ANNUAL REPORT OF GOALS AND MEASURES 2014-2015

Early Outreach and Support Programs

Student Learning Center

A Division of Student Affairs

California State University, Chico

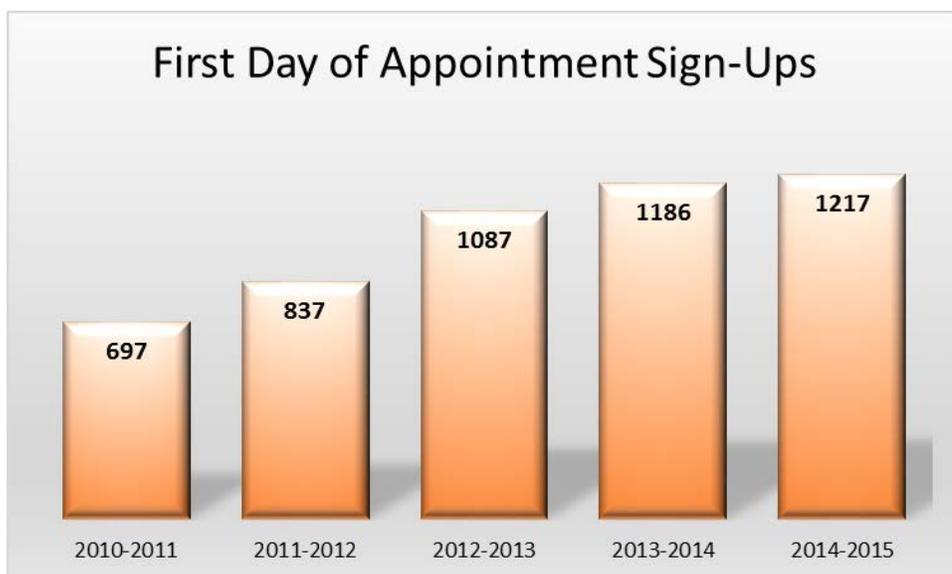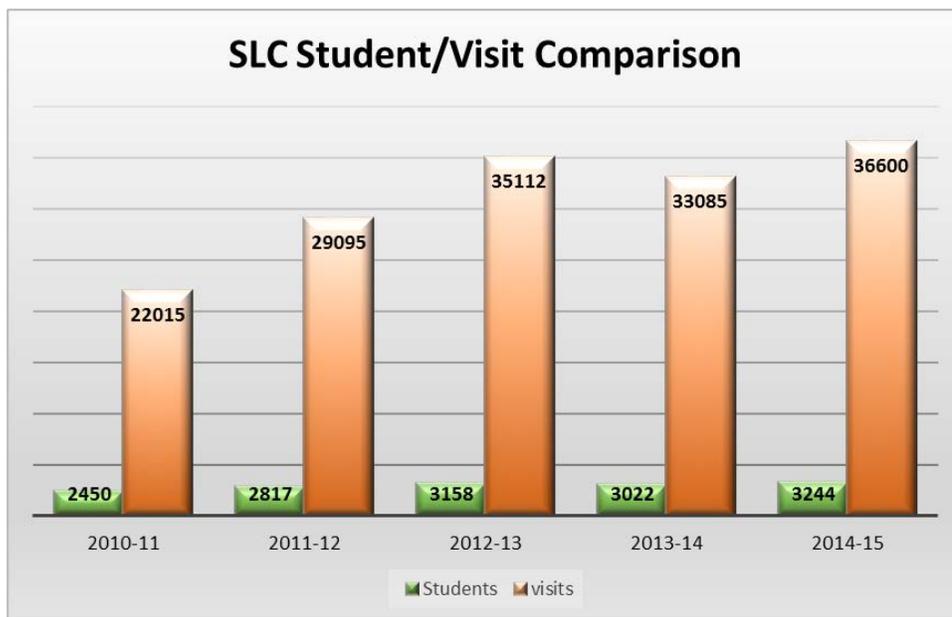**STUDENT LEARNING CENTER**

I.   Mission Statement

The mission of the Student Learning Center (SLC) is to provide a high-quality learning environment outside the classroom that helps CSU, Chico students to become active, lifelong, 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. The SLC demonstrates its commitment to diversity through collaboration with programs for low income, first generation college students, and ongoing staff development. Recognizing the need to maintain and improve services, the SLC regularly surveys students and staff to evaluate progress on learning outcomes, student satisfaction, and impact of academic assistance on student success.

II.   Departmental Accomplishments

- The SLC set another new record for an increase in the number of student users, visits, and first day of appointment sign-ups.
- Math drop-in hours were expanded to help supplement the hours in the Holt Math Tutoring Lab, and the SLC collaborated with the Math Department to offer students credit for Math 290 for attending tutoring (drop-in or by appointment) at least 10 times during the semester.
- Through a collaboration with the Cross Cultural Leadership Center, SLC tutors offered drop-in math and writing tutoring in the BMU in the evenings during dead week and final week spring semester 2015.
- In fall 2014, the SLC piloted offering early appointment sign-ups for students registered with the Accessibility Resource Center to help accommodate student needs and prioritize learning assistance for students who need it most.

Highlights:

- The number of students, visits, and first day of appointment sign-ups all went up this year. The increase demonstrated students' appreciation for the free learning assistance resources offered by the SLC, but it also strained the resources of the budget, the center space, and the staff.

SLC Student/Visit Comparison

	2010-11	2011-12	2012-13	2013-14	2014-15
Students	2450	2817	3158	3022	3244
Visits	22015	29095	35112	33085	36600

■ Students ■ visits

First Day of Appointment Sign-Ups

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
697	837	1087	1186	1217

- The SLC successfully collaborated with the CCLC to offer drop-in math and writing tutoring in the BMU during the evenings (6:00 – 9:00 pm) Monday through Wednesday of Dead Week and Finals Week. The goal was to provide outreach and access to tutoring for students of color and/or low-income first-generation students who might not otherwise visit the Student Learning Center or take advantage of campus learning resources. The CCLC provided the space, paid for tutors, monitored attendance, promoted the event, and generated reports for assessment. The event

was set up only two weeks prior to Dead Week and showed promising results.

