



2014 – 2015 Annual Report

Prepared on 11/1/2015

The Student Center for Academic Achievement

California State University, East Bay

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Introduction:

Since 2001, the Student Center for Academic Achievement (SCAA) has provided academic support in the form of one-on-one tutoring, workshops, and peer-led group study. Nearly 15 years later, the SCAA's core mission – to help California State University, East Bay (CSUEB) students develop and improve their skills and abilities to meet the demands of college level course work and beyond – remains seminal to our work and programs.

During the 2014-2015 academic year, the SCAA held fast to its mission statement while also undergoing significant change and growth. The change at SCAA is best exemplified by the introduction of new programs, such as the Graduate Writing Associates (GWA) program. The growth of the SCAA is best exemplified by SCAA's budget, which more than doubled from September 2014 to June 2015.

As SCAA's new Director and newest staff member, I was among the biggest changes at the SCAA. One of my first goals as SCAA's Director was (and continues to be) maintaining the quality of SCAA's current programming while introducing new and innovative directions for the organization. Accordingly, this report highlights the many areas of growth, change, challenges, and successes of this "balancing act" during the 2014-2015 academic year.

I have sectioned this report into 3 parts: SCAA by the Numbers (overall organizational highlights), individual program highlights (including program usage data), and future endeavors.

Part I: 2014-2015 SCAA Highlights by the Numbers:

82	The total number of paid casual and student employee tutors, Peer Led Undergraduate Study (PLUS) Leaders, and volunteers who worked at least one-full quarter during the 2014-2015 academic year. ¹
30	The total number of training hours offered through a combination of orientations, quarterly meetings, one-time trainings, and General Studies 4010 (the SCAA Approaches to Tutoring for Learning class).
5	The number of years, as of 2014, the SCAA has been re-certified for under the College of Reading and Learning Association's (CRLA) Level 1 International Tutor Training Certification.
6,971	The total number of <u>visits</u> to SCAA's peer tutoring program in math, writing, or statistics.
1,810	The total number of <u>students</u> who used SCAA's peer tutoring program in math, writing, or statistics.
12%	The percentage of students in CSUEB's total student body that the SCAA served. ²
1,531	The total number of papers submitted to the Online Writing Lab (OWL).
876	The number of visits to SCAA's peer tutoring program by F-1 Visa holders ³ in math, writing, or statistics.
689	The number of students who attended a Writing Still Test (WST) or academic workshop on topics ranging from organizing ideas in essays to self-editing techniques.
2,500	Total number of visits to Peer-Led Undergraduate Study (PLUS) sessions.
1,154	The number of sessions (eChat, eQuestions, and eWriting) CSUEB students logged into SCAA's eTutoring platform.
14	The number of tutoring sessions conducted during SCAA's pilot extended hours event, Spring Out of Stress.
\$2.67	The per-visit or per-activity cost of SCAA's services – a highly cost effective price for academic support services.

¹ The 2014-2015 academic year began on September 22, 2014 and concluded on September 7, 2015.

² According to CSU Mentor, the total number of students at CSUEB is 14,526,

³ F-1 Visa holders is the SCAA tag to identify international students who use our programs.

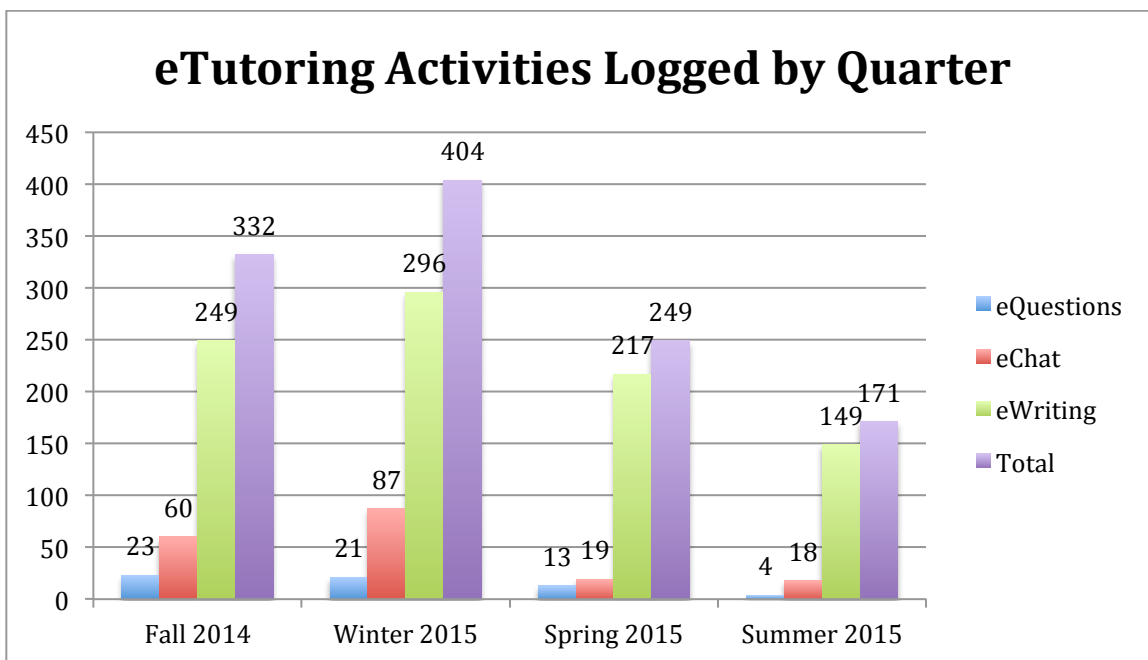
Part II: Individual Program Highlights and Usage:

