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Application Summary

Competition Details

Competition Title: MSFT Applications for 2021-2022

Category: Internal Funding

Award Cycle: 2021-2022

Submission Deadline: 03/16/2021 10:00 AM

Application Information

Submitted By: Brook Masters

Application ID: 852

Application Title: Learning Resource Center - Peer Tutoring

Date Submitted: 04/6/2021 2:18 PM

Personal Details

Applicant First Name: Brook

Applicant Last Name: 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, ESRM, Health Sciences, Physics, Computer Science, Psychology, Sociology, Statistics, Business, Economics, Accounting, Biostatistics, and Nursing, and in-class tutoring support for historically challenging courses across several disciplines.

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 modest LRC supplies budget.

In response to the COVID-19 pandemic and the subsequent transition to a virtual campus, and in keeping with our mission-centered focus to support Graduation Initiative 2025 and Executive Order 1110, the Learning Resource Center has significantly expanded services in AY 2020-2021. In addition to a robust expansion of Embedded Peer Education, in response to the transition to virtual services and to reduce barriers for students hoping to access academic support services, the LRC elected to absorb the virtual STEM Center services (currently funded under Project PROMESAS), providing one unified Zoom tutoring center for CSUCI.

To maintain current levels of academic support services, and in consideration of emerging priorities related to the hoped-for transition to in-person learning next year, the LRC submits the following request for MSFT funding for AY 2021-2022:

Priority 1 – Tutor Salaries to Support Center-Based Tutoring Hours for AY 2021-2021

The Learning Resource Center is requesting \$140,250 to fund LRC Peer Tutor salaries for **in-center tutoring** for the academic year. This budget would support approximately 275 hours of center-based tutoring per week, for 15.5 weeks a semester, plus 16 hours of robust training per tutor each semester (please see budget breakdown).

This year, the LRC budget supported 270 hours of tutoring per week in the Fall of 2020, and 275 hours of tutoring per week in the Spring of 2021.

Priority 2 – Tutor Salaries to Support Embedded Peer Tutoring Hours for AY 2021-2022

The LRC is requesting an additional \$48,450 to fund classroom-based tutoring hours. This amount would support approximately 95 hours per week of in-class tutoring support specifically for first-year, high enrollment, gateway, and historically challenging courses each semester.

This year, in response to the pandemic and the university's transition to online learning, the LRC significantly expanded our Embedded Peer Education program. After experiencing marked success with the pilot EPE program in first-year math courses, and in recognition of increased burdens for students and faculty in an all-virtual learning environment, the EPE program expanded out to multiple courses and disciplines, with 22 sections covered by LRC Tutors, providing 63 hours of embedded tutoring support per week in the fall 2020 semester. In the spring of 2021, the program continued to expand, with LRC Tutors providing 95 hours per week of embedded tutoring support, covering 37 course sections in Accounting, Biology, Chemistry, Computer Science, Economics, Finance, Math, Physics, Psychology, Sociology, and Statistics.

Priority 3 – Tutor Salaries to Support Expanded STEM Academic Support Services for AY 2021-2022

In response to the culmination of the Project PROMESAS grant at the end of AY 20-21 and the resulting loss of the grant's funding to support the STEM Center, the LRC is requesting an additional \$75,000 to fully absorb and integrate expanded STEM academic support services under the LRC umbrella. This budget would support an additional 147 hours of STEM-specific tutoring, to be dispersed as needed (center-based and classroom-based tutoring), in addition to what the LRC already provides. (Current PROMESAS funding for STEM tutors, not including 1FTE coordinating staff position, is \$175K).

Rationale for Priorities 1 - 3

Several institutional factors provide a rationale for sustaining the current level of LRC services, made even more

urgent by the collective losses and burdens of the pandemic. Approval of these requests would allow the LRC to maintain essential services at the current level achieved in AY 2020-2021 through the unified LRC and STEM Zoom Tutoring Center. This funding level allows the LRC to be nimble and flexible in response to emerging campus and student needs, as we were able to be for the past year with the unforeseen events related to COVID-19.

Loss of Project PROMESAS Funding for Expanded STEM Academic Support Services

The Project PROMESAS grant is a five-year HSI STEM grant that is currently in its fifth year. The grant will conclude all activities at the end of spring semester 2021. There are no current plans for programmatic funding for the existing STEM Center services at grant conclusion.

The PROMESAS grant has contributed crucial resources to academic support services at CSUCI through the grant activities of the STEM Center and its sub-activity, the Peer-Led Team Learning program. As a result of the pandemic and subsequent changes to the financial landscape, the previously considered plan to institutionalize the STEM Center by moving it physically into Broome Library and operating it through the Learning Resource Center has not been pursued.

The STEM Center delivered over 13,000 hours of peer education to students in the STEM disciplines during the 2019/20 academic year. This represents individual tutoring sessions as well as peer educator support in 26 embedded tutoring classes in MATH, CHEM, BIOL, and COMP SCI. These needs will have to be met by the Learning Resource Center and will require additional hiring of STEM tutors to keep pace the current campus need for STEM support.

Union Contract Negotiations for Salary Increases for ISAs

All tutors are contracted as Instructional Student Assistants. Their bargaining unit had secured annual pay increases to incrementally raise their hourly wage to \$15.00/hour by July 1 of 2021. This pay increase took effect earlier than projected, on January 1st, 2021. The tutors received the full mandatory increase, bringing their hourly rate to \$15.00/hour.

Please see attached application document for continued narrative and additional details.

Amount of MSFT Funding Requested

287,844

Project/Activity 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 **\$140,250** to fund our base operations of walk-in/drop-in peer tutoring. This funding would support approximately 275 hours of walk-in tutoring per week, for 15.5 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 2020-2021, and to be responsive to support campus initiatives for AY 2021-2022.

