

**ANNUAL REPORT
OF GOALS AND
MEASURES
2011-2012**

Educational Opportunity Program

Student Support Services
Student Learning Center



A Division of Student Affairs
California State University, Chico

The Educational Opportunity Program, Student Support Services, and the Student Learning Center, first and foremost, support the mission of California State University, Chico.

EDUCATIONAL OPPORTUNITY PROGRAM

I. Mission Statement

The mission of the Educational Opportunity Program (EOP) is to provide access and support services to first generation college students who are economically, educationally, and/or environmentally disadvantaged, but display the potential to succeed in post-secondary education and to assist the university in the matriculation, retention, and graduation of EOP students.

II. Departmental Accomplishments

- Expanded the English component of Summer Bridge.
- Improved upon first year/EOP Course Link components.
- Implemented the 1st EOP Career Fair as part of the EOP/FYE.
- Enhanced our partnership with Craig Hall as a residential housing option for EOP students.
- Hosted an EOP Student Leadership Conference for CSU campuses in the northern region.
- Made improvements on the “Advisor” database system.

Highlights:

- **Expanded the English component of Summer Bridge** – Students met with English faculty for 15 hours of English workshops throughout the week. These workshops acted as the beginning of the English stretch model, preparing students for the work that will be required in UNIV 101 and eventually ENGL 130. The 15 hours of contact with English faculty will also satisfy the Early Start Program requirements that the majority of Summer Bridge participants are required to complete starting fall 2012.
- **Improved upon first year/EOP Course Link components** – Six sections of UNIV 101 were set aside as EOP sections and utilized as part of the EOP Freshmen Course Link in the fall. Starting fall 2012, these EOP sections will be the only UNIV 101 courses taught on campus. Through our collaboration with FYE and the Dean of Undergraduate Education, they have agreed to continue to support six sections of UNIV 101 for EOP students only. The EOP staff will continue to meet with UNIV 101 instructors before the start of the semester to discuss goals for the class and to share information on our students. EOP Paraprofessionals will sit in on classes two out of the three days that the class meets each week.

Paraprofessionals will act as student role models, help facilitate group discussions, and provide support with other classroom activities. In addition, the Paraprofessional staff will help facilitate a series of four workshops in the fall to help EOP first time students with their transition to college life. UNIV101 and ENGL 130 are continuing to collaborate to improve upon our stretch model for English. By taking UNIV 101 in the fall, students are able to focus on the English skills necessary to do well in ENGL 130 the following spring. The pass rate in English for students participating in the EOP Course Link this year was 91.3% (147 out of 161 passed).

- **Implemented the 1st EOP Career Fair as part of the EOP/FYE** – In collaboration with the campus FYE Coordinator and the UNIV 101 instructors, EOP hosted a Career Fair for all EOP first year students. Students taking part in the EOP Course Link were given extra credit for attending the Career Fair and completing assignments that were given to them by EOP staff. The EOP staff was responsible for correcting assignments and sending the results to the UNIV 101 instructors. Approximately 20 EOP Alumni participated in the event as the career consultants and the feedback from students was overwhelmingly positive.
- **Enhanced partnership with Craig Hall Living Complex** – Students choosing to live on campus must often take out loans to meet the expense of living in an on-campus residence hall. With Craig Hall as an option, students are able to gain a residential living experience for \$1,500 to \$2,000 less than the price of living on campus. Craig Hall is willing to waive the initial deposit, allowing EOP students to pay half in fall and the balance in the spring or pay it off in monthly installments. We were also able to persuade Craig Hall to change their policy on EOP students who broke housing rules that required them to be removed from the complex. In the past, the student was still responsible for payment for the entire year. Since we only had one student that was asked to leave, they agreed to only charge students for 90 days or the balance of the contract, whichever was less. This is a major accommodation as these are students on limited Financial Aid and they basically had to pay for two rents during the spring semester. EOP students living in Craig Hall went from 32 in fall 2010 to 69 in fall 2011. EOP sponsored a number of workshops at Craig Hall open to all EOP first year students.
- **Hosted an EOP Student Leadership Conference** – For the first time, five regional EOP Student Leadership Conferences were held throughout the CSU system. Our EOP Student Association hosted student leaders from Humboldt, Sonoma, and Sacramento. The student leaders spent the day together networking, learning about the history of EOP, and participating in leadership development activities.
- **Made improvements on the “Advisor” database system** – This past year, the Reporting component in Advisor was linked directly to the student profiles, giving advisors the ability to move more efficiently from group reports to individual student files.

III. Changes in Policies and Procedures

- **Admissions** – Due to the large number of applications for fall 2012, this was the first year we started ranking applications for EOP eligibility, with our service area students and students involved with TRiO or other support programs receiving priority.
- **Summer Bridge** – We have expanded the English component of Summer Bridge back to the 2008 level so that students have 15 hours of classroom contact with English faculty. This model will satisfy the requirement for the Early Start program that will begin this fall 2012.

IV. Resources Summary

Budget Summary:

• EOP budget allocation for 2011-2012 (includes 1/3 rollover of \$25,244 from 2010-2011; reflects \$7,056 in Student Learning Fee dollars for SLC)	\$721,268
• Work Study (includes SLC; initial allocation was for \$55,000 with two subsequent increases)	67,500
• Total allocation	788,768
• Projected Annual Expense – EOP	(640,281)
• Unused Work Study	(7)
• Projected Annual Expense – Summer Bridge	(64,653)
• Projected Rollover Balance*	\$83,827

***Note:** A six month staff vacancy resulted in large salary savings.

Staffing:

- Paraprofessional Advisors and EOP Interns – EOP programs, even more so than college communities in general, tend to be female dominant. It is often difficult to find an equal number of male studentsstaff to match the number of female student staff. During the 2011-2012 academic year, there were four female Parapros and two males; EOP Interns were two females and one male.
- An RA in the Craig Hall complex was on the EOP student payroll for a few hours per week. The RA attended Parapro meetings and met with the EOP advising staff on a regular basis to discuss programming for EOP students living in Craig Hall. Deon Arnett was the Craig Hall RA last year and has been hired to return as EOP Liaison again this upcoming year.

- Tara Dale Sanders accepted a position at Los Medanos Community College in November. Due to a backlog in Human Resources, it took a long time to get the position description approved. A new advisor, Dawn Frank, started in June. The EOP advising staff did a wonderful job of pulling together to fill in where needed to make sure that Tara's job responsibilities were covered and that students would not be at a disadvantage because of one less advisor.
- Katy O'Bryan, ASA II, retired at the end of June. When the position description was submitted, it was determined to be an ASA I. Given the current budgetary climate, it was also only approved as a temporary hire. The position closed June 18th and a hire is imminent.

Facilities/Equipment:

N/A

V. Program Evaluation for Past Year

Primary Goals

1. EOP will provide assistance to first generation college students who are low-income and/or educationally disadvantaged students and have the potential to perform satisfactorily at CSU, Chico.
2. EOP will provide a comprehensive program of support services that will enhance the knowledge, understanding, and skills necessary for the academic success and the personal development of EOP students.
3. EOP will promote social, cultural, and ethnic diversity in the CSU, Chico campus population.
4. EOP will educate and inform students, faculty, and staff about program services and accomplishments.
5. EOP professional staff will maintain currency in the fields of college student retention and issues facing non-traditional college students through memberships in professional organizations, reading in appropriate research journals, and professional development opportunities.
6. EOP will encourage student participation and involvement in the CSU, Chico campus community and the community of Chico as a whole.

