

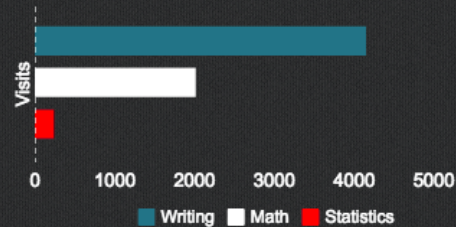
The Student Center for Academic Achievement's

Year in Review: 2015-2016

About the SCAA

Since 2001, the California State University, East Bay (CSUEB) Student Center for Academic Achievement (SCAA) has provided content tutoring for writing across the curriculum, all math and statistics courses. Additionally, the SCAA offers academic support through innovative programs such as the Writing Associates, Supplemental Instruction (SI), and preparation for the Writing Skills Test.

Visits to Peer Tutoring



Additional Programmatic Impact



20

The number of courses served through the Writing Associates (WA) Program



1791

The number of papers submitted to the Online Writing Lab (OWL)



60%

The percentage of Boot Camp participants who passed the WST.



1549

The total number of visits to Supplemental Instruction (SI) sessions



Our Tutors, SI Leaders, and Receptionists

Last year, the SCAA employed 81 paid casual and student employee tutors, Writing Associates, SI Leaders and receptionists. There was approximately 60 training hours offered to prepare our staff to work with CSUEB's diverse student body. Collectively, our employees engaged with students 11,567 times in 2015-2016.



For more information about the SCAA and to read our full annual report, please visit <http://library.csueastbay.edu/scaa>

The Student Center for Academic Achievement

2015 – 2016 Annual Report

Compiled by:

Jennifer Nguyen, Director of SCAA

Individual Program Reports Written By:

June Barber, OWL and WST Prep Programs Coordinator

Helen Christian, Writing Center Coordinator

Waffaa Hanna, Supplemental Instruction Coordinator

Ditas Santiago, Office Manager

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Mission Statement of the SCAA



Since 2001, the California State University, East Bay (CSUEB) Student Center for Academic Achievement (SCAA) has provided content tutoring for writing across the curriculum, all math and statistics courses, and selected science courses. Additionally, the SCAA offers academic support through new and innovative programs such as the Writing Associates, Supplemental Instruction (SI), and preparation for the Writing Skills Test (WST).

The mission and objective of the SCAA is three-fold:

- to help CSUEB students **develop and improve their skills and abilities** in order to meet the demands of college level coursework;
- to assist CSUEB students in **achieving and maintaining academic excellence**;
- and to support CSUEB students in accomplishing their academic and career goals and **graduate as self-directed life-long learners**.

The SCAA accomplishes its mission and objectives by providing students with high quality tutoring and academic support, providing faculty with a resource for students who need additional help, and providing the university with an intellectual hub offering innovative programming that reflects our values.

SCAA by the Numbers

81	The total number of paid casual and student employee Peer Tutors, Graduate Writing Associates (GWAs), Supplemental Instruction (SI) Leaders, English Language (EL) tutors, receptionists, and volunteers who worked at least one-full quarter during the 2015-2016 academic year. ¹
60	The approximate number of training hours offered through a combination of orientations, monthly meetings, bi-weekly GWA trainings, Online Writing Lab (OWL) trainings, and SI trainings.
11,567	The total number of visits across all of our services – from attending a workshop, to engaging in a peer tutoring session, to submitting an OWL paper, etc.
6,410	The total number of <u>visits</u> to SCAA's Peer Tutoring program in math, writing, or statistics.
1,791	The total number of papers submitted to the Online Writing Lab (OWL).
20	The number of unique courses that worked with the GWA Program.
60%	The percentage of students who completed the WST Boot Camp and received a passing "Clear Competency" (CC) rating.
1549	Total number of visits to Supplemental Instruction (SI) sessions in winter and spring 2016.
942	The number of sessions (eChat, eQuestions, and eWriting) CSUEB students logged into SCAA's eTutoring platform.
72,683	The number of visits to the newly redesigned SCAA website, which launched in September 2015.
\$2.19²	The per-visit or per-activity cost of SCAA's services – a highly cost effective price for academic support services.

¹ The 2015-2016 academic year began on June 22, 2015 and concluded on June 14, 2016.

² This figure was calculated by dividing total number of visits to the SCAA by the SCAA's 2015 – 2016 budget.

eTutoring

What is eTutoring?

eTutoring is a program that provides online tutoring – synchronous (live) and asynchronous – for a variety of courses. This is a program for undergraduate students who prefer an online interface, cannot come to SCAA's physical location due to time constraints, and/or need one-on-one help in subjects outside of math, writing, and statistics. We currently work with the Western eTutoring Consortium to provide this service.

Program Highlights and Accomplishments for 2015-2016:

- The SCAA continued to participate in the Western eTutoring Consortium in the 2015 - 2016 academic year.
- Each quarter, the SCAA provided **3 eTutors** to the Western eTutoring Consortium. This was a total of 15 hours per week of online tutoring time contributed by our tutors. The tutors specifically offered their expertise in synchronous (live) math support.

Usage of the eTutoring Program:

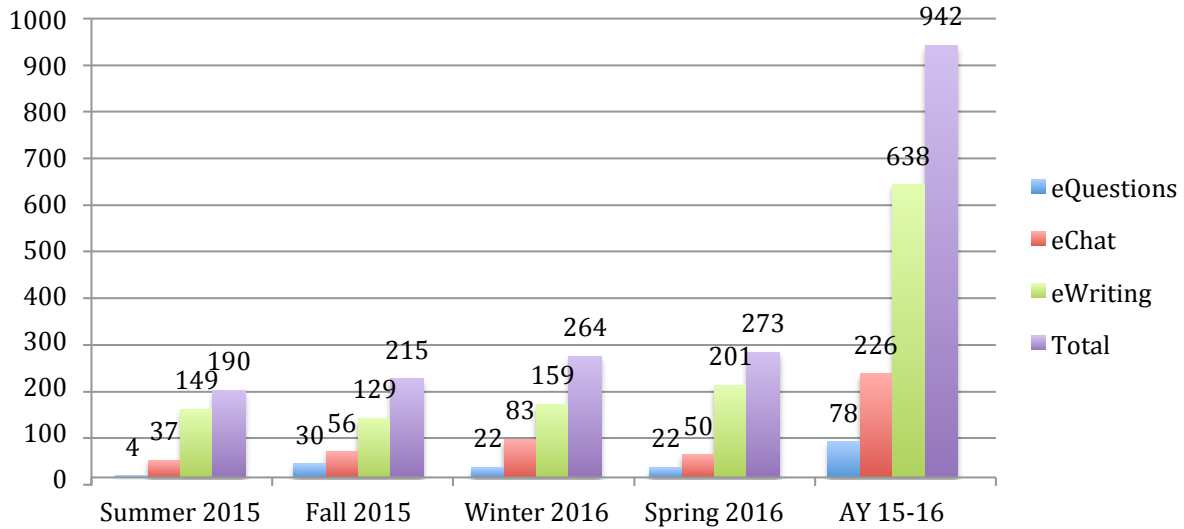
During the 2015 – 2016 academic year, CSUEB students engaged in a total of **942** eTutoring activities.³ This equates to:

78	instances of CSUEB students asking an "eQuestion" – the equivalent of leaving a question on a message-board like platform for an eTutor to answer within hours.
226	instances of CSUEB students engaging in an eChat – a live tutoring session with virtual white board shared by the eTutor and the student.
639	instances of a CSUEB student submitting an eWriting file – a service in which a student can submit a paper to an online system. An eTutor provides written feedback in the margins of the paper.

As shown in the graph below, there was an increased use of eTutoring with each subsequent quarter of the 2015 – 2016 academic year. This trend is **opposite** of our Peer Tutoring services where the usage of peer tutoring decreases with each subsequent quarter.

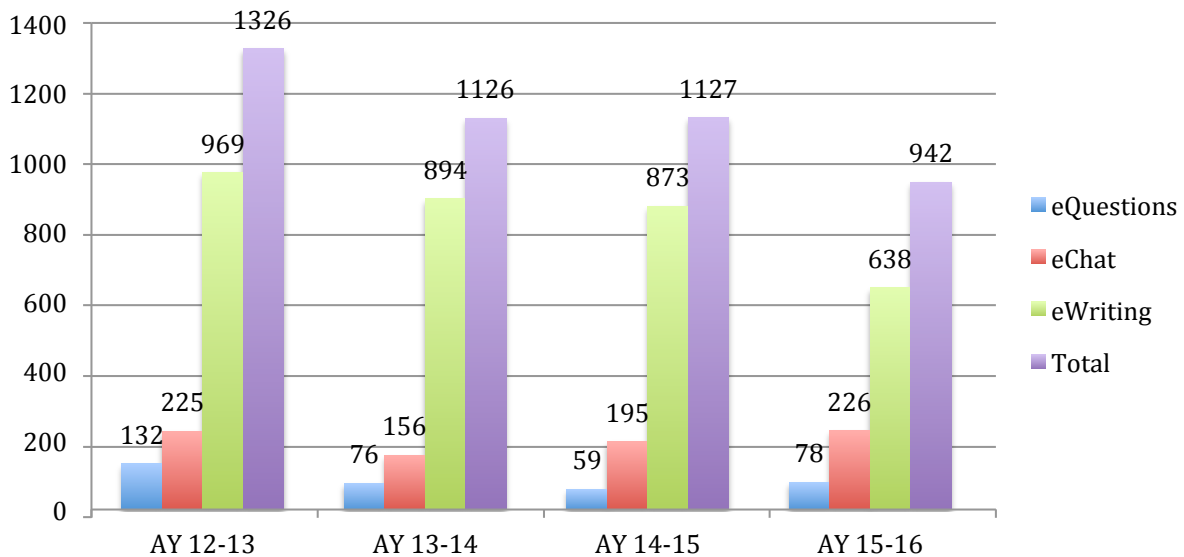
³ Attendance was tracked and reports were generated through the eTutoring platform.

eTutoring Activities Logged by Quarter



Relative to previous years, the use of eTutoring has decreased in total – there have been substantially less eQuestions and eWriting files submitted to the system since 2012. Conversely, the use of the eChat option has returned to 2012-era levels – an era when eTutoring was a new program for the SCAA.

eTutoring Activities Logged by Academic Year



The following reasons can be used to explain the substantial drop in the use of our eTutoring services:

- **Focus on the Online Writing Lab (OWL):** This year we did not provide a writing eTutor to the consortium. We chose to focus our efforts of having our writing tutors at SCAA contribute to the Online Writing Lab (OWL). More OWL papers were submitted in the 2015 – 2016 academic year than previous years. Typically, eTutoring's eWriting service functioned as an “overflow” service when students could not submit their work to the Online Writing Lab.
- **Coordinator Duties Transitioned:** This year, the former eTutoring Coordinator transitioned her duties to the SCAA Director so that she could take on a new program. Accordingly, there was a less concerted effort to advertise the program.

Top Courses and Subjects Served

Subject	Number of eQuestions
Writing (Asynchronous)	16
Economics	15
Math	11
Accounting	9
Chemistry	9
Physics	5

Subject	Number of eChat Sessions
Math	61
Unknown	49
Spanish	46
Chemistry	22
Calculus	16
Live Writing Lab (Synchronous)	9
Physics	9
Accounting	7
Statistics	6

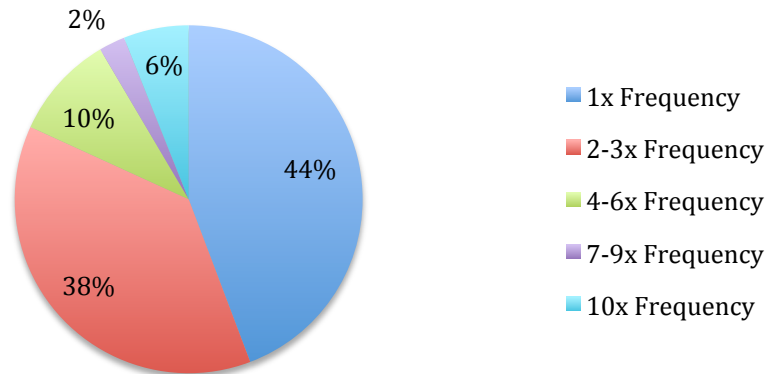
Course ⁴	Number of Papers
English 3001	156
English 3003	89
English 3000	83
English 1001	22
English 735	17
English (Not Specified)	15
English 730	12

⁴ When submitting a paper through the eWriting service, students self-identify the courses they are seeking assistance for. Accordingly, names of courses widely varied by students and were often not specified beyond generic subjects (i.e. “English”).

Repeat Users of the eTutoring Program

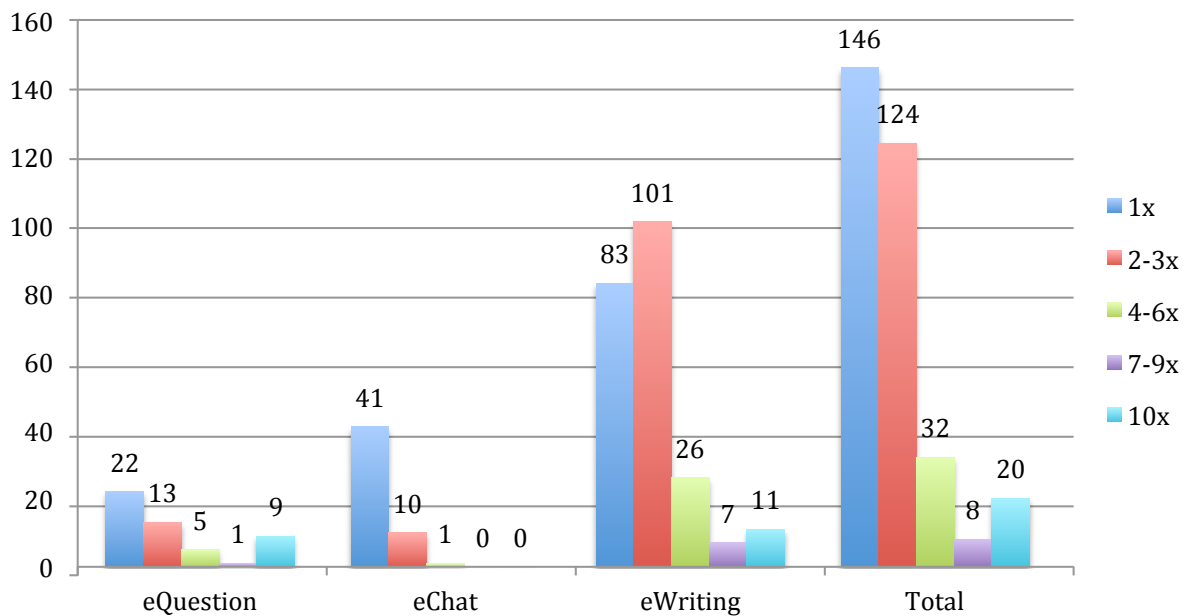
How many users of eTutoring use the service more than once? In the 2015 – 2016 academic year, a majority of students used eTutoring between 1-3 times:

Breakdown of eTutoring Users by Frequency

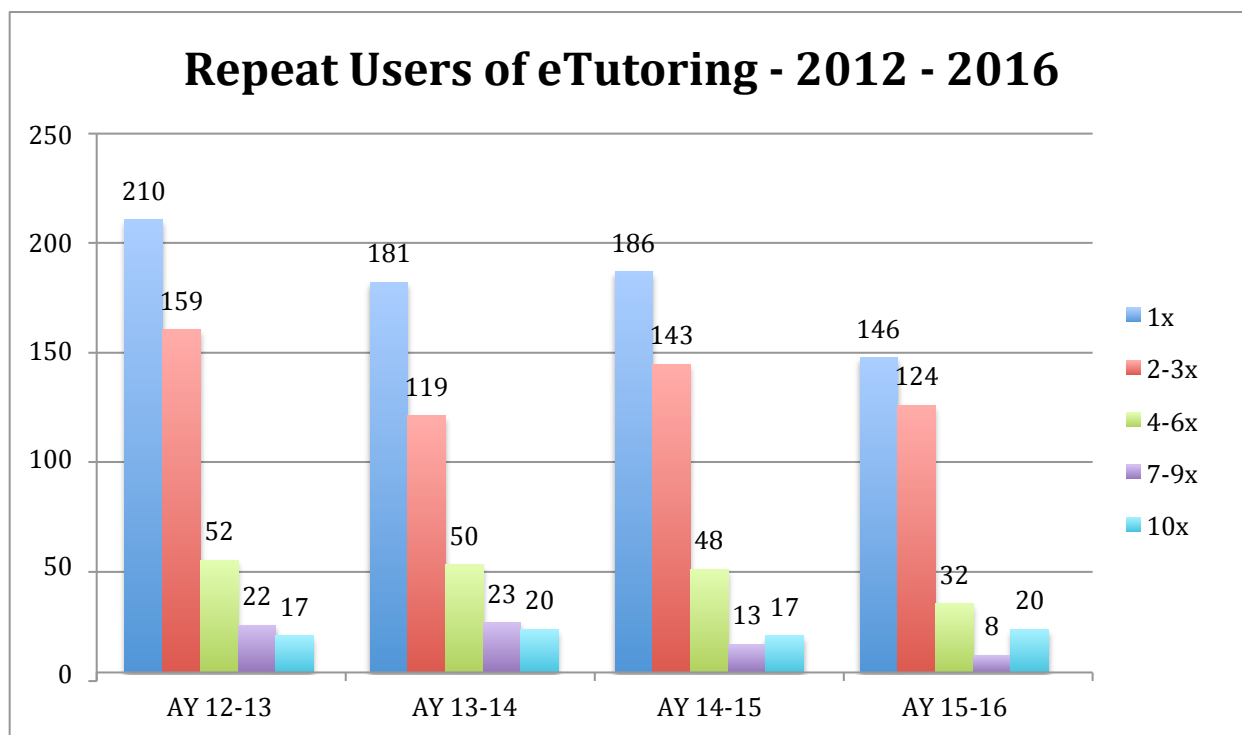


The highest instances of repeat users could be found in the eWriting and eQuestion services – eWriting resulted in the most one-time users.

Repeat Users of eTutoring for 2015-2016



The proportion of repeat users has remained relatively steady over the years:



2016 – 2017 Plans and Recommendations

Connecting Blackboard Login with eTutoring Login

In 2016, the Western eTutoring Consortium introduced a “Single Sign On” option, allowing students to log in to the platform through Blackboard. Currently, students can only login to eTutoring through user names and passwords that are different from their CSUEB credentials (i.e. NetIDs and Passwords). Accordingly, students often encounter log in issues that may be a barrier to seeking online tutoring assistance. In the 2016 – 2017 academic year, students may access eTutoring through a link on their Blackboard sites without entering additional login information.

Better Technology and Training for eTutors

eTutors employed at the SCAA suggested better technology, including higher quality headsets and laptop computers. Currently, our math eTutors settle for using the keyboard to communicate as opposed to using a digital pad to “write” equations on a digital whiteboard. This is attributed to the difficulty and lack of responsiveness in using the current digital pads. With enhanced technology comes user experience – tutors may feel more free to draw, diagram, or represent their explanations outside of keying a response. Additionally, SCAA eTutors recommended a consistent meeting (outside those offered by the Western eTutoring Consortium) with other eTutors to swap online pedagogical strategies.

eTutors in Popular CSUEB Subjects

Subjects such as Spanish were popular among CSUEB students. Exploration in hiring CSUEB eTutors in popular subjects could be an excellent way to provide more services in subjects we do not traditionally offer support for.

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The Graduate Writing Associates (GWA) Program



What is the Graduate Writing Associates (GWA) Program?

Graduate Writing Associates (GWAs) are enrolled students embedded within regular and hybrid courses for one quarter to assist faculty and students in writing assignments that encourage engagement in the entire writing process, including feedback and revision. GWAs are given training in tutoring writing, such as commenting and conferencing on writing and writing pedagogy.

Program Highlights and Accomplishments

- Faculty members were consistently recruited throughout the year based on the number of GWAs hired for the program.
- Survey questions were tested and results were analyzed from the year to inform collection and analysis for next year.
- Outreach efforts included: Back to the Bay presentation, Office of Faculty Development High Impact Practices (HIPs) Workshops for Writing Intensive Courses, and the *Writing Across Borders* Workshop (supporting writing for international students).

Usage of GWA Office Hours

The chart below shows the number of office hour visits recorded during the 2015 – 2016 academic year⁵ with a total of **137 students and 216 visits**.⁶ Student survey responses suggest, however, that the GWAs worked with students in more ways than in-person at the SCAA.

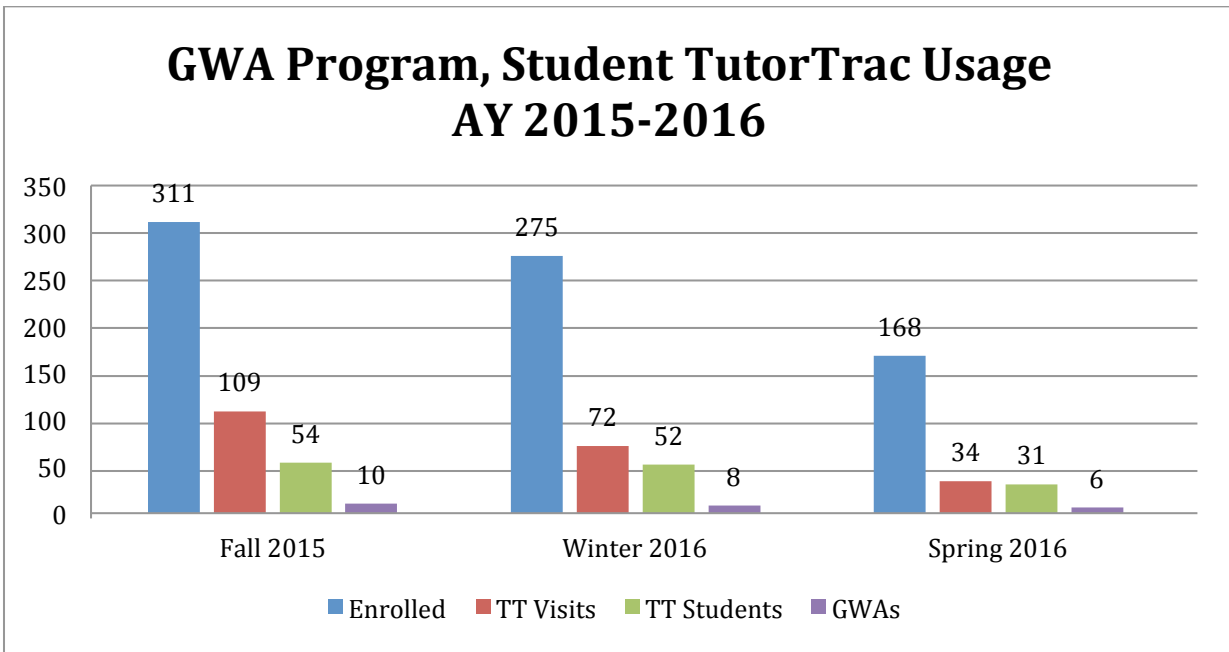


Figure 1

Student Usage (cont'd)

The chart below shows the number of visits throughout each quarter. Many of the GWAs assisted students outside of these hours or online, thus this chart only depicts visits recorded through TutorTrac.

⁵ The GWA program is funded by the Academic Access, Enhancement, and Excellence Fee (A2E2) under the University-Wide Activities and Programs (UAP) funds. Due to the nature of this money, we do not operate A2E2 UAP funded programs during summer quarters.

⁶ Attendance was tracked and reports were generated using the TutorTrac program.

WEEKLY GWA OFFICE HOUR VISITS (TUTORTRAC REPORT) AY 15-16

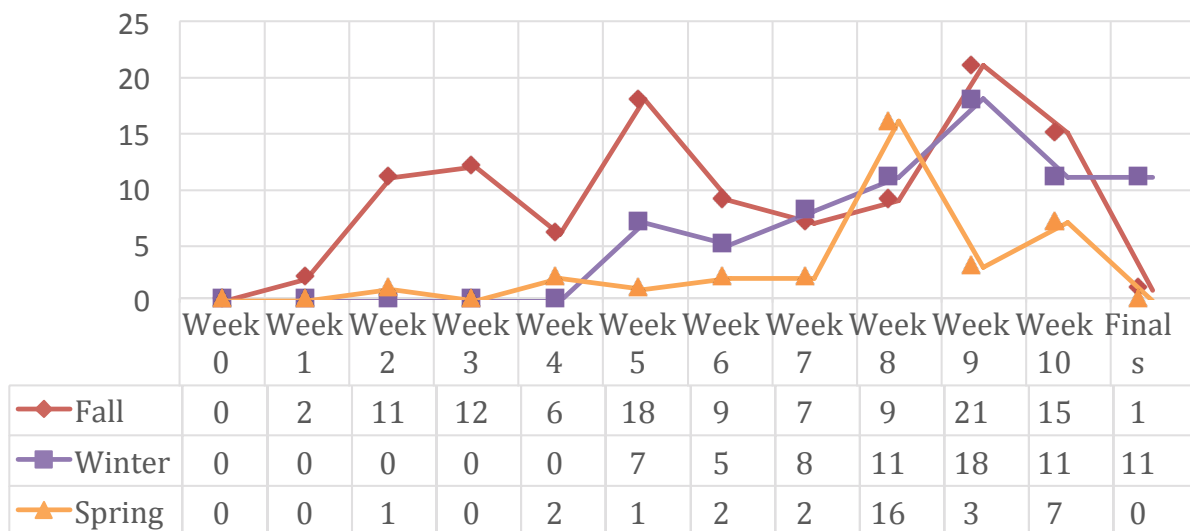


Figure 2

As noted in the chart, students tend to visit GWAs during office hours towards the end of the quarter. During Weeks 0-4, few students use office hours. Although Fall 2015 shows more visits, most visits during Week 2-3 were recorded on TutorTrac *during* the class session, in which an instructor held lab hours during class for students to consult with the GWA, who had TutorTrac open on a laptop.

Student Usage and Satisfaction

The charts below show students' self-reported number of visits with their perceived helpfulness of the GWA. Further discussion follows in the "Summary Analysis" section.

During Winter 2016 and Spring 2016, short student surveys were distributed by the instructor during Weeks 10 or during Finals Week to students. Results from half-sheet surveys were input manually into Google Forms. Students were asked:

- "How many times did you work with the GWA?"
- "Was it helpful to have a GWA in your class?"

Student survey responses were analyzed and will be identified in this report as answers to those two questions, such as "None/Yes", "Once/Don't Know", etc.

SCAA GWA Program, Winter 2016
Student Survey, n=185
Was it helpful to have a GWA in your class?

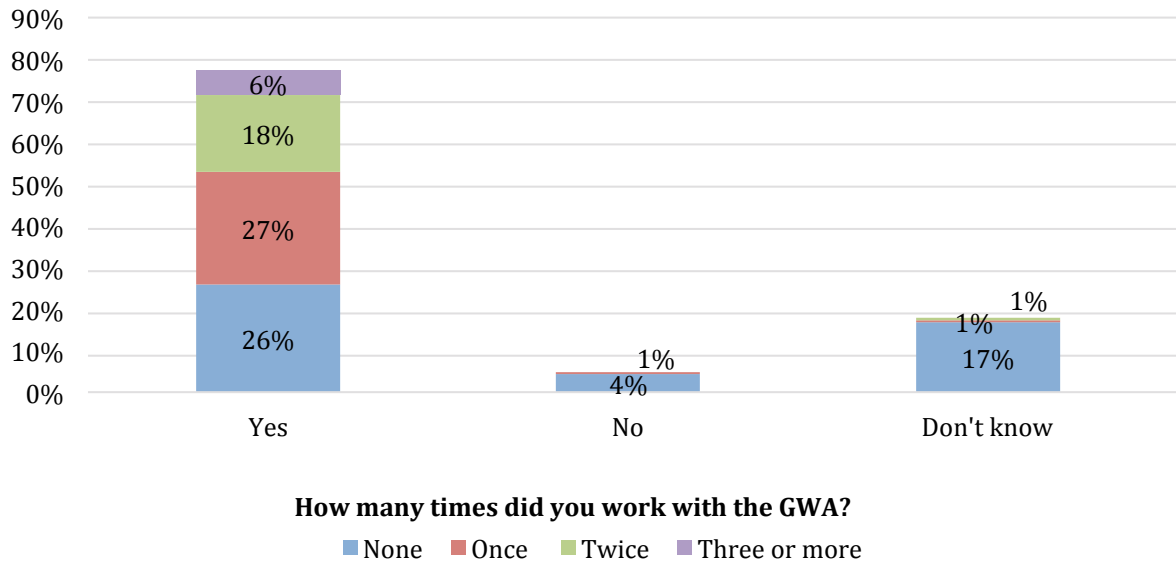


Figure 3

SCAA GWA Program, Spring 2016
Student Survey, n=121
Was it helpful to have a GWA in your class?

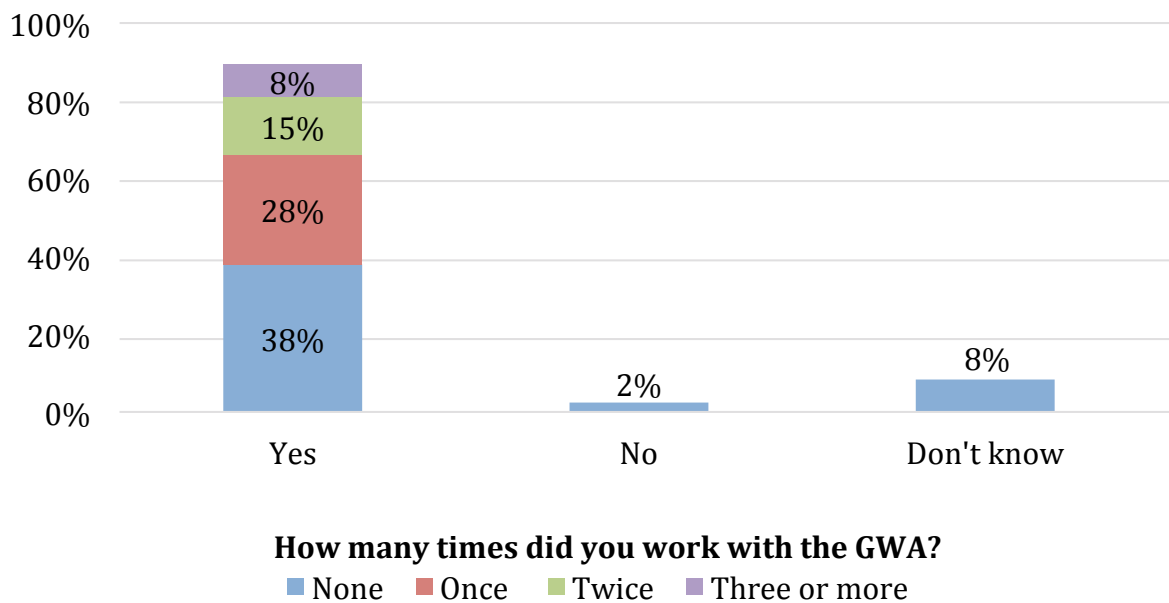


Figure 4

Faculty Usage and Profiles

This table charts all instructors who worked with the program, alphabetized by last name.