Priority Two:

The budget to support salary costs for the Embedded Peer Education program, providing in-class tutoring support and class-specific drop-in hours for historically challenging, first-year, and/or gateway courses, is also a high priority for the LRC. The LRC is requesting **\$48,450** to fund our embedded peer education program. This budget would support approximately 95 hours per week of embedded peer education in the classroom, allowing the LRC to continue supporting vulnerable courses at the level established in 2020-2021. Currently, the LRC funds 95 hours per week of embedded peer classroom support across 37 sections.

Priority Three:

With the culmination of Project PROMESAS, CSUCI is losing grant funding that currently supports essential STEM Academic Support Services through the STEM Center and the PLTL Leader Program (another embedded peer support service). While Project PROMESAS currently provides approximately \$175,000 in funding for STEM peer education services, the LRC hopes to maximize efficiencies by staffing only one unified center rather than two separate centers with duplicate services. However, there is a need to expand the LRC's current staffing and funding to accommodate the higher demand we will see for STEM services. As such, we are requesting **\$75,000** to fund tutors' salaries for expanded STEM peer education under the LRC. This funding level will allow us to increase the number of tutoring hours (both in-center and in the classroom) for STEM disciplines by 147 hours per week.

Priority Four:

The **\$1,744** that the LRC is requesting for supplies will be used to support remote/virtual tutoring until we can return to campus. Once we return, the supply budget will help to fund the proctoring services and maintain the tutoring supplies in the center. This will supplement the amount of \$1850 in supplies expected from the General Fund for the Library and Learning Resources Division. 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 past 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 critical 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, equitable, and effective for all students, and especially those for whom academic success has not always come easy.

Please see attached application document for continued narrative and additional details.

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 limited support annually through one-time funding sources, most often derived from campus grant projects.

Due to the pandemic, such one-time funding was scarce for this academic year (2020-2021). Thus, the generous MSFT award for this year was our primary source of support. Additional support for the LRC tutoring services included a partnership with the HSI SMART Grant team, through which the LRC served to provide primary oversight, planning, and training for the Learning Assistant program. This program embeds Learning Assistants (another form of an embedded peer educator) into gateway STEM courses. These LAs received stipends through the grant that support ten hours of work per week. LAs work in the tutoring center four hours a week as part of their stipend contract. While this is not a direct budget transfer, this partnership does extend the STEM peer education services that the LRC can provide, for both in-class tutoring hours and center-based tutoring hours. For fall 2020, the LRC employed four Learning Assistants.

Another source of budget offset is received through Federal Work Study. Once hired by the LRC, students may pursue FWS if they are eligible. The LRC does not know if students are eligible for FWS at the time of hiring and each year is unpredictable in terms of the total amount that will be offset through FWS awards to our employees. For 2020-2021, a total of \$5,200 was awarded to LRC employees. These figures, while helpful, cannot be considered permanent funding sources as they vary each year and are unreliable.

Below is the AY 2020-2021 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	2020-2021 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	\$172,896.00
	GD925* Subtotal (from MSFT Fund):	\$172,896.00

* Funding source GD901 is state-side funding; GD925 is the fund from Materials, Services, Facilities, and Technology student fee.

** 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 peer academic support services funded by MSFT fees. The original MSFT award was \$172,896. This award amount was reduced by \$25,000 to prepare for anticipated fiscal needs due to COVID-19, resulting in an award amount of \$147,896. Due to projected expenses exceeding this amount, and an emerging need to fund peer academic support services for Summer 2021, funding was reinstated and approved for carry over for summer programming.

Prior to the pandemic, the university had approved plans to fully integrate the STEM Center with the Learning Resource Center when the PROMESAS grant ended in spring of 2021. This integration was proposed to fund physical modifications of the library to expand the Center space, an annual budget for a full-time Administrative Support Coordinator position, and annual budgeting for instructional student assistant salaries. However, this funding initiative was terminated in response to the fiscal shortfalls anticipated in the wake of COVID-19. Thus, the LRC is including a proposal to fund expanded STEM peer education services in the interim, until campus resources are better positioned to institutionalize these services.

As evidenced by this report, the MSFT fees support nearly 100% of funding for peer academic support services in the Learning Resource Center. 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 2021-2022. The LRC will not be able to provide academic support and resources for CI students if we do not receive additional funds for instructional student assistant salaries. In such a circumstance, the LRC would be effectively non-operational.

Please see attached application document for continued narrative and additional details.

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**

SAMPLE

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.

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
2021-2022

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

\$265,444

*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
Instructional Student Assistants - Center-Based Tutoring			\$ 8,250.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 12,375.00	\$ 8,250.00	\$ 16,500.00	\$ 16,500.00	###	\$ 12,375.00	\$ 140,250.00
Instructional Student Assistants - Classroom-Based Tutoring			\$ 2,850.00	\$ 5,700.00	\$ 5,700.00	\$ 5,700.00	\$ 4,275.00	\$ 2,850.00	\$ 5,700.00	###	\$ 5,700.00	\$ 4,275.00	\$ 48,450.00
Instructional Student Assistants - Expanded STEM Peer Education Support Services			\$ 4,410.00	\$ 8,820.00	\$ 8,820.00	\$ 8,820.00	\$ 6,615.00	\$ 4,410.00	\$ 8,820.00	###	\$ 8,820.00	\$ 6,645.00	\$ 75,000.00
Supplies for Academic Support Services	\$ 145.33	\$ 145.33	\$ 145.33	###	\$ 145.33	\$ 145.33	###	\$ 145.33	###	\$ 145.33	\$ 145.33	\$ 145.37	\$ 1,744.00
* you can add lines to your budget by inserting lines here													\$ -
Total	\$ 145.33	\$ 145.33	\$ 15,655.33	\$ 31,165.33	\$ 31,165.33	\$ 31,165.33	\$ 23,410.33	\$ 15,655.33	\$ 31,165.33	\$ 31,165.33	\$ 31,165.33	\$ 23,440.37	\$ 265,444.00

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, ESRM, Health Sciences, Physics, Computer Science, Psychology, Sociology, Statistics, Business, Economics, Accounting, Biostatistics, and Nursing, and in-class tutoring support for historically challenging courses across several disciplines.

