

## 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](mailto:joxendin@csusb.edu).

## CONTACT INFORMATION

Department/Unit Receiving Funding: Mentor Advising Center / College of Social and Behavioral Sciences

University Division: Academic Affairs

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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 Mentor Advising Center (MAC) was created four years ago (Winter 2010) with the goal of providing additional advising resources to students. The MAC is committed to enhancing Social and Behavioral Sciences Students' ability to pursue their academic goals through advisement and mentorship as a complement to direct faculty advising. The MAC is currently serving Criminal Justice, Economics, Political Science, and Sociology students. Mentors assist students in the development of individual academic plans toward graduation.

Since its inception, SSI funds have contributed to training Mentoring Peer Advisors to provide quality advising and referral services to our students. Originally funds contributed to advising in Criminal Justice and Political Science. Over the following three years, Economics and Sociology were added and new trainings and materials were made available. Funds have directly contributed to:

- University Advising and Academic Services Peer Advisor Training
- Criminal Justice Advising
- Economics Advising
- Political Science Advising
- Sociology Advising

The vision for the MAC has always been to become "a full resource center for all Social and Behavioral Sciences Students, providing ongoing, quarterly advisement, mentorship, and referrals to the college and other campus services. The MAC will be available year-round for all students on campus and remote locations." With that in mind, we have not only been able to expand on the majors we advise, but offer additional services with refined mentorship. Over the next three years we are looking to continue this growth and have already made tentative plans to offer Virtual Advising to Palm Desert students and other remote areas as well as offer advising in additional majors.

Learning Goals and outcomes are illustrated in this report.

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**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 - Started the MAC, initially offering advising in Criminal Justice and Political Science. Training materials were proposed and initialized. Starting as Peer Advisors, students began working in the MAC in positions we hoped to later grow and refine into encompassing the whole person's college experience in Mentorship role.

Year 2 - Additional students were offered positions as Peer Advisors. Training materials were adjusted to connect with the students. Field trips to other centers and weekly meetings helped us grow the center. Quarterly meetings with representatives from the Office of Records, Registration, and Evaluations helped train our new Peer Advisors on how to read a PAWS report. Peer Advisors were asked to visit classes and advertise the MAC resources.

Year 3 – Instead of quarterly training sessions of our peer advisors by visiting representatives of Admissions and Records, we now participate in a complete three-day training at the beginning of every quarter, paid for by the SSI funds. Training encompasses advising, how to read a PAWS Report, discrimination issues, how to be sensitive to others, the difference between “advising” and “advice”. Coupled with refined weekly student staff trainings, our mentors are now consistently staying with us longer, offering more guidance, cross-trained to advise in each of the four majors covered by the MAC, and offer new resources to students. Our online advising resources were overhauled allowing for unprecedented growth and assistance to students in need of resources. Google Analytics have been used to track the statistics of this outstanding growth. New branding and strategic placement of posters and directional signage combined with updated D01 Service Indicators have all led to increased visits of advisees.

