

**ANNUAL REPORT  
OF GOALS AND  
MEASURES  
2007-2008**

**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

- Increase in hours of student usage of tutorial services by 1,786 hours.
- Increase in the number of students attending Study Skills workshops during spring semester
- Implementation of writing and grammar workshops as part of the Study Skills workshop series
- Specific learning outcomes were assessed for the Tutorial, SI, and Study Skills programs.

#### Highlights:

- The new model of **tutoring** implemented this year meant that the majority of tutors were hired, trained, and ready to tutor much earlier than in previous years. As a result, students took advantage of additional availability of tutoring hours by using the services for **1786 more hours** in 2007-2008 than in 2006-2007.
- A total of 310 students attended **Study Skills workshops** in the spring of 2008, while the average attendance in the previous 6 spring semesters was 123 students. From the feedback we received, approximately one third of the students who attended workshops came because they were either given extra credit or were required to attend by a professor or their fraternity. More faculty appear to be encouraging students to attend the workshops in the spring as well as the fall.
- This spring the SLC launched a pilot program of offering **writing and grammar workshops** as a part of the regular Study Skills schedule. Although only 35 students attended these workshops, we anticipate that more students will take advantage of them in fall 2008 and that more faculty will encourage students to attend. In the fall we plan to offer the grammar and writing workshops during times that will be more conducive to student schedules (late afternoon or early evening). Most of the writing

and grammar workshops this spring were held mornings and early afternoons when many students are in class.

### **III. Changes in Policies and Procedures**

- Tutoring - The majority of required tutors were hired before the beginning of fall and spring semesters. Training for fall and spring semesters took place the week before classes began. Tutoring started a week before the usual tutoring start date in the fall and three days before the usual tutoring start date in the spring. The result of the new model was a significant increase in the number of tutoring hours for each semester.

### **IV. Resources Summary**

#### Staffing:

- Maria Elena Anguiano, Tutorial Coordinator, left the SLC in October to take a management level position at Butte College. Due to a soft hiring freeze within the division, we were unable to fill the position. This created a huge staffing gap at the SLC, as the Tutoring program has historically been the foundation of the SLC. Christine Connerly was shifted from coordinating SI and Study Skills to coordinating the Tutorial program. With a portion of the salary savings from Anguiano, we hired student program assistants for each of the SLC components (Tutorial, SI, Study Skills). In addition, Josh Whittinghill was released one-quarter time from his EOP Advisor responsibilities to lend staff support to the SI component. This arrangement was utilized throughout the academic year. It was not an ideal arrangement but we made it through the year.
- Koni Needles took a .2 leave of absence for six months. Additional students were hired to lend clerical support. Koni returned to full-time in May. However, she will be retiring at the end of August. We are currently unable to advertise for her position due to the soft hiring freeze.
- Last spring, an agreement was negotiated between the SLC and the College of Humanities and Fine Arts for the SLC to absorb the Writing Center effective fall 2008. Since the soft hiring freeze is still in effect, we have set up another temporary arrangement for the fall. Christine will continue as Tutorial and Study Skills Coordinator. Josh will be released half time from EOP to coordinate the SI and Writing components. Two student program assistants have been hired, one for Study Skills assistance and another for SI and Writing. The EOP Director will be spending approximately 25% of her time in the SLC to lend career staff support and oversight. Our hope is that by spring, we will have hired an SI and Writing Coordinator and an Office Manager to fill the current vacancies.
- Because of reduced career staff and budgetary constraints, the number of ISA's will be reduced for the 2008-2009 year. In the fall of 2008,

Supplemental Instruction will be offered for six courses instead of the 11 that were offered for fall 2007. The tutoring staff will be reduced from 56 to approximately 42 tutors. Priority for tutoring will be for courses that traditionally have the highest demand. Half of the SI courses for fall will be targeted to supporting EOP first year students and the other three courses will be two courses that all undergraduates must take (HIST 130 and POLS 155) and the pre-nursing requirement that many first year students take and struggle with (BIOL 103).

#### Facilities/Equipment:

- The SLC has recently moved into its new space in the Student Services Center. This will enable the SLC staff to be better integrated into the EOP family, which is housed right next door. With a larger space, SLC will also be able to provide better services to students.
- The SLC will now have a mediated classroom. SI workshops alone are offered 36-40 hours per week, along with 2-3 hours of study skills workshops, and over 300 hours of tutoring. Sessions have run daily (including Saturdays and Sundays) usually from 10 am until 8 pm. The SLC staff are looking forward to not having to spend so much time trying to find meeting spaces for its services.

## **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 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)

Met - The majority of required tutors were hired before the beginning of fall and spring semesters. Training for fall and spring semesters took place the week before classes began. Tutoring started a week before the usual tutoring start date in the fall and three days before the usual tutoring start date in the spring. The result of the new model was a significant increase in the number of tutoring hours for each semester. For fall 2007, students received 788 more hours of tutoring services than fall 2006. For spring 2008, students received 988 more hours of tutoring services than in spring 2007.

