

SSI Annual Report

Response ID:51 Data

1. Page One

Dept./Program/Project Name:

UGS Tutoring

University Division:

Academic Affairs

Person Responsible for Overseeing SSI Project/Activities:

Name : David Reyes

Title : Tutorial Program Coordinator

Email Address : djreyes@csusb.edu

Extension : 75038

Person Preparing Report (if different than above):

Name : Sara DeMoss

Title : Director, Coyote PLUS Programs

Email Address : sara.demoss@csusb.edu

Extension : 73764

2.

Total SSI amount allocated this year:

\$38,986.00

Total SSI amount expended thus far:

\$30,780.84

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

544

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.

Program Overview:

The Tutoring Center, a program housed within the Coyote PLUS Programs (Peer Led Undergraduate Success), provides peer-to-peer academic success services. Tutoring aims to provide a wide variety of accessible academic support to CSUSB students to enhance classroom learning and to foster a sense of self-efficacy. Learning is enhanced when students engage with peers who are knowledgeable in the respective subject matter. Students who attend tutoring experience increased confidence, gain a deeper understanding of the subject/discipline, develop key study and communication skills; all of which leads to the development of independent learning. Students develop trusting relationships with peer tutors and learn how to collaborate and engage in active learning. Ultimately, the tutoring program aligns with GI 2025 by supporting college transition for first time freshmen and incoming transfer students in courses with high DFWI rates.

We know, based off our 2017/2018 AY data, that students who attend tutoring experience reduced overall DFWI rates. The more times a student attends tutoring, the lower the overall DFWI rate is.

Retrieved from Institutional Research

<https://dashboard.csusb.edu/idashboards/html5/?guestuser=idashguest&dashID=371>

Knowing this, one of our major goals is to increase participation and encourage multiple visits and ongoing engagement. To do this, we considered accessibility of our services. To offer services extending beyond the traditional 8:00 a.m. – 5:00 p.m. workday, the tutorial program coordinator maintains a different schedule to ensure peer tutors have supervision after 5:00 p.m. We have established partnerships with the PALS center in the College of Education and with Jack H. Brown College of Business and Public Administration and offer tutoring services in various locations on campus. Additionally, we are planning to launch an online tutoring program this upcoming academic year. Finally, we are looking at diverse peer-to-peer learning models with the goal of providing students with options to meet unique learning needs.

In addition to serving and supporting the academic needs of our students, the tutoring program employs students as instructional student assistants (ISAs) – Tutors. This year, we have employed 15 instructional student assistant. Tutors work with students to introduce and/or reinforce study skills, inform and challenge students to think critically about concepts and materials, and coach students to comprehend, with confidence, course content. Tutors receive training and ongoing professional development. Participation equips ISAs with leadership, communication, and teaching skills needed to achieve career goals.

Program Goals

Our primary goal is to encourage students to utilize Coyote PLUS Programs peer-to-peer learning community services, to establish trusting and respectful relationships, to provide quality academic skills coaching and course content support, and to continuously find ways to make our services visible and accessible to students. The collective goals of the tutoring program is as follows:

- Support GI 2025 by providing services for courses with high DFWI rates
- Provide accessible peer-to-peer academic services
- Provide study skills coaching
- Promote student development by challenging students to engage with the course content during tutoring sessions
- Work collaboratively with colleges and campus resources to support students academically and professionally
- Provide opportunities for professional and leadership identity development by serving as an instructional student assistant
- Promote a culture of seeking services countering stigmas associated with help seeking.

Outcomes

- Increased number of students seeking tutoring services
- Increased number of visits per student
- Improved pass and completion rates for students who participate in tutoring
- Students who participate in tutoring will apply study skills techniques in associated course and beyond
- Students who serve as ISAs/Tutors will develop leadership and learning facilitation skills in an educational context

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

Creativity and Innovation
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.

Services Provided:

Fall 2018:

- 1,091 total visits
- 39 Courses
 - o Accounting
 - o Administration
 - o Biology
 - o Chemistry
 - o Computer Science
 - o Economics, Mathematics
 - o Nursing
 - o Physics
 - o Statistics
- 11 Tutors

Winter 2019

- 1,046 total visits
- 55 Courses
- 14 Tutors
- Tutoring After Dark
 - o Tutoring After Dark was an event that provided tutoring after normal Tutoring Center hours during the week before finals. Night time tutoring was provided from 6:00 p.m. to 10:00 p.m. from March 12 to March 14, 2019.
 - o 76 unique students attended the event.
 - o 5 subjects were offered (Biology, Chemistry, Economics, Mathematics, and Physics)
 - o 8 SSI funded tutors from the Tutoring Center participated. An additional 3 math tutors from the Math Department funded Embedded Tutoring Program participated as well.

