

**ANNUAL REPORT
OF GOALS AND
MEASURES
2012-2013**

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

- Improved upon the EOP Admission process.
- Improved the English component of Summer Bridge.
- Improved upon first year/EOP Course Link components.
- Improved the EOP Career Fair as part of the EOP/FYE.
- Enhanced our partnership with Craig Hall as a residential housing option for EOP students.
- Contributed to an EOP Student Leadership Conference for CSU campuses in the northern region.
- Made improvements on the “Advisor” database system.
- Enhanced services for second year and upper division students.
- Student Accomplishments: Tim Sain, recent EOP grad who also served as an EOP intern for two years, received a William Randolph Hearst/CSU Trustee Outstanding Student Achievement Award.

Highlights:

- **Improved upon the EOP Admission process** – This admission cycle, each advisor was asked to give each EOP admit a ranking. Those ranked 1 or 2 were admitted immediately. Those ranked 3 or 4 were not admitted until we had time to determine how many more admits we would be able to accommodate. We were very close to hitting our desired numbers. AB 540 and foster youth applicants were taken into consideration as part of the process.
- **Improved 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

- also satisfied the Early Start Program requirements that the majority of Summer Bridge participants were required to complete.
- **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 were 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 met with UNIV 101 instructors before the start of the semester to discuss goals for the class and to share information on our students. Josh Whittinghill was hired by FYE to act as a UNIV 101 liaison. EOP Paraprofessionals sat in on classes throughout the semester. Paraprofessionals acted as student role models, helped facilitate group discussions, and provided support with other classroom activities. In addition, the Paraprofessional staff helped 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 continued to collaborate to improve upon our stretch model for English. By taking UNIV 101 in the fall, students were 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 95.3% (142 out of 149 passed).
 - **Improved the 2nd Annual EOP Career Fair as part of the EOP/FYE** – In collaboration with the campus FYE Coordinator and the UNIV 101 instructors, EOP hosted a second 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. This year half of the students came at 2:00 p.m. and the other half came at 3:00 p.m. This helped the program run a lot smoother throughout the two hour program. Approximately 40 EOP Alumni participated in the event as the career consultants and the feedback from students was again 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 sponsored a number of workshops at Craig Hall open to all EOP first year students. Craig Hall offered a \$200 discount for early applicants and they made the same offer to Summer Bridge participants who applied to Craig Hall while they were a participant in Summer Bridge.

- **EOP Student Leadership Conference** – A number of EOP Student Leadership Conferences were held throughout the CSU system. Our EOP Student Association attended the conference at CSU, Sonoma, which also included students from Humboldt 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.
- **Enhanced services for second year and upper division students** – Second year students who came in the year before as freshmen were no longer receiving the attention they had received in their first year, unless they were not performing well academically. This year we began being more intentional about how we provided services to this group. We also incorporated more activities geared towards our upper division students. We presented a series of workshops (Dress for Success, Graduate School Preparation, and Internships 101). We took a number of upper division students to the Graduate Diversity Forum that caters specifically to underserved students.

III. Changes in Policies and Procedures

- **Admissions** – Due to the large number of applications for fall 2012, this was the second year we started ranking applications for EOP eligibility, with our service area students and students involved with TRiO or other support programs receiving priority. This year we were able to consider both AB 540 and foster youth students for EOP admission.
- **Summer Bridge** – We are utilizing social media a lot more as part of the English component of Summer Bridge. This has increased communication among students and professional staff, especially faculty. The Summer Bridge English Component continues to satisfy the requirement for the Early Start program. We plan to add a math component to Summer Bridge in 2014.

IV. Resources Summary

Budget Summary:

• EOP budget allocation for 2012-2013 (no rollover from 2011-2012)	\$682,369
• Work Study (includes SLC)	55,000
• FYE Donation for EOP/FYE Closing Ceremony	200
• Total allocation	737,569
• Projected Annual Expense – EOP	(646,458)
• Unused Work Study	(2)
• Projected Annual Expense – Summer Bridge	(67,120)
• Projected Rollover Balance	\$23,989

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 student staff to match the number of female student staff. During the 2012-2013 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 has been the Craig Hall RA for the past two years and has been hired to return as EOP Liaison again this upcoming year.
- A new advisor, Dawn Frank, started June 2012. She has just completed her first year as an EOP Advisor. Dawn has done an exceptional job and has been given permanent status as part of our EOP family.
- We were able to hire Kathleen McFarren last August to fill our ASA I position. She is very skilled, eager to learn, and a welcome addition to our staff. Her appointment is a temporary one; she has been re-appointed through June 2014.

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 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)

In Progress – EOP advisors attempted to meet with all students in their respective client groups who were on academic probation. Students who did not respond to emails and/or phone calls were placed on hold and not allowed to register for classes in the fall. The only probationary students that have not met with an advisor are those few who have chosen not to register for fall classes, and therefore have decided not to return in the fall. During the fall 2013 semester, Thang will provide a link on Advisor that will be used when working with students on academic probation.

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

Mexican American	34	65	24	109	37	88	34	125	27	114
Other Latino	4	19	0	0	0	0	0	0	0	0
Pacific Islander	2	2	0	1	0	1	0	2	0	1
White/Non-Latino	0	17	5	11	0	5	0	26	2	36
Unknown	2	45	3	34	6	24	1	6	0	10
2 or More Ethnicities*	0	0	0	0	5	7	2	9	1	5
Totals	62	215	47	223	62	197	58	239	49	227

***Note:** New data being reported since 2010.

Persistence Data for Freshmen (Primary Goal 2)

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%	
Fall 2012	118	58%	
Spring 2013	110	54%	

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%	
Fall 2012	162	71%	
Spring 2013	163	72%	

Cohort: Fall 2010		All EOP Freshmen	
	Total enrolled	% persistence	
Fall 2010	215		
Spring 2011	210	98%	
Fall 2011	198	92%	
Spring 2012	193	90%	
Fall 2012	185	86%	
Spring 2013	182	85%	

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

Fall 2012	213	89%
Spring 2013	207	87%

Cohort: Fall 2012		All EOP Freshmen	
	Total enrolled	% persistence	
Fall 2012	218		
Spring 2013	213	98%	

EOP Total Student Enrollment Ethnicity (Primary Goal 3)

Ethnicity	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
African American	110	96	86	90	101
American Indian	13	19	18	17	5
Asian American	266	268	276	277	288
Filipino	10	3	4	1	0
Mexican American	387	442	463	518	555
Other Latino	84	30	19	16	44
Pacific Islander	7	7	6	6	5
Unknown	51	78	34	28	30
White\Non-Latino	148	145	127	125	122
2 or More Ethnicities*	0	0	45	40	33
Total	1076	1088	1078	1118	1183

*Note: New data being reported since 2010.

