

Executive Summary

Mission

The mission of Ball State University's Learning Center is to enhance the academic success of Ball State students by providing free peer tutoring, Supplemental Instruction, and workshops covering a variety of academic issues. In addition, the Learning Center models the University's goal of becoming a premier teaching institution by serving as a scholarly pre-professional experience for undergraduates and graduate student employees. Finally, the Learning Center strives to impact the extended university community through faculty development efforts, learning technologies, and outreach programs at other sites.

Our goals are to provide an educational opportunity for each postsecondary student admitted to the university; to develop in each student the skills necessary for the attainment of academic, career, and life goals; to maintain the university's academic standards by providing instruction through peer tutoring, workshops, Supplemental Instruction, and review sessions which pertain to specific classes as well as broader academic skills; to enhance the retention of students; to continue the professional training of coordinators and tutors so that current theories, research, and teaching strategies can be implemented within the program; and to guide students to reach their academic potential while realizing the benefits of academic collaboration.

Highlights

During the 2010-2011 academic year, 18.8% of the Ball State University population and 34.1% of freshmen used Learning Center services.

Two highlights of the 2010-2011 academic year were the receipt of a national award and the temporary relocation of the Learning Center due to renovation.

The Ball State University Learning Center was selected to receive the 2010 National College Learning Center Association/Frank L. Christ Outstanding Learning Center Award for a four-year college.

The purpose of this award is to give national recognition to the work done by exceptional learning centers, to foster growth and development in the field of academic support services, and to extend gratitude to those who strive to contribute to the profession of learning center administration.

The coordinators of the BSU Learning Center, Jacqueline Harris, Jennifer Haley, and Gary Ritz, were honored to accept recognition on behalf of the Learning Center's tutoring and Supplemental Instruction programs as well as other programming and grant work associated with the Learning Center. Most importantly, the coordinators wish to recognize the exceptional accomplishments of the tutors, Supplemental Instruction leaders, and other student staff. The coordinators would also like to thank the Ball State faculty, staff, and administration for their continuous support.

The award was presented at the NCLCA national conference in October.

In December of 2010, the Learning Center and the coordinators' offices were moved to the Arts and Communications Building due to a renovation of the North Quad Building. In May of 2011 the Learning Center was moved again to the Letterman Building once it was determined that the renovation was behind schedule. The Learning Center returned to its permanent home of North Quad 350 in July 2011.

Tutoring

The tutorial services offered by the Learning Center include appointment-based, walk-in, and residence hall tutoring. Tutors earn national certifications through the College Reading and Learning Association (CRLA) as they participate in required training activities. Tutors are required to have earned 3.0 GPAs or above, although the average GPA of our tutors is typically above 3.5. They also must have earned an A or B in the courses for which they will tutor, and provide a faculty reference. Majors or minors in the subject area are preferred.

For the 2010-2011 academic year, the Learning Center conducted 13,887 tutoring sessions and served a total of 3,081 students.

Tutoring Visits and Headcounts

	Visits Fall/Spring	Headcount Fall/Spring	Average Visits Per Students
Core Curriculum	3313/1779	651/377	5.09/4.71
Math	2581/2457	598/449	4.31/5.47
Study Strategies	574/419	199/94	2.88/4.46
Writing	523/487	249/172	2.10/2.83
Testing Services	974/780	155/137	6.28/5.69
Totals for Academic Year	Visits: 13887	Headcount: 3081	4.51

Supplemental Instruction (SI)

SI is a nationally-recognized program aimed at increasing student retention and improving student performance. The SI program features group study sessions facilitated by undergraduate students who have taken a targeted course and have been trained in proactive learning strategies. The student leaders conduct study sessions two to three times a week throughout the semester. During 2010-2011, 936 study sessions were offered in 25 different courses. A total of 1,982 students attended study sessions for a total of 10,258 contact hours. The average final course grade of those students who attended SI was 2.923 as compared to 2.439 for their cohorts in those courses who did not attend SI.