Tutor Professional Development

- o Tutor Training Workshop
- o Tutor Check in Meetings

Collaboration and Events

Events:

- 10/8/18: SSI Resource Fair
- 1/8/19: Ask Me Table

Presentations:

- 10/3/18: USTD 100 Study Skills
- 10/15/18: EOP Mid-Quarter Meeting
- 10/16/18: EOP Mid-Quarter Meeting
- 10/22/18: Tutoring Center presentation to ADMN 210
- 1/22/19: Study Skills Workshop for all students

1/23/19: Study Skills Workshop for all students
1/24/19: Study Skills Workshop for all students
2/11/19: Study Skills Presentation for Alpha Phi

Study Skills:

10/10/18: Student Appointment
11/7/18: Student Appointment

Videos:

Collaborated on program awareness and student encouragement videos with Advising and Academic Services.

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.

Outcome Findings Fall 2018 – Winter 2019 Fall 2017 (SSI Funds only used Fall)

Unique Visits 544 356
Total Visits 2,137 1,298

Satisfaction/Evaluation Surveys Fall 2018 – Winter 2019 Fall 2017 (SSI Funds only used Fall)

Excellent 94% 89%
Good 6% 10%
Fair 0 1%
Poor 0 0
Unacceptable 0

0
Total Number of Surveys Completed 97
56

Social Media Student Engagement

Instagram Post Dates

Number of Views Number of likes

10/2/18 516 82
10/3/18 N/A 73
10/8/18 73
10/10/18 258 45
10/11/18 26
10/16/18 48
10/26/18 39
10/31/18 90
11/06/18 43
11/19/18 52
12/03/18 40
01/10/19 95
01/20/19 20
03/18/19 295 56
04/03/19 27

2017/2018 Information from Institutional Research (data not available for 2018/2019)

Visits Count DFWI Rate

1 to 4 1,261 23%
5 to 9 283 16%
10 to 14 106 13%
15 or more 67 14%

Based on the data, students have positive experiences and were satisfied with the knowledge and skills they acquired from tutoring. Additionally, the number of visits has increased this academic year. Student awareness, satisfaction and engagement on and off campus with the tutoring program is increasing.

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?

Tutoring's assessment results indicate a high level of satisfaction among students who use tutoring services. To make improvements, Tutoring should promote increased student awareness in the services provided to increase student usage. If the opportunity arises, Tutoring can create new programming opportunities and add additional subjects/courses tutored. This is an ongoing process.

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

Student Engagement

- Focus on social media presence
- Video collaboration with advising and academic services

Accessibility and Visibility

- Online tutoring pilot
- Expand campus partnerships to provide services across campus at various locations
- Collaborate with centers and programs for cross referrals
- Offer diverse peer-to-peer learning models to students
 - o Coordinated study sessions

Student Professional Development

- Continue to develop and improve upon ISA/Tutor training and professional development curriculum
 - o Ongoing training plan
 - o Educational/professional experiences (on and off campus)

Assessment

- Develop tools to assess the experience and professional development of ISAs/Tutors
- Strengthen collaboration with institutional research

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.

Space continues to be a challenge. We currently occupy UH-350 and during mid-terms and finals weeks, the space is heavily occupied. This affects our ability to serve more students. To address these challenges, we have looked into various models of

academic support. Embedded tutoring is an example and we had the opportunity to pilot an embedded tutoring program in collaboration with the Mathematics department. This pilot is currently funded by the Mathematics department, but is working well and reaching students. Embedded tutoring in other courses with high DFWI rates, is an area we would be interested in exploring, if funding permits.

Program goals, while similar, have changed to align with Coyote PLUS programs mission and goals were established.

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.

[Copy_of_SSI_Annual_Report_Budget_Summary_Template_Tutoring_C1230.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.)

[SSI_Check-In_Usage_Report_\(2018-2019\).xlsx](#)

11. Thank You!

New Send Email

Apr 15, 2019 19:30:09 Success: Email Sent to: djreyes@csusb.edu, sara.demoss@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
			Advising & Retention	
Temp Help				\$ -
Lm Sum Bonus				\$ 373.79
ISA				\$ 30,311.96
Benefits				\$ 95.09
GRAND TOTAL				\$ 30,780.84