Total EOP Students by GPA (Primary Goal 2)

GPA	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013	
	#	%	#	%	#	%	#	%	#	%
3.5 +	94	8	69	7	78	8	82	8	106	9
3.0 to 3.49	102	17	197	19	206	20	238	22	272	23
2.5 to 2.99	281	25	288	28	314	31	367	34	378	32
2.0 to 2.49	315	28	323	32	299	29	298	28	316	27
1.99 & below	157	14	144	14	125	12	94	9	94	8
Total	1039	100	1021	100	1021	100	1079	100	1166	100
2.0 or better*		86		86		88		91		92

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

EOP FTF Students by GPA* (Primary Goal 2)

GPA	Spring 2010		Spring 2011		Spring 2012		Spring 2013	
	#	%	#	%	#	%	#	%
3.5 +	12	5	19	9	17	7	37	17
3.0 to 3.49	37	17	59	28	65	28	59	28
2.5 to 2.99	58	26	65	31	71	30	49	23
2.0 to 2.49	69	31	43	20	46	20	46	22
1.99 & below	48	21	24	11	36	15	22	10
Total	224	100	210	100	234	100	213	100
2.0 or better**		79		89		85		90

*Note: This is a new table now being reported for analysis purposes. 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 and 2013 cohorts 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 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013	
	#	%	#	%	#	%	#	%	#	%
Freshmen	236	21	254	25	252	23	237	23	246	21
Sophomore	191	17	196	19	228	21	236	23	235	20
Junior	213	19	202	20	258	24	197	19	297	25
Senior	399	36	369	36	341	32	362	34	388	33
Total	1039		1021		1079		1022		1166	

Computer Lab Usage (Primary Goal 2)

	Total Students that used Computer Lab at Least Once	Total EOP Students	Total Percentage
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
Fall 2012	749	1207	62.05
Spring 2013	668	1175	56.85

Learning Outcomes

English “Stretch Model” - This is the third 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 two years of this effort were very promising with 95.2% and then 91.3% of our students satisfying their English requirement on their first attempt. This past year has been the best yet with 95.3% 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. Forty-four students were required to attend the “Reality Check 101” workshop during the fall 2012 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 44 students required to attend “Reality Check 101”, 42 participated in the workshop, completing all the requirements. Fourteen of the 42 avoided academic probation; 28 finished the fall 2012 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 2013, 33 first year students out of 218 were required to attend “Fresh Start”. Twenty-five (11.4%) were on academic probation (compared to 13% in spring 2012, 16% in spring 2011, and 20% in spring 2010). Eight were not on academic probation. Of the 25 students on academic probation, 8 ended the semester in good academic standing, 9 improved yet remain on academic probation, 4 did not improve and remain on academic probation, while 4 others withdrew during the spring 2013 semester. A total of 5 students are currently in DQ range. Of the eight first students who were not on academic probation, all eight improved their GPA.

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

- For many years now, “next level” meant returning 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” means continuing to hold 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 continue to monitor the impact of a non-GE UNIV 101 course (UNIV 101 is not part of the new GE program). EOP first year students will have to accept that they will be required to take an additional course that does not satisfy any GE requirement but is essential to their academic success.
- 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 volatile the budget situation has been, 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.
- We need to provide more resources for our second year students who no longer get the constant attention that they received during their first year within the EOP/FYE program.
- We need to be more intentional about educating the campus community on who are students are and the services we provide.

VIII. Goals for the next academic year

Annual Objectives 2013-20014

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 will begin a campaign to educate the university about EOP students and the services that EOP provides. (Strategic priorities 1, 2, 3, 4, 6)
3. EOP will expand the Summer Bridge Program and implement both a math and study skills component. (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 an incentive program for students who received a GPA of 2.8 or higher (iPad mini) and students who submitted verification that they turned in their FAFSA (CSU Chico sweatshirt).
- Of the 21 first-time students admitted, 19 (90%) are in good academic standing which is 5% above our program objectives.
- Student Accomplishments: Austin Grosch was part of the Geotechnical Engineering team for CSU, Chico, which placed third nationally. This was the first time that the team placed in the history of the university. Malen (Kory) Acosta was elected Vice President of Facilities and Services for the Associated Students; Maria Garcia was admitted to the NUFPP Program; Kyle Riddle is the student in charge of the Organic Farm; and Bianka Perez received the Greek Life 2013 Archon Award. Jason Anson was awarded an all-expenses paid trip to Cincinnati, OH to help run the Students Advancement of Global Entrepreneurship USA Conference. He was also invited to Nigeria to help with the SAGE World Cup competition.

Highlights:

- **Student Leadership Conference** – For the first time, the CSU, Chico TRiO Alumni and TriO programs collaborated and hosted the NorCal WESTOP Student Leadership Conference in February. There were 330 participants registered from 14 different institutions/programs. The Student Support Services Leadership Council President and SSS Peer Advisor, Maria Garcia, co-chaired the event.
- **Summer Graduate School Exploration** – This summer, SSS will be taking a tour of five different campuses in Northern California for those students who are interested in attending graduate school. The campuses include, UC Davis, San Jose State, UC Berkeley, and CSU, East Bay.

- **Greek Life and NALFO Award** – Project Director, Caren Fernandez, received the Greek Life 2013 Outstanding Advisor Award for CSU, Chico and the National Association of Latino Fraternal Organizations Outstanding Advisor Award for her role as advisor for Lambda Theta Nu Sorority, Inc.

III. Changes in Policies and Procedures

N/A

IV. Resources Summary

Budget Summary:

• SSS allocation for 2012-2013	\$247,583
• Rollover from 2011-2012	7,100
• Total allocation for 2012-2013	254,693
• Projected expenses	(228,193)
• Projected carryover balance	\$16,500

Note: Fiscal year is based on a September 1, 2012-August 31, 2013 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 159 students enrolled in the fall 2012 semester, 139 have graduated or have registered for the fall 2013 semester (87%).

