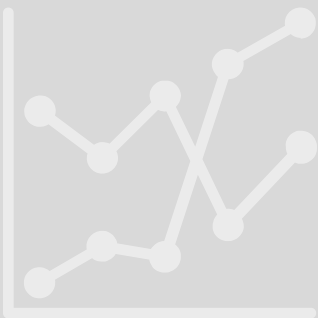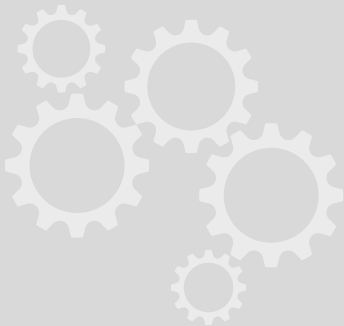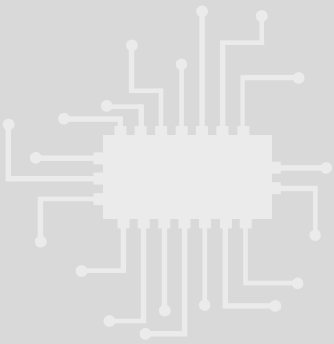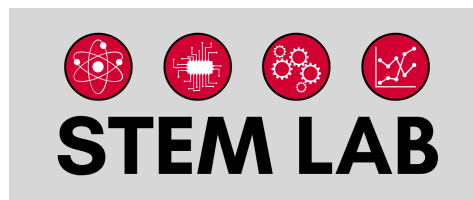# STEM LAB

ANNUAL REPORT

CAL STATE EAST BAY | COLLEGE OF SCIENCE

The STEM LAB
College of Science
Annual Report 2024-2025

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STEM LAB at a glance

The STEM LAB is a **community learning space** for students in entry-level and foundational courses in the College of Science, including all students in general education Subject Area 2: Mathematical Concepts and Quantitative Reasoning. The STEM LAB is home to the Learning Assistant (LA) program which provides embedded peer-to-peer support in the classroom and drop-in tutoring outside of the classroom. **The STEM LAB and LA program support and inspire** faculty and graduate teaching associates in the implementation of **active learning** and other practices to support all students, by **building belonging, creating inclusive learning environments,** and **reinforcing STEM identity.**

STEM LAB 2024-25 Highlights

- Moved to the **Braddock Center for Science and Innovation**, enhancing community and expanding opportunities for engagement with campus partners.
- Supported **113 Learning Assistants**.
- Hosted **5,898 student visits** for drop-in tutoring, exam study sessions, individual and group study.
- Placed LAs in **29** distinct courses and **139** lecture/lab/activity sections with a **total enrollment** of **4892**.
- Partnered with **7 of 9 CSCI Departments** to support active learning and academic success (Biological Sciences, Chemistry and Biochemistry, Computer Science, Mathematics, Physics, Psychology, and Statistics and Data Science).
- Paired **44 faculty** & **14 graduate students** with LAs.
- **Received funding** from the East Bay STEM Initiative and K-16 Collaborative to support the LA program.

STEM LAB Mission, Vision, Values, and Philosophy

Mission and Vision: To provide support that enhances student learning both inside and outside the classroom. By fostering meaningful connections between students and instructors, the STEM LAB helps bridge gaps in communication and understanding, while supporting the development of mathematical and scientific skills in a welcoming, supportive environment where all students can connect, collaborate, and grow.

Values

- Eliciting student ideas and engaging students in active learning
- Demonstrating respect and flexibility in all interactions
- Practicing patience to support student learning and growth

- Centering student voice and lived experience
- Promoting equity and inclusion in educational spaces
- Recognizing and building on student assets and strengths
- Encouraging self-discovery and independent problem-solving
- Listening actively and asking thoughtful questions
- Fostering relationships and building a sense of community
- Building student confidence in math and science

Philosophy: The STEM LAB provides an **arc of support** in that students at all levels are engaged in learning from one another and inspiring one another to take the next step towards academic success and graduation. All freshmen entering the university are supported by LAs, and are then inspired to become LAs (65% of our LAs started at CSUEB as freshmen). LAs work closely with graduate student teaching associates, and may be inspired to continue on to graduate or professional school by that interaction. Graduate TAs work closely with our faculty and are often inspired to pursue positions in higher education. And, finally, continuing the arc, our faculty are supported and inspired to practice active learning through their interaction with LAs and TAs, and can see the impact these practices have on their students.
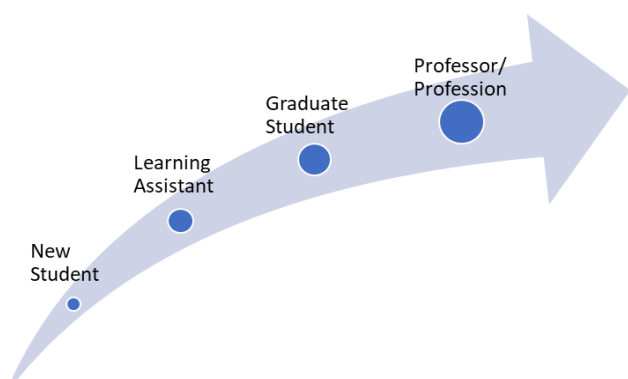
STEM LAB Team

Julie Glass, PhD
Associate Dean
for Student Success

Michele de Coteau, PhD
College of Science
Student Success
Coordinator

Grace Valdez
East Bay STEM Initiative
Teaching Pathway
Coordinator

Karen Crabb
Administrative Support
Coordinator

Affiliated Faculty:

- Varick Erickson, Computer Science
- Erik Helgren, Physics
- Wendy Moore, Statistics and Data Science
- Jesus Oliver, Mathematics
- Julia Olkin, Mathematics
- Simone Sisneros Thiry, Mathematics

STEM LAB Spotlight on Freshmen

The STEM LABs top priority, and its founding principle, is supporting first year students in their General Education Subject Area 2 (B4) coursework.

Since 2018, LAs have been placed in all first year GE Area 2 courses.

Since 2018, freshmen have been supported by LAs in all GE Area 2 courses.

Population 2020-2023	1st yr ret	Gap STEM LAB > CSUEB overall
All freshmen STEM LAB users (1,213)	86.6%	13.7%
All freshmen CSUEB (2,736)	72.9%	
Latinx freshmen STEM LAB users (590)	83.5%	15.0%
Latinx freshmen CSUEB (1,388)	68.5%	
1st gen freshmen STEM LAB users (780)	86.3%	16.1%
1st gen freshmen CSUEB (1,827)	70.2%	

General Education Subject Area 2 (formerly B4) outcomes: The STEM LAB is the central location of support for first year freshmen in GE Subject Area 2 (formerly B4). The March 2025 *California State University Academic Preparation of First-Year Students Annual Report* found that in 2023-24, CSUEB had among the highest success rates of first year completion for students in GE Area 2 at 81% compared with the CSU average of 70%, this despite having the highest percentage of Category IV students (34%) in the system.

STEM LAB Courses

The STEM LAB's in-class and out-of-class support is interwoven so that students see that their learning happens across spaces and that they have access to consistent and

reliable support. For this reason, support is associated with specific courses. Courses are chosen for LA/STEM LAB support based on the following criteria:

- Priority 1: GE Subject Area 2 (B4) courses serving all freshmen.
- Priority 2: DFW/Equity gaps; department engagement, effective use of LAs and active learning; external funding priorities.
- Priority 3: Individual faculty buy-in for active learning.

In AY 23-24 and AY 24-25 the STEM LAB served entry-level and gateway STEM courses across 7 departments: Biology, Computer Science, Chemistry, Mathematics, Physics, Psychology, and Statistics. Details of the specific course sections supported are given in Appendix A.