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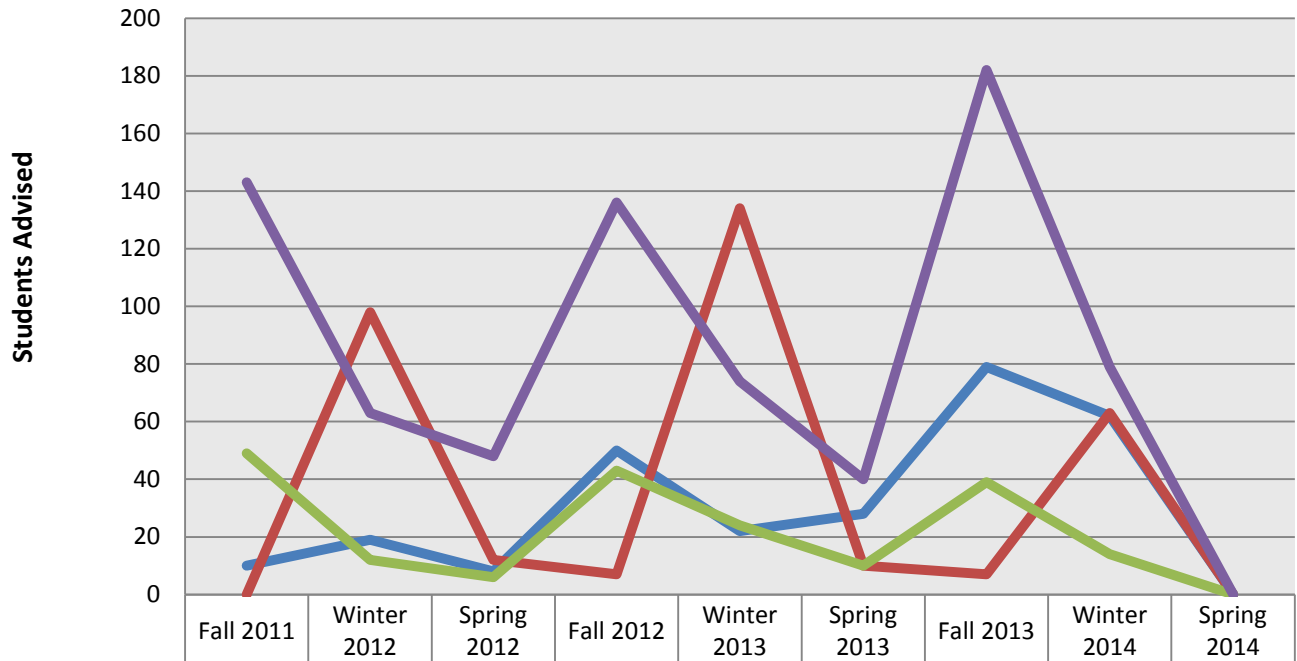
**ACCOMPLISHMENTS/PROGRESS TOWARDS OUTCOMES:** (Describe the progress you have made each year toward your original SSI goals and outcomes. Indicate clearly how student success was enhanced by your program or service/s. Be sure to include the measures you employed and evidence/data you collected for each outcome where appropriate. )

Year 1 - Using SSI funds, Peer Advisors received a first-hand understanding of the advising arena. They learned what the challenges were and discussed ideas on how to benefit student advisees. Preliminary trainings and tools were developed to enhance the advisee experience. This directly impacted student success as advisees learned from their mentors. Students felt relief from understanding how to read their PAWS Reports, getting referred to the appropriate departments, and outlining an effective schedule of classes for the upcoming quarter.

Year 2 - Advisees continued to learn about the additional resources the center could provide. Advising for additional academic programs were added and more advisee were assisted than the previous year. Peer Advisors were asked to practice speaking in public to announce the resources provided by the center.

Year 3 – Guest speakers from SAIL, Criminal Justice, Political Science, Sociology, the PAC, Mentoring & Honors Program, and the CBPA Student Success Center join us in networking our centers and meeting the other programs across campus were invited to speak with our advisors, so we can improve our referral process to other resources around the university. These have directly contributed to our learning goals and students' success. Awareness of resources, internships, academic organizations, and tutoring has benefited advisees in Criminal Justice, Economics, Political Science, and Sociology. Students have been able to meet with advisors more often and receive higher-quality advising.

