

STUDENT CENTER FOR ACADEMIC ACHIEVEMENT

IN 2017–2018:

22,220 VISITS

visits across all programs at
the SCAA - Peer Tutoring,
Supplemental Instruction (SI),
the Online Writing Lab, etc.



**UNDER-REPRESENTED
MINORITIES**



79%

of students were under-
represented minorities
(URM) - a stark contrast to
national trends for writing
and learning centers.

1%

DFW RATE

is the % of students who fail a
difficult course after going to
an SI group 5+ time -
compared to a 15.70% failure
rate for their peers.



**WST PASSAGE
RATE**



73%

of students passed the
WST after completing the
SCAA WST Boot Camp -
compared to the
university-wide 48% rate.

**PEER TUTORING AND ACADEMIC SUPPORT
CHANGE LIVES.**

Learn more at scaa.csueastbay.edu



The Student Center for Academic Achievement

2017 – 2018 Annual Report

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Letter from the Director

To the California State University, East Bay (CSUEB) Community:

I began my tenure as the Student Center for Academic Achievement (SCAA) Director at the beginning of the 2014-2015 academic year. As I reflect on my experience as director of this great organization, there are 3 trends that emerge:

- **Significant Growth:** In my first year, the SCAA logged **14,655** visits across all programs. These visits were conducted by **82** Peer Tutors, Peer-Led Undergraduate Study (PLUS) Leaders, and volunteers across all program. This year, our organization logged an unprecedented **22,220** visits by **115** employees. I am proud of this incredible growth, which I attribute greatly to SCAA's administrative staff.
- **Transforming SCAA's Culture:** Our Peer Tutors, SI Leaders, and Receptionists call themselves members of the "SCAA family" – a culture that took many years to cultivate. I strongly believe that the SCAA is a meaningful experience for both our student and student employees alike. I am proud that our organization continues to offer dozens of paid training and professional development opportunities for our employees so that they can develop into patient, empathetic, and transformative communicators.
- **Major Impact:** Our metrics of success in 2014-2015 were solely premised on "bean counting" our visits. This year, we have moved into a more advanced analysis of our programs. Our deep dive into our programs shows that using SCAA's services has significant impact on the lives of our students. Our "SCAA-Lars" (students who use SCAA services) are more likely to pass the Writing Skills Test (WST); less likely to get a D, F, or Withdrawal (DFW) than their peers; and more likely to feel confident in their schoolwork. Many thanks to Ariel Li, our organization's data analyst and our Math/Statistics Coordinator, for her efforts in advancing our assessment practices.

The SCAA is a dynamic and fast-paced environment that is run by a group of coordinators who care deeply about student success. None of the progress outlined in this report is possible without the efforts of Ditas, June, Waffaa, Sara, and Ariel – the SCAA's success is their success. Additionally, we have received significant support from the University Library, our library colleagues and the Dean of Libraries.

I submit this report excited by the fact that the SCAA – in its 18th year of operation – continues to positively change the lives of our students and student employees at CSUEB.

Sincerely,
Jennifer Nguyen
Director of the SCAA
July 24, 2018

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 select science courses. Additionally, the SCAA offers academic support through innovative programs such as 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

22,220	The total number of visits across all of our services – from completing Boot Camp, to engaging in a peer tutoring session, to submitting an OWL paper, etc.
115	The total number of paid casual and student employee Peer Tutors, Writing Associates (WAs), Supplemental Instruction (SI) Leaders, and Receptionists who worked at least one full quarter during the 2017-2018 academic year. ¹
106	The approximate number of College Reading and Learning Association (CRLA) aligned training hours offered during the 2017-2018 academic year. ²
9,769	Total number of <u>visits</u> to Supplemental Instruction (SI) sessions during the 2017-2018 academic year.
9,530	The total number of <u>visits</u> to SCAA's Peer Tutoring program in math, writing, statistics, and the sciences.
1,624	The total number of papers submitted to the Online Writing Lab (OWL).
73%	The percentage of students who completed the WST Boot Camp and received a passing "Clear Competency" (CC) rating.
798	The number of sessions (eChat, eQuestions, and eWriting) CSUEB students logged into SCAA's eTutoring platform.
61	The number of unique faculty members who collaborated with the SCAA through embedded an SI Leader or WA in their courses. The faculty members represent 13 different departments across all CSUEB colleges.

¹ The 2017-2018 academic year began on June 19, 2017 and concluded on June 12, 2018.

² Training hours include 2 full-day SCAA Orientations, 2 SI Leader Trainings, 1 Leadership Retreat, 6 Monthly Meetings, 6 Monthly Leadership Trainings, and 8 hours of new tutor training per program and per quarter.

The SCAA Learning Community

What does community look like at SCAA?

The SCAA community revolves around the 115 Peer Tutors, SI Leaders, and Receptionists who work for our organization. There is an informal aspect of community – events, volunteer hours, potlucks – as well as the formal community-building practices we employ such as training and mentorship.

Program Highlights and Accomplishments for 2017-2018:

- A cross-organizational Leadership Team was piloted in the 2017-2018 academic year. 8 Tutors, SI Leaders, and Receptionists participated on this team in an effort to build mentorship, community, and student-run trainings at the SCAA.
- Through a combination of orientations, SI Leader trainings, monthly meetings, and bi-weekly trainings for new employees, the SCAA was able to offer **106 hours** of mandatory training.
- The SCAA hosted several informal community building events such as potlucks and the End of Year Celebration.

The Leadership Team:

In 2017-2018, the SCAA piloted a cross-organizational Leadership Team. 8 student employees representing all programs at SCAA were responsible for the following additional job duties:

- Mentoring an assigned group of employees
- Conducting observations of new and returning employees
- Facilitating monthly meetings
- Participating in student employee interviews
- Assisting with decision making about substantial changes at the SCAA – semester conversion, policy changes, etc.
- Attending Leadership Team meetings with a specialized leadership curriculum
- Planning community building events, such as the End of Year Celebration

Training at SCAA:

Training is the most important part of the SCAA experience. This year, all tutors, SI Leaders, and Receptionists were required commit to training on a regular basis. Our organization emphasizes that training is just as important as a commitment to tutoring, being an SI Leader or becoming a part of the Reception Team.

Programs varied in the manner in which they provided training – Supplemental Instruction “front loaded” training into a full day experience while Peer Tutoring opted for bi-weekly 1.5-2 hour trainings during the first quarter of a new tutor’s tenure. All programs met together once a year at the annual SCAA Orientation. All returning employees – SI Leaders, Peer Tutors, and Receptionists – attended monthly meetings.

The chart below outlines SCAA's training hours across all programs:

48	The total number of hours of bi-weekly new peer tutor trainings conducted across all programs over a period of 2 quarters. ³
14	The total number of hours of full-day organization-wide orientations offered to all employees. ⁴
14	The total number of hours of full-day Supplemental Instruction (SI) trainings offered to new SI Leaders. ⁵
12	The total number of hours all returning SI Leaders and Peer Tutors spent in (6) Monthly Meetings.
6	The total number of hours of training offered at the SCAA Leadership Retreat – attended by SCAA Lead Employees.
12	The total number of hours Lead Employees spent in (6) monthly Leadership Meetings learning about concepts such as 360 decision making, providing feedback, leadership profiles, etc.

Informal Events:

This year, Lead Employees hosted events such as a food drive for Project HOPE, a winter potluck, and the SCAA End of Year Celebration. The intention behind the events was to create a strong sense of community beyond working at the SCAA. In addition to SCAA specific events, all employees were invited to represent SCAA at various university events.



³ The typical new tutor training regimen consists of (4) 2-hour trainings during 1 quarter. All 3 programs (Writing, Math/Stats/Science) conducted their own trainings. This series was offered twice during the school year.

⁴ A 7-hour orientation was offered twice a year (September and January) for all employees.

⁵ A 7-hour SI training, which follows the curriculum provided by the University of Missouri, Kansas City (UMKC) was offered twice a year.

SCAA End of Year Survey:

At the end of the 2017-2018 academic year, all SCAA employees were invited to fill out an End of Year Survey assessing the organizational climate. There were 31 respondents – below are responses to select questions:

Question	Average Rating (1-7 Scale) ⁶
As a SCAA employee, I felt that there was a sense of community among SCAA staff.	6.16
As a SCAA employee, I feel that working for the SCAA has contributed to my success as a student.	6.19
As a SCAA employee, I feel that working for the SCAA has improved my experiences as a student at CSUEB.	6.45
I felt that the program administrators (Ditas, Jen, June, Waffaa, Ariel, Sara) were responsive to my concerns and questions.	6.68

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About Our SCAA-Lars

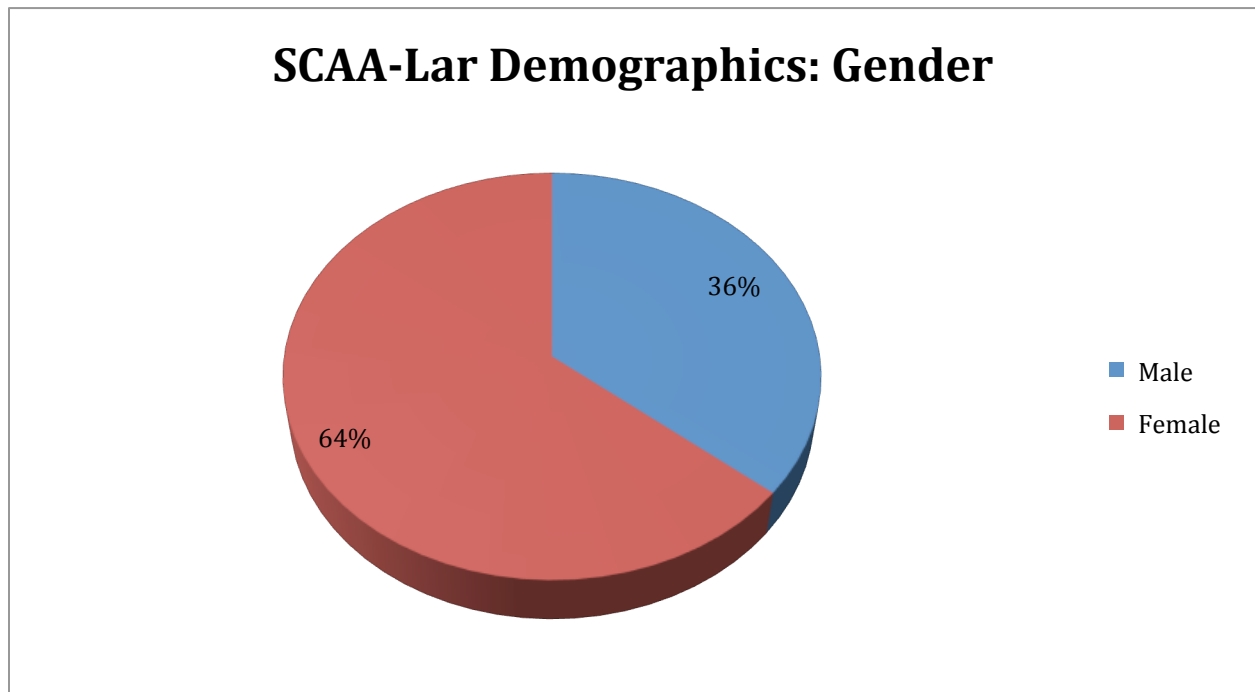


What is a SCAA-Lar?

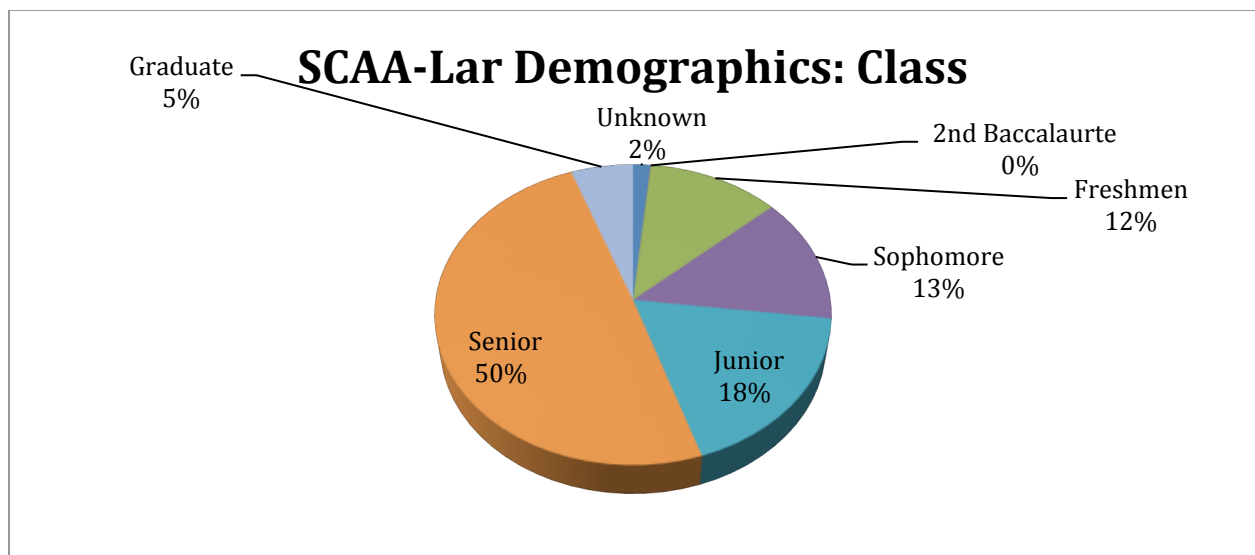
Quite simply, a “SCAA-Lar” (“scholar”) is a student who uses SCAA’s services at least once. SCAA-Lars reflect the diversity of CSUEB itself in their classes, majors, genders, and ethnic backgrounds.⁷

⁶ The scale was 1-7, “1” representing “strongly disagree”, “7” representing “strong agree”.

Among our SCAA-Lars in 2017-2018, 64% (n=2582) are female while 36% (n=1449) are male:



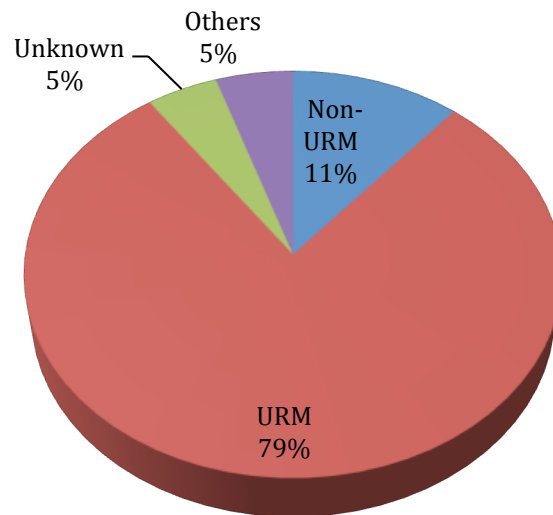
An assumption made about learning centers is that they are remediation centers geared toward freshmen students. However, a vast majority of the students who use SCAA services are actually upperclassmen:



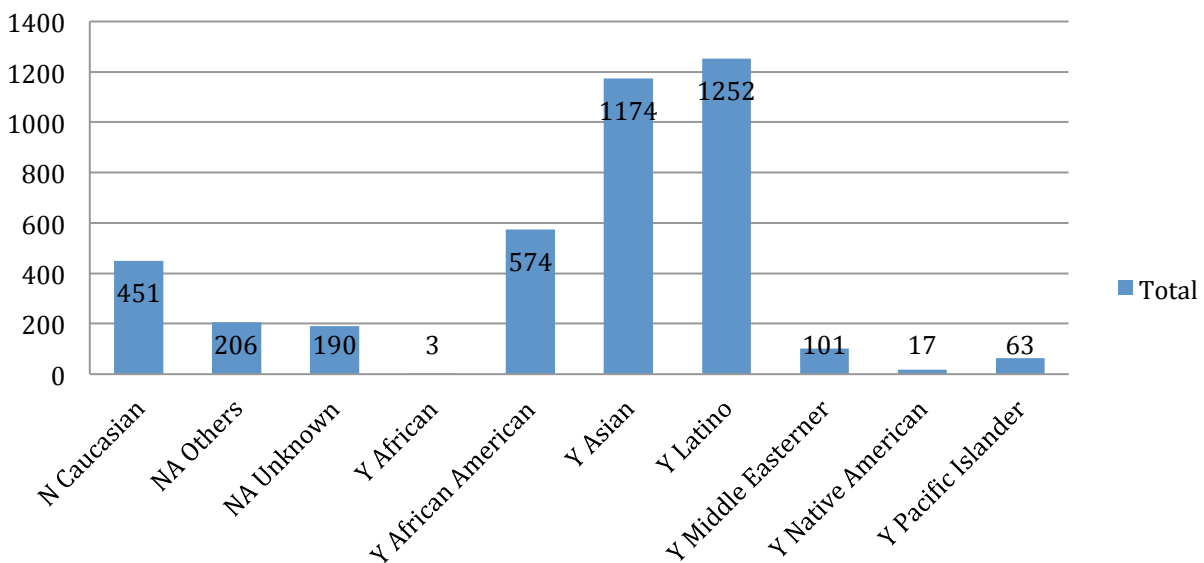
⁷ This section provides demographics for programs through the TutorTrac program – Peer Tutoring, SI, and OWL. This is a vast majority of the visits at SCAA.