Annual Objectives 2011-2012

1. With the loss of the temporary EOP First Year Experience (FYE) Coordinator, EOP will revise the roles of the EOP advising staff to absorb all of the components of FYE. (Strategic priorities 1, 2, 3, 4, 5)

Met/Ongoing – The most essential EOP/FYE Coordinator responsibilities were given to Cecilia and the rest of the FYE Coordinator duties were split up among the other EOP advisors.

2. EOP will again implement a year long Course Link, in conjunction with the university FYE staff and the English Department. The EOP staff will provide supplemental workshops for UNIV 101 (fall) and ENGL 130 (spring). (Strategic priorities 1, 2, 3 4, 5)

Met/Ongoing – UNIV 101 was part of the EOP Course Link during the fall semester. The EOP staff presented four workshops throughout the semester with attendance counting for 10% of the course grade. In addition, the curriculum of UNIV 101 was changed somewhat from the previous year to provide first year EOP students with the skills and practices needed to do well in ENGL 130.

3. EOP will continue to monitor the impact of the changes in the EOP FYE program offerings on its students and, if needed, propose alternative forms of service delivery. (Strategic priorities 1, 2, 3, 4, 5)

Met/Ongoing - Not being able to meet with our first year students on a regular basis (teaching a year-long orientation course) has not been an ideal method for delivering services. We will continue to work with other departments to create a viable first year program for EOP students. We will continue to report (in the next section) the GPA's of our first year students. There has been a significant decrease in the number of first year students being on academic probation at the end of their spring semester. Having an EOP RA working with our first year students living in Craig Hall helped provide the EOP staff with more opportunities for ongoing contact with that specific population.

VI. Ongoing Assessment Efforts

Breakdown by Admissions Category: EOP Bonafide Enrolled (Primary Goal 1)

Admissions Category	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Freshmen Exception	58	62	43	60	58
Freshmen Regular	133	132	174	149	176
Transfer Exception	0	0	0	0	0
Transfer Regular	69	33	43	42	59
Transfer Regular "S"	0	0	0	0	0
Total	260	227	260	251	293

Breakdown by Admissions Category: Non-bona Fide EOP Enrolled (Primary Goal 1)

Admissions Category	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Freshmen Exception	4	0	4	2	0
Freshmen Regular	13	9	6	5	4
Transfer Exception	0	0	0	0	0
Transfer Regular	0	0	0	1	0
Transfer Regular "S"	0	0	0	0	0
Total	17	9	10	8	4

EOP Ethnicity Of Enrolled Admits – Fall Semesters (Primary Goal 3)

Ethnicity	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	EXC	REG	EXC	REG	EXC	REG	EXC	REG	EXC	REG
African American	17	16	12	14	12	11	5	7	12	20
American Indian	0	2	1	2	0	10	1	5	0	3
Asian American	7	46	6	51	3	47	8	60	9	48
Filipino	0	0	1	0	0	0	0	0	0	0
Mexican American	23	53	34	65	24	109	37	88	34	125
Other Latino	9	13	4	19	0	0	0	0	0	0
Pacific Islander	0	1	2	2	0	1	0	1	0	2
White/Non-Latino	2	33	0	17	5	11	0	5	0	26
Unknown	4	9	2	45	3	34	6	24	1	6
2 or More Ethnicities*	0	0	0	0	0	0	5	7	2	9
Totals	62	173	62	215	47	223	62	197	58	239

*Note: New data now being reported from PeopleSoft.

Persistence Data for Freshmen (Primary Goal 2)

Cohort: Fall 2007	All EOP Freshmen	
	Total enrolled	% persistence
Fall 2007	208	
Spring 2008	199	96%
Fall 2008	170	82%
Spring 2009	162	78%
Fall 2009	137	66%
Spring 2010	137	66%
Fall 2010	126	61%
Spring 2011	121	58%
Fall 2011	101	49%
Spring 2012	88	42%

Cohort: Fall 2008	All EOP Freshmen	
	Total enrolled	% persistence
Fall 2008	204	
Spring 2009	197	97%
Fall 2009	172	84%
Spring 2010	164	80%
Fall 2010	149	73%
Spring 2011	146	72%
Fall 2011	130	64%
Spring 2012	128	63%

Cohort: Fall 2009		All EOP Freshmen	
	Total enrolled	% persistence	
Fall 2009	227		
Spring 2010	223	98%	
Fall 2010	200	88%	
Spring 2011	192	85%	
Fall 2011	167	74%	
Spring 2012	167	74%	

Cohort: Fall 2010		All EOP Freshmen	
	Total enrolled	% persistence	
Fall 2010	215		
Spring 2011	210	98%	
Fall 2011	198	92%	
Spring 2012	193	90%	

Cohort: Fall 2011		All EOP Freshmen	
	Total enrolled	% persistence	
Fall 2011	238		
Spring 2012	234	98%	

EOP Total Student Enrollment Ethnicity (Primary Goal 3)

Ethnicity	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African American	100	110	96	86	90
American Indian	15	13	19	18	17
Asian American	278	266	268	276	277
Filipino	10	10	3	4	1
Mexican American	444	387	442	463	518
Other Latino	75	84	30	19	16
Pacific Islander	6	7	7	6	6
Unknown	76	51	78	34	28
White\Non-Latino	167	148	145	127	125
2 or More Ethnicities*	0	0	0	45	40
Total	1171	1076	1088	1078	1118

***Note:** New data now being reported from PeopleSoft.

Total EOP Students by GPA (Primary Goal 2)

GPA	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012	
	#	%	#	%	#	%	#	%	#	%
3.5 +	106	10	94	8	69	7	78	8	82	8
3.0 to 3.49	203	18	192	17	197	19	206	20	238	22
2.5 to 2.99	315	28	281	25	288	28	314	31	367	34
2.0 to 2.49	311	28	315	28	323	32	299	29	298	28
1.99 & below	180	16	157	14	144	14	125	12	94	9
Total	1039	100	1039	100	1021	100	1022	100	1079	100
2.0 or better*		84		86		86		88		91

***Note:** New category now being reported for analysis purposes.

EOP FTF Students by GPA* (Primary Goal 2)

GPA	Spring 2009		Spring 2010		Spring 2011		Spring 2012	
	#	%	#	%	#	%	#	%
3.5 +	15	8	12	5	19	9	17	7
3.0 to 3.49	33	17	37	17	59	28	65	28
2.5 to 2.99	61	31	58	26	65	31	71	30
2.0 to 2.49	34	17	69	31	43	20	46	20
1.99 & below	52	27	48	21	24	11	35	15
Total	195	100	224	100	210	100	234	100
2.0 or better**		73		79		89		85

***Note:** This is a new table now being reported for analysis purposes. Spring 2009 was the baseline; Spring 2010 cohort participated in a 3-day Summer Bridge program (due to budget cuts); Spring 2011 cohort participated in a 6-day Summer Bridge program; Spring 2012 cohort participated in a 7-day Summer Bridge.