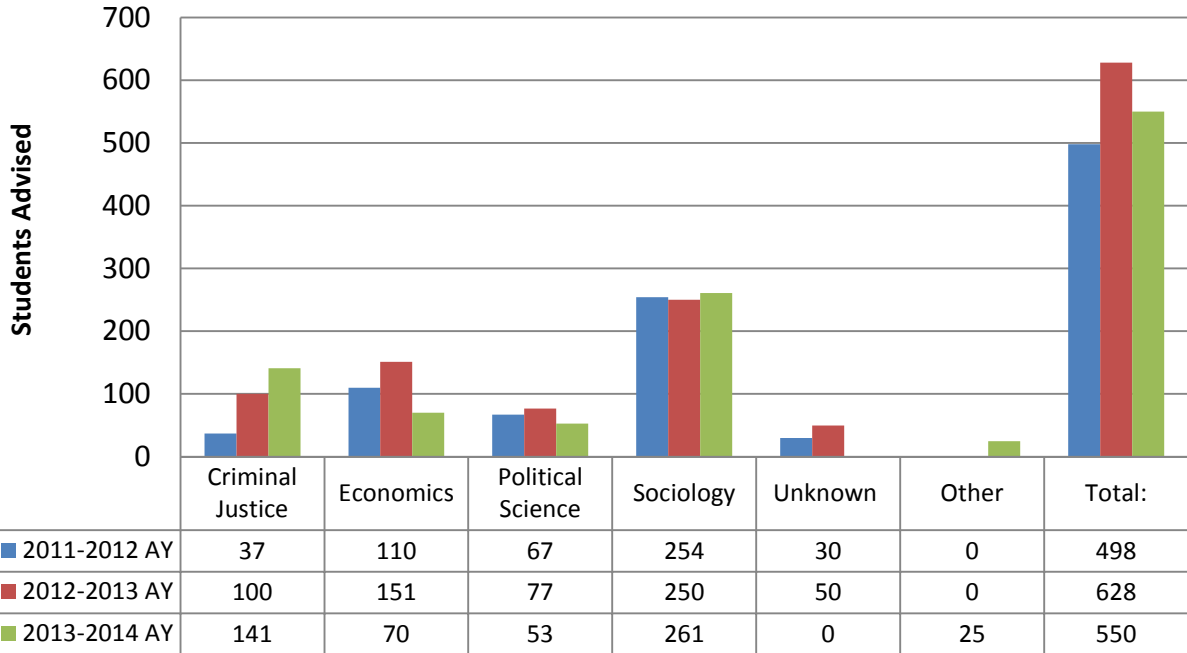
## All Majors by Term (Fall 2011-Present)



<span style="color: blue;">—</span> Criminal Justice	10	19	8	50	22	28	79	62	0
<span style="color: red;">—</span> Economics	0	98	12	7	134	10	7	63	0
<span style="color: green;">—</span> Political Science	49	12	6	43	24	10	39	14	0
<span style="color: purple;">—</span> Sociology	143	63	48	136	74	40	182	79	0

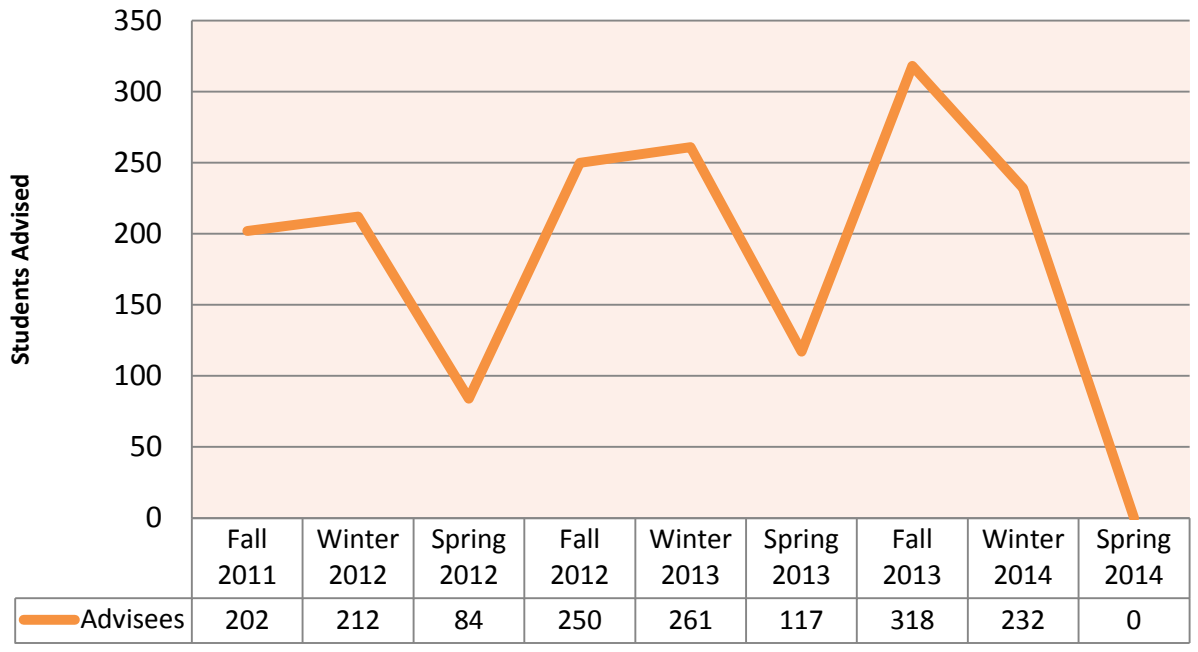
**\*Please note- The above “All Majors by Term (Fall 2011-Present)” chart is being submitted on April 15, 2014. Data for the 2013-2014 Academic Year does not include Spring 2014.**

