ANNUAL REPORT
OF GOALS AND
MEASURES
2012-2013

Student Learning Center

A Division of Student Affairs
California State University, Chico
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

- In the past five years, the Student Learning Center has experienced tremendous and almost overwhelming growth. The number of students using all four of our academic assistance programs has increased by 77% and visits have increased by a staggering 173%.
- For the third year in a row, the Student Learning Fee (SLF) Committee has awarded funding to the Student Learning Center in recognition of the expanding demand for services and the contribution the SLC makes in improving student academic performance.
- The Student Learning Center continues to attract excellent tutors who make a difference in the lives of those they help. This year, writing tutor Michael Bluing was given the Enhancing Multicultural Understanding Award and the Conversations on Diversity Teach Back Award in recognition of his work as a mentor tutor and his advocacy on behalf of underrepresented populations.

Highlights:

- This has been another banner year for the Student Learning Center. We saw significant growth in the number of students using services:
Students also came in droves to sign up for appointments on the first day of sign-ups in comparison to previous years:

**First Day of Appointment Sign-Ups**

This demonstrates a high degree of satisfaction with our services and positive word of mouth. More students appear to be referred to the SLC by their professors. We continue to gather both quantitative and qualitative measures of student achievement and satisfaction. The main complaints we get on our program surveys are that we do not have enough tutors, enough subjects, or enough available appointments.

- For the 2013-2014 academic year, the SLC requested SLF funding of $37,980 to hire ten subject area tutors and five writing tutors and purchase two new computers. Unfortunately, with an increase in requests for SLF funds, the SLC was given $21,600 (the same amount received in the last academic year), but $16,380 less than we had requested. The SLF committee also awarded $15,400 to School of Business faculty to hire tutors for SCMS, FINA, MINS, and ACCT. The Interim Dean of the College
of Business and the Director of Business Student Advising requested a meeting with SLC staff to find out more about our tutoring model and to request help with organizing their tutoring program. A tentative agreement was reached to share some resources (see goals for 2013-2014).

- Writing tutor Michael Bluing was one of the few non-English major writing tutors in the SLC and the only African American writing tutor. He became a mentor and role model by facilitating writing workshops for EOP freshmen and students in a multicultural fraternity who needed to improve their GPA’s. The students Michael worked with improved their grades, but more importantly also grew in confidence, motivation, and persistence. Michael was profiled in the commencement edition of Inside Chico State.

III. Changes in Policies and Procedures

In spring 2013, the SLC began having students sign-up in advance online for Study Skills Workshops to get a better idea of how many students planned to attend, create a more accurate sign in process, and facilitate entering the visit data into TutorTrac. We found that the number of students who signed up in advance was an accurate predictor for the number of students who actually attend workshops. Students who were signed up but did not attend were replaced by those who signed up late and those who showed up without advance notice. The advance sign-up (using a Google Docs form) also allowed us to send an email reminder to students the night before, relocate a workshop if the number who signed up exceeded the room capacity, and give the presenter an idea of how many students would attend. EOP and SSS students were given incentives to attend more workshops this year and the advance sign-up process became a learning opportunity to help students plan ahead and choose workshops that were most relevant for them. The day after each workshop, students were emailed a link to an online workshop survey which also served as their proof of attendance. This helped save paper and staff data entry time compared to the previous procedure of having student clerical staff enter information from paper workshop feedback forms.

IV. Resources Summary

Budget Summary:

- SLC annual allocation (lottery dollars; this is $1,300 less than last year) $119,464
- Rollover from 2011-2012 32,816
- Student Learning Fee allocation (General Fund) 21,600
- Total allocation for 2012-2013: 173,880
- Projected Annual Expense – SLC: (175,758)
- Projected Balance: ($1,878)

**Staffing:**

In February 2011, the SLC hired Deanna Pierro as a .75 Writing and SI Coordinator on a temporary appointment. In September 2011, the position was expanded to full-time. In recognition of how vital the position is to the ability of the SLC to meet the growing demand for services, the position has recently been changed to probationary/permanent. Even with the expansion of the position to full time and the position eventually becoming permanent, adequate staffing continues to be a concern within the Student Learning Center.