****Note:** New category now being reported for analysis purposes. Progress within this area has been very positive.

Total EOP Students by Class Level (Primary Goal 2)

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012	
	#	%	#	%	#	%	#	%	#	%
Freshmen	243	22	236	21	254	25	237	23	252	23
Sophomore	216	19	191	17	196	19	236	23	228	21
Junior	234	21	213	19	202	20	197	19	258	24
Senior	422	38	399	36	369	36	362	34	341	32
Total	1115		1039		1021		1022		1079	

Computer Lab Usage (Primary Goal 2)

	Total Students that used Computer Lab at Least Once	Total EOP Students	Total Percentage
Fall 2007	438	1170	37.44
Spring 2008	418	1115	37.49
Fall 2008	468	1108	42.24
Spring 2009	417	1042	40.02
Fall 2009	427	1105	38.64
Spring 2010	430	1026	41.91
Fall 2010	538	1081	49.77
Spring 2011	457	1026	44.54
Fall 2011	596	1117	53.36
Spring 2012	504	1063	47.41

Learning Outcomes

English “Stretch Model” - This is the second year that ENGL 130 was moved to the spring semester. English faculty collaborated with the campus FYE program to create an English “stretch model” for students enrolled in the EOP Course Link for the fall and spring semesters. The first year of this effort was very promising with 95.2% of our students satisfying their English requirement on their first attempt. This past year has also been successful with 91.3% of our first year students passing ENGL 130 on their first attempt.

“Reality Check 101” - EOP staff are constantly looking for ways to provide earlier intervention for students having academic difficulty. During the fall semester, students receiving two or more negative progress reports (C- or below) had a “hold” placed on their accounts. This hold was not released until they signed up for the “Reality Check 101” workshop. Thirty-nine students were required to attend the “Reality Check 101” workshop during the fall 2011 semester. This one hour workshop, facilitated by EOP Advisors, was held in the fall and designed to strengthen academic performance and avoid academic probation at the end of the semester. Some of the workshop activities included:

- Helping students reflect on their academic performance
- Identifying what went wrong
- Discussing academic probation (Chico or cumulative GPA below 2.0)
- Discussing reality of disqualification (Chico or cumulative GPA below 1.5 for students with less than 30 units)
- Goal setting by identifying three things the students will change to raise their grades.

Of the 39 students required to attend “Reality Check 101”, 38 participated in the workshop, completing all the requirements. Seventeen of the 38 avoided academic probation; 22 finished the fall 2011 semester on academic probation.

“Fresh Start” – In the past, EOP first year students with below a 2.0 after their first semester were required to attend a series of workshops called “Fresh Start” in the spring. The purpose of “Fresh Start” is to present a structured set of workshops that provide students on academic probation university policy information and an opportunity for personal self-assessment so they can clear their academic standing with the university. Because there were fewer first year students on academic probation after the first semester, we extended the requirement to students with a GPA below 2.3. Students in this category are generally barely making it and it was felt they would benefit from participating in the program. Two hour workshops were held for four weeks and facilitated by EOP Advisors and Paraprofessional Advisors. Workshop activities included:

- Week 1 – Reflection – How did I get here?/AP and DQ information
- Week 2 – Study Skills and Learning Styles
- Week 3 – Navigating Campus Resources
- Week 4 – Goal Setting

In spring 2012, 43 first year students out of 236 (18.2%) were required to attend “Fresh Start”. Thirty-two (13.5%) were on academic probation (compared to 16% in spring 2011 and 20% in spring 2010). Eleven were not on academic probation. Forty-two first year students participated and completed all workshops. Of the 32 students on academic probation, 9 ended the semester in good academic standing, 11 improved yet remain on academic probation, 12 did not improve and remain on academic probation (5 of which are in DQ range). Of

the 11 first students who were not on academic probation, 9 improved their GPA and 2 ended up on academic probation.

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

- First of all, “next level” in the past really meant getting back to our previous level of service delivery. We have lost staff, financial resources, the ability to meet regularly with our students in the classroom, and the ability to offer community-building activities (due to limited staff and financial resources and more restrictive policies). At this point, “next level” just means holding on to what we have in terms of staff and resources, and continuing to provide the best services we can to our students.
- EOP will need to monitor the impact of a non-GE UNIV 101 course (UNIV 101 is not part of the new GE program). EOP students will not be happy with having to take an “extra” course though our data suggests it is essential to the success of the first year experience.
- EOP will need to continue to collaborate with other units. We will need to continue to collaborate with FYE and English to offer a year-long Course Link for our first year students. We have a commitment from FYE to continue to offer UNIV 101 (which is not part of the new GE program) for EOP students. However, knowing how grave the budget situation is, we know this could change at any time. We will also need to continue to pay attention to our relationship with Craig Hall. With more first year students choosing to live there than ever before, and a dedicated RA, we have a huge opportunity to positively impact their transition to college life.

VIII. Goals for the next academic year

Annual Objectives 2012-2013

1. EOP will meet with all continuing students who are on academic probation and post their Academic Plan of Action (APA) on Advisor. (Strategic priorities 1, 2, 3, 4, 5)
2. EOP, in conjunction with the campus FYE staff and the English department, will again implement a year-long Course Link. The EOP staff will provide supplemental workshops for UNIV 101 (fall) and ENGL 130 (spring). (Strategic priorities 1, 2, 3, 4, 5)
3. EOP will develop a series of workshops geared toward helping upper division students prepare for life after graduation. (Strategic priorities 1, 2, 3, 4, 5, 6)

STUDENT SUPPORT SERVICES

Note: Student Support Services is a TRiO program funded by the United States Department of Education to provide academic support services to low-income, first generation college students. The mission statement and program goals (objectives in the U.S. Department of Education framework) are specified by federal regulations and policies and cannot be altered without approval from a program officer at the U.S. Department of Education.

I. Mission Statement

The mission of Student Support Services (SSS) is to improve the retention, graduation, and graduate and professional school enrollment rates of eligible students who are receiving project services.

II. Departmental Accomplishments

- Successful implementation of SSS mentor training.
- Successful proposals were submitted for additional sources of funding from the Council for Opportunity in Education (COE) and the Student Learning Fee.
- First SSS Freshmen Retreat at Camping at the Presidio (CAP) in San Francisco.
- Student Accomplishments: Austin Grosch received a campus undergraduate research grant to travel to New York, Spain, and Paris to conduct research about the Spanish Civil War with Professor Char Prieto. Cecilia Fernandez was offered an internship with the Department of Narcotics for Mexico City (U.S. Department of State). Pablo Trenado, Jr. received the Outstanding Student Leader Award for the College of Humanities and Fine Arts and was the Keynote Speaker for CSU, Chico's Upward Bound Graduation and the Latino Graduation Celebration. Vanesha Chaka was accepted to CSU, Bakersfield's graduate program in Social Work.

Highlights:

- **SSS Mentor Training** – For the first time, SSS collaborated with the Department of Recreation and Parks Management to provide a service learning experience for SSS mentors. Mentors earned two university credits while learning about the National Parks, volunteerism, and various theories of leadership and how to live as members of a community. Mentors spent three days exploring the Golden Gate National Park and participated in community service for the National Parks.

- **Successful funding proposals** – SSS received a \$10,000 award from the Council for Opportunity in Education for Best TRiO Practices in the states of California, Indiana, Illinois, Maryland, and Mississippi. SSS was chosen because of the success of its peer mentoring program and Freshman Orientation Concentrating on University Success (FOCUS) summer program. In addition, SSS and the Department of Recreation and Parks Management received Student Learning Fee dollars in the amount of \$2,275 to continue their collaboration to provide peer mentor training and opportunities for SSS participants to experience the national parks.
- **Freshmen Retreat** – Thirty-eight first year students attended a freshmen retreat at Camping at the Presidio (CAP) in San Francisco. Each student, including the student mentors, provided four hours of community service to the national parks.

III. Changes in Policies and Procedures

N/A

IV. Resources Summary

Budget Summary:

• SSS allocation for 2011-2012	\$247,583*
• Rollover from 2010-2011	\$2,346
• Total allocation for 2011-2012	249,929
• Projected expenses	(241,429)
• Projected carryover balance	\$8,500

***The allocation for 2011-2012 reflects a 3% budget decrease for all TRiO programs.**

Note: Fiscal year is based on a September 1, 2011-August 31, 2012 timeline.

