

**ANNUAL REPORT  
OF GOALS AND  
MEASURES  
2006-2007**

**Educational Opportunity Program**

Student Learning Center



A Division of Student Affairs  
California State University, Chico

## 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, and supplemental instruction.

### II. Departmental Accomplishments

- Summer Orientation Parent Workshops
- Increase in first year student participation
- Increase in SLC recycling efforts
- Full integration of TutorTrac for tracking student usage data for tutorial services, supplemental instruction, and study skills workshops.

#### Highlights:

- The Student Learning Center staff **collaborated with Summer Orientation** staff to present a series of **parent workshops**. In the summer of 2006, the SLC designed and implemented an interactive workshop for parents that focused on “maximizing student academic success utilizing a team approach”. This workshop was presented a total of 19 times with attendance ranging from 20 to more than 75 parents. This year, a similar workshop is being offered to even more parents.
- Besides the successful collaboration with the SUMO program, there was a significant **increase** in the usage of tutorial services by **first year students**. Overall, the difference between the number of first year students receiving tutoring in 2005-2006 to this year, 2006-2007, showed an increase of 69%!
- There was a significant increase in SLC **recycling efforts** this year. Additional recycling bins were added for paper items and plastic, aluminum and glass containers. Students were encouraged to use the back of printed sheets when printing. At least six of the SLC student employees actively participated on the AS Environmental Council. Career staff also received a training from AS Recycling which increased their awareness and efforts to recycle more effectively. The unit plans to expand this training to all SLC staff next year.

### III. Changes in Policies and Procedures – N/A

### IV. Resources Summary

#### Staffing:

- The Student Learning Center employs approximately 50-70 supplemental instruction leaders and/or tutors per semester. These are **Unit 11 employees** (Instructional Support Assistants) and as a result, present additional challenges. These ISA's are student employees who are represented by a bargaining unit, with negotiated (and therefore mandated) salary increases. In 2005-2006, all ISA's received pay increases to \$8.00/per hour. Last year it was increased to a \$9.00/hour mandated salary increase. In 2007-2008, it will go up to \$10.00/hour. The SLC is supported through lottery except for the current career positions which are paid out of General Fund dollars (Connerly is paid .8 out of lottery and .2 out of General Fund). The ISA's in the Student Learning Center are also paid with lottery funds (unless they are work study, which is absorbed by EOP; however, ISA increases have also impacted the need for additional Work Study allocations). As yet, we have not received additional lottery allocations to offset these mandated increases as we have for mandated state increases.

Facilities/Equipment: N/A

### V. Program Evaluation for Past Year

#### **Primary Goals**

1. SLC will provide individual and small group tutorials in undergraduate subject content areas 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 2006-2007**

1. A new leadership model will be implemented for the Student Learning Center, and an evaluation will be conducted of current SLC career staff job responsibilities and classifications to identify current and future staffing needs and responsibilities. (Strategic priorities 2 and 5)

Unfinished - Due to budgetary constraints, the Student Learning Center Coordinator position was not filled. The three SLC career employees have continued to report directly to the EOP Director. The Tutorial Coordinator and Supplemental Instruction Coordinator have shared in the coordination of the Student Learning Center, which has resulted in enhanced collaboration and the implementation of new initiatives. Tutors were trained to conduct test review sessions for large groups. SI Leaders participated in and helped with tutor training to a greater degree than in the past.

Met - A request was submitted for a classification review of the ASA position which resulted in an in-range progression to an ASAIL.

2. In conjunction with the EOP Director, the SLC staff will develop a draft of goals and measures for the 07-08 year prior to their summer departure. (Strategic priorities 4 and 5)

Met - The SLC staff was provided the opportunity to review Annual Objectives for 2006-2007 prior to the end of the semester, as well as the opportunity to delineate the success and challenges of fulfilling those objectives. Goals and Measures for 2007-2008 were discussed and reviewed prior to summer departure. Based on all of the information available by May 30, the draft for the goals and measures was completed prior to the departure of the SLC staff for June and July. Grades were not yet available to complete the SI report data for spring 2007.