**Facilities/Equipment:**

- The log in computers and computers used by tutors and students in the SLC are now more than five years old and are showing extreme wear and tear. They are slow and will not consistently run programs that students need to complete assignments. In our 2013-2014 Student Learning Fee request, we asked for funding to replace two of the aging computers to expedite the log in process, but we received $16,380 less than we requested. Paying tutors is our priority, so we will need to find other sources of funds for much needed computer replacement.
- Usage of SSC 304 increased again in 2012-2013. Last year, Facilities Management changed one of the doors leading from 304 into the Student Learning Center so that it would not lock and could be opened at any time. To secure the SLC equipment and facility, Facilities Reservations is now supposed to restrict reservations by outside groups to SLC open hours and the room is no longer supposed to be available to outside groups on evenings, weekends or during the summer when the SLC is closed. Other units are constantly requesting use of the room, regardless of whether the SLC is open or not. If not granted access by Facilities Reservations (which has happened and is not supposed to), other units go directly to SLC staff or the EOP Director in hopes of going around the system. This has caused conflict as other units cannot understand why the room is not available.
- Early in fall 2012, there was significant renovation/remodeling of the SLC lobby/reception area based on requirements outlined by the Fire Marshal. Traffic flow and appointment scheduling was negatively affected throughout the fall semester. However, the waiting area was reconfigured at the beginning of spring 2013 resulting in improved traffic flow and less confusion by students about where to wait for tutors.
The 35,102 visits to the Student Learning Center this year has caused quite a bit of wear and tear on whiteboards, furniture, computers, and the walls around the whiteboards. We moved into the SSC five years ago and have not been allowed to paint the walls during that time. The paint that was used in the SSC absorbs marker ink, dirt, and anything that touches it and cannot be cleaned without smearing or taking the paint off the walls. It would be easier to maintain the SLC space if the paint could be changed to a semi-gloss or something that could be cleaned.

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 2012-2013

1. Pursue using Blackboard Learning Management System to enhance online tutor communication and collaboration and to make online writing tutoring more accessible. (Strategic priorities 1, 2, 3, 4, 6)

Met/Ongoing – With the help of Jim Aird in the Technology and Learning Program, Deanna Pierro and Christine Connerly set up Blackboard Learn pages for SLC student staff and for an online Writing Center. The Student Learning Center BB Learn page allowed tutors and clerical staff to access online forms (saving reams of paper as a result), communicate more easily, access their schedules on TutorTrac from home using a Virtual Private Network (VPN) program, and get SLC updates and announcements quickly. Transitioning from Google Docs to Blackboard Learn has made online writing tutoring much more accessible for students. After transitioning to Blackboard Learn, online writing submissions increased 127% within the first semester. The writing tutors find this system far more manageable and convenient when...
responding to students' work. In addition, we have been able to use
Blackboard Learn tools internally for writing tutors to collaborate intellectually,
exchange methodologies, and continuously improve their practice.

2. Implement an internship for Supplemental Instruction Leaders to help train
and evaluate potential new leaders. (Strategic priorities 1, 2, 5)

Met/Ongoing – The Supplemental Instruction internship program was
established in fall of 2012 and was made available to all prospective SI
leaders. Students who were interested in filling open positions were
encouraged to complete a semester-long internship in which they closely
shadowed the duties of our mentor leaders. As part of this internship,
prospective candidates were pre-exposed to the rigors and responsibilities of
being an SI leader, which include developing lesson plans, creating engaging
and interactive activities, and reporting their progress to the SI Coordinator
and the professor of the course. Through this program we have been able to
glean and groom six remarkable leaders who were better prepared to meet
the expectations of the position.

