

Student Success Initiative Year Three/Summative Report

As part of CSUSB's commitment to our students and our accountability regarding the use of their student success fees, it is important to periodically provide detailed, succinct information regarding how SSI funds were utilized to support specific outcomes-based programs, the intended goals and outcomes of those projects or programs, the measures used to assess said outcomes, the results of those measures.

Please use the following template when preparing your unit's Year Three/Summative Report for the SSI Executive Committee. Keep in mind this report should serve as both a summary of your Year Three activities, as well as a cumulative report of your project's/program's experience and results over the course of the entire three-year period since SSI funds were first allocated.

Reports will be due to **your respective vice president or dean by April 15**. Should you have any questions or concerns regarding the completion of this report, please contact *Joanna Oxendine* via email at *joxendin@csusb.edu*.

CONTACT INFORMATION

Department/Unit Receiving Funding: **Peer Advising Center (PAC), College of Natural Sciences (CNS)**

University Division: **Academic Affairs**

Name and Title of Person Responsible for Overseeing Your Department's SSI Activities: **Dr. Chris Lindfelt**

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SSI PROGRAM/PROJECT OVERVIEW: (Describe the original overarching purpose, goals and outcomes of your SSI-funded project(s), program(s), etc. Bulleted lists and/or tables are encouraged.)

The Peer Advising Center (PAC) for the College of Natural Sciences (CNS) provides academic advising for primarily undergraduate students who are enrolled in or are interested in majors within the college. Our Peer Advisors provide students with information on the requirements necessary to achieve their academic goals. Guidance each step of the way, including but not limited to: course selection, interpreting campus policies and procedures, operating MyCoyote account as well as staying up-to-date on changes and deadlines pertaining to their major.

Table 1: PAC Student Learning and Developmental Goals and Outcomes

Student Learning and Development Goals and Outcomes	
SLD GOAL 1: Students will develop a greater capacity to pursue their academic goals through their advising session.	
Outcome	Activity
Outcome 1.1: Students will assess, articulate, and acknowledge personal skills, abilities, and growth areas to achieve immediate and/or long-term academic goals.	Activity 1.1: Provide one-on-one academic advising Activity 1.2: Advisors will assist student in selecting and scheduling classes that are needed to meet general education and major requirements Activity 1.3: Advisors will refer students to campus resources Activity 1.4: Advisors will assist students in identifying adverse challenges such as GPA, personal, or work/academic limitations that affect successful academic progress. Activity 1.5: Advisors will assist students to distribute course loads according to their personal responsibilities and/or academic limitations. Measurement (Evaluations Methods) 1: End of session Satisfaction Survey
SLD GOAL 2: Students will acquire knowledge of academic requirements necessary to achieve their academic goals.	
Outcome 2.1: Students will demonstrate the ability to read and interpret their PAWS. In one-on-one advising sessions:	Activity 2.1.1: Advisors review curriculum requirement of chosen major. Activity 2.1.2: Advisors will teach students to read and interpret their PAWS Activity 2.1.3: Student will demonstrate their understanding by interpreting their PAWS in-session with their advisor. Measurement (Evaluations Methods) 2.1.2: End of session quiz for students to demonstrate the ability to generate and read their PAWS. In-Class Workshops and Group Advising sessions: Activity 2.1.3: Advisors review curriculum requirements of chosen major. Activity 2.1.4: Advisors will teach students to read and interpret their PAWS Measurement (Evaluations Methods): (see Measurement 1.2)
SLD GOAL 3: Students will apply knowledge of academic requirements to create an individualized academic plan.	
Outcome 3.1: Students will be able to create an individualized academic plan.	Activity 3.1.1: Advisors will provide standard degree roadmap to students. Activity 3.1.2: Advisors will assist students in selecting and scheduling classes needed to meet general education and major requirements. Activity 3.1.3: Advisors will assist students in building an individualized academic plan. Measurement (Evaluations Methods) 3: Number of students who create an individualized academic plan.

