

SSI Annual Report

Response ID:52 Data

1. Page One

Dept./Program/Project Name:

Advising and Academic Services / Student Success Peer Advising

University Division:

Academic Affairs

Person Responsible for Overseeing SSI Project/Activities:

Name : Eduardo A. Mendoza

Title : Director of Advising and Academic Services

Email Address : emendoza@csusb.edu

Extension : 73025

Person Preparing Report (if different than above):

Name : Evelyn Knox

Title : Pan-African Collegiate Scholars Coordinator

Email Address : eknox@csusb.edu

Extension : 75959

2.

Total SSI amount allocated this year:

\$47,500.00

Total SSI amount expended thus far:

\$52,185.62

Number of unique students served (July 1 - Winter Quarter):

2863

3. (untitled)

SSI Program/Project Overview: In 750 words or less, describe the overarching purpose, goals and outcomes of your SSI-funded project(s), program(s), etc.

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 SOAR, quarterly Coyote Advising and 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 300 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.

4. (untitled)

Alignment to ILOs: To which of the following Institutional Learning Outcomes (ILOs) do you feel as though your SSI-funded project aligns? (Check all that apply.) Details regarding the ILOs can be found on [Office of Academic Programs website](#).

Breadth of Knowledge

Depth of Knowledge

Critical Literacies

Ways of Reasoning and Inquiry

Integrative Learning

Engagement in the Campus, Local, and Global Communities

Diversity and Inclusion

5. (untitled)

SSI-Funded Activities: Please list and describe the activities undertaken through winter quarter with your SSI allocation. This section should address only those activities occurring this fiscal year.

Summer 2018

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 24 student leaders were hired as Student Success Peer Advisors to assist with Coyote Prep and registration period during SOAR, which served an estimated 2,633 incoming first-time freshmen students.

Fall 2018

Undeclared Orientation: This orientation is specifically for Undeclared first-year freshmen. The SSPAs played a pivotal role in this event by conducting break out 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. 179 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 2018.

Advising One Stop: 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.

Winter 2019

Undeclared Workshop with Career Center: A portion of the allocated SSI funds was used to conduct an exploratory workshop that Undeclared students were encouraged to attend as part of their quarterly advising in January 2019. The workshop was held in conjunction with the Career Center and advisors from the colleges to discuss some of the most sought after majors on campus. The SSPAs role during this workshop is to schedule advising appointments with their advisees, assisting with course selection at the end of each workshop, and answering student questions.

Fall 2018 and Winter 2019

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) and encouragement throughout the campus to students studying for final exams, and completing final projects and assignments.

6. (untitled)

Progress Towards Outcomes/Cumulative Findings: Describe the progress you have made toward your original SSI goals and outcomes through winter quarter. Indicate clearly how student success was enhanced by your program or service/s. Be sure to include the measures you employed and evidence/data you collected for each outcome where appropriate.

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 five referrals have been made to:

- An advisor in another academic department
- Advising and Academic Services
- The Career Center
- The Office of the Registrar
- Tutoring

According to exit survey results, approximately a combined 342 referrals have been made since the beginning of the academic year.

According to exit survey results, 98.4% of students who met with an SSPA indicated their advising appointment was beneficial, and 76.9% 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, 45.7% 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 PeopleSoft, approximately 25.1% of first-time freshmen students who began the academic year as an Undeclared major, and were seen by SSPAs, have declared their major. Approximately 57.9% of second and third year Undeclared students declared their major from the start of the academic year. 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.

7. (untitled)

Recommendations for Continual Improvement/Action Plan: Based on the analysis of your assessment results, what actionable steps can be taken to make improvements? How can you improve students' achievement of the SLO or your office's performance in terms of operations? What is your expected timeline?

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 Winter 2019 workshops 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 Continual Improvement/Action Plan: What additional resources, if any, are needed to bring the above continual improvements to fruition?

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.