STEM LAB: Students Receiving Support

The STEM LAB impacts student success for three targeted populations. Longitudinal data on STEM LAB participation and engagement can be found in Appendix D.

- Group A: LAs trained and employed by the STEM LAB (LAs)
- Group B: Supported in STEM LAB (STEM LAB Users)
- Group C: Supported in class - includes all freshmen

Table 1: Number of Students Receiving STEM LAB Support

Supported Students		AY 23-24	AY 24-25
GROUP A: LAs	# of LAs employed	123	113
GROUP B: STEM LAB Users	# of student visits	4517	5898
	# of unique STEM LAB User	952	1104
GROUP C: Supported in class	# of distinct courses supported	25	29
	# of sections supported	136	142
	# of departments served	6	7
	Total enrollment in supported sections	5057	4892

STEM LAB Users broadly reflect the demographics of CSUEB.

- STEM LAB Users are 50% URM students, with Latinx students making up 41%, Black students 9%
- 56% First-Gen, and 48% Pell-eligible
- 49% female

Table 2: Demographics of Fall 2024 LAs and STEM LAB Users

Demographics F24	STEM LAB LAs (Group A)	STEM LAB Users (Group B)	All CSUEB Undergrads
URM	32%	50%	51%
Non-URM	40%	41%	49%
International	28%	9%	2.6%
Pell-eligible/Low income	24%	48%	51%
First Gen	33%	56%	62%
Entered as Freshmen	67%	68%	38%
Entered as Transfers	33%	32%	61%
Latinx	15%	41%	41%
Black	4%	9%	10%
Asian	20%	23%	22%
White	17%	9%	14%
International	33%	10%	3%

STEM LAB Summary of Outcomes

Learning Assistants Summary of Outcomes (Group A)

The STEM LAB LAs represent 22 majors from within the Colleges of Science, Health, Business and Economics, and Letters Arts and Social Sciences.

The summary data below highlight the academic performance, retention, and graduation rates of our LAs. More detailed data can be found in Appendix B.

Academic Performance of Learning Assistants (Group A)

- For the Fall 2023 and Fall 2024 LA cohorts, 89.3% of LAs had GPAs of 3.0 and higher, and 74 of the 103 total LAs (72%) had GPAs above 3.5.
- The LAs' academic performance for Fall 2023 and 2024 is consistent with that of the LA cohorts from all 2018-Fall 2022. Appendix B gives further details of LA GPAs since Fall 2018.

Retention Rates of Learning Assistants (Group A)

- 1st year retention is greater than 90% for LAs who entered the university as freshmen. For other FTF 1st year retention ranges from 74.2% to 79.7%.
- 1st year retention is 100% for Latinx FTF LAs and First Generation FTF LAs.
- 1st year retention is greater than 94% of LAs who entered the university as transfer students. For all other transfer students, 1st year retention rates range from 83% to 87%.
- 1st year retention is 100% for Latinx transfer LAs and First Generation transfer LAs except in 2021.

Graduation Rates of Learning Assistants (Group A)

- All FTF LAs: 4-year grad rates are 12-42 points higher, 5-year graduation rates are 38-42 points higher, and 6-year grad rates 50 points higher than those of non-LA FTF.
- Equity Outcome: Latinx FTF LAs: 4-year grad rates are 21-37 points higher, 5-year grad rates are 42-60 points higher, and 6-year grad rates 57 points higher than those of non-LA Latinx FTF.
- Equity Outcome: First Generation FTF LAs: 4-year grad rates are 12-48 points higher, 5-year grad rates are 43-49 points higher, and 6-year graduation rates are 50 points higher than those of non-LA First Generation FTF.
- All Transfer LAs: 3-year graduation rates range from 70-87%. The 4-year graduation rates range from 87-93% and are 10-20 points higher than those of other CSUEB transfers.

Survey data collected in the College of Science End of Year survey includes questions about working with LAs. 82 students responded to questions about their LA with results showing that LAs have a substantial positive impact on the student experience.

Learning Assistants I worked with:	"Agree" or "Strongly Agree"
Seemed confident in their knowledge and skills	90%
Had sufficient skills (teaching and/or interpersonal) to help students like me	87%
Helped me feel welcome in the STEM community	86%

Clearly believe that all students could succeed in STEM if they work hard, regardless of background, past experiences, gender or race/ethnicity	85%
Connected well with students like me	84%
Seemed well trained to perform their jobs	81%
Had sufficient knowledge about course material to help students like me	81%
Encouraged me personally to pursue my STEM goals	69%
Knew about and shared opportunities for engagement with the STEM community outside of class	68%

STEM LAB Users Summary of Outcomes (Group B)

The summary data below highlight the engagement, academic performance, retention, and graduation rates of our STEM LAB Users. More detailed data can be found in Appendix C.

Engagement for AY 2024-25

Using the Bay Advisor Check-in Kiosk, the STEM LAB recorded

- 5,898 drop-in visits in AY 24-25, a 30.5 % increase from AY 23-24 (4,517).
- 778 unique student visits in Fall 2024; a 13.4% increase from Fall 2023 (686).
- 559 unique student visits in Spring 2025; a 32.8% increase from Spring 2024 (421).
- 1337 unique student visits for all of AY 24-25, a 20.8% increase from AY 23-24 (1107).

Academic Performance of STEM LAB Users (Group B)

70.6 % of Fall 2024 STEM LAB Users and 66.7 % of Fall 2023 STEM LAB Users earned end of term GPAs of 3.0 or higher.

- Users' average final grades in most supported courses ranged from 3.2 to 3.8 (on a 4.0 scale). Only two supported courses had Users' average final grades slightly lower than 3.0: CS 301 (2.99) and MATH 130 (2.98).

Retention Rates of STEM LAB Users (Group B)

STEM LAB Users have higher retention and graduation rates than their peers. This trend is consistent for First Gen and Latinx Users.

- 1-year retention rates for FTF Users (86-90%) are higher by 8-20 points than those of other FTF students (67-75%).
- Equity Outcome: 1- year retention rates range from 75-88% for FTF Latinx Users, for FTF Latinx Non-users the range is (67%-75%).
- Equity Outcome: 1- year retention rates range from 81-89% for FTF First Gen STEM LAB Users, for First Gen Non-users the range is (63-73%).

Graduation Rates of STEM LAB Users (Group B)

- 4-year and 5-graduation rates for FTF STEM LAB Users are consistently higher than those for other CSUEB students for the 2018-2020 FTF entering cohorts.
- Equity Outcome: 4- and 6-year graduation rates are higher for FTF Latinx Users vs.FTF Latinx Non-users.
- Equity Outcome: 4- and 6-year graduation rates are higher for FTF First Gen Users vs. FTF First Gen Non-users.

In-class Academic Support Summary of Outcomes (Group C)

Group C includes all students enrolled in courses supported by LAs. Because our implementation generally includes all sections of a given course, we do not compare this impacted population to any other group. Rather, we reflect below on overall impact by highlighting which courses we support and course type (e.g. General Education Subject Area 2). More detailed information about supported courses can be found in Appendix A.

General Education Subject Area 2 (formerly B4) outcomes: The STEM LAB is the central location of support for first year freshmen in GE Subject Area 2 (formerly B4). The March 2025 *California State University Academic Preparation of First-Year Students Annual Report* found that in 2023-24, CSUEB had among the highest success rates of first year completion for students in these courses at 81% compared with the CSU average of 70%, this despite having the highest percentage of Category IV students (34%) in the system.