Staffing:

N/A

Facilities/Equipment:

N/A

V. Program Evaluation for Past Year

Primary Goals

1. Persistence: 85% of all students served by the SSS Project will persist from one academic year to the beginning of the next academic year or graduate.

Of the active students in 2010-2011(117; does not include students who graduated), 92.3% (108) returned in 2011-2012.

2. Good Academic Standing: 85% of all enrolled participants served by the SSS Project will meet the performance of good academic standing (2.0 or above).

Of the 152 program participants in 2011-12, 133 or 87.5% of them remained in good academic standing (GPA above 2.0) by the end of the academic year.

3. Graduation: 65% of new participants served each year will graduate within six years.

Cohort: Admitted Fall 2004	Graduated	Persistence/Grad Rate
<i>100 admitted</i>	71	71%
Grad 3 years	1	1%
Grad 4 years	11	11%
Grad 5 years	31	31%
Grad 6 years	25	25%
Grad 7 years	1	1%
Grad 8 years	2	2%
Pending Work*	0	0%
Still Enrolled	3	3%
Total Persistence	74	74%

Cohort: Admitted Fall 2005	Graduated	Persistence/Grad Rate
<i>40 admitted</i>	17	43%
Grad 4 years	3	8%
Grad 5 years	13	33%
Grad 6 years	9	23%
Grad 7 years	1	3%
Pending Work*	0	0%
Still Enrolled	2	5%
Total Persistence	28	70%

Cohort: Admitted Fall 2006	Graduated	Persistence/Grad Rate
<i>23 admitted</i>	11	48%
Grad 4 years	3	13%
Grad 5 years	7	30%
Grad 6 years	1	4%
Pending Work*	2	9%
<i>Still Enrolled</i>	2	9%
<i>Total Persistence</i>	15	65%

Cohort: Admitted Fall 2007	Graduated	Persistence/Grad Rate
<i>10 admitted</i>	23	30%
Grad 4 years	2	20%
Grad 5 years	1	10%
Pending Work*	3	10%
Still Enrolled	2	20%
<i>Total Persistence</i>	8	80%

Cohort: Admitted Fall 2008	Graduated	Persistence/Grad Rate
<i>10 admitted</i>	0	0%
Grad 4 years	0	0%
Pending Work*	2	20%
<i>Still Enrolled</i>	8	80%
<i>Total Persistence</i>	10	100%

***Note:** The data now includes students who have applied for graduation but are “pending work”.

Annual Objectives 2011-2012

1. Collaborate with the Department of Recreation Administration on a community service project restoring trails at Golden Gate National Park, specifically for first year students. (Strategic priorities 1, 3, 4, 6)

Met – Thirty-eight first year students and twelve mentors participated in the service project. During the fall semester, the participants traveled to San Francisco where they engaged in service learning by volunteering at the parks that surround the Bay Area. They learned about national parks through stewardship, site visits, and a camp fire program.

2. SSS will develop academic assistance programs for first year students utilizing upper class mentors. (Strategic priorities 1, 2, 3, 4, 5)

Met – Twelve mentors were selected and enrolled in a RECR 190 course that focused on community support for SSS participants. During the course, the mentors learned about mentoring and also facilitated life skills workshops (financial literacy, time management, budgeting, etc.) for the first year students. The mentors also accompanied SSS first year students to San Francisco where they facilitated teambuilding activities and also participated in community service.

3. Students who participate in the SSS Leadership Council will pledge to commit various community hours and activities. (Strategic priorities 1, 3, 4, 6)

Met – All students who were members of the SSS Leadership Council participated in various community service activities, including participating in Up Till Dawn and the Breast Cancer Awareness Walk, and volunteering at the Jesus Center.

VI. Ongoing Assessment Efforts

See responses under “Primary Goals”.

Other Assessments

1. A needs assessment instrument, the Learning and Study Strategies Inventory (LASSI), was administered to all participants who were accepted into SSS for the 2011-2012 academic year. The assessment process evaluated the students’ learning styles, academic skills, and study habits. It also included individual student interviews, transcripts, standardized test scores, and personal assessments. The information collected is used to develop workshops geared towards the needs of our students, including financial literacy, career exploration, study skills, time management, healthy decision making, and graduate school preparation.
2. Student Voice was used to assess the effectiveness of FOCUS, various workshops, cultural activities, and an End of the Year Evaluation.

FOCUS: There were a total of 39 students who participated in the four-day 2011 summer program. Of the 39 who completed both the pre-assessment and the post-assessment, 87.80% increased their knowledge of campus resources; 82.92% felt more prepared for college; and 68.29% became more confident in financial literacy.

End of the Year Evaluation: An email was sent out to 155 active participants to evaluate the overall academic year of SSS. Of the 54 who responded, 89% were very or moderately satisfied with the services they

received from SSS. Over 82% indicated that SSS was extremely or very important in helping them remain enrolled and successful at Chico State. Over one-third (35%) received assistance (including meetings, advising, workshops, cultural activities and/or participated in the leadership council) more than 20 times this year.

Student Learning Outcomes: Participants strongly or moderately agreed with the following statements, “As a result of working with the SSS staff...”

- I improved my study skills – 80%
- I improved my time management skills – 78%
- I improved my self confidence and motivation – 84%
- I improved my financial literacy skills – 78%
- I was able to make good choices in my course selections – 86%
- I received referrals to other services on campus when appropriate – 82%
- I was able to effectively deal with any academic difficulties that I had – 92%
- I received accurate information on SSS and other events in a timely manner – 88%
- I improved my ability to prepare for tests – 66%
- I received appropriate personal support – 92%
- I received useful and appropriate information about financial aid – 83%

To ensure that the students respond to future assessments, SSS will utilize the iPad and have an exit interview for the semester during the last month of the spring semester.

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

- The program needs to monitor the students who are on academic probation (AP) more closely and hold the students more accountable.
- The program needs to advertise more on the monthly study skills workshops.

VIII. Goals for the next academic year

Annual Objectives 2012-2013

1. SSS will develop a scholarship resource guide for students. (Strategic priorities 1, 3, 4, 5)
2. SSS will develop a resource binder for students who plan on applying to graduate school. (Strategic priorities 1, 3, 4, 5)

3. The SSSLC will engage in professional development activities and will attend and/or host a leadership conference in collaboration with WESTOP NorCal Chapter. (Strategic priorities 1, 3, 4, 6)

STUDENT LEARNING CENTER

I. Mission Statement

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, writing assistance, and supplemental instruction.

II. Departmental Accomplishments

- Compared to the previous year, increases in overall visits (24%) to the SLC, significant increases in visits for Supplemental Instruction (98%) and Writing (83%), and visits by students of color (58%)
- Awarded \$21,600 Student Learning Fee Allocation to hire ten subject area tutors for 2012-2013
- Granted five year recertification of the International Tutor Certification Program by the College Reading and Learning Association

Highlights:

- The SLC experienced an **increase of 217 more student users and 5463 more visits** for all programs in 2011-2012 compared to the previous year. A record 435 appointments were scheduled on the first day of tutoring sign-ups in spring 2012. The first full year of having a professional SI and Writing Coordinator resulted in **significant increases in visits for Supplemental Instruction (98%) and Writing tutoring (83%)**. The **58% increase in visits to the SLC by students of color** in 2011-12 could be due to a variety factors. SLC staff focused on diversity this year by piloting a bi-weekly writing workshop sponsored by the Black Faculty and Staff Association, recruiting EOP students to work at the front desk, and offering diversity training workshops for tutors both fall and spring semesters. Writing and SI Coordinator, Deanna Pierro, facilitated a Conversations On Diversity session entitled "It's Because I'm Black" which was attended by most of the EOP freshmen enrolled in Multicultural and Gender Studies. Both EOP and SSS first year students were given

incentives to attend SLC study skills workshops which resulted in large and diverse turnouts for almost all of the workshops.