Table 2: PAC Operational Goals and Outcomes

Operational Goals and Outcomes	
OP GOAL 1: The CNS Advisors will provide needed information in a professional manner.	
Outcome	Activity
<p>OP Outcome 1.1: Peer Advisors will provide accurate information to students.</p>	<p>Action 1.1.1: Provide Peer Advisor Training Workshops on a quarterly basis. Action 1.1.2: Provide up-to-date information from majors in the department to ensure Peer Advisors provide accurate information.</p> <p style="padding-left: 40px;">Measurement 1.1.1: End of workshop quiz. Measurement: 1.1.2: Question on accuracy of information received on biannual student satisfaction survey (with CNS Advising services)</p>
<p>OP Outcome 1.2: Peer Advisors will provide useful information to student users.</p>	<p>Action 1.2.1: Require Peer Advisors to find out what students information needs are at the beginning of each advising session.</p> <p style="padding-left: 40px;">Measurement 1.2.1: Question on end of advising session survey on whether information received was useful to the student. Measurement: 1.2.2: Question on usefulness of information received on biannual student satisfaction survey (with CNS Advising services)</p>
<p>OP Outcome 1.3: Staff will demonstrate professionalism in interactions with students, as defined by the following behaviors and attitudes:</p> <ul style="list-style-type: none"> • Peer Advisors will be cordial, patient, maintain student confidentiality, and manage their session time effectively. 	<p>Action 1.3.1: Provide Peer Advisor Training Workshops on a quarterly basis. Action 1.3.2: Peer Advisors will attend staff meetings to discuss and improve professionalism in the office.</p> <p style="padding-left: 40px;">Measurement: 1.3.1: Students evaluate Peer Advisors' professionalism in end-of-session survey. Measurement 1.3.2: CNS Advising Center Coordinator evaluates Peer Advisors' professionalism quarterly. Measurement: 1.3.3: Questions on professionalism of services received on biannual student satisfaction survey (with CNS Advising services)</p>
OP GOAL 2: There will be greater awareness of the CNS Advising Center within the College of Natural Sciences.	
<p>Outcome 2.1: More students and faculty members report awareness of the CNS Advising Center.</p>	<p>Action 2.1.1: CNS Advising Center Coordinator will meet with non-participating departments to encourage them to allow CNS Advising Center to serve their students.</p> <p style="padding-left: 40px;">Measurement 2.1.1: Number of new departments participating with CNS Advising Center.</p> <p>Action 2.1.2: CNS Advising Center will participate in more events on campus {SOAR, Advising Week, Class Workshops, Group Advising, Open House and Transfer Day}</p> <p style="padding-left: 40px;">Measurement 2.1.1: Questions on level of awareness of CNS Advising Center on biannual student satisfaction survey</p>
OP GOAL 3: More students will take advantage of CNS Advising Center services.	
<p>Outcome 3.1: There will be an increase in student usage of the CNS Advising Center.</p>	<p>Action 3.1.1: Take steps to increase level of awareness of CNS Advising Center and the services it offers (see OP Goal 2 Actions). Action 3.1.2: Ensure that CNS Advising Center provides students with accurate, useful information and in a professional manner (see OP Goal 1 Actions).</p> <p style="padding-left: 40px;">Measurement 3.1: Count of number of students utilizing CNS Advising Center.</p>

SSI-FUNDED ACTIVITIES: (Please list and describe the activities undertaken for each year of the initial SSI allocation. If no activities were undertaken or funded for a particular year, please explain why.)

During year one and two of the SSI allocation, Dr. Cindy Paxton oversaw PAC. Based on available data, the following activities occurred during this period:

- Six peer advisors worked 20 hours each to advise pre-nursing students on admission and program requirements. Based on available data, 160 students were advised in Fall 2011.
- Intervention activities also conducted:
 - In Spring 2010, letters were mailed to approximately 250 pre-nursing students with GPA's below 2.99. Those students with GPA's below 2.5 who had at least 90 quarter units and who had been at CSUSB at least one year received a letter stating that they must make an appointment to consult with the Assistant Dean and be prepared to select a different major.
 - In Fall 2010 e-mail communication from Dean B. Robert Carlson's office was sent to those students with a GPA below 2.5 and who had not responded to the initial contact.
 - Academic Advising Holds were placed for students in the pre-nursing program who had a GPA lower than 2.5.