SI Visits, Headcount, and Sessions Offered

	Visits (contact hours)	Headcount	Sessions Offered	Average Visits per Student
Fall	6,142	1,185	565	4.910
Spring	4,116	797	371	5.153
Total	10,258	1,982	936	5.031

Mean Final Course Grades of Students Who Attended SI Compared to Those Who Did Not Attend SI

	SI Students	Non-SI Students
Fall	2.956	2.443
Spring	2.875	2.433
Total	2.923	2.439

Campus and Community Outreach

Outreach to BSU Staff and Faculty

Learning Center Advisory Board – The Learning Center Advisory Board was created in 2009-2010 to obtain advice and direction on Learning Center issues as well as to communicate Learning Center activities to stakeholders across campus. The board is composed of professional staff members from different areas of campus, faculty members, and students. The board met twice during 2010-2011 to discuss items such as website development and online tutor training.

Faculty/Staff Handbook – A handbook was distributed to all BSU faculty and professional staff during the fall semester. This handbook was designed to help faculty and staff understand the services the Learning Center offers to students and staff. The handbook has detailed information about how to obtain the services and all contact information.

MITT (Multimedia Integrity Teaching Tool) – Acts of academic dishonesty are discouraging and stressful for everyone involved. The *Multimedia Integrity Teaching Tool (MITT)* is a proactive, educational program that teaches the value of integrity as well as the disadvantages of academic dishonesty to students. It can be used in conjunction with the Student Academic Ethics Policy. Last year, thirty-six students completed the *MITT* through the Learning Center upon faculty referral.

“Tutor Talk” Newsletter – The Learning Center staff created the second issue of the newsletter during the spring semester of 2011. The newsletter contained information about Learning Center awards, usage data, tutor and SI leader profiles and honors, relocation, and staff and alumni features. This printed newsletter was sent to a list of BSU professional staff as well as department chairpersons while the electronic copy of the newsletter was distributed to all students, staff, and faculty.

Grant Support – The coordinators have worked with several campus partners on various grants. These campus partners include the Office of Disabled Student Development, Veteran’s Affairs Office, College of Sciences and Humanities, and Academic Support Services for Student Athletes. See Grants page for details.

Various Committee Work – The coordinators have been actively involved in various campus committees including Admissions and Credits, Freshman Learning Council, Campus Council, Faculty Mentorship Program, Academic Assessment and Institutional Research, and Living Learning Communities.

University College 25th Anniversary Celebration – In 1985, Ball State University established University College to give students a variety of academic and support services in a single location. On November 5th, 2010, staff and students celebrated University College’s 25th anniversary with a reception hosted in the Learning Center.

Outreach to BSU Students and Parents

Learning Center Practicum for Master’s Degree Students – Two graduate students from the Student Affairs Program conducted practicums within the Learning Center during the Spring Semester 2011. The students interviewed LC staff, LC graduate assistants and tutors. This helped them to learn record keeping and management procedures within the LC. They organized and conducted a tutor training program on

learning styles which they presented on February 11. In addition to meeting weekly to discuss issues related to the Learning Center, they attended Advisory Board meetings, kept weekly journals, attended in-services sessions, proctored exams for students with disabilities, and provided feedback on their observations. As a final project, they made four bulletin boards on final exam preparations for residence halls.

Residence Hall Tutoring – With the support of the Office of Housing and Residence Life, tutors were placed in select Living Learning Communities on campus. A math and writing tutor were placed in LaFollette Hall both semesters and a Nursing SI Leader was placed in Woodworth to assist students with academic resources. The Learning Center also participated in the training sessions of Academic Peer Mentors, students who are employed by the residence halls to assist students with academic resources.

Workshops—During the academic year, the Study Strategies coordinator presented 13 workshops for all BSU students on topics such as note taking skills, test taking skills and preparing for exams.

Two additional workshops were offered for PPST preparation. Upon faculty request, in-class presentations were made to students in the Honors College, Social Work, and Criminal Justice.

