California State University, Chico

Division of Student Affairs
Student Learning Center
Annual Report 2025-26

I. Mission Statement

The Student Learning Center (SLC) empowers CSU, Chico students to become critical thinkers and independent learners through the use of comprehensive student-centered support in diverse, inclusive learning environments. As the highest volume peer-led academic assistance center on campus, the SLC provides skills development through cross-divisional campus partnerships, commitment to expertise in the field, and integration of diverse student voices to support student success.

II. Accomplishments - A highlight

Proudly Owning Who We Are

The Student Learning Center celebrated a historic milestone this year as graduating SI Mentor and Nursing student Gigi Ghiselli represented Chico State at the 14th International Conference on Supplemental Instruction in Portland, Oregon. Gigi served as a workshop presenter, delivered the SI Leader Keynote Address, and received the Exceptional Veteran SI Leader Award. This is the first time a Chico State student has represented the university in such prominent roles at the international SI conference. Her accomplishments reflect the strength of Chico State's Supplemental Instruction Program and its commitment to developing student leaders who make meaningful contributions both on campus and within the broader SI community.

Leveraging Our Strengths in What We Do

In alignment with the Division's goal of actively soliciting feedback to improve programs, the SI Program, Subject Tutoring Program, and Writing Center continued to implement structured feedback processes throughout both the fall and spring terms. Student user surveys were administered in Weeks 5 and 14 each term to gather feedback on the effectiveness and impact of SI and Subject Tutoring services. Additionally, ongoing post-visit surveys in the Writing Center provided continuous input to support the development and improvement of Writing Tutors and their services.

Advancing Our Influence by How We Do Our Work

This year, the SI Program and Subject Tutoring Program collaborated with multiple departments to strategically embed and expand academic support where it is needed most. In the spring term, the programs partnered with the College of Engineering, Computer Science, and Construction Management to pilot SI support in three EECE courses (EECE 144, EECE 211, and EECE 215). The partnership was

successful, with 65 students attending SI sessions for a total of 261 visits throughout the semester. Additionally, the Subject Tutoring Program partnered with the CIVL Department to embed two tutors in CIVL 211 sections, resulting in strong engagement with 16 students attending tutoring sessions for a total of 81 visits. This cross-divisional collaboration was successful and will continue into the 2026–2027 academic year.

Let's Dance

The Chico State Writing Center is committed to fostering an inclusive and supportive environment where tutors feel valued as both students and individuals. To strengthen community and connection, the Writing Center participated in a group visit to the Chico State Museum of Anthropology. Tutors engaged with the student-curated exhibit *What's Your Mood?*, which explored how culture, relationships, and environment shape human emotion. The experience encouraged reflection, dialogue, and team building, reinforcing empathy, curiosity, and perspective-taking as essential qualities for effective peer tutoring.

Diversity Efforts

Recognizing that diversity, equity, inclusion, and belonging are essential to student success, the Writing Center continued to strengthen partnerships across campus to provide culturally responsive and accessible academic support. In collaboration with the East Wing Cultural Affinity Centers, the Writing Center offered on-site writing workshops, individualized tutoring, and study skills programming designed to meet the needs and experiences of students within these communities. By embedding services within these spaces, the Writing Center increased accessibility, strengthened belonging, and advanced equitable access to academic support for historically underserved student populations.

III. Program Statistics and Assessment for Past Year

Across the 2025–2026 academic year, the SLC's completed goals align with the Student Affairs strategic priorities, the Chico State Playbook, and CSU Forward by focusing on student success, equity, collaboration, and the effective use of resources. Work on CRLA accreditation renewal and staffing adjustments reflects CSU Forward priorities around continuous improvement and responsible resource management while maintaining high-quality services for students. Efforts to embed inclusive pedagogy and expand assessment practices align with the Playbook and Student Affairs goals by strengthening equity-minded approaches, improving feedback loops, and ensuring programs respond to student needs. Finally, the shift in outreach and workshop delivery reflects a commitment to adaptability and cross-campus collaboration, ensuring services remain impactful, sustainable, and student-centered.

