ANNUAL REPORT 2017-2018
Early Outreach and Support Programs

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 2018)

- 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)
- 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)
- 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)
- 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 another record breaking year in the number of students and the number of visits in 2017-2018 with 4192 students using the SLC services 41,014 times.

- In fall 2017, a new Supplemental Instruction (SI) Coordinator was hired and received high-quality SI Coordinator training at the University of Missouri-Kansas City campus.
- The SI program has continued and strengthened its existing partnerships with the Biology Department and the Chemistry Department. In spring 2018, the SI Coordinator, SLC Associate Director, and a Chemistry SI faculty member collaborated to present at the SI International Conference Seattle. The presentation topic was "Supplemental Instructions: Decreasing DWF Rates and Achievement Gaps on an Increasingly Diverse Campus Community."
- The SI program assisted Zach Justus, Associate Professor in Communications and Special Consultant for Course Redesign with Technology, in the creation of a CSU SI Repository.
- The SLC collaborated with the Math Department and the Meriam Library to continue services at the Math Learning Lab for drop in math tutoring last spring and saw a huge increase in student usage totaling 4,804 visits
- The SLC actively sought additional resources to maintain and expand its services to help students achieve academic success. In 2017-2018, the SLC was able to bring in more than $220,000 primarily through collaboration with the Chemistry Department, the HSI STEM grant, a, CSU Graduation Initiative Funding, and Course Redesign funds from the Chancellor's Office.
- In Fall 2017, Vice Provost for Academic Programs, Bill Loker, confirmed $100,000 in Graduation Initiative funding will become base funding for SLC SI offerings.
- The Writing Center showed unique student users increased by nearly 20% this academic year. This is due to better advertisement of services, workshops and cross-campus collaborations.
- In spring 2018, the Writing Center collaborated with the Meriam Library to provide drop-in writing tutoring Monday through Thursday evenings and Sunday afternoons. A total of 60 unique students used this service, resulting in 78 visits.
- The Writing Center ran a successful series of GRE analytical writing workshops to help students prepare for the analytical writing section of the GRE. Three workshops were offered, each providing different information. 39 students attended.
- The 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 2018-2019 to help maintain tutoring despite the anticipated salary increases of $29,000 for Instructional Student Assistants.

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 streamlining of the SI expansion and increased student usage of the Math Learning Lab in the library led to a controlled 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 Center, but continues other challenges in terms of scheduling and consistency of location. The Math Learning Lab made math tutoring more accessible with extended hours and reduced the amount of math tutoring in the SLC main center space.
- 2017-2018 showed continued success for the scope of **Supplemental Instruction (SI)** offered through the SLC. The SI program overall demonstrated great success in both the number of students it served and the impact on their grades. Over the year, 2130 students attended SI sessions a total of over 17,000 times. On average, those that attended SI earned 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 continued success of the SI program resulted in increased funding from the HSI STEM grant partners in Academic Affairs and the allocation of $100,000 of base funding from campus Graduation Initiative dollars. The stellar work of the SI Coordinator and SI leaders prompted an invitation for CSU Chico's SI leaders to be the first to contribute their Lesson Plans to pilot the Lesson Plans component of the SI Repository.

- **Math and Writing Tutoring** are now offered for drop-in tutoring every weekday and Sundays. A successful collaboration with Library Dean Patrick Newell, allowed the Math Department, Writing Center, 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 a significant increase in both math and writing drop-in appointments.

Diversity Efforts

- The SLC collaborated with the Counseling and Wellness Center to offer mental health topics training to over 100 student employees during the spring tutor training.
- The SLC partnered with the Accessibility Resource Center to provide diversity training on how to best serve students with learning disabilities or special needs.
- Beginning in fall 2017, the SLC expanded the "Smart Snacks" program with successful fundraising efforts totaling over $3,000. This addressed the needs of the increasing number of low income students with food insecurity who visit the SLC.
- The Writing Center successfully ran a storytelling and writing workshop series in collaboration with the Asian and Pacific Islander Council for Hmong students and staff. Four workshops were offered, each focusing on a different topic, including name origins, space, the influence of individuals in people's lives, and the cultural importance of food. Readings from Hmong authors and poets were also introduced. Nine students participated in the workshops and five students read their personal stories at the culminating event, a public reading titled "Stories from the Heart".
- 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 Scholars, with the addition of our Dreamer student population. 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.
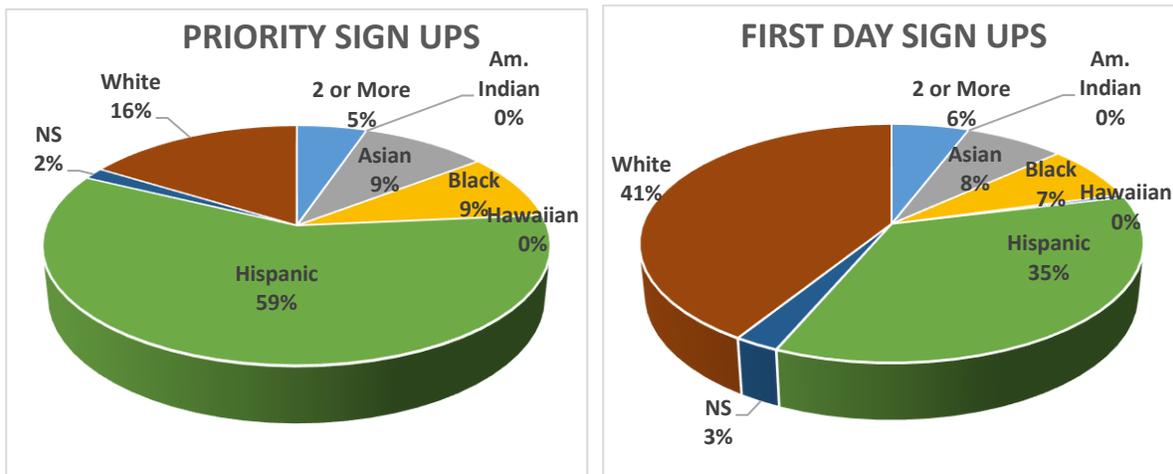
III.   CHANGES IN POLICIES AND PROCEDURES