Total number of students who signed in: 71 (according to the tutors, approximately 20 additional students came but did not sign in)
Total number of visits recorded: 92

Students whose first use of SLC tutoring this academic year was at the BMU Study Jam: 16 students, 19 visits

Visits by Tutor Center	Visits	Students
Writing	35	33
Math	57	41

EOP Students who visited: 15 students, 18 visits
REACH Students who visited: 2 students, 4 visits

- As the first day of appointment sign-ups has gotten increasingly popular and the lines and wait times longer, it has been more difficult for students with disabilities to sign up for tutoring. In the past we had prioritized getting students registered with the ARC off the waitlist, but in fall 2014 we set up early sign-ups for ARC students on the first Friday afternoon of the semester. ARC staff were on hand to verify that the students were registered with them. Students who were able to come in to schedule appointments early appreciated the efforts on their behalf. The number of early sign-ups in the spring was 42% higher than fall semester.

ARC Advance Sign-Ups	Date	Total Appointments Scheduled
Fall 14	8/29/2014	57
Spring 15	1/23/2015	81

138

III. Changes in Policies and Procedures

The increase in students and visits in the past year exceeded capacity for the SLC space, strained full time staff, and required additional financial resources. The Student Learning Center did not receive any funding for its Student Learning Fee request for 2015-2016 to expand Supplemental Instruction and drop-in group tutoring for STEM courses. Without the funding and with Unit 11 Collective Bargaining Agreement salary increases for 2015-2016, the SLC will need to prioritize services to serving

the populations that need it most, including students with disabilities and low-income, first-generation students. Staff will need to be strategic about reducing tutor hours and availability. The College of Business was granted $36,800 in funding from the Student Learning Fee Committee to expand its tutoring program and to hire more tutors in 2015-2016. As a result, the SLC will not hire any new accounting tutors and will begin to phase out accounting and business tutoring as the current tutors graduate and refer students wanting tutoring in business courses to the COB Student Success Center.

The SLC successfully piloted early tutoring appointment sign-ups for students registered with the Accessibility Resource Center this year and plans to expand early sign-ups to EOP, SSS, and REACH students during the 2015-2016 academic year. In addition, the SLC collaboration with the Cross Cultural Leadership Center at the end of the spring semester 2015 showed promising results in helping make tutoring more accessible and visible to students who might not otherwise seek it out. The SLC would like to continue to explore collaboration opportunities with the CCLC to expand outreach and tutoring access for students of color and low-income, first-generation college students not already being served by existing campus programs.

IV. Resources Summary

Budget Summary:

- SLC annual allocation (lottery) $119,464
- Rollover from 2013-2014   1,924
- Student Learning Fee allocation (General Fund)   24,960
- Total allocation for 2013-2014   **146,348**
- Annual Expense – SLC   (144,998)
- Projected Rollover Balance   **$1,346**

Note: Salaries for the three career staff positions within the SLC are included within the EOP General Fund allocation.

Staffing:

- Adequate and consistent staffing continues to be a concern within the Student Learning Center.
    - At the beginning of September 2014, SLC ASA left for another position on campus, and Kelsey Young was hired to replace her starting October 31, 2014. Kelsey left the position in the middle of April 2015 when her husband was offered a position in the Bay

Area. The turnover in the position meant the already small SLC staff of three was reduced to two for three and a half months during our busiest academic year on record. Also, Kelsey was still being trained and learning the position during the six months she was in it. Jeanette McMurry (ASC) and Kathleen McFarren (ASA) from the EOP office took on the payroll, human resources, and supply ordering during the times that the SLC was without an ASA and also helped train Kelsey on payroll procedures. Christine Connerly (SLC Coordinator) and Caroline Prieto (SI/Writing Coordinator) shared the remaining responsibilities including supervising the student front desk, managing the reception area, requesting room reservations for test reviews, and monitoring and maintaining office supplies and equipment.

- o On July 1, 2014, the SLC Program Coordinator (Christine Connerly) moved from a 10 month position to 12 months. Christine developed and taught a ten hour, five day student skills workshop series for Summer Bridge students who did not need to participate in the remedial math workshops and presented workshops to all Summer Bridge participants. In addition, Christine served as a Summer Bridge mentor. In summer 2015, Christine also helped plan and present information sessions during Transfer Student Summer Orientation sessions. The expanded work schedule has also allowed Christine to chair the search committee for the ASA II position during the summer. The additional duties have helped make the SLC more visible to EOP and transfer students, but have limited the time available to work on projects that would reduce work load during the academic year.
- o In fall 2014, EOP Advisor Marcellus Brookshaw was asked to take on the study skills workshop coordination which relieved some of the work load on the SLC Coordinator. This was fortuitous due to the need for her to help fill in for the vacant ASA II position and train the new person when she was hired.

The staff turnover and increase in usage in the past few years have made it increasingly challenging for the limited staff to maintain the quality of the tutoring program. Almost ten years ago, the SLC had three full time 10 month staff and a half-time director who also oversaw another department and more than four times fewer visits (7,738 visits 2005-2006 compared to 36,600 visits 2014-2015). In 2008, when the SLC moved to the Student Services Center, it also acquired the Writing Center from the English Department even though there were only two full time 10 month staff and some part time assistance from EOP staff. Currently the SLC has one full-time 12 month coordinator, two full time 10 month staff (with one of those positions currently vacant), and a director who oversees six different departments. Staffing has been reduced while usage has quadrupled. This

is not a sustainable model and the program cannot continue to function effectively with its current staffing levels. As a result, the primary goal for the 2015-2016 academic year will be reducing tutor hours and services and targeting resources for the students who benefit the most.

<u>Facilities/Equipment</u>:

- The Student Learning Center received SLF funding to purchase new whiteboards in 2014, and many of these were larger wall-mounted whiteboards. In addition, new portable whiteboards were purchased and replaced fabric panel dividers creating more writing area and more flexible tutoring spaces that can expand or contract depending on the size of the groups. The new larger wall-mounted boards helped cover some of the marker smeared on the walls, but the need for new paint remains. The walls are smudged, peeling, and dirty. The SLC has been told that painting the space would have to come out of its already limited budget which would mean further reductions in tutoring hours, supplies, or other more urgent needs. Paint would make the space a cleaner and more presentable learning environment, but it is a luxury that the department cannot currently afford.