Goal	Status	Details
Prepare for CRLA Accreditation Renewal In preparation for next year's accreditation renewal, the SI Program will review its practices, training materials, and documentation to ensure	Met	The SLC programs reviewed its practices, training materials, and documentation to ensure ongoing alignment with College Reading & Learning Association (CRLA) certification standards as outlined in the renewal application. Following this

ongoing alignment with College Reading & Learning Association (CRLA) certification standards.		comprehensive review and verification process, the CRLA renewal application was successfully submitted in June 2026.
Adjust Staffing to Accommodate Budget Reductions Utilize data-driven decision-making and collaborate with academic departments to identify courses where SI and/or Subject Tutoring support can be scaled back due to low student demand or overlapping resources. This targeted approach will help reduce overall program costs while focusing SI/Subject Tutor support where it is most needed and most impactful.	Met	The SI and Subject Tutoring Programs reviewed student usage data at the end of each semester and consulted with academic departments to evaluate the effectiveness of course support. Based on these data-informed decisions, SI support was discontinued for low-engagement courses, including CHEM 451 and MECH 100L. To ensure continued access to academic support, the Student Learning Center transitioned these courses to Subject Tutoring services, aligning resources with student demand while maintaining support for enrolled students.
Integrate Inclusive Pedagogy and Reflective Practice into Tutor Training To deepen tutors' understanding of inclusive, student-centered practices by embedding equity-minded pedagogy and reflective exercises into existing training sessions.	Met	The Writing Center successfully integrated inclusive pedagogy and reflective practice into tutor training through a combination of professional development, campus engagement, and structured learning opportunities. All tutors completed the Academic Applications of AI (AAAI) Microcredential, which emphasized ethical decision-making, responsible technology use, and consideration of diverse student experiences in academic settings. The introduction of Speaker Spotlights during bi-weekly staff meetings exposed tutors to a variety of campus resources, perspectives, and student support strategies, reinforcing a student-centered approach to tutoring. Additionally, participation in the Chico State Museum of Anthropology's *What's Your Mood?* exhibit encouraged reflection on identity, culture, empathy, and the factors that shape individual experiences. Together, these initiatives strengthened tutors' ability to engage in reflective practice, recognize diverse student needs, and apply inclusive, equity-minded

		approaches that foster belonging and academic success for all writers.
Expand Program Assessment and Student Feedback Practices To enhance data-driven decision making by implementing consistent and meaningful program assessment tools that include tutor feedback, student satisfaction, and learning outcomes.	Met	The Writing Center made significant progress toward expanding program assessment and student feedback practices during the 2025–2026 academic year. Through participation on the University Assessment Team, the Writing Center Coordinator collaborated with faculty and staff across campus to explore effective assessment strategies, evaluate student learning outcomes, and identify best practices for continuous improvement. Information and resources from these discussions were shared with Writing Center leadership to strengthen local assessment efforts. The Center also continued to collect and analyze student feedback through post-appointment surveys, gathering data on student satisfaction and perceived learning gains. Survey results highlighted key areas of student growth, including understanding assignments, organization, confidence building, and citation practices, providing valuable evidence of program impact. These assessment activities supported data-informed decision making and helped ensure that Writing Center services remained responsive to student needs and aligned with institutional goals for student success.
Strategically align outreach and academic support services with available staffing and budget resources The Student Learning Center will prioritize sustainable service delivery by adjusting outreach efforts to align with available resources. Study Skills Workshops will transition from a bi-weekly to a monthly schedule, and requests for workshops and	Met	In Fall 2025, the frequency of Study Skills Workshops was reduced, while requests from partner programs to host workshops in their spaces increased. The SLC received seven workshop requests, reaching approximately 170 students. While this demonstrated strong campus interest and expanded outreach opportunities, it also placed increased demand on staffing and scheduling capacity. In response to consistently low attendance at on-site workshops (averaging four students per session in

drop-in tutoring from partner programs will be evaluated based on staffing capacity, available funding, and opportunities for reciprocal partnerships. This approach will ensure the SLC continues to provide high-quality, impactful services while maintaining fiscal responsibility.		Fall 2025), the SLC discontinued the regular monthly workshop schedule and shifted to an "as-requested" model. This adjustment allowed staff to reallocate resources toward higher-impact, partner-hosted sessions, ensuring workshops reached larger and more targeted student audiences.

