ANNUAL REPORT 2016-2017
Early Outreach and Support Programs

Student Learning Center

A Division of Student Affairs
California State University, Chico

STUDENT LEARNING CENTER

I. MISSION STATEMENT

The Student Learning Center (SLC) empowers CSU, Chico students to become independent thinkers and lifelong learners through the use of student-centered academic support in diverse, inclusive learning environments. The SLC is committed to purposeful outreach to underserved student populations, particularly first generation, low income college students and students with disabilities. Collaborating closely with faculty, academic departments, and student support programs, particularly the Educational Opportunity Program, we provide comprehensive academic support and skills development through Subject and Writing Center Tutoring, Supplemental Instruction (SI), and Study Skills Support. The SLC trains its student staff to provide outstanding academic support while developing their own content knowledge, leadership, and professional skills. As the highest volume peer led academic assistance center on campus, the SLC supports the University's primary strategic priority with a focus on first-year, general education, and high stakes, bottleneck courses.

Department Goals (Last Reviewed June 2017)

1. The Student Learning Center will provide individual and small group tutorials in undergraduate subject content areas, writing, and in learning strategies. (Student Affairs Goals 1, 2, 3; University Strategic Priorities 1, 4, 8)
2. The Student Learning Center will provide supplemental instruction for high-risk courses and EOP first year students. (Student Affairs Goals 1, 2, 3; University Strategic Priorities 1, 4, 8)
3. The Student Learning Center 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. (Student Affairs Goals 1, 2, 3; University Strategic Priorities 1, 2, 4)
4. The Student Learning Center staff will maintain top quality and current expertise in the field of learning assistance, writing, and supplemental instruction through professional reading, mediated resources, and other opportunities for professional development. (Student Affairs Goals 1, 2, 3; University Strategic Priorities 1, 2)

Contribution of Goals to Recruitment, Retention, and Graduation

The common factor of each of the SLC goals is to provide a high quality learning environment outside of the classroom that enhances student achievement and success.

- **Recruitment:** The free academic support services offered by the SLC have been highlighted to prospective students by the Admissions Office, Summer Orientation, the Educational Opportunity Program, the Chico Student Success Center, and other admissions and recruitment programs on campus.
- **Retention:** SLC goals serve to support student retention by helping students develop transferable, lifelong learning skills such as better understanding of specific course material, exam preparation, asking questions, memory techniques, and confidence. Our data shows that on average students who regularly visit tutoring and/or SI earn higher grades than those who do not.
- **Graduation:** The overarching goal of the Student Learning Center is to help students who use the services graduate. By helping students build background knowledge and learning skills, the SLC develops student confidence, motivation, and persistence.

II. DEPARTMENTAL ACCOMPLISHMENTS

- The Student Learning Center had a record breaking year in the number of students and the number of visits in 2016-2017 with 4081 students using the SLC services 39,833 times.
- The Supplemental Instruction program in the SLC quadrupled its size from eight SI Leaders in 2015-2016 to 39 SI Leaders in spring semester 2017. The expansion was due to efforts to improve student success in bottleneck STEM courses.
- In spring 2017, the SLC collaborated with the Math Department and the Meriam Library to open a Math Learning Lab for drop in math tutoring.
- After being denied Student Learning Fee funding for 2015-2016 to expand STEM SI, the SLC actively sought additional resources to maintain and expand its services to help students achieve academic

success. In 2016-2017, the SLC was able to bring in more than $150,000 primarily through collaboration with the Chemistry Department, the HSI STEM grant, a Special Endowment Award from the CSU Board of Governors, CSU Graduation Initiative Funding, and Course Redesign funds from the Chancellor's Office

- In recognition of the additional workload required for the SI expansion, the SLC was able to add two new staff positions in 2016-2017; an 11 month SI Coordinator (SSP III) and an 11 month SI assistant (ASA II).
- The SLC Writing Center extended its outreach and professional development for writing tutors by coordinating writing events such as the National Day on Writing and sending four SLC Writing Center tutors to the National Conference on Peer Tutoring in Writing.
- The SLC was granted Student Learning Fee funding for subject tutoring for 2017-2018 to help maintain tutoring despite the anticipated salary increases for Instructional Student Assistants included in their collective bargaining agreement.
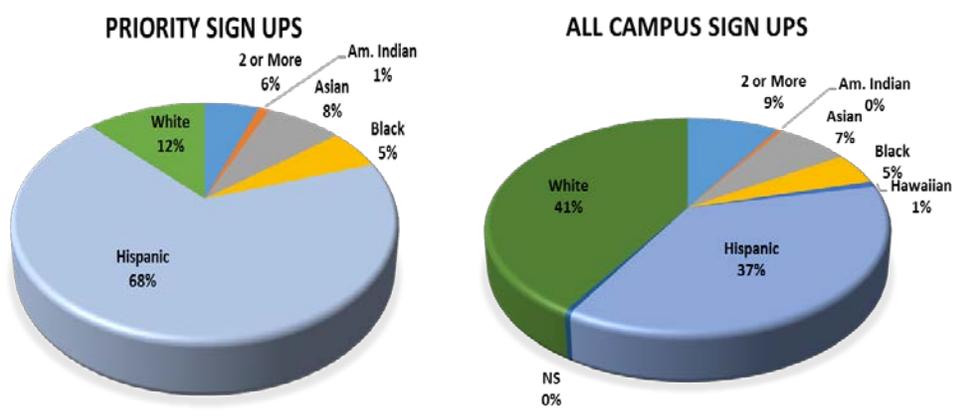
Highlights

