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Application Summary

Competition Details

Competition Title:	MSFT Applications for 2020-2021
Category:	Internal Funding
Award Cycle:	2020-2021
Submission Deadline:	4/10/2020 3:00 PM

Application Information

Submitted By:	Brook Masters
Application ID:	280
Application Title:	Learning Resource Center: Peer Tutoring
Date Submitted:	2/28/2020 10:15 AM

Personal Details

Applicant First Name:	Brook
Applicant Last Name:	Masters
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Who is the Staff Support for Project/Activity?:	Brook Masters
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Application Details

Proposal Title

Learning Resource Center: Peer Tutoring

Brief Project Description

CSUCI has provided supplemental academic support to students through peer tutoring since its inaugural academic year. Originally operating as one half of the University Math and Writing Center, the Learning Resource Center (LRC) has since expanded to a comprehensive academic support center. The LRC now provides individual, group, and online tutoring across all non-writing specific academic disciplines, including Math, Biology, Chemistry, Physics, Computer Science, Psychology, Sociology, Statistics, Business, Economics, Accounting, Biostatistics, and Nursing, and in-class tutoring support for historically challenging math and business courses.

While institutional funds support the administrative salaries and minimal operational costs of the Learning Resource Center, MSFT fees have historically supported one hundred percent of the tutors' salaries and have supplemented the LRC supplies budget.

In light of recent campus-wide imperatives to support Graduation Initiative 2025 and facilitate the implementation of Executive Order 1110, the Learning Resource Center has significantly expanded services in AY 2019-2020. To maintain current levels of academic support services, the LRC submits the following request for MSFT funding for AY 2020-2021:

Priority 1 – Tutor Salaries for AY 2020-2021

The Learning Resource Center is requesting \$124,520 to fund 26 LRC Peer Tutor salaries. This budget would support approximately 250 hours of tutoring per week, for 15.5 weeks a semester, plus 15 hours of robust training per tutor each semester (please see budget breakdown).

This year, the LRC offered 215 hours of tutoring per week in the Fall of 2019, and 253 hours of tutoring per week in the Spring of 2020.

Priority 2 – Embedded Peer Tutor Salaries for AY 2020-2021

The LRC is requesting an additional \$46,632 to fund 12 Embedded Peer Tutors. This amount would support approximately 84 hours per week of in-class and in-center tutoring support specifically for first-year math courses, plus 29 hours to cover training and faculty collaboration meetings per EPT each semester.

This year, in the pilot semester (Fall 2019) of the Embedded Peer Tutor program, the LRC supported 28 hours per week of in-class and in-center tutoring for some sections of Precalculus and Calculus. The program expanded in Spring 2020, increasing to 56 hours per week, covering all sections of Precalculus and Calculus. The math department has asked to expand the program again in the Fall of 2020, adding sections of first-year Statistics.

Priority 3 – Supplies

The LRC is requesting **\$1,744** for supplies, to include printer ink, paper, and supplies for the tutors, such as small whiteboards, whiteboard markers, erasers, pens, and pencils.

Rationale for Priorities 1 & 2

Approval of these requests would allow the LRC to maintain essential services at the current level achieved in AY 2019-2020, and to expand essential services in response to campus needs for AY 2020-2021.

Several institutional factors have necessitated an increase in LRC spending for AY 2019-2020:

Union Contract Negotiations for Salary Increases for ISAs

All tutors are contracted as Instructional Student Assistants. Their bargaining unit has secured annual pay increases to incrementally raise their hourly wage to \$15.00/hour by July 1 of 2021. The tutors received a mandatory pay increase July 1 of 2019, bringing their hourly rate to \$14.00/hour for AY 2019-2020. The tutors will receive another scheduled increase July 1 of 2020, bringing their hourly rate to \$14.50 for AY 2020-2021. To keep pace with these increases without decreasing services to students, the LRC has proportionately increased the budget for ISA salaries.

GI 2025

In 2016, the CSU system formally launched Graduation Initiative 2025 which set forth ambitious goals for increasing system-wide graduation rates to meet target goals for 2025. CSUCI has received specific mandates to increase graduation rates by 10%-15% for various populations. Central to this initiative is the reduction of equity gaps in degree attainment for historically underrepresented students. The LRC is in a unique position to directly support GI 2025 by providing essential academic support services in most academic disciplines. Unfortunately, for the past two years, the LRC received significantly less funding from MSFT proposals than it had historically been granted. This left the LRC running at a deficit for AYs 2018-2019 and 2019-2020, which were crucial years in the GI 2025 timeline. To alleviate this deficit, and strengthen efforts in support of GI 2025, the LRC secured supplemental resources through one-time funding and initiated partnerships with academic departments charged with improving student outcomes as part of GI 2025 efforts in AY 2019-2020. This year, the LRC partnered with the Mathematics Department and the Business Department to target services for courses with high D/F/W (Drop/Fail/Withdrawal) rates. Through one-time funding for Course Redesign under GI 2025, these departments collaborated with the LRC to embed peer tutors in target courses. As of Spring 2020, the LRC has embedded ten peer tutors in sections of courses with vulnerably high D/F/W rates. Due to the expiration of one-time funding, the LRC is increasing its request to the MSFT committee so that these essential services in support of GI 2025 may continue and expand in 2020-2021.

Executive Order 1110

Executive Order 1110, effective with the entering class of Fall 2018, eliminated remedial (non-credit bearing) courses for Math and English across all CSU campuses. A guiding principle of EO 1110 is that campuses will provide enough supplemental academic support services for all students to be successful in credit-bearing courses in Math and English. CSUCI began implementing the requirements under EO 1110 in AY 2018-2019. Institutional research shows that students who sustain two unsuccessful attempts in their first two years are at a high risk of departing the university. Considering this evidence, and in support of the implementation of EO 1110, the LRC and the Math Department, in partnership with the Project PROMESAS STEM Center, initiated a pilot embedded peer tutoring program in some sections of first-year math courses. For Fall of 2019, this pilot was limited to two sections of Stretch Precalculus (66% of total course sections), all sections of Precalculus, and four sections of Calculus courses (50%).

PLEASE SEE ATTACHED NARRATIVE FOR CONTINUED RATIONALE.

Amount of MSFT Funding Requested

172,896

Project/Activity Budget Detail

PLEASE SEE ATTACHED NARRATIVE FOR ADDITIONAL BUDGET DETAIL.

Budget Narrative

Priority One:

The budget to cover salary costs for center-based General Peer Tutoring is the LRC's number one priority. The LRC is requesting **\$124,520** to fund our base operations of walk-in/drop-in peer tutoring. This funding would be support approximately 250 hours of walk-in tutoring per week, for 15 weeks a semester. This budget includes funding for tutor training in alignment with industry standards as established by the International Tutor Training Certification Program. Approval of the requested MSFT budget would allow the LRC to maintain essential services at the current level achieved in AY 2019-2020, and to expand essential services to support campus initiatives for AY 2020-2021.

Priority Two:

The budget to support salary costs for the Embedded Peer Tutoring program, providing in-class and class-specific drop-in hours for historically challenging first-year math courses, is also an urgent priority for the LRC. The LRC is requesting **\$46,632** for Embedded Peer Tutor salaries. This budget would allow the LRC Embedded Peer Tutoring program to support a total of twelve sections of first-year math courses, expanding the current program to meet some (but not all) departmental requests for AY 2020-2021. Currently, the LRC funds eight Embedded Peer Tutors in Precalculus and Calculus. The math department has requested to expand the program to include Statistics, and to embed a peer tutor in ALL sections of first-year math courses; however, the LRC has chosen to grow the program incrementally and to remain conservative in its MSFT request. (Meeting the math department's request would require 24 EPTs, or twice as many as the LRC MSFT request proposes. The total funding required to embed a peer tutor in all sections of first-year math courses would come to \$89,378.)