<i>Instructor</i>	<i>Position</i>	<i>Department</i>	<i>Fall 2015</i>	<i>Winter 2016</i>	<i>Spring 2016</i>	<i>Total Ss Enrolled</i>
<i>Hillary AcMoody</i>	Annual Lecturer	English	ENGL 1001	ENGL 802	-	49
<i>Sartaz Aziz</i>	Annual Lecturer	English	-	ENGL 2600	-	15
<i>Chandra Ganesh</i>	Assistant Professor	Nursing & Health Sciences	HSC 3300	-	-	38
<i>Rahima Gates</i>	Annual Lecturer	Nursing & Health Sciences	HSC 3720	HSC 3800	HSC 3800	115
<i>Nina Haft</i>	Associate Professor	Dance	DANC 3451	-	-	14
<i>Silvina Ituarte</i>	Professor	Criminal Justice Administration	CRJA 4730	-	-	59
<i>Sukari Ivester</i>	Assistant Professor	Sociology & Social Work	-	-	SOC 4450	27
<i>Kevin Kaatz</i>	Assistant Professor	History	-	-	HIST 4030	14
<i>Ida Klang</i>	Annual Lecturer	Nursing & Health Sciences	-	-	HSC 2200	23
<i>Ben Klein</i>	Annual Lecturer	History	HIST 3150	HIST 2010	-	49
<i>Rita Liberti</i>	Professor	Kinesiology	KIN 3700	-	-	31
<i>Peter Marsh</i>	Associate Professor	Music	-	MUS 3156	-	33
<i>Sanjay Marwah</i>	Assistant Professor	Criminal Justice Administration	CRJA 3610	CRJA 3610	CRJA 3610	135
<i>Sharon Radcliff</i>	Library Faculty	Library	-	LIBY 1210	LIBY 1210	49
<i>Xeno Rasmusson</i>	Assistant Professor	Human Development	HDEV 4812	-	-	25
<i>Michelle St. George</i>	Annual Lecturer	English	ENGL 910	-	-	11
<i>Tod Zuckerman</i>	Annual Lecturer	Management	-	COMM 4205	-	67
<i>Total</i>	17 instructors	10 departments	20 unique courses			754 Students

Instructor Surveys

In Fall 2015, faculty were emailed a pilot survey (Appendix B). The survey was modified in Winter and Spring (Appendix C). All surveys were emailed after the Grade Submission Deadline.

“What were some advantages of having a GWA in your class?”

Fall 2015

Students get more feedback on their writing.	5	83.3%
I am generally supported throughout the quarter	2	33.3%
Other	3	50%

Other: “Students knew that support was regularly available from multiple sources”, “peer-to-peer effect”, “Increase Student Engagement”

“What was the GWAs role for the course?”

Winter 2016

Gave feedback to student writing (during class or in office hours).	7	100%
In-class activities (presentations, workshops, labs, etc.)	5	71.4%
Gave input on design of writing assignment.	2	28.6%
Other	1	14.3%

Other: “Shared impressions about student writing with instructor”

Spring 2016

Gave feedback to student writing (during class or in office hours).	3	100%
In-class activities (presentations, workshops, labs, etc.)	2	66.7%
Gave input on design of writing assignment.	1	33.3%
Other	0	0%

“Was it helpful to have the GWA in the course?”

Winter 2016			Spring 2016		
Very helpful	5	71.4%	Very helpful	3	100%
Somewhat helpful	2	28.6%	Somewhat helpful	0	0%
Not helpful	0	0%	Not helpful	0	0%

“Would you recommend the GWA Program to other instructors in your department?”

Fall 2015			Winter 2016			Spring 2016		
Yes	6	100%	Yes	7	100%	Yes	3	100%
No	0	0%	No	0	0%	No	0	0%
Maybe	0	0%	Depends	0	0%	Depends	0	0%

Please explain your responses to the questions above. (Would you recommend...?)

“Our senior capstone is rather intense and intimidating for some students. Some still need very basic writing instruction while others need help format or with complex issues regarding their research design. **My GWA was able to help me nearly double the amount of time students got with one on one feedback & guidance on their writing.** I think the GWA still being a student helped in that my student saw her as a peer with some success, and trusted that her tips could be implemented.”

-Xeno Rasmusson, HDEV 4812, Fall 2015

“The role of my GWA was not maximized due to me not knowing exactly how expansive her role could be inside of the classroom. Additionally, VERY FEW of my students visited the GWA during her scheduled office hours. I recommend the GWA Program to other instructors in my department, **as all English instructors would benefit from having an additional set of qualified eyes provide feedback to their students' papers.** And, writing students would also benefit from being given feedback from multiple qualified individuals.”

-Hillary AcMoody, ENGL 801, Winter 2016

“Katie, our GWA was great. She was very professional in setting deadlines and meeting them and in maintaining communications with me. **She had good ideas that I adopted into my writing assignments.** And she was very active in reaching out to the students with her support. That her advising schedule become increasingly active as the quarter went on is a testament, I think, to the quality of help she was offering the students.”

-Peter Marsh, MUS 3156, Winter 2016

“Scott was amazing in all respects. His rapport with students helped in so many ways. He was able to assist in getting student needs addressed such as an example write-up from. **Additionally, he reinforced the assignment and the value of the writing process.** Most importantly, students met with him numerous times to improve their writing. Scott is extremely professional in his interactions. I value his insights and ideas with assignments, discussion of assignments, and all else.” -Sanjay Marwah, CRJA 3610, Spring 2016

GWA Partnership per Quarter, AY 15-16

	<i>Fall 2015</i>	<i>Winter 2016</i>	<i>Spring 2016</i>
<i>Gabe Speech Pathology</i>	Sanjay Marwah, CRJA 3610	Sharon Radcliff, LIBY 1210	Sharon Radcliff, LIBY 1210
<i>Caitlin English Literature</i>	Rita Liberti, KIN 3700	Tod Zuckerman, COMM 4205	Sukari Ivester, SOC 4450
<i>Scott Anthropology</i>	Silvina Ituarte, CRJA 4730	Sanjay Marwah, CRJA 3610	Sanjay Marwah, CRJA 3610
<i>Katie History</i>	Ben Klein, HIST 3150	Peter Marsh, MUS 3156	Kevin Kaatz, HIST 4030
<i>KB Health Care Admin.</i>	Rahima Gates, HSC 3720	Rahima Gates, HSC 3800	Rahima Gates, HSC 3800
<i>Rong TESOL</i>	Michelle St. George, ENGL 910	Sartaz Aziz, ENGL 2600	---
<i>Nicole English Lit.</i>	---	Ben Klein, HIST 2010	Ida Klang, HSC 2200
<i>Chetna Health Care Admin.</i>	Chandra Ganesh, HSC 3300	Hillary AcMoody, English 802	---
<i>Fiona Human Development</i>	Xeno Rasmusson, HDEV 4812	---	---

Andy TESOL/Lit.	Hillary AcMoody, English 1001	---	---
Helen SCAA Writing Center Coordinator	Nina Haft, DANC 34	---	---

GWA Training Curriculum

This curriculum charts training topics and which meetings they were addressed. Training primarily was conducted through Blackboard Discussion Board posts on assigned readings applied during activities in scheduled trainings and meetings for further feedback and reflection.

Fall 2015		
Date	Topic	Readings/Activities
9.25.15	Orientation	"Skills/Knowledge Needed for Expert Insider Prose" Faculty Meet-and-Greet
10.2.15	Meeting Faculty	Weekly Reflection Blackboard post: Faculty Meet-and-Greet Questions.
10.9.15	Writing and Critical Thinking	Weekly Reflection Blackboard post Bean, J.C. Chapter 2. <i>Engaging Ideas</i> .
10.16.15	Audience, Purpose, Genre.	Weekly Reflection Blackboard post Bean, J.C. "Helping Writers Think Rhetorically" <i>Engaging Ideas</i> . The Ransom Note as Genre.
10.23.15	Conferencing and Writing Comments	Weekly Reflection Blackboard post Soven, M. Chapter 3. <i>What the Writing Tutor Needs to Know</i> .
10.30.15	Working with Faculty	Weekly Reflection Blackboard post. Soven, M. Chapter 7. <i>What the Writing Tutor Needs to Know</i> . Get tutoring.
11.6.15	GWA Project Proposal	Weekly Reflection Blackboard post. Reflect on tutoring experience.
11.20.16	GWA Project Development	Weekly Reflection Blackboard post. Peer Review on Projects.
12.4.15	GWA Project Presentation	Weekly Reflection Blackboard post. Presentations during Weekly Training.

Winter 2016		
Date	Topic	Readings/Activities
1/15/16	Deciphering Writing Assignment Prompts w/ Students	Hinton, C.E. "So You've Got a Writing Assignment, Now What?" <i>writingspaces</i> . Weekly Reflection Blackboard post.
1/22/16	Helping Students Read Difficult Texts	Bean, J.C. Chapter 9. <i>Engaging Ideas</i> . Weekly Reflection Blackboard post.
1/29/16	Analyzing Writing Prompts as an Instructor	"Examining Writing Assignments" (collected prompts from UCSB WAC Program) Believing and Doubting Game with Assignments Weekly Reflection Blackboard post.
2/5/16	Designing Group Activities	Weekly Reflection Blackboard post. Bean, J.C. Chapter 10. <i>Engaging Ideas</i> .
2/12/16	GWA Project Proposal	Weekly Reflection Blackboard post. Activity Lesson Plan Template
2/19/16	The Role of a GWA	Weekly Reflection Blackboard post. Soliday, M. "Shifting Roles in Classroom Tutoring" <i>The Writing Center Journal</i> .
3/4/16	The Role of a GWA	Weekly Reflection Blackboard post. Focus Group reflecting on the past two quarters.

Spring 2016		
Date	Topic	Readings/Activities
4/8/16	Meet Faculty	Weekly Reflection Blackboard post. Faculty Questions Handout.
4/14/16	Training Topics	Weekly Reflection Blackboard post. Hedengren, B.F. <i>A TA's Guide to Teaching Writing in All Disciplines</i> .
4/22/16	GWA Philosophy Statement	Weekly Reflection Blackboard post. Introduction to Portfolio.
5/6/16	GWA Philosophy Peer Review	Weekly Reflection Blackboard post. Old to New Information activity.
5/13/16	Paragraphing and Unity	Weekly Reflection Blackboard post. Hedengren, B.F. Chapter 4. <i>A TA's Guide to Teaching Writing in All Disciplines</i> .
5/20/16	GWA Portfolio Peer Review	Weekly Reflection Blackboard post.
5/27/16	One-on-One Conferencing	Weekly Reflection Blackboard post. Hedengren, B.F. Chapter 8. <i>A TA's Guide to Teaching Writing in All Disciplines</i> .
6/3/16	GWA Portfolio Presentation	Weekly Reflection Blackboard post.

Select GWA Tutoring Philosophy Quotes

GWAs in Spring 2016 were required to write a “GWA Philosophy Statement” as a culminating reflection to their two quarters or more with the program. Further analysis of their statements is discussed in the “Summary Analysis” section below.

Caitlin:

“My personal approach to handling student writing is to make sure the students’ voices are heard, whether there are twenty voice or more than one hundred.”

“If asked to give written feedback on student work, I employ the mode of thinking presented by John C. Bean in *Engaging Ideas* that I am a coach, not a drill sergeant.”

Katie:

“I try to meet the students where they are, and help them take the next steps that they need in order to improve on their skills.”

Regarding working with international students: “One of the students...was genuinely curious about English grammar...Other students in this class struggled much more with the language and needed help simply understanding the assignment. **This experience made me step back and think about how I was working with students.**”

Scott:

“For [students], writing is a long process that is decontextualized from the content requirements of the course they are in. **This is one of the unique places where the GWA can step in to change the lens through which students are seeing the writing process.**”

“By talking with several students in one-on-one meetings I finally realized that the disconnect was centered on both what the [instructor’s] comments meant, and what students were supposed to do in light of them...When this happened my role as a GWA shifted to that of a translator and interpreter.”

Nicole:

“I have gained a solid understanding of why some prompts are more successful than others...As a tutor, I have used that knowledge to construct short assignments for individual students that can be completed during a tutoring session.”

“Being attached to one specific class and having time to meet with students one-on-one allows the GWA to focus on specific student needs and areas of concern...I have found the tutoring sessions as a GWA to be very effective in resolving specific issues regarding their writing skill and in enhancing their confidence in their ability, and I have made similar conference sessions requirements in my own composition classes.”

Summary Analysis: What were they getting out of this program?

Students

Based on the comparisons between Winter 2016 and Spring 2016, students generally found the GWAs helpful in their courses. Students who worked with a GWA found them

helpful; however, even when students report *never* working a GWA, they still found the GWAs helpful for the same reasons as those who actually worked with a GWA.

For example, “None/Yes” comments were sorted into the following categories, from most to least frequent with examples:

- 1. Helpful in the writing process** (i.e. clarified assignment, advice on writing, organizing ideas, etc.)
 - “He was good at interpreting what our teacher meant...He made concepts way easier to understand.”
 - “He would talk in front of the class and give advice on how to perfect our writing even if I never met one on one with him those talks provide useful hits for the writing assignments”
- 2. Helpful feedback** (written comments on drafts or during office hours)
 - “explained parts of my paper I wouldn't normally notice”
 - “He gave us great feedback on our writing., which made us reflect on our writing skills”
- 3. In-class activities, Presentations, or Workshops**
 - “She had a powerpoint about writing and that helped out with revising our own papers. She was informative in that area.”
 - “His comments in class about what to focus our writing on and tips to weed out mistakes were helpful.”
- 4. Availability when instructor was busy or as an extra resource**
 - “When people needed to see her, she was very flexible. She encouraged students to see her.”
 - “Having a second pair of eyes in that class who is able to; aid the student on work.”

Although both quarters reflect similar responses, proportionally less students reported “Don’t know” and “No” to the helpfulness question. This suggests an improvement in the GWA presence and/or effectiveness with students, and/or the instructors integrated the GWA into the course more purposefully as the year progressed.

Faculty

Most faculty represented the College of Letters, Arts, and Social Sciences. Few faculty members each from the College of Science (Health Sciences only), College of Education and Allied Studies, and Library worked with the program. Surveys report that while all instructors used GWAs to provide additional feedback on student writing, many instructors also used the GWA for in-class activities. Most instructors found these roles helpful primarily as an extra resource for themselves and students. Some instructors had difficulty finding a role for GWAs in the course, either during class or even outside of class, especially during the first quarter of the program. However, the GWA’s role became clearer as the year progressed.