- The SLC was **awarded \$21,600 in Student Learning Fee dollars** to fund the hiring of ten subject area tutors. This was the second highest award allocated by the committee and validated the increase in demand and the recognition that the SLC could not accommodate all of the students seeking tutoring appointments. There were 575 unmet tutoring requests for fall 2011 and spring 2012 combined.
- In January 2012, the **College Reading and Learning Association granted the Student Learning Center a five year recertification of its tutor training program**. Since the first year of certification in 2002, 600 certificates have been awarded to tutors completing the training program. A [feature article](#) in Inside Chico State highlighted the recertification and the experience tutors gain from working in the Student Learning Center.

III. Changes in Policies and Procedures

Over the past three years, the SLC has moved most of its assessments and many of its forms online. Currently, the only student evaluations that are not online through Student Voice are for study skills workshops. This year the SLC moved most of the forms used by tutors to Google Docs.

IV. Resources Summary

Budget Summary:

• SLC annual allocation (lottery dollars; this is a \$20,882 reduction in allocation from the CO)	\$120,764
• Rollover from 2010-2011	60,426
• Student Learning Fee allocation (General Fund)	7,056
• Total allocation for 2011-2012	188,246
• Projected Annual Expense – SLC	(155,488)
• Projected Rollover Balance	\$32,758

Staffing:

In February 2011, the SLC was able to hire a .75 Writing and SI Coordinator. This was a temporary appointment through December 2011. In September 2011, the position was expanded to full-time and extended through June 30, 2012. This May, the position was re-appointed through June 2013. This position is vital to the ability of the SLC to meet the growing demands in the SLC (see “Highlights”).

Facilities/Equipment:

- The SLC Purchased a new printer for WildCat GoPrint services using leftover funds from the Student Learning Fee for Online Writing Tutoring. The new printer is a wireless, color printer that should increase the usage of the GoPrint service by making it possible for students to print from their laptops.
- Usage of SSC 304 increased again for SI, tutoring and study skills workshops. Midway through the year, Facilities Management changed one of the doors leading from 304 into the Student Learning Center so that it would not lock and could be opened at any time. Currently, any outside groups reserving SSC 304 would have access to the SLC. As a result, Facilities Reservations has allowed reservations by outside groups only during SLC open hours and closed availability of the room for evenings and weekends.
- This summer there will be significant renovation/remodeling of the SLC lobby/reception area based on requirements outlined by the current Fire Marshal. In order to bring the area into compliance with the code, staff work space needs to move into the main area of SSC 340 and the reception area will need to be completely re-configured. It is yet to be determined what impact this will have on traffic flow and providing customer service to students wanting to sign up for appointments.

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 2011-2012

1. Create online writing tutoring program to expand access to writing assistance. (Strategic priorities 1, 2, 3, 4, 5, 6)

Met – The SLC was awarded a \$7,056 Student Learning Fee allocation to start an online writing tutoring program in 2011-12. The program was created and implemented successfully. In fall 2011, the program generated 36 submissions, which increased by 37% in the spring. 100% of the students who responded to a Student Voice survey about the program said they would use the online writing service for help with future writing assignments or recommend it to others. This service has allowed us to accommodate our distance learners, adult learners and, overall, increase the number of students we assist while maximizing our paid tutor hours. We are currently investigating the possibility of using the Blackboard Learning Management System for online writing tutoring beginning fall 2012 (see Annual Objectives 2012-2013).

2. Present CELT workshop to increase awareness of SLC services and foster communication with faculty. (Strategic priorities 1, 2)

Met – SLC staff presented a CELT workshop titled “The Power of Peers” on October 7th. Those who attended responded favorably to the workshop. Unfortunately, it was scheduled at the same time as an intensive faculty workshop with the CELT keynote speaker, so attendance was low and mostly consisted of staff rather than faculty. SLC staff will continue to pursue other ways to reach out to faculty and make connections.

3. Reduce printing costs by implementing Wildcat GoPrint student paid printing service and post SLC forms though Google Docs. (Strategic priorities 1, 2, 3, 4, 5)

Met – Students working with writing tutors were able to print out final drafts of their papers and paid for it out of their own funds. The program generated enough money to purchase several reams of paper at the end of the year. A new wireless printer purchased with leftover SLF funds will allow students to print directly from their laptops which should significantly increase the usage of this service. Another cost and paper saving measure implemented this year was moving almost all of the forms used by tutors and front desk staff to online forms using Google Docs. This made the forms more accessible after hours and on weekends and significantly reduced printing costs and paper usage.

4. Begin tracking demographic information to evaluate the diversity of students using the SLC and address how we can best reach out to diverse populations of students. (Strategic priorities 1, 2, 3)

Met - SLC visits by students of color increased by 58% in 2011-12. The most notable increases were for black (66%) and Hispanic (56%) students. We attribute much of that increase to several programs created to attract students of color. One of the most successful programs was “In Other Words” – a bi-weekly writing workshop encouraging the attendance of students of color. Over 30 students attended the workshops during the spring semester. SLC staff also conducted in-class presentations in EOP Course Link courses that explained the services offered at the SLC. These presentations included a 30 minute workshop on the most important elements of academic writing. In addition, after asking tutors for input on how to reach out to underrepresented populations, SLC hours were extended to 6:00 pm Monday through Thursday, which served both to increase accessibility for students who work during the day and also to reduce congestion in the SLC by spreading appointments out over a longer time period.

