

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: **Student Success Peer Advisors**

University Division: **Academic Affairs – Undergraduate Studies**

Name and Title of Person Responsible for Overseeing Your Department’s SSI Activities: **Ebony Staten**

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Name and Title of Person Preparing Report: **Ebony Staten**

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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.)

GOAL:

The CSUSB Student Success Team seeks to empower and encourage students by facilitating their successful transition into the University setting while fostering the exploration of academic opportunities. Through on-going conversations Peer Advisors work to educate students regarding campus policies and procedures while promoting student success. Student Success Peer Advisors work one-on-one with “at-risk” students identified through predictive analytics developed by Institutional Research as well as students with an Undeclared major having earned less than 45 units.

LEARNING OUTCOMES:

As a result of a student’s interaction with a Student Success Peer Advisor the student will...

- Be able to locate at least one campus resource pertinent to their needs.
- Be able to utilize their PAWs in determining courses needed for their major
- Be able to select courses that embody a balanced schedule
- Be able to identify and employ various steps to help them declare a major in line with their goals and strengths.
- Be able to identify and contact an advisor in their major.

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 – Not funded

Year 2 –

Winter 2013 – Recruitment was conducted for the eight Student Success Peer Advisors. Once hired each were required to complete an eighteen hour training at the end of March 2013 to ensure they understood the importance of their role, had a strong grasp of university policy and were provided with the tools to ensure that each student interaction was a successful one.

Spring 2013 – The Student Success Peer Advisors assisted first year students with Undeclared majors (who had earned less than 45 units) getting familiarized with CSUSB majors, Career Center Assessments and directing them to advisors in their majors of interest. During this time students were provided with support while narrowing down their major options based on the collection of information from the assessments, meetings with advisors and personal research. Also during this time they were assisted with course selection and educated about how to read their PAWS, navigate MyCoyote add closed classes and what a balanced schedule looked like for them.

The office of Institutional Research developed a predictive analytics model specifically geared towards CSUSB students. In order to intervene and provide support to students flagged Student Success Peer Advisors were assigned approximately 17 students each who were “at-risk” based on the predictive analytics model. Students received intrusive support which included weekly and biweekly one-on-one sessions to assist the student with navigating campus resources, identifying and accessing academic and social support and as well as Supplemental Instruction, campus deadline dates and study tips.

In many cases students with Undeclared majors and “at-risk” students were accompanied to areas of support including, but not limited to, the Financial Aid office, the Psychological Counseling Center and the Career Center to ease the discomfort of the new environment.

The Student Success Peer Advisors also assisted incoming freshman with Early Start, guiding them through the registration and enrollment procedures.

The Student Success Peer Advisors also provided small group advising sessions during Student Orientation Advising and Registration (SOAR). Groups were limited to 30 students or less and were guided through how to read a PAWS report, using the catalog as a resource, developing a balanced schedule, the importance of Supplemental Instruction and other support resources. Each session included activities to support their learning and provide a context for application. The Student Success Team also assisted students on the second day of SOAR during the registration segment to provide students with a familiar face and on-going peer point of contact.

During the month of August the Peer Advisors contacted first time freshman registered for “problematic” courses in their first term to encourage them to either reconsider their choice or register for Supplemental Instruction to ensure support and increase their likelihood of success.

Year 3 –

Fall 2013 Student Success Peer Advisors met with incoming freshman they had become acquainted with during SOAR. Students who were unable to register for the courses they needed and sought help, found assistance with the Student Success Peer Advisors. These students were guided through the add slip process and provided one on one assistance throughout the process.

The Peer Advisors also continue to meet with students who had Undeclared majors and reiterated the advising process as it relates to Undeclared majors. Each student is guided through career assessments, CSUSB majors and/or advisors in the major of their interest. Several students schedule follow up appointments to meet with their Peer Advisor more than once during the term although this is not required.

Presently, the Peer Advisors continue to meet with Undeclared students quarterly and work with their “at-risk” assignments regularly by phone, email and face to face interaction. They received their new assignments for “at-risk” assistance after Fall 2013 grades were posted however students from the previous year occasionally reach out for assistance. They are also on the calendar to help with the Early Start Call Center during the lunch hour when staff leave for lunch.

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 –

Year 2-

Year 3 – The Student Success Peer Advisors were deployed in the third year of Student Success Initiative funding cycle as a result any findings quoted at this time would be premature. However I am in the process of working with the office of Institutional Research to begin comparing the course choices and the number of times a student changes their major between students who began as an Undeclared major in contrast to those who entered the University with a major declared. This would be to examine whether or not the time Undeclared majors have to research a majors ends in less major changes thus less time to degree.

The information for students flagged as “at-risk” is also difficult to report on at this time. The end of Spring with signal one full year of assistance for this group. At that time we will be able to determine if any of the students flagged are no longer considered “at risk” based on course choices, major selection, GPA and the ratio at which students enroll in courses verses those that are passed.

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?)