GWAs

This cohort of GWAs held a variety of disciplinary backgrounds and experience working with student writing in conferences and/or designing workshops. The GWAs generally

found themselves being the “translator” of instructor expectations for students and negotiating their primary roles between an extra resource outside of class, an in-class facilitator for group work, and/or a supplemental writing instructor. Many GWAs did substantial preparations for in-class workshops or activities, as well as follow up work. Trainings and meetings often focused around the current successes and challenges the GWAs were facing, and thus subsequent trainings depended on issues of the most concern, such as assignment design and assisting students read difficult texts. Weekly reflections through Blackboard Discussion Board posts served as a consistent reflection tool outside of scheduled trainings and subsequent meetings. From the GWA Philosophy Statements, many GWAs emphasized the importance of individualized instruction and the benefit of getting to know students’ concerns to determine the type of assistance needed.

Conclusion

As the quarters progressed, students, faculty, and GWAs found purpose for this partnership when GWAs were able to conduct in-class workshops or activities, based on their readings of common or trending challenges of student writing samples or drafts. This type of role, in addition to providing written comments on drafts and/or holding scheduled one-on-one conferences with students, provides an organic and meaningful partnership between all parties.

2016 – 2017 Plans and Recommendations

Program Name Change

The program title was modified to the Writing Associates Program. The absence of “Graduate” in the title notes the following changes to the job position: Writing Associates will be scheduled as writing tutors at the SCAA and undergraduate seniors will be allowed to apply for the position. This change also makes the program available to graduate-level courses.

Service Definition

Using the first year to explore how faculty and students interacted with the program, the newly-branded Writing Associates Program defines the Writing Associates’ role more succinctly for subsequent years. During initial meetings between an interested instructor and the SCAA Writing Center Coordinator, the following process will be outlined below:

- The WA will introduce themselves to the students at the beginning of the quarter, preferably the first day of class.
- The WA will read student writing samples to understand the specific writing challenges, as well as determine what kind of support is needed based on the specific assignment.
- The WA will collaborate with the instructor on designing an intervention---an in-class workshop, scheduled conferences during or after class, or providing comments for improvement on the next draft/assignment, etc.

This outlined process also summarizes the successful partnerships between instructors, the GWA, and the students in AY 15-16, and will continue to be described as such for the subsequent years.

Writing Associates Log

As noted in the “Weekly GWA Office Hours Visits” chart in Figure 2, few students visited the GWAs throughout the year, relative to the total number of enrolled students. With Writing Associates now also scheduled as writing tutors at the SCAA, they will keep record of their assigned courses to make their knowledge available to other writing tutors, such as notes relative to writing expectations, the course syllabus, and writing assignments.

Faculty Stipends

As noted in the Faculty section of this report, 7 Annual Lecturers, 5 Assistant Professors, 2 Associate Professors, 2 Full Professors, and 1 Library Faculty have worked with the program. Interestingly, those who do not yet have tenure are more likely to return to the program, despite committing more time to meet with the GWA and collaborating with them on planning activities, workshops, and developing feedback cycles for their students’ writing. Because of this trend, I recommend eventually providing faculty with a stipend (~\$500) to work with the program—not only to compensate for their extra time and effort, but also provide incentive and responsibility for faculty to provide timely and thorough feedback about the program. This stipend could also reduce heavy outreach efforts every quarter.

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Multilingual Writers at the SCAA

What Services Do We Offer to Multilingual Writers?

The SCAA has a part-time Multilingual Student Specialist who offers program level and some individual support for all SCAA students and tutors with a special emphasis on international and multilingual students. This individual offers training to SCAA staff and creates multilingual resources and materials for/on both native and non-native speakers of English.

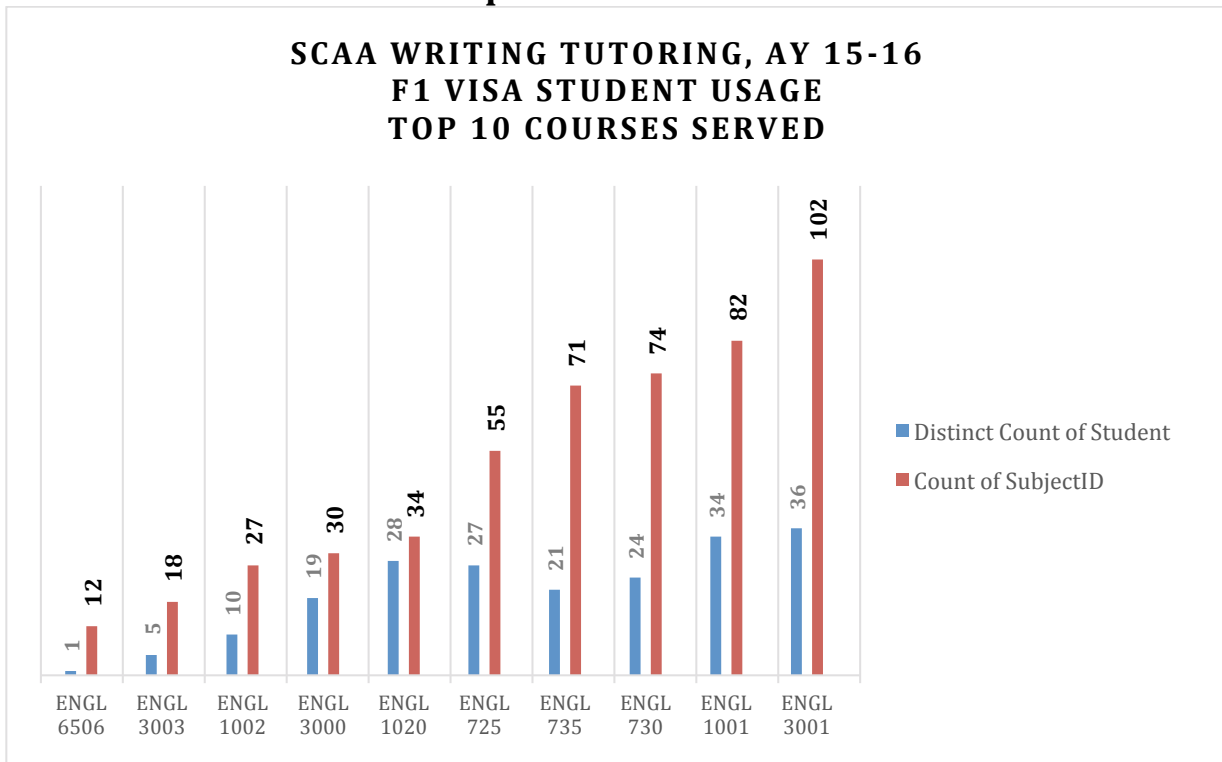
Program Highlights and Accomplishments:

- In the 2015 – 2016 academic year, SCAA began to offer services to students in CSUEB’s American Language Program (ALP). Accordingly, the SCAA began to track usage of peer tutoring by ALP students.
- The SCAA continued to track usage of F1 visa holders using SCAA’s peer tutoring services in TutorTrac.

Usage of Peer Tutoring by Multilingual Students

208	The number of F1 Visa students using SCAA's Peer Tutoring program.
667	The number of visits by F1 Visa holders to SCAA's Peer Tutoring program.
15%	The percentage of SCAA's total students who held F1 Visas.
9	The number of ALP students using SCAA's Peer Tutoring program.
12	The number of visits by ALP students using SCAA's Peer Tutoring program.

Top Courses Served



2016 – 2017 Plans and Recommendations

Data Collection and Measurement

To better measure how the use of SCAA services helps multilingual students, the visits by F1 Visa holders can be correlated with the student's 3000/3001 Portfolio score or grade in the course.

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The Online Writing Lab (OWL)

What is OWL?

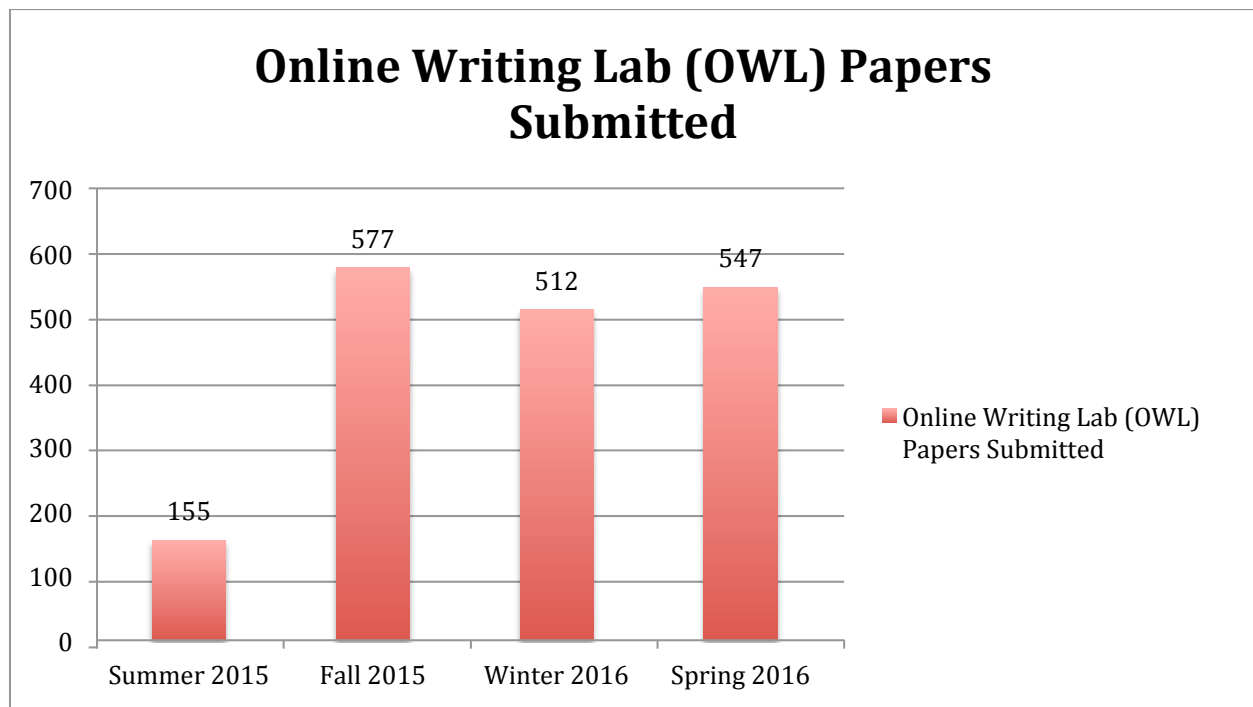
The Online Writing Lab (OWL) allows CSUEB students to submit papers online and receive tutor feedback via e-mail. Papers submitted to the OWL are sent to SCAA Writing Tutors. Students receive feedback within 48 hours. The goal of the OWL is to help students develop confidence as writers through the convenience of online feedback and collaboration – it is not a proofreading or editing service.

Program Highlights and Accomplishments for 2015-2016:

- The SCAA website was redesigned this academic year, resulting in a more streamlined version of the OWL submission page on the website.
- In an effort to serve more students, all SCAA Writing Tutors were required to train and participate in the Online Writing Lab this year. In total 19 Writing Tutors contributed to the OWL.

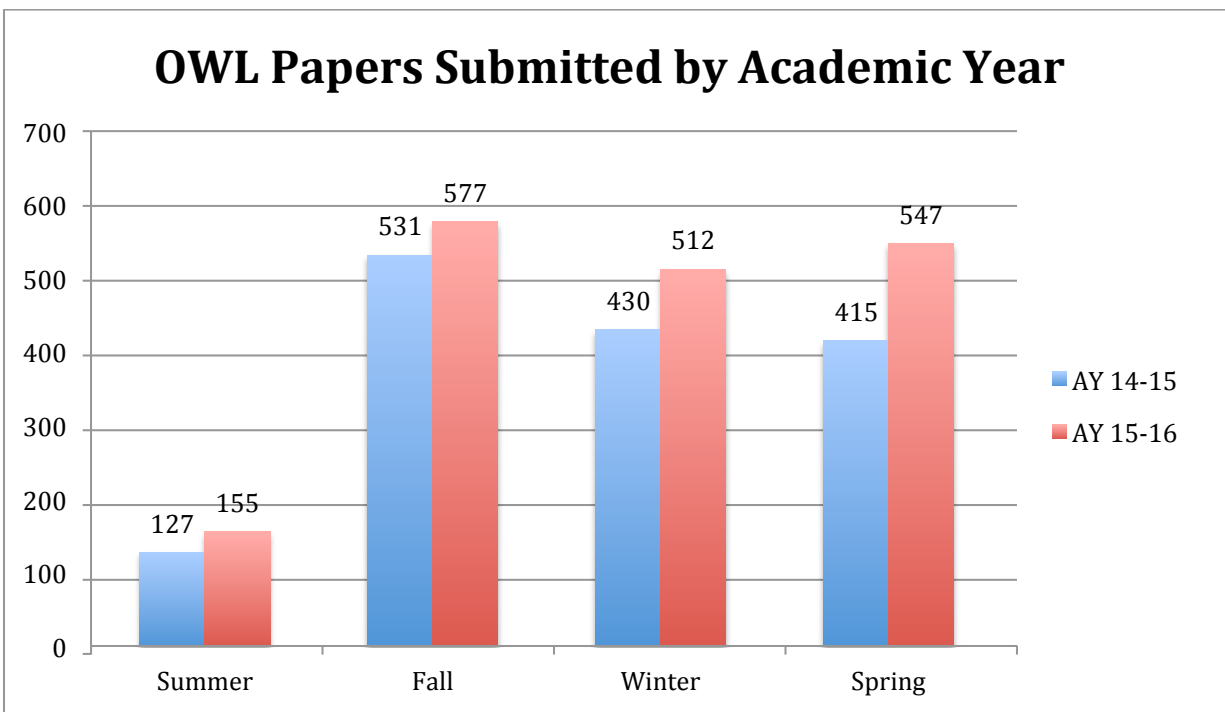
Usage of the OWL:

A total of **1791** papers were submitted to the Online Writing Lab (OWL), which were distributed to an average of **10** writing tutors per quarter. The chart below shows the usage of the OWL by quarter.⁷ As shown in the chart, the usage of OWL remains steady throughout the academic year.



⁷ Usage of OWL was tracked manually by the OWL Coordinator.

The number of OWL papers has increased over the last two years – a trend that can be attributed to the increase of OWL tutors working for the SCAA:



Top Courses Served

Course	Number of Papers
English 3000	340
English 3003	252
English 3001	221
English 1001	199
English 1002	61
English 803	38
English 801	36
English 802	31
Educational Leadership 8083	21
Kinesiology 4614	20
History 3017	12
Health Sciences 2200	10

Student Surveys

Each OWL tutor is required to include a student satisfaction survey at the end of the return e-mail that contains the student's paper. The student satisfaction survey is an optional form with questions inquiring about coordination of OWL and the quality of the feedback received. A total of **130 surveys** were received during the 2015 – 2016 academic year. As

indicated in the feedback below, the OWL remains a popular and well-run program at the SCAA.

“Accessing the SCAA OWL’s webpage was _____”

Easy	127	97.66%
Difficult	3	2.33%

“The tutor’s response to my OWL submission was _____”

Very Helpful	91	72.22%
Helpful	32	25.40%
Somewhat Helpful	2	1.59%
Not Helpful	1	0.79%

“My Review OWL submission was returned to me promptly, within the 48 hour turnaround time.”