eTutoring:

The SCAA participates in the Western eTutoring Consortium, which provides near round-the clock eTutoring services in subjects currently not served through Peer Tutoring. These subjects include, but are not limited to, Spanish, Accounting, and Chemistry. During the 2014-2015 academic year, the program was coordinated by June Barber-Mertens who tracked the CSUEB student usage of our eTutoring platform.

Students can log into the eTutoring platform to submit an online question to a tutor (eQuestion), submit a paper for feedback (eWriting), and/or participate in a live synchronous web conference (eChat). During the 2014-2015 academic year, a total of **1,156** eTutoring activities by CSUEB students were recorded. There were **61 eQuestions** submitted, **184 eChat sessions**, and **911 eWriting submissions**. This information was recorded and collected by eTutoring.org – the platform used by SCAA and the Western eTutoring Consortium.

The following is a breakdown of eTutoring's usage by quarter:



By far, the most popular method of using eTutoring is eWriting – a platform that is similar to the SCAA Online Writing Lab (OWL). One looming question concerning the eWriting platform is the circumstances in which students use it – are students seeking an alternative to OWL, using both services, etc. Additionally, SCAA positions the usage of eTutoring as a method of serving students in subjects other than math, writing, and statistics – however, **78% of usage is eWriting submissions** for courses we serve through OWL.

Graduate Writing Associates (GWA) Program:

In the 2013-2014 school year, an A2E2 University-Wide Activities and Programs (UAP) grant was submitted on behalf of the SCAA to bring back the Graduate Writing Associates (GWA) Program. GWAs are graduate students paired with an undergraduate course for one quarter to assist faculty and students in writing assignments that engage undergraduate students in the entire writing process, including feedback and revision. The GWA Program follows Writing Across the Curriculum (WAC) principles and practices when working with faculty and students.

In December 2014 Helen Ly became the SCAA Writing Center Coordinator – overseeing the design, GWA and faculty recruitment, and implementation of the GWA program. During the 2014-2015 academic year, Ly successfully recruited **10 GWAs** and **10 faculty members**.

Peer Tutoring:

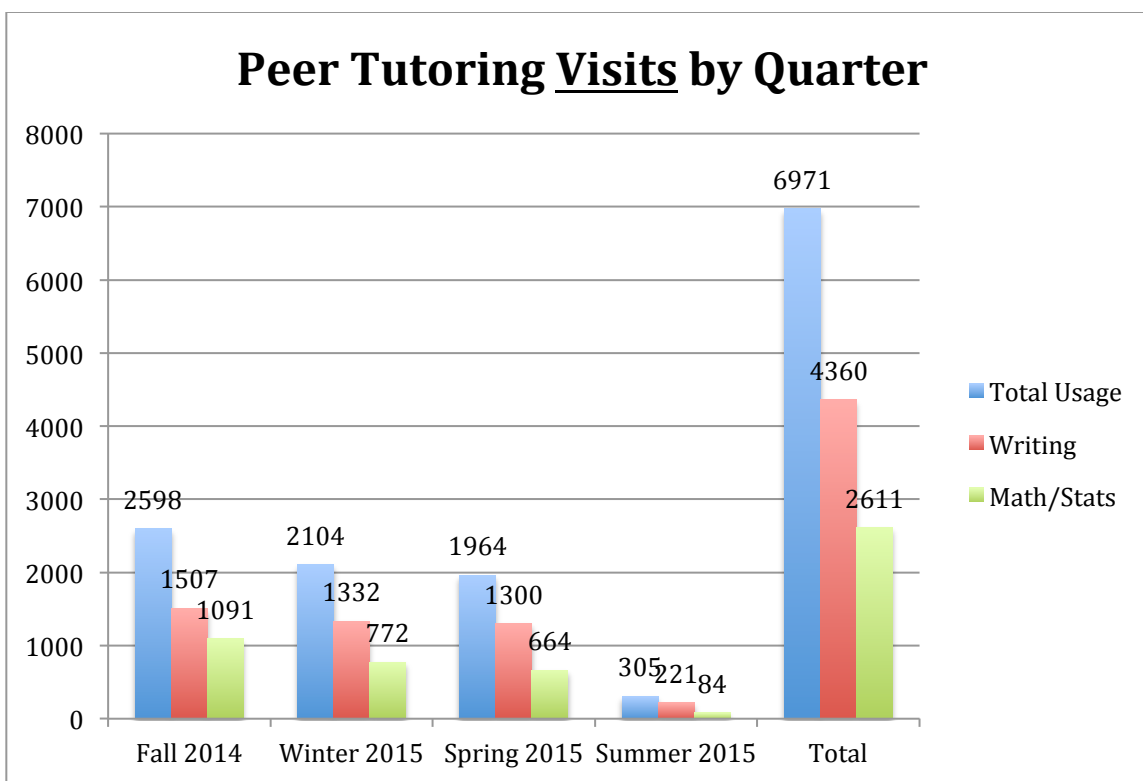
Since 2001, the SCAA has offered one-on-one peer tutoring. A group of trained student and professional tutors provide content tutoring in writing, math, and statistics. The program's logistics are managed by Ditas Santiago, who oversaw the scheduling and day-to-day operations of the program. Additionally, Helen Ly and Jen Nguyen provided quarterly trainings on topics such as special communications, learning styles, working with multilingual students, campus resources