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 149 program participants in 2012-13, 136 or 91.2% 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 2005	Graduated	Persistence/Grad Rate
<i>40 admitted</i>	27	68%
Grad 4 years	3	8%
Grad 5 years	13	33%
Grad 6 years	9	23%
Grad 7 years	1	3%
Grad 8 years	1	3%
Pending Work*	0	0%
Still Enrolled	2	5%
Total Persistence	29	73%

Cohort: Admitted Fall 2006	Graduated	Persistence/Grad Rate
<i>23 admitted</i>	14	61%
Grad 4 years	3	13%
Grad 5 years	7	30%
Grad 6 years	3	13%
Grad 7 years	1	4%
Pending Work*	1	4%
Still Enrolled	0	0%
Total Persistence	15	65%

Cohort: Admitted Fall 2007	Graduated	Persistence/Grad Rate
<i>10 admitted</i>	7	70%
Grad 4 years	2	20%
Grad 5 years	4	40%
Grad 6 years	1	10%
Pending Work*	1	10%
Still Enrolled	0	0%
Total Persistence	8	80%

Cohort: Admitted Fall 2008	Graduated	Persistence/Grad Rate
<i>10 admitted</i>	2	20%
Grad 4 years	0	0%
Grad 5 years	2	20%
Pending Work*	1	10%

Still Enrolled	6	60%
Total Persistence	9	90%

Cohort: Admitted Fall 2009	Graduated	Persistence/Grad Rate
<i>34 admitted</i>	4	12%
Grad 4 years**	4	12%
Pending Work*	1	3%
Still Enrolled	21	62%
Total Persistence	26	76%

Cohort: Admitted Fall 2010	Graduated	Persistence/Grad Rate
<i>58 admitted</i>	3	5%
Grad 4 years**	2	3%
Pending Work*	1	2%
Still Enrolled	46	79%
Total Persistence	49	84%

****Note:** Entered CSU Chico in fall 2009 but did not enter SSS program until fall 2010.

Cohort: Admitted Fall 2011	Graduated	Persistence/Grad Rate
<i>43 admitted</i>	0	0%
Still Enrolled	37	86%
Total Persistence	37	86%

Cohort: Admitted Fall 2012	Graduated	Persistence/Grad Rate
<i>25 admitted</i>	0	0%
Still Enrolled	25	100%
Total Persistence	25	100%

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

Annual Objectives 2012-2013

1. SSS will develop a scholarship resource guide for students. (Strategic priorities 1, 3, 4, 5)

In Progress – A list of scholarships is currently available on the Student Support Services website. The list of scholarships is updated on a regular basis. Students are instructed to check the website on a regular basis for updated scholarships.

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

Met – A resource binder is available in the Project Director’s office. The Project Director will work with students who are interested in attending graduate school.

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)

Met – SSSLC, in collaboration with WESTOP NorCal Chapter, TRiO Alumni, and TRiO Programs, co-hosted a leadership conference in February.

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 2012-2013 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 21 students who participated in the five-day 2012 summer program. Of the 19 who completed both the pre-assessment and the post-assessment, 84.2% increased their knowledge of campus resources; 89% felt more prepared for college; and 89.4% became more confident in financial literacy.

End of the Year Evaluation: An email was sent out to 148 active participants to evaluate the overall academic year of SSS. Of the 53 who responded, 92.4% were very or moderately satisfied with the services they received from SSS. Over 87.5% indicated that SSS was extremely or very important in helping them remain enrolled and successful at Chico State. Over one-third (35.8%) 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 – 76.6%
- I improved my time management skills – 80.1%
- I improved my self confidence and motivation – 91.5%
- I improved my financial literacy skills – 70.2%
- I was able to make good choices in my course selections – 87.2%
- I received referrals to other services on campus when appropriate – 68.9%
- I was able to effectively deal with any academic difficulties that I had – 78.7%
- I received accurate information on SSS and other events in a timely manner – 78.2%
- I improved my ability to prepare for tests – 68.1%
- I received appropriate personal support – 91.5%
- I received useful and appropriate information about financial aid – 80.6%

To ensure that the students respond to end of the year 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 2013-2014

1. SSS will offer financial literacy and graduate school monthly workshops on Blackboard. (Strategic priorities 1, 3, 4, 5)
2. SSS will offer alternative advising weekly through Blackboard, Skype, or Google chat. (Strategic priorities 1, 3, 4, 5)
3. SSS will collaborate with the Student Learning Center to provide an intensive writing workshop for 12 SSS participants. (Strategic priorities 1, 3, 4, 5)

STUDENT LEARNING CENTER

I. Mission Statement

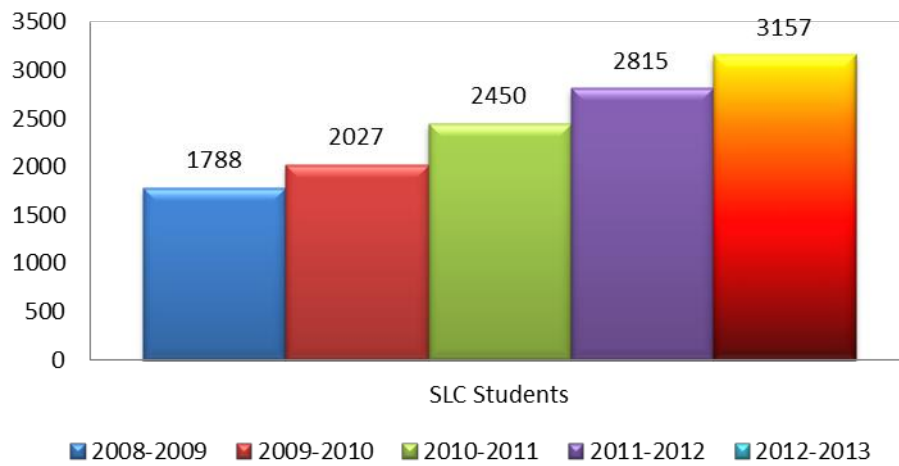
The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the 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

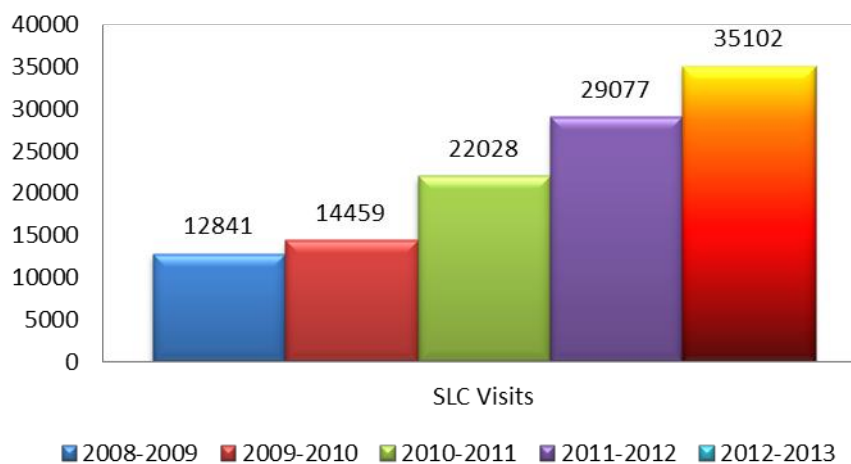
- In the past five years, the Student Learning Center has experienced tremendous and almost overwhelming growth. The number of students using all four of our academic assistance programs has increased by 77% and visits have increased by a staggering 173%.
- For the third year in a row, the Student Learning Fee (SLF) Committee has awarded funding to the Student Learning Center in recognition of the expanding demand for services and the contribution the SLC makes in improving student academic performance.
- The Student Learning Center continues to attract excellent tutors who make a difference in the lives of those they help. This year, writing tutor Michael Bluing was given the Enhancing Multicultural Understanding Award and the Conversations on Diversity Teach Back Award in recognition of his work as a mentor tutor and his advocacy on behalf of underrepresented populations.