Finally, a vast majority of students who use SCAA's services are Underrepresented Minorities (URM).⁸

SCAA-Lar Demographics: URM vs. Non-URM

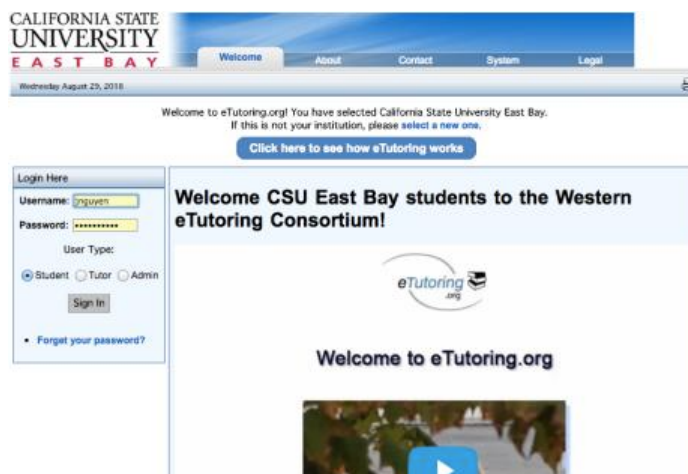


SCAA-Lar Demographics: Ethnicity



⁸ SCAA defines URM as students who are not Caucasian.

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 students who prefer an online interface or cannot come to SCAA’s physical location due to time constraints. We currently work with the Western eTutoring Consortium to provide this service.

Program Highlights and Accomplishments for 2017-2018:

- The SCAA continued to participate in the Western eTutoring Consortium in the 2017-2018 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. This staffing trend is on par with previous years.

Usage of the eTutoring Program:

During the 2017-2018 academic year, CSUEB students engaged in a total of **798** eTutoring activities.⁹ This equates to:

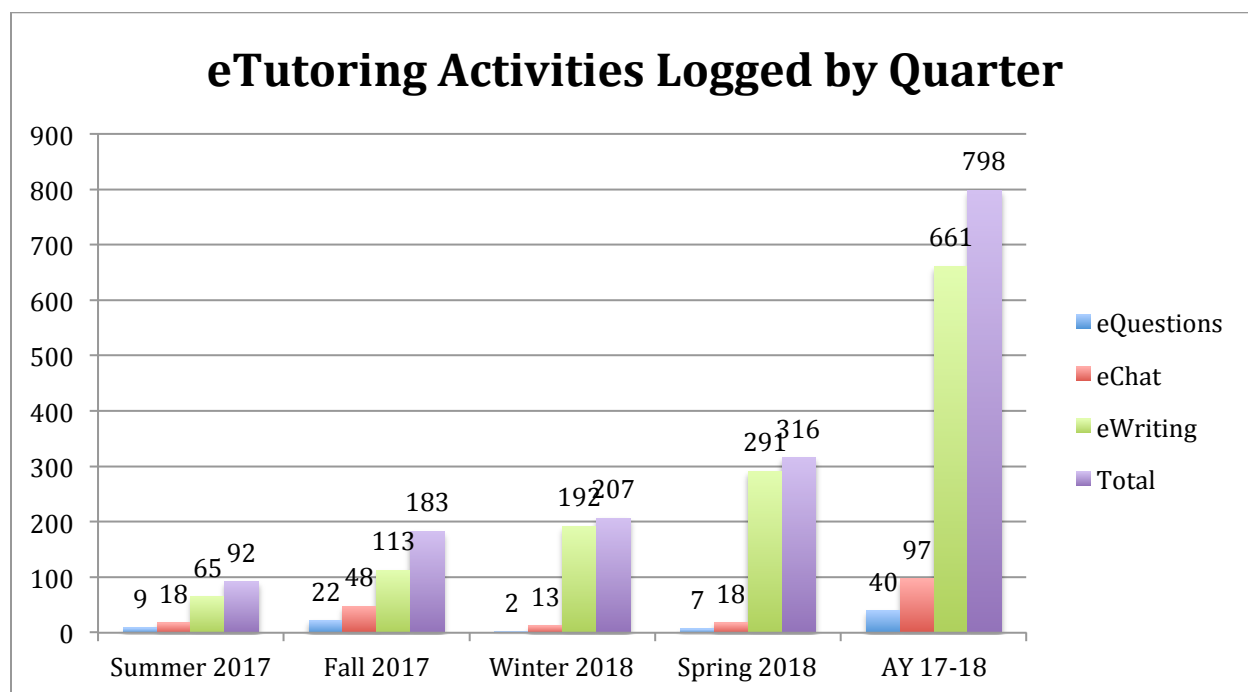
40	instances of CSUEB students asking an “eQuestion” – the equivalent of leaving a question on a message-board like platform for an eTutor to answer within hours.
97	instances of CSUEB students engaging in an eChat – a live tutoring session with virtual white board shared by the eTutor and the student.

⁹ Attendance was tracked and reports were generated through the eTutoring platform.

661

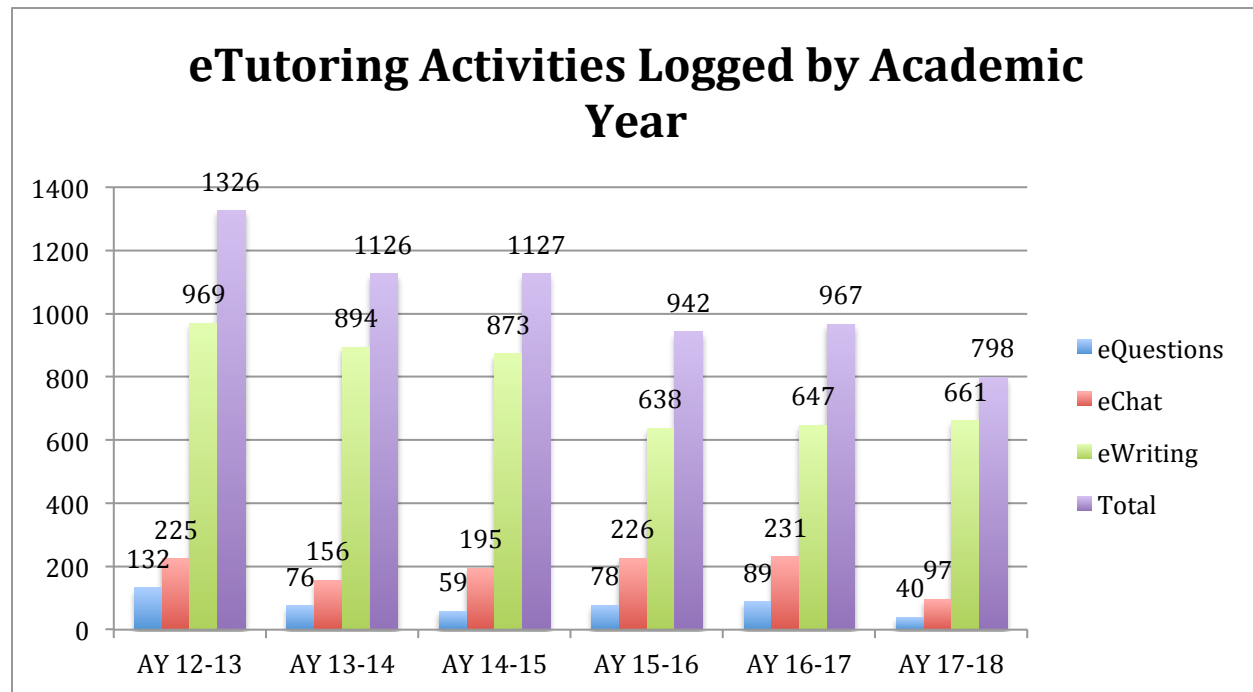
instances of a CSUEB student submitting an **eWriting** file – a service in which a student can submit a paper to an online system. An eTutor provides written feedback in the margins of the paper.

As shown in the graph below, there was a general increase in the use of eTutoring with each subsequent quarter of the 2017-2018 academic year. This trend continues to be the **opposite** of our Peer Tutoring and Supplemental Instruction (SI) services where the usage of Peer Tutoring and SI attendance decreases with each subsequent quarter.



Relative to previous years, the overall use of eTutoring has decreased over time – there has been substantially less eQuestions and eChat sessions on the system since 2012. This can be attributed to the growth of our in-person services, which includes Science Peer Tutoring and Supplemental Instruction in many different courses previously served by eTutoring.

eWriting submissions continue to climb incrementally from 2014-2015 levels:



Top Courses and Subjects Served

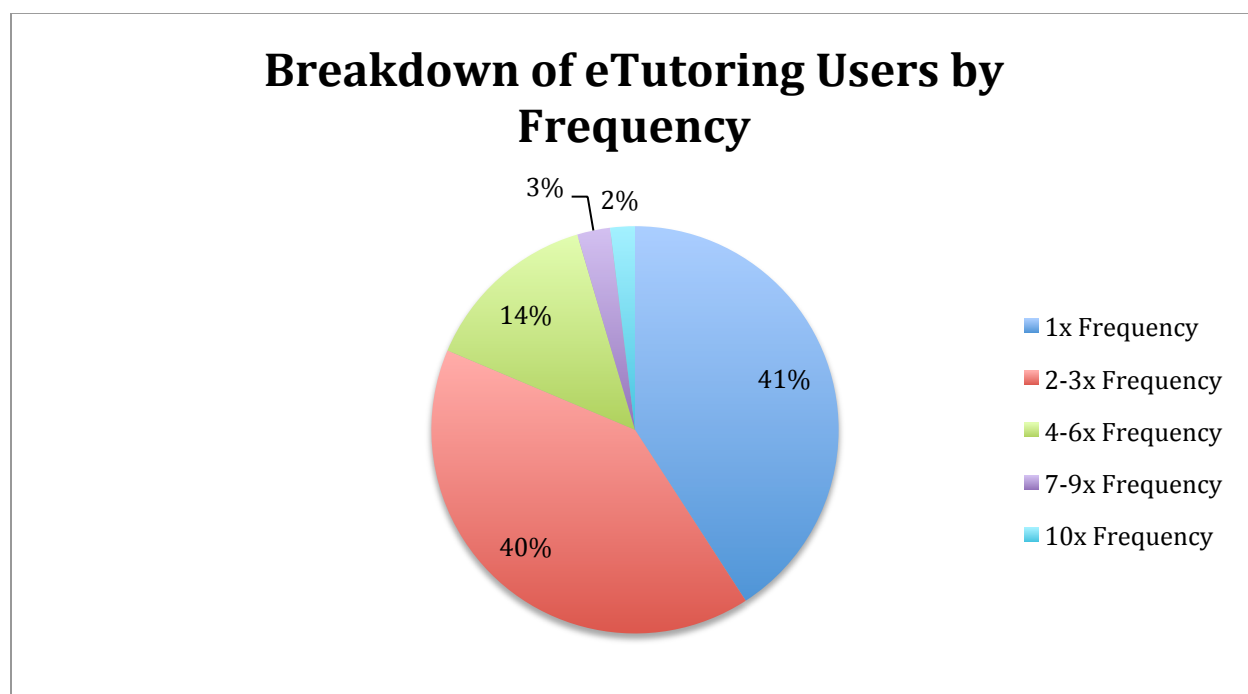
Subject	Number of eQuestions
Writing (Asynchronous)	11
Math	9
Economics	6
Chemistry	5
Biology	2
Statistics	2

Subject	Number of eChat Sessions
Chemistry	24
Math	23
Calculus	18
Biology	9
Accounting	7
Unknown	6
Statistics	3
Economics	2
Computer Science	1

Course ¹⁰	Number of Papers
English 3000	142
English 3003	121
English 3001	94
English 1002	75
English 1001	12
Health Sciences 2200	18
Health Sciences 4010	16

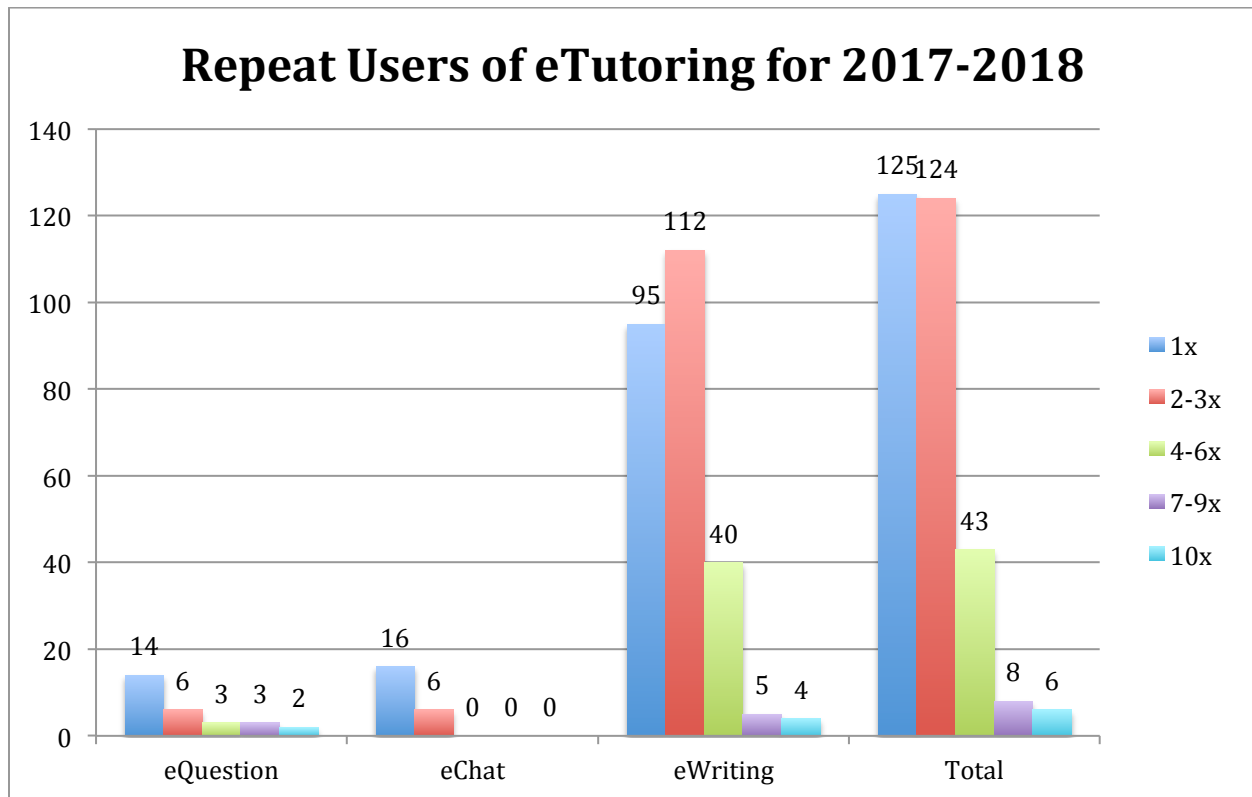
Repeat Users of the eTutoring Program:

How many users of eTutoring use the service more than once? In the 2017-2018 academic year, a majority of students used eTutoring between 1-3 times:

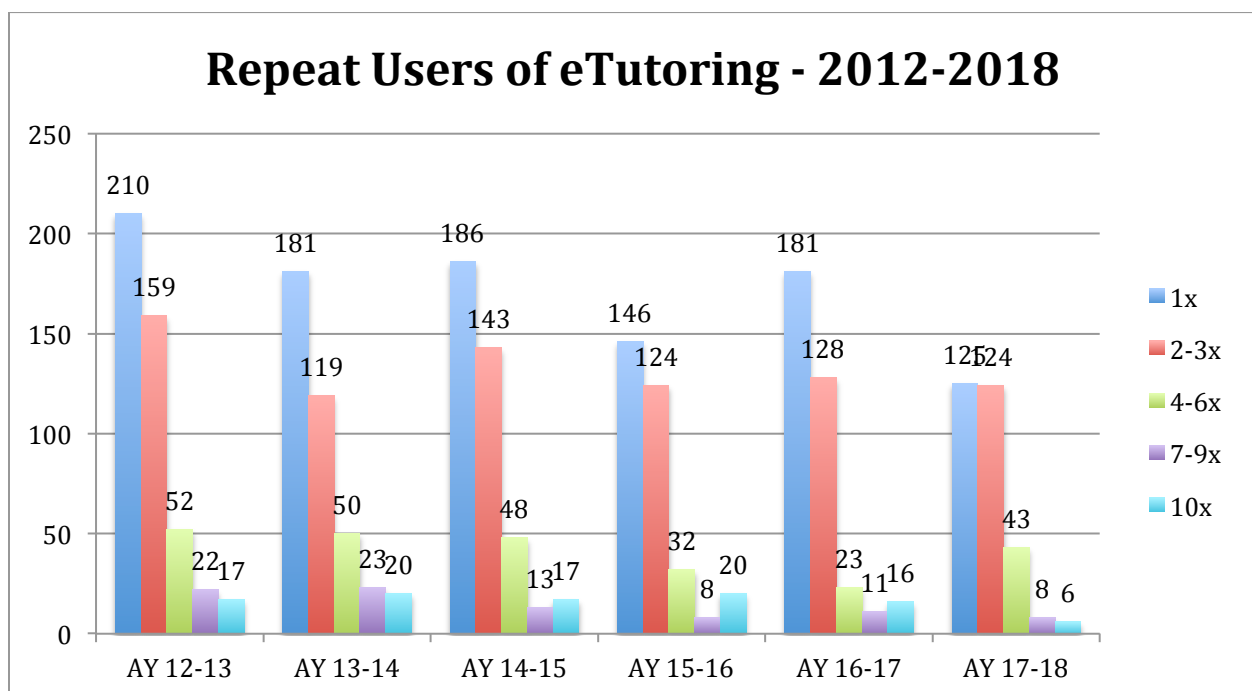


¹⁰ When submitting a paper through the eWriting service, students self-identify the courses they are seeking assistance for. Accordingly, names of courses widely varied by students and were often not specified beyond generic subjects (i.e. “English”).

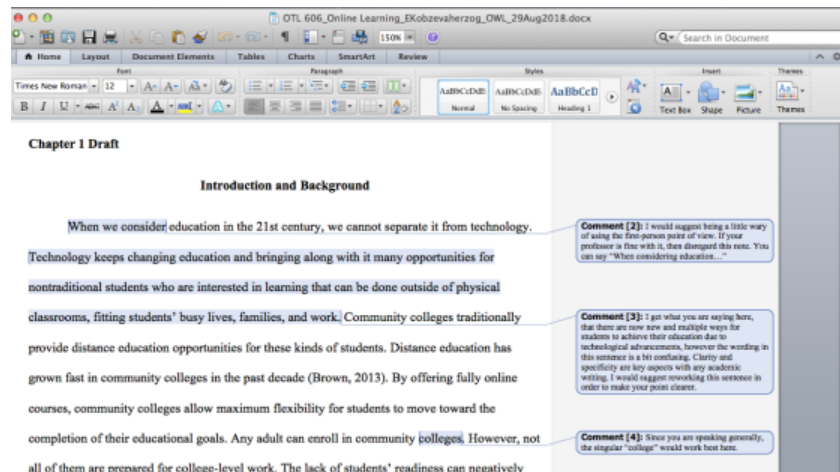
The highest instances of repeat users could be found in the eWriting services. Conversely, eWriting *also* resulted in the most one-time users:



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



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 system on SCAA's website are sent to the OWL Coordinator. Papers are then distributed to the SCAA Writing Tutors for feedback. Students receive feedback within 72 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 2017-2018:

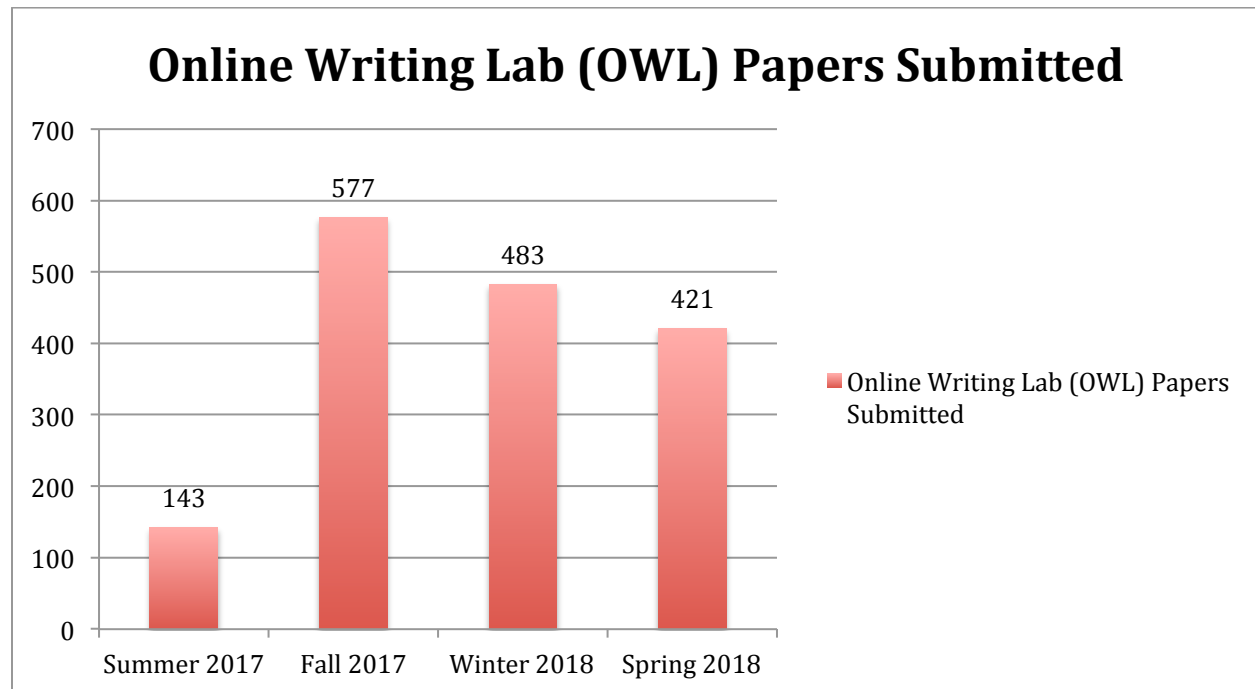
- SCAA Writing Tutors were required to commit to either the Online Writing Lab (OWL) program or the Writing Associates (WA) Program this year to provide consistent staffing for all programs. All tutors who committed to OWL were required to read a minimum of 5 papers per week.
- OWL papers have traditionally been tracked using Excel sheets. In an effort to log all SCAA activity through TutorTrac, our OWL Coordinator began entering in OWL submission "visits" through TutorTrac. Additionally, our Reception Team added thousands of visits from previous years retroactively into TutorTrac.

Usage of the OWL:

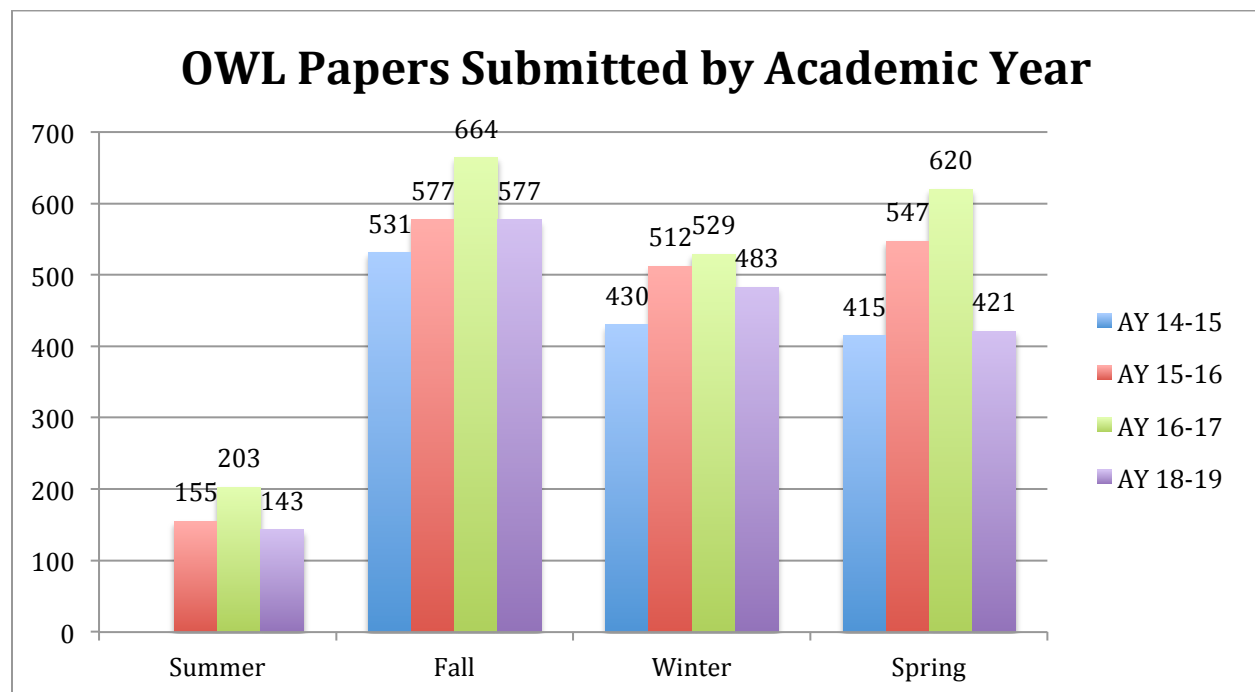
A total of **1624** papers were submitted to the Online Writing Lab (OWL), which were distributed to an average of **10** writing tutors per quarter. The chart below shows the usage of the OWL by quarter.¹¹ As shown in the chart below, the usage of OWL follows our

¹¹ Usage of OWL was tracked manually by the OWL Coordinator.

organizational trends of heavy usage in the fall followed by gradual decreases as the year unfolds:



Although the number of OWL submissions decreased in 2017-2018 relative to the previous academic year, the submission numbers were on par with the 2014-2015 academic year. The number of submissions for 2017-2018 was more sustainable for our OWL staff:

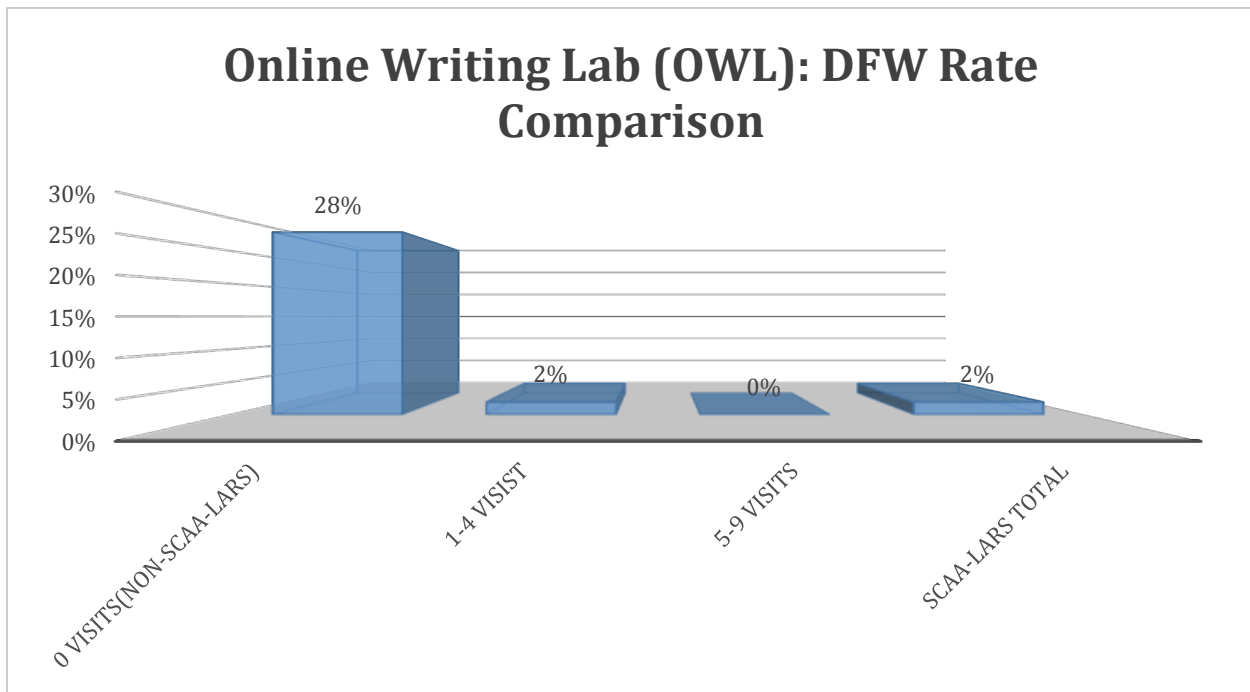


Top Courses Served:

Course	Number of Papers
English 3000	406
English 3003	356
English 3001	199
English 1001	125
English 1002	83
Health Sciences 1100	33
Health Sciences 3350	29
Health Sciences 2200	17

Grade Level Impact:

This year, the SCAA conducted DFW comparison rates between students who used the OWL service in a specific course versus students who did not use the OWL service in that same course. Due to sample size, a comparison was made among students in one specific course – English 3000. Of the 208 students who submitted papers 406 times to the OWL for English 3000, a vast majority of the students passed the course. On the contrary, 28% of students enrolled in English 3000 who *did not* submit the OWL received a D, F, or withdrew (DFW) from their course:



Student Surveys:

Each OWL tutor is required to include a student satisfaction survey at the end of the return e-mail containing the student's paper. The student satisfaction survey is an optional form with questions inquiring about the coordination of OWL and the quality of the feedback received. A total of **91 surveys** were received during the 2017 – 2018 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	88	96.70%
Difficult	3	3.30%

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

Very Helpful	59	64.84%
Helpful	22	24.18%
Somewhat Helpful	5	5.48%
Not Helpful	3	3.30%
Blank	2	2.20%

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

Yes	88	96.70%
No	3	3.30%

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

Yes	8	8.79%
No	26	28.57%
Sometimes	44	48.35%
Blank	0	0.00%
Other	13	14.29%

Peer Tutoring



What is Peer Tutoring?