During year three of the SSI allocations, and currently, Erika Hernandez, Peer Advising Coordinator, oversees PAC:

- The center is open Monday through Friday 8am-5pm .Currently we have four certified peer advisors working eight hours a week, and one full-time advisor/coordinator.
 - Number of students advised by quarter:
 - Fall 2012 - 950
 - Winter 2013 - 234
 - Spring 2013 - 243
 - Summer 2013 - 232
 - Fall 2013 - 910
- In addition to one-on-one advising we participate in advising events such as SOAR, Advising Week, Open House, and Transfer Day. Our office offers class presentations, advising workshops and other campus events. During these events we assist students in the development and implementation of meaningful education plans that are compatible with their life goals. The advising events provide opportunities for students to access CSUSB resources. Students receive ongoing support empowering them to accomplish their personal, educational, and professional goals.
 - 1173 student were assisted during CSUSB SOAR 2013
 - 158 Students were assisted during Advising Week
 - 268 students attended advising workshops

ACCOMPLISHMENTS/PROGRESS TOWARDS OUTCOMES: (Describe the progress you have made each year toward your original SSI goals and outcomes. 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.)

Year one and two, under the supervision of Dr. Cindy Paxton, student progress was focused on successful entry into the Nursing program.

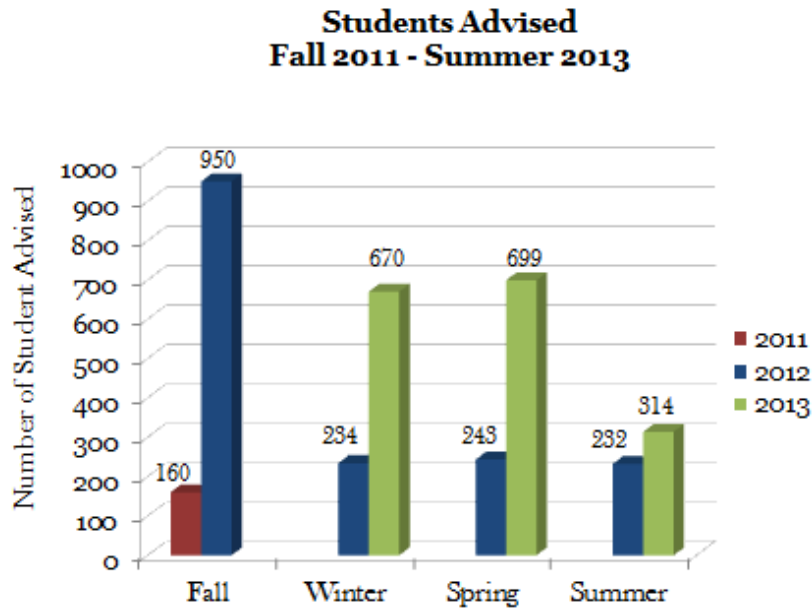
Year three progress under the supervision of Erika Hernandez, is listed below in Table 3.