Department Data

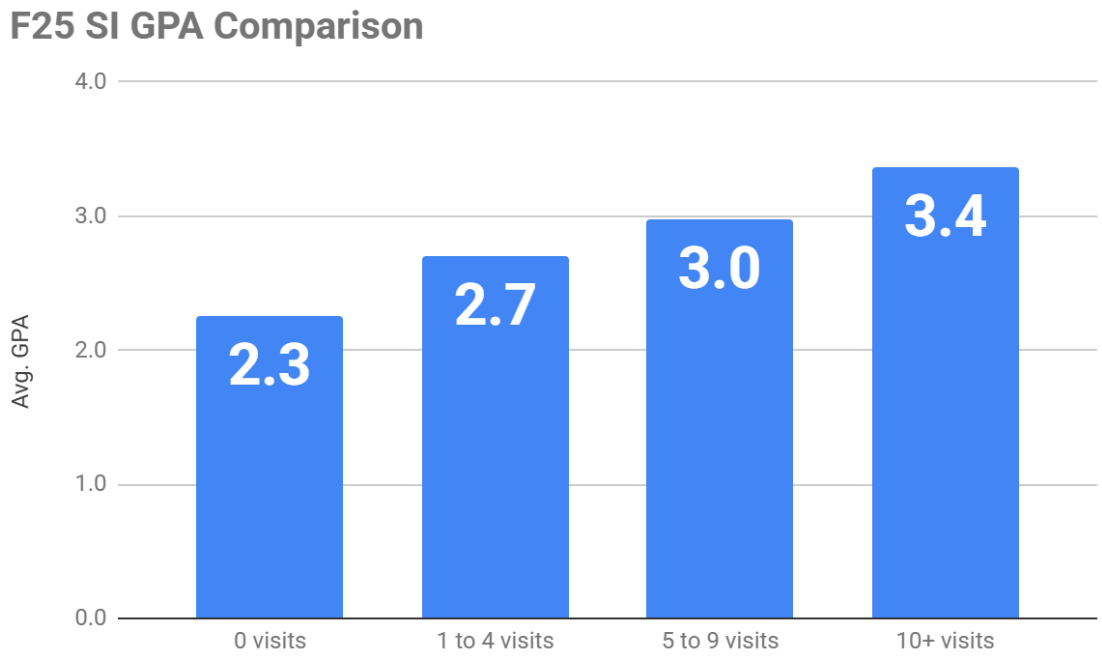
Summary: Student user data from SI and other SLC services strongly aligns with the Student Affairs strategic priorities, the Chico State Playbook, and CSU Forward goals by demonstrating measurable impact on student success, equitable access, and effective program delivery. SI grade comparison data shows that students who attend SI sessions earn, on average, a 0.6 higher GPA than non-participants, with increased attendance correlating to higher course performance—directly supporting CSU Forward's emphasis on improving student success and engagement. Additionally, the high level of service utilization (2,612 unique students and 18,200 visits) reflects broad campus impact and aligns with the Playbook's focus on creating effective, student-centered learning environments. Finally, demographic data indicating that 66% of users identify as non-white demonstrates the SLC's role in advancing equity, access, and belonging, aligning with Student Affairs' commitment to serving diverse student populations and promoting inclusive excellence.

In addition, Student survey feedback from SI, Subject Tutoring, and the Writing Center reflects strong alignment with the Student Affairs strategic priority, the Chico State Playbook, and CSU Forward goals by demonstrating how academic support services actively promote student learning, engagement, and success beyond the classroom. Students consistently report gains in transferable skills, increased confidence, and deeper understanding of course material, highlighting the impact of high-quality, student-centered support. These experiences reflect CSU Forward's emphasis on improving student engagement and success, the Playbook's focus on creating a welcoming and effective learning environment, and Student Affairs' commitment to providing impactful, development-focused programs that support holistic student growth.

SI Grade Comparison: Grade comparison data for the Fall 2025 term indicates that students who participated in SI sessions earned, on average, a 0.6 higher GPA in their course compared to those who did not attend. This outcome aligns with the SI Program's expectation that consistent SI attendance can boost course grades by

approximately half to a full letter grade. Additionally, the data shows a positive correlation between frequency of attendance and final course grade. The more sessions students attended, the higher their overall performance. Please refer to the bar graph below for a visual representation of this trend.

Grade comparison data for Spring 2026 will be available in August 2026.