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)

Met - As mentioned in objective 1, tutor training took place before both semesters began. Training for SI Leaders and tutors were combined for topics that were relevant to both groups (such as the Socratic Method, listening skills, and disability training). This prevented duplication of training and helped maximize staff resources. More guest speakers were incorporated into the training, and many tutors commented in their evaluations that they found the guest speakers provided them with more breadth and depth of information about campus resources.

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)

Met - Although a publisher request program was not implemented, the AS Bookstore donated the textbooks for the SI program for spring semester and the dollars that were usually spent on SI texts were shifted to purchasing updated textbooks for tutoring. Books were purchased to support the subjects in highest demand including algebra, calculus, accounting, biology, chemistry, and physics. Tutors reported that the updated textbooks helped them be better prepared for their sessions and better able to refer their students to resources in their textbooks.

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)

Unfinished - This ongoing objective has yet to be met. The Publications, Public Events & Technology Specialist, Carol Robinson, was assigned responsibility for coordinating the move to the new Student Services Center for EOP, SSS, and SLC. There was no additional time to spend on updating the website. In addition, the reduced staffing in the SLC for spring semester did not allow for time to be spent on exploring additional resources or website planning.

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)

Met - The SI Coordinator met with the Associate Director of Advising to select courses for SI based on the failure rate for freshmen. In addition students and parents were given more detailed information during Summer Orientation about Supplemental Instruction. For 2007-2008, out of the 720 students who participated in SI, 417 of them were freshmen, representing 58% of those who took advantage of SI as a resource. The students who attended SI in fall 2007 earned an average grade of 2.35, while those who did not attend SI earned an average grade of 1.79.

## 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 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
Fall 2007	588	4316	23	95
Spring 2008	585	4569	23	91

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

	# workshops	# students in attendance
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
Fall 2007	34	688
Spring 2008	21	310

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

Academic Etiquette  
 Active Learning  
 Budgeting Your Money  
 Effective Note Taking  
 Effective Public Speaking  
 Making a Study Plan  
 Mastering Study Skills  
 Memory and Concentration  
 Motivation and Success  
 Planning for Finals  
 Procrastination Prevention  
 Punctuation Marks  
 Reading Strategies  
 Revising, Editing, and Proofreading  
 Stress Reduction  
 Study Environment  
 Taking Essay Exams  
 Test Taking Strategies  
 The Foundations of Grammar  
 Time Management  
 Writing Research Papers

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

	# students in SI	# courses SI supported
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)
Fall 2007	505	11 (multiple sections)
Spring 2008	331	10 (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 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)
Fall 2007	2.0 (115)	1.5 (7)

**MCGS 155**

Semester	Mean grade/# of SI Participants	Mean grade/# of Non SI Participants
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)
Fall 2007	SI not offered for MCGS 155 Fall 2007	

Learning Outcomes

- In the spring, the student user survey was revised with a focus on the specific learning outcomes developed by participating in SLC programs. In addition, SLC student staff surveys were revised with a focus on identifying the professional skills they developed. Here are the results:

**Top Five Study Skills Developed by Student Users of SLC Programs – Spring 2008**

<b>Tutorial</b>	<b>Supplemental Instruction</b>	<b>Study Skills Workshops</b>
Better understanding of course material	Better understanding of course material	Organization
Preparing for exams	Preparing for exams	Better overall study habits
Problem solving	Better overall study habits	Time management
Confidence	Being prepared for class	Preparing for exams
Being prepared for class	Test taking	Improved study environment

**Top Five Professional Skills Developed by SLC Student Staff**

<b>Tutors</b>	<b>SI Leaders</b>
Better study skills	Ability to learn from others
Listening skills	Better understanding of academic subject
Better understanding of academic subject	Leadership
Patience	Problem solving skills
Communication skills (overall)	Speaking skills

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

- Staffing (or lack of it) is a huge challenge for the SLC right now. With the addition of the Writing Center, it will be even more critical.
- The SLC website needs to be updated and more user-friendly.
- Now that the SLC has moved onto the same floor as EOP and SSS in the new Student Services Center, it should enable all of the staff to be more integrated.

**VIII. Goals for the next academic year****Annual Objectives 2008-2009**

1. Despite the reduced career and student staff, the SLC will continue to offer quality learning assistance to students. (Strategic priorities 1, 3, 4, 5)
2. The SLC will integrate a Writing Component into the other academic assistance services it offers. (Strategic priorities 1, 4, 5)
3. The SLC will continue to pursue updating and maintaining its website in order to be more accessible to students and to reduce the financial impact of printing study skills handouts and flyers and minimize paper waste. (Strategic priorities 1, 3, 4, 5, 6)
4. The SLC will work toward a greater degree of collaboration with other programs and departments, which hopefully will be enhanced by the new location in the Student Services Center. (Strategic priorities 1, 2, 3, 4, 5)