N/A

IV. RESOURCES SUMMARY

Resources Allocation

SLC General Fund allocation (transferred from EOP General Fund)	**$196,708**
SLC annual allocation (lottery)	**$119,464**
Lottery rollover from 2016-2017	$432
Work Study allocation	$45,170
One-time Student Learning Fee allocation	$29,120
One-time dollars (from other campus partners)	$49,294
Total allocation for 2017-2018	**$440,188**
Projected Annual Expense	$389,125
Unused Work Study	($9)
Projected Balance	**$51,054**

The Student Learning Center student salary budget increased 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. Thankfully, due to the influx of additional one time dollars, there was enough to cover all of the student salary costs. The SLC shows a significant surplus in funds because of one-time Graduation Initiative dollars that were awarded late in the academic year. Staff reductions and other cost saving measures had already been enacted at the time of the unexpected additional funds. The SLC was unable to spend down the surplus dollars because of these two factors. Next year, the SLC will face an increase in student salaries as ISA's will be receiving another .50/hour raise. Without return of surplus funding, the SLC will not be able to cover all of the student salary costs based on our projected budget. The Center will once again 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 2017-2018. In response to the rapid expansion of Supplemental Instruction in 2016-2017, the SI/Writing Coordinator position was divided into two separate positions, allowing for the addition of a full time, 11 month SI Coordinator. Yer Thao was hired in August 2017 to assume the task of coordinating SI after it recently more than doubled in spring 2017. Also, in August 2017, Pa Vue was hired for the SLC Writing Coordinator position. Finally, after working in the Student Learning Center for 15 years, Christine Connerly retired from her position as Associate Director and Dawn Frank was hired as the new Associate Director in January 2018.
- 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 and, most recently, a new Associate Director. The Center will work toward consistent work flow and identification of work duties, especially in the area of subject tutor coordination and supervision, which is an additional job duty for the Associate Director position. 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 walls in the SLC are in increasingly desperate need of paint! The contractor for the Student Services Center 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 was not due for repainting until 2020, however the campus painters have now added the SLC to their summer schedule and the Center is scheduled to receive a fresh coat of paint in the main area in later July 2018.

- There is a real need 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. 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 return of surplus funds from this year could be used to address this issue.

- 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 2018, we had SI sessions in 10 additional classrooms outside of SSC. This was a reduction in demand for space from the year before due to securing priority reservation over the SI classroom in SSC 304. However, to adequately support the current size of the SI program in fall 2018, or any further growth beyond that, we will need an additional dedicated classroom space.

V. PROGRAM ASSESSMENT OF PAST YEAR

Program Objectives for 2017-2018

1. Seek stable funding to maintain the quality and quantity of academic assistance offered by the SLC.
   Progress: Due to the promising data outcomes for the Supplemental Instruction Program, the SLC was awarded $100,000 additional general fund base dollars.
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 the SLC Associate Director at the end of fall semester.
   Met: Both new Coordinators completed a full academic year in their new positions and participated in professional development opportunities and networking across the campus and system-wide. Both Coordinators are excellent and integral additions to the SLC and customized their programs to specific leadership and organizational styles while maintaining and growing strong student services and usage.
3. Advocate for greater collaboration, coordination, and consistent funding for learning support programs across campus
   Met: SLC staff actively sought resources and collaboration that would allow the SLC to maintain and expand services. The SLC was successful in securing supplemental funding from multiple sources including Academic Affairs, Graduation Initiative and partnership with the Meriam Library.