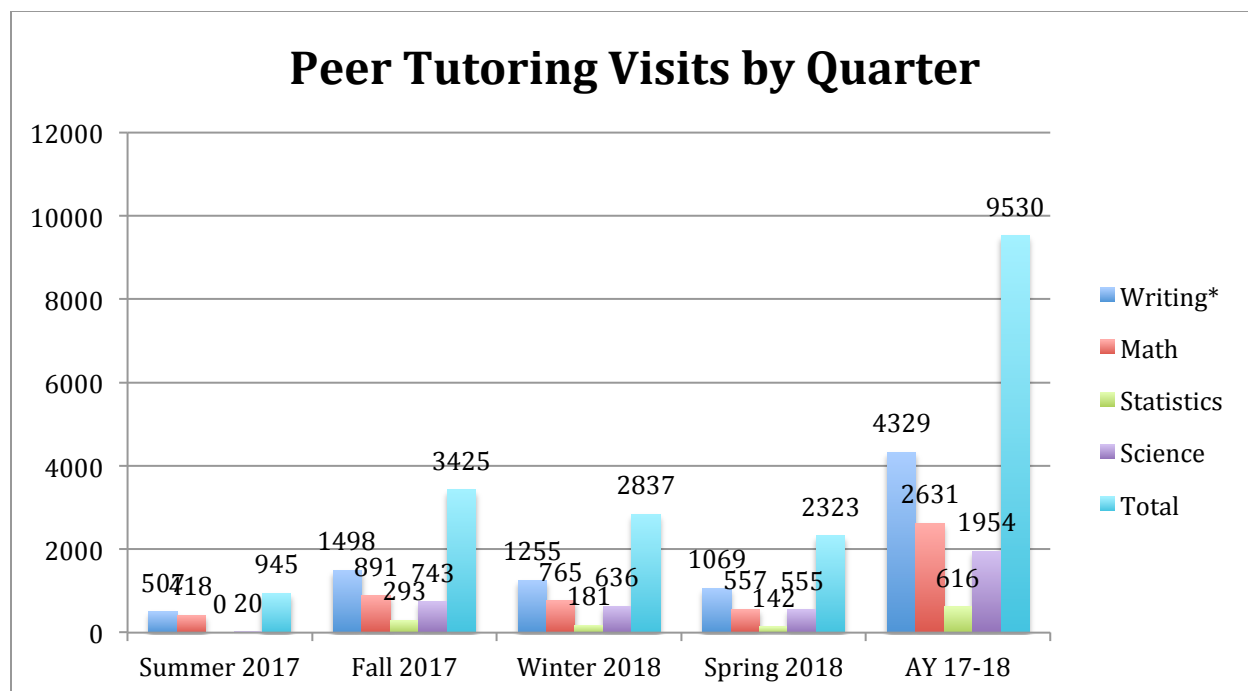
The Peer Tutoring program pairs or groups students with a trained writing, math, statistics, and science tutor. Students are able to receive a 30-minute drop-in session, sit at a math or science “table” or access a 1-hour standing or one-time appointment at SCAA. The primary job of the Peer Tutor is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

Program Highlights and Accomplishments:

- A total of 65 Peer Tutors were employed in the program throughout the 2017-2018 academic year.
- The 2017-2018 academic year was the first academic year to include a full year of Science Tutoring. Additionally, the Science Tutoring program added Computer Science Tutoring to the list of subjects served at the SCAA.
- In previous academic years, Statistics Tutoring was only available a few hours per day and on a one-on-one drop-in basis. This year, Statistics Tutoring was offered during almost all of SCAA’s operating hours and transitioned to a table-like format to serve more students.
- 4 Lead Employees were hired to oversee additional projects including conducting observations, providing feedback on handouts, leading trainings, and offering support to new tutors.

Peer Tutoring Usage:

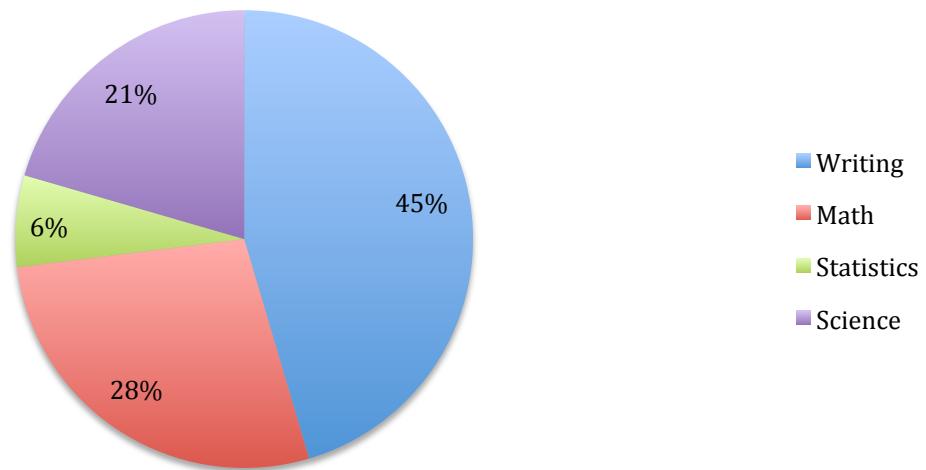
During the 2017-2018 academic year, there were a total of **9530** visits across all subjects at the SCAA. Writing visits continue to outpace math, statistics, and science visits. As indicated in the chart below, the peak quarter for Peer Tutoring usage was Fall 2017.



Keeping in pace with historical trends, writing tutoring was the most popular Peer Tutoring service at SCAA. One significant development in the Peer Tutoring program was the full year of service provided for students in science classes. During the 2017-2018 academic year, courses in computer science, biology, chemistry, and physics were served at SCAA. Despite its infancy, The Science Tutoring Program surpassed the Statistics Program in usage this year.

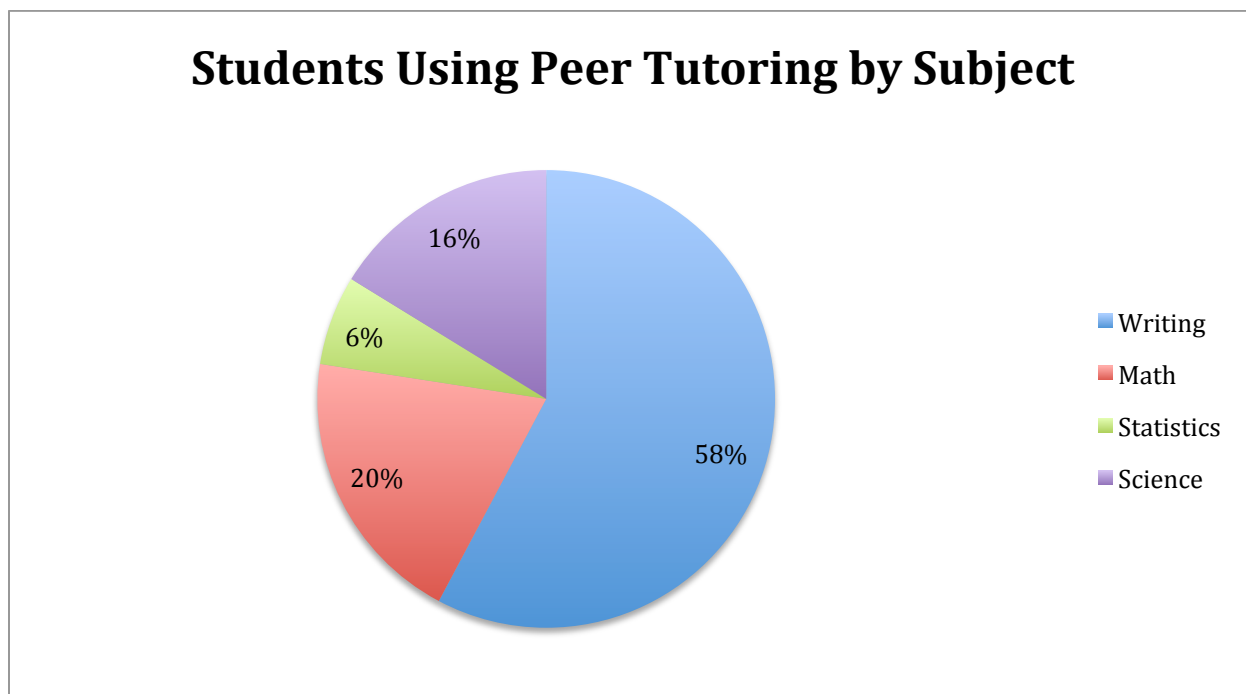
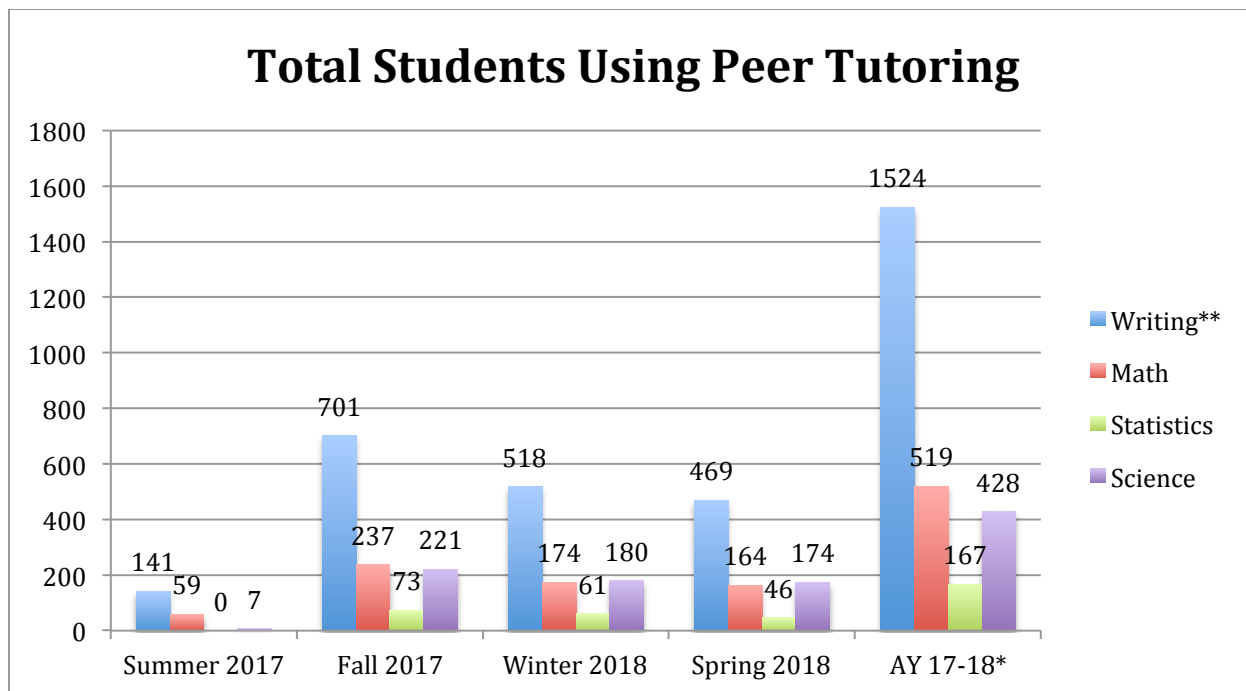
Approximately 45% of visits at the SCAA were logged to the Writing Tutoring Program. This is a smaller proportion than in previous academic years in which 65% of visits to the Peer Tutoring was in writing. The addition of Science Tutoring as well as the increase in visits to Math and Statistics Tutoring Programs contributed to the more even distribution of usage among all programs:

Visits to Peer Tutoring by Subject



The total number of unique students in each subject¹² using Peer Tutoring is highlighted in the chart below. Similar to the distribution of visits to the SCAA, there are substantially more students using SCAA's Peer Tutoring services in writing relative to math, science, and statistics. In the previous academic years, 78% of our students came in to use SCAA's writing tutoring services. This year, 58% of students used the writing services followed by math, science, and statistics. The diversification of SCAA's offerings has led to a diversification of usage and students at the SCAA:

¹² 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.

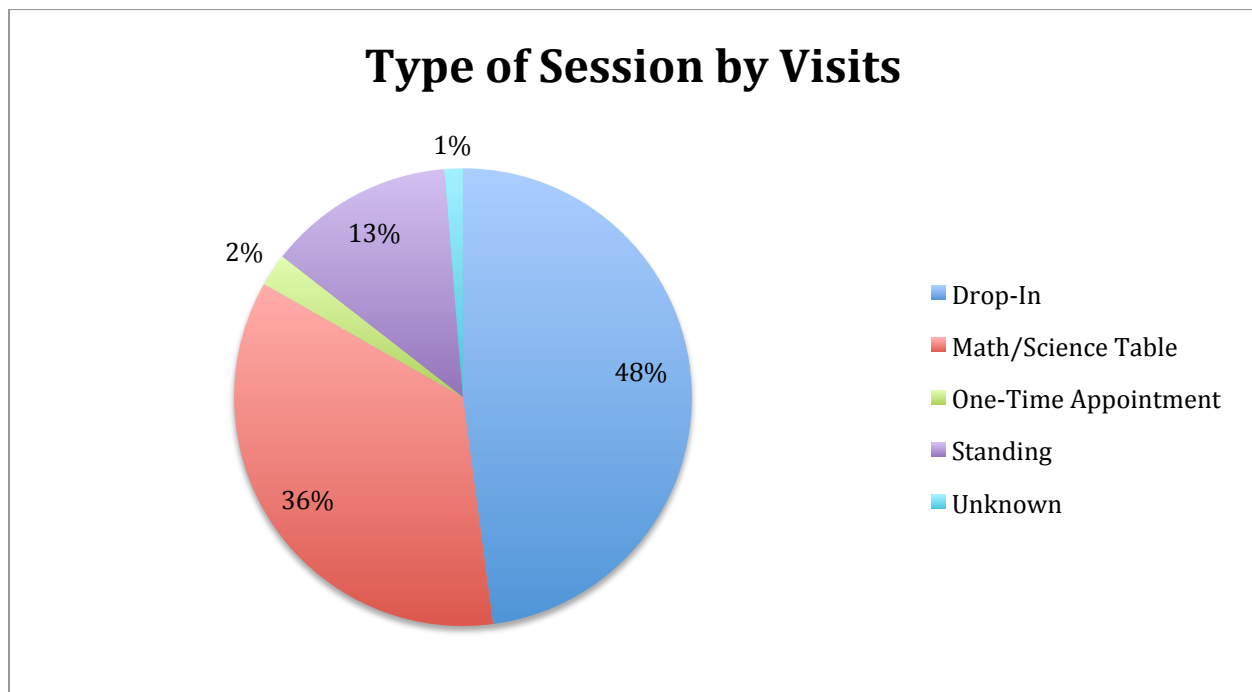


The Peer Tutoring program offers a range of session types, affording students flexibility in how they wish to schedule their tutoring sessions. Students can engage in 4 different types of Peer Tutoring sessions:

- **Drop-in:** Students can come to SCAA without a prior appointment and engage in a 30-minute tutoring session on a one-on-one basis. This service is available for writing and math.

- **Table:** Students may elect to sit at the Math Table, Statistics, or Science Table where 1-2 tutors are available to work with students on brief questions. The unique aspect of the Math/Stats/Science Table is that students can be seated for a long period of time – they may independently work on their assignments and raise their hands for assistance when needed. In an effort to expand usage in statistics, the SCAA offered Statistics Table for the first time.
- **One-Time Appointment:** Students may schedule a one-hour, one-time appointment at least one week in advance. This is a one-on-one service. 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 is a one-on-one service. This appointment can be scheduled for math and writing assistance.

A majority of Peer Tutoring visits came in the form of drop-in and table visits – systems that offer 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, was 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 8 receptionists working throughout the academic year. Under the guidance of the SCAA Office Manager, a vast majority of appointment requests were filled.

Top Courses Served:

Course	# of Visits	# of Students
English 1001	371	207
Math 1304	365	72
Math 1300	353	65
Math 1130	321	75
English 3003	312	146
English 3001	292	72
Chemistry 1101	289	73
Math 1810	234	56
Health Sciences 2200	222	83
Math 1305	175	38

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

Course	# of Visits	# of Students
Chemistry 1101	289	73
Health Sciences 2200	222	83
Chemistry 1102	165	56
Computer Science 2360	160	26
Statistics 1000	160	65

Compared to previous years in which the top courses served were primarily English courses, this year 3 math courses appeared in the top 5 most served courses. This can be attributed to a number of factors – the addition of a coordinator specifically dedicated to Math and Statistics, concerted outreach efforts that targeted math courses, etc.

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, all new and returning tutors received 10 or more hours of training time through monthly meetings and bi-weekly meetings. For the first time, during the 2017-2018 academic year, SI Leaders and Tutors were trained together at the monthly meetings.