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 modest LRC supplies budget.

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To maintain current levels of academic support services, and in consideration of emerging priorities related to the hoped-for transition to in-person learning next year, the LRC submits the following request for MSFT funding for AY 2021-2022:

Priority 1 – Tutor Salaries to Support Center-Based Tutoring Hours for AY 2021-2021

The Learning Resource Center is requesting *\$140,250* to fund LRC Peer Tutor salaries for **in-center tutoring** for the academic year. This budget would support approximately *275* hours of

center-based tutoring per week, for 15.5 weeks a semester, plus 16 hours of robust training per tutor each semester (please see budget breakdown).

This year, the LRC budget supported **270** hours of tutoring per week in the Fall of 2020, and **275** hours of tutoring per week in the Spring of 2021.

Priority 2 – Tutor Salaries to Support Embedded Peer Tutoring Hours for AY 2021-2022

The LRC is requesting an additional **\$48,450** to fund classroom-based tutoring hours. This amount would support approximately **95** hours per week of in-class tutoring support specifically for first-year, high enrollment, gateway, and historically challenging courses each semester.

This year, in response to the pandemic and the university's transition to online learning, the LRC significantly expanded our Embedded Peer Education program. After experiencing marked success with the pilot EPE program in first-year math courses, and in recognition of increased burdens for students and faculty in an all-virtual learning environment, the EPE program expanded out to multiple courses and disciplines, with 22 sections covered by LRC Tutors, providing 63 hours of embedded tutoring support per week in the fall 2020 semester. In the spring of 2021, the program continued to expand, with LRC Tutors providing 95 hours per week of embedded tutoring support, covering 37 course sections in Accounting, Biology, Chemistry, Computer Science, Economics, Finance, Math, Physics, Psychology, Sociology, and Statistics.

Priority 3 – Tutor Salaries to Support Expanded STEM Academic Support Services for AY 2021-2022

In response to the culmination of the Project PROMESAS grant at the end of AY 20-21 and the resulting loss of the grant's funding to support the STEM Center, the LRC is requesting an additional **\$75,000** to fully absorb and integrate expanded STEM academic support services under the LRC umbrella. This budget would support an additional **147** hours of STEM-specific tutoring, to be dispersed as needed (center-based and classroom-based tutoring), in addition to what the LRC already provides. (Current PROMESAS funding for STEM tutors, not including 1FTE coordinating staff position, is \$175K).

Rationale for Priorities 1 - 3

Several institutional factors provide a rationale for sustaining the current level of LRC services, made even more urgent by the collective losses and burdens of the pandemic. Approval of these requests would allow the LRC to maintain essential services at the current level achieved in AY 2020-2021 through the unified LRC and STEM Zoom Tutoring Center. This funding level allows the LRC to be nimble and flexible in response to emerging campus and student needs, as we were able to be for the past year with the unforeseen events related to COVID-19.

Loss of Project PROMESAS Funding for Expanded STEM Academic Support Services

The Project PROMESAS grant is a five-year HSI STEM grant that is currently in its fifth year. The grant will conclude all activities at the end of spring semester 2021. There are no current plans for programmatic funding for the existing STEM Center services at grant conclusion.

The PROMESAS grant has contributed crucial resources to academic support services at CSUCI through the grant activities of the STEM Center and its sub-activity, the Peer-Led Team Learning program. As a result of the pandemic and subsequent changes to the financial landscape, the previously considered plan to institutionalize the STEM Center by moving it physically into Broome Library and operating it through the Learning Resource Center has not been pursued.

The STEM Center delivered over 13,000 hours of peer education to students in the STEM disciplines during the 2019/20 academic year. This represents individual tutoring sessions as well as peer educator support in 26 embedded tutoring classes in MATH, CHEM, BIOL, and COMP SCI. These needs will have to be met by the Learning Resource Center and will require additional hiring of STEM tutors to keep pace the current campus need for STEM support.

Union Contract Negotiations for Salary Increases for ISAs

All tutors are contracted as Instructional Student Assistants. Their bargaining unit had secured annual pay increases to incrementally raise their hourly wage to \$15.00/hour by July 1 of 2021. This pay increase took effect earlier than projected, on January 1st, 2021. The tutors received the full mandatory increase, bringing their hourly rate to \$15.00/hour. To keep pace with these increases without decreasing services to students, the LRC has proportionately increased the budget for ISA salaries.

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 excluded and/or underserved students. The LRC is in the unique position to directly support GI 2025 by providing essential academic support services in most academic disciplines.

As a result of the funding provided by the MSFT committee for AY 2020-2021, the LRC was able to launch an aggressive expansion of our Embedded Peer Education program. Recognizing that usage of academic support services plummeted in the wake of the transition to virtual learning, we turned our approach upside down. Instead of waiting passively for students to come to the virtual tutoring centers, we embedded nearly all of our tutors into one or more course sections, bringing peer academic support services directly to the virtual classrooms. Peer education is an evidence-based practice that has been shown to be positively correlated to

student success as measured through persistence, retention, GPA, and graduation rates. However, traditional tutoring models that rely on student motivation, awareness, and initiative may leave the most vulnerable students behind. By embedding our tutoring staff in the classroom, creating a visible bridge to academic support services and a culture of help-seeking behavior, we seek to close these opportunity gaps.

The LRC Tutors themselves benefit equally from being embedded in the classroom. They can review and strengthen foundational content in their academic discipline, which strengthens the quality of their tutoring in the Center. They can tutor more effectively because they have direct knowledge of the course pace, content, professor expectations, and timeline. Their presence in the classroom, whether virtual, or in-person, synchronous or asynchronous, positions them to be aware of common difficulties students are experiencing. They can offer resources and additional support services in a responsive and proactive manner to better support student success at the course level.