- Successful **collaboration** and coordination with other departments across campus combined with enhanced outreach efforts led to a record breaking year in the number of students and visits to SLC services while still reducing congestion and noise levels in the main SLC area. The SI expansion and opening of the Math Learning Lab in the library led to a decrease in the number of tutoring appointments taking place in the SLC space. The majority of weekly SI sessions were scheduled outside of the classroom adjacent to the SLC which reduced activity in the learning center, but caused other problems in terms of scheduling and consistency of location. The Math Learning Lab made math tutoring more accessible and convenient for students so they could get help more quickly rather than waiting for their next tutoring appointment.
- 2016-2017 saw a rapid growth in the size and scope of the **Supplemental Instruction (SI)** offered through the SLC. Just a year ago, the SI program had 8 leaders. In fall 2016, that number doubled to 15 and then more than doubled again spring 2017 to 42 leaders and mentors. The expansion was met with increased professional staffing with a full time coordinator fall semester and a new administrative support assistant spring semester. The SI program overall demonstrated great success in both the number of students it served and the impact on their grades. Over the year, 2700 students attended SI sessions a total of over 16,000 times. On average, those that attended SI earned a half a grade higher than those who never attended. Those that attended SI consistently (eight or more times in a semester) earned a whole letter grade higher than those who never attended. The expansion of the SI program this past year necessitated in-depth collaboration between Student Affairs and Academic Affairs. The Student Learning Center worked closely with Zach Justus, Interim Director of Faculty Development; Interim Provost Mike Ward and Provost Deborah Larsen, and Vice President of Student Affairs Drew Calandrella to secure the funding for the expanded SI, to share the cost of the new administrative support assistant for SI, and to develop the application process for faculty interested in receiving SI support for their course. Collaboration continues on pending issues such as securing stable, long-term funding to maintain SI and finding dedicated classroom space for SI sessions.
- **Math tutoring** was formerly divided between the Math Department which offered drop-in tutoring during the day in the Holt Math Lab and the Student Learning Center which offered appointment based tutoring during the day and drop-in math tutoring during the afternoon/early evening. A successful collaboration with Library Dean Patrick Newell, allowed the Math Department and the SLC to join forces to offer extended drop-in tutoring hours on the fourth floor of the Meriam Library. The more accessible location and hours expanded the availability of math tutoring and resulted in 600 students visiting 3300 times for math tutoring help in spring 2017 (through a combination of tutoring appointments, SI, and the Math Learning Lab). Comparatively, in spring 2016, 347 students came to the SLC for math assistance 2,088 times (there is no data available on the number of students and visits to the Holt Math Lab in spring 2016).

Diversity Efforts

- The SLC collaborated with the Chico Student Success Center, EOP, and LEAD to co-host: Express Yourself: How to Write a Letter to an Elected Official on December 6 and 7, 2016. The event was initiated to help students find constructive responses for their concerns and anxiety after a divisive election. Approximately 50 students, staff, and faculty participated in the event.
- In spring 2017, the SLC collaborated with the Hungry Wildcat Food Pantry and became a "Pop-Up Pantry" location where weekly fresh vegetables were delivered from the Organic Vegetable Project and AS Food Services to receive daily deliveries of freshly made, wrapped food products that would have otherwise gone to waste. This addressed the needs of the increasing number of low income students with food

insecurity who visit the SLC. We hope to expand the "Smart Snacks" program in fall 2017 and have been funded for a five week pilot start up program through the Food Pantry to provide healthy alternative snack choices.

- Writing Coordinator Caroline Prieto hosted SLC participation in the National Day on Writing through a week of activities designed to increase outreach and awareness of the value of writing. The week culminated with readings and an open mic event that featured a diverse group of writers sharing their work.
- The SLC continued its expanded priority tutoring appointment sign-ups on the first Friday of each semester for students served by ARC and those in programs serving first generation, low income students including EOP, SSS, CSSC, REACH, and PATH. A demographic comparison of students who took advantage of priority sign-ups and those who came on the first day of all campus sign-ups show clear differences.

PRIORITY SIGN UPS

- 2 or More 6%
- Am. Indian 1%
- Asian 8%
- Black 5%
- White 12%
- Hispanic 68%

ALL CAMPUS SIGN UPS

- 2 or More 9%
- Am. Indian 0%
- Asian 7%
- Black 5%
- Hawaiian 1%
- White 41%
- Hispanic 37%
- NS 0%

III. CHANGES IN POLICIES AND PROCEDURES

- In 2016-2017 a vacant EOP advisor position was moved to the SLC in recognition of the need for a full time SI Coordinator. The EOP advisor had formerly been responsible for coordinating study skills workshops, so that responsibility came back to the SLC. Without sufficient career staff to coordinate the workshops, the SLC attempted to fill in with a student study skills coordinator in fall 2016. Unfortunately, the student was not able to provide consistent oversight and the workshops were poorly scheduled and organized in fall semester. An EOP graduate student assistant was able to take over study skills workshops for spring semester so the SLC could focus on the SI expansion and maintaining the quality of services. As a result, Study Skills data was not tracked by the SLC and was not included in this annual report.*
- The SLC focused on having more academic support take place outside of the SLC to free up space and make the SLC quieter and less crowded. This created a more effective learning environment for tutoring appointments.

IV. RESOURCES SUMMARY

Resources Allocation

SLC annual allocation (lottery)	**$119,464**
Rollover from 2015-2016	$251
One-time Student Learning Fee allocations	33,110
One-time Dollars (in EOP General Fund but for ISA salaries)	$114,502
Total allocation for 2016-2017	$267,327
Projected Annual Expense – SLC	$266,985
Projected Balance	**$432**

The Student Learning Center student salary budget increased by almost $100,000 in 2016-2017 as a result of two factors. First, Instructional Student Assistants (ISA's) received a .50 per hour pay raise through the Unit 11 collective bargaining agreement. Second, the SLC increased the number of student staff and the number of hours due to the SI expansion and the extended hours of the Math Learning Lab. Despite the influx of additional one time dollars, there was still not enough to cover all of the student salary costs. Next year, the SLC will face a similar situation as ISA's will be getting another .50 raise. Without stable funding, the SLC will continue to face difficulty in planning and implementing successful programs while managing resources effectively. This is especially true for SI. Planning SI, particularly for a semester where any growth to the program is anticipated, starts almost immediately the semester prior. Discussions with faculty and chairs/deans must begin months in advance in order for SI Leaders to be recruited, interviewed, and hired before finals week. Without stable funding, conversations about course support revolve around cobbling together available funding instead of around data on student need, student likelihood of participation, course design, and alternate academic supports in place.