8. (untitled)

Challenges: If applicable, please list any significant challenges encountered that have affected your ability to fully implement your intended activities or to reach your articulated outcomes. Please also indicate if you need assistance in addressing these challenges.

The 2018-2019 academic year has not yielded any challenges worth noting.

9. Budget Summary with Alignment to Outcomes and Activities

Budget Summary: Please account for all expenditures of SSI funds for this project using the SSI Annual Report Budget Summary Template. (The template can be found at <http://ssi.csusb.edu/assessment>.) Upload your completed summary here.

[SSI_Budget_2018-2019_AdvisingandAcademicServices-StudentSuccessPeerAdvising.xlsx](#)

10. (untitled)

Check-in/Usage Report: Please upload any check-in or usage data you have for students who have engaged with your project/program since July 1 through the end of winter quarter. Uploads should be in Excel and include, at minimum,

students' CoyoteIDs; password-protected SPSS files may be submitted via email to Institutional_Research@csusb.edu. Additional information such as date(s) of visit(s)/interaction(s) and students' names would also be helpful. (The Office of Institutional Research is working to establish an overall assessment of SSI; to do this, we need your help in collecting and sharing students' engagement with and usage of SSI-funded projects and programs.)

[Undeclared_Advising_Holds_Cleared_\(Fall_2018\).xlsx](#)

[2018_Undeclared_Orientation_\(Check_Ins\).xlsx](#)

[Exit_Survey_Results_\(Student_Success_Peer_Advising_Jul18-Mar19\).csv.xlsx](#)

[Undeclared_Advising_Holds_Cleared_\(Winter_2019\).xlsx](#)

[Undeclared_Workshop_RSVP_Win_2019.xlsx](#)

11. Thank You!

New Send Email

Apr 15, 2019 19:52:54 Success: Email Sent to: emendoza@csusb.edu, eknox@csusb.edu



Student Success Initiative Annual Report

Budget Summary with Alignment to Outcomes and Activities

Please save your completed summary using the following format: SSI_Budget_Year_Unit/Dept Name. You will be asked to upload this completed form as part of the online submission process.

Project Name: 2018-2019

University Division: "Other" Project Name:

Name and Title of Person Responsible for SSI/VTI Project:

Expenditure Description	Outcome(s) Supported	Supported Activities	EO 1060 Category (All VTI projects should be coded Expanded Technologies.)	Amount
<i>Peer Advisor's Salaries</i>	<i>Students will be able to locate at least one campus resources pertinent to their needs. Students will able to select courses that embody a balanced Students will be able to identify and employ various steps to help them declare a major in line with their goals and strengths Students will be able to utilize their PAWS in determining courses needed for their major.</i>	<i>Peer advising sessions with advisees, group workshop presentations/facilitation, promotion of Advising & Academic Service initiatives, academic resource referral</i>	Advising & Retention	\$ 23,565.25
<i>Student Success Peer Advising Center Supplies</i>	<i>Students will be able to identify various steps to help them declare a major in line with their goals and strengths.</i>	<i>Printing services, advising promotional outreach materials and supplies (general office supplies, printer/copier/fax machine)</i>	Advising & Retention	\$ 13,708.71
<i>Undeclared Workshop and Paraprofessional Development Training Support</i>	<i>Students will be able to identify various steps to help them declare a major in line with their goals and strengths.</i>	<i>Event room reservations and hospitality costs</i>	Advising & Retention	\$ 1,273.32
<i>SOAR Peer Advising</i>	<i>Students will be able to utilize their PAWS in determining courses needed for their major. Students will be able to select courses that embody a balanced schedule.</i>	<i>Peer advising support for freshman SOAR sessions and SOAR peer advisor training</i>	Advising & Retention	\$ 10,766.75
<i>Benefits</i>				\$ 156.07
<i>Travel</i>	<i>Support the development, growth of student training and travel</i>			\$ 2,715.52
GRAND TOTAL				\$ 52,185.62