Priority Three:

The **\$1,744** that the LRC is requesting for supplies will be used to support the proctoring services and tutor supplies for the center. This will supplement the amount of \$1850 in supplies expected from the General Fund for the Library and Learning Resources Division, the department under which the LRC now falls. The LRC prints and administers faculty-requested exams, providing students with a secure and quiet location for make-up testing. This service consumes the majority of our annual printing resources used in the LRC.

A reduction in the budget received from MSFT, as the LRC has experienced in the past couple of fiscal years, would have a significant and negative impact on current levels of campus tutoring availability and diminish CSUCI's ability to meet GI 2025 objectives and Strategic Initiatives. The LRC is a student-centered support service and here to provide the necessary support for students, as prioritized by the Strategic Initiatives of 2019-2023, which call for increased attention to student success for all. Specifically, the LRC directly supports SI 2.1: "Increase academic support for students in the first year (e.g., proactive advising, embedded tutors, peer mentors, block scheduling)", and SI 2.3: "Implement a campus-wide approach to meet requirements of Executive Order 1110 to ensure that the curriculum, student support and placement procedures facilitate student success in mathematics and quantitative reasoning." The reduction of LRC services would have the greatest negative affect on CSUCI's underrepresented, first-generation, and low-income students, for whom free peer tutoring holds the greatest benefit (Colver & Fry, 2016).

This funding project aligns not only with CI's mission but with the stated purpose of the MSFT funds to support tutoring and academic services for students. By funding the LRC as a top priority, the MSFT committee clearly communicates the value held for student academic success at CSUCI. Such academic support services contribute not only to graduation rates and retention of talent but also to the decreased need for remediation and course repetitions. The LRC strives to make academic support familiar, welcoming, and effective for all students, and especially those for whom academic success has not always come easy.

Will you receive funds from any other source(s)?

Yes

Other Funding Sources

The Learning Resource Center has been funded annually by MSFT fees since (at least) FY 2014-2015. Historically, the LRC has received minimal support annually through one-time funding sources, most often derived from campus grant projects. Such one-time funding was again secured for this academic year but is not scheduled to be renewed for AY 2020-2021. Details will be shared in the following section.

PLEASE SEE ATTACHED NARRATIVE FOR ADDITIONAL DETAILS OF OTHER FUNDING SOURCES FOR AY 2019-2020.

Has this project or activity previously received MSFT funding?

Yes

Acknowledgment

Fiscal Management

Project applicant/sponsor's unit or department may be responsible for incurred over and above what is funded through the MSFT. If support is requested for costs beyond initial award, or for use on activities or materials not included in approved proposals, the project sponsor must seek approval from the MSFT committee. The project applicant/sponsor will be responsible for managing purchases, transfers of funds, and all transactions related to approved projects

Please review MSFT webpage for information about the fund and its objectives before submitting your application.

**CSU Channel Islands
MSFT Proposed Budget
2020-2021**

Please layout in detail when various components of your plan will be complete in order to achieve key milestones. This information will be use to forecast the spending of MSFT within the fiscal year.
PS: all purchases/services need to be received and billed to CI before June 30th to account for the current fiscal year.

SAMPLE

Project or Activity Title

**Total Requested
\$\$**

Chemistry Laboratory Instrumataion Refresh

\$452,000

MSFT Planning Budget Calendar 2020-2021

Items or services requested to be funded	July 2020 -Period 1	August 2020-Period 2	September 2020 -Period 3	October 2020 -Period 4	November 2020 -Period 5	December 2020 -Period 6	January 2021 -Period 7	February 2021 -Period 8	March 2021 -Period 9	April 2021 -Period 10	May 2021 -Period 11	June 2021-Period 12	Grand Total
Purchase of UPS Power Conditioner				\$ 9,000.00									\$ 9,000.00
Purchase Glove Box			\$ 42,000.00										\$ 42,000.00
Purchase of Spectrohometer						\$ 156,000.00							\$ 156,000.00
Purchase of Fluorimeter							\$ 39,000.00						\$ 39,000.00
Purchase of Analytical Ultracentrifuge			\$ 198,000.00										\$ 198,000.00
Lab. Student assistant hours to set up equip.								\$ 2,000.00	###	\$ 2,000.00	###		\$ 8,000.00
Total	\$ -	\$ -	\$ 240,000.00	\$ 9,000.00	\$ -	\$ 156,000.00	\$ 39,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ -	\$ 452,000.00

CSU Channel Islands
MSFT Proposed Budget
2020-2021

Please layout in detail when various components of your plan will be complete in order to achieve key milestones. This information will be used to forecast the spending of MSFT within the fiscal year. PS: all purchases/services need to be received and billed to CI before June 30th to account for the current fiscal year.

Project or Activity Title

**Total Requested
 \$\$**

Learning Resource Center - Peer Tutoring

\$172,896

*formulas will calculate totals

MSFT Planning Budget Calendar 2020-2021

Items or services requested to be funded	July 2020 -Period 1	August 2020-Period 2	September 2020 -Period 3	October 2020 -Period 4	November 2020 -Period 5	December 2020 -Period 6	January 2021 -Period 7	February 2021 -Period 8	March 2021 -Period 9	April 2021 -Period 10	May 2021 -Period 11	June 2021-Period 12	Grand Total
LRC General Tutor Salaries			\$ 3,860.00	\$ 14,600.00	\$ 14,600.00	\$ 14,600.00	\$ 14,600.00	\$ 3,860.00	\$ 14,600.00	\$ 14,600.00	\$ 14,600.00	\$ 14,600.00	\$ 124,520.00
LRC Embedded Tutor Salaries			\$ 3,828.00	\$ 4,872.00	\$ 4,872.00	\$ 4,872.00	\$ 4,872.00	\$ 3,828.00	\$ 4,872.00	\$ 4,872.00	\$ 4,872.00	\$ 4,872.00	\$ 46,632.00
LRC Supplies	\$ 145.33	\$ 145.33	\$ 145.33	###	\$ 145.33	\$ 145.33	###	\$ 145.33	###	\$ 145.33	\$ 145.33	\$ 145.37	\$ 1,744.00
insert your items or service here													\$ -
insert your items or service here													\$ -
insert your items or service here													\$ -
insert your items or service here													\$ -
insert your items or service here													\$ -
* you can add lines to your budget by inserting lines here													\$ -
Total	\$ 145.33	\$ 145.33	\$ 7,833.33	\$ 19,617.33	\$ 19,617.33	\$ 19,617.33	\$ 19,617.33	\$ 7,833.33	\$ 19,617.33	\$ 19,617.33	\$ 19,617.33	\$ 19,617.37	\$ 172,896.00

