

# **ANNUAL REPORT OF GOALS AND MEASURES 2010-2011**

## **Educational Opportunity Program**

Student Support Services  
Student Learning Center



A Division of Student Affairs  
California State University, Chico

The Educational Opportunity Program, Student Support Services, and the Student Learning Center, first and foremost, support the mission of California State University, Chico.

## **EDUCATIONAL OPPORTUNITY PROGRAM**

### **I. Mission Statement**

The mission of the Educational Opportunity Program (EOP) is to provide access and support services to first generation college students who are economically, educationally, and/or environmentally disadvantaged, but display the potential to succeed in post-secondary education and to assist the university in the matriculation, retention, and graduation of EOP students.

### **II. Departmental Accomplishments**

- Maintained and enhanced the year-long EOP Course Link components.
- Expanded the English component of Summer Bridge.
- Began to develop a partnership with Craig Hall as a residential housing alternative for EOP students.
- Hired a temporary EOP advisor to cover the responsibilities of the vacant EOP/FYE Coordinator position.
- Met the demands of an early Admissions deadline.
- Made improvements on the “Advisor” database system.

#### Highlights:

- **Maintained and enhanced the year-long EOP Course Link components** – Because EOP staff members were no longer eligible to teach UNIV 102, our unit collaborated with the university FYE program. Six sections of UNIV 101 were set aside as EOP sections and utilized as part of the EOP Freshman Course Link in the fall. In addition, EOP provided a series of four workshops in the fall to help EOP first time freshmen with their transition to college life. By collaborating with FYE and UNIV 101 instructors, an agreement was reached where workshop attendance would count as 10% of the UNIV 101 grade. In addition, with ENGL 130 moved to the spring semester, UNIV 101 and ENGL 130 faculty worked together to develop a “stretch model” for English. The pass rate in ENGL 130 for students participating in the EOP Course Link was 95.2% (139 out of 146 passed.)
- **Began a partnership with Craig Hall Living Complex** – Students choosing to live on campus were taking out loans just to meet the expense of living in the on-campus residence halls. With Craig Hall as an option, students were able to gain a residential living experience for \$1,500 to \$2,000 less than the price of living on campus. This year, we anticipate

having more EOP students living at Craig Hall than ever before. Craig Hall has hired an EOP student as a Craig Hall Resident Advisor. This RA will be housed with mostly EOP students and will work with our office on programming activities at Craig Hall.

- **Made improvements on the “Advisor” database system** – This past year we added an automated GE sheet, eliminating the amount of time that advisors have to spend filling out the GE sheet instead of advising students. The progress reports were redesigned so that they were easier to fill out. The report feature has been updated so more reports can be requested and viewed.

### III. Changes in Policies and Procedures

- **Summer Bridge** – We have expanded the English component of Summer Bridge back to the 2008 level so that students have 15 hours of classroom contact with English faculty. This model is serving as a pilot for the university’s English component for the Early Start program that will begin in 2012.

### IV. Resources Summary

#### Budget Summary:

|  |                 |
|--|-----------------|
| • EOP budget allocation for 2010-2011<br>(includes 1/3 rollover of \$36,412 from 2009-2010;<br>reflects \$25,000 in federal stimulus dollars<br>for SLC) | \$751,164       |
| • Work Study (includes SLC)  | 54,320          |
| • Total allocation   | <b>805,484</b>  |
| • Projected Annual Expense – EOP   | (676,826)       |
| • Unused Work Study  | (0)             |
| • Projected Annual Expense – Summer Bridge   | (49,927)        |
| • Projected Rollover Balance*  | <b>\$78,731</b> |

**\*Note:** Time base changes for personnel resulted in large salary savings.

#### Staffing:

- Paraprofessional Advisors – EOP programs, even more so than college in general, tend to be female dominant. It is often difficult to find an equal number of male paraprofessionals to match the number of female paraprofessionals. For 2010-2011, we had 4 females and 2 males.
- Craig Hall has hired an EOP student to serve as a Craig Hall Resident Advisor. This student will be on the EOP payroll for a few hours per week, attending Parapro meetings and meeting with EOP staff on a regular basis to discuss programming for EOP students living in Craig Hall.

- Cecilia Santillan-Robles requested a year-long maternity leave. All of her job responsibilities, other than FYE, were temporarily taken over by other EOP advisors. We were able to hire Lisa DiCarlo for one year to coordinate the EOP FYE program.

Facilities/Equipment:

N/A

## **V. Program Evaluation for Past Year**

### **Primary Goals**

1. EOP will provide assistance to first generation college students who are low-income and/or educationally disadvantaged students and have the potential to perform satisfactorily at CSU, Chico.
2. EOP will provide a comprehensive program of support services that will enhance the knowledge, understanding, and skills necessary for the academic success and the personal development of EOP students.
3. EOP will promote social, cultural, and ethnic diversity in the CSU, Chico campus population.
4. EOP will educate and inform students, faculty, and staff about program services and accomplishments.
5. EOP professional staff will maintain currency in the fields of college student retention and issues facing non-traditional college students through memberships in professional organizations, reading in appropriate research journals, and professional development opportunities.
6. EOP will encourage student participation and involvement in the CSU, Chico campus community and the community of Chico as a whole.

### **Annual Objectives 2010-2011**

1. With the loss of the EOP First Year Experience (FYE) Coordinator, EOP will revise the roles of the EOP advising staff to absorb all of the components of FYE. (Strategic priorities 1, 2, 3, 4, 5)

Met/Ongoing – The most essential EOP FYE responsibilities were given to a temporary EOP Advisor hired to cover a staff member on maternity leave. The remaining responsibilities were divided among the remaining EOP advising staff.

2. EOP will again implement a year long Course Link, in conjunction with the university FYE staff and the English Department. The EOP staff will provide supplemental workshops for UNIV 101 (fall) and ENGL 130 (spring). (Strategic priorities 1, 2, 3 4, 5)

Met/Ongoing – UNIV 101 was a part of the EOP Course Link during the fall semester. The EOP staff presented four workshops throughout the semester with attendance counting for 10% of the course grade. In addition, the curriculum of UNIV 101 was changed somewhat from the previous year to provide first year students with the skills and practices needed to do well in ENGL 130. The result was a 95% pass rate in ENGL 130.

3. EOP will continue to update the EOP Website to make it more user friendly and informative for potential and current students. (Strategic priorities 2, 4, 5, 6)

Met/Ongoing – The EOP pages (as well as those of the SLC) were converted to the University template and we have been utilizing Cascade to keep them updated. This has helped us to keep our information more current. We have also added a number of additional web pages and are utilizing the announcement feature in Cascade to keep our potential and current students informed. For potential students, we added pages for the EOP Application process and EOP history. For current students, we added pages on client groups, the EOP Student Association (EOPSA), the EOPSA Scholarship, student staff, and EOP Honors. We have utilized the announcement feature to highlight the deadlines for the EOP application and student assistant positions, and the EOP student art show. Job applications for the paraprofessional advisor, intern, and resident advisor positions are all available online on the website, as well as the EOP Achievement Award and EOPSA Scholarship applications.

4. EOP will continue to monitor the impact of the changes in EOP FYE program offerings on its students and, if needed, propose alternative forms of service delivery. (Strategic priorities 1, 2, 3, 4, 5)

Ongoing – Not being able to meet with our first year students on a regular basis (teaching a year-long orientation course) has not been an ideal method for delivering services. We will continue to work with other departments to create a viable first year program for EOP students. For the first time, we are reporting (in the next section) the GPA's of our first year students. There has been a significant decrease in the number of first year students being on academic probation at the end of their spring semester. With an EOP RA in Craig Hall and 25% of our first year students living in Craig Hall this upcoming year, it will provide the EOP staff with more opportunities for ongoing contact with that specific population.

