



## SCAA Mission

The mission of the SCAA is to provide students with individual and collaborative learning opportunities within an inclusive environment fostering independent growth. The SCAA strives to cultivate adaptability, self-direction, and self-confidence through peer-to-peer support programs. SCAA services help students set achievable goals, develop academic skills, and improve subject comprehension.


## SCAA Core Functions

1. Subject-specific academic support
2. Writing skills development
3. Quality Professional development and growth opportunities
4. Collaborative cross-campus engagement efforts

## SCAA Goals (with correlating initiatives):

1. Goal 1: To improve subject comprehension and performance and support student learning through academic skills development efforts  
Subject Tutoring  
W . Supplemental Instruction (SI)
2. Goal 2: To improve communication skills and support students' development of academic

I



---

The SCAA served the CSUEB community as a comprehensive one-stop shop for academic support that provided 70+ peer leadership (employment) opportunities to East Bay students.

1. Promoting collaboration and critical thinking through main programs): (two main programs):
  - a. Supplemental Instruction (SI)
  - b. Subject Tutoring
  
2. Supporting written communication outcomes through programs): (three main programs):
  - a. Writing Tutoring
  - b. Writing Associates
  - c. Online Writing Lab (OWL)
  
3. Promoting collaboration, leadership, and teamwork through providing training) (student employment opportunities and intensive training)
  - a. SCAA Peer Leadership (“SCAA Learning Community”)

Students employed (across 4 peer leadership positions)  
2022-2023 AY: 79 students (71 finished the term)

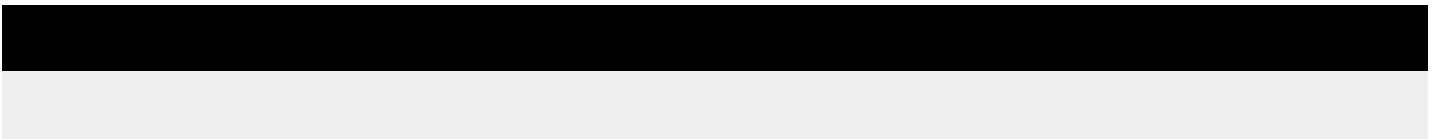
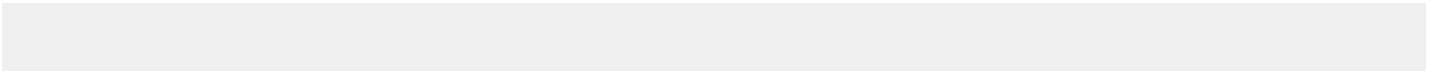
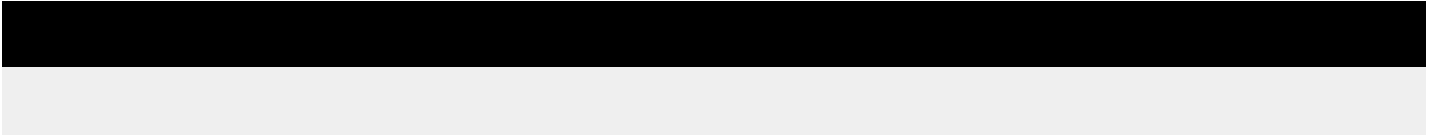
Students served: 4,712 total visits (across all programs)  
Supplemental Instruction: 2,517  
Subject Tutoring: 590  
Writing Tutor Programs: 1,605

Students served: 1,114 unique students (across all programs)  
Supplemental Instruction: 422  
Subject Tutoring: 230  
Writing Tutor Programs: 665

[Appendix A: Supplemental Instruction Summary](#)  
[Appendix B: Subject Tutoring Summary](#)  
[Appendix C: Writing Tutor Programs Summary](#)  
[Appendix D: SCAA Peer Leader Group Summary](#)