Human Resources

- There were significant changes in staffing in the SLC in 2016-2017. In response to the rapid expansion of Supplemental Instruction. the SI/Writing Coordinator position formerly held by Caroline Prieto was divided into two separate positions, allowing for the addition of a full time, 11 month SI Coordinator. Maria Rodriguez Larrain was hired at the end of September to take on the Herculean task of coordinating SI as it more than doubled in spring 2017. In December, Caroline Prieto left the SLC for a position on another campus, and the SLC was left without a Writing Coordinator. In addition, the administrative tasks of dealing with the increased student payroll, supply orders, data entry, room scheduling, etc. necessitated the addition of an ASA II position which was approved and funded in November, but which we were not able to fill until the end of March 2017. We filled in the gaps as best we could by appointing a student to be Lead Writing Tutor and having student clerical staff do data entry and room scheduling for test reviews, but the lack of consistency created many challenges. In the middle of spring semester 2017, Maria Rodriguez Larrain announced that she would not be returning to the SI Coordinator position in fall 2017.
- The frequent staff turnover in the SLC has required great effort on the part of the entire SLC professional staff and student staff to constantly orient and train new coordinators. Fortunately, the SLC was able to reclassify the Writing and SI Coordinator positions from SSP II to SSP III which will hopefully provide more stability for these positions in the future. After a recruitment for both positions at the same time, the SLC was able to hire Yer Thao as the new SI Coordinator and Pa Vue as the new Writing Coordinator starting August 2, 2017.
- With the upcoming retirement of SLC Associate Director Christine Connerly at the end of fall semester 2017, the SLC staff will again be focused on hiring committees, training, and filling in for unstaffed positions. Now that the SLC is staffed at a level commensurate with the volume of work, it is imperative that everything possible be done to avoid further turnover and/or loss of institutional knowledge.

Facilities/Equipment

- The Student Learning Center was granted SLF funding for the 2016-2017 academic year to replace 14 aging, outdated student computers for login, student clerical staff, and student tutoring staff. The new computers have made scheduling appointments and the student login process more efficient and accurate. After all of the items were purchased, there were enough remaining funds to purchase a large monitor for tutors and SI Leaders to use in the back area of the SLC for test reviews or large group sessions.

- Spring 2017 we were able to hire our new administrative support assistant for SI, Jen Ross. To accommodate another full time professional staff member in the SLC without losing a large number of tutoring stations, a new workstation was custom ordered to fit inside the main SLC area.
- The walls in the SLC are in increasingly desperate need of paint! The contractor for the Student Services Building did not use primer when the walls were originally painted, and the Student Learning Center has had almost 260,000 visits in the nine years it has been in the SSC. The walls are smeared with handprints and marker residue near all the whiteboards. The paint has peeled in numerous locations. The walls cannot be cleaned without the paint coming off of the walls because of the lack of primer and the type of paint that was originally used. Because the campus only paints offices and classrooms on a 12 year cycle, the SLC will not be due for repainting until 2020, but by then we could easily have had another 120,000 visits.
- The SLC invested in a variety of SI learning tools to enhance collaborative interactive learning; $2,000 was spent across the year on subject-specific items such as oversized writable periodic tables, magnetic tables of elements, molecular model kits, and model biological kits as well as general all-purpose items like oversized dice, laser pointers, and buzzers. These items allow students to engage in learning kinesthetically by manipulating models of the systems under discussion and encouraging student groups to learn through games.
- An SLF request was submitted this year to replace the large, heavy tables in SSC 304, the classroom used for SI, SLC student staff training, and EOP Summer Bridge Study Skills. The tables in that room are awkward to move and restrict student interaction. Smaller, modular tables with wheels such as those used on the fourth floor of the library would allow for more flexibility in student interaction. A founding principle of SI is student-directed interactive learning and requires students to collaborate in small groups and to vary the modes of interaction. Unfortunately, the SLF request was denied, and the SLC was encouraged to collaborate with other departments on similar requests. SSC 304 is the only classroom currently dedicated to a growing SI program and modular tables are needed for more effective collaborative learning activities.
- The SLC uses all of its whiteboards every day. With 40,000 visits this past year, the whiteboards in the SLC are some of the most used on campus. They serve as the primary tool for instruction while the moveable boards also serve as space dividers for dozens of small workstations. Many of the whiteboards on wheels are currently held together with duct tape. Each week, we tighten any screws that can be tightened, re-align the borders, and apply new duct tape, but many students complain that the boards sway while they are writing on them and fall apart in front of them. Ultimately, with our limited budget, the spending priority is always student salaries in order to serve as many students as possible, but maintenance and replacement of whiteboards is becoming an urgent issue.
- A fundamental facility need for the SLC which has been a significant impediment to the successful growth of the SI program is classroom space. The SLC SI classroom, SSC 304, can accommodate approximately 50 hours a week, or the size of the SI program a year ago before the expansion. Spring 2017, we had SI sessions in 17 additional classrooms outside of SSC. This resulted in increased student confusion, the use of classrooms not well suited to collaborative learning techniques, and limitations on the materials and instructional tools SI Leaders can carry with them. To adequately support the current size of the SI program in fall 2017, or any further growth beyond that, we will need an additional dedicated classroom space.

V. PROGRAM ASSESSMENT OF PAST YEAR

Program Objectives for 2016-2017

1. Apply for College Reading and Learning Association (CRLA) Five Year International Tutor Training Program Recertification.
   Met: The certification for the SLC Tutor Training Program expired in September of 2016 because the Associate Director was not able to complete the application due to the demands of the SI expansion and additional summer responsibilities. The new online application for recertification was much more time consuming than the previous application process. As a result, the application was worked on throughout the academic year, but not officially completed and submitted until May of 2017. CRLA is now reviewing the application, and we hope to hear back from them within a few months.
2. Expand the Supplemental Instruction Program by hiring a full time SI Coordinator and adding SI support to additional STEM courses.
   Met: A full time, 11 month SI Coordinator was hired at the end of September and oversaw the rapid expansion of SI for STEM courses in chemistry, computer science, and math. The SI Coordinator

collaborated effectively with administrators, faculty, and staff to implement a successful transition to a relatively small program in the SLC to a large program serving 2700 students who visited 16,000 times.