Courses Supported for AY 2024-25: The STEM LAB served 29 entry-level and gateway STEM courses across 7 departments: Biology, Computer Science, Chemistry, Mathematics, Physics, Psychology, and Statistics . Every freshman student enrolled in a Quantitative Reasoning and Mathematical Concepts (B4/Subject Area 2) course was supported by LAs. There were 4,892 students enrolled in course sections served by an embedded LA. For the majority of courses, all sections had embedded LAs, meaning students in each section had consistent in-class peer support and access to drop-in tutoring hours.
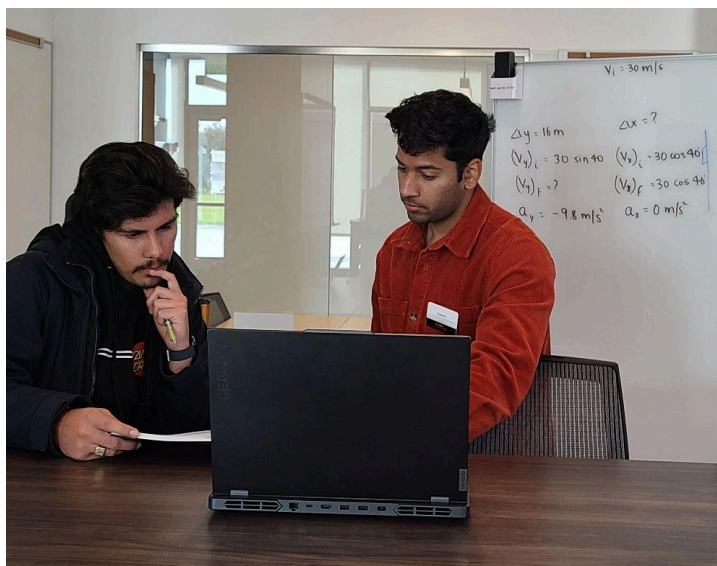
STEM LAB: Qualitative Outcomes

What Learning Assistants say

The LAs are surveyed at the beginning and end of each semester. For the Fall 2024 cohort, the quotes below reflected the following themes:

Reflections on Growth and Confidence

- "My biggest growth is stepping out of my comfort zone and helping students. My next goal is to teach students in a better and more professional way."
- "I would say that some of my biggest strengths as an LA are being patient, empathetic, and an active listener. My proudest moment so far was hosting my own study session… After I completed it, I felt a sense of accomplishment and pride."

Value of Training and Meetings

- "I think all of the topics we went over have helped me grow as a person… Week 4 and week 6—exam study session pedagogy and imposter syndrome—really stood out."
- "I think the Small Group meetings are wonderful. All of the leaders are so welcoming and helpful."

Commitment to STEM Education

- "I do think I fit into the position well… I am very passionate about STEM education and am always fighting for more and better teaching. I also think I do really well at publicizing the STEM LAB and care about it a lot."

Impact on Students

- "According to the [in-class mid-semester] surveys, students appreciate how I constantly check in to make sure they understand the material and how I'm always willing to help—whether it's related to the course or pointing them to campus resources."

What students say

The STEM LAB surveys student users (in and out of class). The surveys ask questions about STEM identity, confidence in content, self efficacy, and community and belonging. Quotes from anonymous student surveys that address these themes are given below. Students were asked:

1. What is the most effective thing your LA does to help you learn?
2. Does your LA motivate you to explore science/math further? If so, how?

<u>STEM Identity:</u> students indicate that they are inspired by their LA to be more engaged in the course material.

- "It starts to feel great when I understand certain lessons being taught."
- "Yes, they talk to me about their experiences with CS and Physics."
- "Yes, because you can tell that they enjoy the subject and teaching others about it."
- "My LA DOES motivate me to explore further by taking the advice I am given, and try to apply it to future assessments."

<u>Confidence in content:</u> students indicate increasing comfort with the course material due to LA support.

- "Helps me during the class if I don't understand something."
- "Helps solidify conceptual understanding of topics."
- "He clarifies and brings up important questions not asked."
- "Solve the problems in a way that's very clear and easy to understand."

<u>Self-Efficacy:</u> students indicate that LAs empower them to solve problems by themselves and to improve by increasing their effort and using LA support.

- "He makes it a bit challenging to solve and to think instead of just telling me the answers right away."
- "Guides me through learning the material rather than giving me a short easy answer."

- "Yes, guides us through problems and asks us questions to get to the solution without giving too much information."

Community and Belonging: students indicate that they feel included and appreciate the social and academic support from near-peer LAs.

- "I really appreciate his sense of humor and friendly attitude. They make him approachable and I'm not nervous when talking to him."
- "He's nice, supportive. Very patient and thorough with explaining the material. I see that he tries his best to accommodate for the students."

What Faculty and TAs say

The STEM LAB surveys faculty and TAs about how having an LA has impacted instructional practice and the creation of an inclusive classroom environment. Quotes from faculty/TA surveys are given below.

Instructional Practice: responses indicate that LAs enhance their effectiveness and give them flexibility in large and/or activity sections, help to manage class logistics, and offer additional explanations of the material.

- "She and I will walk around to help individual students who were struggling. Because of the size of the class (40 students); this would not be a task to do alone given the class time is only 1hr 15mins."
- "He is often able to explain the same topic in a different way and students get to learn the knowledge from another angle."
- He helps with planning and managing group activities. We tag team helping students as they work on problems individually or in groups."

- "Both LAs regularly facilitate group work in the activity class and answer questions. They have also been able to provide insightful feedback about issues students are having with course content."
- He has been invaluable in supporting me this semester. He walks around the room, engaging with the students, checking in and answering questions."

Inclusive Classroom Environment: The quotes below describe how LAs are approachable, and create a welcoming and engaging classroom environment.

- "Students feel comfortable reaching out to her for help with their coursework."
- "They've been a great help in my class, and the students really enjoy learning from them."
- "He is an excellent LA. He is very much sought after by the students, a very nice person and knows his subject matter very, very well."
- "He is incredibly engaged, always present, and student feedback has been very positive."
- My LAs are doing an excellent job in their level of engagement... both have strong communication skills."
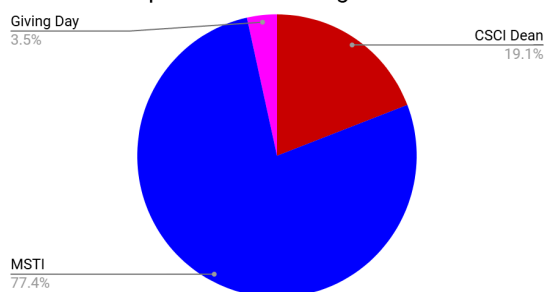
STEM LAB Funding

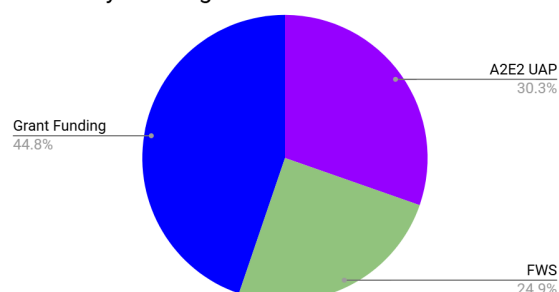| Staff Salary Funding Source	Position	Amount
EB001 - 12100	1.0 FTE College of Science Student Success Coordinator (SSP IV)	$76,740
EB001 - 12100	0.4 FTE Administrative Support Coordinator (ASC I)	$19,944
East Bay STEM Initiative Grant	1.0 FTE STEM Teaching Pathway Coordinator (AAS I)	$50,940
Staff Salary Total AY 2024-25		**$147,624**