## VI. Ongoing Assessment Efforts

### Breakdown by Admissions Category: EOP Bonafide Enrolled (Primary Goal 1)

| Admissions Category  | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 |
|----------------------|-----------|-----------|-----------|-----------|-----------|
| Freshmen Exception   | 49        | 58        | 62        | 43        | 60        |
| Freshmen Regular     | 153       | 133       | 132       | 174       | 149       |
| Transfer Exception   | 0         | 0         | 0         | 0         | 0         |
| Transfer Regular     | 70        | 69        | 33        | 43        | 42        |
| Transfer Regular "S" | 0         | 0         | 0         | 0         | 0         |
| Total                | 272       | 260       | 227       | 260       | 251       |

### Breakdown by Admissions Category: Non-bona Fide EOP Enrolled (Primary Goal 1)

| Admissions Category  | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 |
|----------------------|-----------|-----------|-----------|-----------|-----------|
| Freshmen Exception   | 3         | 4         | 0         | 4         | 2         |
| Freshmen Regular     | 6         | 13        | 9         | 6         | 5         |
| Transfer Exception   | 0         | 0         | 0         | 0         | 0         |
| Transfer Regular     | 0         | 0         | 0         | 0         | 1         |
| Transfer Regular "S" | 0         | 0         | 0         | 0         | 0         |
| Total                | 9         | 17        | 9         | 10        | 8         |

### EOP Ethnicity Of Enrolled Admits – Fall Semesters (Primary Goal 3)

| Ethnicity              | Fall 2006 |     | Fall 2007 |     | Fall 2008 |     | Fall 2009 |     | Fall 2010 |     |
|------------------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
|                        | EXC       | REG | EXC       | REG | EXC       | REG | EXC       | REG | EXC       | REG |
| African American       | 15        | 13  | 17        | 16  | 12        | 14  | 12        | 11  | 5         | 7   |
| American Indian        | 1         | 3   | 0         | 2   | 1         | 2   | 0         | 10  | 1         | 5   |
| Asian American         | 5         | 51  | 7         | 46  | 6         | 51  | 3         | 47  | 8         | 60  |
| Filipino               | 0         | 0   | 0         | 0   | 1         | 0   | 0         | 0   | 0         | 0   |
| Mexican American       | 22        | 58  | 23        | 53  | 34        | 65  | 24        | 109 | 37        | 88  |
| Other Latino           | 2         | 8   | 9         | 13  | 4         | 19  | 0         | 0   | 0         | 0   |
| Pacific Islander       | 0         | 0   | 0         | 1   | 2         | 2   | 0         | 1   | 0         | 1   |
| White/Non-Latino       | 6         | 17  | 2         | 33  | 0         | 17  | 5         | 11  | 0         | 5   |
| Unknown                | 1         | 9   | 4         | 9   | 2         | 45  | 3         | 34  | 6         | 24  |
| 2 or More Ethnicities* | 0         | 0   | 0         | 0   | 0         | 0   | 0         | 0   | 5         | 7   |
| Totals                 | 52        | 159 | 62        | 173 | 62        | 215 | 47        | 223 | 62        | 197 |

\*Note: New data now being reported from PeopleSoft.

### Persistence Data for Freshmen (Primary Goal 2)

| Cohort: Fall 2006 | All EOP Freshmen |               |
|-------------------|------------------|---------------|
|                   | Total enrolled   | % persistence |
| Fall 2006         | 211              |               |
| Spring 2007       | 203              | 96%           |
| Fall 2007         | 172              | 82%           |
| Spring 2008       | 164              | 78%           |
| Fall 2008         | 144              | 68%           |
| Spring 2009       | 146              | 69%           |
| Fall 2009         | 136              | 64%           |
| Spring 2010       | 133              | 63%           |
| Fall 2010         | 112              | 53%           |
| Spring 2011       | 107              | 51%           |

| <b>Cohort: Fall 2007</b> |                | <b>All EOP Freshmen</b> |  |
|--------------------------|----------------|-------------------------|--|
|                          | Total enrolled | % persistence           |  |
| Fall 2007                | 208            |                         |  |
| Spring 2008              | 199            | 96%                     |  |
| Fall 2008                | 170            | 82%                     |  |
| Spring 2009              | 162            | 78%                     |  |
| Fall 2009                | 137            | 66%                     |  |
| Spring 2010              | 137            | 66%                     |  |
| Fall 2010                | 126            | 61%                     |  |
| Spring 2011              | 121            | 58%                     |  |

| <b>Cohort: Fall 2008</b> |                | <b>All EOP Freshmen</b> |  |
|--------------------------|----------------|-------------------------|--|
|                          | Total enrolled | % persistence           |  |
| Fall 2008                | 204            |                         |  |
| Spring 2009              | 197            | 97%                     |  |
| Fall 2009                | 172            | 84%                     |  |
| Spring 2010              | 164            | 80%                     |  |
| Fall 2010                | 149            | 73%                     |  |
| Spring 2011              | 146            | 72%                     |  |

| <b>Cohort: Fall 2009</b> |                | <b>All EOP Freshmen</b> |  |
|--------------------------|----------------|-------------------------|--|
|                          | Total enrolled | % persistence           |  |
| Fall 2009                | 227            |                         |  |
| Spring 2010              | 223            | 98%                     |  |
| Fall 2010                | 200            | 88%                     |  |
| Spring 2011              | 192            | 85%                     |  |

| <b>Cohort: Fall 2010</b> |                | <b>All EOP Freshmen</b> |  |
|--------------------------|----------------|-------------------------|--|
|                          | Total enrolled | % persistence           |  |
| Fall 2010                | 215            |                         |  |
| Spring 2011              | 210            | 98%                     |  |

#### **EOP Total Student Enrollment Ethnicity (Primary Goal 3)**

| <b>Ethnicity</b>       | <b>Fall 2006</b> | <b>Fall 2007</b> | <b>Fall 2008</b> | <b>Fall 2009</b> | <b>Fall 2010</b> |
|------------------------|------------------|------------------|------------------|------------------|------------------|
| African American       | 122              | 100              | 110              | 96               | 86               |
| American Indian        | 17               | 15               | 13               | 19               | 18               |
| Asian American         | 268              | 278              | 266              | 268              | 276              |
| Filipino               | 11               | 10               | 10               | 3                | 4                |
| Mexican American       | 439              | 444              | 387              | 442              | 463              |
| Other Latino           | 62               | 75               | 84               | 30               | 19               |
| Pacific Islander       | 3                | 6                | 7                | 7                | 6                |
| Unknown                | 91               | 76               | 51               | 78               | 34               |
| White\Non-Latino       | 160              | 167              | 148              | 145              | 127              |
| 2 or More Ethnicities* | 0                | 0                | 0                | 0                | 45               |
| <b>Total</b>           | <b>1173</b>      | <b>1171</b>      | <b>1076</b>      | <b>1088</b>      | <b>1078</b>      |

\*Note: New data now being reported from PeopleSoft.