3. Explore collaboration and funding opportunities for ongoing SLC support (which may include HSI Title V, Student Learning Fee, Chancellor's Office, and other potential funding sources) without overloading SLC staff and facility resources.

Met: SLC staff actively sought resources and collaboration that would allow the SLC to maintain and expand programs even as student staff salaries increased through the Unit 11 collective bargaining agreement. After being denied Student Learning Fee funding to pay for SI STEM expansion in 2015-2016, the SLC found one-time funding for SI and tutoring through a variety of collaborations and funding sources across campus as shown in the chart below. The goal now is to stabilize funding with consistent support that allows for long-term planning and effective use of resources.
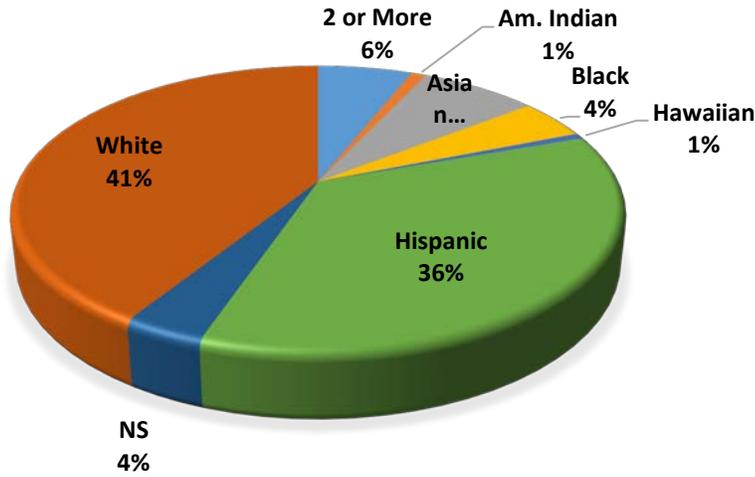
Outside Funds for the SLC 2016-17

Student Learning Fee – new student computers	$20,000.00
Student Learning Fee – Writing Tutor Conference	$3,200.00
Student Learning Fee from Chemistry for 6 CHEM 111 SI Leaders	$9,900.00
Chemistry Department Supplement for SI Leader	$900.00
Course Redesign (Chancellor's Office)	$27,216.00
HSI STEM	$21,000.00
Housing tutoring support	$3,900.00
Special Endowment Award (Board of Governors)	$14,400.00
Grad Initiative (Provost, Chancellor)	$51,640.00
ASA II 11 month (2/3Provost, 1/3 VPSA)	TBD
SI Coordinator Position 11 month	TBD
	$152,156.00

4. Expand professional development for the SLC Writing Coordinator and writing tutors through attendance at a professional conference and learning more about how best to serve the needs of multilingual writers.

Met: Caroline Prieto, SI/Writing Coordinator used funds from a 2016-2017 Student Learning Fee grant to take four writing tutors to the National Conference on Peer Tutoring in Writing (NCPTW), held at the University of Puget Sound in November 2016. This opportunity was instrumental in developing core mentor tutors and improving the quality of writing tutoring services provided within the SLC by allowing CSU, Chico tutors to connect with other tutors, faculty, and staff from various college institutions across the country. The writing tutors who attended expanded their tutoring repertoire and deepened their awareness of the role that writing centers play in student success. Pre and Post conference surveys showed that the conference boosted tutors' confidence in their potential as tutors to positively impact students' experiences at CSU, Chico. This professional development became invaluable in spring semester 2017 when the writing tutors were without a coordinator and had to be much more self-directed. Despite the absence of a coordinator, comparing data from spring 2016 and spring 2017 shows that the SLC Writing Center experienced a 25% increase in the number of students and a 33% increase in the number of visits. The activities of the Writing Coordinator in fall 2016, and the efforts of Lead Writing Tutor Jer Xiong made the increase in usage possible.
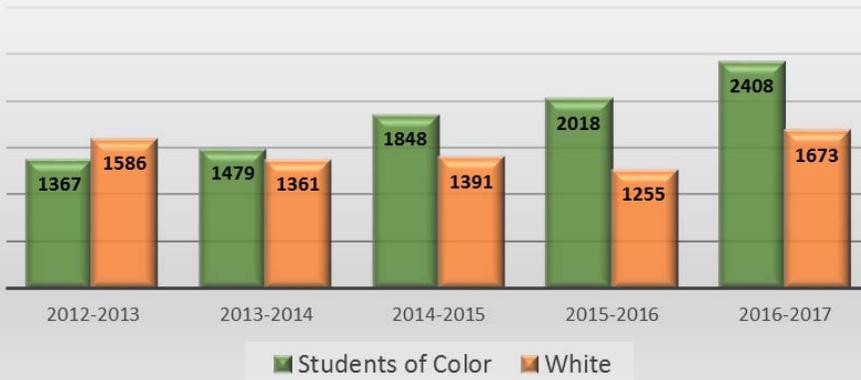
Ongoing Assessment Efforts

Demographic Reporting

STUDENTS BY ETHNICITY 2016-2017

2 or More 6%
Am. Indian 1%
Asian...
Black 4%
Hawaiian 1%
White 41%
Hispanic 36%
NS 4%

5 Year Demographic Comparison

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students of Color	1367	1479	1848	2018	2408
White	1586	1361	1391	1255	1673

Note: In the past five years, the ethnic diversity of students who take advantage of SLC programs has changed significantly, reflecting the greater diversity of students attending CSU, Chico.