Table 3: PAC Year 3 Outcome Measures and Findings

Outcome	Measurements	Findings
<p>SLD GOAL 1: Students will develop a greater capacity to pursue their academic goals through their advising session.</p>	<p>Measurement 1: End of session quiz.</p>	<p>Findings: 67.8% of students feel they have received the tools to pursue their academic goals.</p>
<p>SLD GOAL 2: Students will acquire knowledge of academic requirements necessary to achieve their academic goals.</p>	<p>Measurement 1: End of session quiz for students to demonstrate the ability to generate and read their PAWS.</p>	<p>Findings: 63.5% reported fully understanding their PAWS after leaving.</p>
<p>SLD GOAL 3: Students will apply knowledge of academic requirements to create an individualized academic plan.</p>	<p>Measurement 1: Number of students who create an individualized academic plan</p>	<p>Findings: During the 2012-2013 academic year, 506 students who visited our office were able to create an individualized academic plan.</p>
<p>OP Outcome 1.1: Peer Advisors will provide <i>accurate</i> information to students.</p>	<p>Measurement 1: End of workshop quiz. Measurement 2: Question on accuracy of information received on biannual student satisfaction survey (with CNS Advising services)</p>	<p>Findings: All peer advisors have successfully completed the Student Success Peer Advisor Training Program conducted by the Office of Advising and Academic Services and Undergraduate Studies at a greater or equal to 91% pass rate. Measure 2: 54.7% of the students answered that the advising information provided was accurate.</p>
<p>OP Outcome 1.2: Peer Advisors will provide <i>useful</i> information to student users.</p>	<p>Measurement 1: Question on end of advising session survey on whether information received was useful to the student. Measurement 2: Question on usefulness of information received on biannual student satisfaction survey (with CNS Advising services)</p>	<p>Findings: 99.4% of the students answered “Yes, all of their questions were answered and were of use.”</p>
<p>OP Outcome 1.3: Staff will demonstrate professionalism in interactions with students, as defined</p>	<p>Measurement 1: Students evaluate Peer Advisors’ professionalism in end-of-session survey. Measurement 2: CNS Advising Center Coordinator evaluates Peer Advisors’ professionalism quarterly. Measurement 3: Questions on professionalism of services received on biannual student satisfaction survey (with CNS Advising services)</p>	<p>Findings: 75.2% of students feel “Extremely Satisfied” with their advisor’s professionalism. 18.5% of students feel “Very Satisfied” with their advisor’s professionalism.</p>

<p>OP Outcome 2.1: More students and faculty members report awareness of the CNS Advising Center.</p>	<p>Measurement 1: Number of new departments participating with CNS Advising Center. Measurement 2: Questions on level of awareness of CNS Advising Center on biannual student satisfaction survey.</p>	<p>Findings: A significant increase in the number of faculty members contacting PAC for class presentations.</p> <ul style="list-style-type: none"> 2012-2013 academic year, PAC conducted 12 class presentations
<p>OP Outcome 3.1: There will be an increase in student usage of the CNS Advising Center.</p>	<p>Measurement 3.1: Count of number of students utilizing CNS Advising Center.</p>	<p>Findings: The total number of students using PAC has increased from 160 student visits in Fall 2011 to 950 student visits in Fall 2012.</p>

Table 4: PAC Number of Students Advised



CUMULATIVE FINDINGS: (Please discuss the overall results of your SSI-funded program(s), project(s), etc. as they pertain to your original outcomes *over the course of the past three years*. What improvements should be made?)

PAC has made significant progress in the area of student learning and development and operational goals. Initially, the PAC model focused on the advising students in the pre-nursing program. Through careful consideration of the needs of all CNS students, the center has successfully transitioned into an academic advising center which ensures all students learn to become more autonomous and successful.

PAC would like to move in a direction of offering more frequent advising opportunities and a greater range of resources that would be beneficial for students. By offering quarterly workshops for all majors within CNS, implementing a hybrid-advising model to increase the efficiency of student learning, and creating a system of communication and cooperation between advisors and departments.

CHALLENGES: (Please list any significant challenges encountered over the course of the past three years that have affected your ability to fully implement your intended activities or to reach your articulated outcomes. How did you address these challenges?)

- The challenges experienced within the past three years mainly consist of the peer advisor's understanding and exchange of information within CSUSB. This included universal knowledge shared between peer advisor and other students, advisors, and departments. The questions which surfaced include:
 - Does the advisor have the correct information?
 - Do the co-advisors have conflicting knowledge?
 - Are the advisors communicating effectively with the departments?
- The ratio of students needing our services to the number of advisors available has been a challenge especially during registration periods. One-on-one appointments are rapidly filled and open advising hours have unacceptably long student wait times.
- Aligning PAC survey to our outcomes and being fully able to assess the findings of our office.

LESSONS LEARNED: (Please share any additional information you'd like regarding this area not covered above.)

Addressing challenges has allowed PAC to discover new ways to be efficient and productive for the benefit of all CNS students. When all peer advisers go through the same training and development provided by CSUSB, information is successfully reiterated to the larger student body and departments on campus. This universality is key to the successful communication and organization of CSUSB, ensuring reliability and validity. With the aid of technology, demographics data is collected from visits to PAC. This allows for observations of office progress, future planning, and development.