**Total EOP Students by GPA (Primary Goal 2)**

| GPA            | Spring 2007 |     | Spring 2008 |     | Spring 2009 |     | Spring 2010 |     | Spring 2011 |     |
|----------------|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|
|                | #           | %   | #           | %   | #           | %   | #           | %   | #           | %   |
| 3.5 +          | 98          | 9   | 94          | 9   | 69          | 7   | 106         | 10  | 78          | 8   |
| 3.0 to 3.49    | 198         | 18  | 192         | 18  | 197         | 19  | 203         | 18  | 206         | 20  |
| 2.5 to 2.99    | 297         | 29  | 281         | 27  | 288         | 28  | 315         | 28  | 314         | 31  |
| 2.0 to 2.49    | 327         | 30  | 315         | 30  | 323         | 32  | 311         | 28  | 299         | 29  |
| 1.99 & below   | 177         | 16  | 157         | 15  | 144         | 14  | 180         | 16  | 125         | 12  |
| Total          | 1097        | 100 | 1039        | 100 | 1021        | 100 | 1115        | 100 | 1022        | 100 |
| 2.0 or better* |             | 84  |             | 85  |             | 79  |             | 86  |             | 88  |

\*Note: New category now being reported for analysis purposes.

**EOP FTF Students by GPA\* (Primary Goal 2)**

| GPA             | Spring 2009 |     | Spring 2010 |     | Spring 2011 |     |
|-----------------|-------------|-----|-------------|-----|-------------|-----|
|                 | #           | %   | #           | %   | #           | %   |
| 3.5 +           | 15          | 8   | 12          | 5   | 19          | 9   |
| 3.0 to 3.49     | 33          | 17  | 37          | 17  | 59          | 28  |
| 2.5 to 2.99     | 61          | 31  | 58          | 26  | 65          | 31  |
| 2.0 to 2.49     | 34          | 17  | 69          | 31  | 43          | 20  |
| 1.99 & below    | 52          | 27  | 48          | 21  | 24          | 11  |
| Total           | 195         | 100 | 224         | 100 | 210         | 100 |
| 2.0 or better** |             | 73  |             | 79  |             | 89  |

\*Note: This is a new table now being reported for analysis purposes. Spring 2009 was the baseline; Spring 2010 cohort participated in a 3-day Summer Bridge program (due to budget cuts); Spring 2011 cohort participated in a 6-day Summer Bridge program.

\*\*Note: New category now being reported for analysis purposes. Progress within this area has been very positive.

**Total EOP Students by Class Level (Primary Goal 2)**

|           | Spring 2007 |    | Spring 2008 |    | Spring 2009 |    | Spring 2010 |    | Spring 2011 |    |
|-----------|-------------|----|-------------|----|-------------|----|-------------|----|-------------|----|
|           | #           | %  | #           | %  | #           | %  | #           | %  | #           | %  |
| Freshmen  | 250         | 23 | 243         | 22 | 236         | 21 | 254         | 25 | 237         | 23 |
| Sophomore | 260         | 24 | 216         | 19 | 191         | 17 | 196         | 19 | 236         | 23 |
| Junior    | 400         | 37 | 234         | 21 | 213         | 19 | 202         | 20 | 197         | 19 |
| Senior    | 187         | 17 | 422         | 38 | 399         | 36 | 369         | 36 | 352         | 34 |
| Total     | 1097        |    | 1115        |    | 1039        |    | 1021        |    | 1022        |    |

**Computer Lab Usage (Primary Goal 2)**

|             | Total Students that used Computer Lab at Least Once | Total EOP Students | Total Percentage |
|-------------|---|--------------------|------------------|
| Fall 2007   | 438   | 1170               | 37.44            |
| Spring 2008 | 418   | 1115               | 37.49            |
| Fall 2008   | 468   | 1108               | 42.24            |
| Spring 2009 | 417   | 1042               | 40.02            |
| Fall 2009   | 427   | 1105               | 38.64            |
| Spring 2010 | 430   | 1026               | 41.91            |
| Fall 2010   | 538   | 1081               | 49.77            |
| Spring 2011 | 457   | 1026               | 44.54            |

## Learning Outcomes

In an effort to increase the pass rate of EOP students taking ENGL 130 for the first time, ENGL 130 was moved to the spring semester. English faculty worked with the campus FYE program to create an English “stretch model” for students enrolled in the EOP Course Link for the fall and spring semesters. The first year of this effort looks very promising with a 95.2% of our students satisfying their English requirement on their first attempt.

During the fall semester, students receiving two or more negative progress reports (C- or below) had a “hold” placed on their accounts. This hold was not released until they signed up for the “Back on Track” workshop. Thirty-eight students participated in “Back on Track” during the fall 2010 semester. This one hour workshop, facilitated by EOP Advisors, was held in the fall and designed to strengthen academic performance and avoid academic probation at the end of the semester. Some of the workshop activities included:

- Helping students reflect on their academic performance
- Identifying what went wrong
- Discussing academic probation (Chico or cumulative GPA below 2.0)
- Discussing reality of disqualification (Chico or cumulative GPA below 1.5 for students with less than 30 units)
- Goal setting

EOP first year students with below a 2.0 after their first semester were required to attend a series of workshops called “Fresh Start” in the spring. The purpose of “Fresh Start” is to present a structured set of workshops that provide students on academic probation university policy information and an opportunity for personal self-assessment so they can clear their academic standing with the university. Two hour workshops were held for four weeks and facilitated by EOP Advisors and Paraprofessional Advisors. Workshop activities included:

- Week 1 – Reflection – How did I get here?/AP and DQ information
- Week 2 – Study Skills and Learning Styles
- Week 3 – Navigating Campus Resources
- Week 4 – Goal Setting

Fresh Start students were asked to complete an online survey via Student Voice. Twelve of the 35 students completed the survey. Of those who took the survey, the majority of them utilized Study Skills workshops in the SLC (83%), Time Management workshops (75%), and their Paraprofessional Advisors (67%). Helpful resources included the GPA Calculator, Progress Reports, and Study Skills workshops (92%), as well as the reflective “Letter to Self” (58%). Finally, as a result of “Fresh Start”, the majority of participants felt more organized (67%), active (67%), and positive (83%).

In spring 2011, 35 first year students out of 218 were required to attend “Fresh Start”. This was 16% of first year students compared to 20% in spring 2010. Of

the 35 students on academic probation, 5 (14%) were disqualified compared to 10 of 46 (22%) the previous year who were disqualified.

## **VII. Analysis: What actions need to occur to move to the “next level”?**

- First of all, “next level” in these times really means get back to our previous level of service delivery. We have lost staff, financial resources, the ability to meet regularly with our students in the classroom, and the ability to offer community-building activities (due to limited staff and financial resources and more restrictive policies). EOP will need to continue to monitor the impact of these losses, as well as figure out other means for mitigating these impacts.
- This upcoming year we have the largest incoming class of EOP first year students that any of us can remember (approximately 270). With past budget cuts, we had to not only cut Paraprofessional Advisor positions (from 8 to 6) but their hours. As it is, first year students have had a hard time getting in to see their Parapros. We are currently looking at the possibility of increasing the number of Paraprofessional Advisors from six to eight to accommodate the high numbers.
- The loss of the EOP/FYE Coordinator has had a huge impact on our retention efforts. Other staff members have had to absorb some of these responsibilities. In addition, we have offered a limited number of FYE activities because there was no one to coordinate them (as well as financial limitations and restrictive policies). This year we had a temporary EOP Advisor to focus primarily on EOP FYE activities and it has reinforced the benefits of having someone dedicated to our first year students.
- EOP will need to continue to collaborate with other units. We will need to continue to collaborate with FYE and English to offer a year-long Course Link for our first year students. UNIV 101 is not currently a course proposed for any of the Pathways in the new GE program. We have had a verbal commitment from FYE to continue to offer UNIV 101 even if it is only for EOP sections. However, knowing how grave the budget situation is, we know this could change at any time. We will also need to continue to pay attention to our relationship with Craig Hall. With more first year students choosing to live there than ever before and a dedicated RA, we have a huge opportunity to positively impact their transition to college life.