SLC STUDENT USERS BY GENDER

Male 38%
Female 62%
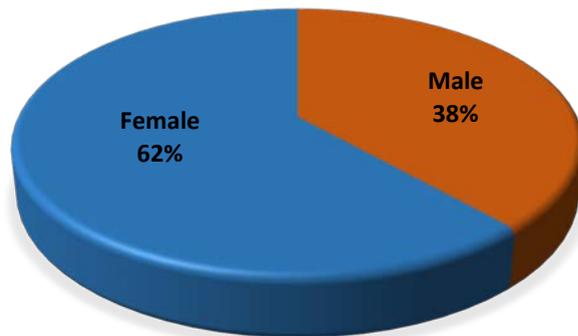
Service Usage Summary

Total SLC Visits Comparison
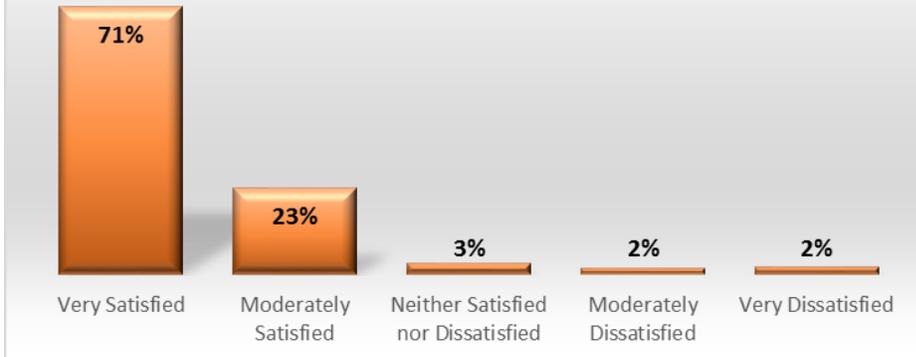

SLC Students/Visits Comparison

Note: With the expansion of SI and the addition of the Math Learning Lab, the Student Learning Center had the highest number of students and visits in its history with a total of 4081 students visiting 39,833 times. This represented a 29% increase in students and a 13% increase in visits.

First Day of Appointment Sign-Ups
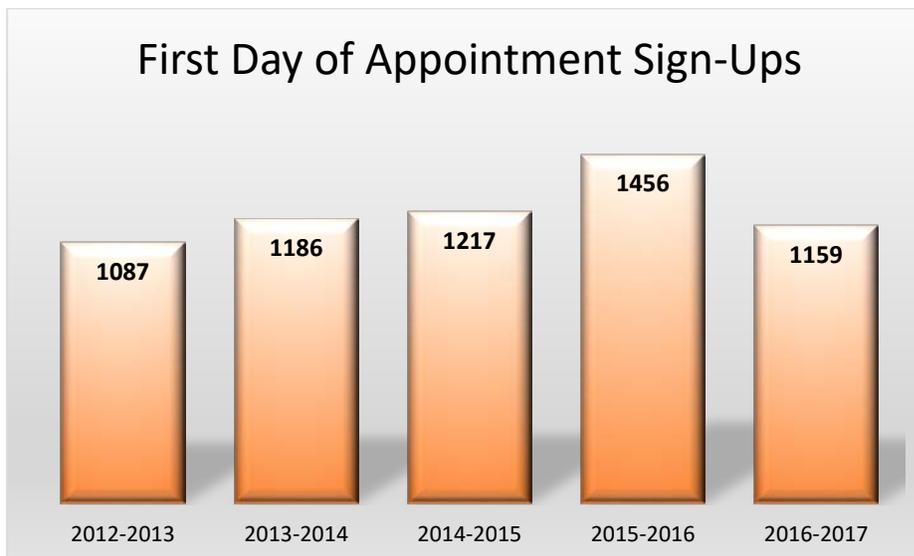
Note: In 2016-2017, three factors reduced the number of students signing up for tutoring appointments. The first was the expansion of SI which led to a corresponding decrease in the number of courses with tutoring appointments available (for example CHEM 111 became an "SI only" course). The second factor was that accounting tutoring was completely phased out and turned over to the College of Business Student Success Center. Lastly, the opening of the Math Learning Lab in the library made more drop in math help available, but reduced the number of math tutors offering appointments.

Student Satisfaction - Tutoring, Supplemental Instruction, Writing, and from Spring 2017 Surveys
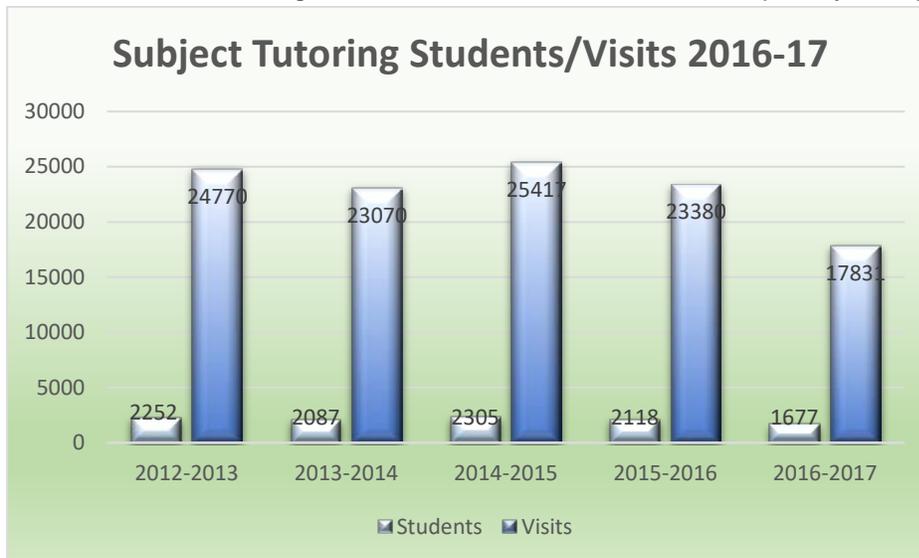
Student Satisfaction from Spring 2017 Surveys

Very Satisfied	Moderately Satisfied	Neither Satisfied nor Dissatisfied	Moderately Dissatisfied	Very Dissatisfied
71%	23%	3%	2%	2%

Note: Our overall satisfaction rate is 94%.