*Outside Funds for the SLC - 2017-2018*

Student Learning Fee – GE course subject tutoring	$2,120
Chemistry Dept Course Redesign (Chancellor's Office)	$27,216
HSI STEM	$34,490
Meriam Library Writing Tutor support	$4,004
Grad Initiative Base Funds (VPSA)	$100,000
Grad Initiative One-Time funds (Provost, Chancellor's Office)	$80,000
ASA II - 11 month (2/3 Provost, 1/3 VPSA; reflected in EOP GF)	

4. Secure consistent SI classroom space for the expanded SI program.
    Met: SLC staff actively sought resources and collaboration that would allow the SLC to maintain and expand programming as we began to outgrow our allotted space. The SI Coordinator was able to secure priority reservations over the SI classroom in SSC 304 for the entire academic year. The SI Coordinator also secured priority reservations for classrooms following department/faculty requests on the semester reservation calendar. The goal now is to secure priority registration status for SI leader so we can reserve classroom space even more in advance of the beginning of semester classes.
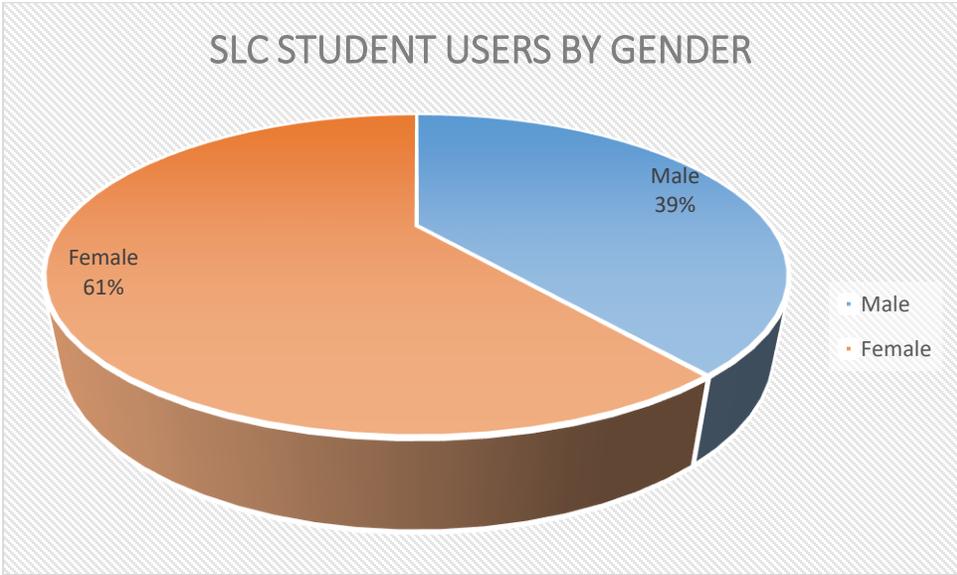
Ongoing Assessment Efforts