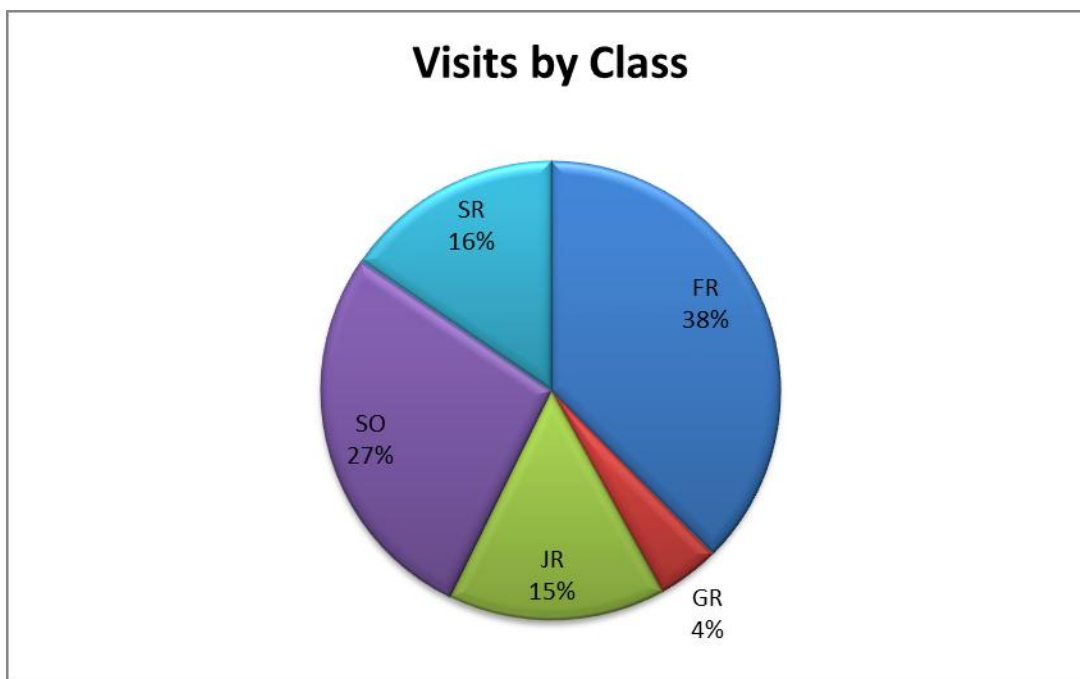
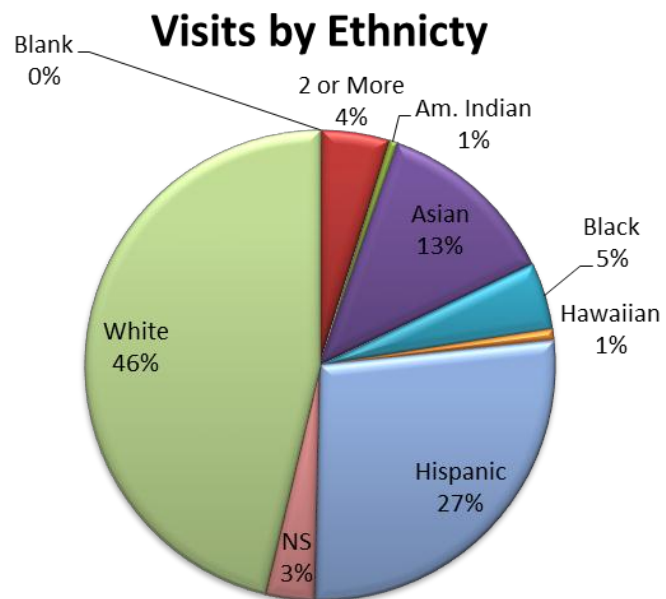
5. Collaborate with Chris Fosen to implement a writing internship through ENGL 431. (Strategic priorities 1, 2, 4)

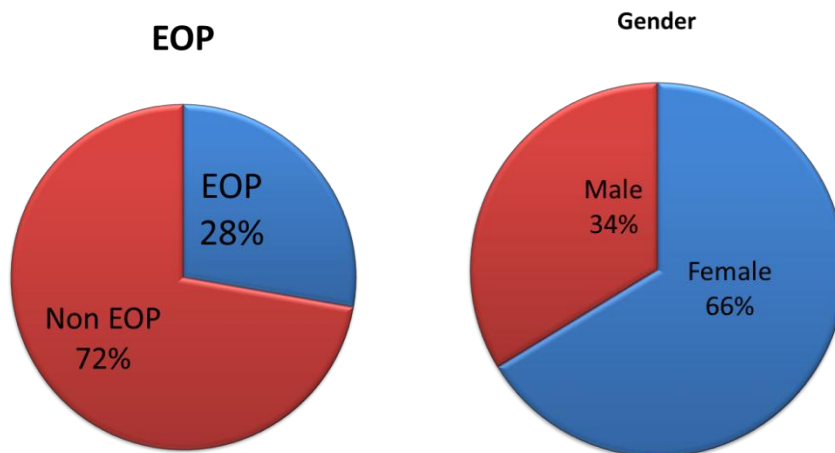
Met – The SI and Writing Coordinator worked closely with Chris Fosen to re-establish a writing internship by recruiting students from ENGL 431 who receive academic credit for their work as writing tutors. The internship serves to prepare future writing tutors and to provide greater coverage for writing drop in hours. Interns attended all of the writing tutor weekly staff meetings and reported that they learned a great deal about writing and teaching.

6. Publish online PDF Publication of tutor and SI leader reflective essays. (Strategic priorities 1, 2, 3, 6)

Met – The first annual publication “[Writing from the Center](#)” was posted on the SLC website in fall 2011. The purpose of the publication is not only to make the campus aware of what writing tutoring entails, but also to train new hires by giving them a writing tutor perspective on the challenges and learning opportunities of the work. The publication has also proven to be a tremendous asset in honing tutor writing skills, as it presents the perfect opportunity for the supervisor to give feedback and work one-on-one with tutors on areas that need improvement.

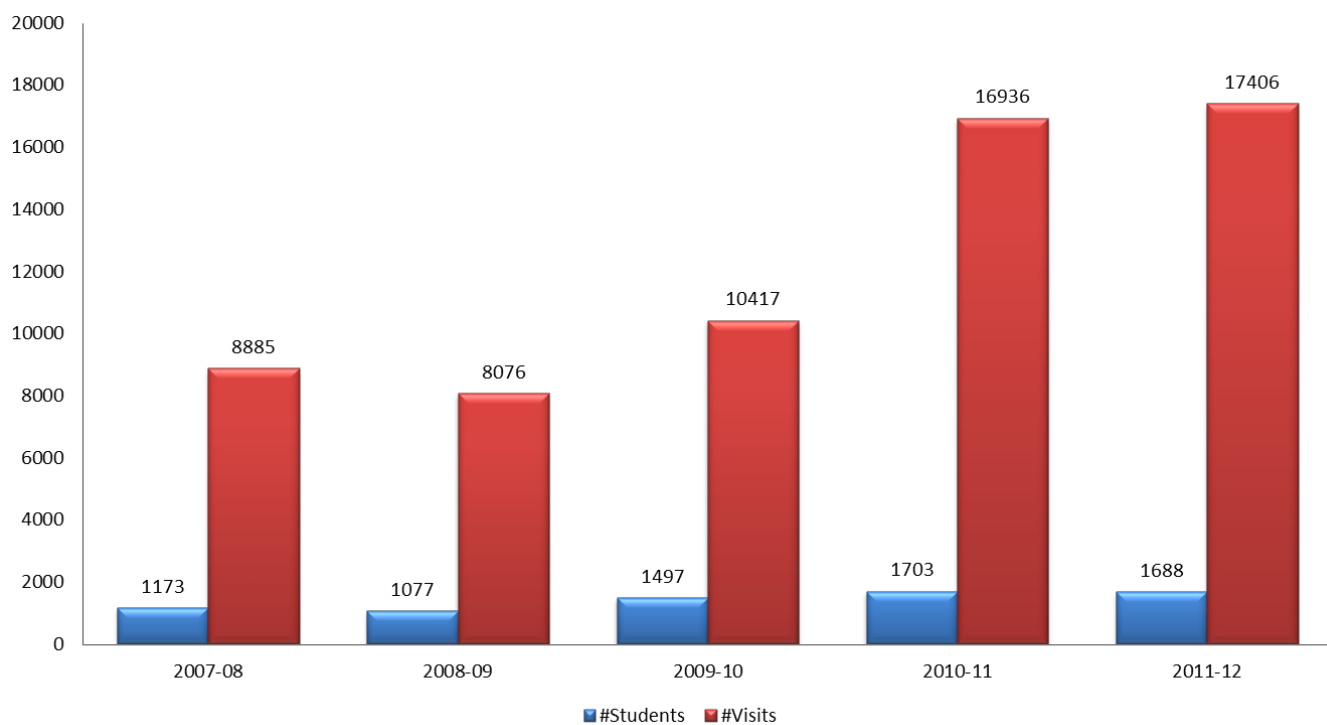
Demographics





Tutorial

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



Note: Decrease in student usage after spring 2008 was due to budget cuts and reduced hours, as increase in student usage for fall 2009-spring 2011 was partially funded through federal stimulus dollars. The demand

for tutoring increased in 2011-12, but due to funding limitations, we were not able to meet some requests for services. As a result, the unmet waitlist requests for tutoring totaled 575 by the end of spring 2012.