Tutorial

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

Subject Tutoring Students/Visits 2016-17

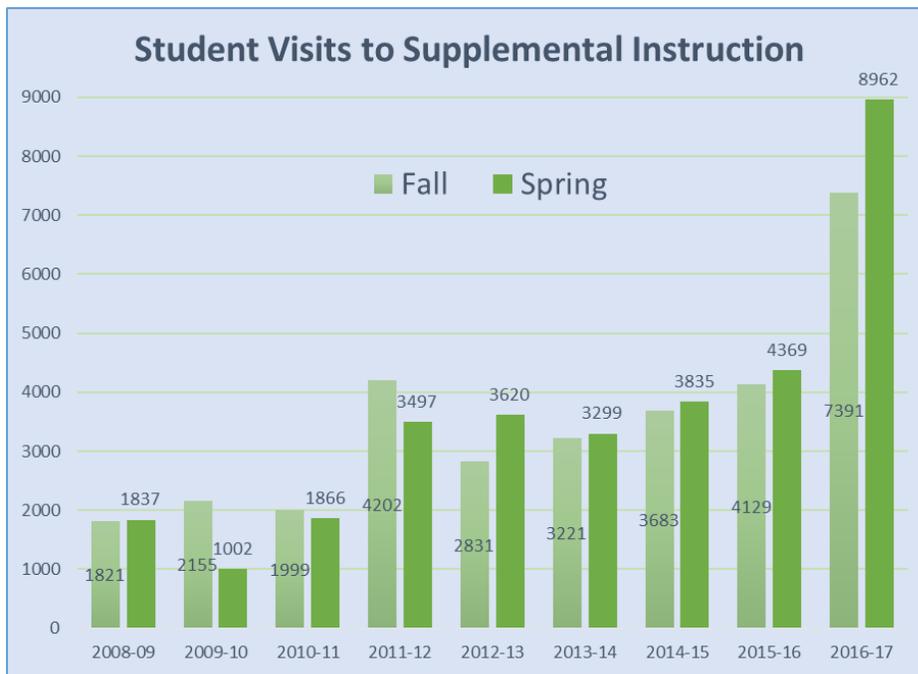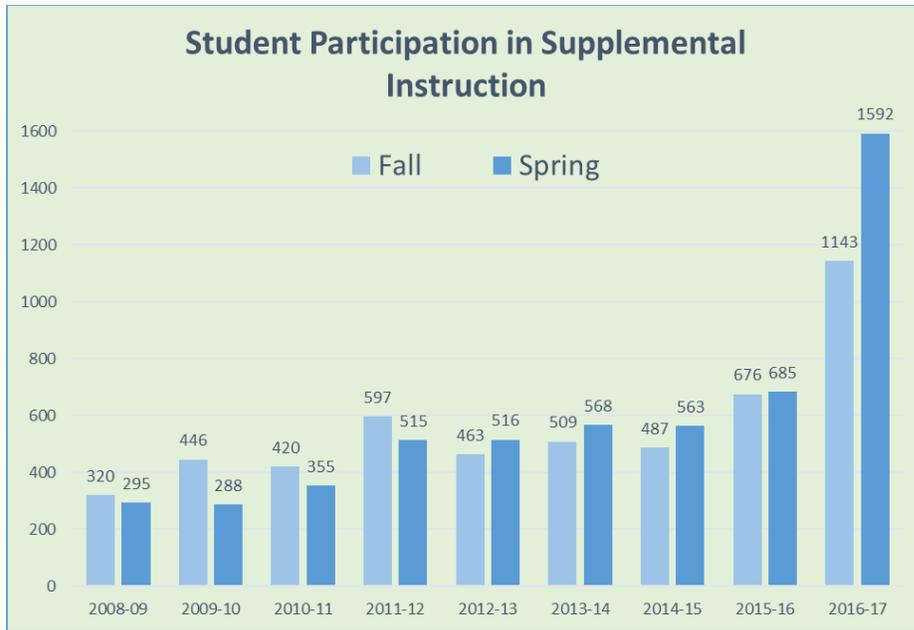|	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	2252	2087	2305	2118	1677
Visits	24770	23070	25417	23380	17831

Note: In 2016-2017, the number of students and visits for tutoring was reduced deliberately through the expansion of the SI program and the creation of the Math Learning Lab in the library which reduced the number of tutoring appointments taking place in the SLC. This helped reduce crowding and noise levels and also offered access to academic assistance for more students overall as is evidenced by the fact that the overall number of students and visits to the SLC went up during the year.
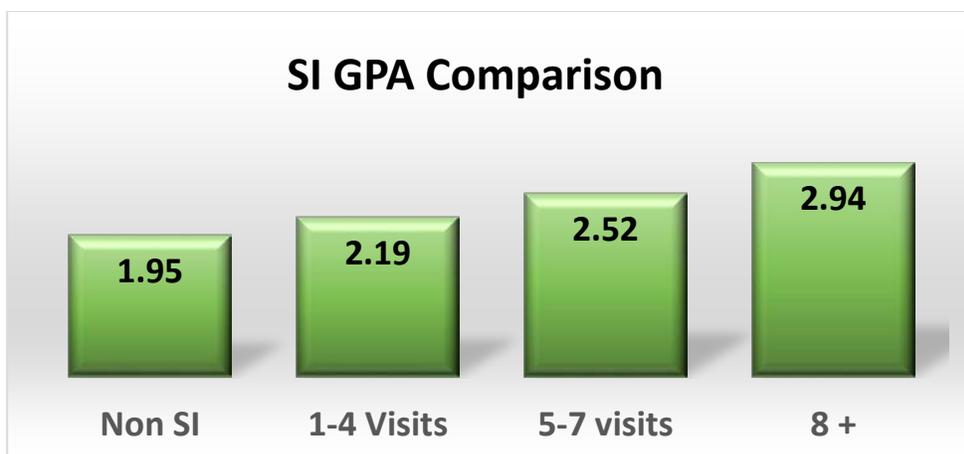
Study Skills Workshops*
Note: As mentioned above under Changes in Policies and Procedures, the SLC was not able to continue to coordinate study skills workshops or track attendance in 2016-2017, so no data is reported here.