3. The SLC staff will continue ongoing training with TutorTrac technical staff and collaboration with campus programs and personnel in order to fully integrate TutorTrac within the SLC and to provide Web access for instructional student assistants (ISA) and clients from home. (Strategic priorities 1, 2, 3, and 5)

Met - Tutortrac training with the TutorTrac technical staff was continuous throughout the academic year. Trainings were scheduled as needed ranging from challenges that required immediate attention to gaining additional program knowledge to fulfill statistical data analysis. In addition, in February both the SI and Tutor Program Coordinators attended a 3 day TutorTrac / AdvisorTrac Technical Training Conference in Mesa, Arizona and received advanced training by the software developers in creating reports and using new features of the program. This conference included an individual training session specifically for the SLC staff. Collaboration

was also continuous with the following campus departments: CMS, Enterprise Systems, and Application Development Enterprise Design, specifically in the area of data downloads. TutorTrac has been fully integrated into tracking student usage data for tutorial services, supplemental instruction, and study skills workshops.

4. The SLC staff will review and pursue resources for updating textbooks used by the Tutoring staff. (Strategic priorities 1, 2, 4, 5, and 6)

Met - Five main areas of focus occurred to advance towards the accomplishment of this goal. First, courses were assessed to determine which ones had a high number of student visits in order to create a priority list of courses. A textbook and publisher list was created based on this priority list. In addition, meetings took place with the AS Bookstore to determine whether the Bookstore could assist by donating or providing books at a low cost to the SLC, and overall the Bookstore was supportive and looks forward to actualizing a plan to assist. Conversations took place with the MESA Program director and resulted in numerous books being donated from their program to the Tutorial Program. A tutor also responded to the need for updated textbooks by donating her recently used books for business and other courses. Also, a few professors who teach courses with high student visits in the tutorial program were contacted and a request for desk copies for the fall 07 was made. These requests resulted in commitments for fall 07 to provide desk copies. Finally, a plan of action has been designed and is ready to be implemented prior to the commencement of the fall 07. This objective presented challenges in part because of the large number of textbooks needing to be updated and the fact that most are sold by only a few publishers, therefore requesting free desk copies will need to be done with that understanding in mind, and thus the priority list vs. a blanket request for every course tutored. While progress was made towards the review and pursuing of resources, there is the anticipation that the 07 – 08 year will result in much more tangible/comprehensive progress towards fulfilling this objective.

## VI. Ongoing Assessment Efforts

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

Tutorial	# students using service	# hours of usage	# departments	# courses tutored
Fall 2001	864	4374	31	103
Spring 2002	884	3757	29	111
Fall 2002	592	5346	20	62
Spring 2003	470	4701	24	97
Fall 2003	544	4992	29	94
Spring 2004	579	4653	26	95
Fall 2004	533	6614	24	66
Spring 2005	471	4985	24	79
Fall 2005	435	2846	24	69

Spring 2006	382	2838	25	72
Fall 2006	512	3518	25	92
Spring 2007	546	3581	23	95

**Note:** Decrease in student usage after Spring 2002 was due to budget cuts and reduced hours.

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

	# workshops	# students in attendance
Fall 2001	72	492
Spring 2002	22	91
Fall 2002	30	208
Spring 2003	13	103
Fall 2003	26	275
Spring 2004	26	143+
Fall 2004	26	367
Spring 2005	18	93
Fall 2005	30	783
Spring 2006	21	162
Fall 2006	26	714
Spring 2007	13	151

Typically, attendance is low spring semester for study strategy workshops. During the fall semester, most freshman orientation courses require students to attend workshops.

Throughout the fall and spring semesters, the SLC presented study skills workshops on the following topics.