## Year-to-Year Totals by Major (Fall 2011-Present)



\*Please note- The above “Year-to-Year Totals by Major (Fall 2011-Present)” chart is being submitted on April 15, 2014. Data for the 2013-2014 Academic Year does not include Spring 2014.

## Students Advised by Term (Fall 2011-Present)



The Mentor Advising Center (MAC) Assessment Plan - Original Plan

Operational Goals			
Goals	Outcomes	Actions	Measurement
<b>1. Student utilization of the MAC will increase.</b>	1.1 There will be an increase in the number of students who utilize the MAC for the first time	a. Mentors will announce The MAC and its services to more classes in the specific major b. Mentors will hand out brochures and work at information tables at more campus events	Data: Number of first time users
	1.2 There will be an increase in the number of students returning to the MAC	Mentors will follow-up with students who have been advised the previous quarter	Number of returning users
	1.3 MAC services will be available to distance learners	MAC Director to follow-up with IRT and ODL	Measure the number of online mentoring sessions provided
<b>2. There will be an increase in awareness of the existence of the MAC for new and Potential SBS students</b>	2.1. For new SBS students, awareness level of the existence of the MAC will increase	2. Involve Mentors in more university advisement events, such as SOAR; Advising Week; Open House; Counselors' Day; and Transfer Day.	Survey of new SBS students on awareness level of the MAC
		a. Mentors hand out brochures, work information tables, or speak to prospective SBS students.	
<b>3. Increase the number of majors participating in the MAC</b>	3.1 More SBS majors are represented by mentors at the MAC.	a. MAC Director will present to non-participating SBS Chairs, the advantages of extending departments' abilities to advise all their students in the major	Count of number of majors participating at The MAC
<b>4. Students will have a positive experience with the MAC</b>	4.1 Students will be satisfied with their experience at the MAC	a. Mentors will be well-trained and knowledgeable b. Mentors will act professionally	MAC users student satisfaction survey
		c. Align user needs with available hours of service	
	4.2 Students will refer other SBS students to the MAC	d. Provide sufficient numbers of mentors to meet student user demand	

Student Learning Outcomes			
Goals	Outcomes	Activities	Measurement
<b>1. Through interaction with the MAC, Social and Behavioral Students (SBS) will develop a greater capacity to pursue their academic goals</b>	1.1 Students will articulate and make plans to achieve immediate and/or long term academic goals.	a. One-on-one academic advising: 1. Mentors teach students to read and interpret their PAWS 2. Mentors assist SBS students in selecting and scheduling classes that are needed to meet general education and/or major requirements 3. In consultation with Mentors in the same major, students develop the most efficient pathway for degree completion by creating an academic plan. 4. Mentors assist SBS students with plans beyond undergraduate degrees which include graduate programs and/or career preparation. 5. Mentors assist SBS students with referrals to college and campus resources	Satisfaction/Effectiveness survey post quarter
	1.2 Students will identify and work to overcome obstacles that hamper academic goal achievement.	a. In consultation, the Mentor and student work to identify personal challenges such as GPA, family, or work limitations that impact successful academic progress	Satisfaction/Effectiveness survey post quarter