## VIII. Goals for the next academic year

### Annual Objectives 2011-2012

1. With the loss of the temporary EOP First Year Experience (FYE) Coordinator, EOP will revise the roles of the EOP advising staff to absorb all of the components of FYE. (Strategic priorities 1, 2, 3, 4, 5)
2. EOP will again implement a year long Course Link, in conjunction with the university FYE staff and the English Department. The EOP staff will provide supplemental workshops for UNIV 101 (fall) and ENGL 130 (spring). (Strategic priorities 1, 2, 3, 4, 5)
3. EOP will continue to monitor the impact of the changes in the EOP FYE program offerings on its students and, if needed, propose alternative forms of service delivery. (Strategic priorities 1, 2, 3, 4, 5)

## STUDENT SUPPORT SERVICES

**Note:** Student Support Services is a TRiO program funded by the United States Department of Education to provide academic support services to low-income, first generation college students. The mission statement and program goals (objectives in the U.S. Department of Education framework) are specified by federal regulations and policies and cannot be altered without approval from a program officer at the U.S. Department of Education.

### I. Mission Statement

The mission of Student Support Services (SSS) is to improve the retention, graduation, and graduate and professional school enrollment rates of eligible students who are receiving project services.

### II. Departmental Accomplishments

- Successful implementation of REC 190 for SSS participants.
- The SSS Leadership Council participated in various community service and community building activities.
- Monthly workshops were provided for all participants, including study skills, financial planning, and graduate school preparation.
- First SSS Freshmen Retreat
- Student Accomplishments: Paterra Yang was accepted into two different medical programs, Kansas State and UC Davis; she chose UC Davis. Paterra was also selected Valedictorian for the Fourth Annual Asian Graduation Celebration. Juan Pablo Rocha was accepted to Colorado State University, Boulder in their Mechanical Engineering program. Wyatt

Vespermann was accepted into the pre-law program at UC Davis during the summer and received a paid internship with the law department for two years. Upon successful completion of the pre-law program, he will receive priority acceptance into the UC Davis School of Law.

Highlights:

- **RECR 190** – For the first time, SSS collaborated with the Department of Recreation Administration to provide a service learning experience for program participants. Students earned two university credits while learning about the National Parks, volunteerism, and various theories of leadership and how to live as members of a community. Participants spent four days exploring the Golden Gate National Park and created digital story telling projects about various cultural leaders that founded and formed regions of the Bay area.
- **SSS Leadership Council (SSSLC)** – The SSSLC collaborated with two local vendors to raise money for adopting a family at Christmas and was able to deliver gifts to the Esplanade House. The SSSLC also held two joint activities (relay races and paintball) with the EOP Student Association full of games and friendly competition.
- **Freshmen Retreat** – Eleven first year students participated in the first SSS Freshmen Retreat. The 3-day retreat at Butte Meadows focused on peer relationships and community.

### III. Changes in Policies and Procedures

N/A

### IV. Resources Summary

Budget Summary:

|                                  |                |
|----------------------------------|----------------|
| • SSS allocation for 2010-2011   | \$255,504      |
| • Rollover from 2009-2010        | \$0            |
| • Total allocation for 2010-2011 | <b>255,504</b> |
| • Projected expenses             | (250,000)      |
| • Projected carryover balance    | <b>\$5,504</b> |

**Note: Fiscal year is based on a September 1, 2010-August 31, 2011 timeline.**

Staffing:

A part-time (.50) staff member, Andrea Sanchez, was hired to monitor the academic progress of first year students.

Facilities/Equipment:

N/A

**V. Program Evaluation for Past Year****Primary Goals**

1. Persistence: 85% of eligible participants will persist to the second year.

Of the 32 SSS first year students who were enrolled during the 2009-2010 year, all 32 of them returned for their second year (100% persistence).

2. Good Academic Standing: 80% of eligible participants will meet academic performance levels required to stay in good academic standing at the grantee institution.

Of the 143 program participants in 2010-11, 119 or 83.2%% of them remained in good academic standing (GPA above 2.0) by the end of the academic year.

3. Graduation: Raise each SSS cohort to a graduation rate equal to that of the University. The four-year graduation rate to 13%, fifth-year to 40%, and sixth-year to 51%.

| <b>Cohort:<br/>Admitted Fall 2004</b> | <b>Graduated</b> | <b>Persistence/Grad<br/>Rate</b> |
|---------------------------------------|------------------|----------------------------------|
| <i>100 admitted</i>                   | 52               | 52%                              |
| Grad 3 years                          | 1                | 1%                               |
| Grad 4 years                          | 10               | 10%                              |
| Grad 5 years                          | 31               | 31%                              |
| Grad 6 years                          | 9                | 9%                               |
| Grad 7 years                          | 1                | 1%                               |
| Pending Work*                         | 4                | 4%                               |
| Still Enrolled                        | 8                | 8%                               |
| Total Persistence                     | 64               | 64%                              |

| <b>Cohort:<br/>Admitted Fall 2005</b> | <b>Graduated</b> | <b>Persistence/Grad<br/>Rate</b> |
|---------------------------------------|------------------|----------------------------------|
| <i>40 admitted</i>                    | 17               | 43%                              |
| Grad 4 years                          | 4                | 10%                              |
| Grad 5 years                          | 4                | 10%                              |
| Grad 6 years                          | 9                | 23%                              |
| Pending Work*                         | 3                | 8%                               |
| Still Enrolled                        | 5                | 13%                              |
| Total Persistence                     | 25               | 63%                              |

| <b>Cohort:<br/>Admitted Fall 2006</b> | <b>Graduated</b> | <b>Persistence/Grad<br/>Rate</b> |
|---------------------------------------|------------------|----------------------------------|
| <i>23 admitted</i>                    | 7                | 30%                              |
| Grad 4 years                          | 3                | 13%                              |
| Grad 5 years                          | 4                | 17%                              |
| Pending Work*                         | 5                | 22%                              |
| Still Enrolled                        | 7                | 30%                              |
| Total Persistence                     | 19               | 83%                              |

| <b>Cohort:<br/>Admitted Fall 2007</b> | <b>Graduated</b> | <b>Persistence/Grad<br/>Rate</b> |
|---------------------------------------|------------------|----------------------------------|
| <i>10 admitted</i>                    | 2                | 20%                              |
| Grad 4 years                          | 2                | 20%                              |
| Pending Work*                         | 2                | 20%                              |
| Still Enrolled                        | 6                | 60%                              |
| Total Persistence                     | 10               | 100%                             |

**\*Note:** The data now includes students who have applied for graduation but are “pending work”.

- Administration: 100% compliance with the administrative requirements – including record keeping, reporting, and financial accountability.

### **Annual Objectives 2010-2011**

- Implement an Academic Action Plan (AAP) for those students who are on academic probation. (Strategic priorities 1, 3, 4, 5)

Met – All students who were on academic probation met with an SSS staff member and completed the AAP.

- SSS will implement an evaluation of ALL workshops and cultural activities. (Strategic priorities 1, 2, 3, 4, 5)

Met – Evaluation was done via Student Voice or by paper.