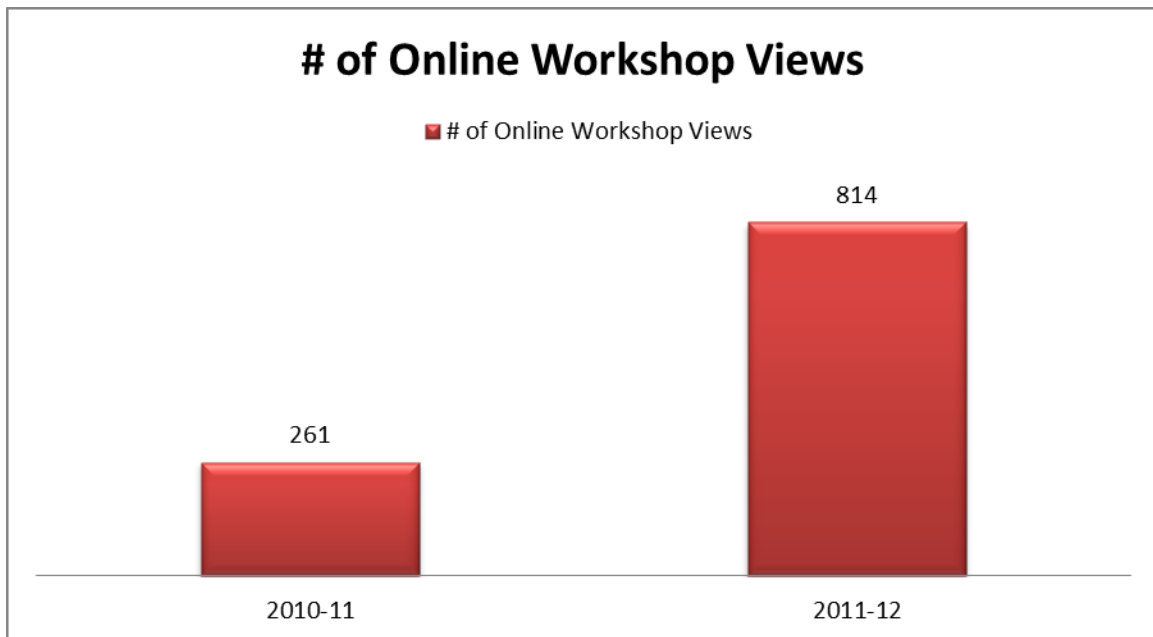
Study Skills Workshops

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



NOTE: In 2011-12 EOP and SSS students were given extra credit for attending study skills workshops. As a result, even though the SLC offered fewer workshops than in previous years, attendance at the workshops almost doubled.

Online Study Skills Workshops



Note: Many of the SLC workshops have been made available to view online for the past two years thanks to collaboration with Regional and Continuing Education. The number of views has tripled since last year.

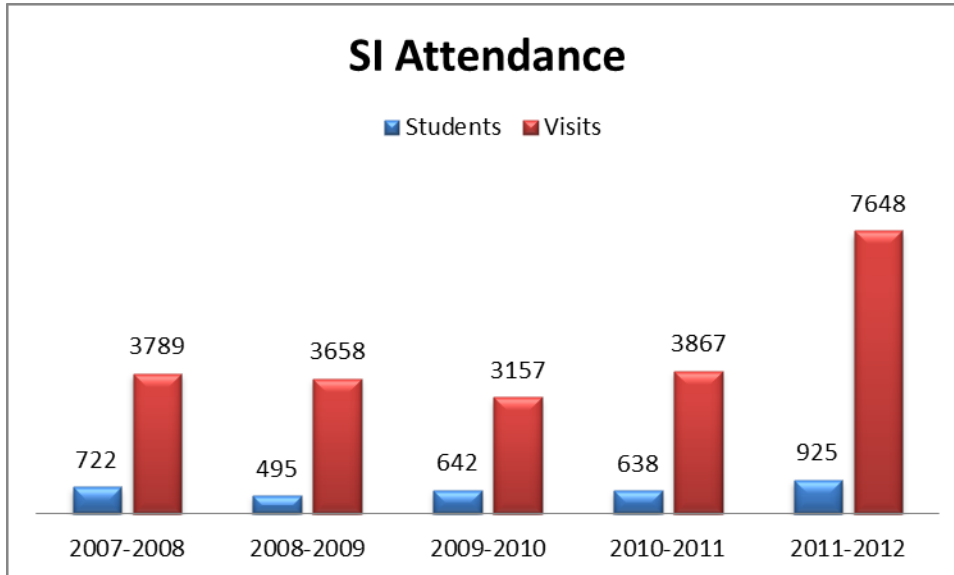
In 2011-2012, the SLC presented study skills workshops on the following topics:

- Mastering Study Skills
- Time Management
- Reading Strategies
- Budgeting Your Money
- Avoiding Procrastination
- Improving Exam Preparation
- Learn How to Learn
- Becoming a Tech-Savvy Student
- Memory & Concentration
- Motivation
- Paragraph Organization and Coherence
- Writing Made Easy
- Synthesizing Sources for Research Papers
- Planning Your Study Time
- Avoiding Test Anxiety