## Professional Development Mentors Outcomes

Goals	Outcomes	Actions	Measurement
<b>1. Mentors are well-trained to mentor and advise students effectively.</b>	1.1 Mentors will demonstrate knowledge of general education and major requirements	Provide two mandated training sessions on how to read PAWS  Mentors read through assigned training manual to learn about GE and Major requirements	PAWS quiz  Knowledge of GE/Major quiz (4)
	2.1 Mentors will gain understanding of appropriate behaviors and attitudes in the work environment	Provide PowerPoint training on appropriate behaviors and attitudes in the work place	Evaluation of Mentor Advisors by MAC director
<b>2. Mentors will demonstrate professionalism in their roles.</b>	2.2 Mentors will manage time effectively.	Provide training on how to manage time during advising appointments	Question on the timeliness of appointment student satisfaction survey
	2.3 Mentors will gain understanding of MAC operational procedures	Provide training on completing the following individual tasks by check list: office duties, filling out forms, picking up keys, putting out The MAC signs, understanding confidentiality agreement, attending all mandated meetings, understanding syllabus to participate, etc...	Checklist
<b>3. Mentors will learn to take on role of counselor and advisor</b>	3.1 Mentors will effectively advise SBS students in their major	MAC Director organizes mentor role play training sessions prior to actually advising	Peer to peer evaluation



**Professional Development Office Assistants Outcomes**

Goals	Outcomes	Actions	Measurement
<p><b>1. Office assistants will contribute to and advance the operational goals of the MAC</b></p>	<p>1.1 Office Assistants have a clear understanding of the operational procedures required to run the MAC effectively</p>	<p>Provide Training on: conducting an inventory of office materials, forms, update information on bulletin boards, answer phones</p>	<p>Checklist</p>
	<p>2.1 Office assistants will support and enhance Mentor and advisee relationships and goals.</p>	<p>Office assistants provide support for Mentors and Advisees:</p>	<p>Evaluation of Office Assistant by MAC Director</p>
	<p>a. Give general information to SBS students</p>	<p>b. Answer phones during advising sessions so that Mentors can focus on advising session</p>	<p>c. Schedule appropriate Mentors with students in various majors.</p>
	<p>2.1 Office assistants will effectively assess and articulate and provide solutions for any operational issues.</p>	<p>Office assistants collect assessment tools, evaluations, track sheets and file or deliver to The MAC 's Director</p>	<p>Quarterly Report</p>
	<p>Office assistants collect data for quarterly operation reports to the MAC's Director</p>	<p>a. Communicate any issues with the MAC's Director</p>	<p>Quarterly Report</p>
	<p>b. Problem solve in the absence of the MAC's Director or Mentors</p>		