- Collaborate with the Department of Recreation Administration on a community service project restoring trails at Golden Gate National Park. (Strategic priorities 1, 3, 4, 6)

Met – Sixteen SSS participants restored trails at Golden Gate National Park in spring 2011.

## VI. Ongoing Assessment Efforts

See responses under “Primary Goals”.

### Other Assessments

1. Needs assessment was administered to all participants who were accepted into SSS for the 2011-2012 academic year. The assessment process evaluated the students’ learning styles, academic skills, and study habits. It also included individual student interviews, transcripts, standardized test scores, and personal assessments. The information collected is used to develop workshops geared towards the needs of our students, including financial literacy, career exploration, study skills, time management, healthy decision making, and graduate school preparation.
2. Student Voice was used to assess the effectiveness of FOCUS, various workshops, cultural activities, and an End of the Year Evaluation.

**FOCUS:** There were a total of 39 students who participated in the four-day 2010 summer program. Of the 39 who completed both the pre-assessment and the post-assessment, 87.80% increased their knowledge of campus resources; 82.92% felt more prepared for college; and 68.29% became more confident in financial literacy.

**End of the Year Evaluation:** An email was sent out to 123 active participants to evaluate the overall academic year of SSS. Of the 28 who responded, 75% were very or moderately satisfied with the services they received from SSS. Over 76% indicated that SSS was extremely or very important in helping them remain enrolled and successful at Chico State. About one-fourth (22%) received assistance (including meetings, advising, workshops, cultural activities and/or participated in the leadership council) more than 20 times this year.

Student Learning Outcomes: Participants strongly or moderately agreed with the following statements, “As a result of working with the SSS staff...”

- I improved my study skills – 60%
- I improved my time management skills – 72%
- I improved my self confidence and motivation – 76%
- I improved my financial literacy skills – 68%
- I was able to make good choices in my course selections – 80%
- I received accurate information on reinstatement procedures, academic probation, etc. – 80%
- I received referrals to other services on campus when appropriate – 80%

- I was able to effectively deal with any academic difficulties that I had – 80%
  - I received accurate information on SSS and other events in a timely manner – 84%
  - I improved my ability to prepare for tests – 80%
  - I received appropriate personal support – 84%
  - I received useful and appropriate information about financial aid – 80%
3. Various paper assessments were conducted at monthly workshops, orientations, and cultural activities. SSS received a 92% response rate to the assessments.

To ensure that the students respond to future assessments, SSS will utilize the iPad or have students schedule an appointment with a staff member.

#### **VII. Analysis: What actions need to occur to move to the “next level”?**

- The SSS Project Director is planning to submit a McNair grant in spring 2012. This grant will serve first-generation, low-income and students with documented disabilities who want to pursue a Ph.D.
- With the addition of a half-time advisor, lack of office space has become an issue. If we are successful in obtaining a McNair grant, additional office space will be an absolute necessity.

#### **VIII. Goals for the next academic year**

##### **Annual Objectives 2011-2012**

1. Collaborate with the Department of Recreation Administration on a community service project restoring trails at Golden Gate National Park, specifically for first year students. (Strategic priorities 1, 3, 4, 6)
2. SSS will develop academic assistance programs for first year students utilizing upper class mentors. (Strategic priorities 1, 2, 3, 4, 5)
3. Students who participate in the SSSLC will pledge to commit various community hours and activities. (Strategic priorities 1, 3, 4, 6)

## **STUDENT LEARNING CENTER**

### **I. Mission Statement**

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of

programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, writing assistance, and supplemental instruction.

## II. Departmental Accomplishments

- 52% increase in visits to the SLC in 2010-2011 over 2009-2010
- Writing and Supplemental Instruction Coordinator hired.
- Awarded Student Learning Fee to develop online writing tutoring.
- Well-received First Friday presentation

### Highlights:

- The SLC experienced an **increase of 427 more student users and 7,661 more visits** for all programs in 2010-2011 over the previous year. Federal stimulus dollars helped support the increase by providing funding for additional tutors and the expansion of tutoring hours. The increased demand for academic assistance was apparent when we scheduled 352 appointments on the first day of tutoring sign-ups and that at the end of spring semester, there were still 128 students on the wait list who wanted tutoring for courses we did not have tutors for or at times other than what was available. Although the reasons for the increase are uncertain, students visiting the SLC reported that they experienced more difficulty accessing instructor office hours. Class sizes have increased and professors appeared to refer more students to the SLC for additional help. Also, the location of the SLC on the 3<sup>rd</sup> floor of the Student Services Center appears to provide a more visible, accessible, and defined space than the previous location on the 4<sup>th</sup> floor of the library. Lastly, the poor economic outlook and higher admission standards at CSU, Chico may have motivated students to improve their grades and not be academically disqualified.
- The SLC was **able to hire a .75 Writing and SI Coordinator** after 3 years of operating with limited staffing while services and usage almost doubled. Since she was hired in February, the SI/writing coordinator has enhanced writing tutor performance standards by implementing required activities that improve their overall ability as writers and tutors, and helped them capitalize on paid hours. She has also implemented effective online writing surveys, created an annual publication for writing tutor and SI leader reflective essays, and conducted extensive tutor observations in order to ensure and monitor SI/writing performance. Writing tutoring increased by more than 30% over last year.
- The SLC was **awarded \$7,056 in Student Learning Fee dollars** to fund the purchase of two new computers and to hire two writing tutors so that

students can submit papers to be reviewed online. Offering online writing tutoring will allow distance learners, students with disabilities, commuters, and working students with schedules that do not coincide with the center's hours of operation, to receive feedback on writing assignments.

- The March Student Affairs **First Friday** featured SLC staff and a panel of student employees presenting an overview of SLC services, demographics, usage, and the professional development of student staff. After the presentation, we received positive feedback from many staff saying that they felt more knowledgeable about the SLC and more comfortable referring students. The positive response and increased collaboration has inspired us to submit a Student Learning Center CELT workshop proposal.

### III. Changes in Policies and Procedures

N/A

### IV. Resources Summary

#### Budget Summary:

|  |                 |
|--|-----------------|
| • SLC annual allocation (lottery dollars)          | \$141,646       |
| • Rollover from 2009-2010                          | 66,915          |
| • One-time federal stimulus dollars (General Fund) | 25,000          |
| • Total allocation for 2010-2011                   | <b>233,561</b>  |
| • Projected Annual Expense – SLC                   | (173,135)       |
| • Projected Rollover Balance                       | <b>\$60,426</b> |

#### Staffing:

Since fall 2009, the Student Learning Center had one career staff member coordinating four academic assistance programs (tutoring, writing, SI, study skills) with over 60 student staff. An experienced student assistant assisted with the day to day operations of the SI program, and the number of study skills workshops was cut in half in response to the limited staff. The EOP Director continued to spend approximately 25% of her time in the SLC to lend career staff support and oversight. In February, the SLC was able to hire a .75 Writing and SI Coordinator. This is a temporary appointment through December 2011 and will need to be re-appointed to meet the growing demands in the SLC.

#### Facilities/Equipment:

- The SLC space has accommodated up to 900 student visits per week. The high volume of traffic creates wear and tear on the facilities and

equipment. We hope to find a solution to the problem of whiteboard marker residue on the walls which cannot be wiped off without also removing wall paint. There has been some interest on campus in experimenting with whiteboard paint which is something that we would like to investigate.