We believe it is essential to continue this model of embedded peer education for the coming academic year. With hybrid structures and/or a possible transition back to the classroom, additional support services will be necessary to ensure students' successful adjustment to evolving learning environments.

Executive Order 1110

Executive Order 1110, effective with the entering class of Fall 2018, eliminated remedial (i.e. 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 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%). In the subsequent semesters, we continued to cover more courses and course sections. In the Fall of 2020, the Math Department asked the LRC to expand embedded peer education to cover all sections of statistics courses, in addition to all sections of the calculus sequence. By Spring of 2021, the LRC, in partnership with the STEM Center and the HSI SMART Grant Learning Assistant program, met this goal. We were able to embed a peer educator in every section of Stretch Precalculus, Precalculus, Calculus I, Calculus II, Business Calculus, Biostatistics, and three out of four Elementary Statistics. To accomplish this goal, the LRC had to strategically hire candidates who had content expertise in statistics, predominantly Psychology majors.

The LRC is committed to the continuation of embedded peer support in all first year and historically challenging mathematics courses, in pursuit of the successful implementation of EO 1110. With the funding for the STEM Center (and all STEM Center tutors' salaries) ending in May of 2021, this initiative will become all the more urgent to fund through the LRC budget for AY 2021-2022.

Evidence-Based Decision-Making

Data analytics inform our policies, procedures, growth, and evolution in the LRC. We employ evidence-based decision making to guide action steps including the continuation of specific programs and/or interventions, which discipline areas to hire for, the number of subject-area tutoring hours the LRC funds, and the optimal days and times for scheduling tutors.

It is this approach that we used in our decision to expand the Embedded Peer Education model. We observed that while overall usage of tutoring services drastically decreased when the campus went virtual in March of 2020, students were more likely to continue coming to the center and attending group tutoring workshops if they had an embedded peer educator in the classroom. While the true correlative impact of this program will be better illuminated with longitudinal analysis, when comparing historical DFW rates for Precalculus and Calculus courses in Fall of 2016, 2017, and 2018 with those of Spring 2020 we see a decrease in overall DFW rates for all courses supported by an EPE in Spring 2020. These positive correlations are seen across disaggregated student groups such as Historically Underrepresented Groups, First-Generation, and Pell-Eligible students.

Course Full Name	Historical (Default: Fall 2015-Fall 2019)			Spring 2020		
	Enrollment (N)	DFW Impact (..)	DFW (%)	Enrollment (N)	DFW Impact (..)	DFW (%)
MATH105: Pre-Calculus	845.0	317.0	37.5%	85.0	29.0	34.1%
MATH150: Calculus I	554.0	219.0	39.5%	106.0	28.0	26.4%

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 202-2022, and therefore seeks to continue the training program established this year. In summary, the LRC provides a total of 15-24 hours (range determined by status as a new hire or a returning tutor) of training for each tutor, completed each semester. This year, the LRC training program incorporated additional professional development in tutoring skills, strategies, and technology use for online tutoring. This spring, we also incorporated the use of a textbook in our training program: *The Rowman & Littlefield Guide for Peer Tutors* (Sanford, 2021).

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
- Antiracism and Peer Education
- Culturally Validating Pedagogy
- Peer Tutoring and the Affective Domain
- 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. Since the campus transitioned to all virtual learning in response to COVID-19, the LRC Tutors have tutored exclusively online over our Zoom platform for the virtual tutoring center. 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. During a typical face-to-face semester, 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.

Nearly all LRC Tutors (26 out of 31 for Spring 2021) also serve as Embedded Peer Educators. Embedded Peer Educators (EPEs) 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), or in courses vulnerable due to high enrollment, being a gateway course for a particular major, or as identified as vulnerable by the department for internal reasons. EPEs are typically hand-selected by the professor as students who have done well in that very same course in a previous semester. The EPE attends every synchronous class meeting with the students, plays an active and engaged role in the Canvas Course Shell, and is available to assist individual and group learning in the classroom. The EPE can also serve as a partner to the faculty member by assisting in the implementation of active learning strategies and culturally validating classroom practices. With online courses, the EPE can be invaluable to the faculty member, assisting in monitoring breakout rooms, facilitating the chat board, and helping with general technical difficulties. Outside of the classroom, the EPE is available for a minimum of three hours a week in the tutoring center. They hold dedicated drop-in hours for students enrolled in their section, during which students receive priority access to their EPE for additional assistance. In this way, the EPE 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.

Reduced Barriers to Access and Increased Efficiencies of Service

In response to the pandemic, the LRC quickly transitioned all tutoring services to a Zoom drop-in tutoring center. We maintained our face-to-face services, providing students with familiar

structure and a sense of community despite the current remote structure of our campus. The LRC further reduced barriers for students by unifying the STEM Center with the LRC, bringing all tutoring services offered by both Centers under one Zoom tutoring center umbrella. This created efficiencies, maximized resources, and extended course coverage and tutoring hours for both centers.

In addition to individual and group tutoring, the LRC provides a welcoming and fully staffed study space when in person, 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 Fall of 2020, the LRC revamped the classroom visit program to incorporate the use of video presentations in the virtual classroom. Each LRC tutor recorded a video of themselves presenting about the academic support services we offer. They then provided professors with options of a live presentation in a synchronous class meeting or a link to a video that could be posted on Canvas or both. For Fall 2020, 165 class visits were completed, either through a virtual live presentation or through a prerecorded video presentation shared directly with a course section.

The LRC has continued to provide presentations for New Student Orientation, Admitted Dolphin Day, University 100 courses, the Multicultural Dream Center, the Peer Mentor programs, and to clubs and organizations as requested. These presentations range from an introduction and overview of tutoring services available on campus to interactive workshops on learning science and study strategies.

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

Prior to the pandemic, usage of the LRC had been increasing dramatically since Fall of 2018 (see Table 1 and Graph 1 below). These increases were likely the result of targeted outreach (through the renewal of the classroom visitation efforts at the start of Spring 2019), the implementation of the Embedded Peer Educator program, and the increases in the number of tutoring hours supported by the budget restoration efforts since Spring of 2019. Through the Embedded Peer Educator 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.