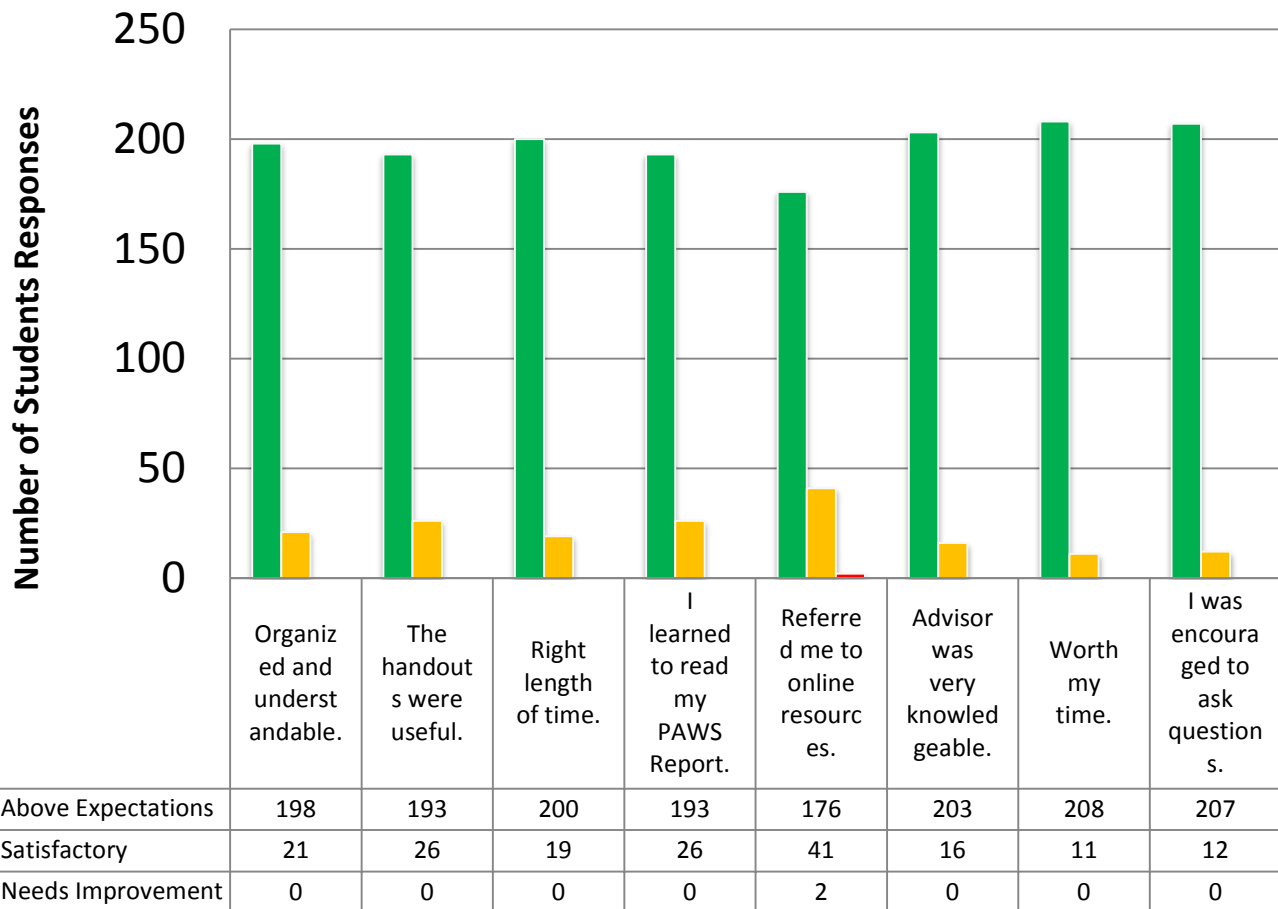
**CUMULATIVE FINDINGS:** (Please discuss the overall results of your SSI-funded program(s), project(s), etc. as they pertain to your original outcomes *over the course of the past three years*. What improvements should be made?)

The importance and relevance of advising has been growing and positively received by students. The challenge is for all students to have access to advising. Additional advising for students unable to get advising during the hours of operations would supplement the resources we already provide to students. This could potentially be accomplished through online Virtual Advising where a student could call in from Palm Desert using video conferencing software and speak with a Peer Advisor at the main campus.

At the end of each advising session, students are encouraged to evaluate their Peer Advisor and the session. The following questions are asked to be rated:

1. The advising session was well organized and understandable.
2. The handouts were useful (Advisor Proposed Educational Plan, MAC Brochure, etc.).
3. I know/have learned to read my PAWS, Graduation Check, and/or the Bulletin of Courses
4. My advisor referred me to online resources (sbsadvising.csusb.edu, assist.org, rre.csusb.edu, etc.).
5. The Advisor was very knowledgeable
6. I feel this advising session was worth my time
7. I feel that the Advisor encouraged me to ask questions.

### Winter 2014 Evaluation Card Results



Updating our website clued us in that students wanted more available resources online. This data was measured using Google Analytics.