- For 2011-2012, the SLC plans to add two more student computers for online writing tutoring using funding from Student Learning Fees. In addition, we plan to implement a WildCat GoPrint service which will enable us to charge students for their printing needs. We will continue to cover printing costs for tutoring or SI related materials. The SLC also purchased two new printers because our older printers were continuously jamming or breaking down.
- The SLC used SSC 304 on a daily basis to accommodate the increased number of visits, and we found the open scheduling of the room to cause some conflicts. There were times when other groups had reserved the room, and we had to schedule test review sessions in rooms that were not large enough and were difficult for students to find. We are trying to plan as far ahead as possible with scheduling for next year in order to avoid this problem.

## **V. Program Evaluation for Past Year**

### **Primary Goals**

1. SLC will provide individual and small group tutorials in undergraduate subject content areas, writing, and in learning strategies.
2. SLC will provide supplemental instruction for high-risk courses and EOP first year students.
3. The SLC staff will cultivate working relationships with students, faculty, and staff that encourage effective communication and that are conducive to the delivery of services to students, faculty, and staff.
4. The SLC staff will maintain top quality and current expertise in the field of learning assistance and supplemental instruction through professional reading, mediated resources, and other opportunities for professional development.

### **Annual Objectives 2010-2011**

1. Apply for five year recertification of tutor training program through the College Reading and Learning Association. (Strategic priorities 1, 2, 3, 4)

Met - The recertification application was submitted to CRLA online on June 8, 2011. Although the program will probably still be under review for

recertification when training occurs next August, certificates are not awarded until April, which will provide adequate time to complete the recertification process.

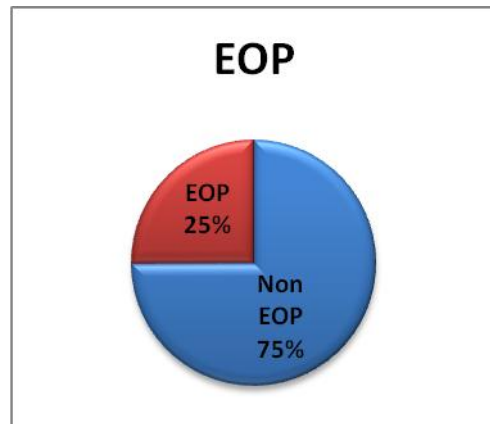
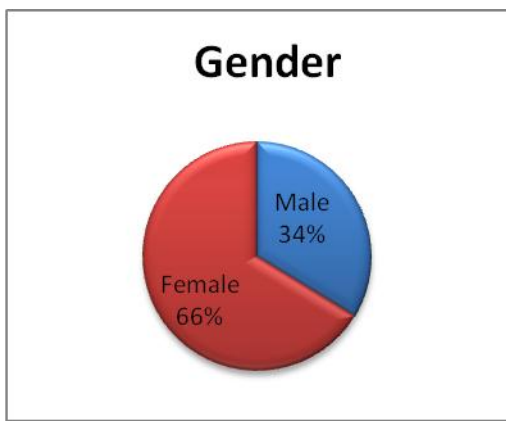
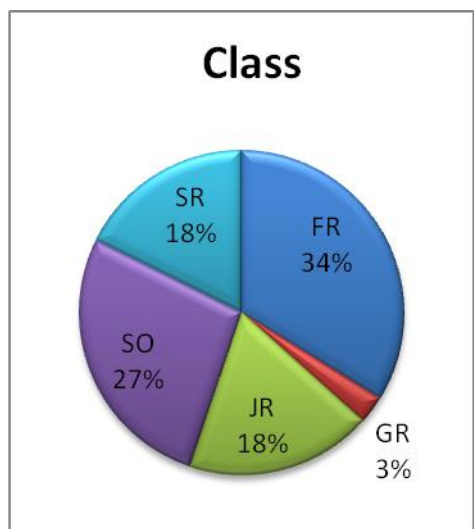
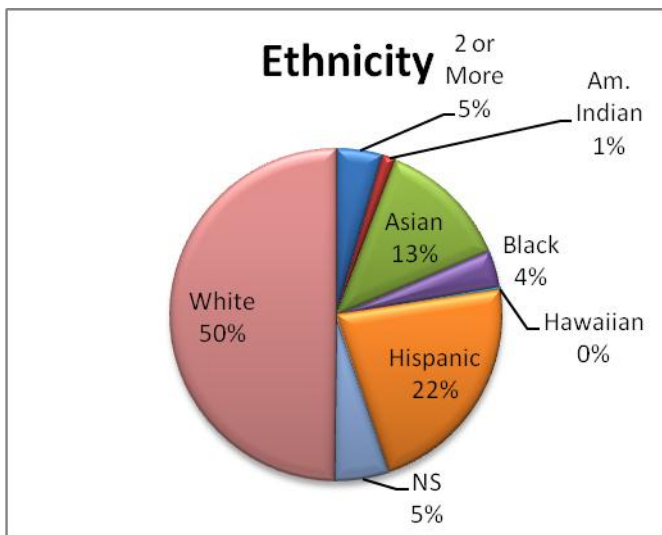
2. Expand and refine Student Voice online surveys/evaluations to include tutor self-evaluation, more quantitative questions, and writing tutor evaluations. (Strategic priorities 1, 2, 3, 5, 6)

Met - In 2009-2010, the SLC implemented two online surveys through Student Voice for students to evaluate their experiences with tutoring and SI spring semester 2010, saving hours of input time and improving reports on student satisfaction. In fall 2010, we used Student Voice to collect tutor feedback on tutor training in addition to the SI and tutor student surveys. In spring 2011, we conducted additional surveys through Student Voice. Our new Writing/SI Coordinator implemented a feedback system for Writing through Student Voice, and for the first time, we were able to gather meaningful feedback for the Writing program. We also conducted SI Faculty Surveys, Tutor and SI student surveys, and switched Tutor Reflection surveys from paper to web. As a result, we were able to discover that respondents' satisfaction with tutoring, writing, and SI is over 90% (based on 683 respondents).

3. Collaborate with Kim Jaxon (English) to improve writing tutor and writing tutor intern programs. (Strategic priorities 1, 2, 3, 5)