and tutoring resources. Peer tutors were also invited to additional training opportunities in topics such as minimalist and directive tutoring styles.

Additionally, during the 2014-2015 academic year, the SCAA received a College Reading and Learning Association (CRLA) tutor training re-certification that indicates that CSUEB's SCAA tutor training program meets the prescribed CRLA guidelines and introduces tutors to essential topics based on student learning theory and tutoring best practices. In order to receive the CRLA certification, all applicant institutions undergo a rigorous process that requires detailed documentation that describes the ways each training program meets the organization's established requirements. A 2-4 unit tutor training course, GS4010 Approaches to Tutoring for Learning was offered in Winter 2015. Also, the peer tutors continued the process of annual peer observations. In total, the SCAA offered **30 hours of training** to tutors in the form of quarterly trainings and GS4010.

During the 2014-2015 academic year, a total of **6,971 visits** by **1,810 students** were logged into TutorTrac – the official sign-in and usage tracking software for our Peer Tutoring program. The courses served the most through Peer Tutoring (as calculated by visits) are: English 1001 (n=448), Math 1130 (n=384), English 3001 (n=370), English 3000 (n=356), Math 950 (n=347), Math 1300 (n=282), English 3003 (n=271), Math 1810 (n=236), Math 900 (n=213).

The following is a breakdown of Peer Tutoring usage by quarter:

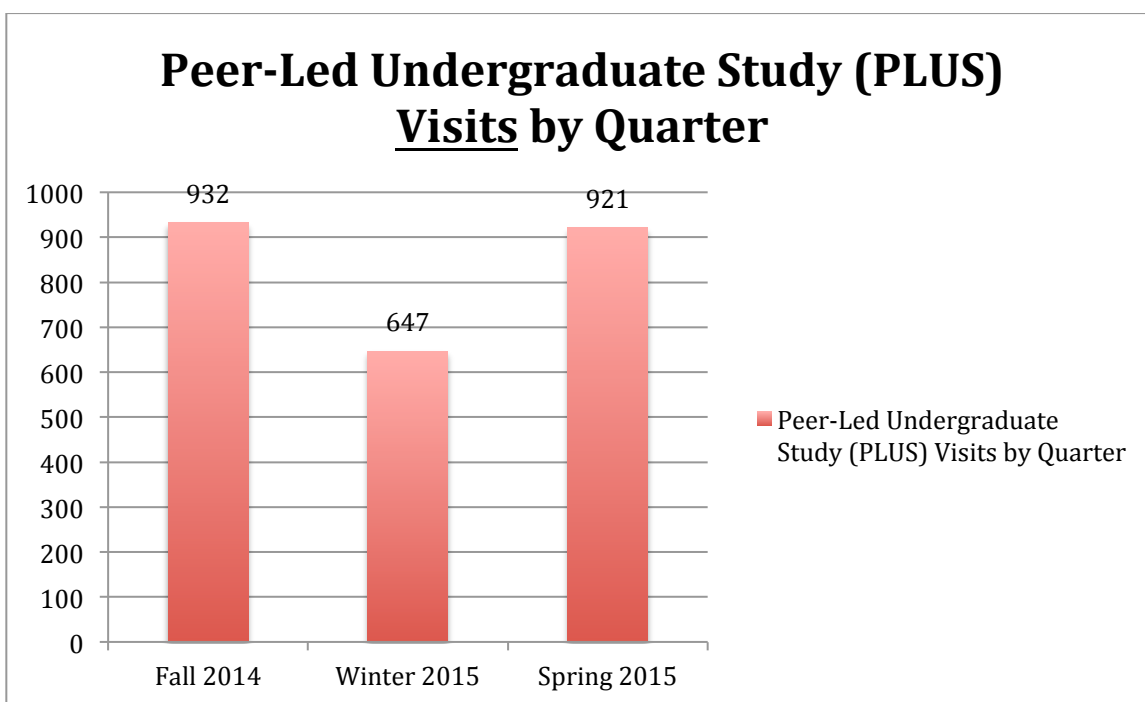
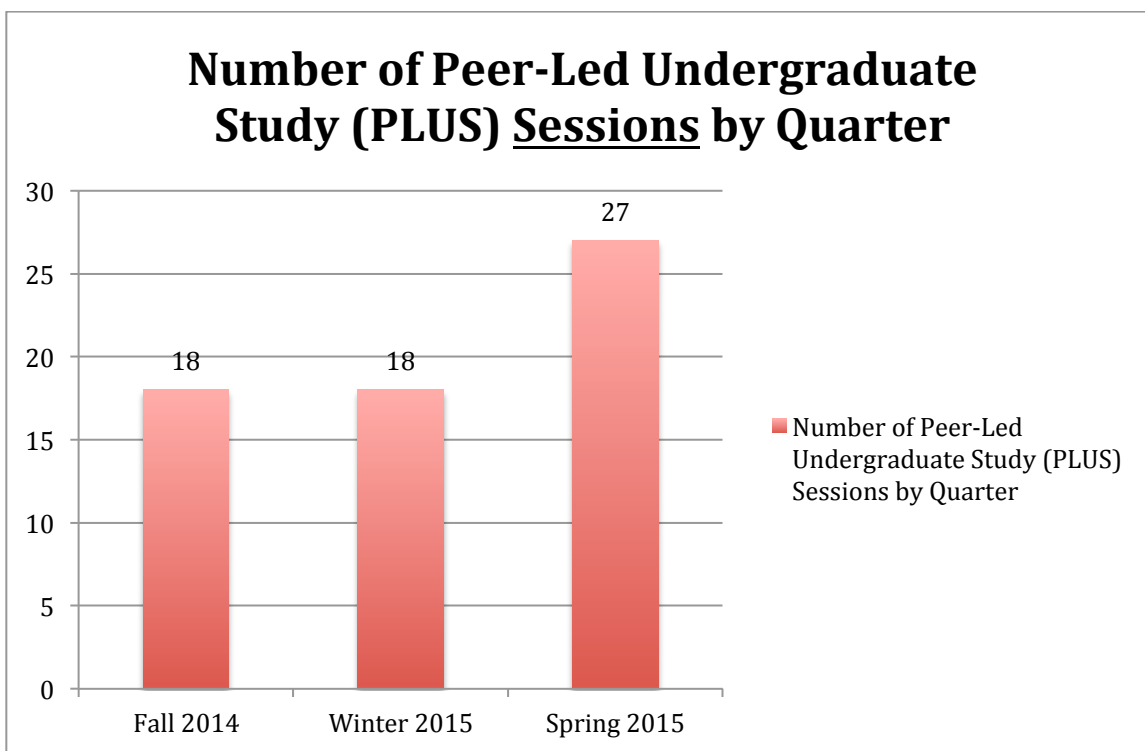


Peer-Led Undergraduate Study (PLUS) Program:

The Peer-Led Undergraduate Study (PLUS) Program is a course embedded tutoring program. The PLUS Program is based off of Supplemental Instruction (SI) – a highly successful peer-led group support model at many universities and colleges around the globe. PLUS Leaders are students who previously succeeded in a historically challenging course who are tasked in leading collaborative study groups. During the 2014-2015 academic year, the program was coordinated by June Barber-Mertens who helped facilitate quarterly trainings of PLUS Leaders, observed PLUS Leaders, and collected attendance of all PLUS sessions.