Highlights:

- This has been another banner year for the Student Learning Center. We saw significant growth in the number of students using services:

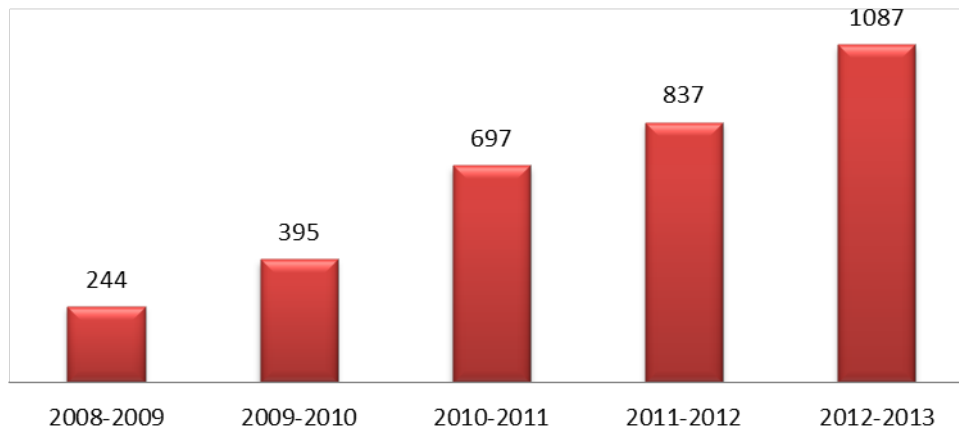


and the number of visits:



Students also came in droves to sign up for appointments on the first day of sign-ups in comparison to previous years:

First Day of Appointment Sign-Ups



This demonstrates a high degree of satisfaction with our services and positive word of mouth. More students appear to be referred to the SLC by their professors. We continue to gather both quantitative and qualitative measures of student achievement and satisfaction. The main complaints we get on our program surveys are that we do not have enough tutors, enough subjects, or enough available appointments.

- For the 2013-2014 academic year, the SLC requested SLF funding of \$37,980 to hire ten subject area tutors and five writing tutors and purchase two new computers. Unfortunately, with an increase in requests for SLF funds, the SLC was given \$21,600 (the same amount received in the last academic year), but \$16,380 less than we had requested. The SLF committee also awarded \$15,400 to School of Business faculty to hire tutors for SCMS, FINA, MINS, and ACCT. The Interim Dean of the College of Business and the Director of Business Student Advising requested a meeting with SLC staff to find out more about our tutoring model and to request help with organizing their tutoring program. A tentative agreement was reached to share some resources (see goals for 2013-2014).
- Writing tutor Michael Bluing was one of the few non-English major writing tutors in the SLC and the only African American writing tutor. He became a mentor and role model by facilitating writing workshops for EOP freshmen and students in a multicultural fraternity who needed to improve their GPA's. The students Michael worked with improved their grades, but more importantly also grew in confidence, motivation, and persistence. Michael was profiled in the commencement edition of [Inside Chico State](#).

III. Changes in Policies and Procedures

In spring 2013, the SLC began having students sign-up in advance online for Study Skills Workshops to get a better idea of how many students planned to attend, create a more accurate sign in process, and facilitate entering the visit data into TutorTrac. We found that the number of students who signed up in advance was an accurate predictor for the number of students who actually attend workshops. Students who were signed up but did not attend were replaced by those who signed up late and those who showed up without advance notice. The advance sign-up (using a Google Docs form) also allowed us to send an email reminder to students the night before, relocate a workshop if the number who signed up exceeded the room capacity, and give the presenter an idea of how many students would attend. EOP and SSS students were given incentives to attend more workshops this year and the advance sign-up process became a learning opportunity to help students plan ahead and choose workshops that were most relevant for them. The day after each workshop, students were emailed a link to an online workshop survey which also served as their proof of attendance. This helped save paper and staff data entry time compared to the previous procedure of having student clerical staff enter information from paper workshop feedback forms.

IV. Resources Summary

Budget Summary:

• SLC annual allocation (lottery dollars; this is \$1,300 less than last year)	\$119,464
• Rollover from 2011-2012	32,816
• Student Learning Fee allocation (General Fund)	21,600
• Total allocation for 2012-2013	173,880
• Projected Annual Expense – SLC	(175,758)
• Projected Balance	(\$1,878)

Staffing:

In February 2011, the SLC hired Deanna Pierro as a .75 Writing and SI Coordinator on a temporary appointment. In September 2011, the position was expanded to full-time. In recognition of how vital the position is to the ability of the SLC to meet the growing demand for services, the position has recently been changed to probationary/permanent. Even with the expansion of the position to full time and the position eventually becoming permanent, adequate staffing continues to be a concern within the Student Learning Center.

Facilities/Equipment:

- The log in computers and computers used by tutors and students in the SLC are now more than five years old and are showing extreme wear and tear. They are slow and will not consistently run programs that students need to complete assignments. In our 2013-2014 Student Learning Fee request, we asked for funding to replace two of the aging computers to expedite the log in process, but we received \$16,380 less than we requested. Paying tutors is our priority, so we will need to find other sources of funds for much needed computer replacement.
- Usage of SSC 304 increased again in 2012-2013. Last 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. To secure the SLC equipment and facility, Facilities Reservations is now supposed to restrict reservations by outside groups to SLC open hours and the room is no longer supposed to be available to outside groups on evenings, weekends or during the summer when the SLC is closed. Other units are constantly requesting use of the room, regardless of whether the SLC is open or not. If not granted access by Facilities Reservations (which has happened and is not supposed to), other units go directly to SLC staff or the EOP Director in hopes of going around the system. This has caused conflict as other units cannot understand why the room is not available.
- Early in fall 2012, there was significant renovation/remodeling of the SLC lobby/reception area based on requirements outlined by the Fire Marshal. Traffic flow and appointment scheduling was negatively affected throughout the fall semester. However, the waiting area was reconfigured at the beginning of spring 2013 resulting in improved traffic flow and less confusion by students about where to wait for tutors.
- The 35,102 visits to the Student Learning Center this year has caused quite a bit of wear and tear on whiteboards, furniture, computers, and the walls around the whiteboards. We moved into the SSC five years ago and have not been allowed to paint the walls during that time. The paint that was used in the SSC absorbs marker ink, dirt, and anything that touches it and cannot be cleaned without smearing or taking the paint off the walls. It would be easier to maintain the SLC space if the paint could be changed to a semi-gloss or something that could be cleaned.