With the rapid transition to virtual learning in the wake of COVID-19, the LRC experienced a distinct drop-off of student usage. The number of distinct students visiting the LRC flatlined, and the total number of visits fell as well. However, data indicated that usage of academic support services for students who had access to an embedded peer educator did not decline as dramatically. Students were more likely to continue using their EPE's drop-in hours and group workshops, as well as tutoring services in general. This data informed the LRC's initiative to significantly expand the Embedded Peer Educator program. In the Fall of 2020, the number of students with access to an in-class LRC peer educator increased to over 1,000 (this number may include some duplication of students enrolled in multiple courses with an EPE). In response, we observed stabilizing numbers for the Fall of 2020. Of note is the continued increase in usage by class standing. We have facilitated promising growth in the usage of academic support services for first-year, second-year, and transfer students, balancing out the usage to more accurately align with class enrollment numbers. This indicates that the LRC is expending its energies wisely, targeting new and vulnerable students with opportunities for academic support and creating a culture of help-seeking behavior that has been proven to increase student success.

Table 1: Walk-In Tutoring Comparison by Semester

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020
Tutor Hours	2,365	3,717	3,143	3,165	2546	2762	3234	5099	5107
Visit Hours	5,141	6,672	7,746	6,799	5649	6871	7291	3773	5704
Number of Visits	2,333	3,280	3,241	2,821	2319	3286	3705	2116	4180
Number of Distinct Students	657	792	773	710	742	886	1072	595	603