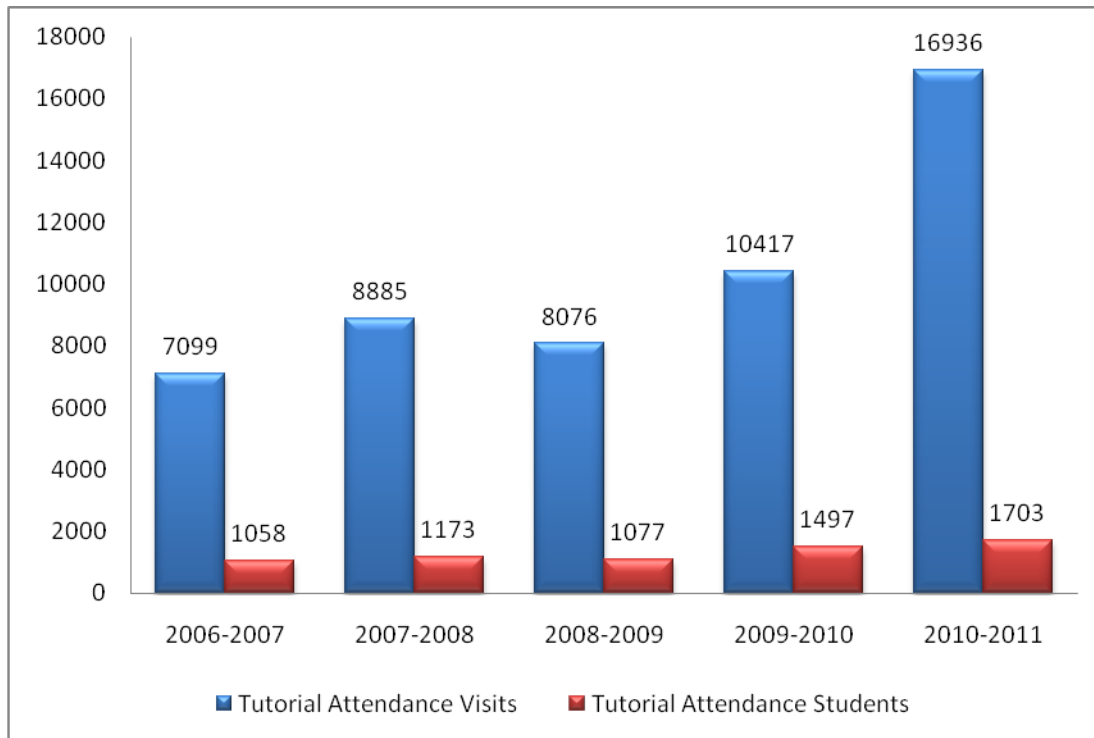
Will be met - Although the GE redesign and limited SLC staffing prevented us from following through on this goal for fall 2010, SLC staff initiated collaboration with Chris Fosen and Kim Jaxon this spring to offer writing tutor internships through ENGL 431 in fall 2011. Thanks to the improved writing tutor oversight now that there is a dedicated coordinator, there is increased confidence that tutors will have a positive and productive learning experience working as writing interns.

**VI. Ongoing Assessment Efforts**



## Tutorial

Number of students receiving tutorial services/Number of courses tutored (Primary Goal 1)



**Note:** Decrease in student usage after spring 2008 was due to budget cuts and reduced hours; increase in student usage for fall 2009-spring 2011 was partially funded through federal stimulus dollars.

## Study Skills

Number of SLC study skills workshops and number of students in attendance (Primary Goal 1)



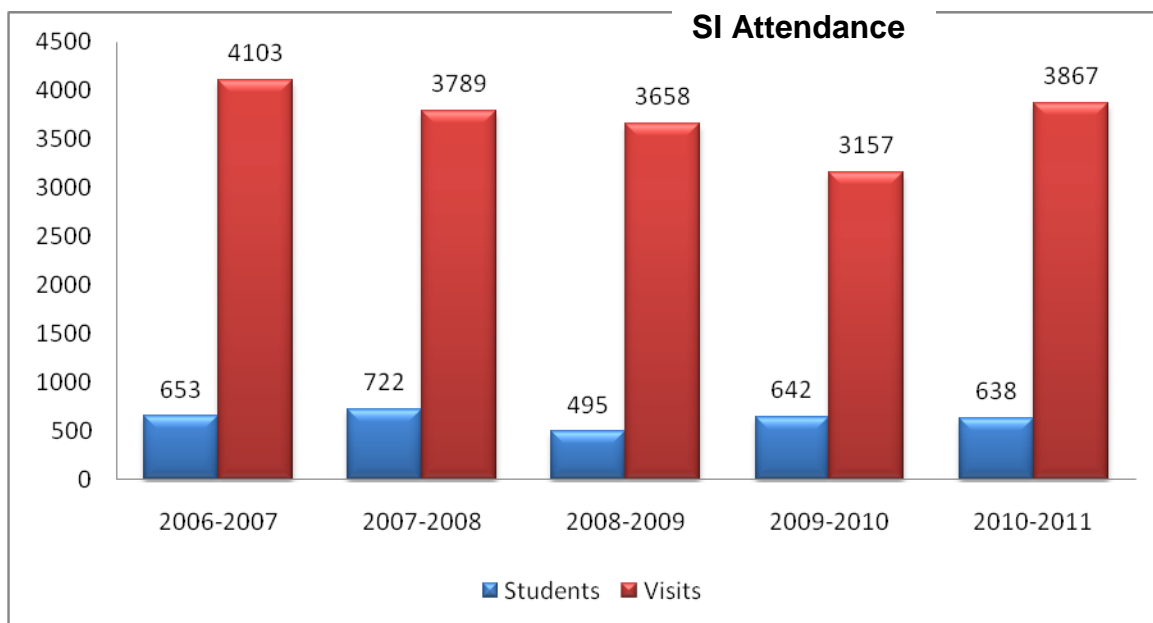
**\*Note:** Due to reduced staffing, the SLC has cut back on the number of study skills workshops and workshop promotion over the past two years. Due to collaboration with RCE, most of the workshops are now available to view online, making them more accessible.

**In 2010-2011, the SLC presented study skills workshops on the following topics:**

- Mastering Study Skills
- Time Management
- Reading Strategies
- Budgeting Your Money
- Preventing Text Anxiety
- Effective Public Speaking
- Note Taking
- Budgeting Your Money
- Avoiding Procrastination
- Improving Exam Preparation
- Know Your Learning Styles
- Best Study Environment
- Becoming a Tech-Savvy Student
- Memory & Concentration
- Writing Made Easy
- Planning Your Study Time
- Avoiding Test Anxiety
- Planning for Finals
- Stress Management