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 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)

Met/Ongoing – With the help of Jim Aird in the Technology and Learning Program, Deanna Pierro and Christine Connerly set up Blackboard Learn pages for SLC student staff and for an online Writing Center. The Student Learning Center BB Learn page allowed tutors and clerical staff to access online forms (saving reams of paper as a result), communicate more easily, access their schedules on TutorTrac from home using a Virtual Private Network (VPN) program, and get SLC updates and announcements quickly. Transitioning from Google Docs to Blackboard Learn has made online writing tutoring much more accessible for students. After transitioning to Blackboard Learn, online writing submissions increased 127% within the first semester. The writing tutors find this system far more manageable and convenient when responding to students' work. In addition, we have been able to use Blackboard Learn tools internally for writing tutors to collaborate intellectually, exchange methodologies, and continuously improve their practice.

2. Implement an internship for Supplemental Instruction Leaders to help train and evaluate potential new leaders. (Strategic priorities 1, 2, 5)

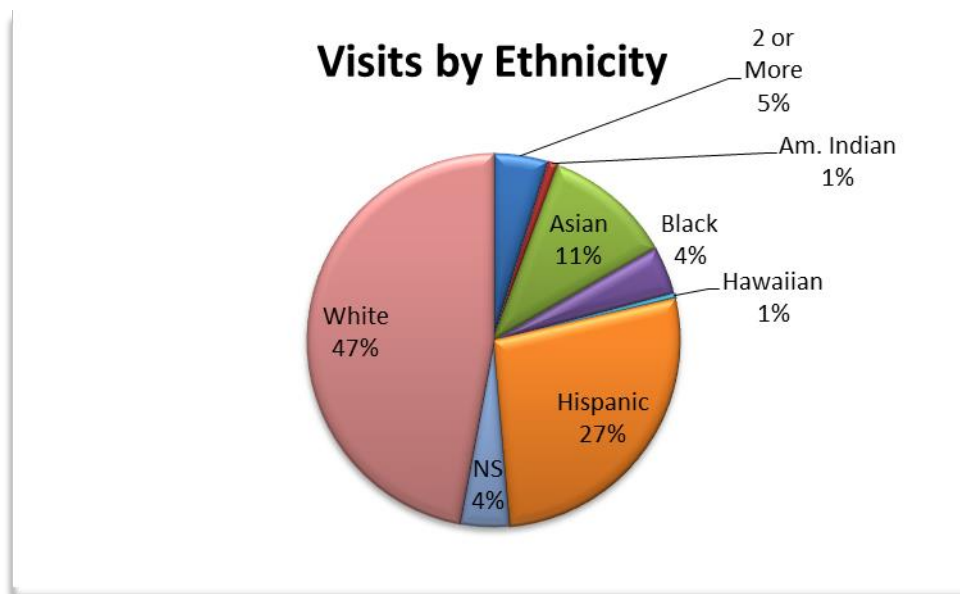
Met/Ongoing – The Supplemental Instruction internship program was established in fall of 2012 and was made available to all prospective SI leaders. Students who were interested in filling open positions were encouraged to complete a semester-long internship in which they closely shadowed the duties of our mentor leaders. As part of this internship, prospective candidates were pre-exposed to the rigors and responsibilities of being an SI leader, which include developing lesson plans, creating engaging and interactive activities, and reporting their progress to the SI Coordinator and the professor of the course. Through this program we have been able to

glean and groom six remarkable leaders who were better prepared to meet the expectations of the position.

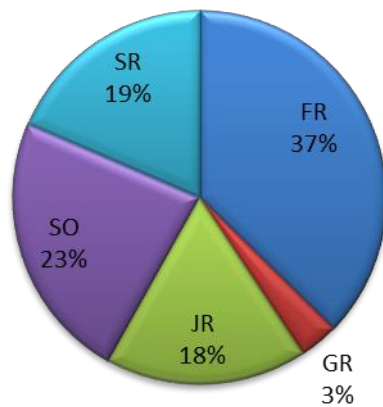
3. Pilot group tutoring sessions for writing to facilitate collaborative learning for research writing. (Strategic priorities 1, 3, 4, 5)

Met/Ongoing – Group writing tutoring sessions were implemented in order to provide ongoing assistance to students who are struggling with writing across the curriculum. The sessions are designed to reach our ethnic minority population by discussing writing with a cultural consciousness. Within the first semester of piloting this program, 100% of students reported significant increase in grade point averages. Since its inception, group writing tutoring has helped 42 students, 76% of which identify as an ethnic minority. According to our end-of-the-semester surveys, 100% of attendees reported that they were “very satisfied” with the help they received. Because of the high level of student satisfaction, group writing tutoring will be continuing through the 2013-2014 academic year. In response to the success of the group writing tutoring, the SLC will pilot a math mentor workshop program for EOP freshmen starting in fall 2013.