2019-2020 LRC MSFT SUMMARY REPORT

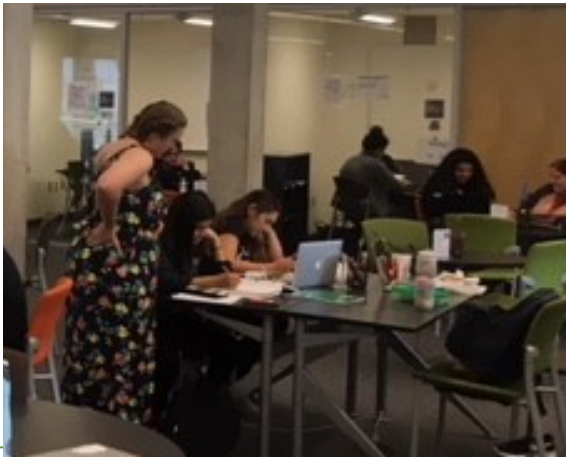
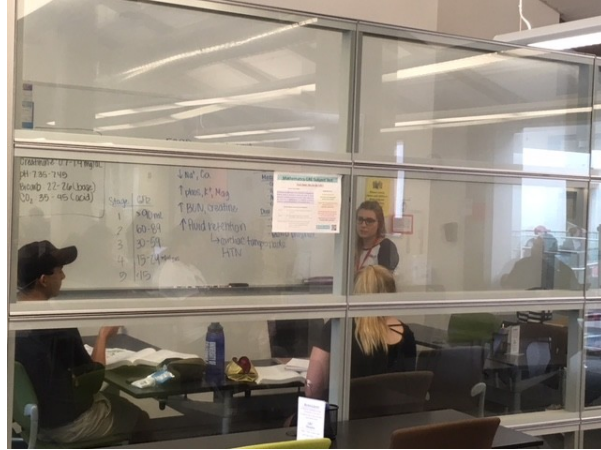
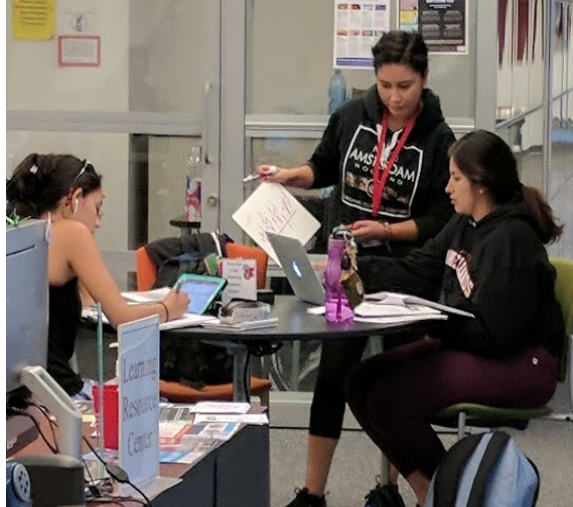
Please provide a summary of your submission and explain how MSFT funding has helped improve resources and experiences for students at CI. Feel free to add 2-3 photos.

Our MSFT proposal requested funding for **16.05 Learning Resource Center**

The Learning Resource Center, funded by MSFT proposal 16.05, is still in progress for funding year 2019-2020. ~~We~~ The LRC is on track to plan to spend the budget down by end of the fiscal year.

During the Fall 2019~~7~~ semester, ~~we~~ the LRC had ~~3,241~~3705 visits by ~~773 distinct~~1072 distinct students who spent a total of 7,291 visit hours in the Center. The LRC Tutor Team ~~had supported~~ over ~~7,746~~3234 visit hours~~tutoring hours~~ throughout the Fall semester for an average of 215 tutoring hours per week. ~~We~~ The Center will continue to be open in the Spring 2020 semester, providing an average of 253 hours of tutoring per week.





Provide a summary of the status of your budget. Were you within budget? Was the entire allocation spent by end of FY? Overspent? An extension requested due to scope/materials change?

The LRC is open Monday through Thursday, from 10am – 7pm, Friday, from 10am to 1pm, and Sunday, from 5pm to 8pm. Tutoring runs from the second week of the semester to the last week of classes, with additional hours of operation supported during finals week. This past semester, the LRC provided an average of approximately 215 tutoring hours per week. This represented a 13% increase over the average weekly tutoring hours offered in Fall 2018 (which was 190/week). This growth is due, in part, to the increase in MSFT funding received by the LRC for 2109-2020.

For the fall semester of the academic year of 2019-2020, the MSFT funds supported 20 tutors who each worked an average of 10.75 hours per week in the fall semester. Tutor hiring was calibrated to align with the MSFT contribution to our budget, which increased for 2019-2020.

While the LRC sustained unexpected closures as a result of November's campus evacuations and class suspensions, the Center expenses are still on track to exhaust the total MSFT budget award by the end of the fiscal year. As of February 1st, 2020, the LRC has spent approximately \$62,000 of the original MSFT award for 2019-2020. The remaining \$28,000 is projected to be expended by April 1st, 2020. An additional \$26,000 of estimated expenses in tutor salaries for hours worked in April and May of this academic year will be covered by alternate sources of one-time funding obtained through departmental partnerships.

This academic year, the LRC received an additional \$10,000 in MSFT funding than had been awarded the previous academic year. In 2018-2019, the approved MSFT funding came to \$65,000, with an additional \$5,000 granted to the LRC upon request in Spring of 2019. This year, the LRC was awarded \$80,000. While this increase has helped tremendously, it continues to fall short of the funding levels in years past. In 2017-2018, the LRC was awarded \$90,000. The LRC initiated collaborations with external academic departments in order to supplement the MSFT funds and secure additional one-time funding for tutoring salaries and programs. The resulting LRC changes in tutoring programs, staffing, and total tutoring hours available to CSUCI students will be reported in more detail in the MSFT application for 2020-2021.

In an effort to stay within the MSFT budget for 2019-2020, while still providing CSUCI students with crucial academic support services, the LRC has modified services and established key partnerships in the following areas:

- Eliminated the Student Assistant roles that previously supported the LRC Welcome Desk and distributed those responsibilities to ISA-Tutor positions
 - The General Fund line item that supported those salaries was then freed to support additional tutoring hours
- Increased the total number of tutor positions to 20 (with three new positions resulting from the conversion of the Student Assistant positions to ISA positions) but decreased the average number of hours worked weekly per tutor
 - This allowed greater flexibility in coverage of diverse academic areas
- Reinstated classroom visitation program that had been in use for outreach and marketing purposes
- Established partnership with Math Department to pilot an Embedded Peer Tutor program in first-year math courses: Stretch Precalculus, Precalculus, and Calculus
 - This provided funding for additional 32 hours of tutoring support each week, particularly for vulnerable first-year math students, and directly in support of GI 2025 initiatives
- Established Psychology-funded tutor position to work at Goleta campus, offering approximately 4-5 hours of tutoring per week
- Established online tutoring services through the use of a dedicated LRC Zoom Tutoring Account to better support students unable to access the physical tutoring Center
 - Provided 20 online tutoring sessions for the Fall semester

These modifications and expansions in services have resulted in additional academic support resources available to CSUCI's student population, and an increase in the operational effectiveness of the LRC for this academic year. Concerns remain for future programming, as many of these partnerships and financial contributions have been generated through the use of one-time funding. ~~However, towards the end of the Fall 2017 semester, the LRC came in slightly under budget with campus holidays and unexpected campus closures due to the Thomas fire. Given the increase of students' visits during the Fall, we expect to make use of the leftover funds from the Fall by hiring an extra math tutor to fill a need during Spring semester. Consequently, we expect to spend the entire allocation.~~

Additional statements or final comments you would like to provide to the MSFT committee:

- 1. Brief Project Description. Describe the project and its benefits to the educational or co-curricular experience of students at CI.** Please provide specific information about how MSFT funds will be used and their impact on the campus. Please **describe how this project benefits CI students?** Please describe items and provide justification if your request includes the purchase of computers, equipment, furniture or other materials. Please **provide a timeline for implementation** of the proposed project. If physical improvements are requested please describe need, scope and impact of work to be completed. If the project includes provision of services please indicate the type of service, personnel costs and level or quantity of service to be provided with project funds.

CSUCI has provided supplemental academic support to students through peer tutoring since its inaugural academic year. Originally operating as one half of the University Math and Writing Center, the Learning Resource Center (LRC) has since expanded to a comprehensive academic support center. The LRC now provides individual, group, and online tutoring across all non-writing specific academic disciplines, including Math, Biology, Chemistry, Physics, Computer Science, Psychology, Sociology, Statistics, Business, Economics, Accounting, Biostatistics, and Nursing, and in-class tutoring support for historically challenging math and business courses.

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Approval of these requests would allow the LRC to maintain essential services at the current level achieved in AY 2019-2020, and to expand essential services in response to campus needs for AY 2020-2021.