LA Salary Funding Sources	Amount
A2E2 UAP Univ-wide Activities & Programs (student fees)	$96,108
Federal Work Study funds (FWS)	$78,820
Grant Funding	
East Bay STEM Initiative Grant (EBSi) PI Julie Glass, College of Science	$86,108
Bay Area K-16 Collaborative Grant (K16) PI Robert Williams, Academic Affairs	$44,617
Student Engagement for Equity and Diversity in STEM Initiative-SEEDS (HHMI) PI Ana Ameida, Biological Sciences	$11,054
LA Salary Total AY 2024-25	**$316,708**

Operational Funding Sources	Amount
Math & Science Teacher Initiative (MSTI)	$8,085
CSCI Dean's Allocation	$2,000
Giving Day Donations	$362
Total:	**$10,447**

STEM LAB Operational Funding Sources

Giving Day
3.5%

CSCI Dean
19.1%

MSTI
77.4%

LA Salary Funding Sources

A2E2 UAP
30.3%

Grant Funding
44.8%

FWS
24.9%

Staff Salary Funding Sources

East Bay STEM I...
34.5%

EB001 - 12100
65.5%
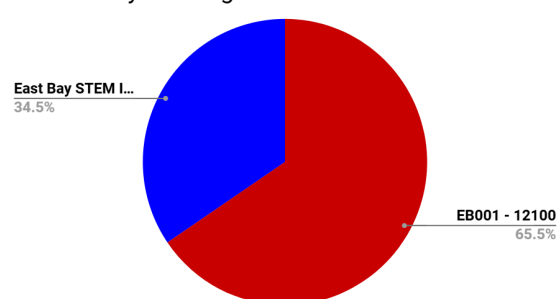
STEM LAB History

The STEM LAB was established in 2018 as *the Math Lab* in response to the CSU's elimination of the developmental mathematics requirements (EO 1110) and CSUEB's transition to semesters. Initially the focus was entirely on entry-level math (B4) courses which were impacted by the mandates of EO 1110 and in which pass rates were a primary indicator of success for Graduation Initiative 2025 goals. The program expanded in 2020 to support other foundational courses in the College of Science. It now serves as a community learning space for all students taking entry-level and foundational courses in the college. The STEM LAB intentionally encourages students to drop in for questions, meet with study groups, do homework, or simply hang out in a collaborative academic setting.

Over time, the STEM LAB has built collaborations with campus partners such as the SCAA, SEAS, and Affinity Centers to leverage services and transparently support students. The STEM LAB is also a founding member of the Academic Peer Support Leadership Group at CSUEB, formed in November 2023 to align peer-engaged efforts across campus to build belonging and improve student outcomes. More details on partnerships is included later in this report.

In 2022 the Learning Assistants were invited to come up with a new, permanent, name for the STEM Lab. They chose the *STEM **L**earning **A**ssistant **B**ase* - emphasizing their

central role in supporting students and creating a space to learn in community. This resulted in the newly branded: **STEM LAB**.

In 2024, STEM LAB outcomes were highlighted in CSUEB's successful application for the ***Seal of Excellencia,*** a national certification for institutions that strive to go beyond enrollment to intentionally serve Latino students.

STEM LAB Learning Assistant Program

The Learning Assistant (LA) Program is the heart of the STEM LAB. The LA program is based on the model originally conceived and developed at the University of Colorado Boulder in 2001. LAs are undergraduates who build relationships with students by providing embedded peer support in the classroom and drop-in tutoring in the STEM LAB. LAs enable and enhance the use of active learning by working hand-in-hand with faculty and graduate student teaching associates. In class, LAs focus on eliciting student thinking and facilitate active learning by working with student groups, answering questions, and encouraging engagement, discussion, and participation. Outside of class, LAs staff the STEM LAB for drop-in tutoring assistance, exam study sessions, and more. LAs build belonging by modeling *learning in community*.

LAs fundamentally transform the learning experience.
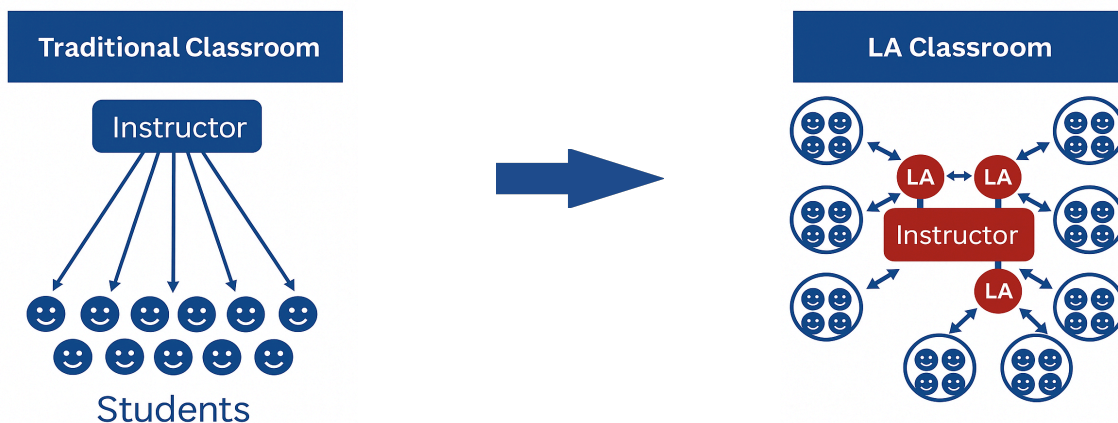
The STEM LAB implements the three essential elements of the Learning Assistant model: Practice, Preparation, and Pedagogy. (Barrasso, A. P., & Spilios, K. E. (2021). A scoping review of literature assessing the impact of the learning assistant model. International Journal of STEM Education, 8, 12. https://doi.org/10.1186/s40594-020-00267-8.)
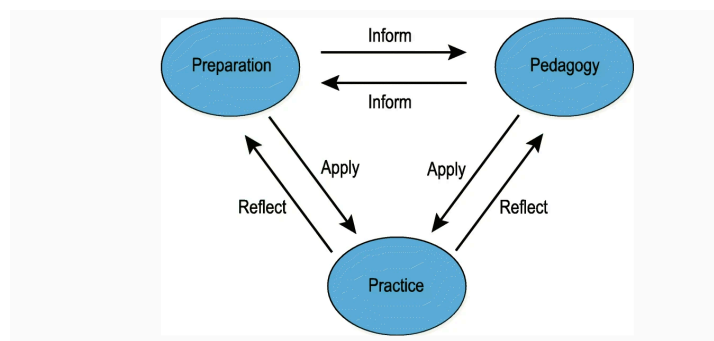
The specifics of our implementation at CSUEB are described below.

Practice: STEM LAB LAs interact with students in (1) lecture, activity, and laboratory sections, (2) drop-in tutoring hours, and (3) exam study sessions.

Preparation: LAs participate in weekly planning and discussion meetings with their instructional team (faculty, graduate TAs, and LAs in associated activity and laboratory sections), where they discuss course content, plan activities, and analyze student learning. In addition, the STEM LAB hosts monthly "Course Conversations" with their

Course Teams (the faculty, TAs, and LAs from all sections of a given course) meet to discuss upcoming material, where students may be struggling, and share teaching strategies.

Pedagogy: All LAs participate in pre-semester training, and new LAs are required to participate in a Pedagogy Workshop Series during the first 6 weeks of the semester. LAs are trained on key pedagogical topics including Questioning Strategies, Active Learning, Effective Facilitation, Learning Theory, Growth Mindset and Imposter Syndrome.

STEM LAB Operations

Location and Hours: The STEM LAB is located in Room 170 of the new Braddock Center for Science and Innovation. The STEM LAB is open for in-person drop-in tutoring with Learning Assistants, TA/Faculty office hours, and individual and group study. LAs provide drop-in support for students from any section of the course they support, thus help is available for most courses 4-5 days per week. LAs also conduct exam study sessions before midterms and final exams.