The following is a list of topics covered at the monthly meetings – training topics for bi-weekly meetings varied by subject area:

AY 2017 - 2018		
Month	CRLA Topic Covered	Hours
September	The Role of a Tutor, Difficult Situations	4
October	Building Student Confidence, Growth Mindset	1
November	Study Skills and Time Management, Preparing for Exams	1
January	Using and Creating Resources, Dealing with Difficult Situations	1
February	Working with Students with Knowledge Gaps	1
April	Active Listening and Barriers to Active Listening	1
May	Reflection	1

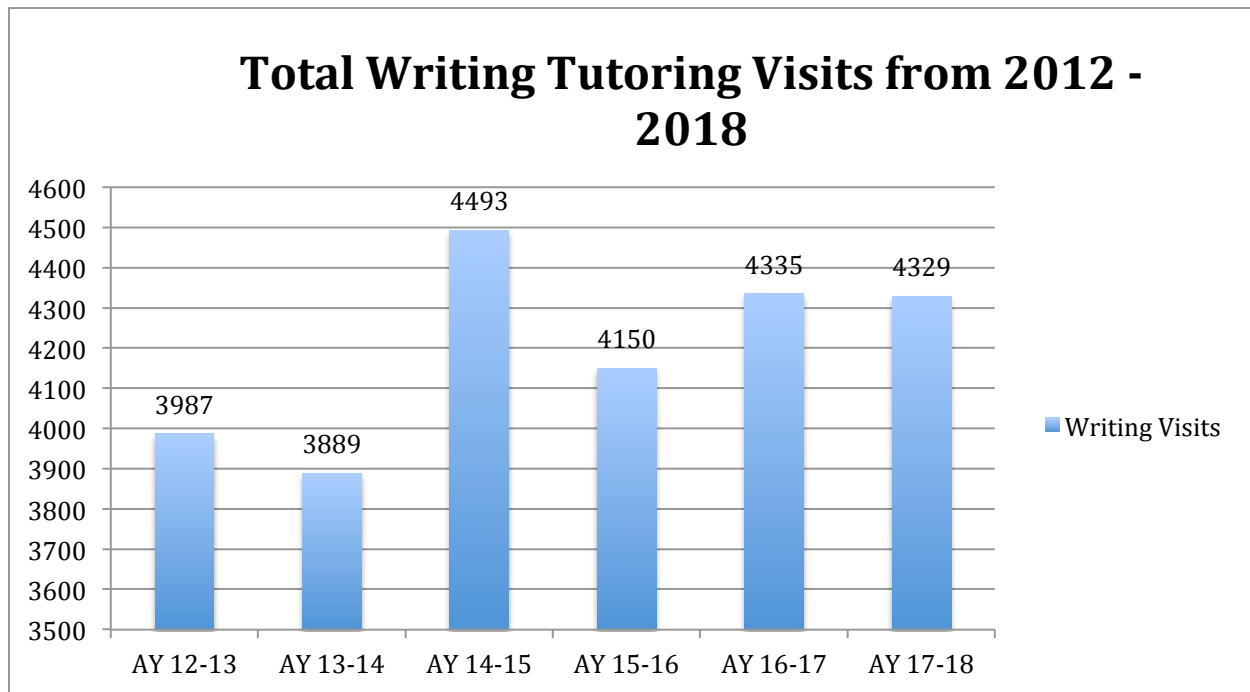
In addition to training, all tutors were observed three times during the academic year – twice by a Lead Employee or Coordinator and once by a peer. The process required each tutor to observe a session, write down careful observations about the session’s flow, agenda, questioning techniques, use of resources 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:

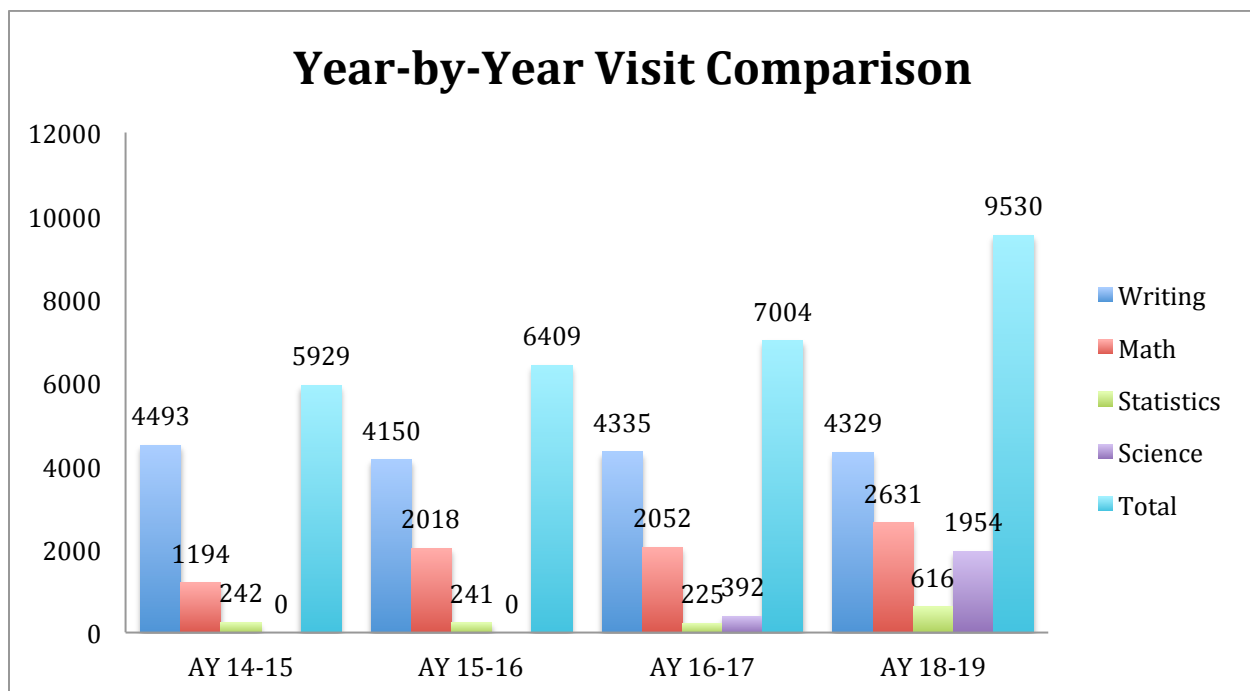
The Peer Tutoring program is SCAA’s oldest program – a mainstay of the organization since 2001. Accordingly, attendance information is available through paper records as far back as the early 2000s. As of this writing, TutorTrac records are available from the late 2000s.¹³ According to TutorTrac and previous annual reports, this year’s number of visits (n=9530) is significantly higher than last year’s visit count (n=7004). The substantial increase can be attributed to the addition of the Science Tutoring program as well as increased outreach to math and statistics courses. Furthermore, the SCAA expanded the hours and tutors in the Science and Statistics programs, providing further opportunity for students to visit our services. Finally, SCAA expanded its operating and drop-in/table hours by 2 hours – the SCAA was opened from 10:00 AM to 7:00 PM on weekdays (excluding Fridays).

¹³ Since 2014, math and statistics sessions have been logged under separate “centers” in TutorTrac. These two “centers” did not exist prior to 2014 in the TutorTrac system. Accordingly, comparison data within “centers” can only be made within the writing program with pre-2014 data.

The charts below show the comparison of tutoring visits within the writing program:



Below is a year-by-year comparison of visits across all programs at the SCAA since 2014:



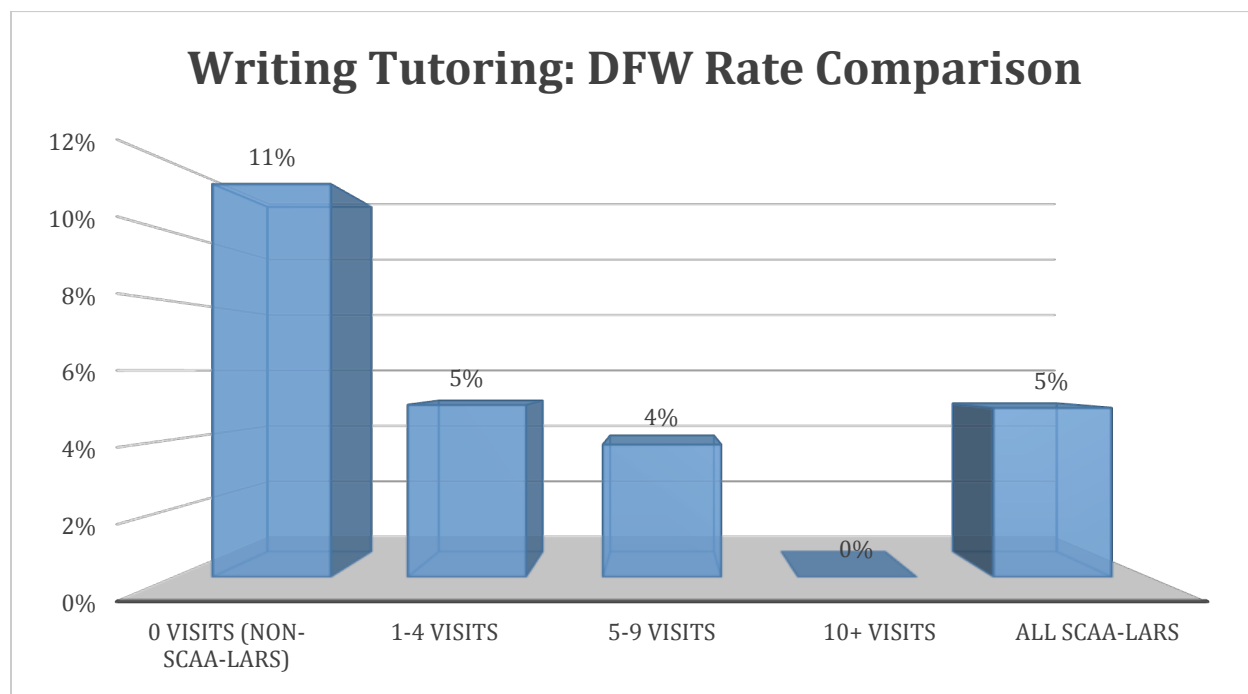
Comparison of DFW Rates for Participants vs. Non-Participants:

This year, the SCAA began grade-level analysis and impact of students who came to the SCAA (colloquially known as “SCAA-Lars” or scholars). The SCAA Math and Statistics Coordinator, who is also a statistics graduate student at CSUEB, conducted thorough analysis of SCAA-Lars vs. Non-SCAA-Lars.

Students from the top 3 courses in each of the subject area served at SCAA were selected. The SCAA Math and Statistics Coordinator used data from the Pioneer Data Warehouse to gather course-level D, F, and Withdrawal (DFW) rates for the top 3 courses within each tutoring subject area. SCAA-Lars (and their grades) were removed from the overall count/DFW rate of the course. SCAA-Lars were then split into 3 categories – students who visited SCAA’s services 1-4 times, 5-9 times, and 10+ times.¹⁴

Below are DFW rate comparisons among SCAA-Lars and Non-SCAA-Lars in all 4 subject areas served at SCAA. Across all programs, SCAA-Lars consistently had failure rates lower than their Non-SCAA-Lar counterparts.¹⁵

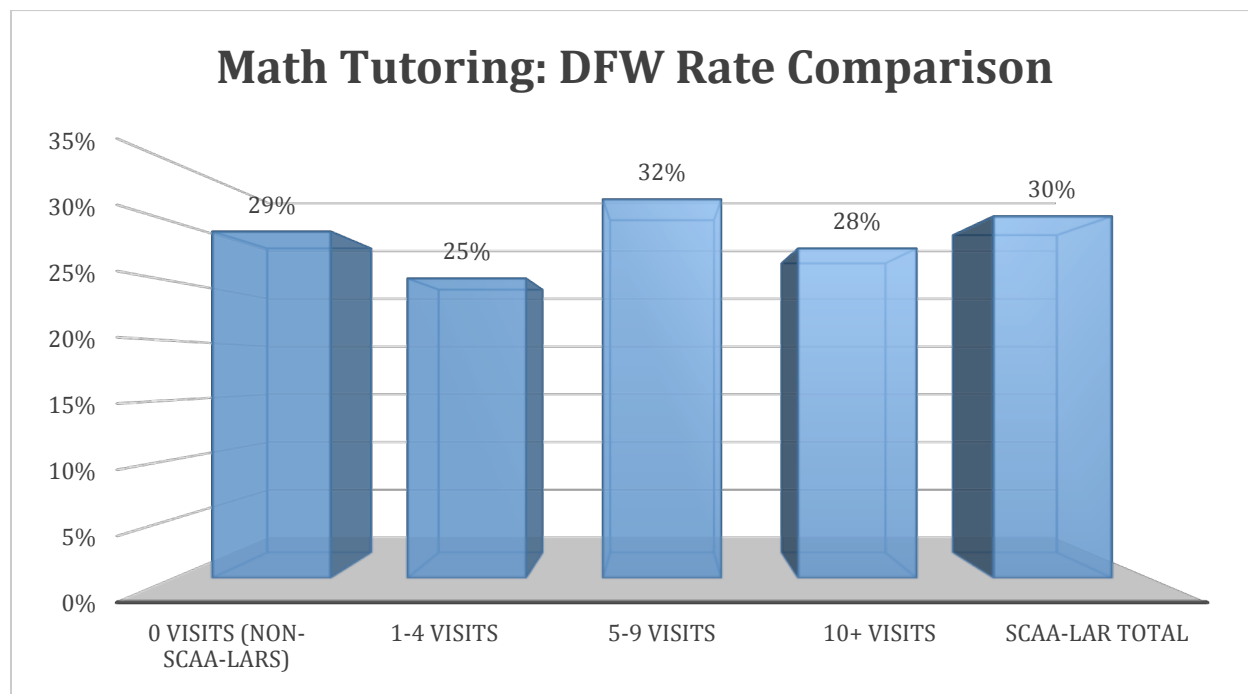
The top 3 courses that visited SCAA **Writing Tutoring** were English 1001, English 3000 and English 3003. As indicated by the chart below, the more times a student visited the SCAA in one of these 3 courses, the less likely they were to receive a D, F, or W¹⁶:



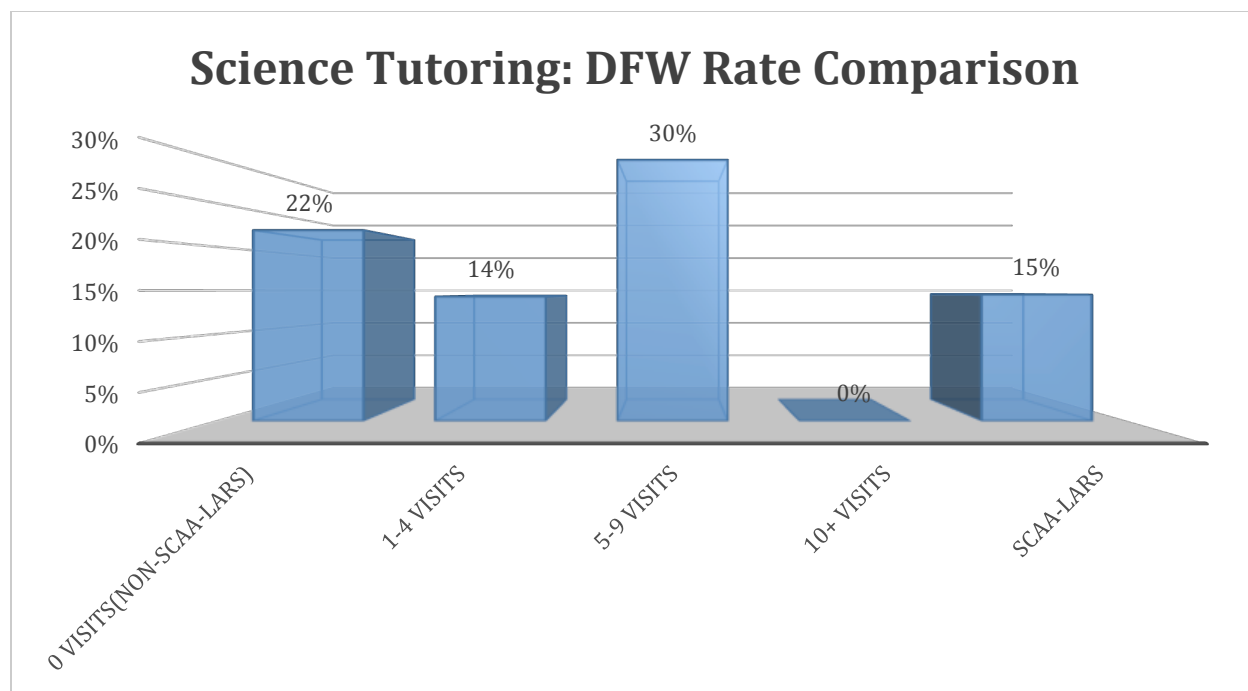
¹⁴ The term “All SCAA-Lars” on the graph represents the sum of the previous 3 bars – “1-4 Visits”, “5-9 Visits”, and “10+ Visits”.