Winter 2013

Analytics for **1/1/2013 – 3/14/2013**

- Visits: **272**
- Unique Visitors: **238**
- Page views: **780**
- Pages / Visit: **2.87**
- Average Visit Duration: **00:01:08**
- Bounce Rate: **44.85%**
- Percentage of New Visits: **79.04%**

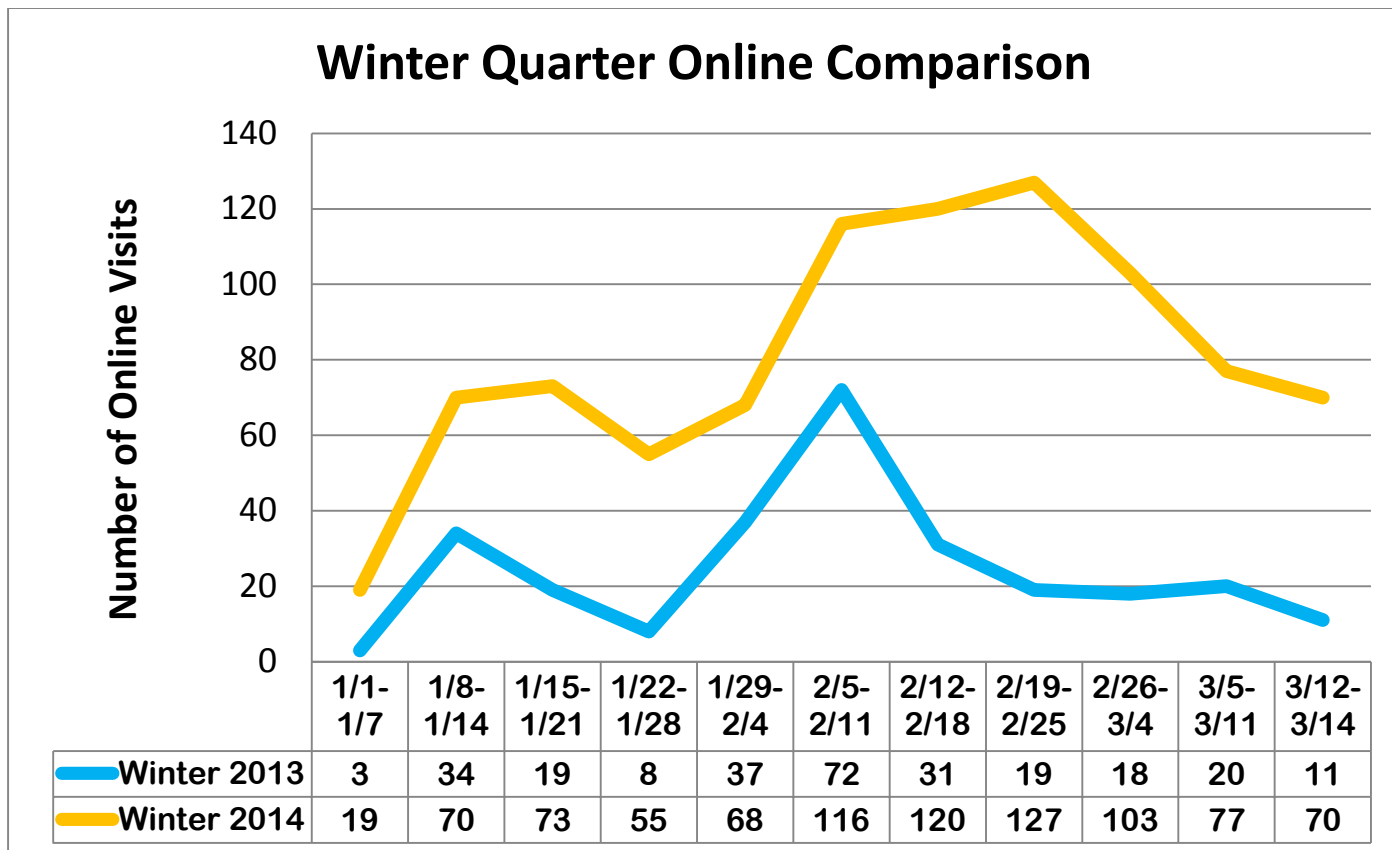
Winter 2014

Analytics for **1/1/2014 - 3/14/2014**

- Visits: **895**
- Unique Visitors: **608**
- Page views: **3,847**
- Pages / Visit: **4.30**
- Average Visit Duration: **00:03:37**
- Bounce Rate: **51.17%**
- Percentage of New Visits: **65.47%**