---

SCAA Subject Tutoring provides weekly appointments in both



“[My SCAA Subj

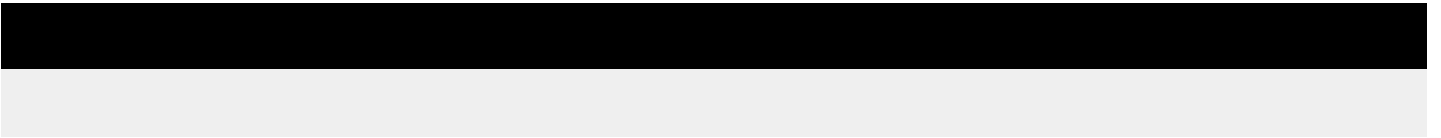
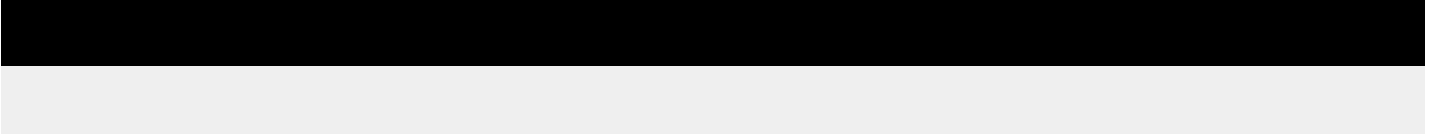
SCAA Supplemental Instruction (SI) provides regularly-scheduled group study sessions to support student learning in high-DFW/-impact courses. SI Leaders are embedded in every section of their assigned supported courses and facilitate structured study sessions (in-person and/or online).

|   |                 |                  |
|---|-----------------|------------------|
| # of visits to SI Sessions                            | 1,275 visits    | 1,242 visits     |
| # of contact hours (SI Sessions are typically 75 min) | 1,594 hours     | 1,553 hours      |
| Average # of visits / student                         | 6               | 6                |
| # of unique student participants                      | 215             | 205              |
| % of repeat student participants                      | 73% (158/215)   | 146              |
| # of sessions offered                                 | 184             | 261              |
| # of courses/sections on the supported-course list    | 8 (15 sections) | 12 (24 sections) |
| # of SCAA SI Leaders                                  | 1               |                  |





---



“I am glad the campus provides this kind of resources to students. It is super helpful. [My SCAA Writing Tutor] is very patient, friendly, and gives his best efforts with supporting students on writing. He raises my confidence that I can succeed.” –Fall 2022 Participant

“[My SCAA Writing Tutor] was knowledgeable, kind and he made sure I answered the prompt correctly. He was very helpful!” –Fall 2022 Participant

“Great resource and efficient access to it.” –Fall 2022 Participant

The Online Writing Lab (OWL) provides asynchronous peer writing assistance focusing on global, whole-text writing concerns (i.e. ideas, content, genre, thesis, development, clarity, etc.). Students can submit papers via email to receive feedback from SCAA writing tutors within 72 hours.

| # of visits (submissions)               | 224          | 312          |
|---|--------------|--------------|
| Average # of submissions / week         | 14.9         | 20.3         |
| # of <u>unique</u> student participants | 155          | 178          |
| % of <u>repeat</u> student participants | 27% (42/155) | 38% (67/178) |
| Student _____                           |              |              |

78% of survey respondents (21/27) indicated that OWL

56% of survey respondents (15/27) indicated that OWL helped them earn a (41% indicated neutral/“no impact”)

78% of survey respondents (21/27) indicated that OWL

93% of survey respondents (25/27)

---

The Writing Associates (WA) program provides an embedded tutor structure whereby the writing tutor becomes part of a classroom community and offers contextualized support for students at all stages of the writing process. WAs meet students where they are in their written communication skill development, directly in the classroom. WAs also provide support outside of the classroom in the form of office hours, tutoring appointments, and paper reviews (in-person and/or online).

|  |     |     |
|--|-----|-----|
| # of students enrolled in WA-supported courses   | 197 | 119 |
| # of courses (total) supported with a WA pairing | 4   | 5   |
| # of Writing Intensive (UWR) courses supported   | 0   | 3   |
| # of faculty partners                            | 4   | 5   |

embedded WA than DFW rates for sections without an



(17% indicated N/A)

