1. Support Services Report Template

Report Info
Name of the person completing this report : Sally Murphy
Title of the person completing this report : Sr. Dir., Undergraduate Studies and General Education
Supervisor/dean reviewing report : Susan Opp
Service : Peer Mentor Services
Division/College : Academic Affairs/APGS

3. Mandated Service

Link to Scoring Rubric
1.1 Please indicate below if any aspect of the service is legally mandated by any of the following and provide the relevant reference.

Provide a brief explanation, if necessary, in < 60 words.

Peer Mentor Services is a program designed to support the academic success of our freshman students. Peer Mentors are sophomore students who work with the Freshman Seminar (GS) classes attached to the freshman learning communities.

4. Importance of Service

Briefly describe the service in terms of its primary function(s) and purpose(s) using <120 words

Peer Mentor Services supports the academic success of our students. Peer Mentors: assist in the freshman seminar classes, helping instructors in class discussions and assignments; help to ease freshman transition to college life; meet with students to discuss personal achievements and struggles; direct students to appropriate services; model successful student behaviors; arrange study groups; host campus events to unify the diverse student body; promote student involvement; and urge students to thrive intellectually. They work with the campus community to co-organize campus events and attend orientations to welcome new students. This benefits both the students who serve as peer mentors and the freshman recipients of the services and will help to meet the President’s goal of a 60% freshman graduation rate.

Link to Scoring Rubric
2.1 Who are the primary receivers of this service? (Please enter the percentage of each user group that is relevant)

Students : 80%
Faculty : 20%
Total : 100%

Link to Scoring Rubric
2.2 Please indicate the direct or indirect impact of the service on students for each of the three University Action/Student Impact Areas listed below (for example processing financial aid applications would be direct impact on students while managing utility services would be indirect).

<table>
<thead>
<tr>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>✅</td>
</tr>
</tbody>
</table>
Provide a brief narrative (<60 words each) explaining your selection for each area.

<table>
<thead>
<tr>
<th>Area</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>Peer mentors work at all orientations to welcome students to campus. They provide new students with small items that are both useful and provide contact information for Peer Mentor Services.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Peer mentors work directly with freshmen students in the freshman seminar course while assisting the faculty with class activities. They talk with each student in their class and help provide support or direct students to campus services for support they may need. They model successful student behavior and must maintain a &gt;3.0 GPA to continue in the program.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Link to Scoring Rubric**

2.3 Applying the four choices presented below, please indicate the consequence of NOT having this service on each of the actions in the left hand column.

<table>
<thead>
<tr>
<th>Area</th>
<th>4 - Service provides evidence of direct impact in more than one area</th>
<th>3 - Service provides evidence of direct impact in one area</th>
<th>2 - Service provides evidence of indirect impact in more than one area</th>
<th>1 - Service provides evidence of indirect impact in one area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide a brief narrative (<60 words each) explaining your choice.

<table>
<thead>
<tr>
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<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>Because peer mentors (PMs) participate on the Orientation Team and person tables during orientations, they answer many questions about what it is like to be a CSUEB student. Without Peer Mentor Services, pre-college students might be less likely to feel welcome and to attend CSUEB.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Because PMs are similar in age, race and ethnicity to our freshmen, they can relate to the challenges our students face and provide significant assistance. Without PMs, our freshmen would lose a vital support system leading to lower retention rates, particularly among underrepresented students. Freshmen are less likely to go to faculty/staff with problems than to other students like PMs.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>n/a</td>
</tr>
</tbody>
</table>
## 2.4 Alignment with Shared Strategic Commitments

How does this service contribute to or align with any of the eight Shared Strategic Commitments (SSC) listed below?

<table>
<thead>
<tr>
<th>SSC</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</td>
<td>Having peer mentors in the classroom is an innovative instructional practice intended to increase the engagement of students in their freshman year courses.</td>
</tr>
<tr>
<td>Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development</td>
<td>Peer Mentor Services works to make all students feel welcome and supported by CSUEB. They are a very diverse group of students who model academic success. Their training provides them with strong communication skills and training in giving feedback and managing conflicts. They serve as a warning system for students in academic or social trouble and help willing students to find resolutions to those troubles. Students from the first and second class of peer mentors are active participants in clubs, residential life, campus committees, sharing their expertise with the campus community.</td>
</tr>
<tr>
<td>Serve students first, by expanding access and enhancing each student’s educational experience and prospects for success as a graduate and life-long learner</td>
<td>Peer mentors’ primary focus is on the students and their successful transition to college. They are problem solvers and capacity builders. They are easier for many freshmen to approach than faculty are and serve as a bridge between the student and faculty.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>They actively reach out to other campus services to coordinate activities that focus on creating community and supporting freshmen and other students' academic and social success. As the number of peer mentors grows, their impact on building community on campus and increasing student engagement will grow as well.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>The collaborative activities of peer mentors link them to units all over the campus--student life, residential life, Academic Affairs, student government, and academic committees.</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>Peer mentors participate in the Freshman Day of Service in the spring quarter along with the students in the class the PM serves.</td>
</tr>
<tr>
<td>Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility</td>
<td>Peer mentoring has been identified as a high-impact practice for student success.</td>
</tr>
</tbody>
</table>
2.5 How might the demand for this service change over the next five years? (Please choose one category below).