- Follett taking over the Wildcat Bookstore has made it more challenging for the SLC to request new textbooks to be loaned or donated for tutor use. As a result, the SLC textbook library is rapidly becoming outdated and less useful for tutors to prepare for sessions and stay on top of what their students are working on. The 2015-2016 Student Learning Fee request included a budget for updating older science textbooks for chemistry and biology, but the funding was not approved. Resources for updating the SLC textbook library would be extremely helpful.

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 2014-2015

1. Offer study skills workshops for the expanded EOP Summer Bridge program. (Strategic priorities 1, 3, 4)

   Met/Ongoing - In summer 2014 SLC Coordinator Christine Connerly created lesson plans and presented 10 hours of study skills workshops over 5 days during EOP Summer Bridge to 34 students who tested out of being required to take remedial math workshops. All of the students were surveyed at the end of the workshops and said they found the workshops helpful with 79% saying they were extremely helpful. The workshops were repeated for a group of 18 students during the 2015 Summer Bridge sessions with some changes and updates to the material presented.100% of the students rated the study skills workshops as helpful (50% extremely helpful, 50% very helpful). The workshops were interactive, included group work and self-assessments, and gave students a preview of what to expect in terms of coursework and study time in the upcoming semester.

2. Integrate iPads into tutoring by establishing best practices for using them in tutoring sessions and finding helpful education related apps. (Strategic priorities 1, 3, 4, 5)

   Ongoing - When the SLF funding to purchase iPads was approved, the Wildcat Store was still being run by the Associated Students. However, when the funding was released in July 2014 to purchase the iPads, Follett had taken over the management of the Wildcat Store and was still setting up its contract with Apple. As a result there were numerous delays in ordering and receiving the iPads, and by the time they were on campus and tagged by ITSS, it was the end of fall semester. In addition, the SLC wanted to ensure that the iPads were securely stored and an effective checkout policy was in place which caused further delays in making them available for tutors. The iPads were used by staff to take photos of tutors and to record some videos of sessions, and some tutors checked them out to use in sessions, but many tutors were not aware that they were available. In 2015-2016 the iPads will be incorporated into tutor training, and the checkout policy and procedures will be in place from the beginning of the year.

3. Incorporate the SLC learning outcomes more explicitly into training. (Strategic priorities 1, 3, 4)

<u>Met/Ongoing</u> – The two SLC learning outcomes are 1) to help students develop transferable learning/study skills and 2) to help the student staff develop professional/lifelong skills. SLC training in 2014-2015 included clear information about the SLC learning outcomes and student staff were asked to evaluate how well the SLC meets those outcomes on end of semester surveys. In addition, tutors were presented with SLC evaluation tools (student surveys and tutor observation questions) that assess how well the tutors help students develop learning skills. Each spring the SLC collaborates with the Career Center to offer a workshop helping SLC student staff articulate the professional skills they develop to potential employers and graduate or professional programs. We will continue exploring new ways to emphasize the SLC learning outcomes into training and daily operations.