60% of survey respondents indicated that the WA was very helpful with  
(22% indicated N/A)

63% of survey respondents indicated that the WA was very helpful with  
(25% indicated N/A)

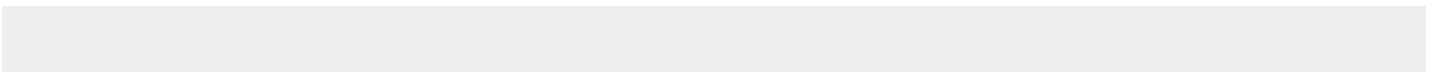
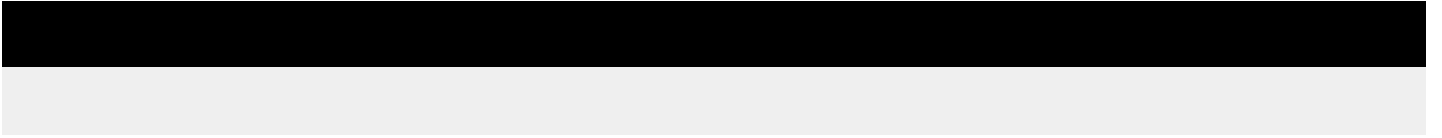
68% of survey respondents indicated that the WA was very helpful with  
(22% indicated N/A)

68% of survey respondents indicated that the WA was very helpful for  
indicated N/A) (18%

“[My SCAA WA] gave clear ideas building upon the writer’s thesis and suggestions to make our writing stronger.” –Student enrolled in a section with an embedded WA

“It was great to have someone to share ideas with when my other peers are working on their own things. The help was very much needed and I appreciated it a lot, thank you.” –Student enrolled in a section with an embedded WA

My SCAA WA] helped me with my major essay to really dive into writing Student help



**SLO 1:** Students will gain leadership skills through participation in training sessions and through facilitating appointments/sessions

(356/363) of responses indicated a gain and/or improvement in  
through their position

- (Q8\_1) Meeting job expectations described in my position description
  - Fall 2022: 100% (52/52) of respondents
  - Spring 2023: 99% (68/69) of respondents
- (Q8\_2) Being accountable to myself and my supervisor
  - Fall 2022: 98% (51/52) of respondents
  - Spring 2023: 96% (66/69) of respondents
- (Q8\_3) Being reliable/dependable for students (Tutors and SI Leaders)
  - Fall 2022: 98% (41/42) of respondents
  - Spring 2023: 98% (56/57) of respondents
- (Q8\_4) Being reliable/dependable for students, staff, and/or faculty (Receptionists only)
  - Fall 2022: 100% (10/10) of respondents
  - Spring 2023: 100% (12/12) of respondents

(474/493) of responses indicated a gain and/or improvement in  
through their position

- (Q9\_1) Managing group dynamics/facilitation
  - Fall 2022: 100% (8/8) of respondents (SI Leaders only)
  - Spring 2023: 91% (21/23) of respondents (SI Leaders + SCAA Lead Employees only)
- (Q9\_2) Catering to individual student/participant needs (Tutors and SI Leaders)
  - Fall 2022: 98% (41/42) of respondents
  - Spring 2023: 98% (56/57) of respondents
- (Q9\_3) Being confident promoting the SCAA
  - Fall 2022: 90% (47/52) of respondents
  - Spring 2023: 93% (64/69) of respondents
- (Q9\_4) Giving and receiving feedback/reflecting on growth areas
  - Fall 2022: 100% (52/52) of respondents
  - Spring 2023: 97% (67/69) of respondents
- (Q9\_5) Being culturally responsive/aware
  - Fall 2022: 96% (50/52) of respondents
  - Spring 2023: 99% (68/69) of respondents

(358/366) of responses indicated a gain and/or improvement in  
through their position