Several institutional factors have necessitated an increase in LRC spending for AY 2019-2020:

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Graduation Initiative 2025

In 2016, the CSU system formally launched Graduation Initiative 2025 which set forth ambitious goals for increasing system-wide graduation rates to meet target goals for 2025. CSUCI has received specific mandates to increase graduation rates by 10%-15% for various populations. Central to this initiative is the reduction of equity gaps in degree attainment for historically underrepresented students. The LRC is in the unique position to directly support GI 2025 by providing essential academic support services in most academic disciplines. Unfortunately, for the past two years, the LRC received significantly less funding from MSFT proposals than it had historically been granted. This left the LRC running at a deficit for AYs 2018-2019 and 2019-2020, which were crucial years in the GI 2025 timeline. To alleviate this deficit, and strengthen efforts in support of GI 2025, the LRC secured supplemental resources through one-time funding, and initiated partnerships with academic departments charged with improving student outcomes as part of GI 2025 efforts in AY 2019-2020. This year, the LRC partnered with the Mathematics Department and the Business Department to target services for courses with high D/F/W (Drop/Fail/Withdrawal) rates. Through one-time funding for Course Redesign under

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Evidence-Based Decision-Making

Data analytics and evidence-based decision-making inform the number of tutoring hours the LRC funds. Specifically, a review of peak usage of the LRC over the past several years reveals that as the total number of tutoring hours funded increased, so too did the total number of student visits and the total number of unique students served.

Growth Outpaced by Enrollment Demand Due to Funding Shortages

At its peak rate of service, in AY 2013-2014, the LRC served 23.4% of the total undergraduate population, as measured by the total number of unique students visiting in the AY year compared to the total campus undergraduate student enrollment (4941). That year, the LRC employed 20 tutors (approximately one tutor for every 247 undergraduate students) and provided 143 hours of

tutoring per week. Since AY 2013/2014, the undergraduate population has increased by 72% (6883 in Fall 2018). However, the LRC has not been able to keep similar pace in staffing of the Center due to budget limitations. In Fall of 2019, despite serving a record number of unique students, the LRC served 17.2% of the total undergraduate population. As the campus enrollment increases, the LRC must expand critical academic support services, particularly as the campus seeks to achieve ambitious goals for improved graduation rates.

In order to return to optimal performance standards achieved in its past, the LRC would need to increase the number of tutors hired and the hours of tutoring offered per week by an equivalent 72%, thus keeping pace with current levels of undergraduate enrollment. To achieve this, the Center would offer a base minimum of 250 hours of in-center tutoring per week, according to current enrollment numbers. This year's MSFT application incorporates these target numbers.

The remainder of this section of the report describes the work the tutors do and assesses the amount and quality of this work in terms of its value for CI students.

LRC Tutor Training

As of AY 2019/2020, LRC Tutors are now trained in alignment with current industry standards, as established by the International Tutor Training Certification Program through the College Reading and Learning Association. These guidelines establish a minimum number of training hours tutors must complete, as well mandated tutor training topics required for certification. The LRC intends to apply for certification in AY 2020-2021, and therefore seeks to continue the training program established this year. In summary, the LRC provides a total of 15 hours of training for each tutor, completed each semester. Embedded Peer Tutors receive additional, specialized training unique to their in-class role, for a total of 29 hours of training per semester.

The topics covered in the LRC Tutor Training program include:

- Student Retention and Success Theories;
- Active Learning Strategies;
- Embedded Peer Education - Roles and Responsibilities;
- In-Class Tasks and Presentations;
- Professional Communication;
- Embedded Peer Educator - Relationships;
- Embedded Peer Educators and Faculty Partners - Best Practices;
- Culturally Validating Pedagogy;
- Classroom Strategies for Deep Learning;
- Tutoring - Definition, Role, Responsibilities;
- Ethics and Guiding Philosophies of Peer Tutoring;
- Title IX;
- FERPA;
- Communication 101;

- Developing Independent Learners;
- Working with Diverse Learners;
- The Science of Learning;
- Effective Study Strategies;
- Recognize and Refer;
- Do's and Don'ts of Tutoring;
- 12 Step Tutoring Cycle;
- Mock Tutoring Sessions.

LRC Tutoring Services

LRC Tutors work to develop independent learning skills and conceptual understanding with all tutees. They provide one-on-one and small group assistance, both in-person and online, in a majority of disciplines, including Mathematics, Statistics, Business, Economics, Biology, Chemistry, Physics, Computer Science, Information Technology, Psychology, Physics, Sociology, and Nursing. The LRC Tutors are available to help students with their homework, assist with comprehension strategies, teach study skills, guide test preparation, and provide responsive academic support services while students independently study. Tutors are also available to lead group study sessions and seminars. Online tutoring is available through Zoom for individuals who cannot make it to the physical space, and for groups too large to be accommodated comfortably in the library facilities.

Embedded Peer Tutors (EPTs) are placed in courses identified as having an historically high rate of failure, as demonstrated through the number of student non-completion, earning a final grade of D, F, or Withdrawal (DFW rate). EPTs are typically hand-selected by the professor as students who have done well in that very same course in a previous semester. The EPT attends every class meeting with the students and is available to assist individual and group learning in the classroom. The EPT can also serve as a partner to the faculty member by assisting in the implementation of active learning strategies and culturally validating classroom practices. The EPT is then available for a minimum of three hours outside of class in the tutoring center. They hold dedicated drop-in hours for students enrolled in their section, during which students receive priority access to their EPT for additional assistance. In this way, the EPT also serves as a bridge between students and the academic support services offered through the LRC. Having this familiar resource has been shown to effectively increase students' usage of tutoring centers, and especially so with first-generation and underrepresented students in college.

In addition to individual and group tutoring, the LRC provides a welcoming and fully staffed study space, supported by multiple academic resources during operational hours. There are study rooms available to groups, and materials (such as laptop computers, dry erase markers and erasers, calculators, textbooks, study guides and tip sheets) are provided for students to check out for use while in the LRC. By providing a centralized hub where students may receive comprehensive tutoring support across multiple subject areas, as well as regular space for

tutor-supported studying, the LRC has a demonstrated positive impact on the campus and on CI students.

LRC Classroom Visits and Presentations

The LRC conducts campus outreach and marketing through targeting classroom visits and presentations. Each semester, tutors present to over 100 classes, with priority given to first-year courses, and courses with a high percentage of transfer students. In these presentations, tutors share information about academic support services on campus, including the LRC, the STEM Center, and the Peer-Led Team Learning Program, and distribute materials to students.

In Spring of 2020, the LRC initiated a stronger partnership with the Advising Department, to distribute information and increase awareness about academic support services to students on academic probation. This semester, the LRC presented at 21 advising workshops for students on academic probation, reaching a total 162 students. In Spring 2020, a member of the nursing tutoring team presented a workshop on Study Skills and Strategies for Success for three sections of Anatomy and Physiology, reaching approximately 130 students. Additionally, the LRC will partner with the Multicultural Dream Center in Spring 2020 to provide presentations to student study groups on Study Strategies and the utilization of academic resources on campus.

The continued development and presentation of workshops on Study Skills, Note-Taking, Active Reading, Time Management, and other topics related to student academic success are targets included in our Strategic Planning for the LRC's future programmatic growth.

LRC Student Usage

Usage of the LRC has increased dramatically in Fall 2019 (see Table 1 and Graph 1 below). These increases were the likely the result of both targeted outreach (through the renewal of the classroom visitation efforts at the start of Spring 2019) and the implementation of the Embedded Peer Tutoring program. Through one-time financial partnerships with two academic departments, the LRC was able to increase the total number of tutoring hours offered per week in the Fall of 2019 by 16.8%. In turn, the number of unique students visiting the Center in Fall of 2019 increased by 21%. As a result of these collaborations, the LRC supported record numbers of student visits and numbers of unique students served. Through the Embedded Peer Tutoring program, 266 unique students enrolled in first-year math courses had access to a tutor in the classroom for Fall 2019, and 233 unique students had access to an in-class tutor in the Spring of 2020. The need for student access to high-quality academic support services facilitated by near-peers is likely to increase, as the campus continues in its quest to support GI 2025 and to implement Executive Order 1110.