Orientation Presentations – During summer orientation for new students as well as for transfer orientation, the staff of the Learning Center make presentations about the services that are offered. This presentation is given to approximately 200-300 parents and family members for each day during the summer orientation program and for groups of about 20-30 throughout the year for transfer orientation. *The Learning and Study Strategies Inventory (LASSI)* is given to all incoming students and provides a snapshot of current study behaviors. The results are utilized by academic advisors as they meet with the matriculating freshmen.

Outreach to the Muncie Community

Community Tutor List – Parents and others in the Muncie community often call the Learning Center requesting the names of student tutors who might be interested in working with them or their children. Because of this demand, each semester a list of tutors who are interested in working with students outside of the university setting is created. When a request is made, the list of tutors and their contact information is provided to the community member.

Indiana Academy/Burriss High School – The Learning Center has continued to offer its services to students that attend the Indiana Academy and Burriss High School. Because of the location of these schools being on BSU’s campus, the students are able to utilize the tutoring services just like other students on campus.

I-STEM Grant – See Grants page for details.

Ensuring Success for Students with Disabilities in Indiana – See Certifications and Grants page for details.

Campus and Community Outreach, continued

Publications –

Markle, L.; Harris, J.; Wessel, R.; Ho, T., *Ball State University's Faculty Mentorship Program: Enhancing the First Year Experience for Students with Disabilities*. About Campus (May, June 2011) ACDE Journal

Harris, J.; Haley, J.; Ritz, G.; *Boots to Books: Ideas for Student Veterans* NCLCA Newsletter (Spring 2011)

Conference Presentations –

Markle, L. & Harris, J. "Fostering Success for Students with Disabilities" NCLCA Conference

Haley, J.; Ritz, J.; Harris, J. "Recruiting a Campus Pit Crew for your Center" NCLCA Conference

Courses Taught –

EDRDG 680 "Classroom Literacy Diagnosis" Department of Elementary Education (Harris)

ENG 103 "Rhetoric and Writing"
Department of English (Haley)

ENG 393 "Writing Proficiency"
Department of English (Haley)

MATH 125 "Mathematics and Its Applications" Department of Math (Ritz)

Tutoring

Staffing

Approximately one hundred and twenty five students were Learning Center tutors during the 2010-2011 academic year. The tutors were hired through procedures established by Ball State's Career Center and the Learning Center. The baseline grade point average (GPA) for the tutors is 3.0.

Usage

Tutoring Visits and Headcounts

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Tutoring Outcomes

All Learning Center Clients (Tutoring and SI) to All BSU Students

Type of Student	All Client Count	Learning Center Clients Avg. GPA	University Student Count	All BSU Students (including SI and tutoring clients) Avg. GPA
Freshman	1449	2.886	4102	2.613
Sophomore	1064	2.979	4178	2.858
Junior	629	3.055	3742	2.983
Senior	298	3.087	4245	3.120
Other	154	2.912	2812	3.119
Total Students	3594	2.961	19079	2.927

Learning Center Tutoring Clients to All BSU Students

Type of Student	LC Tutoring Client Count	LC Tutoring Client Avg. GPA	University Student Count	All BSU Students Avg. GPA
Freshman	750	2.784	4102	2.613
Sophomore	682	2.924	4178	2.858
Junior	418	2.977	3742	2.983
Senior	235	3.047	4125	3.120
Other	119	2.859	2812	3.119
Total Students	2204	2.895	18661	2.927

Percentages of Students Receiving Services

Type of Student	All Client Count	University Student Count	% Using Services	Tutoring Client Count	% Using Services	Supp. Inst. (SI) Client Count	% Using Services
Fresh.	1449	4102	35.3%	750	18.3%	924	22.5%
Soph.	1064	4178	25.5%	682	16.3%	523	12.5%
Junior	629	3742	16.8%	418	11.2%	270	7.22%
Senior	298	4245	7.0%	235	5.54%	82	1.93%
Other	154	2812	5.5%	119	4.23%	46	1.64%
Total	3594	19079	18.8%	2204	11.6%	1845	9.67%