- In person: Mondays-Thursdays 9am - 5pm, and Fridays 9am - 12pm.
- The virtual STEM LAB (Zoom meeting room) is open Mondays-Thursdays 5pm - 7pm, and Fridays 9am - 12pm.

Faculty and TA Office Hours: The Mathematics and Statistics graduate Teaching Associates hold at least one office hour in the STEM LAB per week. They are available for drop-in support for students from any section of the course they teach. The TAs often do their own studying in the STEM LAB TA room and make themselves available to students and even LAs for questions or support. Faculty in the courses we serve also have the option of holding some of their office hours in the STEM LAB. In some cases faculty or TA office hours overlap with the LA drop-ins for their course; this allows time for collaboration and for serving larger groups of students.

Drop-in Tracking: When a student checks in at the STEM LAB front desk, the Bay Advisor system tracks whether they have come for individual or group study, tutoring for specific course(s), or an exam study session.

Loaner Equipment, Books, and Technology: The STEM LAB maintains and loans TI-84 graphing calculators to students (~50 free semester-long loaners, and 10 calculators for daily loans. The STEM LAB also has a supply of ~100 non-graphing calculators (faculty often borrow these for graduate student exams), a collection of text books and the guided notes for Mathematics courses. There are four computer workstations available for users (software for visually impaired users is installed as well as packages for specific statistics courses); two workstations and teaching supplies (clickers, ABCD cards, mini-whiteboards, etc) are available in the STEM LAB's TA Office. LAs, TAs, and Faculty may choose to borrow ipads for teaching and personal use each semester.

STEM LAB Communication, Outreach & Dissemination

The STEM LAB engages in intentional marketing, outreach, and communications activities to ensure that students from across the campus, as well as other units on campus that support and guide students, are aware of its services.

Communication
Bay Advisor Referrals: Instructors, advisors and staff are able to refer students via Bay Advisor for support. STEM LAB Staff reach out to students to describe available support. • **123** Bay Advisor referrals in AY 24-25. • **147** Bay Advisor referrals in AY 23-24.
Informational Flyers: For each department supported, student facing fliers are created that highlight all courses supported within the department and all available drop-in hours for those courses. See samples in Appendix E.
Email Infographics: Informative and motivational branded graphics are developed and sent bi-weekly via Bay Advisor to all students enrolled in STEM LAB-supported-courses. See samples in Appendix E.   Topics include: • Self-Care • Time Management • Study Skills • What are Office Hours?
Collaborative Campus Presentations: The STEM LAB presents to various constituencies jointly with the Student Center for Academic Achievement (SCAA) in order to share our services and help demystify academic support on campus. See sample materials in Appendix E. Examples of campus events with joint presentations: • Back To The Bay • College Advisors' Roundtable
Social Media: The STEM LAB has a website (https://www.csueastbay.edu/stemlab/), an Instagram (https://www.instagram.com/csuebstemlab) and TikTok (https://www.tiktok.com/@csuebstemlab) account. Engagement for AY 24-25: • STEM LAB website: **7,257 views** • STEM LAB Instagram: **141,965 views** and **976 followers**

Outreach and Information Tabling

- Spring and fall semester Welcome Days (freshman and transfer)
- Summer Orientation Resource Fairs (freshman and transfer)
- Al Fresco Fall Welcome Festival
- Ujoma Day @East Bay for Black Transfer Students
- Puente Nor Cal Transfer Motivational Conference
- Oakland Unified School District Resource Fair
- Campus Preview Day
- 10,000 degrees, MESA University, etc.

Dissemination Examples

- *Moving from Remediation to Community Learning in Entry Level Mathematics,* Still, A International Learning Assistant Conference, ILAC 2019
- *The STEM Learning Assistant Base (STEM LAB): The Community Learning Space That Promotes Equity and Inclusion For STEM Students at California State University, East Bay*, Uzawa, R., International Learning Assistant Conference, ILAC 2022
- *Building Belonging by Building Community,* de Coteau, M., Glass, J., and Valdez, G., International Learning Assistant Conference, ILAC 2024
- *Peer Instruction in Mathematics: A Survey of the California State University,* Glass, J., Karl, S., Mazzag, B., Negri, L., Pilgrim, M. E., Shanbrom, C., & Thobaben, A. (2025). PRIMUS 1–18. https://doi.org/10.1080/10511970.2025.2456847
- *CSUEB STEM LAB Drives Student Success Through Peer Learning.* Redmond, T., Palme K., Romero, E., and Cadena-Igdalsky, L. . Bay Area K-16 Collaborative Impact Insights, Issue 3. (September 2025)

- *A Question of Equity and Access: How the CSUEB Learning Assistant Program Provided a Path to Success After the Elimination of Developmental Mathematics Courses*, de Coteau, M., Glass, J., and Valdez, G., International Learning Assistant Conference, ILAC 2025 (November 2025)

STEM LAB Enhanced Learning Assistant Programming

The STEM LAB offers a variety of programs and opportunities for professional development and growth to LAs and others who use, visit, or engage with the STEM LAB and the LA program.

Learning Assistant Leader Program: The LA Leader Program offers additional professional development for experienced LAs, builds community and improves communication between the LAs and Leadership Team. The Leaders assist with the planning and facilitating training at the orientations each semester, and with planning the weekly staff meeting agendas throughout the semester. Each LA Leader is assigned to a team of 6-8 LAs, and hold weekly meetings to guide their teams throughout the semester and are available to answer common questions from the LAs on their teams.

Staff Meetings: The STEM LAB holds weekly staff meetings for the LAs. These meetings are a time for the LAs to connect, share how their week has gone ("high/lows"), and receive updates about the STEM LAB activities, policies, etc. Staff meetings include professional development topics, and often feature campus or outside partners as facilitators.

Career Exploration, Graduate Education, Teaching, and Employment : The STEM LAB maintains a Discord server and posts information about graduate school programs, career fairs, scholarships, internship and employment opportunities, as well as campus career workshops, professional/student conferences, and "field trips" to Bay Area companies. In addition, LAs are frequently recruited to work for programs during the Summer and Winter breaks, including the Bridge to STEM Program, Hayward Promise Summer of Mathematics, Computer Science Boot Camp, and the Black Excellence Project. Some LAs transition to campus positions after graduation, for example recent graduates are employed by the MESA University and CSU STEM VISTA programs. Former LAs that enroll in the CSUEB Mathematics teaching credential program frequently serve as Graduate TAs, which allows them to partner with and mentor current LAs.

STEM LAB Partnerships and Community Building

The STEM LAB collaborates with campus partners such as the SCAA, SEAS, and Affinity Centers to leverage services and transparently support students. These collaborations

help the campus align programs and efforts that share a commitment to peer-to-peer learning and innovative teaching.

- The STEM LAB is a founding member of the Academic Peer Support Leadership Group which includes the SCAA and SEAS. The group formed in November 2023 to align peer-engaged efforts across campus to build belonging and improve student outcomes. The group planned and hosted its inaugural community cross-training event on January 24, 2025.   Over 100 peer leaders (STEM LAB Learning Assistants, SEAS Ambassadors, SCAA Subject and WritingTutors, Supplemental Instruction Leaders, and Peer Academic Coaches) participated in a morning workshop and networking session.

- The STEM LAB partners in teacher recruitment and training work the Math and Science Teacher Initiative (MSTI). The STEM Teaching Pathways Coordinator for the East Bay STEM Initiative (EBSí) grant is a member of the STEM LAB Leadership team. MSTI sponsors the STEM LAB's annual Pi Day Celebration at which more than 100 CSUEB staff, students, and faculty participate in math games, informational outreach from the DISC programs, student groups, and of course, an irrational number of pies.