The success achieved by the LRC in the past two semesters, as evidenced by overall increases in student usage, is amplified by the remarkable gains in usage by first-year students for Fall 2019. From Fall 2018 to Fall 2019, unique freshman visitors increased by 352%. The LRC went from

serving approximately 3% of all freshmen in Fall 2018 to serving approximately 15.75% of all freshmen in Fall 2019. Similarly, usage by juniors (the class that represents transfer students) jumped by 194% from Fall 2018 to Fall 2019. In Fall 2018, the LRC served 5.5% of all juniors, but in Fall 2019, the LRC served over 15% of all juniors. (See Charts 1 and 2 below.) These data provide evidence to support the relationship between increased funding students' access to essential academic support services.

Table 1: Walk-In Tutoring Comparison by Semester

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019
Tutor Hours	2,365	3,717	3,143	3,165	2546	2762	3234
Visit Hours	5,141	6,672	7,746	6,799	5649	6871	7291
Number of Visits	2,333	3,280	3,241	2,821	2319	3286	3705
Number of Distinct Students	657	792	773	710	742	886	1072

Graph 1: LRC Semester Comparison Data through Fall 2019

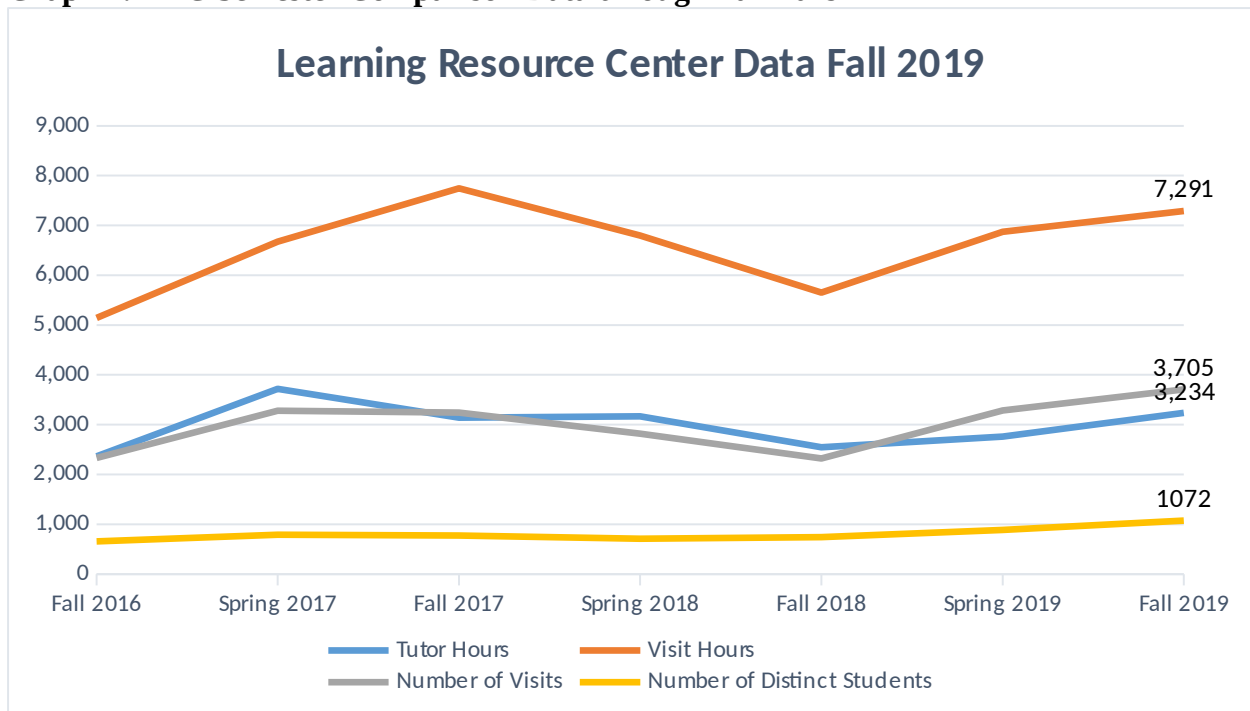


Chart 1: LRC Usage by Class Fall 2018 to Fall 2019 – Unique Visitors

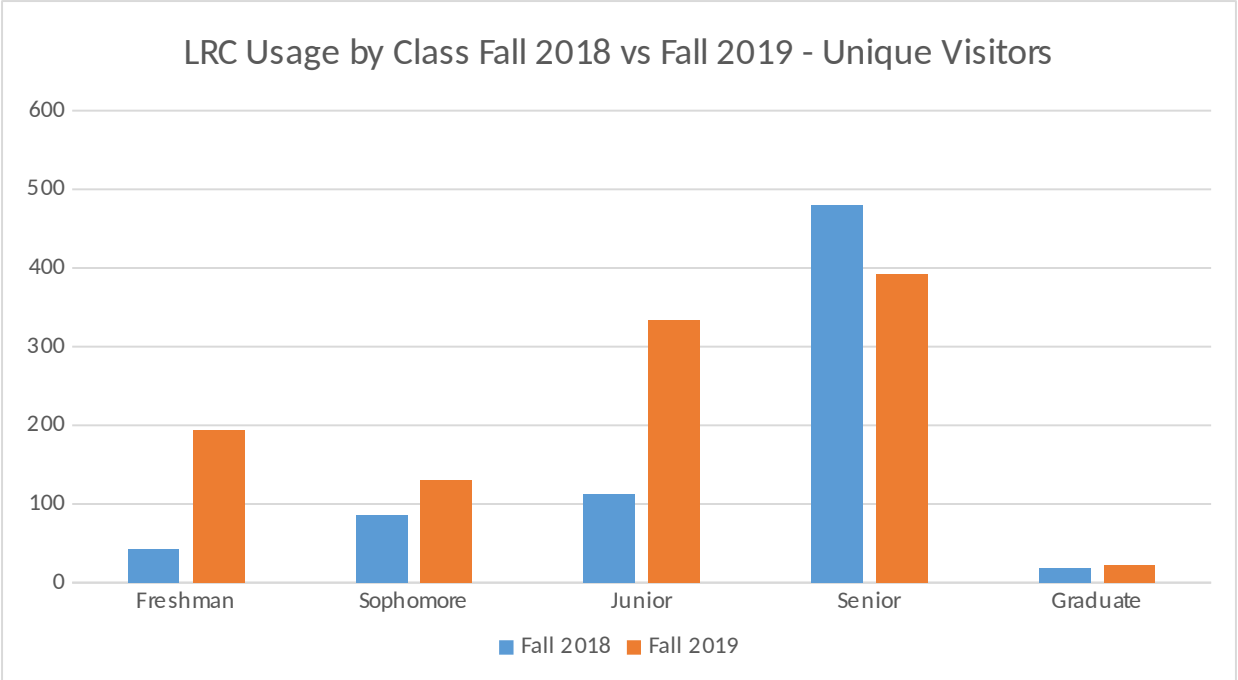
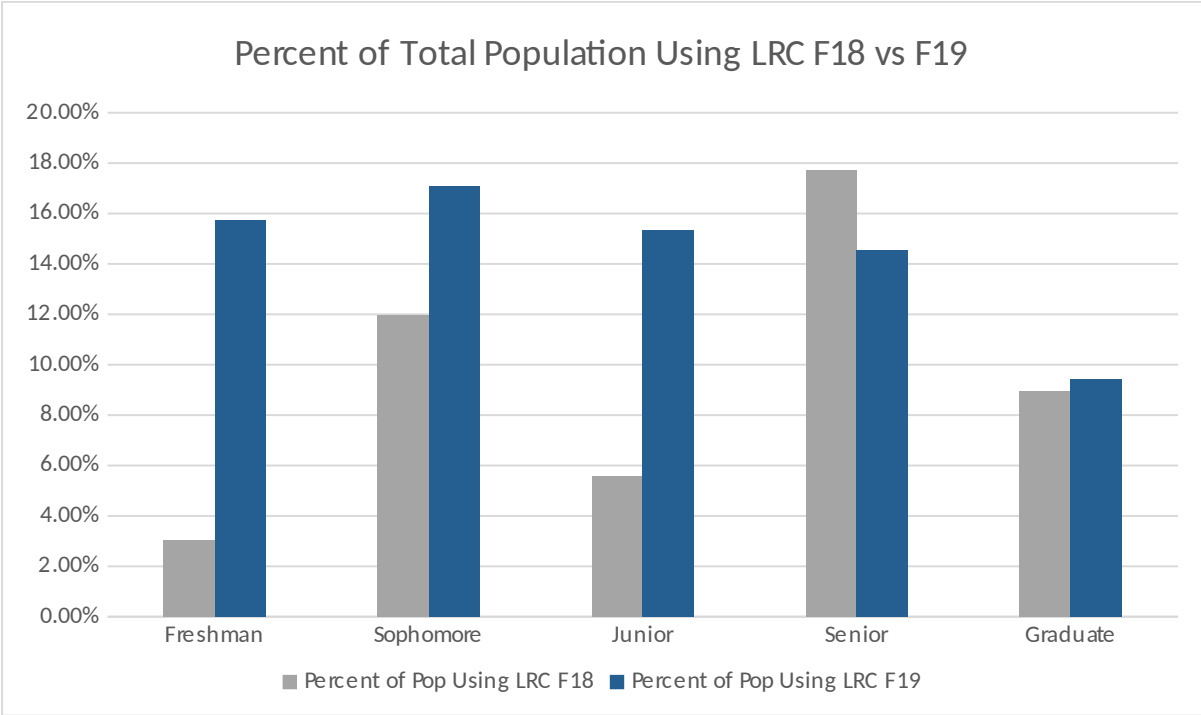