4. Stabilize funding for SLC programs to maintain and hopefully have the capacity to expand. (Strategic priorities 1, 2, 3, 4, 5)
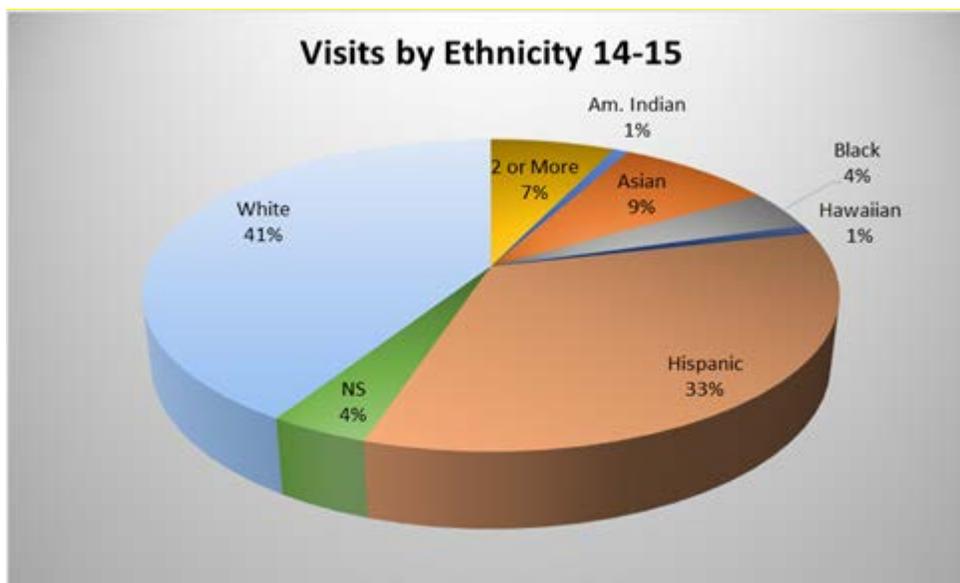
   <u>Not Met/Ongoing</u> – At a Supplemental Instruction workshop in Sacramento funded by the CSU Chancellor's office in spring 2013, SLC staff were told a request for funding proposals (RFP) that student affairs staff could apply for to enhance SI would be forthcoming soon. However, the RFP still has not appeared. According to a recent email from Kathy Fernandes from CSU Academic Technology Services "We are still working on your request and other campus requests, to work on funding to support the administrative side of the house running SI. Grants have been submitted and discussion continues to happen in this area at the Chancellor's Office." In the meantime, Supplemental Instruction was expanded from six sections to eight in spring 2015 to include Chemistry 108 and Biology 211. This was successful enough to continue to offer the expanded SI sessions, but given that funding in 2015-2016 will be reduced and tutor salary costs increased for the upcoming year, most SLC services will need to be reduced and strategically cut back.
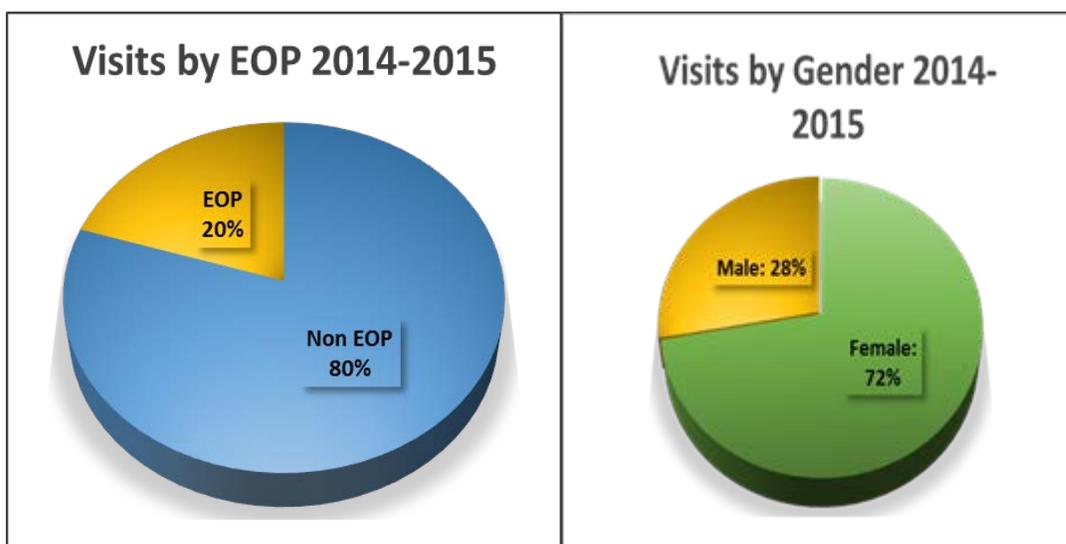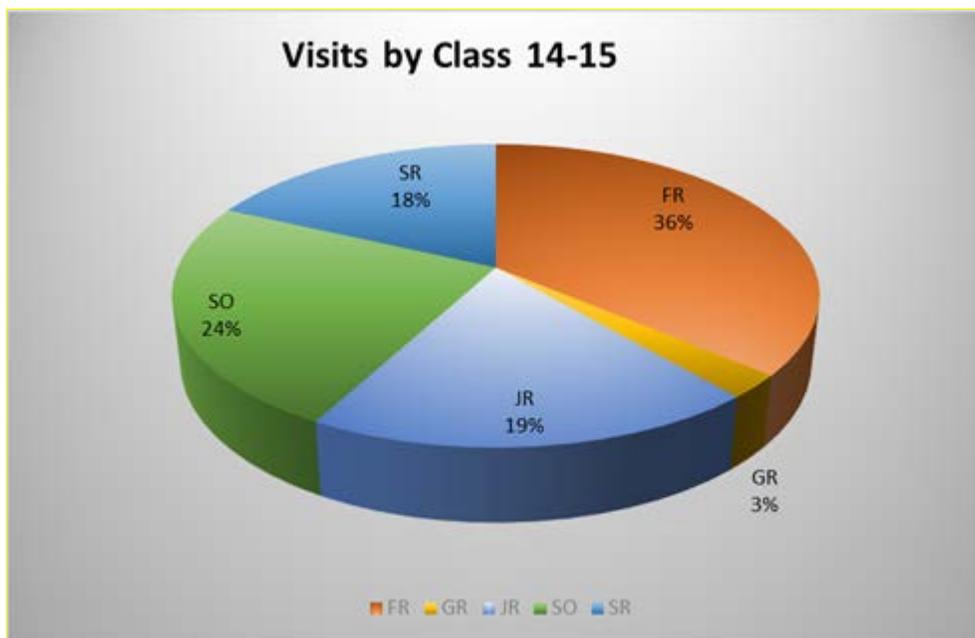
VI. Ongoing Assessment Efforts
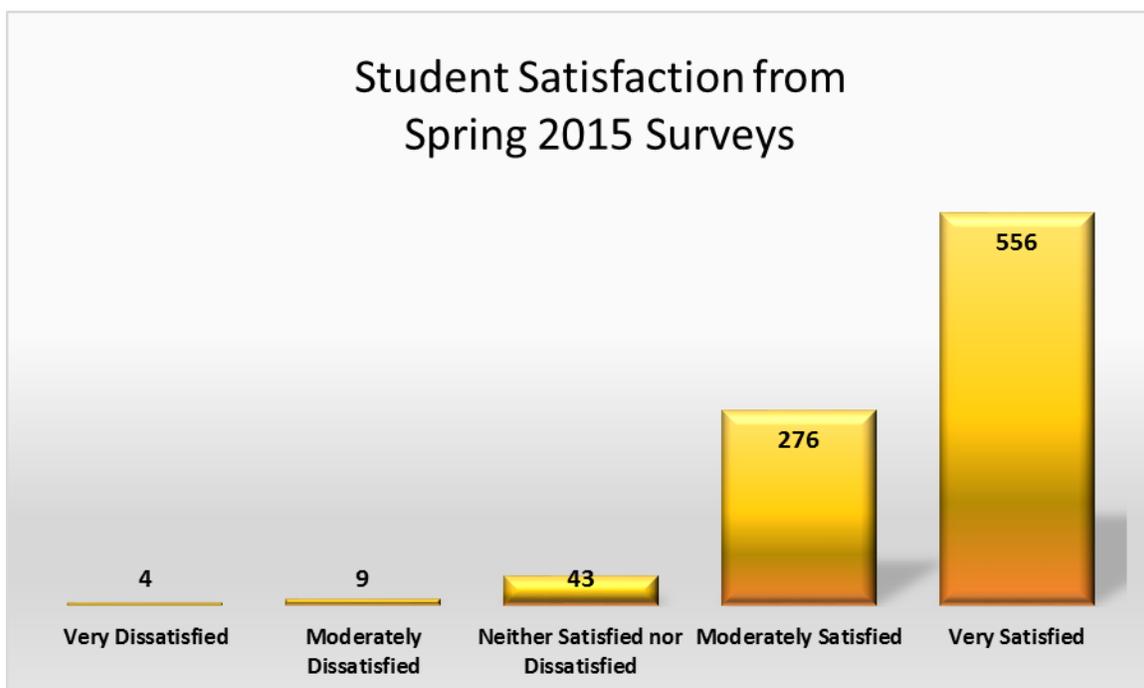
Total SLC Visits Comparison