During the 2014-2015 academic year, a total of **2,500 visits** were recorded to PLUS sessions. The PLUS sessions that served the most students were affiliated with the following courses: Biology 2025 (n=612), Biology 3405 (n= 335), Biology 1403 (n=294), Biology 1401 (n=260), Biology 4430 (n=253), Biology 4413 (n=140), and Biology 2010 (n=132). Although a majority of the PLUS sessions were attached to a Biology course, other courses with PLUS sessions

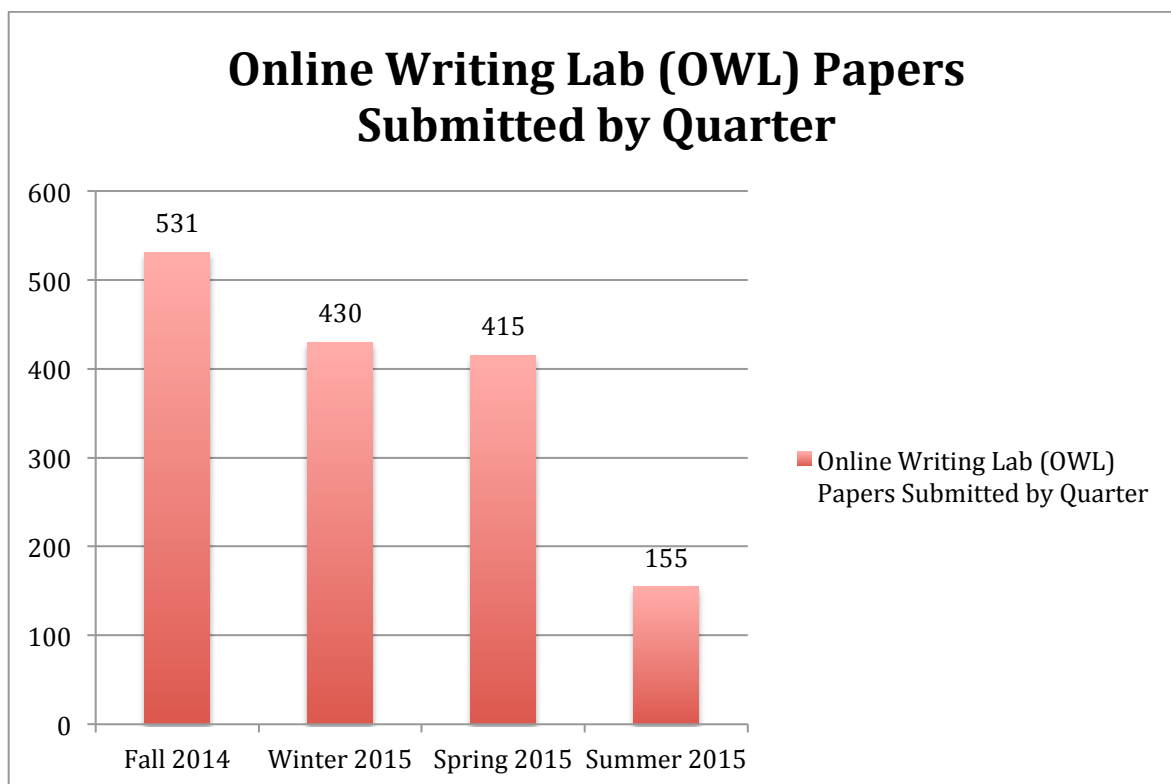
include Chemistry 1102, Chemistry 1103, and Physics 2703. The following is a breakdown of PLUS usage by quarter:



Online Writing Lab (OWL):

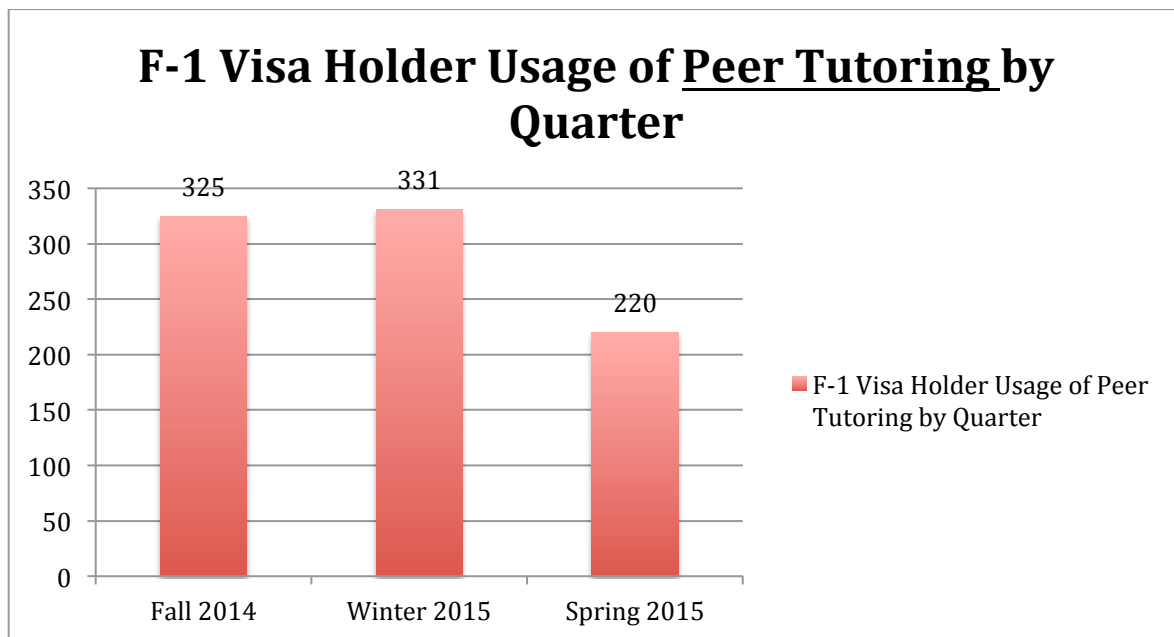
The Online Writing Lab (OWL) allows CSUEB students to submit papers online and receive tutor feedback via e-mail within 48 hours. The program is coordinated by June Barber-Mertens who oversaw the distribution of papers to writing tutors and ensured that each tutor provided helpful, quality feedback. This year, June added a peer-to-peer observation component so that OWL tutors could read, assess, and learn from other OWL tutors. Additionally, a new hands-on OWL tutor training was created and implemented this year.