¹⁵ The only exception is Math SCAA-Lars who had a failure rate similar to their peers who did not use SCAA services.

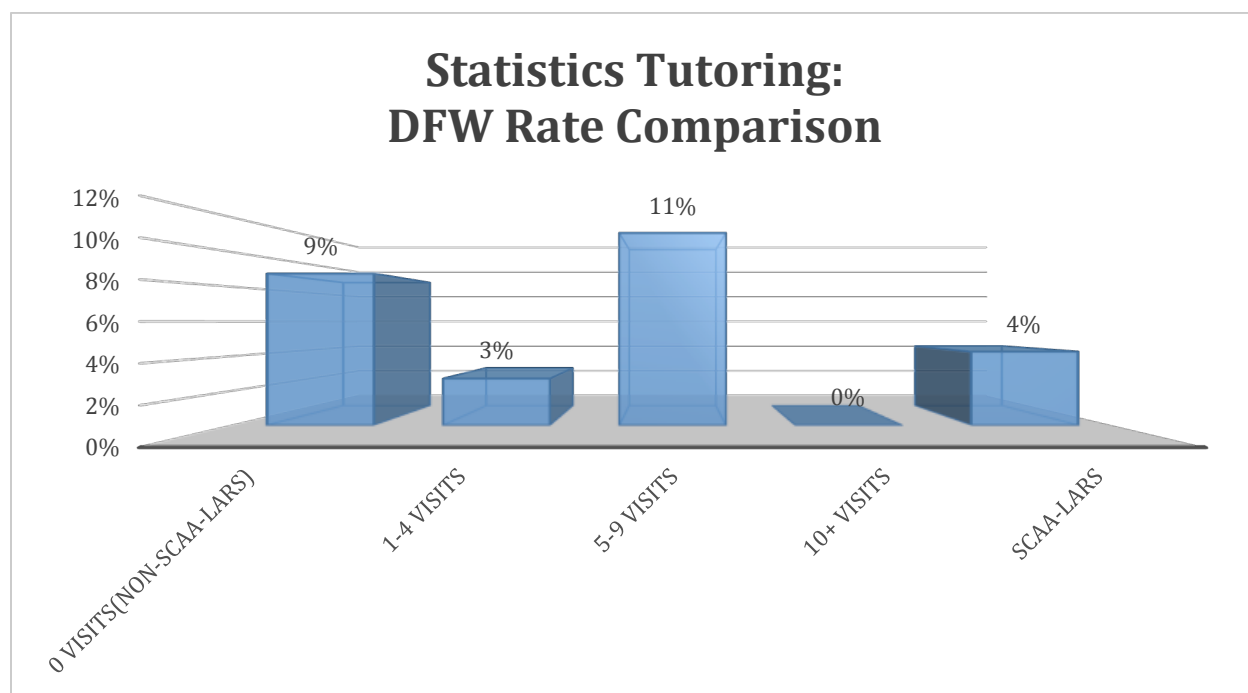
The top 3 courses that visited SCAA **Math Tutoring** were Math 1304, Math 1300 and Math 1130. As indicated by the chart below, the trend of math students coming to SCAA and their DFW rate is inconclusive and does not follow the trends of writing tutoring:



The top 3 courses that visited SCAA **Science Tutoring** were Chemistry 1101, Computer Science 2360 and Chemistry 1102. As indicated by the chart below, the trend of science students coming to SCAA and their DFW rate does not follow a linear trend – students who come 10+ times have a DFW rate of 0%. However students who come between 5-9 times have a higher DFW rate than their classmates who did not come to SCAA:



In **Statistics Tutoring**, only 1 course had a large enough sample of students to analyze trends – Statistics 1000. As indicated by the chart below, the trend of statistics students coming to SCAA and their DFW rate is similar to science students – not linear:



The reasons for non-linear DFW rate results in Math Tutoring, Science Tutoring, and Statistics Tutoring are varying and complex. The results could indicate a great systemic

issue about student preparation in STEM courses. Additionally, the results have provoked reflection about how to more closely align our tutoring practices with course-specific practices. This entails more collaboration with campus departments and faculty members.

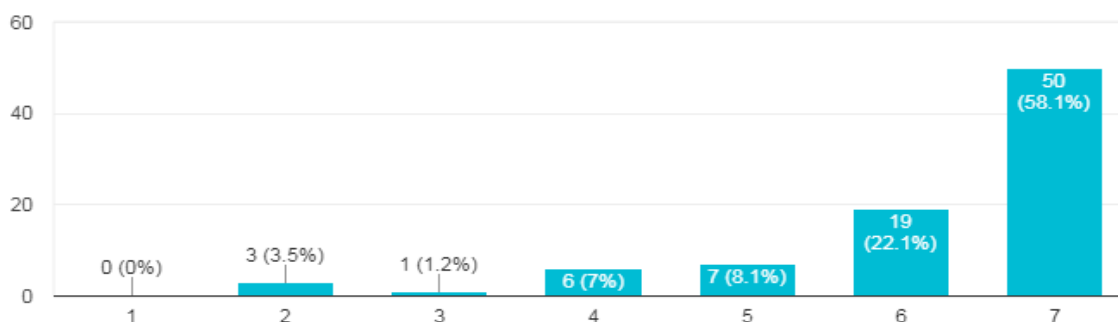
Surveys:

A student survey was piloted in the Winter 18 in an effort to gather additional qualitative information. It was conducted with the following goals in mind: to give students an opportunity to feel heard and to express either concerns and frustrations or praise. Additionally, the administrative staff hoped to be able to follow up with individuals demonstrating deep dissatisfaction or misunderstandings, as to ensure a positive relationship with the student body, while learning how we might improve our programs.

The survey was announced on our website and via flyers in the SCAA. Tutors and receptionists reminded tutees of the survey as well, and the Director of the SCAA sent out one mass email to all SCAA visitors. 89 responses were collected by the end of the quarter. The results show overall very high satisfaction with the SCAA.¹⁷

I felt supported and understood

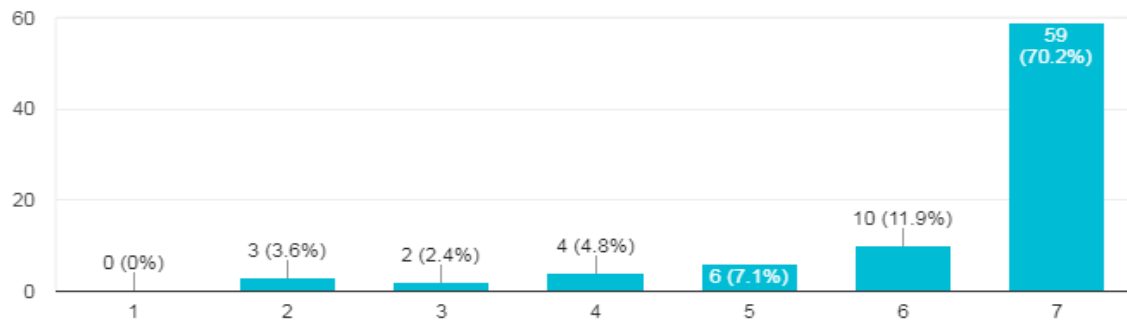
86 responses



¹⁷ The scale is as follows: 1 = highly disagree and 7 = highly agree.

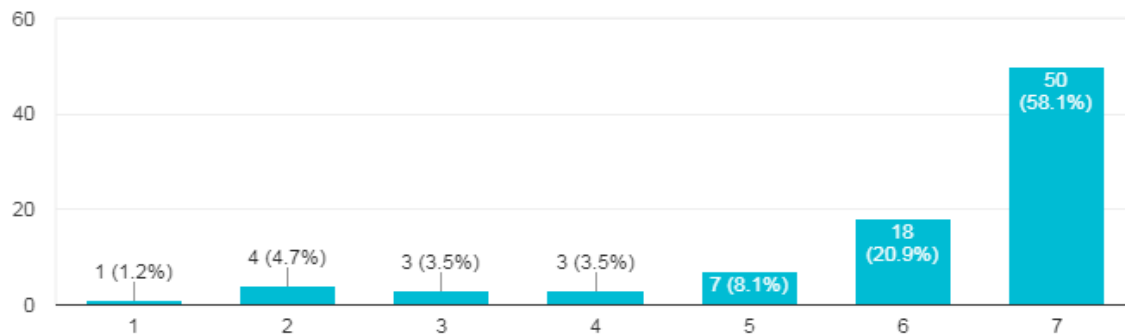
I would recommend the SCAA to friends and classmates

84 responses



The tutoring session helped me understand the subject

86 responses



Many students chose to respond to the optional open-ended question, and these too were overwhelmingly positive. Some such comments include the following:

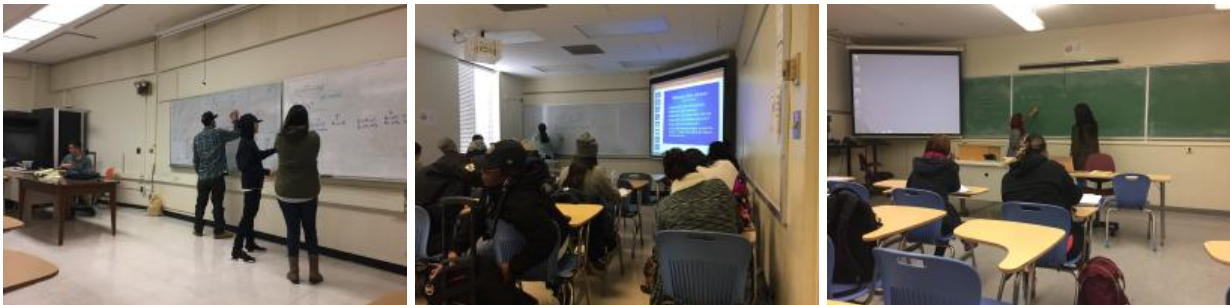
- I love the way my tutor [tutor's name] helped me because he was super nice and super helpful. **He made sure i understood everything.** He went step by step and slow. I really like coming here
- I have learned so much with [tutor's name] since I've been coming to the scaa for tutoring. **I will take the knowledge that she has taught me through the rest of my career.**
- [Tutor's name] was awesome he really helped me with my Thesis paragraph!
- Computer Science tutoring has been very helpful to me. **Our peer tutors, specially, [tutor's name], have helped me strengthen my programing concepts to an**

extent that I've actually started to experiment on my own. I'm really thankful to the SCAA family.

- I love the SCAA. It has helped me through two quarters of difficult classes and **I don't think I would have passed if it weren't for the tutors.**

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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:

- SI was offered in large and/or bottleneck courses such as Biology 1401, Biology 2020, and Finance 3300.
- In total, 113 sections of courses were served by SI Leaders.
- D, F, and Withdrawal (DFW) rates dropped substantially the more times a student went to SI. There was a 14% DFW rate difference between students who did not go to SI versus those who went 5 or more times.

Faculty Usage and Profiles:

- In Fall 2017, SI was offered to 34 faculty members.
- In Winter 2018, SI was offered to 34 faculty members.
- In Spring 2018, SI was offered to 39 faculty members.

As the table below indicates, SI continues to be one of the most effective cross-college and cross-departmental initiatives on campus. The courses served via SI represent all 4 colleges at CSUEB, 13 departments, and 40 unique courses. In the chart below, all instructors who worked with the program are alphabetized by last name:

<i>Instructor</i>	<i>Position</i>	<i>Department</i>	<i>Fall 2017</i>	<i>Winter 2018</i>	<i>Spring 2018</i>
<i>Ana Almeida</i>	Professor	Biological Sciences	BIOL 1402	-	-
<i>Daniel Barksy</i>	Annual Lecturer	Physics	PHYS 2701	PHYS 2702	PHYS 2703
<i>Debra Bartlett</i>	Annual Lecturer	Health Sciences	HSC 1100	HSC 1100	HSC 1100
<i>Christopher Baysdorfer</i>	Professor	Biological Sciences	-	BIOL 1402	BIOL 1401
<i>Bradford Bennett</i>	Assistant Professor	Kinesiology	KIN 3305	KIN 3305	KIN 3305
<i>Sue Benjamin</i>	Annual Lecturer	Mathematics	MATH 1130	MATH 1130	MATH 1304
<i>Sharon Buckley</i>	Annual Lecturer	Mathematics	MATH 1130	MATH 1304	-
<i>Mark Borja</i>	Assistant Professor	Chemistry	-	CHEM 1101	CHEM 1102
<i>Kevin Callahan</i>	Professor	Mathematics	-	-	MATH 1304
<i>Nancy Cavalieri</i>	Annual Lecturer	Mathematics	-	MATH 1130	-
<i>Ai Leen Choo</i>	Assistant Professor	Communicative Sciences and Disorders	-	SPPA 3854	-
<i>Kenneth Curr</i>	Assistant Professor	Biological Sciences	-	BIOL 1401	BIOL 3121
<i>Kelly Decker</i>	Assistant Professor	Biological Sciences	BIOL 1403	BIOL 1403	-
<i>Michael Dorman</i>	Annual Lecturer	Economics	-	ECON 3551	ECON 3551
<i>Elena Dukhovny</i>	Assistant Professor	Communicative Sciences & Disorders	SPPA 3855	-	-
<i>Patrick Fleming</i>	Assistant Professor	Chemistry	CHEM 1101	CHEM 1102	CHEM 1100
<i>Richard Fronko</i>	Professor	Chemistry	CHEM 1100	CHEM 1100	CHEM 1100
<i>Tess Freidenburg</i>	Annual Lecturer	Biological Sciences	BIOL 1000	BIOL 2010/1/20	BIOL 2020/1
<i>Dorothy Fujimura</i>	Annual Lecturer	Mathematics	MATH 1130/1810	-	MATH 1810

<i>Robert Gorton</i>	Annual Lecturer	Philosophy	PHIL 1000	PHIL 1000	PHIL 1000
<i>Kathryn Grimm</i>	Assistant Professor	Physics	PHYS 2701	-	-
<i>Ying Guo</i>	Assistant Professor	Accounting & Finance	-	ACCT 2251	ACCT 2251
<i>Huda Hadi</i>	Annual Lecturer	Mathematics	MATH 1130	MATH 1130	MATH 1130
<i>Erik Helgren</i>	Associate Professor	Physics	-	PHYS 2702	PHYS 2703
<i>Pei Hui Hsu</i>	Assistant Professor	Accounting & Finance	ACCT 3212	-	ACCT 3213
<i>Murray Horne</i>	Assistant Professor	Psychology	PSYC 4200	-	PSYC 4200
<i>Matthew Hubbard</i>	Annual Lecturer	Mathematics	-	-	MATH 1305
<i>Ehsan Kamalinejad</i>	Assistant Professor	Mathematics	-	-	MATH 1305
<i>Deena Lin</i>	Annual Lecturer	Philosophy	PHIL 1000	-	-
<i>James Murray</i>	Associate Professor	Biological Sciences	BIOL 2020	-	BIOL 2010
<i>Maria Nieto</i>	Professor	Biological Sciences	BIOL 1401	-	-
<i>Serge Ouedraogo</i>	Annual Lecturer	Physics	PHYS 2701	PHYS 2702	PHYS 2703
<i>Jesus Oliver</i>	Assistant Professor	Mathematics	MATH 1304	-	MATH 2304
<i>Julia Olkin</i>	Associate Professor	Mathematics	MATH 1304	MATH 1305	-
<i>Bettina Pedemonte</i>	Annual Lecturer	Mathematics	MATH 1130/1305	MATH 1305	-
<i>Yeh Peng</i>	Annual Lecturer	Statistics	STAT 1000	-	-
<i>Edward Pizzini</i>	Annual Lecturer	Chemistry	CHEM 1101	CHEM 1102	CHEM 1103
<i>Sara Rettus</i>	Annual Lecturer	Philosophy	-	PHIL 1000	PHIL 1000
<i>Steven Ross</i>	Annual Lecturer	Psychology	PSYC 1000	PSYC 1000	PSYC 1000
<i>Farhad Sabetan</i>	Annual Lecturer	Economics	ECON 3551	-	-
<i>Kim Shima</i>	Associate Professor	Accounting & Finance	ACCT 3211	-	ACCT 3213
<i>Vincent Slivinsky</i>	Annual Lecturer	Mathematics	-	-	MATH 1300
<i>Henry Stalica</i>	Annual Lecturer	Computer Science	CS 2360	CS 2370	CS 1160/23