Total SLC Visits Comparison 2014-2015

Demographics

Visits by Ethnicity 14-15

Visits by Class 14-15

Visits by EOP 2014-2015
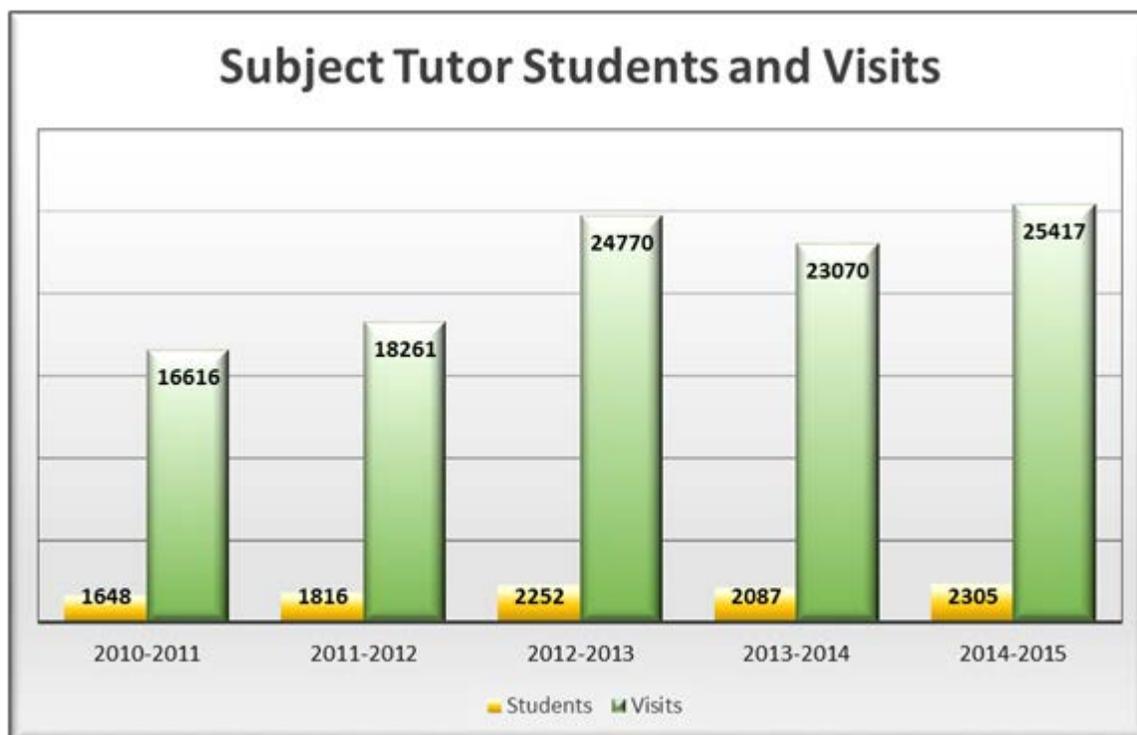

Visits by Gender 2014-2015

Student Satisfaction - Tutoring, Supplemental Instruction, Writing, and Study Skills from Spring 2015 Surveys

Tutorial

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

Note: This year, the number of students and visits set a new record, but the noise level and crowded conditions that occurred were not always as conducive to an optimum learning environment. Both students and tutors commented on this in evaluations. One student commented, "It gets kind of loud in there with all the tutors talking at once, I couldn't hear my tutor at times." A tutor recommended, "I would suggest adding either more space or hours to reduce noise levels."
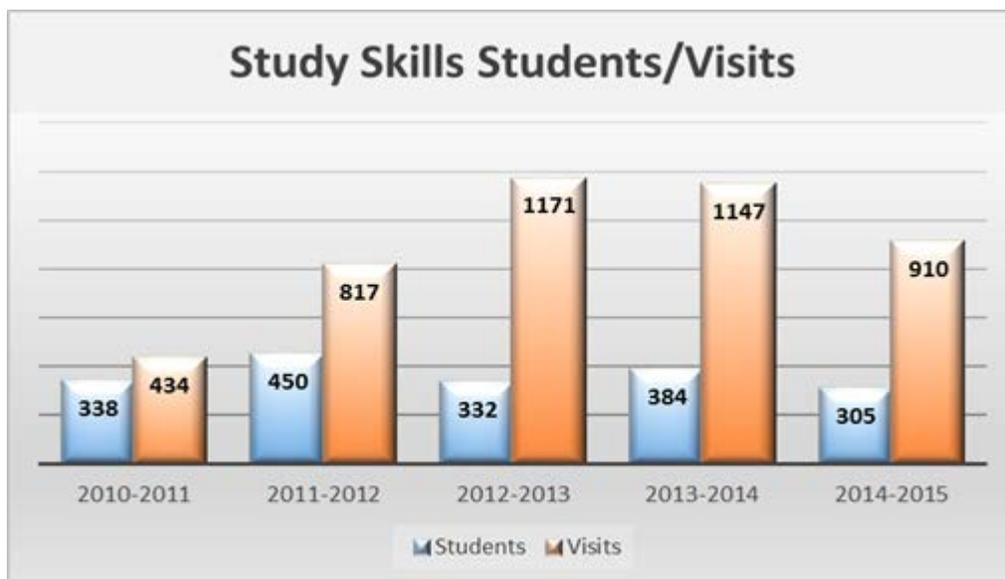
Grade Outcomes for Students Attending Tutoring for STEM Subjects (biology and chemistry) (Primary Goal 1)