Chart 2: Percent of Total Population Using LRC, by Class Level, Fall 2018 to Fall 2019



Student Feedback

The LRC collects qualitative feedback through student surveys administered to Center visitors. Surveys are administered monthly during the semester, and available for students to take at the end of their visit to the LRC, on an optional basis. In Fall 2019, 313 surveys were completed. Students were asked a variety of questions related to their experiences with the LRC. The data collection allows the LRC to stay responsive, reflective, and informed of student needs and trends, and the results guide our decision making for future semesters. This fall, when asked to report the reason for their visit to the LRC, 94.25% of students reported that they came to the center to study, do homework, or prepare for an exam or quiz. Over 96% of students said they planned on returning for another visit within the next few weeks. In addition, 90% of respondents said they would be very likely to recommend the LRC to their friends.

These survey responses indicate that students consistently have positive experiences at the LRC and return often to seek help. Their educational experience is enhanced by the meaningful academic relationships they form with the LRC tutors. Returning to optimal performance, with more tutoring hours funded, will allow this positive impact to be expanded. With the projected growth planned for the university, the LRC should be preparing for an increase in services. In so doing, the LRC will provide direct support for GI 2025, and will be in alignment with the 2018-2023 Strategic Initiatives by increasing Student Success across campus.

Priority 3 – Supplies

The LRC is requesting **\$1,744** for supplies, to include printer ink, paper, and supplies for the tutors, such as small white boards, whiteboard markers, erasers, pens, and pencils.

Rationale for Priority 3

The LRC uses printer ink and paper for two main purposes: to provide updated tutoring schedule pages for students and to offer proctoring for students who need to make up an exam. Starting mid-October 2016, the LRC piloted a proctoring service that faculty may use for CI students who miss an exam due to an excused absence. Prior to this service, students taking make-up exams faced an unpredictable testing environment such as a hallway or an empty classroom. With this program, professors can make an online request that the LRC Administrative Support Coordinator proctor a make-up exam during non-operating hours of the LRC. The ASC prints the exam in the LRC to ensure security of testing materials. With positive professor and student feedback for the program, we are likely to see proctoring requests increase each semester.

In Fall 2019, the LRC proctored 140 exams in the following subject areas: Psychology, History, English, Political Science, Math, Sociology, Art, Business, Finance, Chemistry, Applied Physics, Computer Science, Communications, and Health Science. This is an increase of 10% in the total number of exams proctored compared to Fall of 2018. Given the success of this program, and the service that it provides to faculty and students, the LRC supply request above includes funding

for additional paper and ink, used to print exams emailed to the center from professors. This amount is needed to supplement the general fund budget for supplies.

Timeline

Tutoring services begin the second week of the semester and are provided through finals week. The LRC hours are Monday through Thursday 10am – 7pm, Friday 10am – 1pm, and Sunday 5pm – 8pm. The LRC offers extended hours during week 15 and 16, to support students in their preparation for final exams and projects. Tutors attend a tutor training retreat the week prior to the start of the semester, and ongoing training every other week thereafter.

2. **Project/Activity Budget.** Please enclose a complete detailed budget of the entire project. Indicate (in **bold**) specific items of requested MSFT funding including (where applicable) a schedule and priority of project items to be considered if the project is funded at a reduced level. Were other, less costly, approaches considered when preparing the budget for the project? Are there elements that could be eliminated or deferred if funding is not available for the entire project?

Account	Budget Item	Amount	Description	Breakdown
GD925	601303 Instructional Student Assistants	\$124,520	Priority One: General Peer Tutors' Salary	Budget supports approx. 26 General Peer Tutors offering 285 hours of walk-in tutoring per week, for 15 weeks each semester; industry standard training; accommodates expected salary increases.
	601303 Instructional Student Assistants	\$46,632	Priority Two: Embedded Peer Tutors' Salary	Budget supports 12 Embedded Peer Tutors for first-year math courses, offering 7 hours of in-class and center-based tutoring per week, for 15 weeks each semester; industry standard training; accommodates expected salary increases.
	660003 Supplies and Services	\$1,744	Priority Three: Supplies for proctoring services, tutoring, and the functioning of the LRC	Printer ink, paper, small white boards, whiteboard markers, erasers, pens, pencils, lanyards, text books, and other items for tutoring purposes.
	GD925 Subtotal (from MSFT Fund):	\$172,896		
GD901 - CI - Operating	601303 Student Assistant	\$12,774	Supplement to General Peer Tutor Salary Budget	Supports an additional 2-3 General Peer Tutors for approx. 27 hours of tutoring each week; industry standard training; accommodates expected salary increases.
	604001 Telephone Usage	\$408	Monthly telephone usage charges	Supports two phone lines for LRC Pro-Staff.
	606001 Travel In-State	\$300	In-state Travel	Supports costs incurred for travel related to professional development and/or conferences for LRC Pro-Staff.
	660002 Printing	\$200	Printing Costs for LRC	Supports the printing of marketing materials for campus distribution.
	660003 Supplies and Services - Other	\$1,850	Supplies for student usage, tutoring, and the functioning of the LRC	Supports costs incurred through textbook purchases, calculator purchases, pens, pencils, promotional items, cleaning supplies, additional printing costs, and general administrative and operational supply needs.
	660009 Workshops and Training Fees	\$200	Professional Development for LRC Pro-Staff	Expenses go toward conference fees for LRC Pro-Staff professional development.
	660831 Copier Usage	\$150	Copier Usage Costs	Supports LRC printing/copying costs.
	GD901 Subtotal	\$15,882		

Budget Narrative

Priority One:

The budget to cover salary costs for center-based General Peer Tutoring is the LRC's number one priority. The LRC is requesting **\$124,520** to fund our base operations of walk-in/drop-in peer tutoring. This funding would be support approximately 250 hours of walk-in tutoring per week, for 15 weeks a semester. This budget includes funding for tutor training in alignment with industry standards as established by the International Tutor Training Certification Program. Approval of the requested MSFT budget would allow the LRC to maintain essential services at the current level achieved in AY 2019-2020, and to expand essential services to support campus initiatives for AY 2020-2021.