SLO 1:

Students will be able to locate at least one campus resource pertinent to their needs.

Assessment:

Of the 455 students surveyed 409 (91.5%) say they were provided the information for other campus resources.

SLO 2:

Students will be able to utilize their PAWs in determining courses needed for their major

Assessment:

Of the 455 students surveyed 441 (99.1%) reported that they have a better of understanding of how to read and access their PAWS.

SLO 3:

Students will be able to select courses that embody a balanced schedule

Assessment:

In order to ensure that the student is able to develop a balanced schedule the student is asked to work with a member of the Student Success Team in put together a schedule for the upcoming quarters (3 quarters or 45 units). I am presently working with the office of Institutional Research to track the progress of Undeclared students verses students who have a major declared upon entry. However it is still too early to analyze these findings.

SLO 4:

Students will be able to identify and employ various steps to help them declare a major in line with their goals.

Assessment:

Upon entry to the University during Fall 2013 the campus reported 598 Undeclared students as of March 20, 2014 PeopleSoft reports 313 listed as Undeclared. This is to say that 285 students (47%) found a major within their first year as a CSUSB student. Currently the office of Institutional Research is working to create an assessment of student major declaration patterns.

SLO 5:

Students will be able to locate an advisor in their major

Assessment:

Each of the students who met with a Peer Advisor where provided with information from the campus advising webpage noting who to contact for information on the major. This information is included in the Advising Worksheet which is completed during each advising session.

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?)

Presently the eight Student Success Peer Advisors are housed in two faculty offices. The spacing is cramped which causes the noise level to be a challenge. In addition, the Supervisor for the group, Ebony Staten (Academic Advisor / Program Coordinator for Advising and Academic Services) holds an office on a separate floor. As a result the office of Undergraduate Studies is looking to move the Peer Advisors and Ms. Staten to a location that provides adequate space for the Peer Advisors, the students they meet with and their supervisor.

Since the spacing is limited full desktop computers were not considered an option, as a result ipads were purchased. However, we have found that MyCoyote is not very compatible with the ipads causing a long wait time for logging in and loading pages. In addition, tracking student interaction has been especially challenging since the ipads are not compatible with MS office in general, but Excel to be specific.

The original budget accounted for the academic year however the Summer months required significantly more time and man power than originally expected. During SOAR we needed 13 trained Peer Advisors for the small sessions so additional students were hired to work during that time. This was not accounted for in the initial set up. Presently the services provided by the Peer Advisors are still needed, but the funds have now been depleted.

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

The Student Success Peer Advisors were and continue to be an amazing resource during a times of significant transition. We were able to quickly switch gears when trained and prepared. It is evident that this group could grow into a strong campus resource guiding new and at risk students and empowering them to succeed. Each of the Peer Advisors have had to overcome their own challenges to achieve the positions they hold today allowing them to work with students who are still trying to find their way has been a transforming experience for both the Peer Advisor and the student.

The Peer Advisor really helped me get a look at my academic status and helped me on how I can fix my grade and be prepared for later on. They were very polite, kind and very helpful. Highly recommended if in need of academic assistance.

Tue, Apr 16, 2013 1:32 PM

Vicky helped me very much to understand what I need to do to get my classes for fall next year. Also taught me how to read paws and informed me on many resources to help me. I would definitely recommend her to students for help.

Thu, May 9, 2013 11:38 AM

I received even more information than I came for and it was super helpful. I enjoyed and really appreciated the information I received.

Tue, Oct 22, 2013 3:52 PM

First time I actually felt really confident with the person who helped me she was very helpful and I look forward to getting more help from her!

Wed, Nov 6, 2013 12:19 PM

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

I understand that as the needs of the campus continue to grow locating additional sources of funding to sustain the Student Success Peer Advisors beyond the 2013-2014 academic year would be highly recommended. In light of this I have submitted a proposal for VTI funds to address the aforementioned issue with the lack of computers. However as a result of the additional hours, recruitment of additional Peer Advisors to help with SOAR of 2013 and the now mandated Peer Advisor/ Mentor training (also coordinated by Ms. Staten) we are currently operating on “borrowed” funding through Undergraduate Studies. Presently the only possibility of sustaining the program and allowing these students to maintain their jobs on campus, serve as support to incoming students during SOAR, guiding students with an Undeclared major and those flagged as “at-risk” rests in the Student Success Fee Initiative funding.

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
<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>	2.0	\$12,000
Peer Advisor Salaries (July 2013-March 2014)	<ul style="list-style-type: none"> Students will be able to locate at least one campus resource pertinent to their needs. 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 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 identify and contact an advisor in their major. 	<p>One-on-one peer advising sessions for students with an Undeclared major and less than 45 units earned targeting student strengths and campus resources to foster an on-going conversation regarding major declaration, balanced course schedule and locating campus resources to address the individual needs of students.</p> <p>Small group (30 max) advising sessions with all incoming freshman during SOAR (July)</p> <p>Advertising Advising Week on a quarterly basis</p>	8	\$37,593