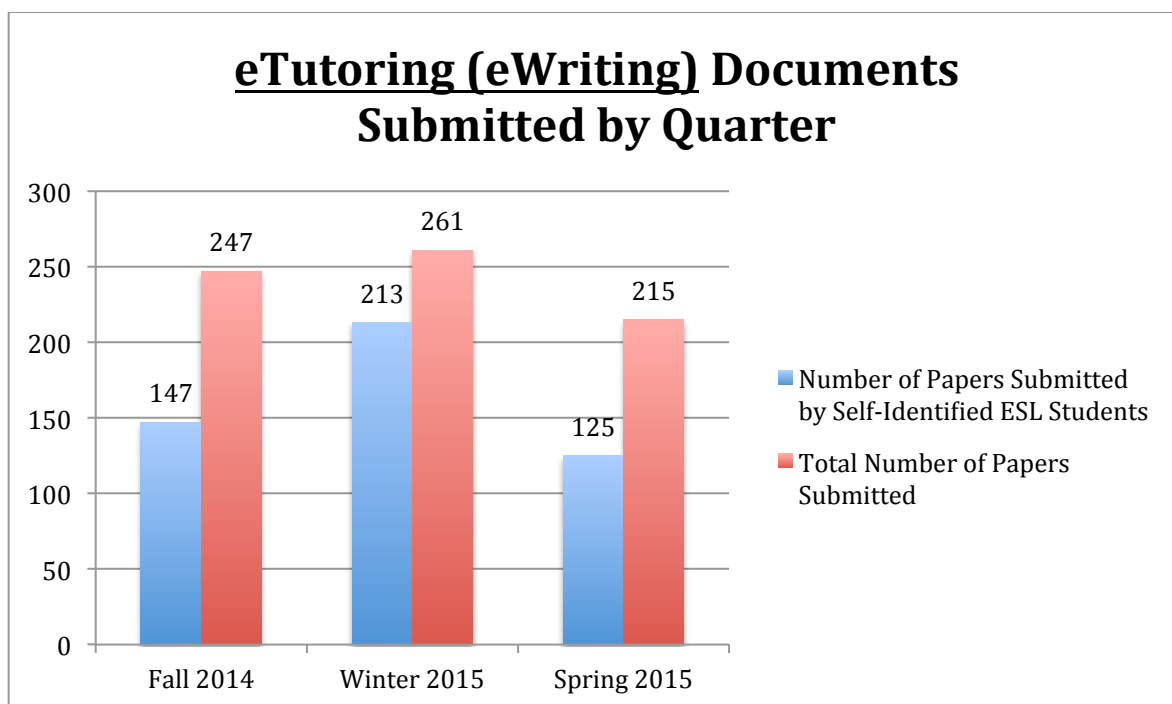
During the 2014-2015 academic year, a total of **1,531 papers** were submitted to the SCAA OWL. The top courses for paper submissions are: English 3000 (n=247), English 3001 (n= 273), English 3003 (n=198), and English 1001 (n=169). The following is a breakdown of OWL's usage by quarter:



Serving Multilingual Students:

The SCAA Writing Center Coordinator, Helen Ly, worked diligently to provide training opportunities and one-on-one guidance for SCAA tutors and the greater campus community on working with multilingual students. Additionally, Ly has continued to track the usage of our services by F-1 visa holders – the PeopleSoft tag for international students – and students who self-identify as ESL. Accordingly, the F-1 Visa status field was added to TutorTrac in Fall 2014 to help track peer tutoring usage by international students. Ly recorded the usage of SCAA services in three programs at the SCAA – peer tutoring, the Online Writing Lab, and eTutoring. The data will be instrumental in developing and fine tuning our current programming to more effectively serve multilingual students. The following is a breakdown of Peer Tutoring and eTutoring’s usage by F-1 Visa holders and self-identified ESL students respectively:





Additionally, of the 432 students who submitted OWL papers in the Spring 2015 quarter (including papers that were not processed), **50 students identified as ESL, 70 left the question blank, and 312 did not identify as ESL.** On average, 45% of students who did not identify as ESL submitted OWL papers more than once. With a significantly smaller n, students identified as ESL submitted OWL requests half the time. While more than 10 languages were represented in the submissions, the top three with significant identifications were Chinese, Vietnamese, and Spanish. Please see the attached report written by Ly with deeper analysis of F1 Visa visits and a language profile of multilingual students using SCAA services.

Writing Skills Test (WST) and Academic Workshops:

Sally Baxter, an instructor in the English Department, continued to offer several one-time Writing Skills Test (WST) and English 3000 workshops at SCAA throughout the academic year. In total, **21 workshops were offered at the SCAA** to help prepare students in fulfilling the University Writing Skills Requirement (UWSR). The topics of these workshops ranged from WST

Prep to the English 3000 portfolio, to the Reflection Essay. **A total of 614 students attended these workshops.**

The list of non-WST Workshops were developed, created and facilitated by Helen Ly throughout the 2014-2015 year. SCAA Writing Tutor, Roxy Neale, also created and developed two workshops. The following is a list of non-WST Workshops provided to CSUEB students in the 2014-2015 academic year:

- There's a Storm in My Brain: Organizing Ideas for Your Essay
- Making Choices when Using Sources
- Self-Editing Techniques
- In-Text Citations
- Demystifying the Research Paper
- How to Write a Paper

75 students attended workshops between Fall 2014 and Winter 2015 quarters. The ranking of workshops based on most attended are: **Self-Editing Techniques (n=43%), In-Text Citations (n=20%), There's a Storm in my Brain (n=19%), and Making Choices When Using Sources (n=12%).**

Surveys were introduced in the middle of Fall 2014. Based on 50 student surveys, students rated their agreement/disagree (1=Strongly disagree, 4=Strongly Agree) to the following statements about the workshops:

- The workshop was educational: **3.78**

- The workshop was productive/useful: **3.8**
- The workshop covered an appropriate amount of information: **3.8**

Other Highlights:

- **Spring Out of Stress:** This year, the SCAA in collaboration with the Library and Smooth Transitions piloted a late-night tutoring, game, and “swag bag” event that took place during the library’s extended hours (9 PM – 12 AM). **85 people received a Smooth Transitions study kit, 13 people played games at the gaming table, and 14 thirty-minute tutoring sessions took place.** Due to the program’s success, a Fall Out of Stress, Freeze Out of Stress, and Spring Out of Stress extended hours event series will take place in Fall, Winter, and Spring of 2015-2016 respectively.
- **End of Year Celebration:** SCAA hosted its first annual End of Year Celebration – a culminating event highlighting graduating SCAA employees. **18 graduating students** were honored.
- **Handouts:** Over the summer, SCAA tutors created new handouts to use during SCAA tutoring and to post on the new SCAA website. Previously, SCAA tutors used handouts from other organizations – this project allows the SCAA to contribute to the library of learning resources available online for the CSUEB and greater community.
- **New Furniture:** With assistance from a one-time A2E2 Instructional and Research Equipment and Enhancement (IREE) grant, the SCAA replaced all of its furniture. Based on the premise that students and tutors can take ownership of the SCAA space, the SCAA space now includes breakaway tables and a new reception table.

Part III: Future Endeavors – Challenges and Opportunities:

The SCAA is a small, yet mighty team of 4 staff members coordinating and administering more than a half-dozen programs. As this report highlights, the SCAA serves thousands of students with relatively few FTE staff members and financial resources. Accordingly, I believe the focus for the 2015-2016 academic year and beyond should be growing and building SCAA's FTE team, assessing and subsequently fine-tuning our programs to maintain quality, and to provide opportunities for all SCAA employees to contribute to the scholarly conversation on learning, writing, and quantitative reasoning centers. Some goals for the 2015-2016 academic year include:

- **Implementation of the Graduate Writing Associates Program:** Helen Ly has successfully recruited 10 GWAs and will begin implementing the program in Fall 2015. This is an exciting opportunity for SCAA position to itself in conversations about writing and writing across the curriculum principles on our campus.
- **Exploring Funding Sources for a Multilingual Student Specialist:** Ly was formerly the Multilingual Student Specialist. Due to her new role as SCAA Writing Center Coordinator specifically overseeing the GWA Program, the possibility of hiring a new Multilingual Student Specialist to serve a significant and growing population on our campus community will be explored.
- **Centralization of Writing Skills Test (WST) Preparation Program:** In an effort to centralize preparation programs for the WST, the SCAA has a new program under its wing – the WST Boot Camp. The program, which provides the opportunity for students to learn about the WST, take a practice WST, and take the exam free of charge, will allow SCAA to become the go-to location for WST prep. The program will be coordinated by June Barber-Mertens.