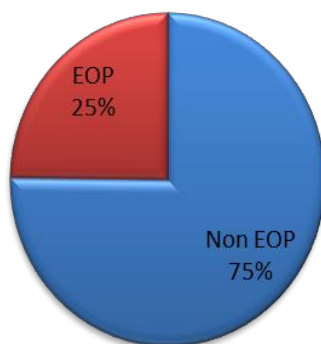
Demographics



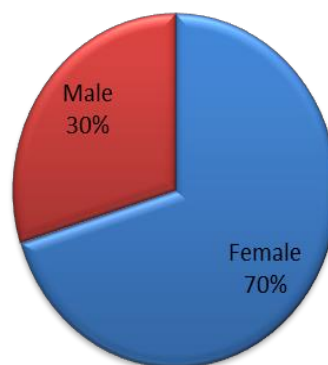
Visits by Class



EOP Visits



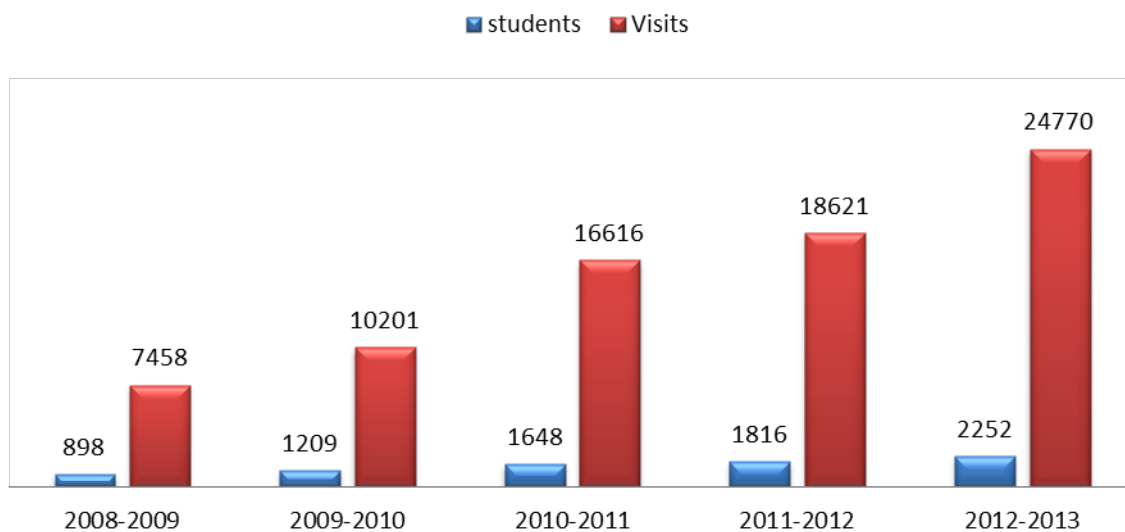
Visits by Gender



Tutorial

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

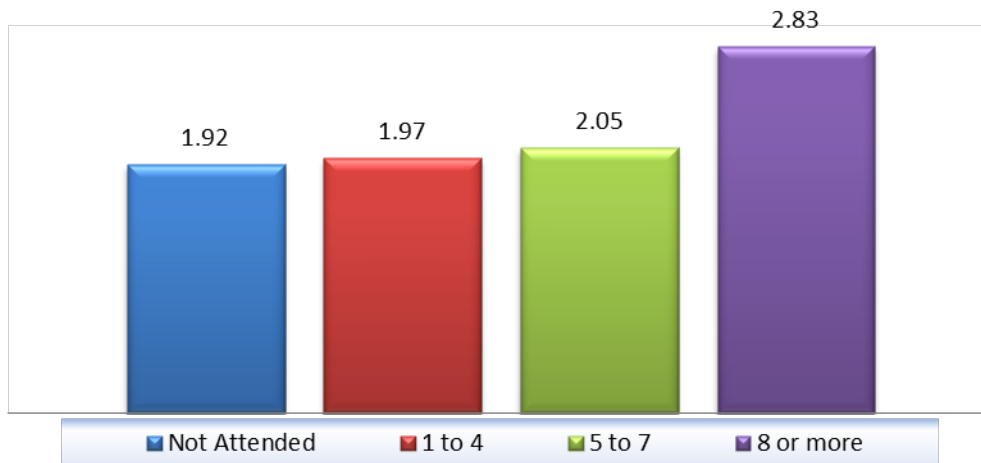
Subject Tutor Students and Visits



Note: The number of students using tutorial assistance has increased by 151% in the past five years, while the number of visits has increased by 232%. At the end of 2011-2012 there were 575 students on the waitlist for whom we were not able to provide tutoring. At the end of 2012-2013, there were 343 waitlisted students we were not able to serve. Thanks to Student Learning Fee funds we were able to serve more students this year, but the demand still significantly exceeded our ability to provide learning assistance to those seeking it.

Grade Outcomes for Students Attending Tutoring for Key Subjects (Primary Goal 2)

Subject Tutoring Grade Comparison

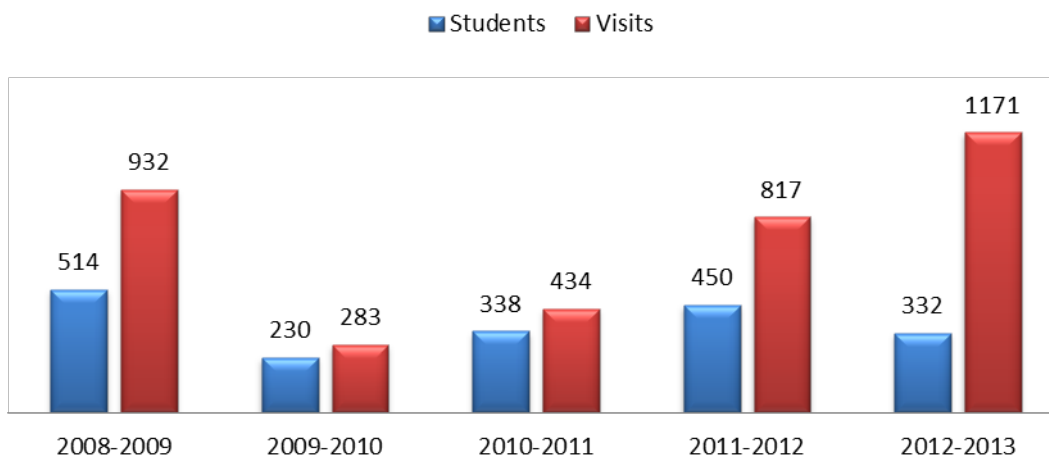


Note: The subjects represented by this grade data include student visits for Biol 103, 104, 211, Chem 107, 108, Phil 102 (large section of 192 students), and Hist 130 (large section of 127 students). The number of students represented in Not Attended: 858 students, 1 to 4 visits: 184 students, 5 to 7 visits: 59 students, 8 or more visits: 253.

Study Skills Workshops

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

Study Skills Students/Visits

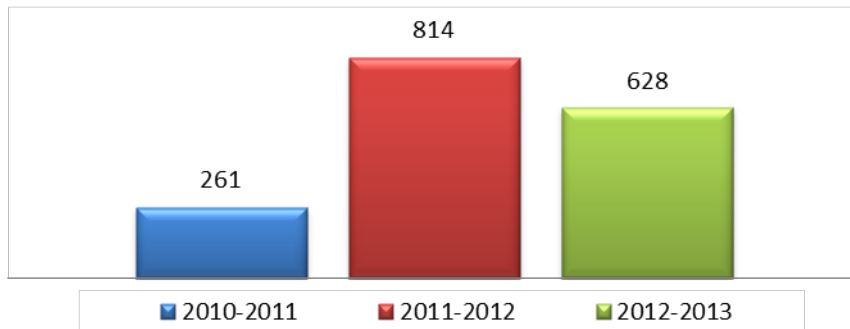


NOTE: Due to limited staffing in the SLC between 2009-2010 and 2010-2011, there were fewer workshops offered and EOP and SSS students were no longer given incentives to attend workshops. Starting in 2011-2012, EOP and SSS students were again given extra credit for attending workshops. As a result, even

though the SLC offered fewer workshops than in previous years, attendance at the workshops has increased significantly.