- Planning for Finals
- Stress Management

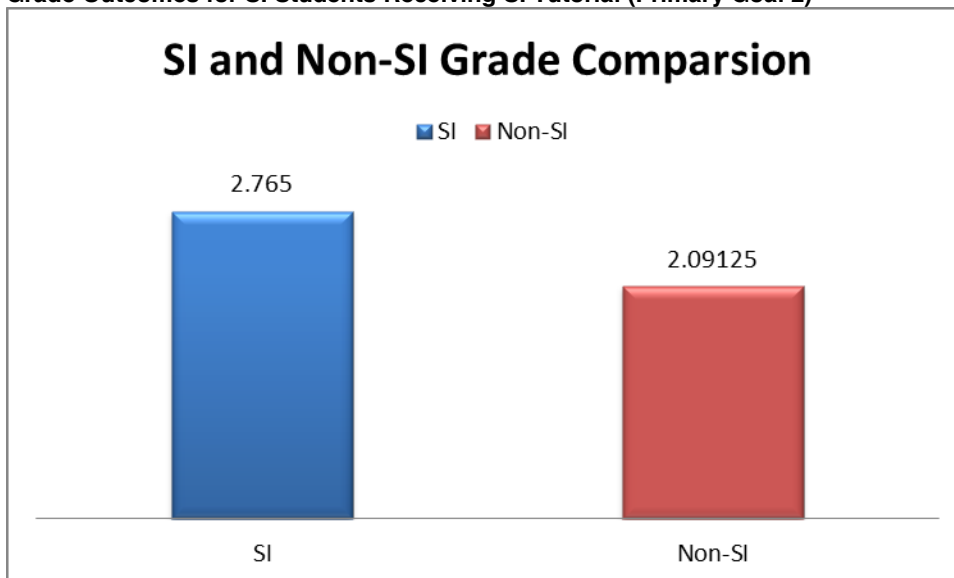
Supplemental Instruction

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

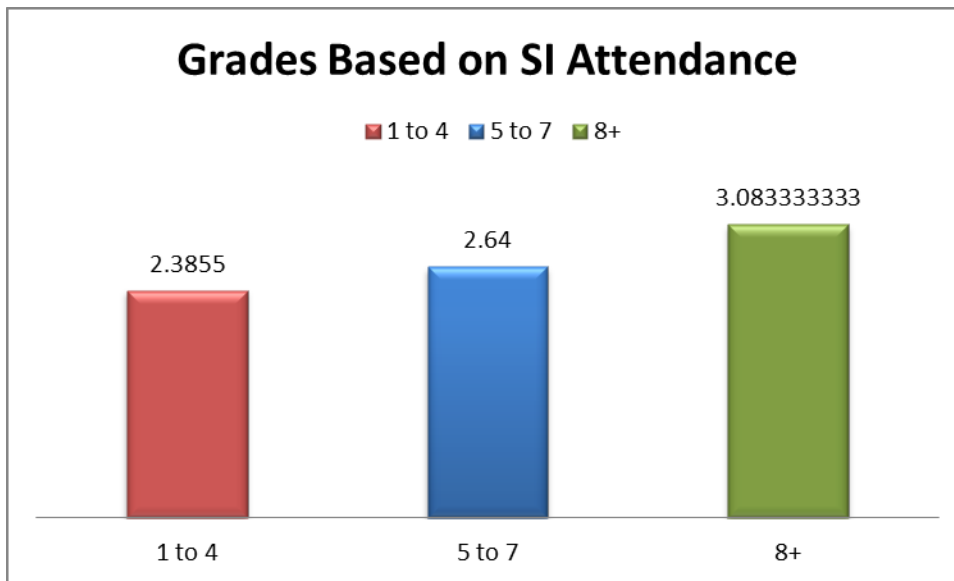


Note: An SI/Writing Coordinator was hired at .75 in February 2011 and the position was increased to 1.0 fall 2011.

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



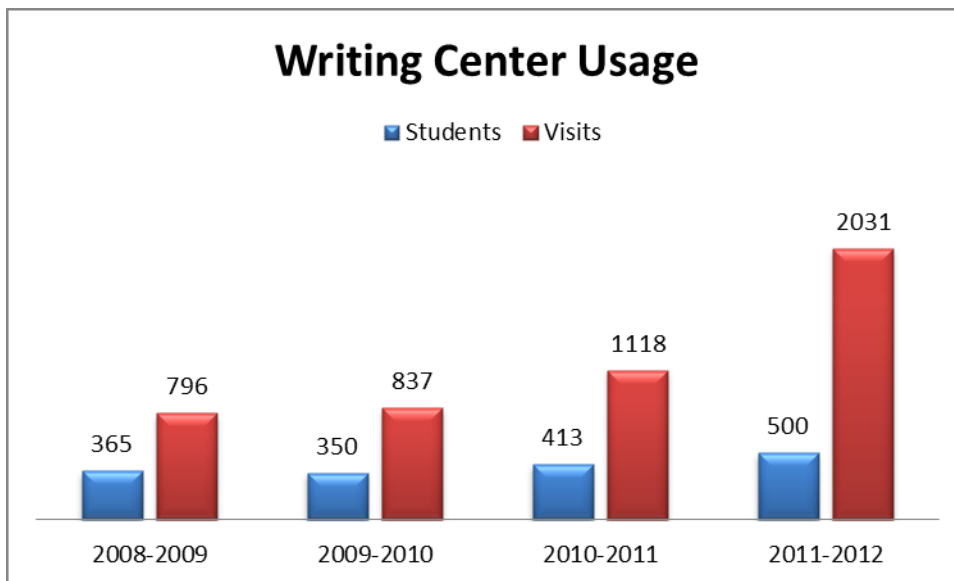
Note: This chart shows that students who attend SI earn, on average, more than half a grade higher than those who do not attend SI.



Note: This chart shows that students who attend SI eight or more times earn a full grade point average higher than those who do not attend SI and more than half a grade higher than those who only attend 1-4 times.

Writing Tutorial

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



Note: The number of students and visits continues to increase, indicating a high level of student satisfaction with writing tutoring.

Learning Outcomes

2*

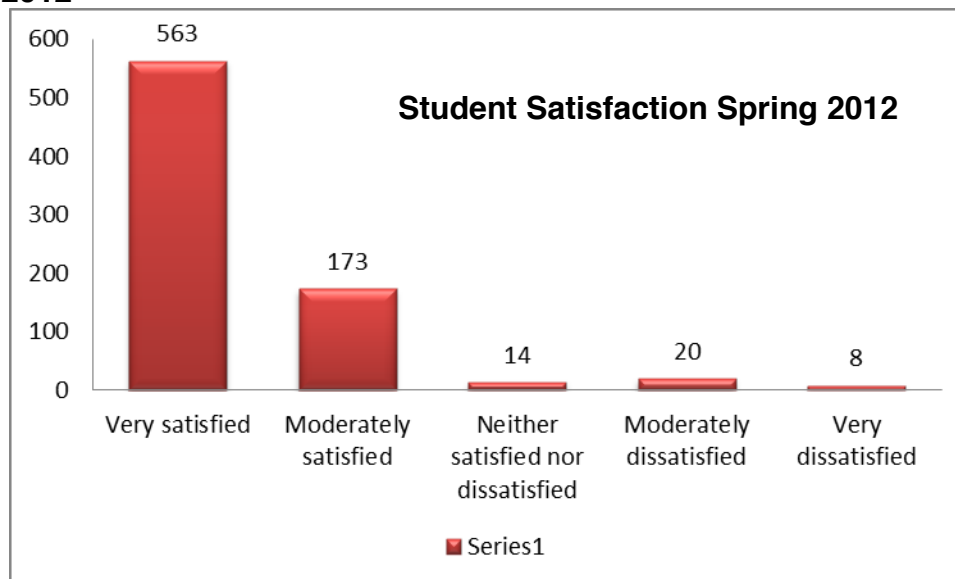
Top Five Study Skills Developed by Student Users (Learning Outcome 1)

Tutorial	Supplemental Instruction	Study Skills Workshops	Writing
Better understanding of course material	Better understanding of course material	Better overall study habits	Organize ideas
Preparing for exams	Preparing for exams	Time management	Grammar
Memory techniques	Memory techniques	Organization	Coherence
Asking questions	Better overall study habits	Preparing for exams	Punctuation
Better overall study habits	Motivation/Persistence	Concentration	Unity

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

Better understanding of academic subject areas tutored
Patience
Teaching/Training skills
Communication skills
Confidence

Student Satisfaction - Tutoring, Supplemental Instruction, Writing – Spring 2012



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

- The hiring of a SI/Writing Coordinator has increased the extent and quality of writing tutoring and SI offerings. This staffing issue has been addressed through June 2013. Given the current budgetary challenges within the CSU system, it is unknown how the temporary status of the SI/Writing Coordinator position will be impacted. If, for some reason, this position is not maintained, the SLC would be eliminating writing tutoring and SI services which would be taking it in the opposite direction of moving to the “next level”.

VIII. Goals for the next academic year**Annual Objectives 2012-2013**

1. Pursue using Blackboard Learning Management System to enhance online tutor communication and collaboration and to make online writing tutoring more accessible. (Strategic priorities 1, 2, 3, 4, 6)
2. Implement an internship for Supplemental Instruction Leaders to help train and evaluate potential new leaders. (Strategic priorities 1, 2, 5)
3. Pilot group tutoring sessions for writing to facilitate collaborative learning for research writing. (Strategic priorities 1, 3, 4, 5)