- **Supplemental Instruction:** We will be transitioning our Peer-Led Undergraduate Study (PLUS) Program to a full Supplemental Instruction (SI) Program – providing more training opportunities and planned, intensive group study sessions to historically difficult courses. Although the PLUS Program was able to serve a significant number of students in the Biology Department, SI will serve a wider-cross section of students – from Accounting to Chemistry. The program has been highly successful at other CSU campuses and universities around the world. The biggest component of this transition is hiring a full-time SI Coordinator.
- **New Website:** The SCAA has redesigned its website (<http://library.csueastbay.edu/scaa>) to be more user and student friendly.
- **Professional Development Opportunities:** In the 2015-2016 academic year, select tutors, GWAs, and SI Leaders will attend regional and national conferences on learning centers, writing curriculum and pedagogies, and Supplemental Instruction. This will allow our employees to actively engage in the scholarly research and dialogue in the field.

Annual Program Report on Serving Multilingual Students

Program Highlights and Accomplishments

F-1 Visa status was added to TutorTrac in Fall 2014. TutorTrac data was used in the section for Peer-to-Peer Tutoring. Data analyzed for OWL derived from OWL Coordinator manual spreadsheet. eTutoring reports from Consortium website.

Peer-to-Peer Tutoring

In total, 914 writing tutoring visits from F-1 visa students were made during the 2014-2015 academic year. On average, about 300 visits are made to the SCAA for writing tutoring services every quarter, with 120 students visiting at least once. In Fall 2014, F-1 visa students visited the SCAA 325 times, with 129 students visiting at least once. In Winter 2014, 127 students visited for a combined total of 331 visits. In Spring 2015, 104 students visited for a combined number of 220 visits.

Courses most served are English 725, 730, 735 (on average 125 visits) English 3000, 3001, and 3003 (on average 74 visits), English 1001 and 1002 (on average 24 visits). Non-English courses average 52 visits. For future analysis, an accurate ranking of courses most chosen for writing tutoring sessions by visa students will be reported.

Online Writing Lab (OWL)

In Spring 2015, ESL and first language self-identification was recorded with other OWL submission information.

Of the 432 students who submitted OWL papers (including papers that were not processed), 50 students identified as ESL, 70 left the question blank, and 312 did not identify as ESL. On average, 45% of students who did not identify as ESL submitted OWL papers more than once. With a significantly smaller n, students identified as ESL submitted OWL requests half the time. While more than 10 languages were represented in the submissions, the top four with significant identifications were analyzed.

Chinese (Mandarin and Cantonese)

15 students who identified as ESL with an L1 of Chinese, Mandarin, or Cantonese, submitted papers for English 3001/3 or one of the 700 series courses. 26 students who did not identify as ESL with an L1 of Chinese submitted for Finance, English 803, English 1001, Economics, in addition to English 3000/3001/700s. 3 L1 Chinese students left the ESL identification blank, and submitted for English 3001 or English 730.

Vietnamese

3 students who identified as ESL with an L1 of Vietnamese submitted papers for English 3001, 3003 and various upper division Health Sciences courses. 14 students who did not identify as ESL with an L1 of Vietnamese submitted papers mostly for English 3001 or 3003 (not 3000), a Management and a Chemistry course, and one English 730 course. No students of L1 Vietnamese left the ESL Student question blank.

Spanish

2 students who identified as ESL with an L1 of Spanish submitted papers for English 3003 and a Finance course. 20 students who did not identify as ESL submitted papers mostly for English 803, 1001, 3000, 3001, 3003, 3 Health Science courses, and a Management course. 1 student who left the ESL question blank submitted for an English 1002 course.

eTutoring

In Fall 2015, 60% of documents submitted for eTutoring were reported as ESL documents with 147/247 documents labeled as ESL. In Winter 2015, 82% of documents submitted to eTutoring were reported as ESL documents with 213/261 documents labeled as ESL. In Spring 2015, 125/215, or 59% of documents submitted were reported as ESL documents.

On average, about 67% of eTutoring documents submitted in an academic year is labeled as ESL.

Workshops (Writing, WST, WST Boot Camp)

While no data has been analyzed for these workshops offered at SCAA, submitting NetIDs from sign-in sheets to the Data Warehouse for percentage of F-1 Visa students with pass rates would be analyzed for the upcoming academic year.