We have learned that using a centralized depository for PAC data (budget, goals, outcomes, measures, findings, etc.) helps better inform our decision-making. All information contained in this report, as well as the data to substantiate it, are now stored and monitored in the campus assessment software, TaskStream. TaskStream helps us to stay organized, communicate, and assist CNS since information may be easily accessed and aggregated.

SUSTAINABILITY: (Please explain how your department is planning for the continuation of your SSI-funded programs, projects, activities, etc.)

The College of Natural Sciences (CNS) wishes to increase its scope of advising services and interventions, to improve student success by implementing a tiered developmental (intrusive) hybrid-advising model while simultaneously creating online advising tools that will provide comprehensive, timely, and consistent advising experiences for all students. Developmental advising is a deliberate, structured student intervention that uses the good qualities of traditional advising (experience, awareness of student needs and structured programs) and merges it with developmental advising (relationship to a student's total need). This is a shared advising model in which advising activities are divided between a central administrative unit (either the Health Professions Advising Center (HPAC) or the Peer Advising Center (PAC) and the faculty in academic departments.

CNS is proposing to centralize advising by first moving all professional advising services into an identified area. By centralizing the advising services we will be better able to coordinate activities, share resources, and deliver more in-depth and comprehensive advising for all students within CNS. Both the PAC and the HPAC will stay as separate advising units, however each program will expand their respective scope and work in a collaborative and coordinated effort to achieve the proposed CNS advising model.

The PAC will serve the STEM students including those on probation as well as continue to assist with the pre-nursing student population (a declining population). HPAC will expand its scope by serving all health related majors as well as any identified students from the health disciplines who are on academic probation. To implement this model we are proposing that a third professional advisor be hired, an advisor who would serve both the centers. Additional student workers will be hired to provide peer mentoring, education, and instruction. This will increase the number of student workers for both advising centers to a total of 2 FTE in each center. A full-time Administrative Support Assistant (ASA) will serve both advising centers.

The developmental hybrid-advising model will include various forms of assessment at the college, department, program, and advising center level. To begin the assessment cycle, student success baseline

data will be collected from current campus databases; these data will augment the data currently collected by the HPAC and PAC. Data which assists in defining student success (i.e. retention, graduation, course success, GPA, years to degree, etc.) and data which assists in identifying student needs (i.e. GE deficiencies, course success, student success indicators by ethnicity, etc.) will be collected, analyzed, and reported as indication of the effects of the hybrid-advising model.

The advising model and the strategic plan will enable CNS to provide students with the skills they need to maximize their academic success at CSUSB, and ultimately improve retention and graduation rates at the university. A tier-based, developmental hybrid advising model is recognized as a fundamental requirement for enabling students to take responsibility for their education by creating an academic plan, soliciting any personal needs, developing leadership skills, and helping them engage in their university. Students so empowered are more likely to achieve academic success and graduate in a timely manner.

2013-2014 Budget Summary: (Please account for all expenditures and/or encumbrances of SSI funds to date this fiscal year. Be sure to include detailed information regarding the outcome and activity or line item to which each expenditure is connected.)

Table 5: PAC Budget

Expenditure Description	Outcome(s) Supported	Supported Activities	FTE	Amount
Peer advisor salaries	Students will develop a greater capacity to pursue their academic goals through their advising session. Students will acquire knowledge of academic requirements necessary to achieve their academic goals. Students will apply knowledge of academic requirements to create an individualized academic plan.	One-on-one peer counseling sessions; PAWS demonstrations; degree roadmap explanation; degree requirements explanation		\$9,600.00
Operating Expenses		Supplies, duplicating and phones		\$2,000.00
SSPII Advisor	Students will develop a greater capacity to pursue their academic goals through their advising session. Students will acquire knowledge of academic requirements necessary to achieve their academic goals. Students will apply knowledge of academic requirements to create an individualized academic plan.	One-on-one peer counseling sessions; PAWS demonstrations; degree roadmap explanation; degree requirements explanation; SOAR, Advising Week: Open House: Transfer Day; Class Presentation; Advising Workshops		\$42,792.00

TOTAL: \$54,392.00