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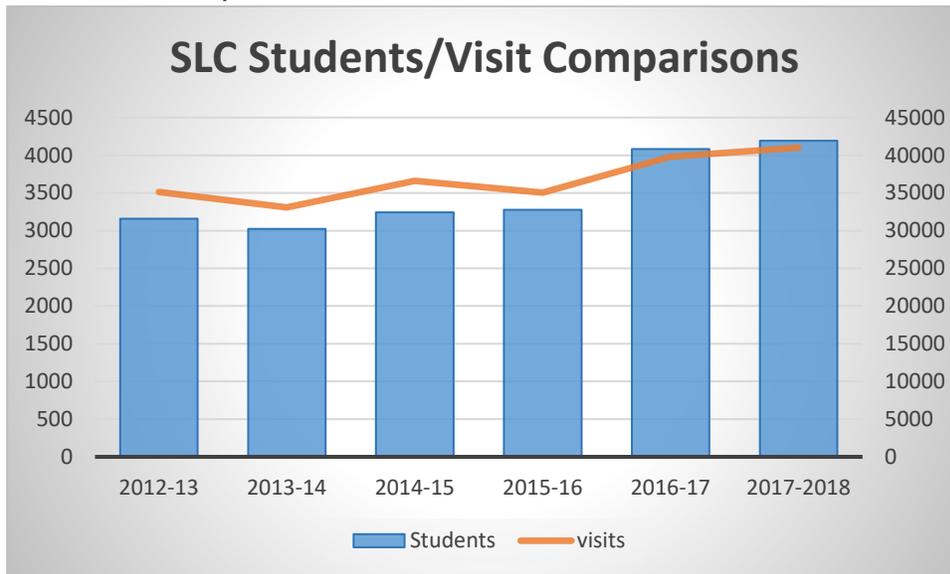
5 Year Demographic Comparison
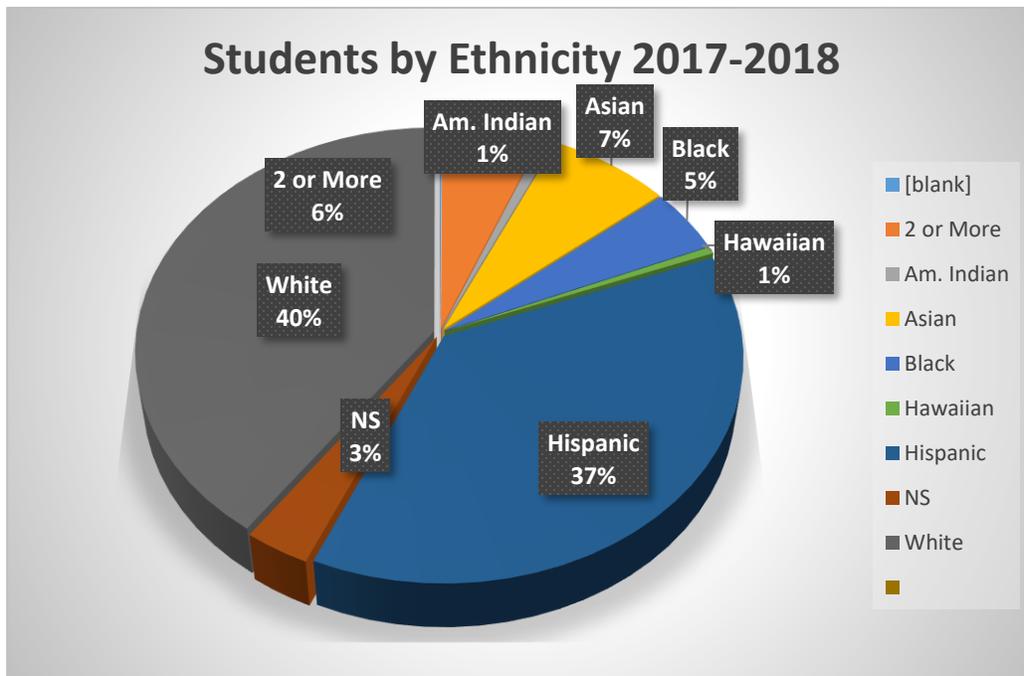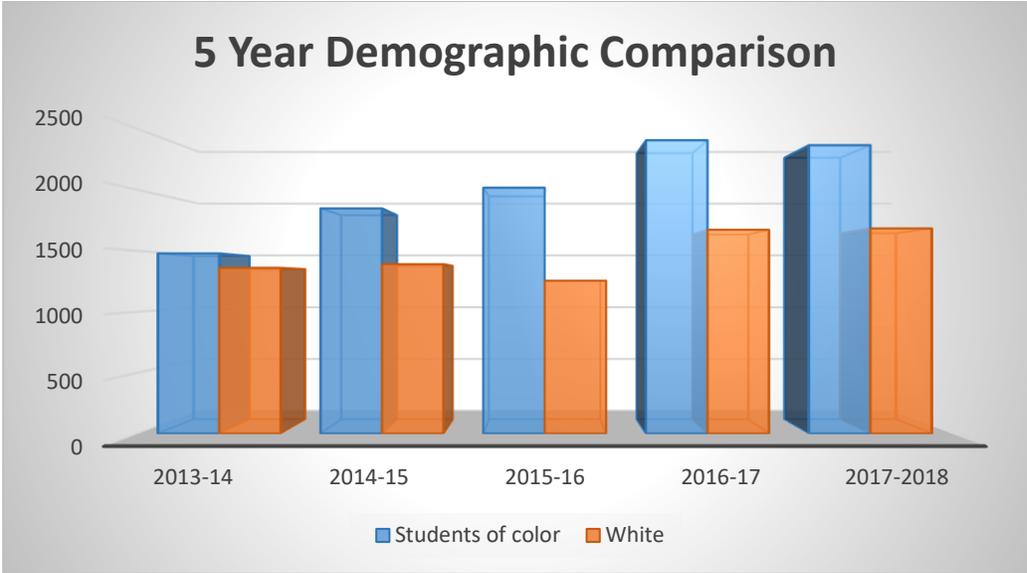
Note: In the past five years, the ethnic diversity of students who take advantage of SLC programs has changed significantly, reflecting the greater diversity of students attending CSU, Chico.

SLC STUDENT USERS BY GENDER

Male 39%

Female 61%

- Male
- Female

Service Usage Summary

Total SLC Visits Comparison
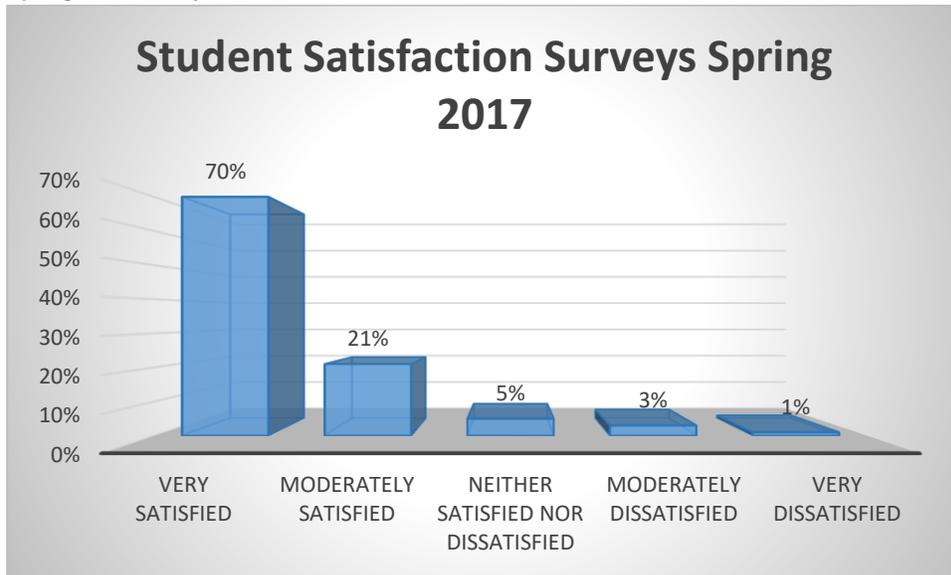
SLC Students/Visit Comparisons

Note: With the expansion of SI and the Math Learning Lab, the Student Learning Center had the highest number of students and visits in its history with a total of 4,192 students visiting 41,014 times.