Online Study Skills Workshops

Online Study Skills Workshop Views

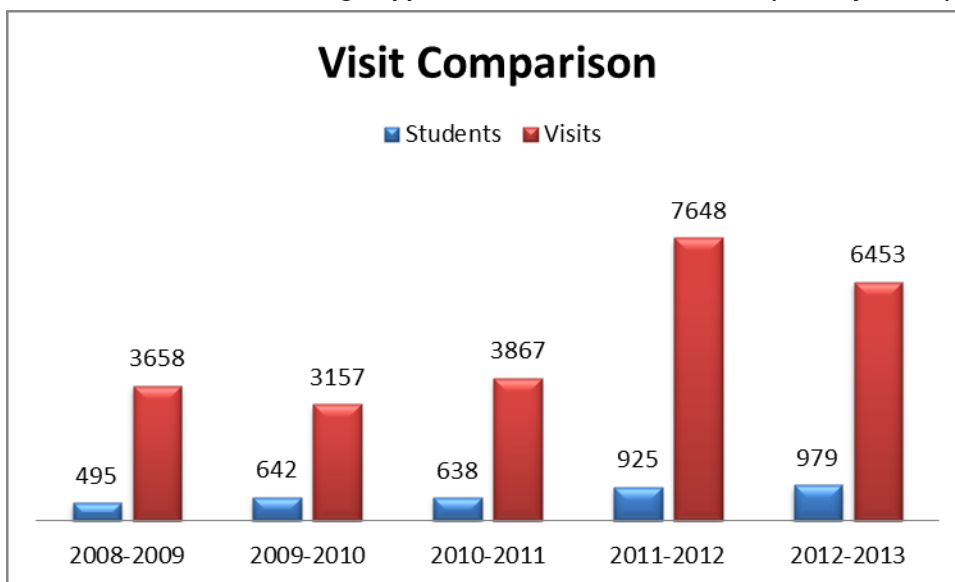


Note: Many of the SLC workshops have been made available to view online for the past three years thanks to collaboration with Regional and Continuing Education.

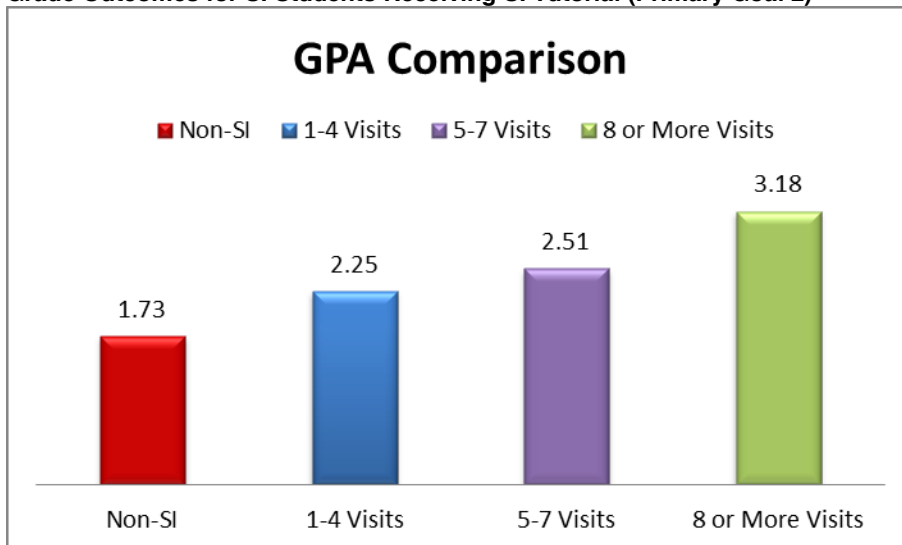
In 2012-2013, the SLC sponsored study skills workshops on the following topics:

- Avoiding Procrastination
- Avoiding Test Anxiety
- Beginning Prezi
- Budgeting Your Money
- Improving Exam Preparation
- Mastering Study Skills
- Memory & Concentration
- Motivation
- Outlining and Organizing Your Essay
- Planning for Finals
- Pre-Writing
- Reading Strategies
- Reading to Write
- Research Methods
- Stress Management
- The Tech-Savvy Student
- The Well Balanced Student

Time Management

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

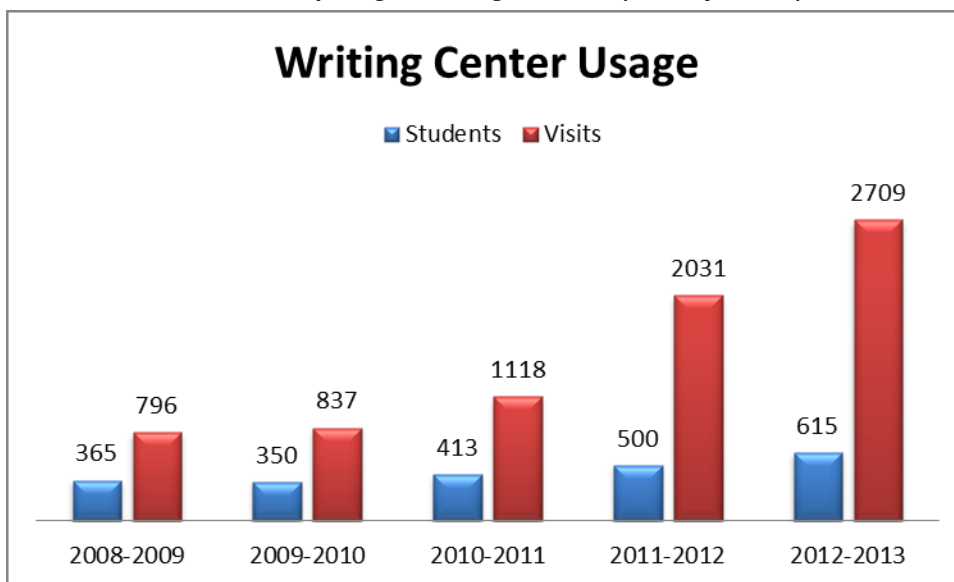
Note: In Fall 2012 we changed our SI policy to require continuous SI attendance in order to be admitted into test review sessions. This resulted in a decrease in visits as a substantial amount of overall visits come from test review attendance. The policy change was in accordance to the SI model, which emphasizes longitudinal learning and not “teaching to the test.” The effectiveness and success of this shift is reflected in the GPA performance reported below.

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

Note: This chart shows that students who attend SI eight or more times earn an average of 1.5 grade points higher than those who do not attend SI and almost an entire grade point higher than those who only attend 1-4 times.

Writing Tutoring

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



Note: Over the past five years, the number of students seeking writing tutoring has increased by 68% and the number of visits has increased by 240%, indicating a high level of student satisfaction with our writing tutoring services, which now include drop-in, appointment, online, and group tutoring.