Likely to increase

Provide a rationale for your choice (assumptions, impact of new policy, etc.) in <120 words.

Peer mentors serve freshmen and we hope to grow the program so that all sections of freshman seminar can have a peer mentor working with the instructor. With any increase in the size of the freshman class we will want to see a proportional increase in the number of the peer mentors.

5. Quality of Service

3.1 Do you assess the quality of the service you provide?

Yes

If “Yes”, what benchmarks, best practices or measures of success, either internal or external, do you use to measure service quality (e.g., timeliness, accuracy, adequacy, meeting deadlines, satisfactory completion of assignment, etc.)? Please describe in <120 words. If no, please explain.

Our measure of success to date has been the very high retention and graduation rates of the peer mentors themselves, as well as the positive anecdotal feedback we receive from the peer mentors and freshmen who have had peer mentors. Our first analysis of students who had a peer mentor in their class showed about a 10% increase in retention of freshmen compared to sections without a peer mentor. The sample was small; we will know more when we track more sections.

3.2 During the last three years, have you adopted any measures to improve the quality of this service? Please describe in <120 words.

Peer Mentor Services was in its third year of existence 2011-12 so we were making changes in peer mentor training, preparation, and expectations based on our experiences in years one and two. For example, changes included focusing training on the most critical communication skills and improving and clarifying roles expected in the classroom and during office hours. Evidence of improved quality is that more faculty would like a peer mentor in their classes.

3.3 What idea(s) do you have for improving the quality of this service within existing resources (e.g. development of benchmarks, surveys, feedback, etc.)? Please describe your plan(s) in <120 words.

We will continue to work with the faculty in the freshman GS seminar to refine training and clarify expectations for PMs. We plan to develop questions for the end-of-year survey of freshmen to understand their experiences and how valuable they felt peer mentors were.

3.4 What ideas do you have for improving the quality of the service if additional resources were provided. Please describe your idea(s) in <120 words.

Increased funding would allow us to hire an assistant director, to give the director more time to build out our program to include peer mentors for first quarter transfer students and peer mentors for our veteran population. The apparent success of the freshman...
program has led to campus interest in developing additional peer mentor practices to assist those two populations. Like freshmen, new transfer students and our military veterans also have challenging transitions to make as new students at the university. We believe such programs, adapted to the needs of these other two populations, would assist us in increasing our persistence and graduation rates for these students.

3.5 Do you use any formal or informal process to assess the level of satisfaction of the service users?

No

If yes, describe the process and most recent results in <120 words. If no, please explain.

We are currently (2013) designing questions to include on the College Students Experiences Questionnaire (an end-of-freshman-year survey) to assess student satisfaction with their peer mentor, if they had one. We have no current data but will in the future.

3.6 The university recently conducted a customer satisfaction survey for some services (results for this service are attached, if applicable). Do you have any comment or response to the results? Please describe in <120 words.

The data are neither fully trustworthy nor very informative because there are a number of programs at CSUEB that provide services they call 'peer mentors' but who are not working with freshmen in a freshman seminar class like our program. So, we cannot assume that the answers on the survey refer to the Peer Mentor Services we provide. However, almost 80% of students rated mentors, whether from EOP, SCAA, AACE, or our Peer Mentor Services, as a 4 or 5 indicating significant satisfaction with these varied services.

3.7 Do you have any formal or informal guidelines for personnel in your department regarding how to treat/interact with receivers of this service?

Yes

If yes, please describe in <120 words. If no, please explain.

The training for PMs is extensive: Following a rigorous application, interview and minimum academic qualifications screening process, if selected to serve as peer mentors, they take a 2 unit Leadership class in the spring of their freshman year. This is used as a final screening for becoming a peer mentor. During their year of mentoring, they enroll in a 2 unit Leadership class each term. PMs sign a contract outlining explicit behavioral expectations during their time as mentors. Class materials reinforce the importance of meeting those expectations; their leadership classes work on real cases to reinforce the expected behaviors. (In 2012-13 we began an honors council to adjudicate behavioral issues.)