Yes	125	96.15%
No	4	3.08%
Blank	1	0.77%

“I prefer face to face tutoring as opposed to online tutoring _____”

Yes	8	6.15%
No	35	26.92%
Sometimes	79	60.77%
Blank	8	6.15%

2016 – 2017 Plans and Recommendations

Exploring Google Docs

OWL tutors have observed that students are using more cloud-based word processors to write their papers. Among the most popular program is Google Docs. A SCAA writing tutor is currently exploring ways in which students can receive their feedback via Google Docs in the same well-coordinated system currently employed by OWL.

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Peer Tutoring



What is Peer Tutoring?

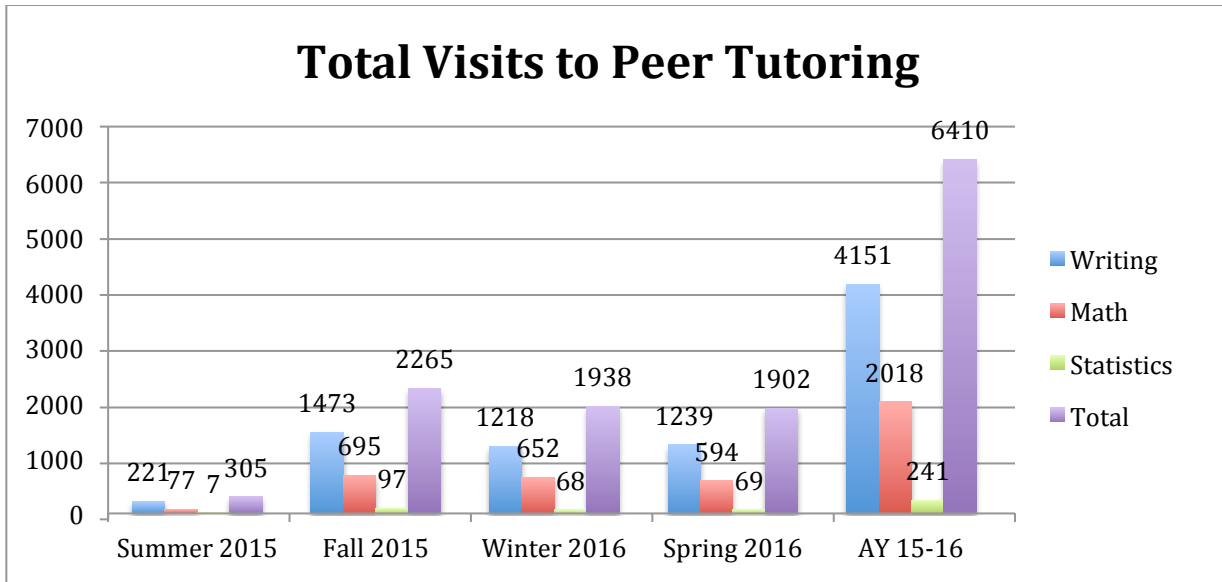
The Peer Tutoring program pairs students with a trained writing, math, and statistics tutor. Students are able to receive a 30-minute drop-in session or a 1-hour standing or one-time appointment at SCAA. The primary job of the Peer Tutor is to help students discover and develop strategies that will empower students in their own learning and enhance the skills the student already possesses. Tutors are trained to work with students in their learning processes.

Program Highlights and Accomplishments:

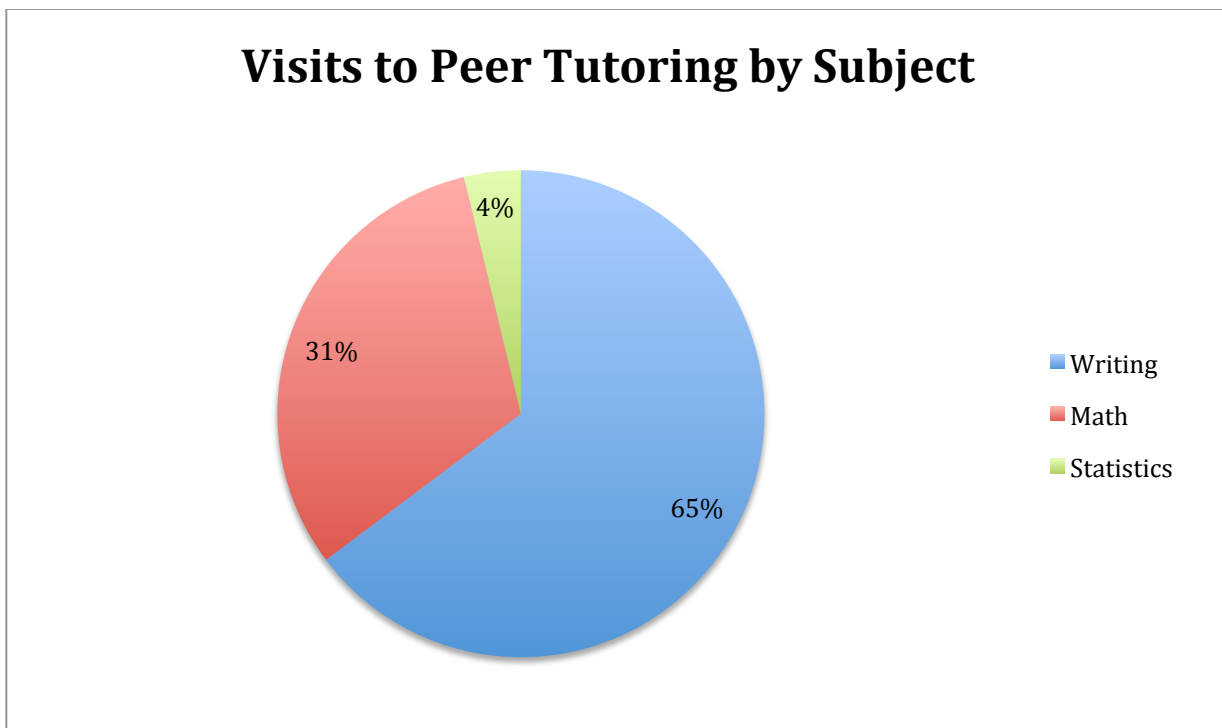
- A total of 38 Peer Tutors were employed in the program throughout the 2015 – 2016 academic year.
- 3 Lead Tutors were hired to oversee additional projects including conducting observations, providing feedback on handouts, and offering support to new tutors.
- There was approximately 10 hours of training time offered in the form of monthly meetings.
- All tutors were expected to create either a handout or facilitate a planned workshop on a topic that would be beneficial to SCAA tutees. A total of 13 handouts were created in Winter 2016 in topics ranging from conic sections to close reading strategies.

Peer Tutoring Usage

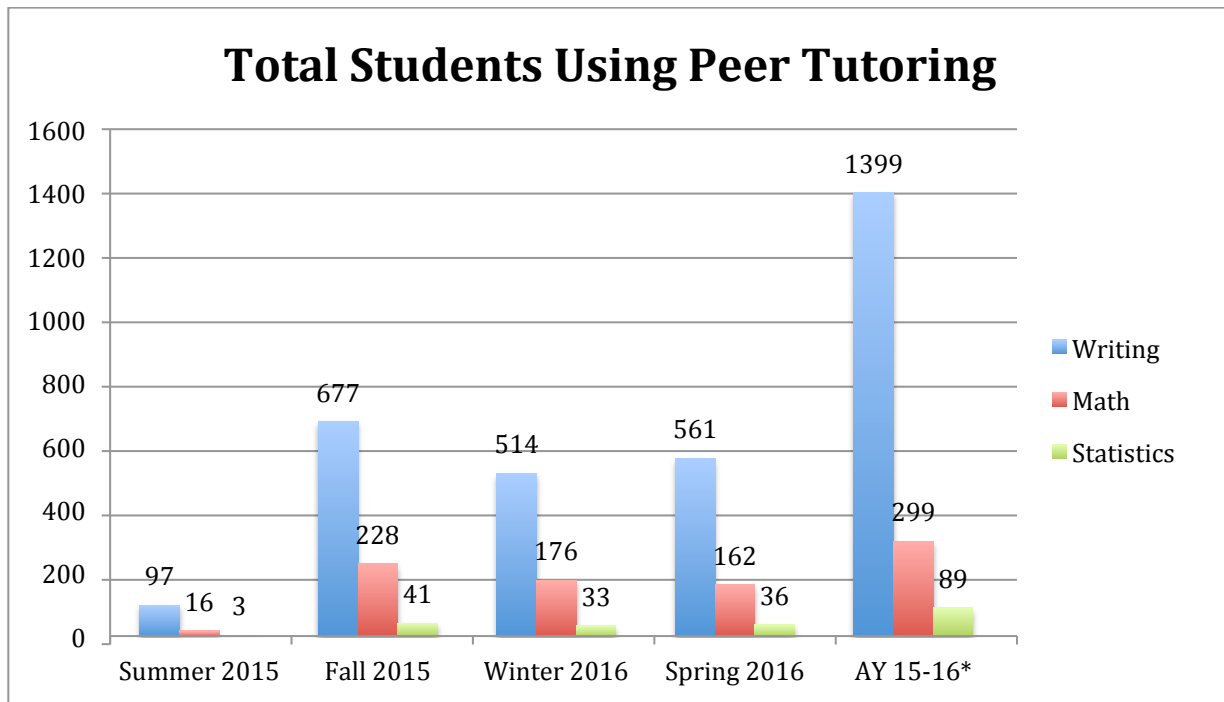
During the 2015 – 2016 academic year, there were a total of **6410** visits across all subjects at the SCAA. There were twice as many writing visits as math and statistics visits. As indicated in the chart below, the peak quarter for Peer Tutoring usage was Fall 2015.



Despite having an even number of writing and math/stats tutors during the academic year – 19 in both programs – the usage of SCAA services was heavily writing-based. Approximately 65% of visits at the SCAA were logged into the writing program. This is a bigger proportion than the previous academic year in which 63% of visits to the SCAA's Peer Tutoring services was in writing.

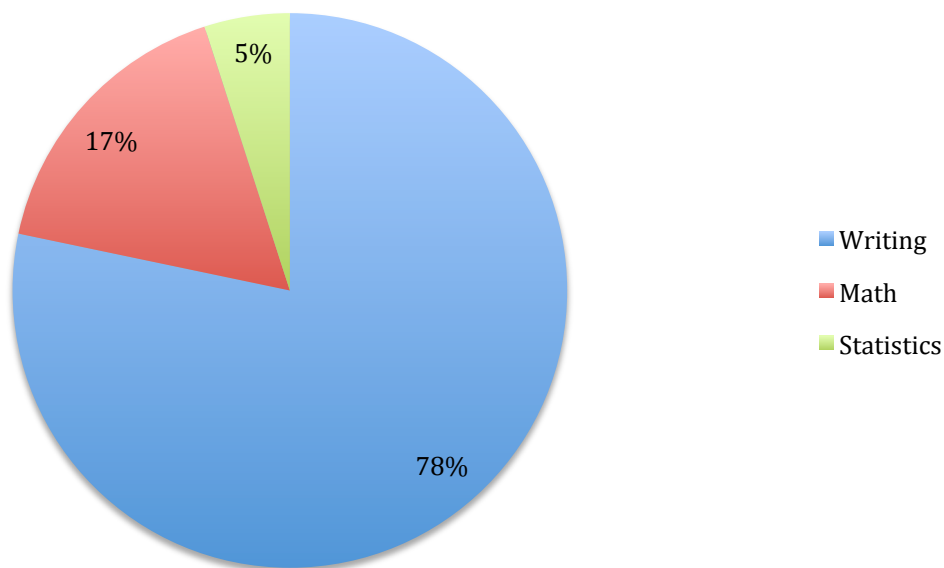


The total number of unique students in each subject⁸ using Peer Tutoring is highlighted in the chart below. Similar to the distribution of visits to the SCAA, there is a substantially larger number of students using SCAA's peer tutoring services in writing relative to math and statistics. More striking and concerning is that, despite having the same number of tutors in both the writing and math/stats programs, 78% of students choose to use our writing services.



⁸ TutorTrac cannot accurately calculate a total number of students across all subjects. In the TutorTrac system, students are counted as “unique” per subject/center. Accordingly, the numbers in the chart take into consideration students who use writing *and* math, math *and* stats, etc.

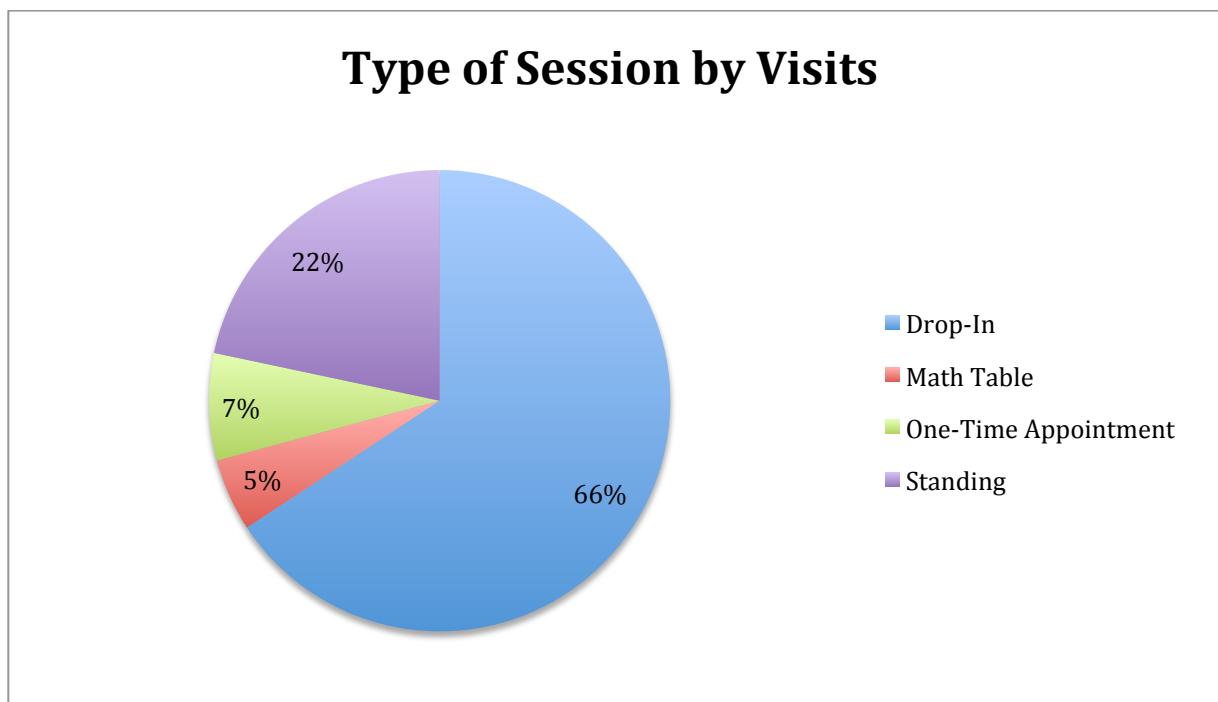
Students Using Peer Tutoring by Subject



The Peer Tutoring program offers a range of session types, affording students in flexibility in how they wish to schedule their tutoring sessions. Students can engage in 4 different types of Peer Tutoring sessions:

- **Drop-in:** Students can come to SCAA without a prior appointment and engage in a 30-minute tutoring session. This service is available for all subjects – writing, math, and statistics.
- **Math Table:** Students may elect to sit at the Math Table, where 1-2 math tutors are available to work with students with brief questions. The unique aspect of the Math Table is that students can be seated for a long period of time – they may independently work on their math assignments and raise their hands for assistance when needed. This service is available only for students seeking services in math.
- **One-Time Appointment:** Students may schedule a one-hour, one-time appointment at least one week in advance. This appointment can be scheduled for math and writing assistance.
- **Standing Appointments:** Students may schedule a weekly, one-hour appointment with a single tutor for the entire duration of the quarter. This appointment can be scheduled for math and writing assistance.