The STEM LAB is a founding partner in two programs that seek to increase awareness, access, community and cultural connections between the STEM LAB, the Diversity and Inclusion Student Center (DISC) programs, Peer Academic Coaching, Student Equity & Success (SEAS) and cultural events on campus. These programs seek to build community early and intentionally.

- Supported by the East Bay STEM Initiative (EBSí) grant, the Liaisons for an Inclusive Networking Community (LINC) Program was founded in Spring 2024 and has been led by Dr. Jesus Oliver and Dr. Andrea Arauza Rivera. LINC recruits and hires undergraduate students to build connections between the STEM LAB and spaces and programs on campus that support Latine students, including the Latinx Student Success center and GANAS. Sample programming includes "Cafe

con STEM," in April, 2025. a faculty panel organized by the LINC students. The faculty shared their personal journeys to earning their doctorates and pursuing teaching careers in STEM.

- Supported by the Bay Area K-16 Collaborative grant, the Black Liaisons for an Inclusive Networking Community (BLINC) Program was founded in February 2025 as a partnership between the STEM LAB and the Black Student Success Center (BSSC). The focus of the program is building connections to services, groups, and activities on campus that support Black student success. The BLINCs inaugural cohort hosted two study-game breaks (one in the dorms and one in the STEM LAB), and assisted the organizers of the Black Graduation Celebration and Brunch.

The STEM LAB has been intentional in collaborating with, and providing space for, activities with academic departments, academic and advising student services, student groups, STEM and career preparation initiatives across the campus. The dynamic new STEM LAB space in the Braddock Center has served as an attractive venue for meetings, community gatherings, and special events. Examples include:

- The STEM LAB is an "extended tour" stop for the Freshman and Transfer Summer Orientations.
- STEM LAB was one of the primary venues for the **Bridge to STEM Program**, recruiting and supporting the LAs as well as housing the program.
- The following events were held in the new STEM LAB space during the Spring semester:
    - CSCI pop-up resume workshop with Career Empowerment Center
    - EBSi Graduate School and Research Communication Workshops
    - One Goal Summit: CSCI Student Panel
    - Statistics Data Festival
    - Hayward Promise Neighborhoods: "Pioneers with Promise" Overnight
    - School of Engineering Advisory Board Meeting
    - Student Clubs: Puente Club, Rocket Club
    - MESA University Community College Showcase Student Panel
    - Panel: The How-Tos of Undergraduate Research in STEM

Appendix A: Courses and Sections Supported

Table 3: STEM LAB Supported Courses

Course number and title	Sp25	F24	Sp24	F23
BIOL 140A - Principles of Cell and Molecular Biology	Y	N	Y	N
BIOL 230 - Introduction to Clinical Microbiology	Y	Y	Y	Y
BIOL 270 - Human Anatomy & Physiology I	N	Y	Y	Y
BIOL 271-Human Anatomy & Physiology II	N	N	Y	Y
CHEM 110 (LAB)- General Chemistry for Engineering	Y	N	N	N
CS 101 - Computer Science I	Y	Y	Y	Y
CS 201 - Computer Science II	Y	Y	Y	Y
CS 301 - Data Structures and Algorithms	Y	Y	Y	Y
MATH 110 - Finite Mathematics for Business	Y	Y	Y	Y
MATH 110E - Finite Math for Business with Support	Y	Y	Y	Y
MATH 115E - College Algebra with Extra Support	Y	Y	Y	Y
MATH 118 - Mathematics for the Arts & Humanities	Y	not offered	not offered	Y
MATH 118E - Math for Arts & Humanities w/ Support	Y	Y	Y	Y
MATH 120 - Precalculus	Y	Y	Y	Y
MATH 125 - Precalculus with Algebra	Y	Y	Y	Y
MATH 130 - Calculus I	Y	Y	Y	Y
PSYC 100 - General Psychology	Y	N	N	N
PSYC 110 - Crit Thinking & Writing in Psyc Research	Y	N	N	N
PSYC 310 - Conditioning and Learning	Y	N	N	N
PHYS 115 - Elementary Physics	Y	Y	Y	Y
PHYS 125 - Principles of Physics I	Y	Y	N	N
PHYS 126 - Principles of Physics II	Y	Y	Y	Y
PHYS 135 - Physics for Scientists and Engineers I	Y	Y	Y	Y
PHYS 136 - Physics for Scientists and Engineers II	Y	Y	Y	Y
STAT 100 - Elements of Statistics and Probability	Y	Y	Y	Y
STAT 100A - Statistics Principles	Y	Y	Y	Y
STAT 110 - Elem'ts of Statistics for Business & Econ	Y	not offered	Y	Y
STAT 310 - Statistical Methods in the Social Sciences	Y	Y	Y	Y

Appendix B: LA Outcomes

Table 4

1st year retention & graduation rates for

LAs who enter the university as freshmen

LAs Freshmen entry year	FTF LA / CSUEB (#)	1-Yr Retention FTF LA / CSUEB (%)	4-Yr Grad FTF LA / CSUEB(%)	5-Yr Grad FTF LA / CSUEB (%)	6-Yr Grad FTF LA / CSUEB (%)
2018	26 / 1433	100 / 74.5	46.2 / 20.7	80.8 / 39.1	96.2 / 46.3
2019	20 / 1417	95 / 77.1	65 / 22.7	80 / 41.8	
2020	13 / 1075	100 / 79.7	38.5 / 26.0		
2021	6 / 935	100 / 74.2			
2022	11 / 885	90.9 / 78.2			

Table 5

1st year retention & graduation rates for

Latinx LAs who enter the university as freshmen

Latinx LAs Freshmen entry year	Latinx FTF LA / CSUEB (#)	1-Yr Retention LatinxFTF LA / CSUEB (%)	4-Yr Grad LatinxFTF LA / CSUEB (%)	5-Yr Grad LatinxFTF LA / CSUEB (%)	6-Yr Grad LatinxFTF LA / CSUEB (%)
2018	10 / 746	100 / 71.8	40 / 18.8	80 / 37.1	100 / 42.8
2019	5 / 706	100 / 100	60 / 22.7	100 / 39.9	
2020	5 / 555	100 / 74.8	60 / 23.8		
2021	1 / 467	100 / 70.7			
2022	0 /436				

Table 6

1st year retention and graduation rates for

First Gen LAs who enter the university as freshmen

1st Gen LAs Freshmen entry year	1st Gen FTF LA / CSUEB (#)	1-Yr Retention 1stGenFTF LA / CSUEB (%)	4-Yr Grad 1stGenFTF LA / CSUEB (%)	5-Yr Grad 1stGenFTF LA / CSUEB (%)	6-Yr Grad 1stGenFTF LA / CSUEB (%)
2018	15 / 1060	100 / 72.3	53.3 / 19.0	80 / 36.8	93.3 / 42.8
2019	10 / 1027	100 / 75.1	70 / 21.3	90 / 40.8	
2020	5 / 555	100 / 77.7	37.5 / 24.7		
2021	8 / 752	100 / 71.5			
2022	1 / 569	100 / 76.8			

Table 7

1st year retention and graduation rates for

LAs who enter the university as transfer students

LAs Transfer entry year	Transfer LA / CSUEB (%)	1-Yr Ret Transfer LA / CSUEB (%)	2-Yr Grad Transfer LA / CSUEB (%)	3-Yr Grad Transfer LA / CSUEB (%)	4-Yr Grad Transfer LA / CSUEB (%)	5-Yr Grad Transfer LA / CSUEB (%)	6-Yr Grad Transfer LA / CSUEB (%)
2018	8 / 18	100 / 84.2	25.0 / 37.8	87.5 / 67.8	87.5 / 76.5	87.5 / 78.5	87.5 / 79.4
2019	10 / 2390	100 / 87	10 / 44.7	70 / 70.3	90 / 77	90 / 80	
2020	15 / 2367	100 / 86.3	26.7 / 41.6	73.3 / 66	93.3 / 73.7		
2021	19 / 2036	94.7 / 83	47.4 / 40.5	84.2 / 67.4			
2022	13 / 1818	100 / 84.8	69 / 42.4				
2023	2 / 2017	100 / 83.3					