- (Q10\_1) Motivating/encouraging students
  - Fall 2022: 98% (51/52) of respondents
  - Spring 2023: 96% (66/69) of respondents
- (Q10\_2) Providing an individualized customer service experience (Receptionists only)
  - Fall 2022: 100% (10/10) of respondents

- Spring 2023: 100% (12/12) of respondents
- (Q10\_3) Fostering a collaborative learning environment
  - Fall 2022: 100% (8/8) of respondents (SI Leaders only)
  - Spring 2023: 88% (14/16) of respondents (SI Leaders + SCAA Lead Employees only)
- (Q10\_4) Contributing to a collaborative learning environment (Tutors only)
  - Fall 2022: 100% (34/34) of respondents
  - Spring 2023: 98% (43/44) of respondents
- (Q10\_5) Supporting the development of confidence
  - Fall 2022: 100% (52/52) of respondents
  - Spring 2023: 99% (68/69) of respondents

(353/363) of responses indicated a gain and/or improvement in through their position

- (Q11\_1) Engaging in strategic/critical thinking
  - Fall 2022: 96% (50/52) of respondents
  - Spring 2023: 99% (68/69) of respondents
- (Q11\_2) Fostering creativity in myself and others
  - Fall 2022: 96% (50/52) of respondents
  - Spring 2023: 99% (68/69) of respondents
- (Q11\_3-4-5) Being adaptable/flexible during my appointments/sessions/shifts
  - Fall 2022: 98% (51/52) of respondents
  - Spring 2023: 96% (66/69) of respondents


(319/341) of responses indicated a gain and/or improvement in through their position

- (Q12\_1) Providing students, staff, or faculty with program-specific resources
  - Fall 2022: 90% (47/52) of respondents
  - Spring 2023: 93% (64/69) of respondents
- (Q12\_2) Connecting students to additional campus resources
  - Fall 2022: 90% (47/52) of respondents
  - Spring 2023: 93% (64/69) of respondents
- (Q12\_3) Integrating study skills and/or learning strategies to increase students' effectiveness (Tutors and SI Leaders)
  - Fall 2022: 98% (41/42) of respondents
  - Spring 2023: 98% (56/57) of respondents

SLO 2: Students will increase confidence in applying skills during appointments/sessions/shifts through participation in training sessions

of Peer Leaders (96/121 responses) indicated that SCAA training sessions increased their

“...I significantly improved in asking guiding questions to promote idea generation. It is challenging for me to simplify my thinking, but at the SCAA I have been put into situations where I need to break down complicated ideas into simple terms so that tutees



–SCAA Writing Tutor, Fall 2022

“...I have learned how to improve my leadership skills, become more confident, [and make] amazing friendships and connections with the staff and peers! This job really helped me grow out of my comfort zone and learn how to better work with other students and use more of the school's resources!” –SCAA Receptionist, Fall 2022

“My experience has made me truly reflect on how I approach learning. I have found myself needing to re-evaluate how I can articulate the knowledge I have.” –SCAA Supplemental Instruction (SI) Leader, Fall 2022

“[My experience as a SCAA Peer Leader] has allowed me to be more present on campus, thus improving my attitude and raising my level of professionalism.” –SCAA Writing Tutor, Fall 2022

“[My experience as a SCAA Peer Leader] really helped me meet and connect with students outside of my major and I felt more like a part of the CSUEB community.” –SCAA Receptionist, Fall 2022

“The primary things I feel that I have gained from [my experience as a SCAA Peer Leader] have been an increased confidence in my own understanding of chemistry and a stronger connection to the university chemistry faculty...” –SCAA Subject Tutor, Fall 2022

“I love it, I feel a part of something great. What I've learned is ...we do not have to struggle alone and in silence. There are many resources to help us become successful at CSUEB and SCAA is one of those resources.” –SCAA Supplemental Instruction (SI) Leader, Fall 2022