Supplemental Instruction

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

Student Participation in Supplemental Instruction

Fall ▪ Spring

Year	Fall	Spring
2008-09	320	295
2009-10	446	288
2010-11	420	355
2011-12	597	515
2012-13	463	516
2013-14	509	568
2014-15	487	563
2015-16	676	685
2016-17	1143	1592

Student Visits to Supplemental Instruction

Fall ▪ Spring

Year	Fall	Spring
2008-09	1821	1837
2009-10	2155	1002
2010-11	1999	1866
2011-12	4202	3497
2012-13	2831	3620
2013-14	3221	3299
2014-15	3683	3835
2015-16	4129	4369
2016-17	7391	8962

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

SI GPA Comparison

Non SI	1-4 Visits	5-7 visits	8 +
1.95	2.19	2.52	2.94

Note: In 2016-2017, the SI program expansion focused on providing support for STEM courses, with a special focus on bottleneck courses in chemistry, computer science, and biology. Students who participated in SI were far more likely to pass than those who did not, and those who attended SI regularly earned higher grades.

Writing Tutoring

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

Writing Students/Visits 2016-17

Year	Students	Visits
2012-2013	615	2709
2013-2014	611	2332
2014-2015	797	2758
2015-2016	829	2133
2016-2017	915	2601
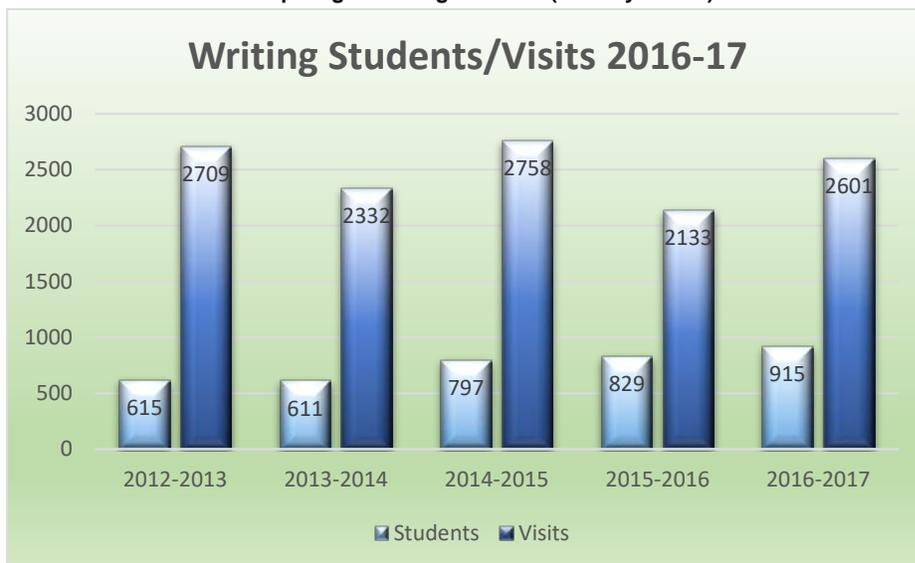
Note: More students visited the SLC Writing Center in 2016-2017 thanks to collaborative event planning including the National Day on Writing and letter writing events in fall 2016 and a Valentine's Day writing event in spring 2017.

Student Assessment of Satisfaction, Quality and Student Learning Outcomes

Learning Outcomes

SLO #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

Subject Tutoring	Supplemental Instruction	Writing
Understanding of Course Material (91%)	Understanding of Course Material (87%)	Organization (58%)
Exam Preparation (74%)	Exam Preparation (73%)	Developing Main Ideas (54%)
Motivation (50%)	Better Overall Study Habits (55%)	Grammar (48%)
Memory Techniques (48%)	Predicting Test Questions (52%)	Understanding Assignment (42%)

Subject Tutoring	Supplemental Instruction	Writing
Asking Questions/ Confidence (45%)	Memory Techniques (51%)	Understanding Audience/Purpose (38%)

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. This chart shows the top five skills students identified on the surveys for these three programs.

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

Math Learning Lab:
"The Math Lab is very perfect how it is. The hours of availability is great and the tutors are great, kind and talkative! Overall I would say it's an amazing program and I'm very thankful it's out there!"

"The math tutor using scaffolding, made me actually learn by myself. They gave me very little help. I hated it, but now I will never forget how to do the problem. Thank you awesome tough love tutor! It worked!"

"It was great please don't ever remove it. It is literally the only reason I'm passing math."

Subject Tutoring:
"Attending the tutoring session this semester allowed me to realize that I can excel in a subject I believed I was not good in. Prior this semester, I was scared of taking a science course because I had failed the ones I had taken before. Having a great tutor helped a lot."

"He didn't judge whether a person was behind, or just didn't understand the material. He will ask what part you don't get and wouldn't offend or make them feel uncomfortable for "asking dumb questions.""

"I learned that it is okay to ask for help. I was always afraid of admitting I needed help and I'm glad that I chose to sign up for tutoring because my tutors were amazing and so kind.

Supplemental Instruction (SI):
"I learned that you should go to SI as often as possible because it's absolutely worth the time. I couldn't have succeeded in this class without my SI instructors!"

"I learned that studying for tests is more beneficial if you practice like you're taking the test and only rely on your notes if you really need them to complete the problem."

"SI showed me that you learn a lot more by actually understanding the material instead of trying to memorize it."