Table 8

1st year retention and graduation rates for

Latinx LAs who enter the university as transfer student

Latinx LAs Transfer entry year	Latinx Transfer LA / CSUEB (#)	1-Yr Retention Latinx Transfer LA / CSUEB (%)	3-yr Grad Rate Latinx Transfer LA / CSUEB (%)	5-yr Grad Rate Latinx Transfer LA / CSUEB (%)
2018	4 / 706	100 / 82.4	75 / 68.8	75 / 77.9
2019	1 / 840	100 / 88.3	100 / 70.1	100 / 79.8
2020	4 / 741	100 / 86.4	75 / 66.3	
2021	3 / 2021	66.7 / 82.4	66.7 / 67.9	
2022	2 / 659	100 / 86		
2023	1 / 768	100 / 83.2		

Table 9

1st year retention and graduation rates for

First Gen LAs who enter the university as transfer student

First Gen LAs Transfer entry year	First Gen Transfer LA / CSUEB (#)	1-Yr Retention 1stGen Transfer LA / CSUEB (%)	3-yr Grad Rate 1stGen Transfer LA / CSUEB (%)	5-yr Grad Rate 1stGen Transfer LA / CSUEB (%)
2018	4 / 1492	100 / 83.6	75 / 66.2	75 / 77
2019	3 / 1530s	100 / 87.5	66.7 / 70.8	66.7 / 80.6
2020	8 / 1529	100 / 85.5	87.5 / 66.2	

2021	9 / 1351	88.9 / 83	88.9 / 66.9	
2022	6 / 1159	100 / 84.6		
2023	1 / 769	100 / 82.9		

Table 10
GPAs of LAs Fall 2018 - Fall 2024

Grade Point Average	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
≧ 3.51	19.0%	45.5%	65.4%	65.0%	63.8%	70.2%	73.9%
3.01 - 3.5	38.1%	21.2%	28.8%	11.7%	20.3%	17.5%	17.4%
2.51-3.0	23.8%	15.2%	5.8%	20.0%	8.7%	5.3%	4.3%
2.01-2.5	9.5%	12.1%	0.0%	1.7%	4.3%	3.5%	2.2%
2.0 and below	9.5%	6.1%	0.0%	1.7%	2.9%	3.5%	2.2%

Appendix C: STEM LAB Users Outcomes (Group B)

Table 12
1st year retention & graduation rates for
Latinx STEM LAB Users who enter the university as freshmen

Users Freshmen entry year	Latinx FTF Users / CSUEB (#)	1-Yr Retention Latinx FTF Users / CSUEB (%)	4-Yr Grad Latinx FTF Users / CSUEB (%)	5-Yr Grad Latinx FTF Users / CSUEB (%)	6-Yr Grad Latinx FTF Users / CSUEB (%)
2018	220 / 536	87.7 / 65.9	22.7 / 17.5	47.3 / 33.8	55 / 38.8
2019	249 / 462	85.1 / 69.9	26.9 / 19.5	47.8 / 36.4	
2020	164 / 396	88.4 / 69.4	29.9 / 21.7		
2021	172 / 296	83.7 / 63.2			
2022	128 / 308	85.9 / 73.4			
2023	126 / 388	74.5 / 67.8			

Table 13
1st year retention & graduation rates for
First Generation STEM LAB Users who enter the university as freshmen

Users Freshmen entry year	1st Gen FTF Users / CSUEB (#)	1-Yr Retention 1st Gen FTF Users / CSUEB (%)	4-Yr Grad 1st Gen FTF Users / CSUEB (%)	5-Yr Grad 1st Gen FTF Users / CSUEB (%)	6-Yr Grad 1st Gen FTF Users / CSUEB (%)
2018	323 / 752	88.5 / 65.8	22.9 / 18	44.9 / 34.2	54.2 / 39
2019	363 / 674	84.8 / 70.2	29.5 / 17.7	52.1 / 35.5	
2020	241 / 519	89.2 / 72.6	29.5 / 22.7		
2021	223 / 391	85.7 / 63.4			
2022	161 / 409	87.6 / 72.4			
2023	155 / 508	81.3 / 71.3			

Table 14
End of Semester GPAs of STEM LAB Users Fall 2023 & Fall 2024

Fall 2023 & Fall 2024 Grade Point Average	STEM LAB Users F23 (%)	STEM LAB Users F24 (%)
≧ 3.51	46.6	46.4
3.01 - 3.5	20	24.2
2.51-3.0	13.8	12.9
2.01-2.5	8.3	5.7
2.0 and below	11.3	10.8

Table 15
Final Grades for STEM LAB Users (drop-ins for supported courses) Fall 2024

STEM LAB Supported Course	# unique STEM LAB Users	Average Final Grade of STEM LAB (4.0 scale)
BIOL 140A	34	3.76
BIOL 230	4	3.25
BIOL 270	32	3.18
CS 101	35	3.38
CS 201	31	3.69
CS 301	49	2.99
MATH 110	38	3.47
MATH 110E	74	3.24
MATH 115E	102	3.54
MATH 118E	10	3.20
MATH 120	9	3.57
MATH 125	81	3.58
MATH 130	160	2.98
PHYS 125	35	3.04
PHYS 126	11	3.83
PHYS 135	43	3.29
PHYS 136	2	3.20
STAT 100	96	3.29
STAT 100A	41	CR
STAT 310	47	3.35

Fall 2024 Appendix D: Longitudinal Participation Data

Table 16

STEM LAB Participation Fall 2018-Spring 2025

	Group A	Group B		Group C				
	# undergrad students who served as LAs	# unique STEM LAB Users	total # student visits to the STEM LAB	# students enrolled in sections staffed with an LA	# unique faculty members with LAs in their course(s)	# sections with LAs	# distinct courses with LAs	# dept. served
Fall 2018	21	283	560	1,844	15	60	8	2
Spring 2019	21	492	2,133	1,744	19	53	8	2
Fall 2019	33	602	3,568	2,088	19	68	8	2
Spring 2020*	38	532	2,272	1,845	21	62	12	2
Fall 2020**	52	358	1,181	2,381	25	83	19	6
Spring 2021***	45	266	899	1,512	24	48	19	5
Fall 2021	65	408	1,780	2,184	35	81	22	6
Spring 2022	69	656	1,509	2,224	34	66	29	8
Fall 2022	71	728	3,443	2,867	45	80	34	9
Spring 2023	62	473	2,401	1,967	34	60	27	5
Fall 2023	64	686	2,712	2,900	40	83	23	6
Spring 2024	59	421	1,805	2,157	33	53	22	5
Fall 2024	59	778	3,303	2,759	33	76	21	5
Spring 2025	54	559	2,595	2,133	33	62	26	7

*Mid-semester transition from on-campus to remote program (Zoom lab)
**Remote program only; STEM LAB's first semester serving science courses
***Remote program only

STUDY SMARTER, NOT HARDER

8 study tips to be successful in college

1. **Create Study Groups:** Work with classmates to work through challenging problems.
2. **Limit Distractions:** Silence your phone and put it away.
3. **Music:** Listen to music without lyrics.
4. **Note taking:** Review, rewrite, and organize your notes with colored pens and highlighters. http://www.csueastbay.edu/stemlab
5. **Self-Care:** Eat healthy, drink water, get outside and moving, and get a good night's sleep.
6. **Space:** Find a decluttered area where you focus best.
7. **Strategize:** Use methods such as the Pomodoro technique. [Study for 25 minutes and take a 5 minute break]
8. **Timing:** Study during the time of day in which you are most productive.