A majority of Peer Tutoring visits came in the form of drop-in visits – a system that offers students the ability to seek tutoring without scheduling in advance. Surprisingly, one-time appointments, which offer a full hour of tutoring without a full-quarter commitment or the potential of waiting in line for a drop-in, is among the least popular type of session:



One of the on-going operational challenges at the SCAA is being able to fill every appointment request that is made. This year, SCAA had a total of 10 receptionists working throughout the academic year. Under the guidance of the SCAA Office Manager, a vast majority of appointment requests were filled:

Appointment Requests 2015 - 2016	
Subject and Appointment Type	% of Requests Fulfilled
Writing – Standing Appointments	100%
Writing – One Time Appointments	96.58%
Math – Standing Appointments	98.89%
Math – One Time Appointments	89.91%

Top Courses Served

Course	# of Visits	# of Students
English 1001	441	214
Math 1304	304	68
English 3000	302	123
English 3001	285	85

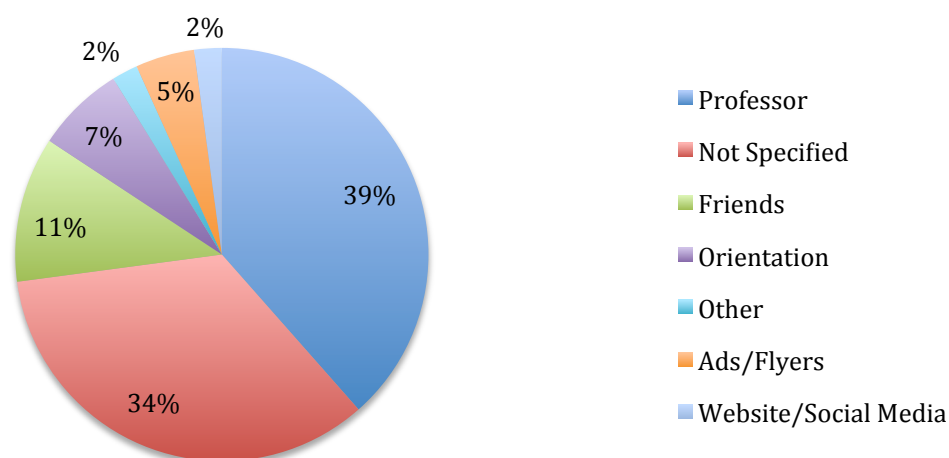
Math 1130	279	67
Math 1810	279	56
Math 1300	224	53
Math 807	214	50
English 3003	200	81
Math 950	185	57

Top Courses Served (Non-English and Non-Math)

Course	# of Visits	# of Students
Stats 1000	134	59
HSC 2200	107	56
HSC 3300	77	37
PHIL 1302	75	54
KIN 1626	73	65

The SCAA's biggest source of outreach continues to be word of mouth, specifically through professors and friends. This year, a concerted effort to present at each freshman orientation in Summer 2015 resulted in fairly significant returns – 7% of students heard about SCAA's Peer Tutoring services through orientation:

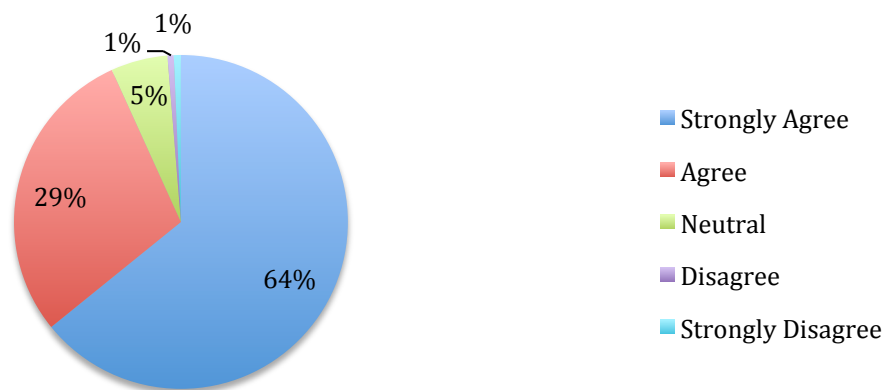
Session Survey: "How did you find out about the SCAA?"



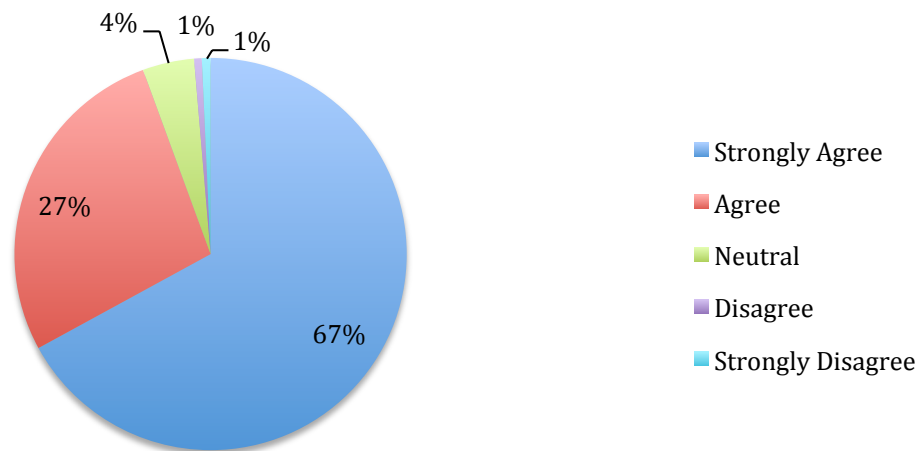
Student Satisfaction Surveys

After each tutoring session, students are expected to fill out a student satisfaction survey on TutorTrac. The survey is brief – two questions measuring the quality of the tutoring session and whether the student feels more self-directed in approaching their assignment.

End of Session Survey: "My tutor was effective."



End of Session Survey: "I feel confident enough to do my assignment."



Students are also given the opportunity to provide open-ended feedback on their tutoring experiences and their tutors. The feedback was distributed to each tutor on a quarterly basis. Below is a sample of comments that highlight some of the effective practices that tutors employed during their tutoring sessions:

"I liked how [my tutor] really help me **gain a deep understanding of how to make a better thesis** and my overall effect of my essay on my audience."

“[My tutor] is always extremely helpful with editing my essay. Also whenever I get writers block, he helps me. I am going to miss these tutoring sessions next semester. **It was a safe, comfortable, learning environment.**”

“[My tutor] is an awesome tutor, who has a special way of getting you to see in writing essay by breaking down is sections. **He really eased some of my fears when it comes to writing** and I look forward to my next visit with him. Thanks SCAA.”

“[My tutor] was a great tutor that not only provided great help, **but made sure that I was able to solve the equations independently.**”

“She was a great tutor as **she helped me to better understand the math that I needed to complete** for my homework assignment, **but made sure that I understood every step of the way.**”

Training and Observations

Since 2009, the SCAA has been a recipient of the International Tutor Training Program Certification (ITTPC) – Level 1, which is overseen by the College Reading and Learning Association (CRLA). The ITTPC requires that all tutors in our program undergo at least **10 hours** of training in specific topic areas. This year, tutors received exactly 10 hours of training time through monthly meetings. The following is a list of topics covered at the monthly meetings:

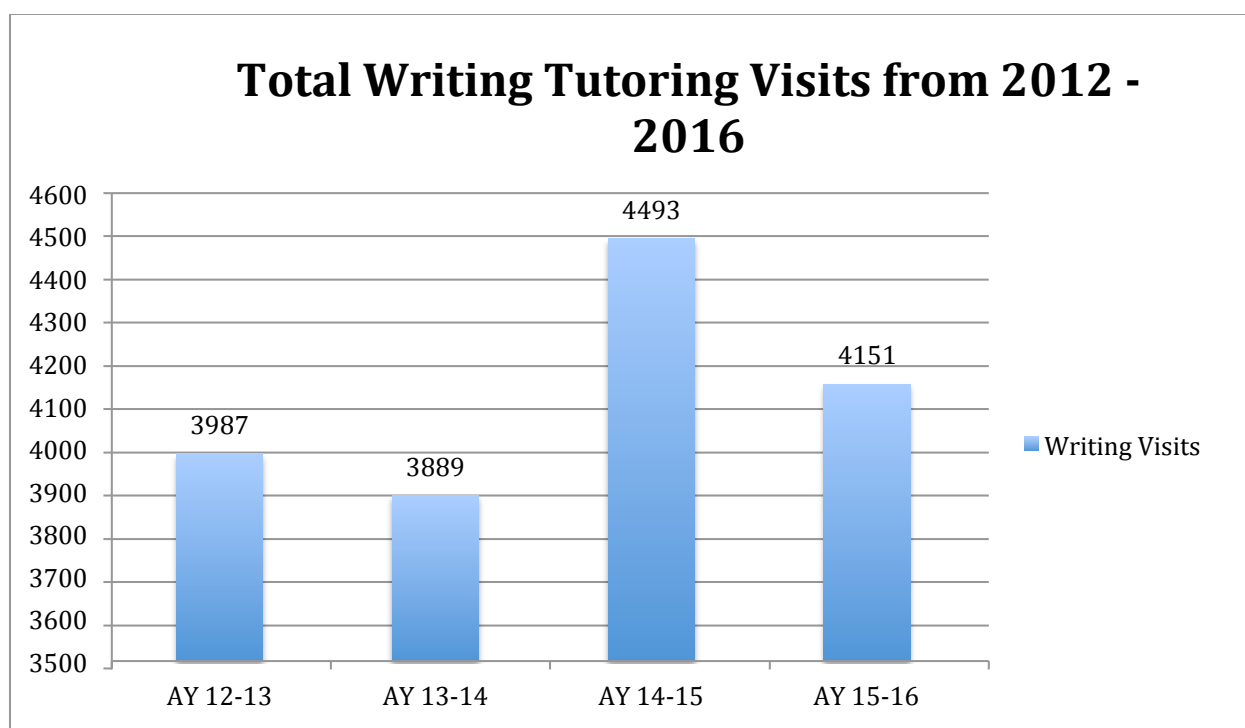
AY 2015 - 2016		
Date	CRLA Topic Covered	Hours
10.2.15	The (Modified) Tutoring Cycle, Modeling Problem Solving	2
10.23.15	Active Listening and Designing Powerful Questions	1
11.13.15	Working with International Students (Writing), Working with Remedial Students (Math)	1
12.4.15	Working with Students with Disabilities (facilitated by Project IMPACT)	1
1.15.16	Learning Styles, How Students Learn	1
2.12.16	The Role of a Tutor and Handling Difficult Situations	1
3.11.16	Minimalist and Directive Tutoring	1
4.8.16	Study Skills in Subject Context	1
5.6.16	Tutor Reflection, Tutor Growth	1

In addition to training, all tutors were observed twice during the academic year – once by a Lead Tutor or SCAA Director and once by a peer. The process required each tutor to

observe an appointment, write down careful observations about the session's flow, agenda, questioning techniques, use of resources in the session, and interactions with the tutees. All tutors were given the opportunity to discuss the session with their observers via a debrief conversation.

Year-by-Year Comparison

The Peer Tutoring program is SCAA's oldest program – a mainstay of the organization since 2001. Accordingly, attendance information is available through paper records as far back as the early 2000s. As of this writing, TutorTrac records are available from 2012.⁹ According to TutorTrac and previous annual reports, this year's number of visits (n=6410) is lower than the 2014 – 2015 visit count (n=6971). The substantial drop can be attributed to a significant drop in writing sessions in the last two years:



⁹ TutorTrac is currently dependent on data feeds, which are refreshed each quarter. TutorTrac does not have a data feed archival system – accordingly, reports are only accurate by the quarter. As of this writing, the SCAA has worked with CSUEB's Information Technology (IT) Department to run previous data feeds from 2012 – 2016 through a test instance of TutorTrac. The information, unfortunately, is only accurate for writing tutoring – since 2014, math and statistics sessions have been logged under separate “centers” which did not exist prior to that year.

2016 – 2017 Plans and Recommendations

Hiring of a Part-Time Math/Stats Program Coordinator

A concerning gap continues to widen between the usage of SCAA's math/stats tutoring sessions and writing tutoring sessions. Despite a staff that boasts 19 math/stats tutors during the year and uniform efforts to train writing and math/stats tutors, approximately two-thirds of our visits continue to be writing tutoring sessions. Accordingly, a new staff member will be hired to focus on outreach efforts to the math and statistics departments and courses as well as provide content-specific training in mathematical and statistical concepts. The Math/Stats Program Coordinator will begin working at the SCAA in September 2016.

Providing More Content Specific Training for Writing Tutors

Throughout the year, writing tutors have requested subject specific training in topics such as approaches to working with grammar, how to provide feedback in a variety of disciplinary styles (MLA, Chicago, APA), creating an agenda and prioritizing issues in a writing tutoring session, etc. This year, with a new Math/Stats Program Coordinator offering content specific training to math/stats tutors, writing tutors will also get the opportunity to work with directly with the Writing Center Coordinator on the aforementioned topics.

Exploring Operational Reasons for Usage Drop

The drop in usage for Peer Tutoring could be attributed to operational changes that occurred this year. During the 2015 – 2016 academic year, the SCAA's furniture layout changed. Accordingly, the sign-in computer containing TutorTrac moved to a less visible location. Students may have been unaware that they must sign in before beginning a session. Additionally, confusion among tutees still remains concerning the difference between the Math Table and math drop-in sessions. The Math Table may be a more popular option for students if more were aware of the service. This would require additional training about the differences between the two services. Finally, the SCAA Director will be working with IT closely this year to refine best practices in retrieving accurate reports through TutorTrac.

More Concerted Outreach Efforts – In-Class Presentations and Further Developing Professor Relationships

Since word of mouth by professors and students continues to be the best way to bring students into the SCAA, the SCAA Director will be working on a system that will provide more in-class presentations to courses. Additionally, she will be visiting department meetings to discuss SCAA's services.

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Supplemental Instruction (SI)



What is Supplemental Instruction?

Supplemental Instruction (SI) Program provides peer-assisted, collaborative, and active study sessions that improve understanding of subject content, fosters critical thinking, and encourages life-long learning to classes that are considered “at risk” (i.e. large lecture courses, bottleneck courses, etc.). Targeted courses are provided an SI Leader – a student who has previously succeeded in the class he or she is serving. The SI Leader attends the course an additional time, plans an active study session, and facilitates the session.

Program Highlights and Accomplishments:

- A group study program called the Peer-Led Undergraduate Study (PLUS) Program was successfully transformed into the Supplemental Instruction (SI) Program in Winter 2016.
- A full-time SI Coordinator was hired in Winter 2016.
- SI was offered in large and/or bottleneck courses such as Biology 1401, Biology 2020, and Finance 3300.
- The SI Coordinator conducted successful outreach to several departments including Academic Advising and Career Education (AACE), EXCEL, the Educational Opportunity Program (EOP), Project IMPACT, and Gaining Access N’ Academic Success (GANAS) as well as hosting publicity tables to promote SI across the campus.