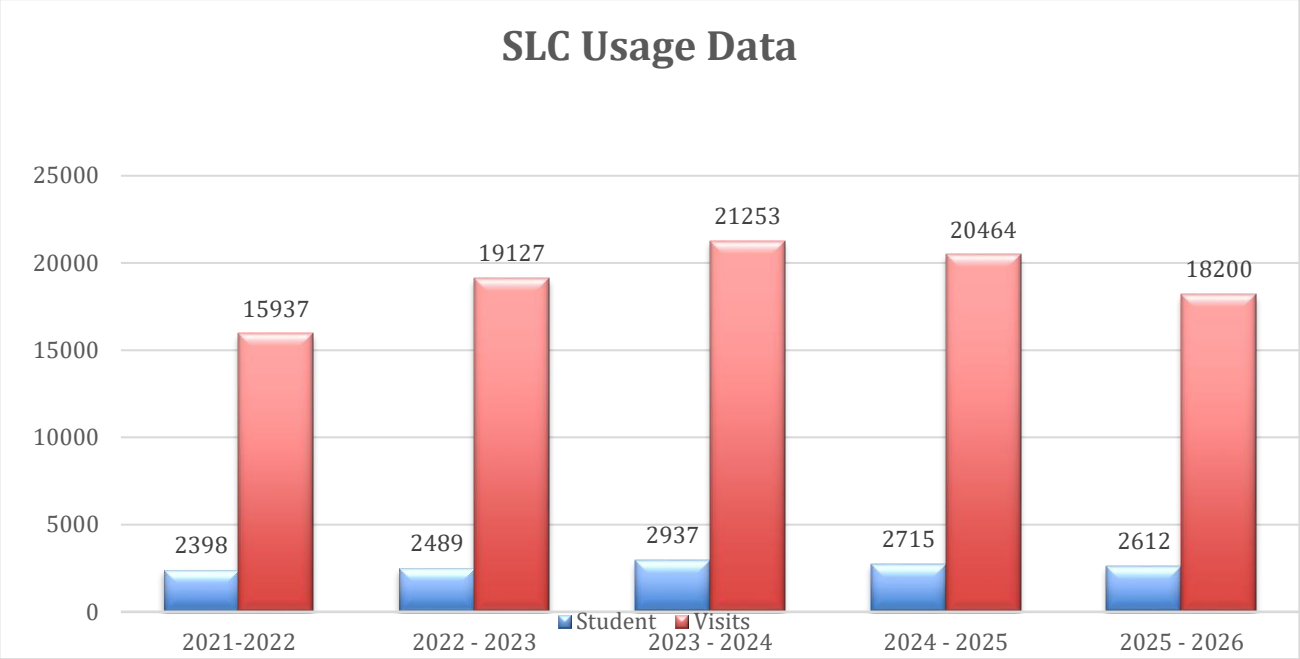


Demographic Reporting for AY 2025-2026: The data in the table below was sourced from the TracCloud database. In the 2025–2026 academic year, 66% of students who participated in SLC services identified as non-white, reflecting the program's engagement with a diverse student population.

Student by Ethnicity (AY 2025 - 2026)			
Ethnicities	**Students**	**Visits**	**%**
Hispanic	1,142	8338	45.80%
White	922	6,273	34.50%
2 or More	159	995	5.50%
Asian	147	1,238	6.80%
Blank	102	718	3.90%
Black	80	385	2.10%
US Non-Resident	43	155	0.90%
American Indian	9	43	0.20%
Hawaiian	8	55	0.30%

Totals:	**2,612**	**18,200**	**100%**

Student Usage Data Reporting for AY 2025-2026: The data in the table below was sourced from the TracCloud database. During the 2025–2026 academic year, the SLC served a total of 2,612 unique students for a total of 18,200 visits across it's numerous programs.



Top 5 Courses:

- **SI:** BIOL 104, POLS 155, BIOL 103, CIVL 321, CHEM 370
- **Subject Tutoring:** BIOL 103, CIVL 311, JAPN 101, BIOL 104, CHEM 370
- **Writing:** CHILD 353W, EDTE 490W, ENGL 350W, MGMT 647W, PHHA 325W

Top 5 Skills Developed by Student Users in Spring 2026 in SI Program (251 respondents):

- Better understanding of course material (69%)
- Preparing for exams (56%)
- Study skills (41%)
- Communication skills (31%)
- Personal Skills (30%)

Qualitative Assessment from the AY 2026-2027:

- **SI:** *"From participating in SI I learned different study skill that will help me be successful during a test. I also learned how to collaborate as a team and work with different individuals."*
- **Subject Tutoring:** "*[My tutor] is quite possibly the only reason I am doing as well as I am in Civil 311. He does not hand us the answers but instead make us*

work out the problems and use everything from the class to do so. He is invested in making sure we know how to do the work so that we can succeed when it comes to actually using the stuff we learn."