Effective Note Taking	Reducing Test Anxiety
Concentration	Stress Prevention
Writing Research Papers	General Study Skills
Reading Strategies	Time Management
Memory and Concentration	Test Taking Strategies
Motivation and Success	Budgeting Your Money
Effective Public Speaking	Making a Study Plan
Procrastination Prevention	
Planning for Finals	

#### Number of Students Participating In Supplemental Instruction Workshops (Primary Goal 2)

	# students in SI	# courses SI supported
Fall 2001	658	7 (multiple sections)
Spring 2002	421	11
Fall 2002	480	7 (multiple sections)
Spring 2003	315	8 (multiple sections)
Fall 2003	399	5 (multiple sections)
Spring 2004	360	6 (multiple sections)
Fall 2004	564	5 (multiple sections)
Spring 2005	324	9 (multiple sections)
Fall 2005	532	11 (multiple sections)
Spring 2006	333	9 (multiple sections)
Fall 2006	421	11 (multiple sections)
Spring 2007	281	8 (multiple sections)

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

Overall, students who participate in SI workshops consistently earn a higher overall GPA than students who do not participate. Charts do not reflect all SI workshops offered throughout the year, only those courses that have been offered on a regular basis over time. Numbers with an asterisk reflect the number of participants.

#### CMST 132

Semester	Mean grade/# of SI Participants	Mean grade/# of Non SI Participants
Fall 2002	2.15 (128)	2.2 (18)
Fall 2003	2.2 (146)	0.0 (0)
Fall 2004	2.5 (148)	1.0 (2)
Fall 2005	2.5 (148)	1.5 (2)
Fall 2006	2.3 (137)	0.0 (6)

#### MCGS 155

Semester	Mean grade/# of SI Participants	Mean grade/# of Non SI Participants
Fall 2002	2.8 (134)	2.9 (12)
Fall 2003	2.8 (142)	2.0 (11)
Fall 2004	3.0 (150)	4.0 (2)
Fall 2005	2.8 (148)	0.0 (2)
Fall 2006	2.9 (137)	0.0 (8)

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

- Since the retirement of the SLC Coordinator in December 2005, the SLC has been down a full position. Given the circumstances, the staff has pulled together relatively well, however this is a short-term solution at best. A better leadership model will need to be developed if the SLC is to move to the “next level”.
- EOP needs to complete a successful search and hiring of an Analyst/Programmer. This position is critical to the effective operation of EOP, SSS, and the SLC.
- SLC staff need to identify learning outcomes for program offerings and how to measure those outcomes.
- SLC is currently on the fourth floor of the library, creating a physical distance between the rest of the staff (EOP, SSS). Once SLC moves onto the same floor as EOP and SSS in the new Student Services Center, this problem should be alleviated.

### VIII. Goals for the next academic year

#### Annual Objectives 2007-2008

1. A new model for tutoring will be implemented that includes earlier hiring, training and availability of appointments in order to optimize services to

- students. These changes will be reviewed for impact on the SLC staff and its budget at the end of the academic year. (Strategic priorities 1, 2, 4, 5)
2. Training of SI Leaders and tutors will take place before the semester begins and a greater degree of collaboration will take place, which will maximize staff resources and enhance delivery of services to students. (Strategic priorities 1, 2, 3, 5)
  3. The SLC staff will update 50% of the textbook resources utilized by the tutoring staff by implementing a publisher request program and seeking donations from professors, the AS bookstore, and other departments. (Strategic priorities 1, 4)
  4. The Student Learning Center will pursue resources for updating and maintaining their website in order to provide current information to students, the campus community, and the general public. This will reduce the need for printed study skills handouts and flyers and limit the waste of paper resources. (Strategic priorities 1, 2, 3, 6)
  5. The courses for Supplemental Instruction will be selected with a greater degree of attention to the difficulty of the course, especially for first year students. (Strategic priorities 1, 3, 4, and 5)