			60		
<i>Michael Stanton</i>	Assistant Professor	Health Sciences	HSC 3300	HSC 3300	-
<i>Christopher Smith</i>	Annual Lecturer	Computer Science	-	-	CS 2370
<i>Claudia Stone</i>	Professor	Biological Sciences	-	-	BIOL 1402
<i>Jeremy Trinidad</i>	Annual Lecturer	Mathematics	-	MATH 1130	MATH 1130
<i>Erica Wildy</i>	Associate Professor	Biological Sciences	BIOL 1403	-	-
<i>Elizabeth Wright and Matthew Atencio</i>	Assistant Professor	Kinesiology	KIN 3300	KIN 3300	KIN 3300
<i>Jingwen Yang</i>	Associate Professor	Accounting & Finance	ACCT 3213	ACCT 3212/3	ACCT 3213
<i>IndiraJyothi Yellapragada</i>	Annual Lecturer	Computer Science	-	CS 1160/23 60	-
<i>Elizabeth Zapata</i>	Annual Lecturer	Statistics	-	STAT 1000	STAT 1000
Total	52 instructors	13 departments	40 unique courses		

Student Usage:

The total number of student and visits for the 2017-2018 academic year was as follows:

Quarter	Students	Visits
Fall 2017	755	3517
Winter 2018	784	3631
Spring 2018	652	2621
Total	1717	9769

During the 2017-2018 academic year, **36.01%** of students enrolled in a class with Supplemental Instruction participated in at least 1 SI session. See below for a quarter-by-quarter breakdown of our participation rate:

Fall 2017	
# of Sections	38
# of Visits	3517
% SI Participation (1-4 Visits)	23.69%
% SI Participation (>5 Visits)	11.75%
% Total SI Participation	35.45%
Winter 2018	

# of Sections	36
# of Visits	3631
% SI Participation (1-4 Visits)	23.81%
% SI Participation (>5 Visits)	11.19%
% Total SI Participation	35.00%
Spring 2018	
# of Sections	39
# of Visits	2621
% SI Participation (1-4 Visits)	25.80%
% SI Participation (>5 Visits)	11.78%
% Total SI Participation	37.58%
TOTAL	
# of Sections	113
# of Visits	9769
% SI Participation (1-4 Visits)	24.43%
% SI Participation (>5 Visits)	11.58%
% Total SI Participation	36.01%

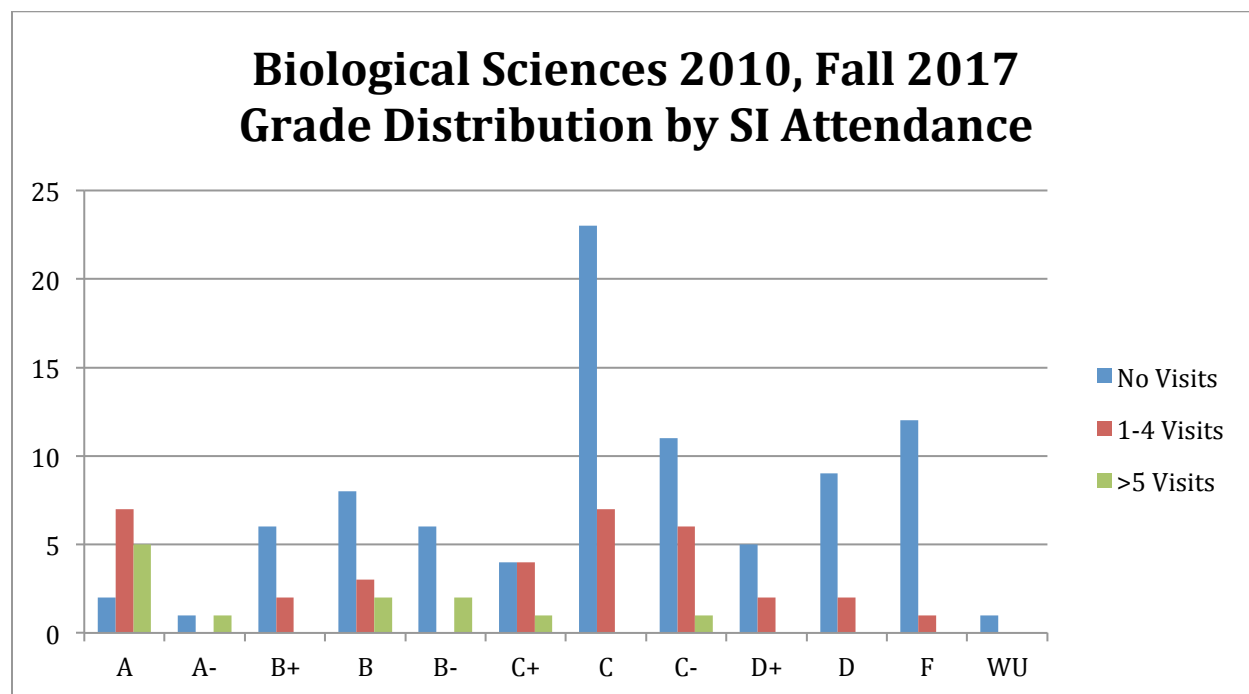
Comparison of DFW Rates for Participants vs. Non-Participants:

At the end of each quarter, the SI Coordinator developed reports 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 the 2017-2018 academic year, the DFW for non-participants in the courses we served was 15.70%. The DFW rate drops to 4.79% if a student attends at least once and then dips to 1.05% if the student attends 5 or more times. Full data by the quarter below:

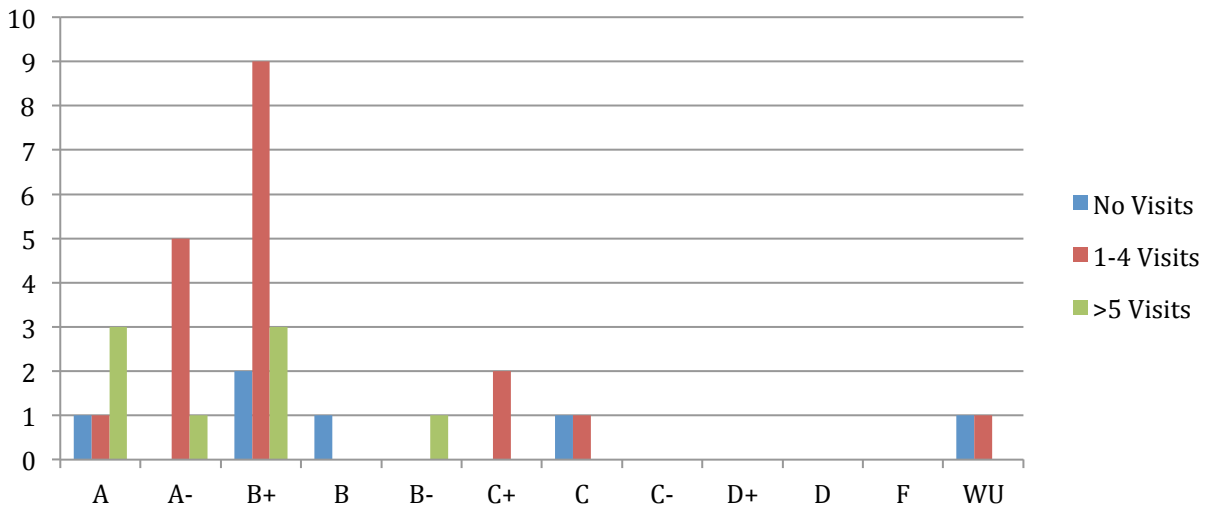
Fall 2017	
# of Sections	38
# of Visits	3517
DFW for Non SI-Participants	15.66%
DFW for SI Participants (1-4 Visits)	4.60%
DFW Rate for SI Participants (>5 Visits)	1.08%
Winter 2018	
# of Sections	36
# of Visits	3631
DFW for Non SI-Participants	15.87%
DFW for SI Participants (1-4 Visits)	4.43%
DFW Rate for SI Participants (>5 Visits)	1.00%
Spring 2018	
# of Sections	39
# of Visits	2621

DFW for Non SI-Participants	15.57%
DFW for SI Participants (1-4 Visits)	5.33%
DFW Rate for SI Participants (>5 Visits)	1.07%
TOTAL	
# of Sections	113
# of Visits	9769
DFW for Non SI-Participants	15.70%
DFW for SI Participants (1-4 Visits)	4.79%
DFW Rate for SI Participants (>5 Visits)	1.05%

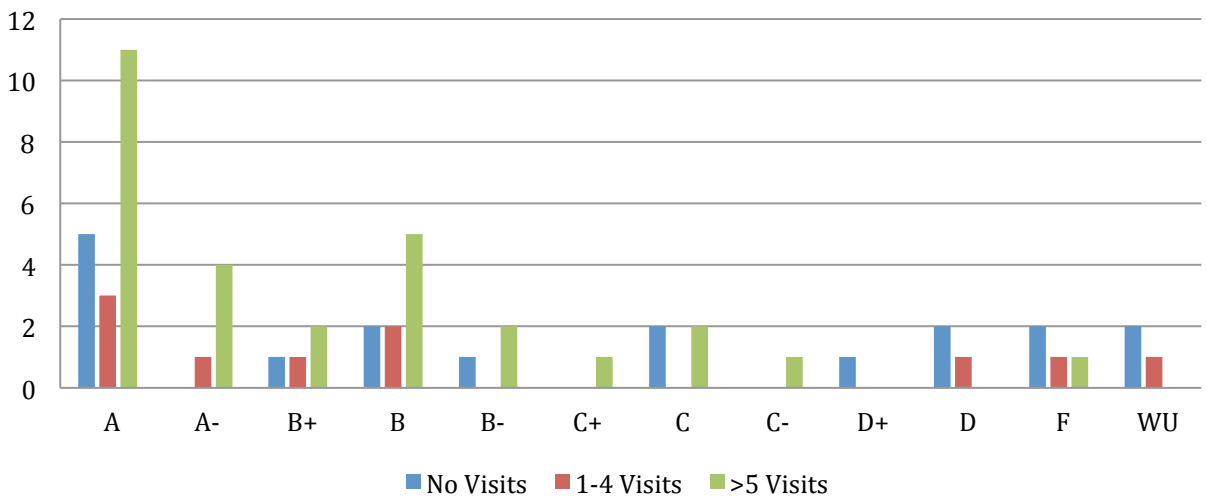
The charts below highlight select courses in which SI participants vastly outperformed their non-SI participants counterparts:



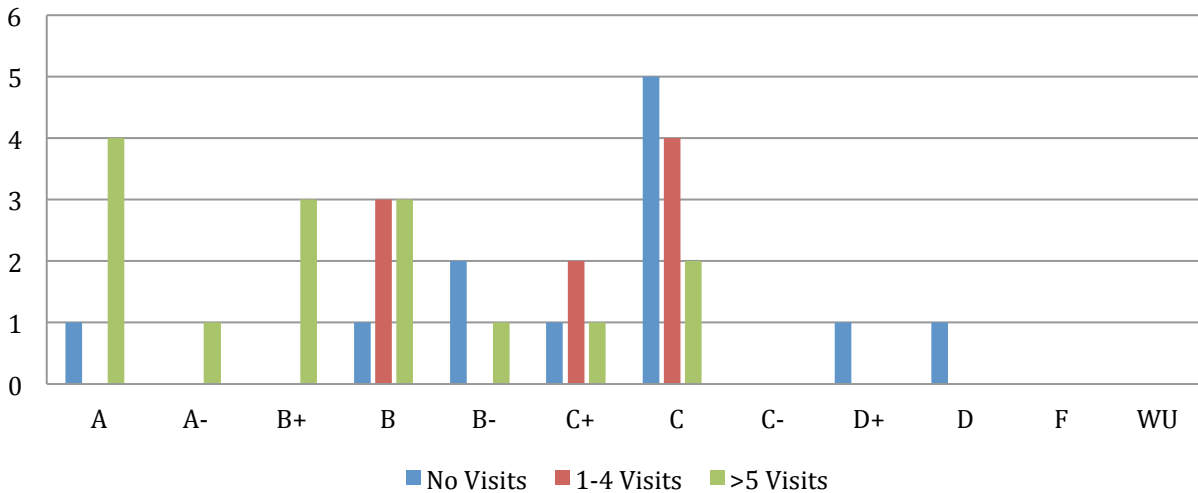
Health Sciences 3300, Fall 2017 Grade Distribution by SI Attendance



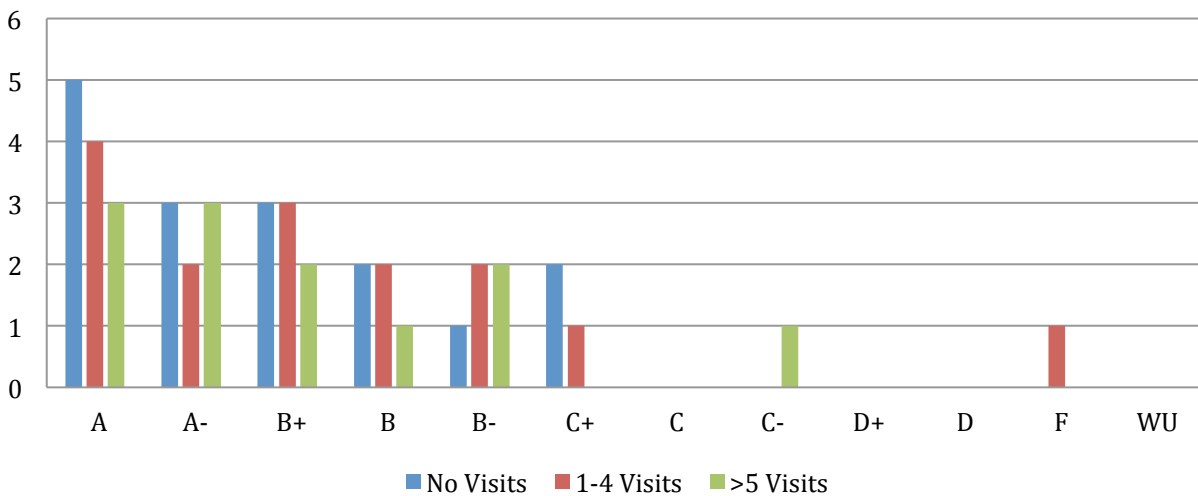
Speech Pathology 3855, Fall 2017 Grade Distribution by SI Attendance



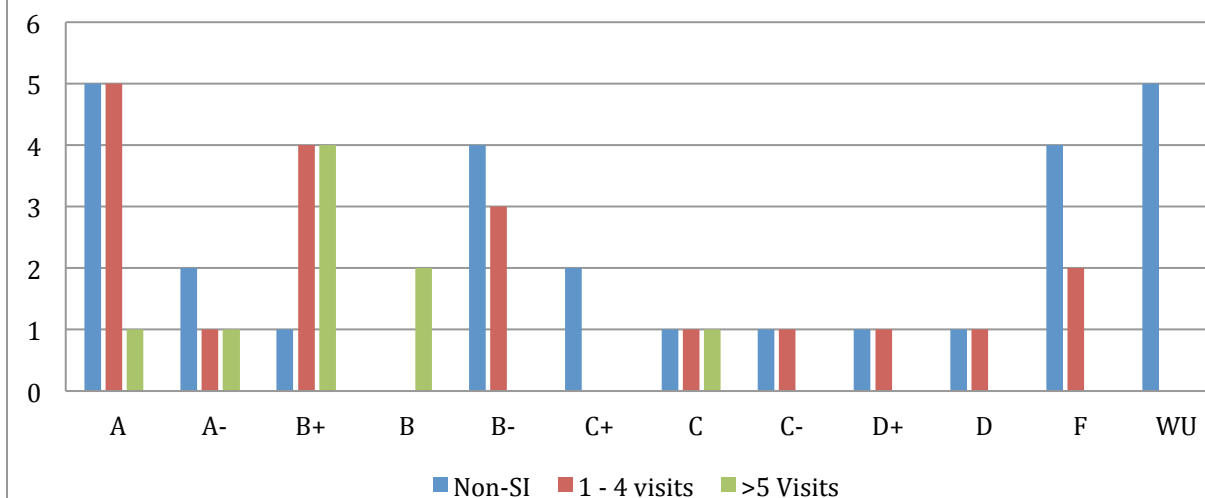
Kinsiology 3305, Winter 2018 Grade Distribution by SI Attendance



Mathematics 1305, Winter 2018 Grade Distribution by SI Attendance



Psychology 4200, Spring 2018 Grade Distribution by SI Attendance



Training and Observations:

During the fall, 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). All new SI Leaders were expected to attend this training. Additionally, all SI Leaders – new and returning – attended monthly trainings with the Peer Tutors. Below is an overview of some of the material covered during the UMKC new SI Leader 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 monthly basis – these meetings were conducted in conjunction with the Peer Tutors. In the 2017-2018 academic year, there were 6 monthly meetings.