“I enjoy being a part of a diverse, inclusive and collaborative working environment. Working at SCAA improved my network of connections I have on-campus and helped in having meaningful conversations with people I never thought I could talk to.” –SCAA Receptionist, Fall 2022

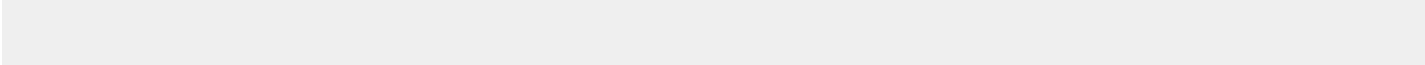
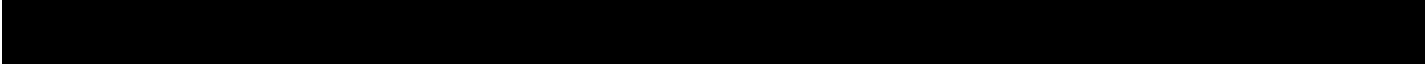
“[My experience as a SCAA Peer Leader] has improved my communication skills. Before working at the SCAA, I never took the initiative of being a leader, but now I like to take that role whenever I have group projects because I feel more confident.” –SCAA Receptionist, Fall 2022

“[My experience as a SCAA Peer Leader] made me a better student in the sense that I saw myself as a role model to other students and that pushed me to work on myself.” –SCAA Supplemental Instruction (SI) Leader, Fall 2022

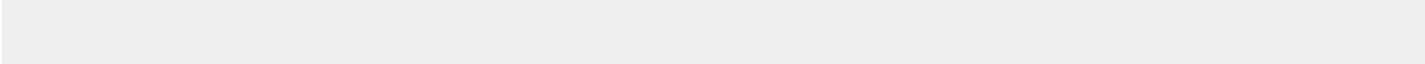


---

The SCAA aims to enhance the network of support available for students through the development of relationships with campus partners. With this objective in mind, the SCAA strives to provide targeted, consistent, and intentional campus-wide marketing, outreach, and communications.