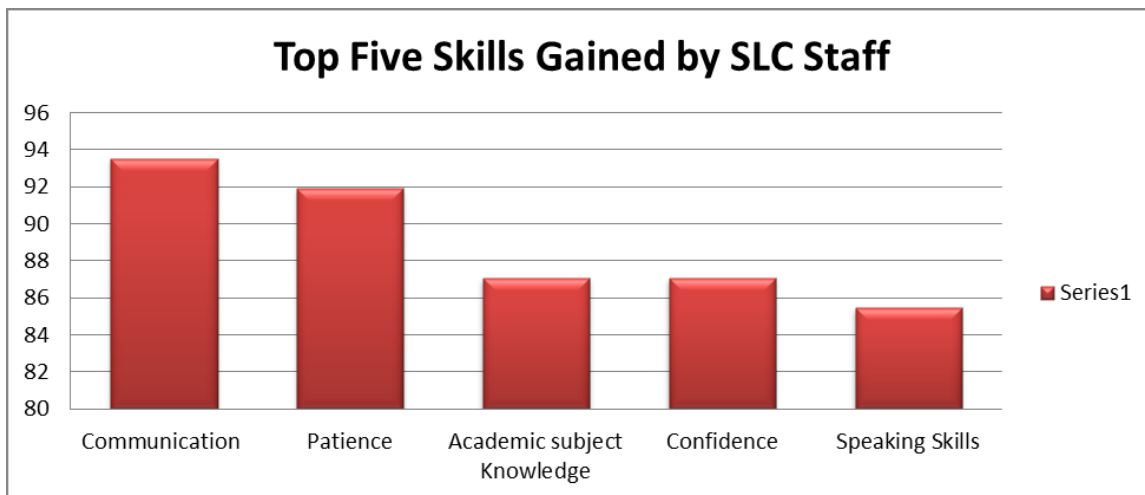
Learning Outcomes

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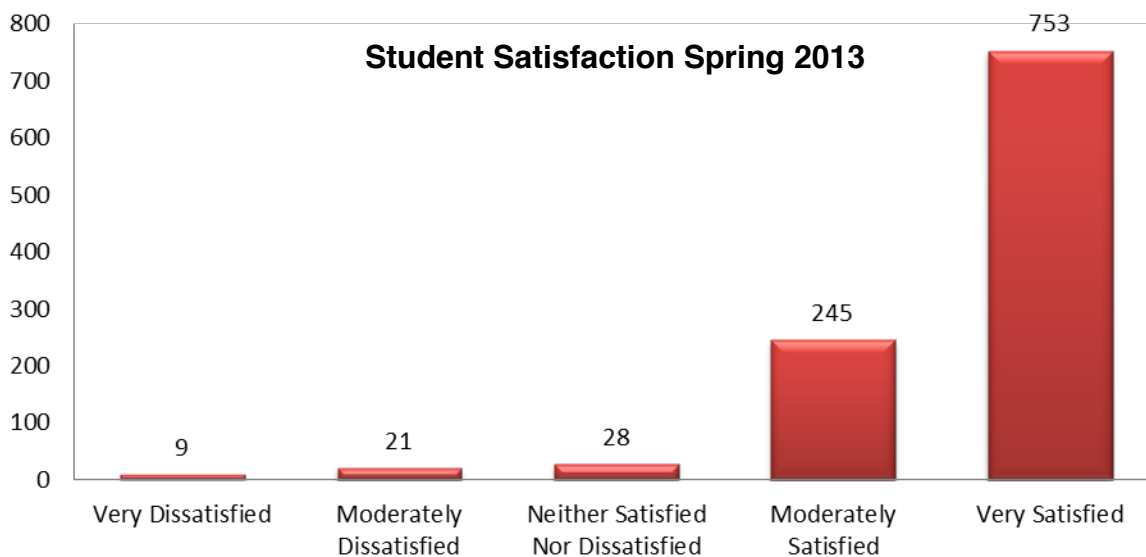
Top Five Study Skills Developed by Student Users (Learning Outcome 1)

Subject Tutoring	Supplemental Instruction	Writing	Study Skills
Understanding of Subject	Understanding of Subject	Organize Ideas	Organization
Exam Preparation	Exam Preparation	Grammar	Motivation/Persistence
Asking Questions	Better Overall Study Habits	Main Points	Better Overall Study Habits
Memory Techniques	Memory Techniques	Introduction	Reading Skills
Confidence	Being Prepared for Class	Coherence	Preparing for Exams

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



Student Satisfaction - Tutoring, Supplemental Instruction, Writing – Spring 2013



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

- The SI/Writing Coordinator position will be made a probationary/permanent track position starting fiscal year 2013-2014 which acknowledges the improvement in program quality and student usage since Deanna Pierro was hired in February of 2011. Writing

usage has increased by 223% since Deanna began as the Writing Coordinator. This is definitely a step in the right direction!

- The SLC has requested and been granted Student Learning Fees for three consecutive years to help supplement the cost of increased demand and offset the ongoing reduction of lottery funding over the past several years. This year the SLF committee asked many questions about whether we intend to continue to rely on Student Learning Fee requests to fund the tutoring program or if we will have a more stable and consistent source of funding. This year the committee granted the SLC the same \$21,600 that we requested last year, but not the entire \$37,980 that we requested to help cover additional tutors and new computers to replace some of the more than five year old computers used by students in the SLC. As the demand for services has grown, the SLC has dipped into rollover lottery funds each year, and the rollover amounts have been dwindling. For the first time, the SLC finished the year in the red and did not have rollover funds going into the following fiscal year. In order to continue to address a growing demand for services and maintain our high quality learning environment outside of the classroom (Strategic Priority 1), the Student Learning Center needs a consistent funding source to pay tutors, upgrade equipment, and maintain our facility.

VIII. Goals for the next academic year

Annual Objectives 2013-2014

1. Build collection of “how to” screencast videos for TutorTrac and other computer based processes for more consistent training of student clerical and SLC career staff. (Strategic priorities 1, 2, 3, 4, 5)
2. Collaborate with Student Support Services (SSS) by developing weekly writing workshops for SSS freshmen. (Strategic priorities 1, 4, 5)
3. Develop math mentoring workshop pilot program for EOP freshmen using a similar model as the targeted writing workshops started in 2012-2013. (Strategic priorities 1, 3, 4, 5)
4. Expand the number of study skills workshops to accommodate the larger number of students attending now that EOP and SSS freshmen have incentives to attend several during the semester. (Strategic priorities 1, 4)
5. Pursue collaboration requested by the College of Business for the SLC to train business tutors paid for out of SLF funds requested by faculty. (Strategic priorities 1, 2, 5)