Writing Center:
"My writing tutor was very helpful when it came to interpreting my own ideas to the paper. She suggested what would work and if I included something that wouldn't work she would constructively say whether or not it was too broad. She was really helpful and eased the stress that I was feeling prior to coming in."
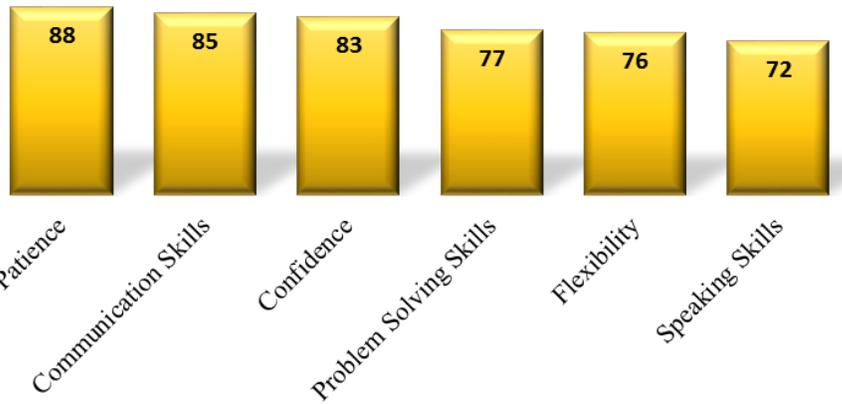
"I shared some personal information as expected when writing a personal statement for a scholarship and she treated me with respect and dignity and even emphasized how to incorporate that into my paper which I really appreciated."

"I was able to talk about my experiences with him and understood where I was coming from. He also helped me develop my sentences into bigger ideas and didn't say that my ideas were not good enough. He definitely helped me expand on what I had to say and was not rude about it."
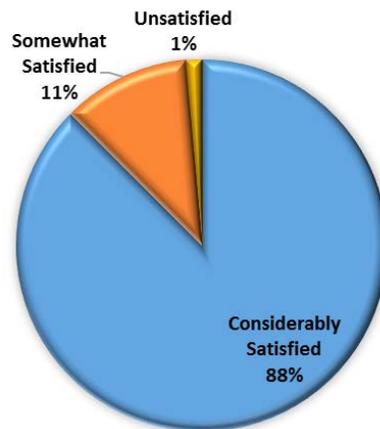
SLO #2: The Student Learning Center will develop the professional and lifelong learning skills of its student staff through training, mentoring, and ongoing feedback.

Top Five Professional Skills Developed by SLC Student Staff (all programs)

Top Skills Developed by SLC Staff

Patience	Communication Skills	Confidence	Problem Solving Skills	Flexibility	Speaking Skills
88	85	83	77	76	72

SLC STAFF SATISFACTION

- Unsatisfied 1%
- Somewhat Satisfied 11%
- Considerably Satisfied 88%

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)

SLC Student Staff Training Group Photo January 2017

"Every single one of the recruiters or interviewers I have worked with have been super excited that I am a writing tutor because writing and oral communication is becoming a lost art and they have these skills as priority over technical skills at times." ~Elizabeth, Konecny, Writing Tutor

"Before working here, I found it difficult to talk to people. I am still pretty shy but working here has opened me up a bit and I now find it easier to communicate with others. I am very thankful for this!" ~Alaina Castor, Student Clerical Staff and Psychology Tutor

"I want to be a teacher. I will be entering the Credential Program next fall so learning how to communicate effectively with others and being patient was huge for me. I figured out through tutoring that teaching was the right career for me. I know now that I really do want to help others learn and be successful." ~Katelyn Bell, History Tutor

"Working as an SI leader has completely enhanced my professional skills. I feel this is the first job where I have been given this much freedom, as well as the responsibility that comes with that freedom. It is the first job where I have to think for myself and do not have to follow a set-in-stone procedure for all employees. I had to find what worked for me and my students and alter ideas/procedures to better my sessions. Ultimately, I have become a better worker and a more independent, self-motivated one at that." ~Nicole Mackie, Chemistry SI Leader

"The training and development throughout the semester has been so critical in me growing as a student and professional. The job is providing those who tutor professional skills that will be used throughout the rest of their lives." ~Branden Newberg, Math Learning Lab Tutor

VI ANALYSIS

- The rapid expansion of the SI program this year showed promising results, but the success of the SI program next year and in future years depends on resolving a few key issues. One of these issues is the lack of support regarding data analysis. The success of an evidence based practice such as SI depends on current, actionable data to inform decision making about course offerings and method of implementation. Through monthly CSU system-wide meetings and webinars, SLC staff have discovered that several other CSUs have shared close collaborations with Institutional Research departments leading to increased student success, cost-effective implementations, enhanced funding opportunities, and submissions of articles to peer reviewed publications. A second key issue is consistent, designated classroom space for SI in addition to SSC 304. With the support of Provost Larsen, we are now able to request classrooms before the first week of school but after courses have been scheduled. This allows the schedule to be made in time to start SI the second week of the semester, but it still leaves us with an issue of being spread out across campus in a dozen different classrooms. As a voluntary program that is not listed on student's portal, consistency and ease of access is essential to high participation rates. The most urgent issue for both SI expansion and the effectiveness all of the Student Learning Center programs is stable, consistent funding.

- The Student Learning Center will have five full time career staff for fall 2017 for the first time in its history which will definitely help each program begin the year with adequate support. However, both the new SI Coordinator and the new Writing Center Coordinator will be starting their positions on August 2 and will have a steep learning curve to get up to speed. In addition, Christine Connerly, the Associate Director who has been in the SLC since 2003, will be retiring at the end of fall semester 2017, leaving a gap in institutional knowledge for the center. The rapid growth and inconsistent staffing of the SLC in the past few years has created many challenges. Increased collaboration has made expansion possible, but also potentially less stable. Increasing services based on one time funding is not sustainable. Consistent funding and support is essential for the program to be successful in helping CSU, Chico meet the ambitious targets of the CSU Graduation Initiative.

VII. PROGRAM OBJECTIVES FOR 2017-2018

1. Seek stable funding to maintain the quality and quantity of academic assistance offered by the SLC.
2. Train the new SI and Writing Coordinators so they can manage their respective programs effectively as the center transitions to new leadership after the retirement of SLC Associate Director at the end of fall semester.
3. Secure consistent SI classroom space for the expanded SI program.
4. Continue and expand the Smart Snacks program to address the issue of food insecurity.
5. Advocate for greater collaboration, coordination, and consistent funding for learning support programs across campus.