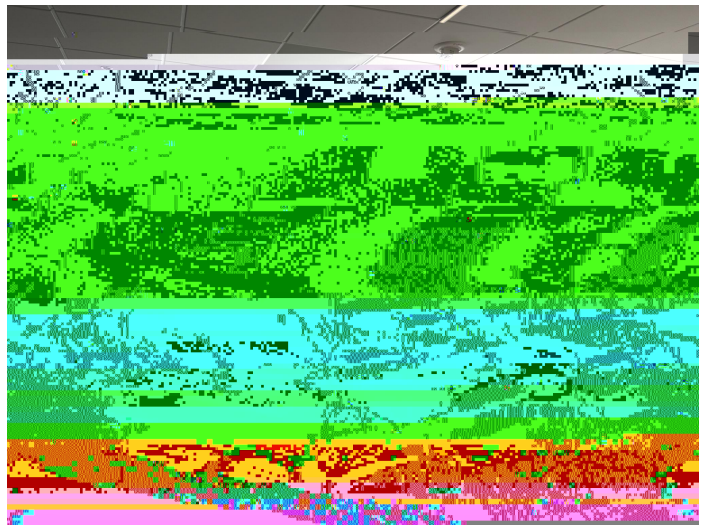
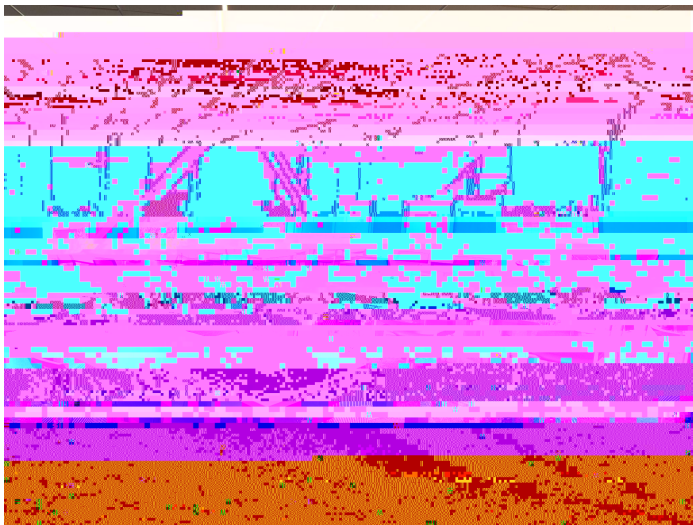
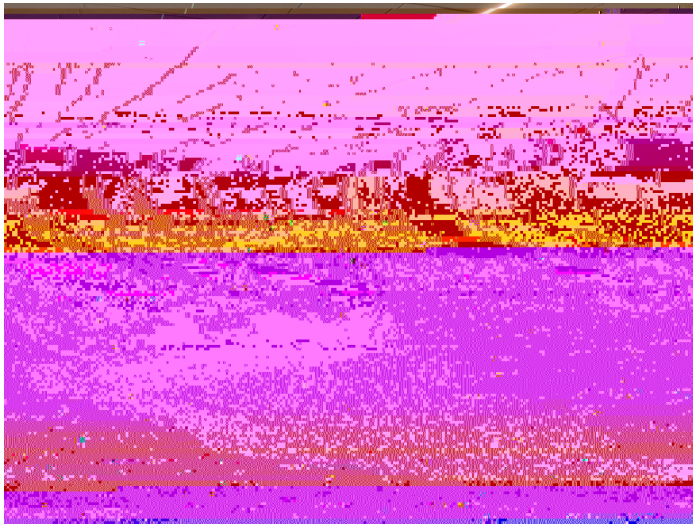
|  |     |     |
|--|-----|-----|
| # of Bay Advisor referrals/alerts from CSUEB faculty, staff, and advisors          | 143 | 144 |
| # of Ambassador Appearance/Resource Overviews (10-15 minutes)                      |     | 7   |
| # of Library/SCAA Overview + Resource Workshops (30-45 minutes)                    |     | 6   |
| # of SCAA Study Skills Workshops (some in partnership with Peer Academic Coaching) |     | 7   |
| # of SCAA Writing Skills Workshops   |     | 3   |



The SCAA is



## SCAA Spaces in the CORE Building (CB)





---

[Redacted]

[Redacted]

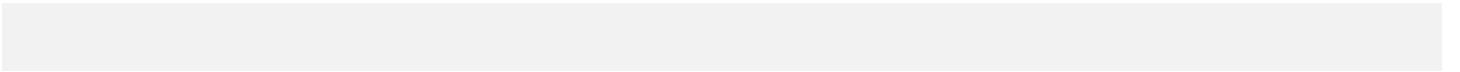
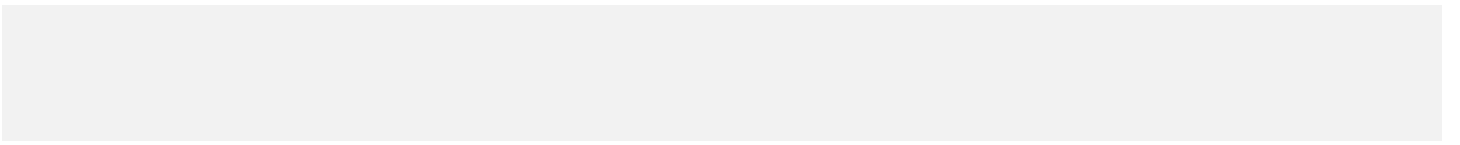
|               |     |     |     |
|---------------|-----|-----|-----|
|               |     |     |     |
| Asian         | 94  | 27% | 22% |
| Black         | 24  | 7%  | 9%  |
| Hawaiian/PI   | 6   | 2%  | 1%  |
| International | 4   | 1%  | 7%  |
| Latinx        | 160 | 46% | 36% |
| Multirace     | 8   | 2%  | 5%  |
| Unknown       | 11  | 3%  | 4%  |
| White         | 41  | 12% | 16% |
| Total         | 348 |     |     |

|       |     |     |     |
|-------|-----|-----|-----|
|       |     |     |     |
| N     | 164 | 47% | 55% |
| Y     | 184 | 53% | 45% |
| Total | 348 |     |     |