Faculty Usage and Profiles

- In Winter 2016, SI was offered for **8 different courses**. There were 12 leaders for 12 sections (2 sections of BIOL 1401, 2 sections of BIOL 2020, and 3 sections of FIN 3300)
- In Spring 2016, SI was offered for **9 different subjects**. There were 9 different SI Leaders running the sessions.

The table below charts all instructors who worked with the program, alphabetized by last name.

<i>Instructor</i>	<i>Position</i>	<i>Department</i>	<i>Winter 2016</i>	<i>Spring 2016</i>	<i>Total Ss Enrolled</i>
<i>Christopher Baysdorfer</i>	Professor	Biological Sciences	BIOL 1402	-	74
<i>Kenneth Curr</i>	Assistant Professor	Biological Sciences	BIOL 1401	-	103
<i>Brian Du</i>	Assistant Professor	Accounting & Finance	FIN 3300	-	46
<i>Richard Fronko</i>	Professor	Chemistry	-	CHEM 1103	115
<i>Tess Freidenburg</i>	Annual Lecturer	Biological Sciences	BIOL 2020	BIOL 2020/1	279
<i>Dorothy Fujimura</i>	Annual Lecturer	Mathematics	-	MATH 1130	27
<i>Pei Hui Hsu</i>	Assistant Professor	Accounting & Finance	ACCT 3212	ACCT 3212	152
<i>Tammie Mosley</i>	Professor	Accounting & Finance	FIN 3300	FIN 3300	107
<i>Maria Nieto</i>	Professor	Biological Sciences	-	BIOL 1401	53
<i>Solomon Obolu</i>	Annual Lecturer	Physics	PHYS 2702	-	101
<i>Fung-Shine Pan</i>	Professor	Accounting & Finance	FIN 3300	-	55
<i>Edward Pizzini</i>	Annual Lecturer	Chemistry	CHEM 1101	-	71
<i>Kim Shima</i>	Associate Professor	Accounting & Finance	ACCT 3213	ACCT 3213	74
<i>Claudia Stone</i>	Professor	Biological Sciences	-	BIOL 1402	103
<i>Hasan Tahir</i>	Annual Lecturer	Chemistry	-	CHEM 3202	64
<i>Total</i>	15 instructors	5 departments	11 unique courses		1424 Students

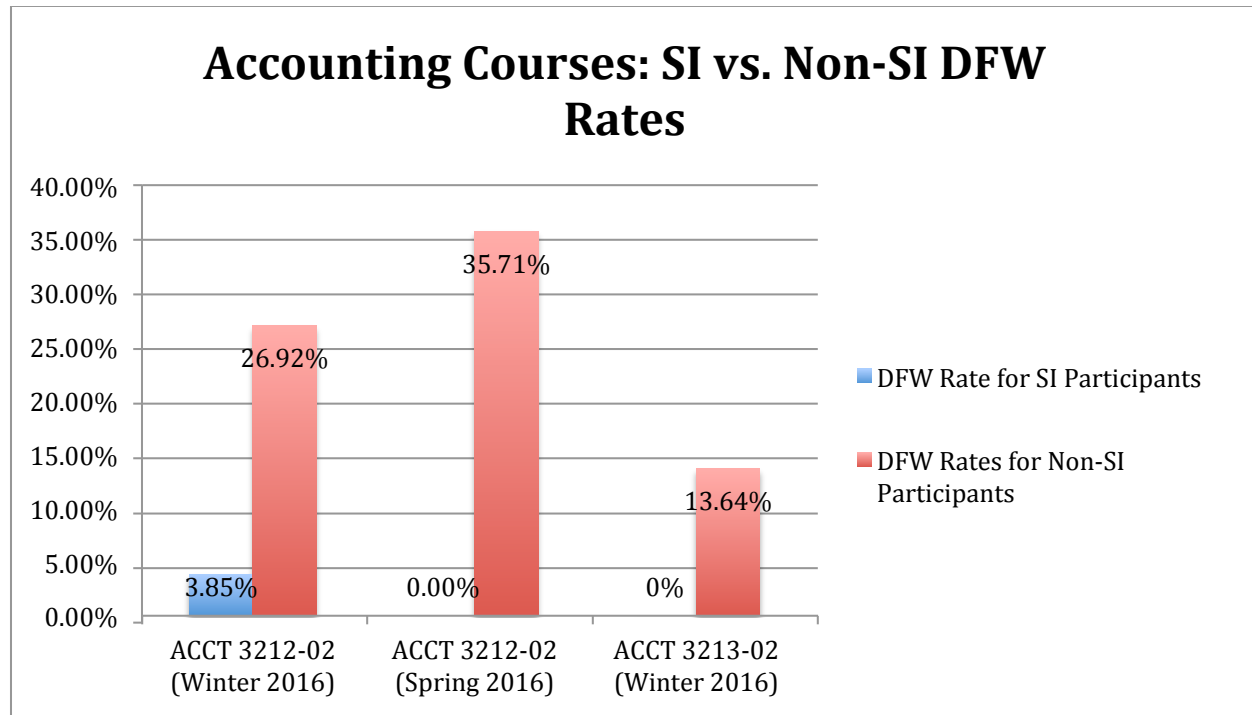
Student Usage

The total number of student and visits for winter 2016 and spring 2016 quarters were as follows:

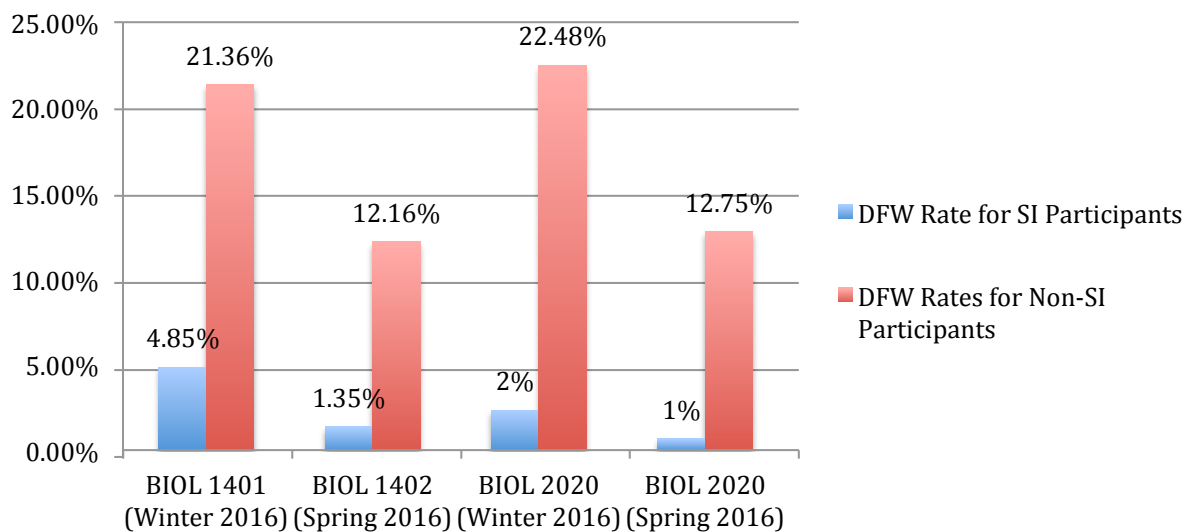
Quarter	Students	Visits
Winter 2016	174	880
Spring 2016	135	669
Total	309	1549

Comparison of DFW Rates for Participants vs. Non-Participants

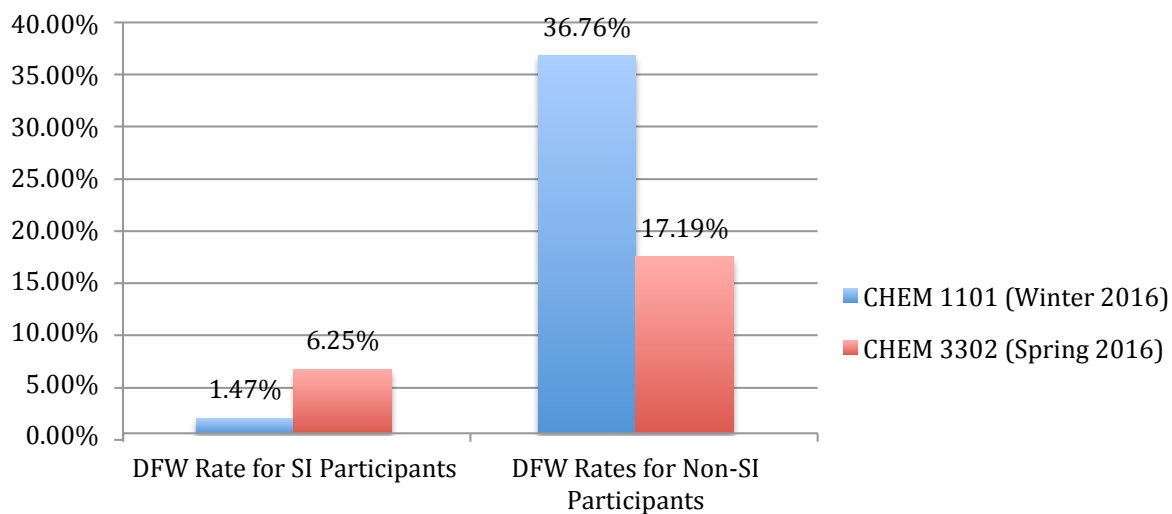
At the end of each quarter, the SI Coordinator developed a report comparing the D, F, and withdrawal (DFW) rates of those who attended SI sessions versus students who did not attend SI sessions. In all courses served, the DFW rate of SI participants was substantially lower than the DFW rates of non-SI participants. In one course, the DFW rates of both sets of students were equal. The charts below highlight select courses in which SI participants vastly outperformed non-SI participants.

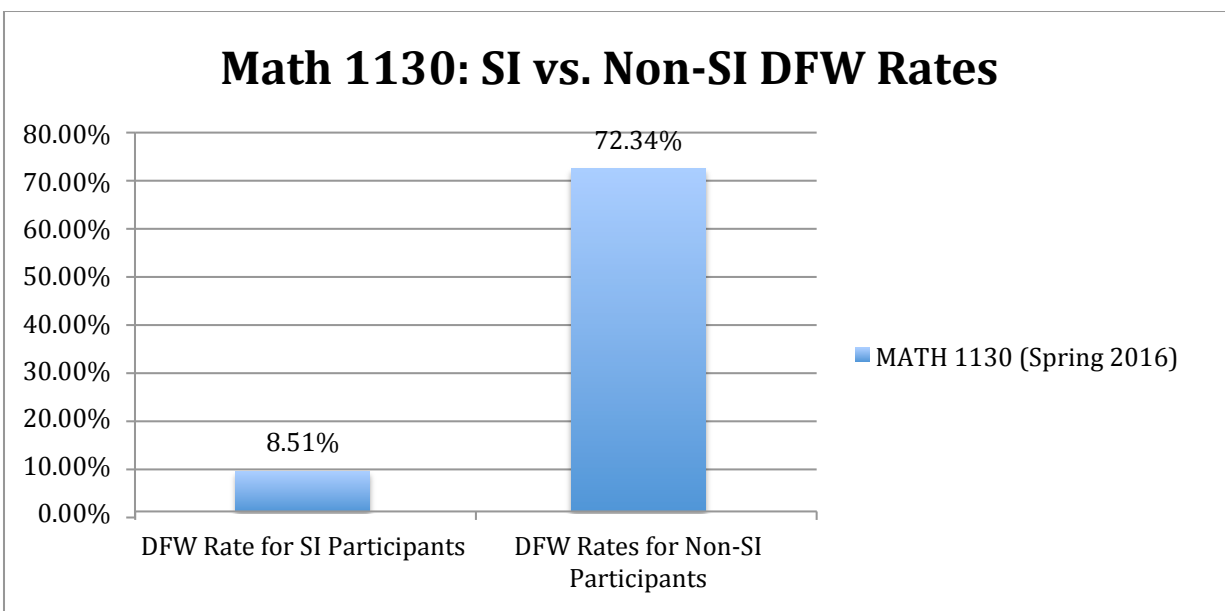


Biological Sciences Courses: SI vs. Non-SI DFW Rates



Chemistry Courses: SI vs. Non-SI DFW Rates





Training and Observations

During the winter and spring quarters, the SI Coordinator facilitated a mandatory SI Leader training based on materials and curriculum developed by the University of Missouri, Kansas City (UMKC). The trainings took place over a period of two days – a full day overview of SI and a half-day review with opportunities to practice being an SI Leader. Below is an overview of some of the material covered during the training:

- An overview of the Supplemental Instruction model and its pedagogical framework
- Practicing the three elements of SI – redirecting questions, wait time, and checking for understanding.
- A discussion of learning strategies such as visual diagrams, think-pair-share, timelining, etc.
- Participation in a mock SI session as a student
- Planning a mock SI session as an SI Leader

In addition to the trainings, the SI Coordinator met with the SI Leaders on a bi-weekly basis to debrief on how SI sessions were going. In Winter 2016 there were **5 meetings**. In Spring 2016 there were **10 meetings** for two sets of students. The SI Leaders were also expected to meet with their professors on a regular basis to discuss and exchange information regarding the progress of SI sessions.

The SI Coordinator conducted a total of **35 session observations** between winter 2016 and spring 2016. She ensured that the SI Leaders were following the UMKC model of facilitating an SI session and using practices such as re-directing questions, wait time, and checking for understanding.

Student Satisfaction Surveys

At the end of each quarter, professors participating in SI distributed a survey to all students in the course. The survey inquired about the the quality and educational effectiveness of SI sessions. A total of **38 responses** were collected in the 2015 – 2016 academic year.

Question	# of Students Who Agreed with Statement	% of Students Who Agreed with Statement
I would attend SI sessions in the future.	33	87%
I believe the SI model is an effective way in helping students learn.	33	87%

The following is select open-ended feedback on the impact of SI sessions on the student's success in the course:

"[My SI Leader] allowed us to **participate and practice problems on the board**. Explained everything more clearly."

"[My SI Leader] broke down the material visually and had us participate too! She went over each lecture according to what was in class! **She taught us ways to remember certain terms and how to focus on strategies on studying.**"

"[My SI Leader] explained concepts well and demonstrated a thorough understanding of the knowledge. He also offered in-depth insight into the material. He answered student questions and concerns thoughtfully and **always solicited student participation**. He also made sure more quiet students had a chance to be heard."

2016 – 2017 Plans and Recommendations

Begin Working with Humanities Courses

In the 2016 – 2017 academic year, the SCAA will pilot SI for the first time in a humanities course. An SI Leader has been hired for Philosophy 1000.

Offer More Professional Development Opportunities to Faculty Members

Initiatives such as coffee hours with the Office of Faculty Development, an SI awareness training open to faculty members across the CSU system, and an opportunity to provide some stipends via external grants to select faculty members are a few initiatives underway. Additionally, the Office of Faculty Development has created an SI Faculty Learning Community (FLC), which can act as a research arm for our program.

More Outreach Efforts to Increase Attendance

Although the pilot year of SI produced some preliminary positive results, increasing attendance will be an essential goal for the upcoming academic year. Some ideas for

outreach include providing food during SI sessions, creating an SI awareness video, and ordering SI-specific incentives (highlighters, pencils) to give to participating students.