STEM Tutoring GPA Comparison

NO SUBJEC TUTORING	1-4 VISITS	5-7 VISITS	8 +
2.63	2.11	1.91	3.02
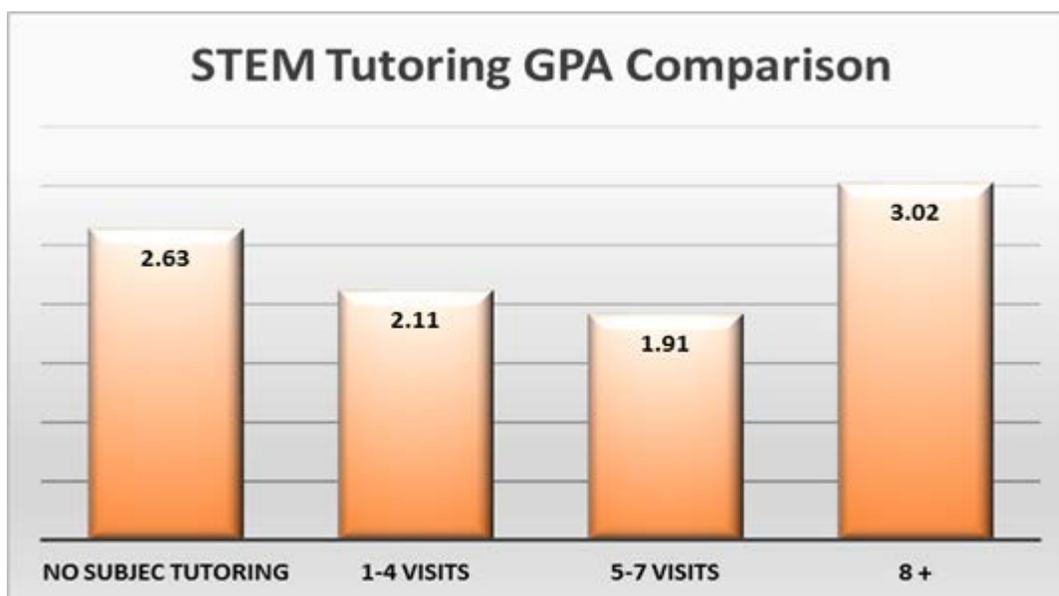
Note: The subjects represented by this grade data include student visits for BIOL 103, 104, 211, CHEM 107, 108, 111, and 112. The number of students represented in Not Attended: 993, students, 1 to 4 visits: 109 students, 5 to 7 visits: 72 students, 8 or more visits: 243. The students who came 1-7 visits tended to come later in the semester when they were already doing poorly in the class. Those students who came early in the semester and came often were more successful than those who did not attend tutoring at all.

Study Skills Workshops

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

Study Skills Students/Visits

|	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Students	338	450	332	384	305
Visits	434	817	1171	1147	910

NOTE: In fall 2014, the new EOP Adviser, Marcellus Brookshaw was asked to take on coordinating study skills workshops due to staffing limitations in the SLC. EOP students were strongly encouraged to attend, but workshops were less publicized to the campus at large than they had been in previous years.

In 2014-2015, the SLC sponsored 34 study skills workshops on the following topics:

Avoiding Procrastination
Becoming a Tech Savvy Student
Budgeting Your Money
Developing a Research Question That Interests You
Finding a Mentor
GRE Writing Preparation: Graduate Record Exam Prep
GRE Math Preparation
How to Write a Unified, Coherent Essay
Mastering Study Skills
Money 101: Budgeting and Credit
Money 101: Graduation and Student Loans
Motivation and Success
Note Taking Strategies
Organizing Your Essay
Planning for Finals
Pre-Writing: How to Begin Your Essay
Reading Strategies
Reducing Test Anxiety
Smart Strategies for Success
Stress Reduction
The Well Balanced Student
Time Management

Supplemental Instruction

Number of Students Attending Supplemental Instruction Sessions (Primary Goal 2)
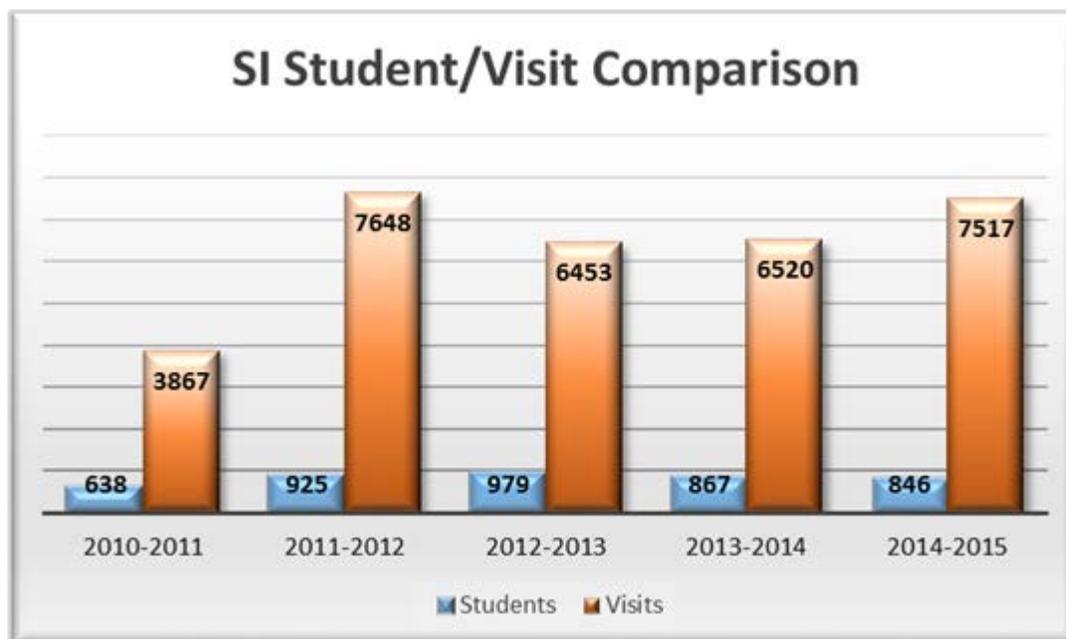
Note: SI for EOP freshmen in CMST 132 and MCGS 155 used to be required to attend SI and was part of their grade for UNIV 102, but this year, EOP freshmen realized that there would be no consequences for not attending SI so several of them chose not to attend. Unfortunately, this resulted in larger grade discrepancies for EOP students who attended SI and those who did not in some sections. In MCGS 155 section 42, the 15 students who did not attend SI earned a mean grade of 1.4 in the course while the mean grade of SI participants was 3.2. Next year there will be a greater emphasis on students attending SI to improve their grade outcomes.
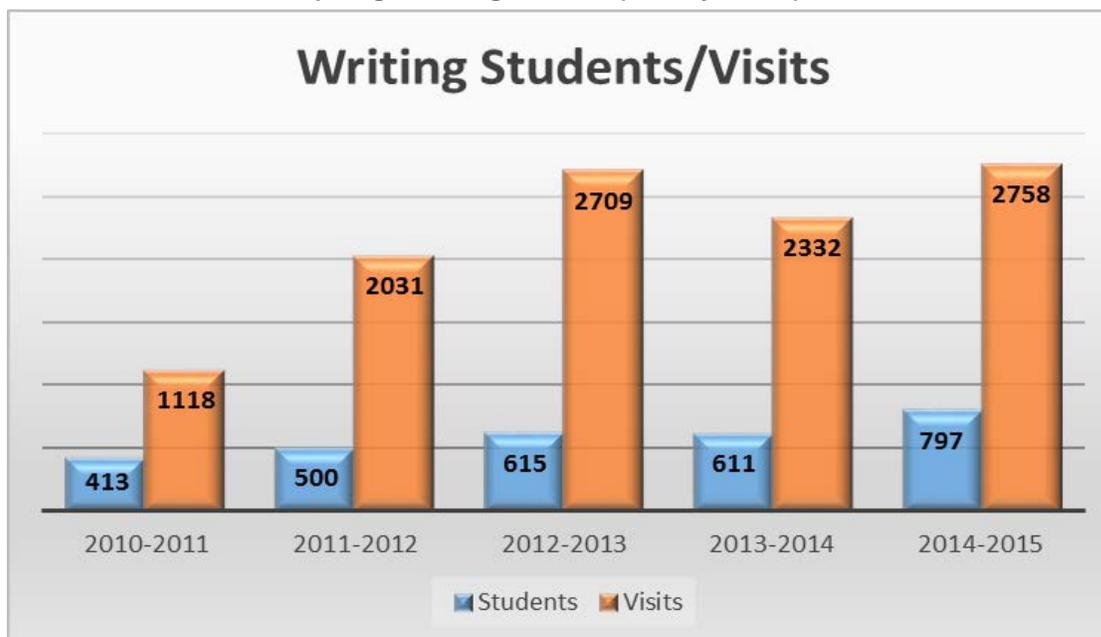
Grade Outcomes for SI Students Receiving SI Tutorial (Primary Goal 2)