First Day of Appointment Sign-Ups
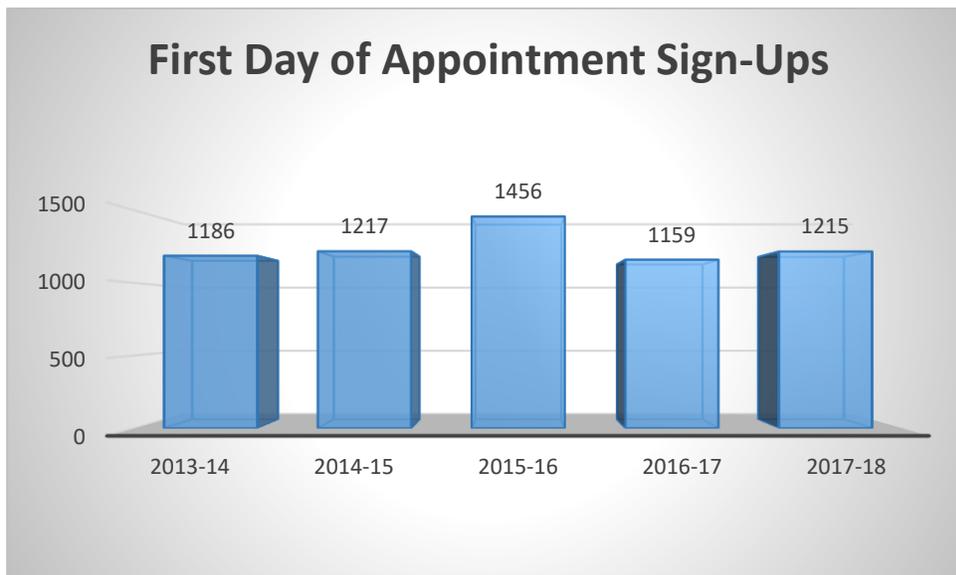
Note: In 2017-2018, there was a slight increase in tutoring sign-ups, however the Center was able to manage overly large waitlists because of the continuation of SI expansion and the Math Learning Lab in the library, making more drop in math help available, but reducing the number of math tutors offering appointments.
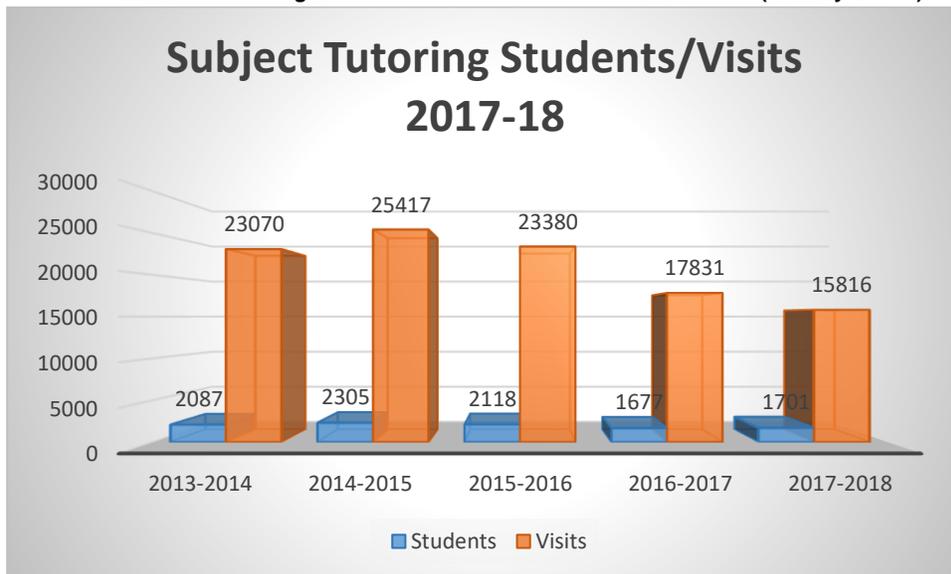
Student Satisfaction - Tutoring, Supplemental Instruction, Writing, and from Spring 2018 Surveys