3.8 Does your service have annual goals (targets) of achievement regarding the quality of the service provided?

Yes

If yes, describe the annual quality goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

Our main goal is to have higher retention and graduation rates of PMs and the freshmen they serve than students who have not received peer mentoring. To date, retention and graduation rates of PMs have far exceeded the rates for the rest of their cohort. Freshman retention rates have been increasing since the PM program began, but we cannot attribute these increases only to the PM program.
3.9 Does your service have annual goals (targets) of achievement regarding the quantity of service provided?

Yes

If yes, describe the annual quantity goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in < 120 words. If no, please explain.

We hope to recruit, train, and assign peer mentors to all sections of the freshman seminar. Year 1 we had 7 PMs; year two we had 18 PMs; year three we had 28 PMs and offered 55 sections of GS (freshman seminar). In 2013-14, we have 48 peer mentors.

6. Efficiency of Service (cost effectiveness)

4.1 Using the spreadsheet provided for all employees in your department, please distribute salaries of individuals across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

84084

Attach your allocated spreadsheet here.
AA - GE - 2011-12 SO-comboGE&frosh.xlsx

4.2 Using the spreadsheet provided, please distribute your department’s annual operating expenses across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

3083

4.3 Using the spreadsheet provided, please distribute the square footage of work space across all services provided to reach an educated or reasonable estimate of the use of this resource.

317.

Attach your allocated spreadsheet here.
CSUEB Space Allocation_Academic Affairs-2.xlsx

4.4 During the last three years, have you adopted any measures to improve the efficiency (cost effectiveness) of providing this service (e.g. reducing salary costs, operating expenses or use of space, or increased output without increasing cost. Etc.)?

No

If yes, please describe the measures in <120 words. If this is a new service introduced over the past three years, please indicate. If no, please explain.

The program began in 2009-10 and has been expanding since then. As of 2013-14, Peer Mentor Services receives all funding from A2E2 and the Chancellor's Office. There have been minimal resources and space used by the program since its inception.
4.5 What idea(s) do you have for improving the efficiency (cost effectiveness) of this service within existing resources (e.g. restructuring, merging, outsourcing, ways to cut costs, technology, etc.)? Please describe those ideas in <120 words.

None. The Peer Mentor Services has fully occupied their space. We cannot merge because there is no other program that provides the training and support that Peer Mentor Services provides. The work itself mitigates against any outsourcing. Our very tech savvy peer mentors work with the trickle-down computers and printers we have to produce handbooks and materials to support their work with the freshmen students. (Please see 5.6 at the end for relevant cost information.)

4.6 What idea(s) do you have for improving the efficiency (cost effectiveness) of the service if additional resources were provided. Please describe your idea(s) in <120 words.

With additional resources, we may be able to increase output in terms of the number of students served by peer mentors, but this would not increase efficiency, per se. Because we are still in growth mode, we are focusing on increasing program effectiveness and expanding our services to support other student groups including transfer students and veterans. (Please see 5.6 at the end for relevant cost information.)

4.7 Do you have any plan(s) to improve the efficiency (cost effectiveness) of this service in the next 1-2 years (e.g. reducing costs, increasing productivity, etc.)?

No

If yes, please specify whether these plan(s) involve reducing salary costs, operating expenses and/or use of space. Please describe your plan(s) in <120 words. If no, please explain.

If by output we mean students served and faculty supported, PMS supported 7 faculty and mentored 840 students in 2011-12.

5.1 Are you aware of services similar to this one that are being provided by another department at CSU East Bay?

No

If yes, please provide a list of those departments. How are the services described here similar or different? Please describe in < 60 words.

No similar services for students or support for faculty in classes exist, although other programs also have students helping students. EOP has students called “peer mentors” helping with advising; the SCAA has “peer tutoring” often referred to as mentors; and AACE has peer students that assist in advising and career education activities. These serve different populations and provide different services.
5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.

We are the only program in the CSU that uses second year students to mentor first year students in class, providing real peers mentoring first time freshmen. Peer Mentor Services has received recognition as an important and innovative high impact practice from the CSU Chancellors Office and from AAC&U in a recent report. Peer Mentor Services is a part of the reason Dr. Sally Murphy received the "Outstanding First-Year Student Advocate" award from the National Resource Center for the First-Year Experience and Students in Transition.

5.3 Are there any additional things about this service that you would like the task group to know? Please describe/explain in <250 words.

In 2011-12, we received limited A2E2 funding for Peer Mentor Services activities for freshmen, and in 2012-13, we received further funding from A2E2 University-wide Activities and Programs to enhance and expand the Peer Mentor Services program. In summer 2013, we received a grant from the Chancellor's Office Student Success Program to fund a permanent Peer Mentor Director and a full-time assistant. The fund also provided for new database technology to allow us to track the peer mentors and the freshman seminar classes they serve to document their effects on student retention and graduation rates. At this time, AY 2013-14, our expanded Peer Mentor Services is wholly funded through A2E2 and Chancellor's Office funds.