Graph 1: LRC Semester Comparison Data through Fall 2020

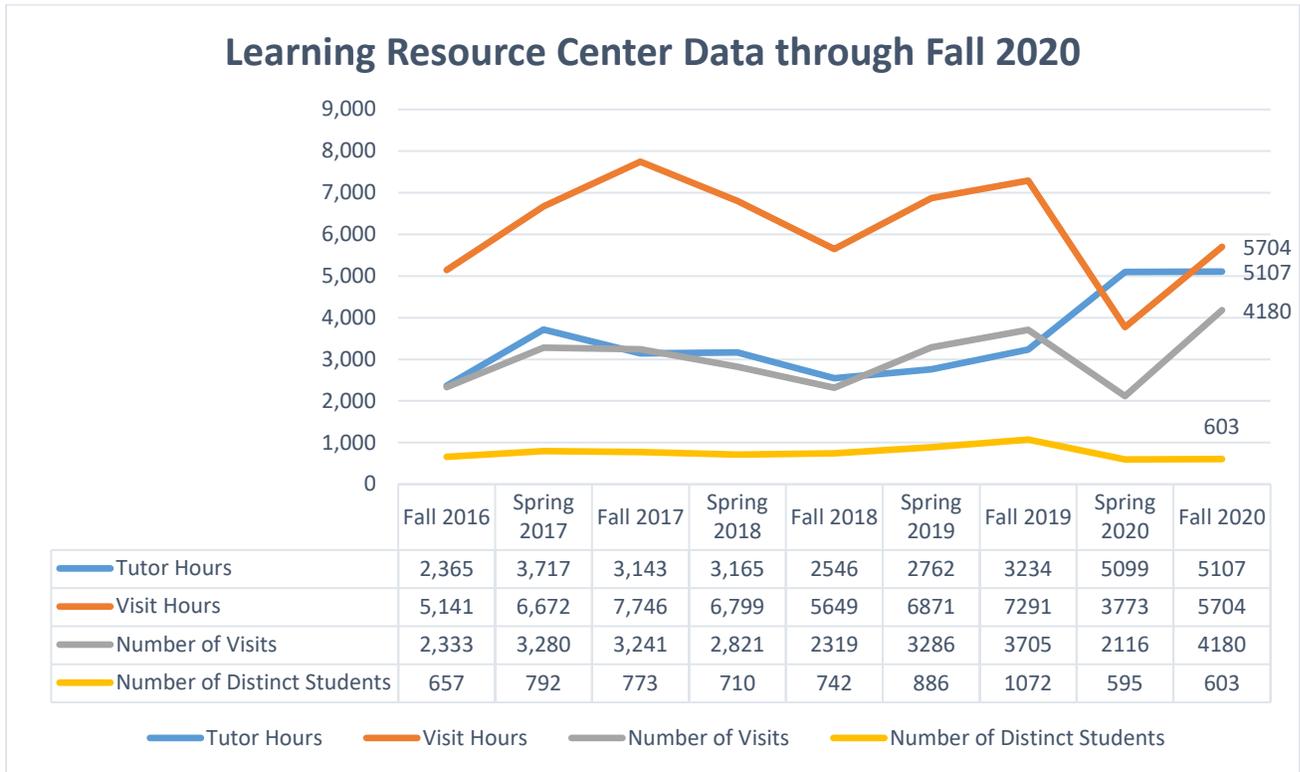


Chart 1: LRC Usage by Class Fall 2018 to Fall 2020 – Unique Visitors

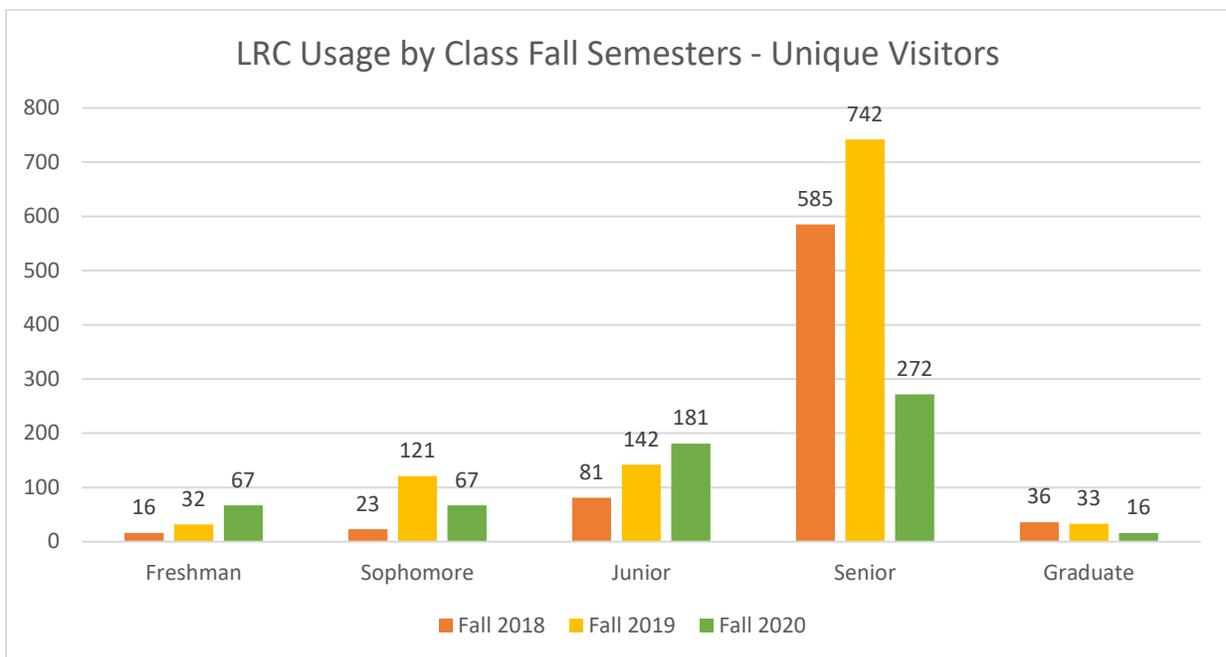
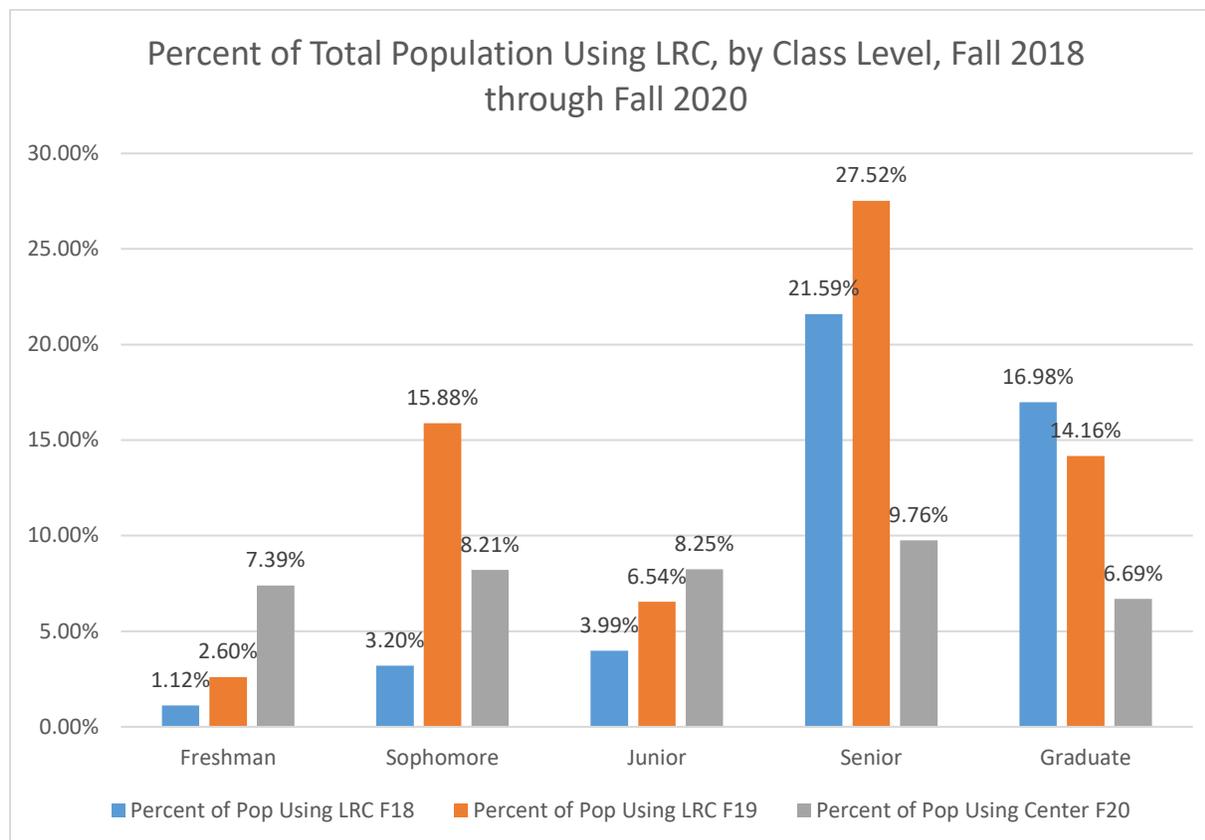


Chart 2: Percent of Total Population Using LRC, by Class Level, Fall 2018 through Fall 2020



Student Feedback

In addition to the quantitative data collection efforts gathered through TutorTrac, 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 2020, 283 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, with the lack of physical resources or access, students collectively reported that they came to the center for help with homework (66%), to study with academic support (14.5%), to prepare for an exam or quiz (10.3%), or to meet with their Embedded Peer Educator (6.5%). Over 90% of students said they planned on returning for another visit within the next week, and another 9.6% said they planned to return with the next month. In addition, 97% of respondents said they would 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. Maintaining the level of funding we currently receive and expanding it to support much needed extended STEM services, will allow the LRC to continue to deliver these high impact services to help the campus meet our goals. With the projected plan for hybrid learning and a slow return to in-person classrooms planned for the upcoming academic year, the LRC should be preparing for an increase in services. In so doing, the LRC will continue to provide direct support for GI 2025 and will be in alignment with our Strategic Initiatives by increasing student success across campus.