SI GPA Comparison

NON SI	1-4 VISITS	5-7 VISITS	8 +
2.42	2.54	3.03	3.4

Note: In spring 2015, SI was expanded from six courses to eight including CHEM 108 and BIOL 211. The grade differentials between the students who attended SI and those who did not in those courses indicate that SI had a positive impact.

Writing Tutoring

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

Writing Students/Visits

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Students	413	500	615	611	797
Visits	1118	2031	2709	2332	2758

Note: Extensive outreach and advertising by SI/Writing Coordinator Caroline Prieto resulted in increased usage of the Writing Center during 2014-2015. This was the busiest year for the Writing Center since it moved from the English Department to the SLC.

Student Learning Outcomes

Learning Outcome #1: The Student Learning Center will offer services and programs that develop transferable learning skills that will enhance their academic and personal success both in and out of the classroom.

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

Subject Tutoring	Supplemental Instruction	Writing	Study Skills (% not available)
Understanding of Subject (94%)	Understanding of Subject (94%)	Organize Ideas (62%)	Motivation/Persistence
Exam Preparation (78%)	Exam Preparation (81%)	Grammar (51%)	Better Overall Study Habits
Memory Techniques (49%)	Predicting Test Questions (57%)	Main Points (35%)	Preparing for Exams
Asking Questions (47%)	Better Overall Study Habits (56%)	Punctuation (35%)	Time Management
Confidence (47%)	Motivation/Persistence (51%)	Format (34%)	Memory Techniques

Note: Each SLC program conducts ongoing assessment throughout each semester. Subject tutoring and SI conduct mid and end of semester surveys of students who use the services. The Writing Center asks students about their experiences immediately after they meet with a tutor, and Study Skills Workshop surveys are emailed to students the day after they attend. This chart shows the top five skills students identified on their surveys for each program.

Qualitative Assessment of Student Skills: Many of the comments on the student surveys of tutoring, workshops, and SI give more insight into the specific benefits of tutoring in helping students develop transferable learning skills, persistence, and confidence (see below).

"Thanks to the tutor, I felt more motivated to learn the content of the class. She was great in teaching, made me feel comfortable and confident during the learning process, but also being challenged sometimes so I could be sure I was knowing enough to do well in the class or maybe even more than that."

"Personally, I never have sought out any kind of extracurricular help for any school related things and I learned that it can be worth your time, very helpful, and enjoyable."

"In SI I learned that I should take the given information from both lecture and SI, and go home and read the chapter after each class period. I also learned time management through the use of target words which was really important to me because I always run

out of time on tests (I read fairly slow). Again, I also learned that being able to draw and label things is very beneficial to learning the information."

"From SI I learned that if you study in a fun way it is easier to enhance the material."

"Writing tutoring was an awesome confidence booster! Great assistance with organizing my thoughts."

"The writing tutor was so amazing. She helped me form a thesis and see what the university would expect out of a paper. She helped me learn things I can use in the long run."

