

CSUSB Undergraduate Studies: Learning Center

STUDENT SUCCESS INITIATIVE YEAR THREE/SUMMATIVE REPORT

[Submitted 4/15/14 by C. Linton (Director), D. Reyes (Tutor Coordinator), & S. Wentworth (ITC) for Fall 2011-Winter 2014]

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: Learning Center

University Division: Academic Affairs

Name and Title of Person Responsible for Overseeing Your Department's SSI Activities: Cynthia Linton, LC Director

Email Address and Extension: clinton@csusb.edu / Ext. 73037

Name and Title of Person Preparing Report: Cynthia Linton, LC Director

Email Address and Extension: clinton@csusb.edu / Ext. 73037

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.)

Overarching purpose of the SSI-funded projects in the Learning Center:

- To provide a variety of academic support services to students to enhance classroom learning and foster self-efficacy

Goals of the project:

- To provide tutoring for specific undergraduate courses
- To increase the number of computers for student use

Outcomes of the project:

- Students self-report an increase in subject knowledge and academic performance
 - An increased number of students will use Learning Center services
 - Students will find the computer labs convenient and helpful (individual assistance)
-

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.)

Year 1 (2011-12):

- Modular furniture was designed and purchased to make the Learning Center work areas much more functional.
- New computers to handle the latest software applications were installed in the student-use labs.

Year 2:

- Tutoring hours were increased for a variety of undergraduate courses.

- Staffing: A half-time position was funded to study and implement the service of on-line tutoring and provide additional clerical assistance at a professional level (other than student assistants).

Year 3 (fall and winter of 2013-14):

- Tutoring hours were increased for a variety of undergraduate courses.

- Staffing: A half-time position was funded to study and implement the service of on-line tutoring and provide additional clerical assistance at a professional level (other than student assistants).

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 1:

The design and construction of modular furniture to make the Learning Center work areas more functional was accomplished, along with necessary revisions and corrections. In addition, eight new student-use computers were purchased, programmed, and placed in the computer labs. Updated software was installed on all of them. The improvements resulted in an increase in use of the computer labs.

Year 2:

SSI funds allocated to the Learning Center provided over 2,000 tutoring hours. In addition, the funds allowed for new tutoring subjects (e.g., Health Science, Math 115, and Supply Chain Management) to be added and increased hours to high-demand courses such as Chemistry and Math. See student comments regarding tutoring below:

		YES	NO
Would you use the LC tutoring again?	2012-13	191	1
	2013-14 (to date)	195	1

The new half-time staff person was able to thoroughly research available on-line tutoring programs, consult with other staff to select the best one, and arrange the purchase and implementation of the program for student use. She also provided reception area coverage at a more professional level.

Student comments regarding on-line tutoring from Tutor.com (March 2014 report):

Are you glad your organization offers this service? / 100% yes

Would you recommend this service to a friend? / 100% yes

Is this service helping you complete your homework assignments? / 100% yes

Is this service helping you be more confident about your school work? / 100% yes

The new computers purchased were kept updated and maintained.

Individual student visits to use the computer labs:

37,612 visits in AY 2011-12

41,223 visits in AY 2012-13

13,244 visits in Fall 2013 only

Sample student comments about the computer labs (from a 2012 survey):

Rate your satisfaction with the LC's computer labs: 30 - High / 8 - Average / 0 - Low

Rate your satisfaction with the printing services: 29 - High / 10 - Average / 0 - Low

Year 3:

SSI continues to fund nearly 2,000 tutoring hours, though the number has been slightly decreased due to a mandatory increase in the tutor hourly wage. The funds make it possible to experiment with offering new tutoring subjects.

The new half-time staff person spent her second year publicizing the on-line tutoring program and increasing the student use. In addition, she designed data reports on its use and continued to provide reception area coverage at a more professional level.

The new computers purchased were kept updated and maintained.

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?)

Though all goals set for SSI-funded programs in the Learning Center were achieved as described above under "Accomplishments," we continue to strive to make the tutoring hours and subjects relevant to students and as cost-effective as possible. We would like to continue to experiment with offering new tutoring subjects and expand the number of tutoring hours to match student demand. With some additional funding we would like to develop a semi-SI (Supplemental Instruction) tutoring program that would allow tutors to work more closely with the faculty of the courses they tutor and sometimes allow them to sit in on actual classes.

While we do have data from the on-line tutoring program (Tutor.com), we continue to work with the company to redesign data reports that will better coincide with the style of reports made on our general tutoring programs.

In addition, items need to be purchased in order to maintain and update the computers in the student-use labs.

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?)

- A mandatory increase in tutor hourly wages necessitated a decrease in the actual tutoring hours provided. To counter the reduction, we analyzed the use of specific tutoring subjects and reallocated funds to subjects in higher demand.
- In the third year of the program, student use of on-line tutoring increased so much that the department had to supplement SSI funds in order to allow that service to be available throughout the academic year.
- Hard and software for the student computers need continuous updating to keep them as useful as possible. Most of this updating can be very costly.

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

- In order to maximize student use of the services, we had to find various ways to publicize the new programs, including extensive use of social media.
- We had to decide how best to allocate the funds to either saturate their use in the first two quarters, or decrease the availability so the program would last the entire academic year.
- New programs such as Tutor.com need time and commitment to be successful and well-used.

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

We are very grateful that SSI funds allowed us to try new programs while continuing to provide our usual, well-used services. In order to sustain the SSI-funded programs, we will have to revise how we allocate available monies to balance the availability of the old programs with the new ones. In addition, we have applied for a technology grant to assist with the costs of maintaining and updating approximately 40 student-use computers.

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.)

Expenditure Description	Outcome(s) Supported	Supported Activities	FTE	Amount
Peer tutor salaries	Students will report a better understanding of the subject matter	Individual and group tutoring.		\$13,525

On-line tutoring package	Students will report a better understanding of the subject matter	Individual tutoring available 24/7		\$3,300

TOTAL: \$16,825