Matric Students Receiving Services

All University Matric Count – 3674

All University Matric GPA – 2.677

Service Used	Number Using Service	% of Univ. Matric Count	Client GPA
Tutoring	636	17.3%	2.857
Supplemental Instruction	823	22.4%	3.037
All Matric Clients using any service	1252	34.1%	2.950

Grades of Students Receiving Services

Grades	All Clients	Tutoring Clients	SI Clients	Matric Clients	Non-Traditional Clients
Passing Grades	84.74%	81.28%	92.98%	85.97%	72.97%
CR, C or Better	72.21%	66.87%	85.10%	75.08%	66.49%
Failing Grades	5.17%	6.39%	2.25%	4.66%	9.19%
Withdrawal	7.56%	9.34%	3.39%	6.11%	16.22%
Incompletes	0.57%	0.38%	1.05%	0.50%	0.00%
Other	1.68%	2.31%	0.23%	2.52%	1.08%

During the fall semester, client evaluations were collected and evaluated. Detailed results are available upon request for further review. In summation:

Client Satisfaction Survey – Fall 2010

Number of Clients Surveyed - 226

Statement	% saying "YES"	% saying "NO"	% not answering
Tutoring met my expectations.	96.9%	1.77%	1.33%
I would recommend the Learning Center to my friends.	98.67%	0.44%	0.88%
I would use the Learning Center in the future for another course.	99.56%	0%	0.44%

Training

The Learning Center tutors earn national certification through College Reading and Learning Association (CRLA) tutor training program. Training involves ten hours of various activities and 25 hours of tutoring per level. The Learning Center's tutor training program is certified for all three levels offered through CRLA: Regular (Level 1), Advanced (Level 2), and Master (Level 3). Tutors are also observed each semester and given a formal evaluation by a supervising graduate assistant in the respective areas.

The topics addressed during the in-service training sessions were:

List of Tutor Training Sessions (Fall 2010-Spring 2011)

Fall 2010

Tutor Toolbox: Strategies for Success
 Providing Quality Tutoring for Students with Disabilities: An Overview
 Helping Your Clients Learn HOW to Learn: Study Strategies for Every Student
 Strategies for Tutoring Students with Learning Disabilities
 No, We're Not Going to Do Your Homework for You!: How to Provide Guided Practice to Your Clients
 Working with Students with Asperger's Syndrome (AS)

Peer Tutor Discussion on Strategies and Techniques for Working with Students Who Have Disabilities: Tutor Roundtable

Spring 2011

Providing Quality Tutoring for Students with Disabilities: An Overview
 Integrating Students with Learning Disabilities into the Composition Classroom
 I Don't Understand How You Are Teaching It: Identifying Learning Styles
 Universal Design for Instruction: Application to Peer Tutoring
 How Am I Ever Going to Use This? Integrating Your Learning Center Experience Into Your Resume and Interviews

Supplemental Instruction

Program Description

Supplemental Instruction (SI) is a nationally-recognized academic assistance program featuring weekly study group sessions facilitated by undergraduate students who have taken a targeted course and have been trained in proactive learning strategies. These students attend class with the students, then hold study sessions for the course two to three times per week throughout the semester. The SI leaders prepare supplemental materials such as practice tests, visual aids, chapter outlines, and games.

Over the last year, 936 study sessions were offered in 25 different courses. A total of 1,982 students attended study sessions for a total of 10,258 contact hours. The average final course grade of those students who attended SI was 2.923 as compared to 2.439 for their cohorts in those courses who did not attend SI.