Priority Two:

The budget to support salary costs for the Embedded Peer Tutoring program, providing in-class and class-specific drop-in hours for historically challenging first-year math courses, is also an urgent priority for the LRC. The LRC is requesting **\$46,632** for Embedded Peer Tutor salaries. This budget would allow the LRC Embedded Peer Tutoring program to support a total of twelve sections of first-year math courses, expanding the current program to meet some (but not all) departmental requests for AY 2020-2021. Currently, the LRC funds eight Embedded Peer Tutors in Precalculus and Calculus. The math department has requested to expand the program to include Statistics, and to embed a peer tutor in ALL sections of first-year math courses, however the LRC has chosen to grow the program incrementally and to remain conservative in its MSFT request. (Meeting the math department's request would require 24 EPTs, or twice as many as the LRC MSFT request proposes. The total funding required to embed a peer tutor in all sections of first-year math courses would come to \$89,378.)

Priority Three:

The **\$1,744** that the LRC is requesting for supplies will be used to support the proctoring services and tutor supplies for the center. This will supplement the amount of \$1850 in supplies expected from the General Fund for the Library and Learning Resources Division, the department under which the LRC falls. The LRC prints and administers faculty-requested exams, providing students with a secure and quiet location for make-up testing. This service consumes the majority of our annual printing resources used in the LRC.

A reduction in the budget received from MSFT, as the LRC has experienced in the past couple of fiscal years, would have a significant and negative impact on current levels of campus tutoring availability and diminish CSUCI's ability to meet GI 2025 objectives and Strategic Initiatives. The LRC is a student-centered support service and here to provide the necessary support for students, as prioritized by the Strategic Initiatives of 2019-2023, which call for increased attention to student success for all. Specifically, the LRC directly supports SI 2.1: "Increase academic support for students in the first year (e.g., proactive advising, embedded tutors, peer mentors, block scheduling)", and SI 2.3: "Implement a campus-wide approach to meet

requirements of Executive Order 1110 to ensure that the curriculum, student support and placement procedures facilitate student success in mathematics and quantitative reasoning.” The reduction of LRC services would have the greatest negative affect on CSUCI’s underrepresented, first-generation, and low-income students, for whom free peer tutoring holds the greatest benefit (Colver & Fry, 2016).

This funding project aligns not only with CI’s mission, but with the stated purpose of the MSFT funds to support tutoring and academic services for students. By funding the LRC as a top priority, the MSFT committee clearly communicates the value held for student academic success at CSUCI. Such academic support services contribute not only to graduation rates and retention of talent, but also to the decreased need for remediation and course repetitions. The LRC strives to make academic support familiar, welcoming, and effective for all students, and especially those for whom academic success has not always come easy.

3. Project Assessment. *Describe how the effectiveness of the project will be assessed and measures that will be used to determine if it has attained its objectives. Please note a report will be due at the end of the semester (or fiscal year for annual projects). If funded, how will the project acknowledge the use of student funds so that students are aware that their student fees made (or helped to make) it possible? If appropriate, indicate how the project or activity promotes sustainability at CI.*

To evaluate the usage of the LRC, we employ the use of TutorTrac for data collection. Students must log in and out of TutorTrac each time they visit the center; visitors are asked to specify the reason (walk-in tutoring, embedded peer tutor drop-in hours, nursing group tutoring, study room usage, supply check-out, etc.) and relevant course section motivating their visit. TutorTrac allows the LRC to track and analyze student usage of the LRC, observe patterns and trends, and to identify peak usage hours and correlations between contributing factors. The data is used extensively in decision making for tutor staffing, hours of operation, necessary course support, and in our regular reporting.

To evaluate the effectiveness and impact of peer tutoring on student academic success, retention, and persistence, the LRC has partnered with the VP of Student Affairs, Dr. Richard Yao, to include LRC data in the CSUCI Data Warehouse. The LRC provides monthly data to the system, which will allow campus stakeholders and LRC Pro-Staff to correlate tutoring usage with other indicators of success, and to disaggregate such analysis by important variables relevant to academic equity and student support.

The LRC also uses Qualtrics to support LRC Surveys, through which the Center gathers and analyzes student feedback. Survey participation is available to every student when they log out

of TutorTrac at the end of their visit to the LRC. Additionally, in order to maintain regular feedback and assessment opportunities, a “Survey Week” is heavily promoted, during weeks four, eight, and twelve of each semester, with a raffle prize incentivizing participation.

For the fall semester of 2019, the LRC received 313 completed surveys from student visitors. Some of the survey questions include a Likert scale (agree/disagree) with statements about the tutor’s knowledge and communication skills, including:

1. The tutor exhibited knowledge of the material.
2. The tutor explained the material in a clear and understandable way.
3. I found the LRC to have a welcoming environment.

As indicated in the table below, survey responses to these questions were very positive. (N=313; data from Fall 2019; 1 = Strongly Disagree and 5 = Strongly Agree)

PLEASE INDICATE HOW STRONGLY YOU AGREE OR DISAGREE WITH EACH STATEMENT:	MEAN
The tutor exhibited knowledge of the material.	4.71
The tutor explained the material in a clear and understandable way.	4.73
I found the LRC to have a welcoming environment.	4.75

The surveys also requested direct responses to these questions:

- What was the reason for your visit?
- How likely are you to recommend the LRC to a friend/peer?

Responses to the question “What was the reason for your visit?” (presented in the table below) indicate that students are visiting the LRC voluntarily and find the center most helpful for both receiving direct help with homework, and for tutor-supported studying. This regular usage suggests that the students are incorporating time spent in the LRC into habitual academic practice. This is likely to yield positive long-term effects on student learning and academic success skills. Students also utilized tutoring services for exam preparation.

What was the reason for your visit?		
	Homework	50.16%
	Study	33.23%
	Have an exam/quiz	10.86%
	Extra credit; for a grade	1.60%

Finally, responses to the “how likely to recommend” question are overwhelmingly positive, with 90% of students indicating a high likelihood of a recommendation on a scale of 1-10.

How likely are you to recommend the LRC to a friend/peer?	90%
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Survey participants also provide anonymous feedback in the form of qualitative feedback. Some examples of the positive feedback we received in Fall of 2019 include:

- “Nicole was super helpful and patient! thank you”
- “love the team, very knowledgeable they help thoroughly”
- “the tutors are amazing and are super helpful with random questions about all of my courses”
- “Awesome tutors!”
- “She was very helpful and knew how to help. She was awesome!”
- “Huyly is honestly a blessing! I don't what I would do without him. He went above and beyond to help me understand the material of Finance 413. Truly one of the best tutors I have ever had.”
- “Thank you so much! Beyond professional and beyond helpful! I feel so much confident in both of my finance classes! Truly TALENTED and adequate tutor! He made feel not dumb and he was patient!”
- “Very accommodating and helpful, Zoom tutoring appts are convenient.”
- “Kristian has helped me so much in my nursing journey and I am so grateful.”
- “I am surviving anatomy because of Kristian!”
- “Super helpful! I learn a lot here. Tutors are super friendly and willing to help. They are easy to reach/contact and willing to answer any question. I really appreciate that. Thank you so much!”
- “Love the tutors! They are very patient with us and their teaching methods are very helpful and effective. We are blessed to have them!”
- “Overall the LRC is a second home to me.”