THE STEM LAB

For more resources, please visit:
http://www.csueastbay.edu/stemlab
IG: @csuebstemlab

Time Management

Keep a Master Schedule

Take advantage of recurring events through the use of software such as google calendar. Spend some time at the beginning of the semester inputting recurring meetings and important deadlines. Be sure to review your calendar at the beginning of each week and adjust as necessary. Make sure you are finding a good balance!

What goes on my calendar?

- ☑ Assignments/Due Dates
- ☑ Campus holidays
- ☑ Classes
- ☑ Clubs & Campus Organizations
- ☑ Commute Time
- ☑ Eat
- ☑ Exercise
- ☑ Important deadlines
- ☑ Office Hours
- ☑ Sleep
- ☑ Social events
- ☑ Study Time
- ☑ Take breaks
- ☑ Work Schedule

THE STEM LAB

For more resources, please visit:
www.csueastbay.edu/stemlab
IG: @csuebstemlab

PRACTICE
SELF-CARE

Mental Care
- Do a puzzle   - Learn a new skill
- Listen to a podcast   - Read a book

Emotional Care
- Spend quality time with loved ones
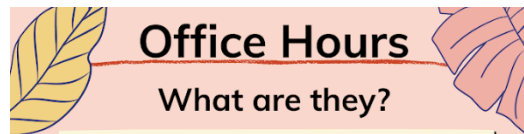- FaceTime your friends   - Journal

Spiritual Care
- Practice meditation   - Get creative
- Connect with nature

Physical Care
- Drink water   - Get good sleep
- Eat healthy food   - Exercise

THE STEM LAB

For more resources, please visit:
www.csueastbay.edu/stemlab
IG: @csuebstemlab

Office Hours

What are they?

Office hours are times designated by your professor to drop-in to talk about class content, ask questions, and gain clarification. You can also discuss majors, programs of study, career planning, research opportunities, internships, and other related topics.

Why should I go?

Source: https://learningcenter.unc.edu/tips-and-tools/using-office-hours-effectively/

- Clarify and ask questions about course content and logistics.
- Get study strategies to prepare for upcoming assignments and exams.
- Review an exam or paper you wrote.
- Ask about internships and volunteer opportunities.
- Discuss career options within your field.
- Learn about different programs of study.

THE STEM LAB

For more resources, please visit:
www.csueastbay.edu/stemlab
IG: @csuebstemlab

ACADEMIC PEER SUPPORT PROGRAMS

DEPARTMENT	ACADEMIC SUPPORT PROGRAM	DESCRIPTION	LOCATION	PROGRAM CONTACT
STUDENT CENTER for ACADEMIC ACHIEVEMENT	PEER TUTORING: SUBJECTS	Provides 1:1 appointment-based tutoring and small-group support for various subjects across the curriculum	CORE 343 & Online	Brandon Everett brandon.everett@csueastbay.edu (510) 885-3932
	SUPPLEMENTAL INSTRUCTION (SI)	Provides regular group study by embedded peer SI Leaders in supported high-impact courses to increase retention and improve students' performance	CORE 342 & Online	Matthew Tener matthew.tener@csueastbay.edu (510) 885-3789
	PEER ACADEMIC COACHING (PAC)	Provides embedded coaching in college transition courses and 1:1 appointments to help students access resources and develop important academic skills	CORE 343 & Online	Marissa Damphousse marissa.damphousse@csueastbay.edu (510) 885-2474
	PEER TUTORING: WRITING	Provides 1:1 appointment-based tutoring/asynchronous paper reviews in support of all writing tasks for courses across the curriculum	CORE 343 & Online	Sara Schupack sara.schupack@csueastbay.edu (510) 885-2304
	WRITING ASSOCIATES (WA)	Provides embedded writing tutors that partner with faculty who instruct courses with significant amounts of writing	CORE 343 & Online	Sara Schupack sara.schupack@csueastbay.edu (510) 885-2304
STEM LAB	LEARNING ASSISTANTS (LA)	Provides embedded support in specific STEM-based courses and drop-in hours to help students develop mathematical and scientific skills	Braddock Center for Science and Innovation 170	Michele de Coteau michele.decoteau@csueastbay.edu (510) 885-3404
SEAS	EOP / EXCEL / GANAS / PIAA / RENAISSANCE SCHOLARS / SANKOFA SCHOLARS	Enhances student experiences through programs designed to support low-income, first generation, and historically underrepresented/underserved student populations	SF Building (2nd Floor)	Student Equity and Success seasprograms@csueastbay.edu (510) 885-2917
SPEECH LAB	SPEECH LAB TUTORS	Assists students with preparing presentations, developing public speaking skills, and other communication-related assignments	Meiklejohn Hall 3012 & Online	Christeen Kelley christeen.kelley@csueastbay.edu (510) 885-3143

CAL STATE UNIVERSITY EAST BAY

Embedded Peer Academic Support:
SCAA Peer Leaders and

STEM LAB Learning Assistants
Back to the Bay, August 15, 2024

CAL STATE EAST BAY

Supported Subjects & Courses (Spring 2023)

Learning Assistants (STEM LAB)

- **Biological Sciences**
  BIOL 140A, 140B, 230, 270, 271

- **Computer Science**
  CS 100, 101, 200, 300

- **Mathematics**
  MATH 110, 115, 118, 120, 125, 130

- **Physics**
  PHYS 115, 125, 126, 135, 136

- **Statistics**
  STAT 100, 101, 110, 310

Peer Tutoring (SCAA)

- **Writing** (all courses)
- **Biological Sciences**
  BIOL 100, 101, 140A/B, 270, 315, 450
- **Chemistry & Biochemistry**
  CHEM 100, 110, 111, 112, 20, 331, 332
- **Computer Science**
  CS 100, 101, 201, 250, 301
- **Kinesiology**
  KIN 162, 301, 306
- **Mathematics**
  MATH 110/180, 115, 118, 120, 125, 130, 131, 210, 211, 225, 230, 300, 310
- **Physics**
  PHYS 115, 125, 126, 135, 136, 137, 303, 350, 351
- **Statistics**
  STAT 100, 101, 110, 320, SAS, R/RStudio, Excel

Supplemental Instruction (SCAA)

- **Accounting & Finance**
  ACCT 210, 215, 311
- **Biological Sciences**
  BIOL 101
- **Chemistry & Biochemistry**
  CHEM 111, 112
- **Economics**
  ECON 200, 380
- **Kinesiology**
  KIN 162
- **Philosophy & Religious Studies**
  PHIL 100
- **Psychology**
  PSYC 100
- **Speech, Language & Hearing Sciences**
  SLHS 303

CAL STATE EAST BAY Rising in the East

Course lists updated 2/1/2023

Goals & Benefits of Peer Academic Support

- **Equity:** Not all students feel they have the time or confidence to seek additional help.

- **Demystifying support services:** There can be a stigma against tutoring and other academic support. Having a peer helper in class can help ease these negative views.

- **Community-building:** Peer helpers become a part of the classroom community and are well-positioned to offer empathetic, individualized support.

- **Contextualization:** The help provided connects directly to specific coursework, thus solidifying the learning.

CAL STATE EAST BAY Rising in the East

Today's Roadmap

- Introductions

- Brief Overview of the STEM LAB

- Brief Overview of the SCAA (and University Libraries)

- Summary Infographic: *Which types of academic support programs are available to my students?*

- Q&A / Roundtable Discussion

CAL STATE
EAST BAY Rising in the East