3. Pilot group tutoring sessions for writing to facilitate collaborative learning for
research writing. (Strategic priorities 1, 3, 4, 5)

Met/Ongoing – Group writing tutoring sessions were implemented in order to
provide ongoing assistance to students who are struggling with writing across
the curriculum. The sessions are designed to reach our ethnic minority
population by discussing writing with a cultural consciousness. Within the first
semester of piloting this program, 100% of students reported significant
increase in grade point averages. Since its inception, group writing tutoring
has helped 42 students, 76% of which identify as an ethnic minority.
According to our end-of-the-semester surveys, 100% of attendees reported
that they were "very satisfied" with the help they received. Because of the
high level of student satisfaction, group writing tutoring will be continuing
through the 2013-2014 academic year. In response to the success of the
group writing tutoring, the SLC will pilot a math mentor workshop program for
EOP freshmen starting in fall 2013.
Demographics

**Visits by Ethnicity**
- White: 47%
- Hispanic: 27%
- SR: 19%
- SO: 23%
- Fr: 37%
- JR: 18%
- GR: 3%
- 2 or More: 5%
- Am. Indian: 1%
- Hawaiian: 1%

**Visits by Class**
Tutorial

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

Subject Tutor Students and Visits

Note: The number of students using tutorial assistance has increased by 151% in the past five years, while the number of visits has increased by 232%. At the end of 2011-2012 there were 575 students on the waitlist for whom we were not able to provide tutoring. At the end of 2012-2013, there were 343 waitlisted students we were not able to serve. Thanks to Student Learning Fee funds we were able to serve more students this year, but the demand still significantly exceeded our ability to provide learning assistance to those seeking it.
Grade Outcomes for Students Attending Tutoring for Key Subjects (Primary Goal 2)

Subject Tutoring Grade Comparison

Note: The subjects represented by this grade data include student visits for Biol 103, 104, 211, Chem 107, 108, Phil 102 (large section of 192 students), and Hist 130 (large section of 127 students). The number of students represented in Not Attended: 858 students, 1 to 4 visits: 184 students, 5 to 7 visits: 59 students, 8 or more visits: 253.

Study Skills Workshops

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

Study Skills Students/Visits
NOTE: Due to limited staffing in the SLC between 2009-2010 and 2010-2011, there were fewer workshops offered and EOP and SSS students were no longer given incentives to attend workshops. Starting in 2011-2012, EOP and SSS students were again given extra credit for attending workshops. As a result, even though the SLC offered fewer workshops than in previous years, attendance at the workshops has increased significantly.

Online Study Skills Workshops

Online Study Skills Workshop Views

Note: Many of the SLC workshops have been made available to view online for the past three years thanks to collaboration with Regional and Continuing Education.

In 2012-2013, the SLC sponsored study skills workshops on the following topics:

- Avoiding Procrastination
- Avoiding Test Anxiety
- Beginning Prezi
- Budgeting Your Money
- Improving Exam Preparation
- Mastering Study Skills
- Memory & Concentration
- Motivation
- Outlining and Organizing Your Essay
- Planning for Finals
- Pre-Writing
- Reading Strategies
- Reading to Write
- Research Methods
- Stress Management
The Tech-Savvy Student
The Well Balanced Student
Time Management

**Supplemental Instruction**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>495</td>
<td>3658</td>
</tr>
<tr>
<td>2009-2010</td>
<td>642</td>
<td>3157</td>
</tr>
<tr>
<td>2010-2011</td>
<td>638</td>
<td>3867</td>
</tr>
<tr>
<td>2011-2012</td>
<td>925</td>
<td>7648</td>
</tr>
<tr>
<td>2012-2013</td>
<td>979</td>
<td>6453</td>
</tr>
</tbody>
</table>

**Note:** In Fall 2012 we changed our SI policy to require continuous SI attendance in order to be admitted into test review sessions. This resulted in a decrease in visits as a substantial amount of overall visits come from test review attendance. The policy change was in accordance to the SI model, which emphasizes longitudinal learning and not “teaching to the test.” The effectiveness and success of this shift is reflected in the GPA performance reported below.

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

<table>
<thead>
<tr>
<th>Visits</th>
<th>GPA Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-SI</td>
<td>1.73</td>
</tr>
<tr>
<td>1-4 Visits</td>
<td>2.25</td>
</tr>
<tr>
<td>5-7 Visits</td>
<td>2.51</td>
</tr>
<tr>
<td>8 or More Visits</td>
<td>3.18</td>
</tr>
</tbody>
</table>

**GPA Comparison**
Note: This chart shows that students who attend SI eight or more times earn an average of 1.5 grade points higher than those who do not attend SI and almost an entire grade point higher than those who only attend 1-4 times.