This above comparison illustrates that Winter 2014 we saw 3.29x as many visitors, the majority of the increase coming from people accessing the pages in the city of San Bernardino. This is significant as CSUSB is of course located in the same city and caters significantly to the local surrounding areas. It shows us that we can hypothesize this data is being accurately collected reflecting the targeted student population, and more specifically, students with who we have an opportunity to advise. These analytics reflect our efforts to encourage students to inform themselves by reading up on advising related policies and procedures. We specifically had 2.55x as many unique visitors. More than 4.93x as many pages were viewed as additional content was drafted and uploaded to sbsadvising.csusb.edu with students spending, on average, 3.19x as long reading material.

The higher bounce rate can be attributed to our mentors showing students how to navigate to our webpage and/or advisees visiting a page and then closing it to come back to read the content later.



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**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?)

Space concerns pose a potential limitation where we are restricted in terms of how many students we are able to advise and the number of peer advisors we can employ. With the space constraints we have learned that there is an optimal number of peer advisors that can offer advising at any one time. Three Peer Advisors with three advisees working in a small space compromises confidentiality and makes personal one on one counseling difficult. If we limit the number of advisors, however, the challenge is having enough coverage for optimum service.

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

Students have positively responded to the increased quality in advising resources as evidenced in our Evaluation Cards.

We have learned more about ideal training methods and how we can grow and encourage the best results from our Peer Advisors.

Mandatory 3.0 GPA requirements and having Peer Advisors who are on track to graduate in four years also encourages and demonstrates an effective model for how students can structure their priorities for the benefit of their own success. We have a recruitment process for Peer Advisors that has led to increased applications and we have therefore been able to be more selective in our recruitment to choose Peer Advisors. Realizing the importance of flexibility, teamwork, and customer service, we are now better able to select mentors embodying the core qualities expected of an advising center. Other previous method checked for a GPA requirement though mentors may have been "hit-or-miss" in terms of those core qualities.

Stressing the importance of great customer service has also proved to be crucial in this student serving position. The improvement of Peer Advisors has resulted in positive impact on the advising experience.

Weekly cross-training sessions were observed to correlate with a Peer Advisors confidence in mentoring advisees even when Peer Advisor confidence was not initially noticed as an area which needed improvement.

Over time, we learned how to better hire, train, motivate, and work together with our Peer Advisors to eventually see Peer Advisors wanting to work over multiple quarters, develop rapport between each other and across departments, and MAC Office Student Staff initiating projects which they take on as an accepted role of their Peer Advising. Mentors currently develop as promising leaders and we strive to continue that positive trend quarter-to-quarter.

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

With an increase of SSI funding, the Mentor Advising Center hopes to attract more advisees, expand on the resources available, advise in additional majors under Social and Behavioral Sciences, and growth our cross-campus team working abilities to better refer and advise students.

While our college has been a major partner in our shared commitment for student success, additional funds would allow use students in a way that wouldn't stretch us thin on staffing needs as well as compensate them fairly for the hard work and resources required of their positions.

We hope to continue our goals and incorporate technological innovation, greater access, and better quality service with the ultimate goal of increased student success through increased retention and graduation rates.

**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.)

<b>Expenditure Description</b>	<b>Outcome(s) Supported</b>	<b>Supported Activities</b>	<b>FTE</b>	<b>Amount</b>
<i>Peer advisor salaries</i>	<i>Students will demonstrate the ability to read and interpret their PAWS. Students will be able to create an individualized academic plan.</i>	<i>One-on-one peer counseling sessions; PAWS demonstrations; degree roadmap explanation; degree requirements explanation</i>		\$4,800

**TOTAL: \$4,800**