The SI Coordinator and the SCAA Lead Employees conducted at two observations of each SI Leader. All observers 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.

Writing Associates (WA) Program



What is the Writing Associates (WA) Program?

Writing Associates (WAs) are 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. WAs are given training in tutoring writing, such as commenting and conferencing on writing and writing pedagogy.

Program Highlights and Accomplishments:

- A new Coordinator of the Writing Tutor Programs Program, Sara Schupack, was hired to coordinate the WA Program.¹⁸
- Faculty members were consistently recruited throughout the year based on the number of WAs hired for the program. WAs assisted in courses across 3 colleges.
- The Coordinator of the Writing Tutor Program conducted in-depth qualitative analysis below to assess course-level impact beyond usage statistics.

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 2017</i>	<i>Winter 2018</i>	<i>Spring 2018</i>
<i>Hillary AcMoody</i>	Annual Lecturer	English	ENGL 801	-	-

¹⁸ The Coordinator of the Writing Tutor Programs began in January 2018. Accordingly, this report documents the success of the program in Winter 2018 and Spring 2018.

<i>Sally Baxter</i>	Annual Lecturer	English	ENGL 1001	ENGL 3003	ENGL 1001/3003
<i>Jack Harper</i>	Annual Lecturer	English	-	ENGL 802	-
<i>Sharon Radcliff</i>	Library Faculty	Library	LIBY 1210	LIBY 1210	-
<i>Jenny Rosenquist</i>	Annual Lecturer	Communicative Sciences and Disorders	-	SPPA 6056	SPAA 6056
<i>Karen Seneferu</i>	Annual Lecturer	English	-	-	ENGL 803
<i>Monika Sommerhalter</i>	Associate Professor	Chemistry	CHEM 4430	CHEM 4430	-
<i>Jeffrey Scott</i>	Annual Lecturer	English	ENGL 1001	ENGL 1001	ENGL 1001
<i>Michelle St. George</i>	Annual Lecturer	English	ENGL 3000	-	ENGL 3000
Total	9 instructors	4 departments	9 unique courses		

Quarter-by-Quarter Analysis of Program Impact:

Overall

Overall, faculty and students report high satisfaction with the WA program for both quarters. On the Teacher WA Survey:

- **75%** (n=3) indicated that they wished there had been more time for the WA to help students with understanding the assignments.
- **50%** answered that they wish there had been more time for the WA to brainstorm or get ideas
- **50%** answered that they wish their WA had more time to develop an argument
- **25%** indicated a desire for more time for citations and critical thinking.

While there is never enough time for all of the tasks we wish to support students with, these responses, along with the higher ranking of in-class help with various activities, indicates a need and appreciation for efforts towards active, involved WA work during class with reading-to-writing and thinking-to-writing activities. Participating faculty have a range of experiences with and inclinations towards a collaborative approach to teaching. They may not be comfortable with or fully aware of the ways in which they can utilize a WA in their classrooms. This is something that the Coordinator for the Writing Tutor Programs is aware of and attempting to build knowledge around, through the Faculty WA

Information and Request Form, ongoing email and in-person communications with faculty, and dissemination of survey results with commentary.

For the same question about preferred WA activities, faculty respondents prioritized, in ranking order:

1. **One-one-one tutoring** and online help
2. Help with writing and **activities during class**.
3. While the final product, written papers, are of higher stakes and therefore highest need, **the building blocks towards written papers** are also recognized by faculty and students as contributing to their success.

The students' top 3 most frequent responses to the question "Think generally about the WA program (not about your current WA). Rank the possible WA tasks from most to least important to you" were: **one-on-one help with writing, written feedback on writing, and help with writing during class**.

Spring 2018

100% of WA cooperating faculty surveyed indicated that the WA's help was excellent. When asked what they wished there was more time for the WA to work on with their students¹⁹:

- **80%** selected "understanding assignments"
- **60%** selected "critical thinking"
- One faculty member included as an optional response, "I think in a semester course, [WA's name] is going to be outstanding. She is a sensitive and skillful supporter to the students. She will make an excellent teacher."

In a more involved interview, one faculty member commented that without the WA, she might not have had the confidence to experiment with peer review work. Working with the WA had a positive effect on her teaching. She found that conversations with the WA inspired her to have conversations with colleagues about student writing.

She states, "What I had not expected was how good it was for me **to have someone embedded in the course who has this in-between role**... to have them brainstorm how they felt the students had struggled, to have those additional conversations at the regular meetings,... to brainstorm what types of assignments would actually help the students, or what types of descriptions, or is this assignment clear enough, that was not something that I had thought about." She also found the work not at all burdensome. "It was not more work. Sometimes when you try something new, you think, oh, it will be a lot of work, but I didn't think so. I think without the Writing Associate, the peer feedback project could have failed. **I think having a writing associate was crucial, and gave me the confidence, in that sense**, it was more help than work. Also because this is something I care about, and it's stimulating for me to think about how to do it better."

¹⁹ Multiple responses accepted in the survey.

Student surveys were equally positive, with ratings falling in the excellent and good category for helpfulness in a range of topics²⁰. Most commonly reported categories of help reported were **grammar (77.4%)**, followed by **developing a thesis (58%)** and **brainstorming or getting ideas (55%)**. Help with **organization** was also a common point of support, coming in at **48%**. Students' additional comments included high praise for the WA's, such as "[WA's name] was great!" "[WA's name] was an excellent assistant in class and at the SCAA!", and "She really connects with the material. She asks us questions that relate to our papers to assist us in getting deeper into detail in our writing, which is very helpful."

In the Spring quarter, one WA pairing was offered with an online course. The WA set up Skype conference calls with students and had a presence on the course Blackboard site. This went very well and we will continue to consider online WA arrangements. The Speech Pathology program can be a challenge for WA pairings, because the WA is not embedded in a particular course, but serves more as general mentor to all entering students. The same survey does not work with this population. The WA this year developed general handouts to guide students in this program through points particular to the clinical writing required. She noted anecdotally how students seemed to be gaining in confidence and independence. They required fewer specific lessons and more general feedback and support. They second-guessed themselves less and in general required less help as the quarters progressed.

The Writing Associates, as student allies and liaisons to the SCAA, offer invaluable support for faculty, students and the SCAA. Note the care and attention demonstrated in this WA reflection: "I was impressed with these two students in their initiative to do better on this assignment, especially with how difficult it's been. I made sure to provide thorough comments on their papers, and overall they did well. This type of effort always makes it easier to be enthusiastic about tutoring. I'm looking forward to seeing how well the two students did on their papers" and this one: "I don't believe any of them are English majors, but one student in particular—one of the few men in the class—had the best ideas. It actually made me recall his first essay, which was on the similarities of rap and poetry. He has a real knack for this kind of work, and it makes me want to encourage him to pursue more literature of some kind to maybe help foster another future artist or literature lover".

The WA's collaborate with faculty to fine-tune pedagogy, will both benefiting from this work. Another WA describes her classroom work in this reflection: "**During the class activities, I sat in different groups to listen, question, guide and discuss. I felt really valuable joining them because I would never know their questions and thinking if I didn't participate.** I've gotten to know students' difficulties and challenges as they were asking me even some procedure-questions. Some students didn't understand why they were doing these small tasks; some students didn't know how to use the discussion board; some students didn't get the big picture. Regarding these issues, I drew a diagram tree on the blackboard to explain to students where we were now and why we were doing these jobs. Some students just had their "aha" moment."

²⁰ Spring quarter survey results were smaller and less standardized than usual, due to two WA arrangements that did not align with the common model

WA's themselves grow in important ways; many are aspiring teachers. From one reflection: "This being my second quarter as a WA, I'd like to say that I did notice growth within myself. **I noticed that I wasn't closed off to students anymore.** This quarter I was engaging in regular talk with them but also being able to provide better feedback than I did last quarter. Some lessons that I learned this quarter is that I need to put my biases aside. If a student is rude to another student or if a student is very erratic, I shouldn't allow those things to impact my attitude towards them." Another reflection also shows attention to and enthusiasm for the teaching profession: "As an instructor, I am starting to see the difference between a student who is acting out because they are troubled and one who is acting out because they have not yet taken on the full responsibility of a college student. This is one of the major differences I can see in myself from the start of the WA program to now. I am also learning how to handle the different situations when debating whether stricter expectations are needed versus guidance as a caring mentor."

With the semester conversion, some faculty have sought writing pedagogy support from the Coordinator for the Writing Tutor Programs, which we expect will help bring the SCAA and its services, including WA work, to more classrooms. For the English Department and their new English 109 co-requisite lab course, we are hoping to pilot a "WA lite" program, whereby a WA will visit several 109 sections and possibly work with a team of 109 instructors to identify general issues and respond as needed – with handouts, presentations, or visits tailored to the specific need.

In regards to data in future semesters, the student and teacher survey may be modified. This qualitative data helps fill out the picture of how the WA program is doing.

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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.

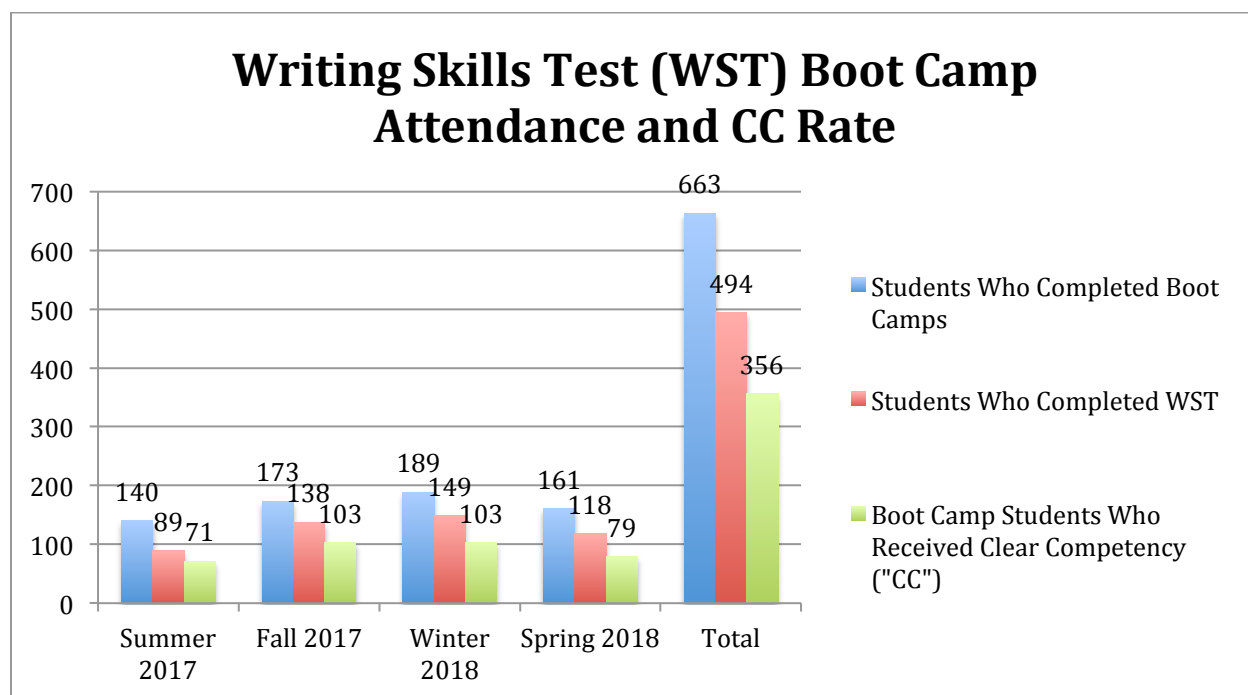
Program Highlights and Accomplishments for 2017-2018:

- Now in our third straight year of administration, the SCAA filled nearly 500 of its 600 open spots for Boot Campers.
- Boot Campers passed the WST at a rate that is 25% higher than the general test taking population.

WST Boot Camp Usage and WST Passage Rates:

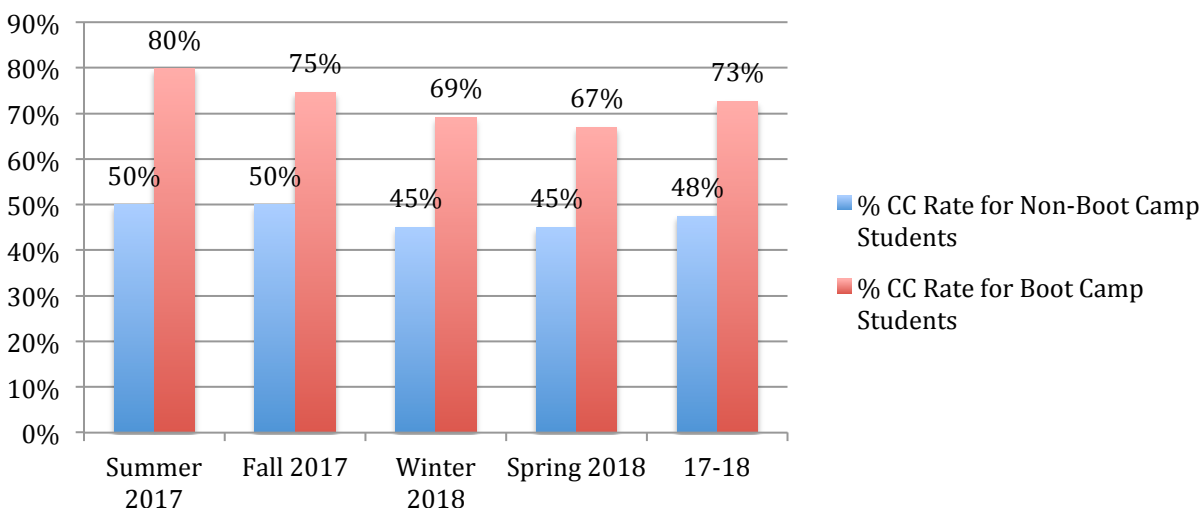
As previously mentioned, successful completion of the Boot Camp consists of 4 distinct parts: (1) participation in a workshop that offers writing strategies, (2) completion of a practice exam, (3) picking up the free analytical reading of practice exam results/free WST entrance ticket, and (4) taking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

Of the 600 available seats available in Boot Camp, a total of **663** students completed at least half of the Boot Camp. **75%** of students (n=494) who completed half of Boot Camp actually took the official WST. Of the Boot Camp participants that took the WST, **73%** of students (n=356) 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 continued success that the WST Boot Camp Coordinator and the Boot Camp facilitator had by the quarter in ensuring 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 10% or more. As the chart shows below, WST Boot Campers pass a rate that is **25 percentage points higher** than the general population.

Boot Camper vs. Non-Boot Campers, Passage Rates



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.	4.44 ²¹
By attending the WST Boot Camp workshops (A & B), I now feel better prepared to take the WST.	4.42 ²²
The practice exam was very helpful.	4.58 ²³

²¹ Answer of "1" indicates "Not Helpful," answer for "5" indicates "Very Helpful."

²² Answer of "1" indicates "Not Feeling Better Prepared," answer for "5" indicates "Feeling Well Prepared."

²³ Answer of "1" indicates "Not Helpful," answer for "5" indicates "Very Helpful."