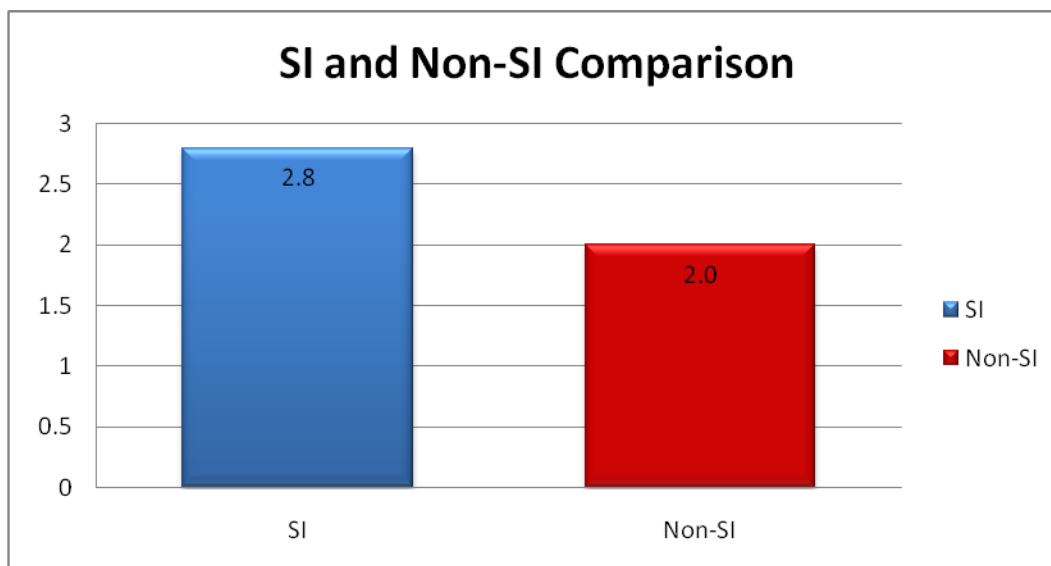
## Supplemental Instruction

### Number of Students Attending Supplemental Instruction Sessions (Primary Goal 2)



**Note:** Due to budget and staff limitations, SI sections were reduced from 11 to 6 in 2008-2009.

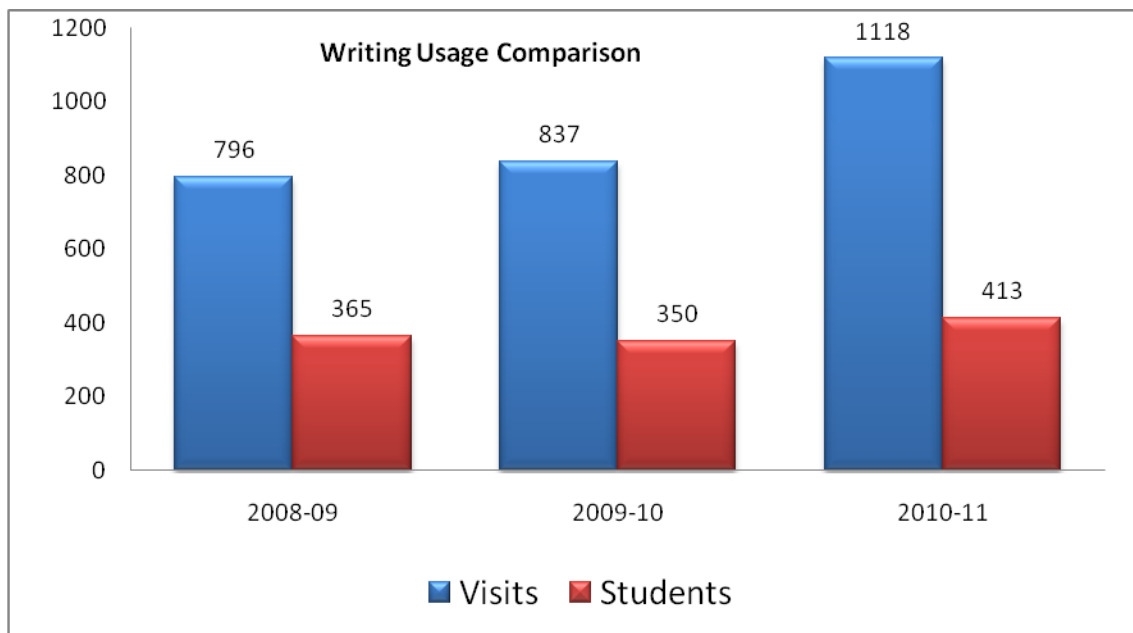
### Grade Outcomes for SI Students Receiving SI Tutorial (Primary Goal 2)



**Note:** This chart shows that students who attend SI earn almost a full grade point average higher than those who do not attend SI.

## Writing Tutorial

### Number of Students Participating In Writing Tutorials (Primary Goal 1)



**Note:** The number of visits continues to increase, while the number of students remain relatively constant. This indicates a high level of student satisfaction with writing tutoring.

## Learning Outcomes

2\*

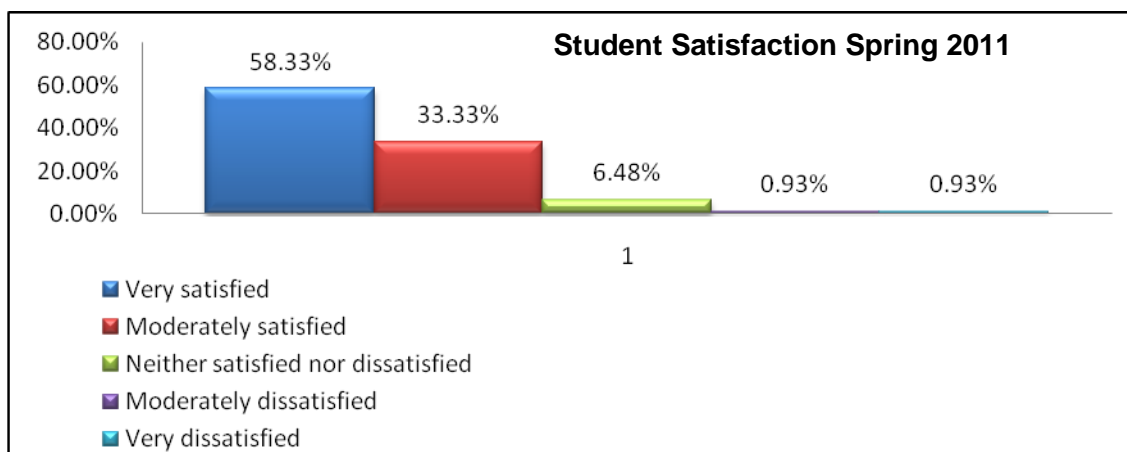
### Top Five Study Skills Developed by Student Users (Learning Outcome 1)

| Tutorial                                | Supplemental Instruction                | Study Skills Workshops      | Writing                  |
|---|---|-----------------------------|--------------------------|
| Better understanding of course material | Better understanding of course material | Time management             | Improved grammar         |
| Preparing for exams                     | Preparing for exams                     | Better overall study habits | Organize ideas           |
| Problem solving skills                  | Being prepared for class                | Improved study environment  | Punctuation              |
| Memory techniques                       | Memory techniques                       | Motivation/Persistence      | Create coherence         |
| Better overall study habits             | Better overall study habits             | Concentration               | Develop thesis statement |

### Top Five Professional Skills Developed by SLC Student Staff (all programs) (Learning Outcome 2)

|  |
|--|
| Better understanding of academic subject areas tutored |
| Patience   |
| Communication skills                                   |
| Teaching/Training skills                               |
| Problem solving skills                                 |

### Student Satisfaction - Tutoring, Supplemental Instruction, Writing - Spring 2011



**Note:** Increased usage of online student surveys allowed us to measure student satisfaction for tutoring, SI, and writing, based on 683 respondents to online surveys (approximately 50% of students who visited for Tutoring, SI, and Writing spring semester).

### VII. Analysis: What actions need to occur to move to the “next level”?

- The staffing challenge has been temporarily addressed through fall semester 2011. The SLC has been able to hire a temporary .75 SI/Writing Coordinator enabling us to maintain services and to improve training and supervision of SI leaders and writing tutors. If the SI/Writing Coordinator position is not renewed after December 2011, some SLC services and programs will need to be cut. In addition, the federal stimulus funds that allowed the SLC to hire additional tutors and add hours the past two years will no longer be available. With a 52% increase in student usage in 2010-2011, there is clearly a greater demand for academic assistance and an expectation that the services will continue to be available. With reduced funding for instruction, larger class sizes and fewer classes, maintaining and improving academic assistance through the SLC could provide a way to address student academic needs.

## **VIII. Goals for the next academic year**

### **Annual Objectives 2011-2012**

1. Create online writing tutoring program to expand access to writing assistance. (Strategic priorities 1, 2, 3, 4, 5, 6)
2. Present CELT workshop to increase awareness of SLC services and foster communication with faculty. (Strategic priorities 1, 2)
3. Reduce printing costs by implementing GoPrint student paid printing service and post SLC forms through Google Docs. (Strategic priorities 1, 2, 3, 4, 5)
4. Begin tracking demographic information to evaluate the diversity of students using the SLC and address how we can best reach out to diverse populations of students. (Strategic priorities 1, 2, 3)
5. Collaborate with Chris Fosen to implement writing internship through ENGL 431. (Strategic priorities 1, 2, 4)
6. Publish online PDF Publication of tutor and SI leader reflective essays. (Strategic priorities 1, 2, 3, 6)