"Something mentioned in this workshop was to know that mistakes are okay and that's a way people grow and learn! It made me feel so much better and gave me encouragement!"
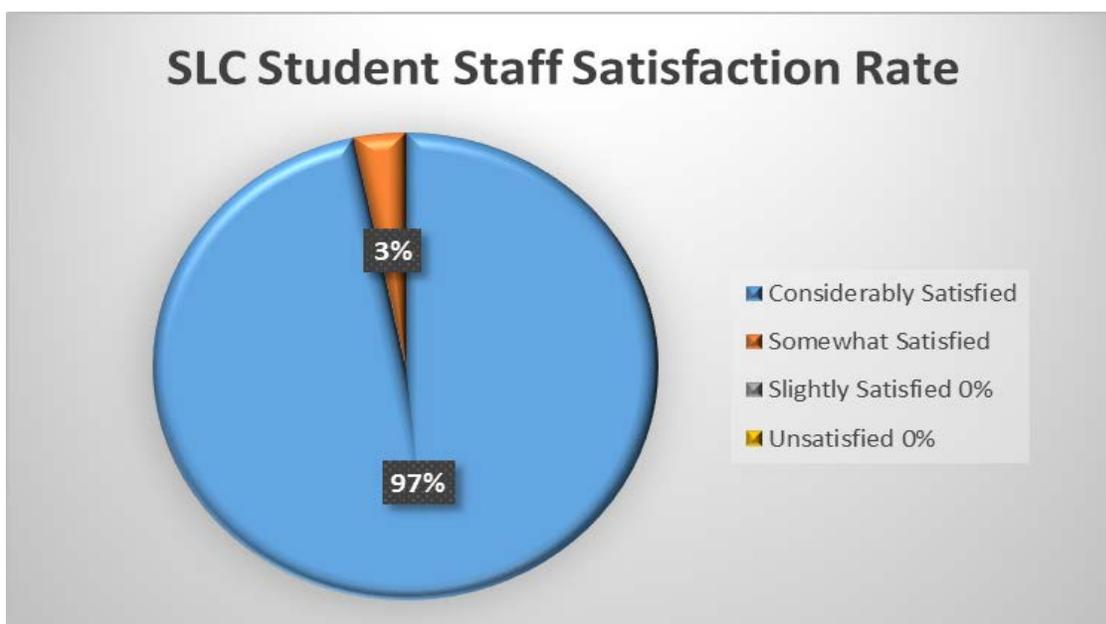
"The budgeting workshop was very helpful and interesting because it gave freshman students like me to understand how to handle or spend money carefully and especially making the right choices when spending money."

Learning Outcome #2: The Student Learning Center will develop the professional and lifelong learning skills of its student staff through training, mentoring, and ongoing feedback.

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

Top Skills Developed by SLC Staff

Skill	Value
Patience	54
Communication Skills	53
Problem Solving Skills	52
Confidence	46
Leadership	46
Listening Skills	46
Academic Subject Knowledge	46

Note: This spring 55 of the 85 SLC student employees submitted surveys. The numbers above indicate how many of the 55 respondents chose each of the skills identified.

SLC Student Staff Satisfaction Rate

- Considerably Satisfied — 97%
- Somewhat Satisfied — 3%
- Slightly Satisfied 0%
- Unsatisfied 0%

Note: On the end of semester SLC student staff survey, satisfaction is tied to the experience of developing professional and academic skills.

Qualitative Assessment of Student Staff Skills Developed (comments from SLC student staff surveys)

- "I feel much more confident talking in front of groups of people and I would say that tutoring has forced me (in a good way) to be able to communicate chemistry and science which many scientists struggle with. Seeing other people struggle in courses that come very natural to me is sometimes difficult for me to relate to, but it has helped me appreciate what I have and pass on those opportunities to my students. I try harder in my classes because I know they do." ~Harrison Mills, Chemistry Tutor

- "The SLC has been a major contributor to my professional development. I had only had one job before this one and it was in a completely different setting. I think this has shown me how to work with professionals and how to be aware and sensitive of the employees we have and students we serve. I feel confident that I have developed many transferable skills." ~Carina Gutierrez, Front Desk Staff

- "Working in the SLC made me more motivated to do my own work, and for some reason my courses seem a lot easier than I anticipated, and I think this is due to the fact that tutoring helped shape my mind in a different way and made me tackle my courses with confidence and a different mindset." ~ Fadi Yousif, Math Tutor

- "Basically [working in the SLC} is the reason I went to graduate school--I learned so much about teaching and working with my craft (writing) and really wanted to learn more." ~Stephanie Evans, Writing Tutor

- "Working in the SLC has helped me learn how to read people and that is important in the medical field. Being able to read people's emotions and understandings really helps with making sure they are comfortable. Being a mentor really makes you feel more accountable to being a good role model for your students whether it be how you carry yourself while on campus or how dedicated you are to your classes. Lead by example." ~Connie Leandro, Physiology Tutor and SI Leader

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

- Last year the impact of increased usage put an unsustainable strain on the budget, the space, and the staff of the Student Learning Center. Without additional resources in each of these areas, the SLC cannot maintain the current level of services. The increase in the number of students and visits over the past several years and the union negotiated salary increases for tutors (which were not funded by the CSU) have dramatically increased the cost of offering free academic assistance to students. Although there has been much discussion on campus about the importance of helping students graduate in four years and helping students succeed academically and professionally, there have been limited opportunities for Student Affairs staff to apply for funding to support these efforts. The SLC requested and was granted Student Learning Fees for four consecutive years to help

supplement the cost of increased demand, tutor salary increases, and offset the ongoing reduction of lottery funding. This year, the Student Learning Fee Committee denied the SLC request and made it clear that we should not rely on SLF funding for regular operating costs. Last year 100% of the salary for the SLC Program Coordinator, Christine Connerly, was moved out of lottery funding to try to mitigate increased costs and the Vice President of Student Affairs provided additional funding, but this was not enough to compensate for increased costs and decreased funding from other sources. 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. If that funding is not forthcoming, then strategic reduction in services to target the most vulnerable student populations is the best solution to maintaining a quality program. In the upcoming academic year the SLC will be looking for ways to target services strategically to prioritize low-income, first-generation students, and students with disabilities. Tutoring hours and subjects will be reduced. The reduction will mean a larger waitlist and more referrals to paid private tutoring and other tutoring resources on campus.

VIII. Goals for the next academic year

Annual Objectives 2015-2016

1. Strategically reduce tutoring hours and subjects and more specifically direct services, access, and outreach to target populations including EOP, SSS, REACH, students with disabilities, and low-income, first-generation students not being served by a campus program. (Strategic Priorities 1, 3, 4)

2. Present a CELT workshop on "Collaborative Learning Strategies at the Tutoring Table." (Strategic Priorities 1, 2, 3, 4)

3. Collaborate with the Cross Cultural Leadership Center to offer evening drop-in tutoring in the BMU before midterms and finals week. (Strategic Priorities 1, 3, 4)

4. Continue to integrate iPads into tutoring by investigating and implementing best practices. (Strategic Priorities 1, 3, 4)