Priority 4 – Supplies

The LRC is requesting **\$1,744** for supplies, to include tablets, styluses, and headsets for virtual tutoring for each tutor. Should we return to our physical center, the supply budget also supports the purchase of printer ink, paper, and supplies for the tutors for in-person tutoring, such as small white boards, whiteboard markers, erasers, pens, and pencils.

Rationale for Priority 4

When we went to a virtual tutoring platform, the LRC purchased individual tablets for each tutor to enable them to better utilize a shared whiteboard over Zoom and to promote collaborative and interactive learning. These tablets cost approximately \$35 each and come with their own stylus. Additionally, each tutor who requests one is outfitted with a headset, to assist their audio quality while tutoring over Zoom.

When we are operating out of the physical center, 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, our last semester that was fully in-person, 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. When the LRC created a unified virtual tutoring center, integrated with the STEM Center, we were able to expand our service hours and days. This year, the LRC hours are Monday through Thursday 10am – 9pm, Friday and Saturday 10am – 3pm, and Sunday 5pm – 8pm. In traditional semesters, the LRC offers extended hours during week 15 and 16, to support students in their preparation for final exams and projects. Tutors attend an extensive pre-semester training institute two weeks prior to the start of each semester and engage in 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	\$140,250	Priority One: Tutors' Salary for Center-Based Tutoring Hours	Budget supports approx 275 hours of walk-in tutoring per week, for 15.5 weeks each semester; industry standard training; accommodates recent salary increases.
	601303 Instructional Student Assistants	\$48,450	Priority Two: Tutors' Salary for Embedded Classroom Tutoring Hours	Budget supports approximately 95 hours per week of in-class tutoring support specifically for first-year, high enrollment, gateway, and historically challenging courses each semester; industry standard training; accommodates recent salary increases.
	601303 Instructional Student Assistants	\$75,000	Priority Three: Tutors' Salaries for Expanded STEM Academic Support Services	Budget supports an additional 147 hours of STEM-specific tutoring, to be dispersed as needed (center-based and classroom-based tutoring), in addition to what the LRC already provides, accommodated for the loss of Project PROMESAS funding; industry standard training; accommodates recent salary increases.
	660003 Supplies and Services	\$1,744	Priority Four: Supplies for remote tutoring materials, proctoring, center-based tutoring,	Tablets, styluses, headsets, 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):	\$265,444		
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 **\$140,250** to fund our base operations of walk-in/drop-in peer tutoring. This funding would support approximately 275 hours of walk-in tutoring per week, for 15.5 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 2020-2021, and to be responsive to support campus initiatives for AY 2021-2022.

Priority Two:

The budget to support salary costs for the Embedded Peer Education program, providing in-class tutoring support and class-specific drop-in hours for historically challenging, first-year, and/or gateway courses, is also a high priority for the LRC. The LRC is requesting **\$48,450** to fund our embedded peer education program. This budget would support approximately 95 hours per week of embedded peer education in the classroom, allowing the LRC to continue supporting vulnerable courses at the level established in 2020-2021. Currently, the LRC funds 95 hours per week of embedded peer classroom support across 37 sections.

Priority Three:

With the culmination of Project PROMESAS, CSUCI is losing grant funding that currently supports essential STEM Academic Support Services through the STEM Center and the PLTL Leader Program (another embedded peer support service). While Project PROMESAS currently provides approximately \$175,000 in funding for STEM peer education services, the LRC hopes to maximize efficiencies by staffing only one unified center rather than two separate centers with duplicate services. However, there is a need to expand the LRC's current staffing and funding to accommodate the higher demand we will see for STEM services. As such, we are requesting **\$75,000** to fund tutors' salaries for expanded STEM peer education under the LRC. This funding level will allow us to increase the number of tutoring hours (both in-center and in the classroom) for STEM disciplines by 147 hours per week.

Priority Four:

The **\$1,744** that the LRC is requesting for supplies will be used to support remote/virtual tutoring until we can return to campus. Once we return, the supply budget will help to fund the proctoring services and maintain the tutoring supplies in the center. This will supplement the amount of \$1850 in supplies expected from the General Fund for the Library and Learning Resources Division. 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 past 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 critical 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, equitable, 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.*

The LRC employs several assessment metrics to evaluate the usage and effectiveness of our programming. Usage reports for the center are generated by TutorTrac, our licensed learning center management web application. Students are logged in and out of TutorTrac for each visit. The program pulls student-specific data from PeopleSoft that updates each term. Visitors are asked to specify the reason (walk-in tutoring, embedded peer educator drop-in hours, nursing group tutoring, study room usage, supply check-out, etc.) and relevant course section motivating their visit. TutorTrac reports enable us to track and analyze usage of the LRC, identify patterns and trends, and 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, program innovation and modification, 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 Interim President Yao to include LRC data in the CSUCI Data Warehouse. The LRC provides monthly and/or semesterly data to the system, which allows campus stakeholders and the LRC director to correlate academic support services usage with other indicators of success, and to disaggregate such analysis by important variables relevant to academic equity and student support. These research efforts will continue to be conducted longitudinally to evaluate ways in which use of academic support services contribute to campus initiatives such as GI 2025 and EO 1110.

The LRC also uses Qualtrics to support LRC Surveys, through which the Center gathers and analyzes student feedback. Qualtrics surveys are sent to various stakeholders, users, and partners with the LRC, such as all faculty members working with an embedded peer educator. In Fall of 2020, the faculty responses on the benefit and effectiveness of working with an EPE in their virtual classroom were overwhelmingly positive. They also helped the LRC director to tailor, expand, and modify the program as we continued with virtual learning for Spring 2021.

Survey participation is available to every student when they log out of TutorTrac at the end of their visit to the LRC. To obtain 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 when the Center is in-person.