---

|          |   |    |     |     |     |
|----------|---|----|-----|-----|-----|
| STAT 100 | Y | 8  | 38% | 17% | 2%  |
| CHEM 111 | N | 13 | 39% | 27% | 12% |
| CHEM 112 | N | 6  | 0%  | 9%  | 9%  |
| CHEM 331 | N | 7  | 43% | 27% | 7%  |
| CHEM 332 | N | 6  | 50% | 16% | 12% |
| CS 301   | N | 6  | 33% | 8%  | 4%  |

---







---

|       |    |        |
|-------|----|--------|
| CBE   | 15 | 18.99% |
| CEAS  | 5  | 6.33%  |
| CLASS | 18 |        |

| SCAA Peer Leader    | CSUEB College Enrollment | Majors                     | Minors         | Class Standing   | SCAA Position    |
|---------------------|--------------------------|----------------------------|----------------|------------------|------------------|
| SCAA Peer Leader 1  | CBE                      | Business Analytics         |                | Graduate student | Math/Stats Tutor |
| SCAA Peer Leader 2  | CSCI                     | Computer Science           |                | Graduate student | Math/Stats Tutor |
| SCAA Peer Leader 3  | CSCI                     | Computer Science           |                | Graduate student | Math/Stats Tutor |
| SCAA Peer Leader 4  | CSCI                     | Statistics                 |                | Junior           | Math/Stats Tutor |
| SCAA Peer Leader 5  | CBE                      | Business Analytics         |                | Graduate student | Math/Stats Tutor |
| SCAA Peer Leader 6  | CSCI                     | Computer Science           |                | Graduate student | Math/Stats Tutor |
| SCAA Peer Leader 7  | CSCI                     | Computer Science           |                | Graduate student | Math/Stats Tutor |
| SCAA Peer Leader 8  | CSCI                     | Computer Science           |                | Sophomore        | Math/Stats Tutor |
| SCAA Peer Leader 9  | CSCI                     | Computer Science           |                | Freshman         | Math/Stats Tutor |
| SCAA Peer Leader 10 | CSCI                     | Computer Science           |                | Graduate student | Math/Stats Tutor |
| SCAA Peer Leader 11 | CSCI                     | Computer Science           |                | Graduate student | Math/Stats Tutor |
| SCAA Peer Leader 12 | CSCI                     | Computer Science           |                | Graduate student | Math/Stats Tutor |
| SCAA Peer Leader 13 | CSCI                     | Biological Sciences        |                | Freshman         | Science Tutor    |
| SCAA Peer Leader 14 | CSCI                     | Biological Sciences        |                | Freshman         | Science Tutor    |
| SCAA Peer Leader 15 | CSCI                     | Biology (Forensic Science) | Communications | Sen]             |                  |



|                     |       |                              |              |                  |                                 |
|---------------------|-------|------------------------------|--------------|------------------|---------------------------------|
| SCAA Peer Leader 44 | CLASS | Philosophy                   |              | Junior           | Supplemental Instruction Leader |
| SCAA Peer Leader 45 | CSCI  | Psychology                   | Liberal Arts | Senior           | Supplemental Instruction Leader |
| SCAA Peer Leader 46 | CLASS | Speech Pathology             |              | Graduate student | Supplemental Instruction Leader |
| SCAA Peer Leader 47 | CLASS | Speech Pathology & Audiology |              | Senior           | Supplemental Instruction Leader |
| SCAA Peer Leader 48 | CLASS | Art History                  |              | Senior           | Writing Tutor                   |
| SCAA Peer Leader 49 | CBE   | Business Ay                  |              |                  |                                 |