Writing Tutoring

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

<table>
<thead>
<tr>
<th>Writing Center Usage</th>
<th>Students</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>365</td>
<td>796</td>
</tr>
<tr>
<td>2009-2010</td>
<td>350</td>
<td>837</td>
</tr>
<tr>
<td>2010-2011</td>
<td>413</td>
<td>1118</td>
</tr>
<tr>
<td>2011-2012</td>
<td>500</td>
<td>2031</td>
</tr>
<tr>
<td>2012-2013</td>
<td>615</td>
<td>2709</td>
</tr>
</tbody>
</table>

Note: Over the past five years, the number of students seeking writing tutoring has increased by 68% and the number of visits has increased by 240%, indicating a high level of student satisfaction with our writing tutoring services, which now include drop-in, appointment, online, and group tutoring.

Learning Outcomes

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

<table>
<thead>
<tr>
<th>Subject Tutoring</th>
<th>Supplemental Instruction</th>
<th>Writing</th>
<th>Study Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of Subject</td>
<td>Understanding of Subject</td>
<td>Organize Ideas</td>
<td>Organization</td>
</tr>
<tr>
<td>Exam Preparation</td>
<td>Exam Preparation</td>
<td>Grammar</td>
<td>Motivation/Persistence</td>
</tr>
<tr>
<td>Asking Questions</td>
<td>Better Overall Study Habits</td>
<td>Main Points</td>
<td>Better Overall Study Habits</td>
</tr>
<tr>
<td>Memory Techniques</td>
<td>Memory Techniques</td>
<td>Introduction</td>
<td>Reading Skills</td>
</tr>
<tr>
<td>Confidence</td>
<td>Being Prepared for Class</td>
<td>Coherence</td>
<td>Preparing for Exams</td>
</tr>
</tbody>
</table>
Top Five Professional Skills Developed by SLC Student Staff (all programs) (Learning Outcome 2)

![Top Five Skills Gained by SLC Staff](image)

Student Satisfaction - Tutoring, Supplemental Instruction, Writing – Spring 2013

![Student Satisfaction Spring 2013](image)

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

- The SI/Writing Coordinator position will be made a probationary/permanent track position staring fiscal year 2013-2014
which acknowledges the improvement in program quality and student usage since Deanna Pierro was hired in February of 2011. Writing usage has increased by 223% since Deanna began as the Writing Coordinator. This is definitely a step in the right direction!

- The SLC has requested and been granted Student Learning Fees for three consecutive years to help supplement the cost of increased demand and offset the ongoing reduction of lottery funding over the past several years. This year the SLF committee asked many questions about whether we intend to continue to rely on Student Learning Fee requests to fund the tutoring program or if we will have a more stable and consistent source of funding. This year the committee granted the SLC the same $21,600 that we requested last year, but not the entire $37,980 that we requested to help cover additional tutors and new computers to replace some of the more than five year old computers used by students in the SLC. As the demand for services has grown, the SLC has dipped into rollover lottery funds each year, and the rollover amounts have been dwindling. For the first time, the SLC finished the year in the red and did not have rollover funds going into the following fiscal year. In order to continue to address a growing demand for services and maintain our high quality learning environment outside of the classroom (Strategic Priority 1), the Student Learning Center needs a consistent funding source to pay tutors, upgrade equipment, and maintain our facility.

VIII. Goals for the next academic year

Annual Objectives 2013-2014

1. Build collection of “how to” screencast videos for TutorTrac and other computer based processes for more consistent training of student clerical and SLC career staff. (Strategic priorities 1, 2, 3, 4, 5)
2. Collaborate with Student Support Services (SSS) by developing weekly writing workshops for SSS freshmen. (Strategic priorities 1, 4, 5)
3. Develop math mentoring workshop pilot program for EOP freshmen using a similar model as the targeted writing workshops started in 2012-2013. (Strategic priorities 1, 3, 4, 5)
4. Expand the number of study skills workshops to accommodate the larger number of students attending now that EOP and SSS freshmen have incentives to attend several during the semester. (Strategic priorities 1, 4)
5. Pursue collaboration requested by the College of Business for the SLC to train business tutors paid for out of SLF funds requested by faculty. (Strategic priorities 1, 2, 5)