Student Satisfaction Surveys Spring 2017
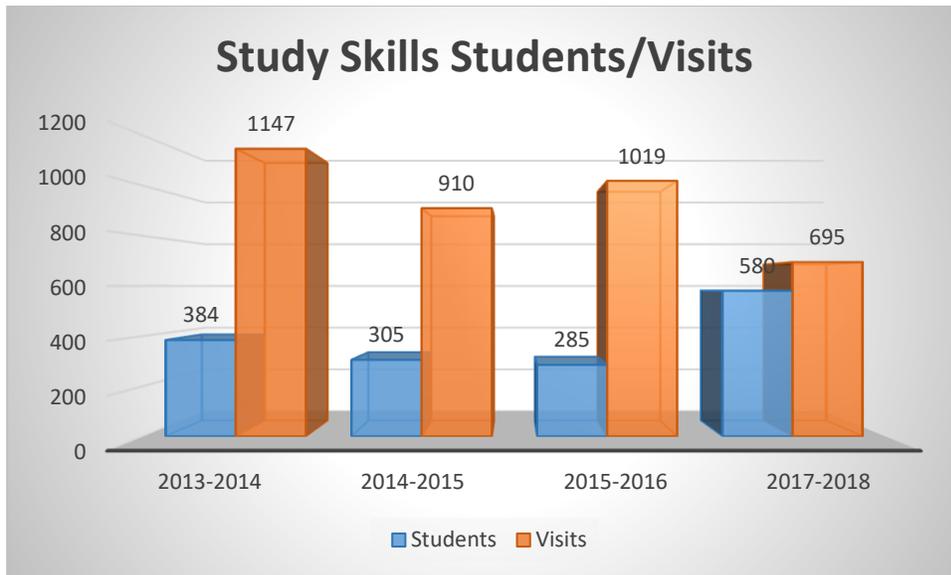
Category	Percentage
VERY SATISFIED	70%
MODERATELY SATISFIED	21%
NEITHER SATISFIED NOR DISSATISFIED	5%
MODERATELY DISSATISFIED	3%
VERY DISSATISFIED	1%

Note: Our overall satisfaction rate was 91%.

Tutorial

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

Subject Tutoring Students/Visits 2017-18

Year	Students	Visits
2013-2014	2087	23070
2014-2015	2305	25417
2015-2016	2118	23380
2016-2017	1677	17831
2017-2018	1701	15816

Note: In 2017-2018, the number of students and visits for tutoring was reduced deliberately through the continued expansion of SI and 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 evidenced by the fact that the overall number of students and visits to the SLC went up during the year.

Study Skills

Study Skills Students/Visits

| Year	Students	Visits
2013-2014	384	1147
2014-2015	305	910
2015-2016	285	1019
2017-2018	580	695

Note: SLC was not able to continue to coordinate study skills workshops or track attendance in 2016-2017, so no data is reported here for that year. SLC reduced the number of study skills workshops when other Student Affairs units (Career Center, Student Life & Leadership) increased their "Adulting 101" workshops.
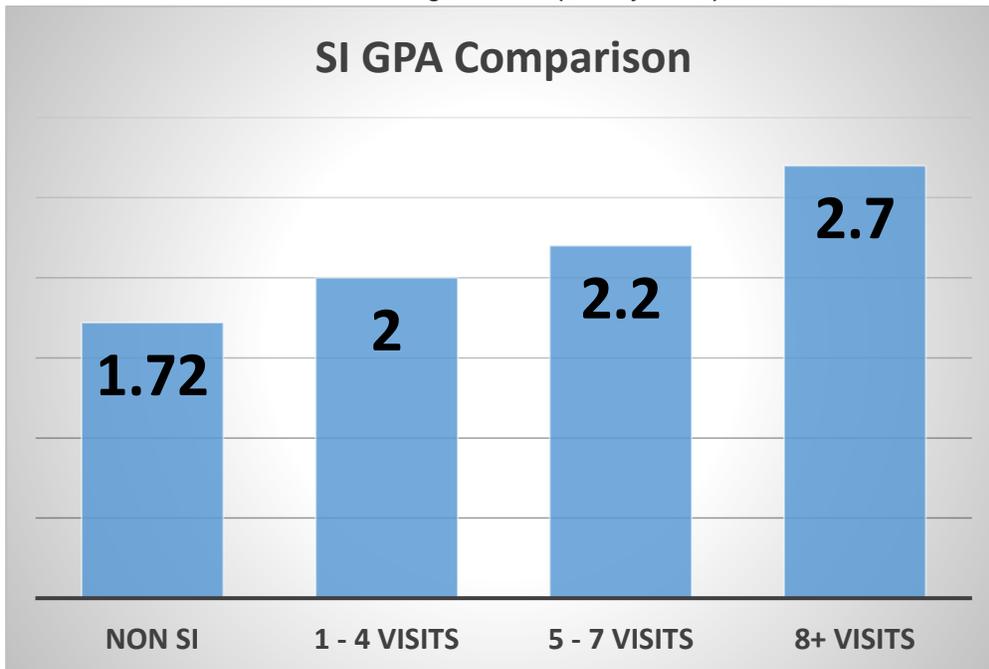
Supplemental Instruction