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Math, Writing and Writing Skills Test (WST) Workshops



What are SCAA Workshops?

Each quarter, the SCAA offers out-of-class academic workshops that are free and open to all CSUEB students. The workshops – which cover select math and writing topics as well the Writing Skills Test (WST) – are designed and facilitated by SCAA staff. The topics are selected according to the expressed needs to students.

Program Highlights and Accomplishments for 2015-2016:

- The SCAA offered 30 of Math, Academic Writing, and Writing Skills Test (WST) workshops during the 2015-2016 academic year.
- With the exception of the Writing Skills Test (WST) workshops and a Learning Styles, Study Styles workshop, all workshops were facilitated by Peer Tutors. All participating peer tutors went through the process of developing a workshop, designing a lesson plan, soliciting feedback from a partner, conducting outreach for the workshops, and facilitating the workshops.
- This year, the workshops were advertised in conjunction with Academic Advising and Career.

Select Workshop Offerings and Attendance

A total of **30 workshops** were offered during the 2015-2016 academic year in a variety of topics chosen by the facilitators. Each peer tutor facilitator was expected to develop the

lesson plan, create materials, and facilitate the workshop. Below are the SCAA workshops by the numbers:

Total Number of Workshops	30
Total Number of Participants (WST + Academic)	327
Total Number of Participants in non-WST Workshops	91

Peer Tutors who chose to facilitate a workshop typically chose a topic according to the needs of their students. Additionally, they were responsible for creating materials such as handouts, corresponding PowerPoint presentations and poster boards. This year, we had an even number of writing and math/stats workshop offerings. Below is a sample of the most successful workshop offerings and their attendance numbers:

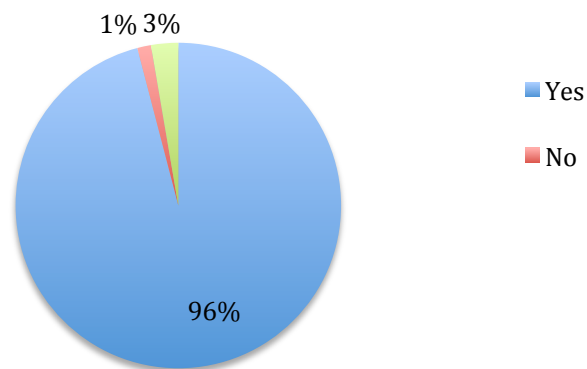
Workshop Name	Facilitator	Attendance
How to Write a Research Paper	Roxy Luna Flores	8
Active Voice for Arguments	Daniel Chagoya and Val Viray	7
Basic Citations	TJ Johnson	9
Crafting a Strong Thesis Statement	Paul Murufas	9
Run-on Sentences (commas, colons, and semi-colons)	Christine Day	3
The Unit Circle	Alex Penaflor and Isaac Viegas	4
Using a Graphing Calculator	Erica Yang	3
Solving Word Problems in Math	Tomee Luu and Tra My Cao	17
Basic Derivatives	Katrina Bacovcin	2
Statistical Concept Review: Hypothesis Test	Leila Jamoosian	2
Math 1130 Review Session	Lawrence Shang	6

Student Satisfaction Surveys

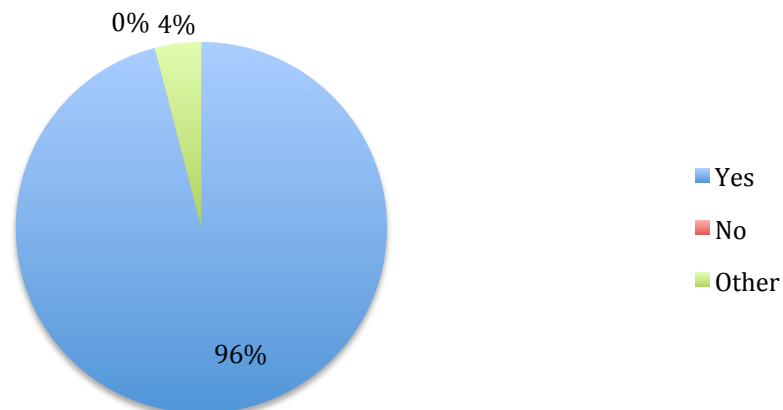
Tutors who facilitated a workshop were expected to distribute an evaluation to participating students, which assessed the workshop's educational effectiveness. Below is an aggregation of **80** evaluation form results – please note that, in some cases, students may have left in the middle of the workshop resulting in no evaluation form.

Question	Average (on scale to 1 – 4) ¹⁰
The training was educational	3.66
The training covered an appropriate amount of information	3.68
The training covered an appropriate amount of information	3.58

Workshop Evaluations: Were the Goals of the Workshop Clearly Defined?



Workshop Evaluations: Were the Objectives of the Workshop Met?



¹⁰ Answer of "1" indicates "Strongly Disagree," answer for "4" indicates "Strongly Agree."

2016 – 2017 Plans and Recommendations

More Concerted Outreach Efforts

Attendance remains an issue for some workshops. In the upcoming academic year, we will be experimenting with the idea of offering food at workshops as an incentive for students to come. Additionally, tutors will be asked to create materials for workshops a quarter before they are slated to present. As a result, tutors can concentrate their efforts on designing the workshop during one quarter and then focusing on outreach during the next quarter rather than doing both tasks concurrently.

Working More Intentionally with Professors on Workshop Scheduling and Content

An excellent suggestion was made by a tutor to survey professors on potential workshop topics and a timeline in which the topic would align with their curriculum. This may produce more encouragement from professors to attend workshops. Additionally, workshops may better align with the curricular schedule.

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Writing Skills Test (WST) Boot Camp

What is the WST Boot Camp?

The Writing Skills Test (WST) Boot Camp is an invite only program in which senior-standing CSUEB students who have not fulfilled the Graduate Writing Assessment Requirement (GWAR) engage in a 2-day “boot camp” that offers writing strategies, a practice exam, a free analytical reading and, upon successful completion, a WST waiver.

Program Highlights and Accomplishments for 2015-2016:

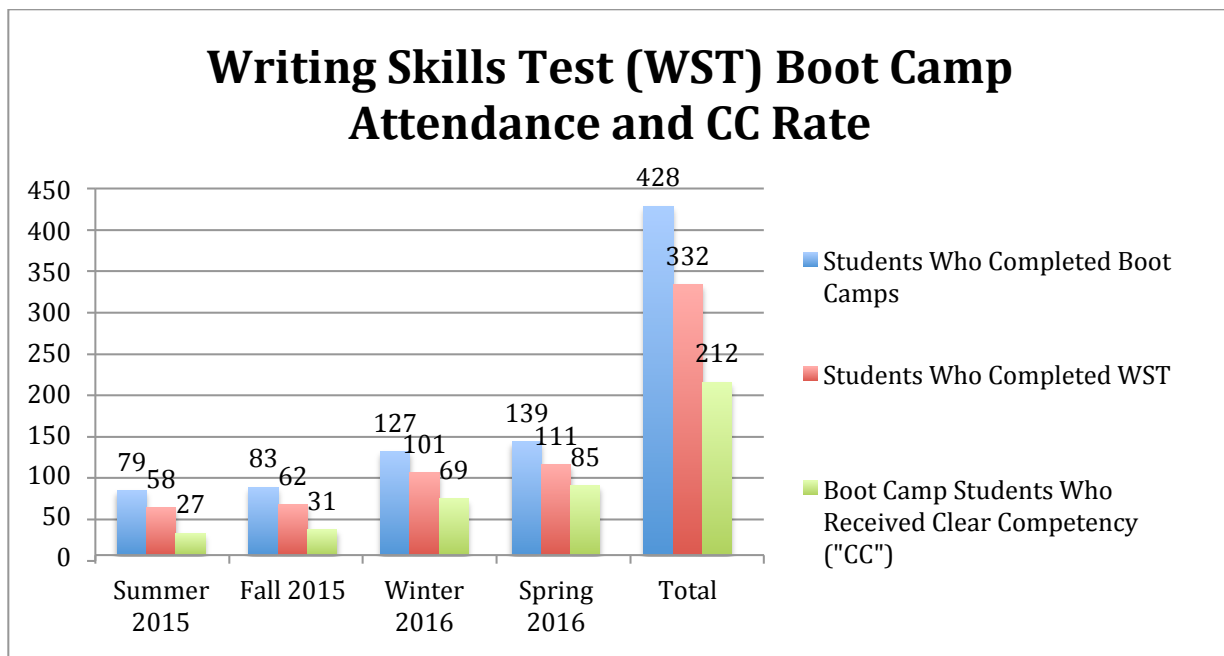
- In Fall 2015, the SCAA began to administer the Writing Skills Test (WST) Boot Camp – a program formally housed at AACE, but became centralized at SCAA.
- New surveys and pre/post tests were integrated into the curriculum to better assess student learning in the WST Boot Camp.

WST Boot Camp Usage and WST Passage Rates

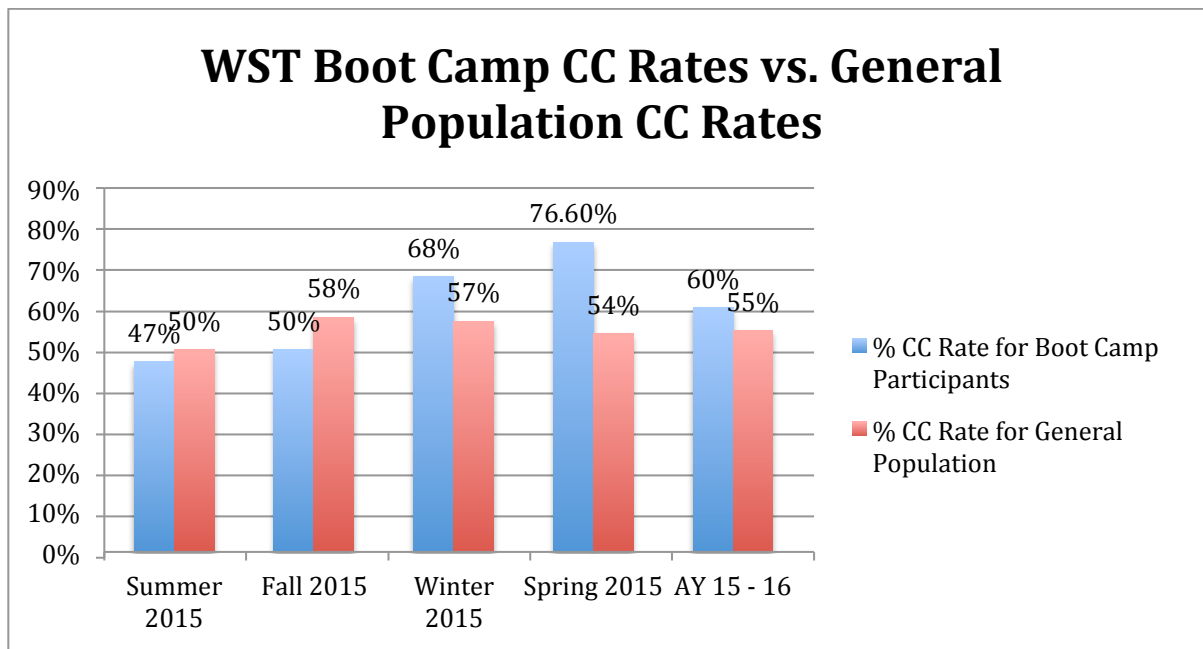
As previously mentioned, successful completion of the Boot Camp consists of 4 distinct parts: (1) participation in a workshop that offers writing strategies, (2) completion of a practice exam, (3) picking up the free analytical reading of practice exam results/free WST entrance ticket, and (4) taking the official WST.

Of the 600 available seats available in Boot Camp, a total of **428** students completed at least half of the Boot Camp. **78%** of students (n=332) who completed half of Boot Camp actually took the official WST. Of the Boot Camp participants that took the WST, **60%** of students received a “Clear Competency” (CC) rating on their WST, which constitutes as a successful completion of CSUEB’s Graduate Writing Assessment Requirement (GWAR). The chart

below shows the quick progress that the WST Boot Camp Coordinator and the Boot Camp facilitator made by the quarter to ensure that students successfully completed Boot Camp and passed the exam.



A goal of the WST Boot Camp program is to exceed the WST passage rate of the general CSUEB population by 5% or more. As the chart shows below, WST Boot Campers pass a rate that is **5 percentage points higher** than the general population.



Student Satisfaction Surveys

Students who completed the first half of the Boot Camp were given a survey, which assessed the Boot Camp’s coordination and educational effectiveness. Below is an aggregation of the evaluation form results:

Question	Average (on scale to 1 – 5)
The WST Boot Camp activities were helpful.	4.5 ¹¹
By attending the WST Boot Camp workshops (A & B), I now feel better prepared to take the WST.	4.5 ¹²
The practice exam was very helpful.	4.7 ¹³

2016 – 2017 Plans and Recommendations

Further Streamlining the Boot Camp Process for Participants

Getting students from the first part of Boot Camp to taking the official WST exam is a process that requires constant communication, reminders, and support. The WST Boot Camp Coordinator, the Boot Camp facilitator, and the SCAA Director have worked to minimize the attrition rate through practices such as handing out the free WST entrance exam ticket when students pick up their practice exams, shortening invitation e-mails, and inviting students who participate in intrusive advising organizations (i.e. EXCEL) who have additional support from their case managers. Further streamlining practices can include making the RSVP process electronic and using a text or e-mail reminder system.

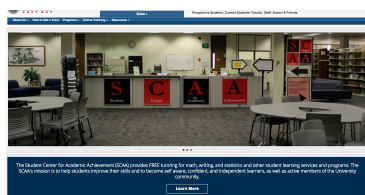
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¹¹ Answer of “1” indicates “Not Helpful,” answer for “5” indicates “Very Helpful.”

¹² Answer of “1” indicates “Not Feeling Better Prepared,” answer for “5” indicates “Feeling Well Prepared.”

¹³ Answer of “1” indicates “Not Helpful,” answer for “5” indicates “Very Helpful.”

Wait – There's More!



The **SCAA website** was redesigned this year by writing tutor Julian Medina. The new SCAA website is responsive and more visually oriented than the previous site.

Fun Facts:

- Since September 1, 2015, there have been **72,683** page views of the SCAA website.
- The two most popular pages are our WST Preparation Programs page (**14% of our page views**) followed by our Online Writing Lab page (**10% of page views**).



Fall/Chill/Spring Out of Stress is a collaboration between the SCAA, the University Libraries, Smooth Transitions, and the Recreational Math & Computer Science Club. For two days during the library's extended hours, students can receive drop-in tutoring, play board games, relax with coloring books, and grab a study swag bag.

Fun Facts:

- **119** tutoring sessions took place at Fall/Chill/Spring Out of Stress.
- In total, there were **717** participants – gamers, book coloring participants, swag bag recipients, and tutees – during this academic year.



The **SCAA End of Year Celebration** is an annual event in which our tutors, SI Leaders, and members of CSUEB can gather and reflect on our accomplishments for the year.

Fun Facts:

- SCAA Ally Awards were given to the following outstanding campus partners:
 - Geraldine Torbik (HR)
 - Roditha Reomiro (Payroll)
 - Swapna Budidha (IT)
 - Erica Wildy (Biological Sciences)
 - Julia Olkin (Mathematics)
 - Sally Baxter (English)
 - Sanjay Marwah (Criminal Justice)