linked Documents

There are no attachments.

Attached Files

[Advising and Academic Services 2019-2020 SSI Final Report.xlsx](#)

Check-in/Utilization Data:

Linked Documents

There are no attachments.

Attached Files

[Coyote One Stop Event 2019.xlsx](#)

[Declare Day Winter 2020.xlsx](#)

[Finals Week Encouragement_Fall2019Report.docx](#)

[Finals Week Encouragement_Winter2020Report.docx](#)

[Orientation 2019 First Time Freshman.xlsx](#)

[Senior List for NMT Winter 2020.xlsx](#)

[UDCL Students Fall 2019.xlsx](#)

[UDCL Students Winter 2020.xlsx](#)

[Undeclared \(First-Time Freshman\) Fall 2019 & Winter 2020 Advising Hold List.xlsx](#)

[Undeclared Orientation 2019.xlsx](#)

[Undeclared Students Fall 2019 & Winter 2020.docx](#)

Feedback on Reporting:**Start:**

7/1/2019

End:

6/30/2020

Progress:

completed

Responsible Users:

Eduardo Mendoza (000051258) , LeShay Dorsey (004176925)

Providing Department:

Advising and Academic Services

Related Items

No connections made