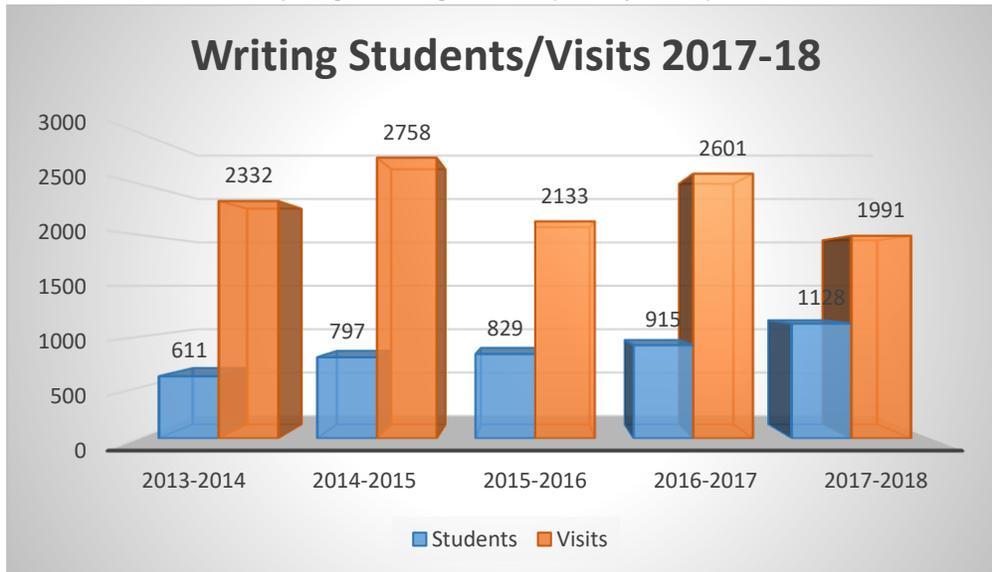**Number of Students Attending Supplemental Instruction Sessions (Primary Goal 2)**

Student Participation in Supplemental Instructions

Student Visits to Supplmental Instruction
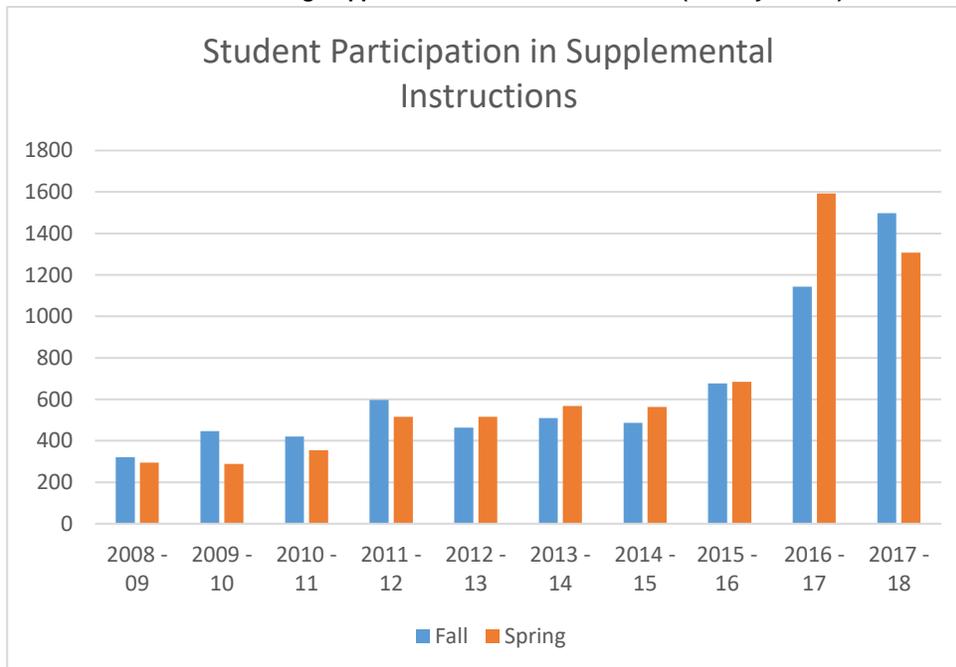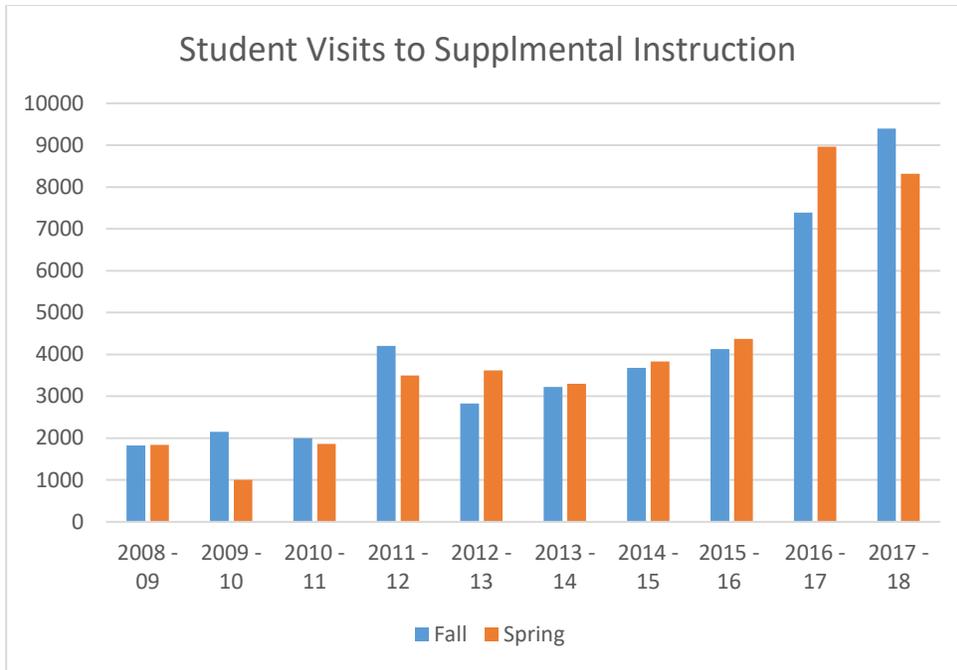
Grade Outcomes for SI Students Receiving SI Tutorial (Primary Goal 2)