- **Writing:** "*They did great. Helped me re-write concern sections and taught me new aspects of writing to build my writing skills.*"

IV. Integrate Unit Objectives with Strategic Action Plan in 2026-27

Proudly Owning Who We Are

Goal: Acquire CRLA Accreditation Renewal

- **Outcome:** The Student Learning Center remains committed to providing high-quality services through the ongoing training and professional development of its student staff. To support this commitment, the SLC submitted its application for renewal of College Reading and Learning Association (CRLA) accreditation in June 2026. Upon receiving feedback from the review committee, the SLC will address any required revisions and resubmit materials as needed. The ultimate objective is to secure accreditation renewal and maintain recognition of the center's training program and service excellence.
- **Alignment with SA Strategic Plan:** Accreditation demonstrates credibility, accountability, and quality assurance. It positions the SI Program as a high-impact practice, which strengthens the Division's goal of excellence and support. This aligns with our value of being "passionate and caring content/subject matter experts who are vital to the mission of the University."
- **Alignment with Chico State Playbook: "**Excellence: We aspire to the highest standards of teaching, learning, research, creativity, and professionalism."
- **Alignment with CSU Forward:** "Every student will experience an inclusive, accessible and intentional teaching and learning environment."

Leveraging Our Strengths in What We Do

Goal: Strengthen Student Support in an Evolving AI-Enhanced Learning Environment

- **Outcome:** The Writing Center will equip tutors and student writers with the knowledge and resources needed to engage with generative AI in ethical, effective, and academically responsible ways. Through tutor training, student-facing resources, workshops, campus partnerships, and ongoing assessment, the Writing Center will promote AI literacy, support academic integrity, and strengthen its role as a campus resource for navigating the intersection of writing, learning, and emerging technologies.
- **Alignment with SA Strategic Plan:** This goal supports the *Leveraging Our Strengths in What We Do* strategic priority by providing students and tutors with the knowledge and skills needed to navigate the evolving role of AI in higher education. Through training, resources, workshops, campus partnerships, and ongoing assessment, the Writing Center will create holistic learning opportunities that promote academic integrity, digital literacy, and

student success while incorporating feedback to ensure services remain responsive to student needs.

- **Alignment with Chico State Playbook:** "Engage our students in powerful learning experiences that prepare them for successful futures."
- **Alignment with CSU Forward:** Students will gain real-world skills and experience an inclusive, accessible and intentional teaching and learning environment.

Advancing Our Influence by How We Do Our Work

Goal: Create Study Skills Workshop Facilitator Position

- **Outcome:** The Subject Tutor Coordinator will collaborate with the Writing Center Coordinator to hire and train 1-2 Study Skills Workshop facilitators. These positions will be responsible for planning, marketing, and facilitating Study Skills Workshops and Student Learning Center presentations upon request from partner programs, faculty, and student groups. This will improve the Student Learning Center's ability to meet demand for workshops and provide us with the staffing and resources to expand our outreach in this area.
- **Alignment with SA Strategic Plan:** This goal aligns with *Advancing Our Influence by How We Do Our Work* by utilizing staff expertise and campus partnerships to expand study skills programming and outreach. The creation of Study Skills Workshop Facilitator positions will enhance the SLC's ability to deliver impactful services, respond to requests from campus partners, and support student success through innovative academic support initiatives.
- **Alignment with Chico State Playbook: "**Produce outstanding scholarship and creative works that improve lives and inspire possibility." **Alignment with CSU Forward:** Students will gain real-world skills and experience an inclusive, accessible and intentional teaching and learning environment.

Let's Dance

Goal: Gamifying CRLA Certification to Increase Pipeline

- **Outcome:** The SLC will incentivize tutor and SI Leader participation in the CRLA certification process by gamifying certification progression through a Pokémon-themed challenge designed to reward and motivate participants.
- **Alignment with SA Strategic Plan:** This goal supports the *Let's Dance* strategic priority by incorporating fun, creativity, and friendly motivation into the CRLA certification process. By gamifying certification progression through a Pokémon-themed challenge, the program creates a more engaging and enjoyable professional development experience that encourages participation while fostering excitement and connection among tutors and leaders.
- **Alignment with Chico State Playbook:** Engage our students in powerful learning experiences that prepare them for successful futures.

- **Alignment with CSU Forward:** “Students will experience an inclusive, accessible and intentional teaching & learning environment.”

V. Identify at least one goal/objective that support the Chico State Playbook in 26-27

Goal: Continue and enhance the SI House System

- **Alignment with Chico State Playbook:** The SI Program will continue and enhance the SI House System, which places SI Leaders and SI Mentors into house teams that participate in team-building activities and friendly competitions throughout the semester. This initiative supports Chico State's goal of creating a welcoming and exciting university culture by fostering connection, belonging, collaboration, and joy among student staff. By creating opportunities for peer support, recognition, and engagement, the House System contributes to a positive and rewarding student employment experience while strengthening team morale and community.
- **Alignment with CSU Forward:** This goal also aligns with the CSU Forward objective *Employer of Choice*, as it supports improved student employee engagement and retention while enhancing workplace excellence and satisfaction.