For the fall semester of 2020, the unified LRC and STEM Center received 283 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=283; data from Fall 2020; 1 = Strongly Disagree and 5 = Strongly Agree)

PLEASE INDICATE HOW STRONGLY YOU AGREE OR DISAGREE WITH EACH STATEMENT:	MEAN
The Peer Educator exhibited knowledge of the material.	4.77
The Peer Educator explained the material in a clear and understandable way.	4.74
I found the Zoom Tutoring Center to have a welcoming environment.	4.83

I found the virtual tutoring structure to be beneficial for my needs.	4.84
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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	66.03%
	Study	14.50%
	Have an exam/quiz	10.31%
	Extra credit; for a grade	1.60%

Finally, responses to the question “how likely are you to recommend the Zoom Tutoring Center to a friend” were positive, with 88% of students indicating a high likelihood of a recommendation on a scale of 1-10.

How likely are you to recommend the Zoom Tutoring Center to a friend/peer?	88%
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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 2020 include:

- Just wanted to point out that Jack from SPSS help was a amazing tutor! He was very patient and knowledgeable on the subject. I learned a lot from him and he is a perfect example of why people should come to LRC, I was very grateful!
- Without the tutor I would not have been able to pass the class, thank you.
- I failed last semester to utilize any of the tutoring and embedded tutor in my courses. This time around I have been going to see tutor on my days off and it has been very helpful. It has helped me get back on track.
- Amrit is really good at explaining complicated nursing concepts to us, and I have attended her sessions every week!
- Really loved how much advice was given and so warming.
- The tutoring centers are very helpful to my education.
- Star was a more than excellent tutor! She was very thorough, patient, and clear in her tutoring. She was able to answer all the questions I asked her and made doing my homework much less stressful :)

- I enjoy the convenience of obtaining help from home using zoom. I was hesitant initially but have since grown accustomed to using zoom for everything, including office hours and tutoring. I will use this service as long as it is available.
- I appreciate when peer educators are available to help on Sundays, this is very helpful when I have a busy week!
- The way the Zoom Tutoring Centers are set up and run is very efficient!
- Isabel Zecua is a great tutor! She took the time to really explain and answer each of my questions. She was very welcoming and was able to make accommodations due to my busy schedule.
- Lupe was fantastic! Helped me so much! Feel a lot more confident with the material after seeing him.
- I really appreciate Gabrielle O. because I have a learning disability (ADHD), so I need to have things explained at a slow pace and need everything broken down for me, and she did exactly that for me!
- Idalis was extremely helpful in walking me through each question. I felt helpless before and now I feel like I can do any of the problem on my review.
- I would not have received an A on my midterm, and my Labs without Gabrielle Oroc's assistance as an embedded tutor.
- Great Services; especially during this horrific alteration in the school's way of educating online. Did not think the tutoring center would be as beneficial, but I was incorrect when I came myself for this semester. Thank you.
- Gabi was very helpful with my Calculus 2. She explained things very clearly. I also absolutely LOVE the Zoom tutoring. If you can keep this after COVID-19 ends, that would be EXTREMELY awesome. I've never used tutoring before Zoom tutoring.

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’s physical center explaining that student fees support the LRC. 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 can 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 (the last traditional semester for which we collected data), 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 support 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 limited support annually through one-time funding sources, most often derived from campus grant projects.

Due to the pandemic, such one-time funding was scarce for this academic year (2020-2021). Thus, the generous MSFT award for this year was our primary source of support. Additional support for the LRC tutoring services included a partnership with the HSI SMART Grant team, through which the LRC served to provide primary oversight, planning, and training for the Learning Assistant program. This program embeds Learning Assistants (another form of an embedded peer educator) into gateway STEM courses. These LAs received stipends through the grant that support ten hours of work per week. LAs work in the tutoring center four hours a week as part of their stipend contract. While this is not a direct budget transfer, this partnership does extend the STEM peer education services that the LRC can provide, for both in-class tutoring hours and center-based tutoring hours. For fall 2020, the LRC employed four Learning Assistants.

Another source of budget offset is received through Federal Work Study. Once hired by the LRC, students may pursue FWS if they are eligible. The LRC does not know if students are eligible for FWS at the time of hiring and each year is unpredictable in terms of the total amount that will be offset through FWS awards to our employees. For 2020-2021, a total of \$5,200 was awarded to LRC employees. These figures, while helpful, cannot be considered permanent funding sources as they vary each year and are unreliable.

Below is the AY 2020-2021 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	2020-2021 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	\$172,896.00
	GD925* Subtotal (from MSFT Fund):	\$172,896.00

* Funding source GD901 is state-side funding; GD925 is the fund from Materials, Services, Facilities, and Technology student fee.

** 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 peer academic support services funded by MSFT fees. The original MSFT award was \$172,896. This award amount was reduced by \$25,000 to prepare for anticipated fiscal needs due to COVID-19, resulting in an award amount of \$147,896. Due to projected expenses exceeding this amount, and an emerging need to fund peer academic support services for Summer 2021, funding was reinstated and approved for carry over for summer programming.

Prior to the pandemic, the university had approved plans to fully integrate the STEM Center with the Learning Resource Center when the PROMESAS grant ended in spring of 2021. This integration was proposed to fund physical modifications of the library to expand the Center space, an annual budget for a full-time Administrative Support Coordinator position, and annual budgeting for instructional student assistant salaries. However, this funding initiative was terminated in response to the fiscal shortfalls anticipated in the wake of COVID-19. Thus, the LRC is including a proposal to fund expanded STEM peer education services in the interim, until campus resources are better positioned to institutionalize these services.

As evidenced by this report, the MSFT fees support nearly 100% of funding for peer academic support services in the Learning Resource Center. 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 2021-2022. The LRC will not be able to provide academic

support and resources for CI students if we do not receive additional funds for instructional student assistant salaries. In such a circumstance, the LRC would be effectively non-operational.