SI GPA Comparison

NON SI	1 - 4 VISITS	5 - 7 VISITS	8+ VISITS
1.72	2	2.2	2.7

Note: In 2017-2018, the SI program continued expansion focused on providing support for STEM courses, with a 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 2017-18

(Bar chart showing Students and Visits by academic year)

Year	Students	Visits
2013-2014	611	2332
2014-2015	797	2758
2015-2016	829	2133
2016-2017	915	2601
2017-2018	1128	1991

■ Students ■ Visits

Note: More students visited the SLC Writing Center in 2017-2018 with a 19% increase from the previous year.

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 (95%)	Understanding of Course Material (86%)	Grammar (28%)
Exam Preparation (80%)	Exam Preparation (77%)	Organization (27%)
Asking Questions (58%)	Better Overall Study Habits (49%)	Citations/Formatting (20%)
Motivation/Persistence (56%)	Predicting Test Questions (48%)	Developing/supporting ideas (18%)
Problem Solving (53%)	Memory Techniques (47%)	Understanding Assignment (17%)

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!"

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."

"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 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."

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)
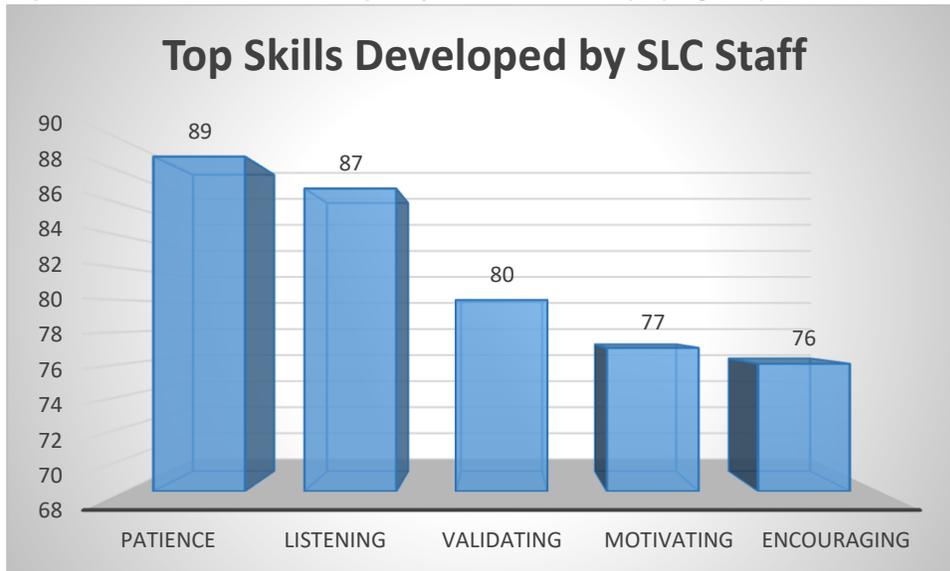
VI. ANALYSIS

- 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 the 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.

- With the Chancellor's Office enforcement of EO 1110, the Student Learning Center now has increased demand for developmental and GE Math and composition courses. The increased tutor hours to meet these demands come with no additional resources or funds from the Chancellor's Office of the Math and English departments. Close coordination with multiple campus partners will need to happen in order for the SLC to deliver these services and not reduce learning assistance to other courses and departments.

- The Student Learning Center will have five full time career staff for fall 2018 for the first time in its history which will definitely help each program begin the year with adequate support. Both the new SI Coordinator and the new Writing Center Coordinator started their positions on August 2, 2017 and had a steep learning curve to get up to speed. In addition, Christine Connerly, the Associate Director who had been in the SLC since 2003, retired 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 2018-2019

- Seek stable funding to maintain the quality and quantity of academic assistance offered by the SLC.
- Complete Supplemental Instruction Certification through University of Missouri-Kansas City
- Showcase SLC services and effectiveness through enhanced campus outreach, partnerships, and programming
- Provide in depth and more intentional writing training to writing tutors in order to provide better writing support to CSU, Chico's growing first generation and Hispanic population.