The LRC acknowledges the importance of MSFT funding in several ways. All marketing materials, including flyers and bookmarks for campus distribution, include the phrase “The LRC is supported through MSFT funding”. This phrase is repeated on our website, social media pages, and all other digital marketing communications. We have signs posted around the LRC explaining that student fees help make the LRC run effectively. We include a note to this effect on all of our tutoring schedules, which are posted on a whiteboard upon entering the LRC and on the LRC website.

The MSFT funding for the LRC not only benefits the students of CI who come to the center for help, but also supports the leadership development and academic success of the tutors who work here. In addition to obtaining income from a flexible campus job, the tutors are able to learn and better retain the conceptual material that they tutor. This increased academic success is supported by data that demonstrate growth over time in tutors’ average GPAs while working for the LRC. Of the 21 tutors who worked at the LRC for the Fall of 2019, 86% experienced an increase in their overall GPA, with the mean GPA increasing from 3.61 to 3.67. Through the tutor training program, the tutors are provided professional development in transferrable skills that t their career development and readiness, such as working with diverse populations, communication skills, critical thinking, professionalism in the workplace, and customer service mindsets.

Research on student success indicates that academic leadership positions have a positive effect on students who hold them, with demonstrated increases in academic commitment, completion rates, and future aspirations. The LRC is committed to hiring students who represent the demographics of the CSUCI community, as representation is vital for equity initiatives.

4. Sources of Project Support. Please list the other sources of funding, and additional support for the activity. If this project or activity has been conducted previously, please indicate how it was funded. Please explain if MSFT is the only source of support for the project.

The Learning Resource Center has been funded annually by MSFT fees since (at least) FY 2014-2015. Historically, the LRC has received minimal support annually through one-time funding sources, most often derived from campus grant projects. Such one-time funding was again secured for this academic year but most is not scheduled to be renewed for AY 2020-2021. Details will be shared in the following section.

Below is the AY 2019-2020 Budget for Department 829 Learning Resource Center (excluding salaries, benefits, and travel expenses for the Coordinator of Student Academic Success Services and Administrative Support Coordinator for the LRC).

Expense Fund	Line Item	2019-2020 Budget
GD901	601303 Student Assistant**	\$12,774.00
GD901	604001 Telephone Usage	\$408.00
GD901	660002 Printing	\$200.00
GD901	660003 Supplies and Services - Other	\$1,850.00
GD901	660831 Copier Usage	\$150.00
GD901	660009 Workshops & Training Fees	\$200.00
	GD901* Subtotal (from University Fund):	\$15,582.00
GD925	699999 Unallocated Budget*** ONE-TIME FUNDING	\$80,000.00
	GD925* Subtotal (from MSFT Fund):	\$80,000.00
GD965	601304 Teaching Associates**** ONE-TIME FUNDING	\$25,000.00
	GD965* Subtotal (from GI 2025 one-time funding)	\$25,000.00
Q0348	601303 Emb. Peer Tutors FIN300***** ONE-TIME FUNDING	\$7,448.00
	Q0348***** Subtotal (from Bus Dept one-time grant funding)	\$7,448.00
GD965	601303 Emb. Peer Tutors – First-year Math***** ONE-TIME FUNDING	\$19,000.00
	GD965***** Subtotal (from GI2025 Course Design for	\$19,000.00

	First-Year Math One-time funding	
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* Funding source GD901 is state-side funding; GD925 is the fund from Materials, Services, Facilities, and Technology student fee; GD965 is one-time funding allocated through GI 2025 initiatives; Q0348 is one-time grant funding.

** Please note that the funding for these Student Assistants was previously used for non-instructional student workers who supported the administrative logistics of the center. To alleviate the tutoring salary shortfall, the LRC eliminated non-ISA positions and incorporated administrative responsibilities into the ISA positions. This restructuring allowed the LRC to support an additional three tutors per semester with GD901 funding.

***The amount listed in GD925 Unallocated Budget is the funding for tutor salaries. Tutors are considered instructional student assistants, and this line item indicates the walk-in tutoring services funded by MSFT fees.

****The amount listed in GD965 Teaching Associates is one-time funding sourced from GI 2025 initiatives that was allocated to the LRC this year by the Assistant Vice Provost & Chief Academic Budget Officer's office to make up for funding shortfalls. **This funding is non-renewable.**

****The amount listed in Q0348 Embedded Peer Tutors FIN 300 is one-time funding transferred from the Business Department (Dept. 715) to the LRC, under the grant project: G0348. This funding supported the pilot semester (Spring 2020) of the Embedded Peer Tutor program for FIN 300, a high D/F/W course in the Business Department. This amount covered the salaries and training for two EPTs. **This funding will be renewed** in AY 2020-2021 for EPTs specific to FIN 300, and any additional courses the Dean of the MVS school identifies for expansion.

*****The amount listed in GD965 Embedded Peer Tutors First-year Math is one-time funding scheduled to be transferred from the Mathematics Department to the LRC, under the Course Redesign funding through GI 2025. This funding supported the pilot and subsequent semester of the Embedded Peer Tutor program for first-year math courses. This amount covered the salaries and training for three EPTs in the Fall of 2019, and eight EPTs in the Spring of 2020. **This funding is non-renewable.**

The original request submitted to the MSFT committee for funding to support tutor salaries for 2019-2020 was \$107,241, plus an additional \$1744 for supplies. Of this amount, \$80,000 was approved by the MSFT committee. This amount is lower than had been approved in previous years. Due to an administrative reduction of MSFT funding implemented prior to AY 2018-2019, the LRC experienced a significant loss of operational budget, resulting in a 34% decrease in the total budget. The LRC has struggled to restore services to the level as had previously been supported.

To help alleviate this shortfall, the LRC took several strategic actions:

1. The LRC received a one-time shortfall contribution from the Assistant Vice Provost & Chief Academic Budget Officer's office for AY 2019-2020 in the amount of \$25,000, through one-time GI 2025 funding.
2. The LRC converted student assistant positions to instructional student positions, increasing the total budget for tutors' salaries by \$12,774.00
3. The LRC initiated a partnership with the Business program to pilot Embedded Peer Tutoring in Finance 300, a high D/F/W course in the department. This partnership resulted in a transfer of \$7,448 to support the development of this pilot program and to fund one semester of two embedded peer tutors' salaries.
4. The LRC initiated a partnership with the Mathematics Department to pilot Embedded peer Tutoring in Precalculus and Calculus courses, in collaboration with the Project PROMESAS STEM Center, to support student success in first-year math courses. This partnership resulted in a transfer of one-time funding under GI 2025 Course Redesign funds in the amount of \$19,000 to support the training and salaries of three EPTs in the fall, and eight EPTs in the Spring of 2020.

While these measures helped to keep the LRC operational for AY 2019-2020 and allowed the Center to expand services in response to emergent needs of the CSUCI campus, much of the funding received this year was through one-time funds. Therefore, the LRC is requesting to restore previous levels of funding received from the MSFT fees, and to increase such funding to allow the LRC to continue programs in service to GI 2025, EO 1110, and CSUCI's Strategic Initiatives.

Although funding for the LRC instructional student assistants was included in the Arts and Science six-year budget planning proposal for General Funds (transferred under the Library and Learning Resources Division as part of our reorganization), this proposal is unlikely to be approved, as General Funds have not been available to similar LRC proposals in prior years. Therefore, if funding is not provided by the MSFT committee, the Learning Resource Center will receive only \$12,744.00 to spend on instructional student assistant salaries for AY 2020-2021. The LRC will not be able to provide academic support and resources for CI students if we do not receive additional funds for tutors' salaries. In such a circumstance, the LRC would be effectively non-operational.