Fall 2010 SI Course Offerings and Data

Sections of Courses	Course Enrollment	SI Sessions Offered	Total Number and Percentage of Students Attending	Total Contact Hours	Mean Number of Sessions Attended by Participants	Mean Size of SI Sessions	Mean Final Course Grade of SI Participants	Mean Final Course Grade of Non-SI Participants
Anatomy 201	559	70	186/33.27%	1,257	6.75	17.95	2.825	2.264
Astronomy 100	149	30	66/44.29	166	2.51	5.53	3.082	2.049
Biology III	191	49	76/39.79%	550	7.23	11.22	2.602	2.346
Biology III	95	43	35/36.84%	162	4.62	3.76	2.911	2.361
Chemistry 101	164	43	57/34.75%	140	2.45	3.25	2.660	2.561
Chemistry 101	164	29	49/29.87%	156	3.18	5.37	3.197	2.691
Chemistry 101	138	43	25/18.11%	81	3.24	1.88	2.594	2.209
History 150	207	32	120/57.97%	553	4.60	17.78	2.627	2.302
History 150	298	26	90/30.20%	282	3.13	10.84	2.644	2.036
Music History 100	313	21	149/47.6%	814	5.46	38.76	3.748	2.533
Nursing 330	118	42	101/85.59%	735	7.27	17.50	2.491	2.200
Physiology 215	106	18	36/33.96%	77	2.13	4.27	2.980	2.846
Physiology 215	49	37	15/30.61%	116	7.73	3.13	3.377	3.444
Physiology 215	111	40	37/33.33%	301	8.13	7.52	3.612	2.813
Psychology 100	273	42	143/52.38%	752	5.25	17.90	2.988	1.989

Spring 2011 SI Courses Offerings and Data

Courses	Course Enrollment	SI Sessions Offered	Total Number and Percentage of Students Attending	Total Contact Hours	Mean Number of Sessions Attended by Participants	Mean Size of SI Sessions	Mean Final Course Grade of SI Participants	Mean Final Course Grade of Non-SI Participants
Anatomy 201	268	49	92/34.32%	609	6.61	12.42	2.864	2.259
BIO III	207	55	114/55.07%	711	6.23	12.92	2.921	2.444
BIO III	72	41	25/34.72%	109	4.36	2.65	2.320	2.256
Chemistry 101	102	54	35/34.31%	155	4.42	2.87	2.561	2.507
History 150	210	32	90/42.85	416	4.62	13.00	2.996	2.218
Music History 100	320	18	132/41.25	624	4.72	34.66	3.577	2.591
Nursing 330	86	26	64/74.41	352	5.50	13.53	2.687	2.566
Physiology 215	72	28	21/29.16	97	4.61	3.46	2.968	3.149
Physiology 215	73	27	37/50.68	226	6.10	8.37	2.846	2.526
Psychology 100	311	41	187/60.12	817	4.36	19.92	3.005	1.816

SI Leader Hiring, Training, and Evaluation

SI leaders are most often recommended by the faculty members with whom they will work. Students must have received an "A" in the course and have an overall GPA of 3.0, although most SI leaders have GPAs over 3.5. SI leaders attend a one-day training session before the course begins and then meet periodically throughout the semester for further training. All SI leaders are evaluated once per semester by the coordinator or by a Core Desk graduate assistant.

Program Assessment and Evaluation

Each semester data is collected and analyzed in an ongoing effort to improve the SI program. The focus of the analysis is twofold: the academic performance of students who attend SI as compared to their cohorts who do not attend (see the charts below), and personal feedback in the form of an electronic survey. The electronic survey is administered to all students in the courses for which SI is offered and addresses such topics as the efficacy, strategies, and availability of the SI leader and the SI program in general.

Certifications

NADE Certification

The tutoring program within the Learning Center at Ball State University is certified through 2017 by the National Association of Developmental Education (NADE).

The NADE Certification process requires applicants to demonstrate application of theory, use of quality practices as defined by professional research and literature of the field and analysis of baseline and comparative evaluation data to demonstrate the use of continuous and systematic assessment and evaluation.

CRLA Tutor Certification

The BSU Learning Center's tutor training program is certified through 2014 through the College Reading and Learning Association (CRLA).

The purpose of the certification program is twofold: it provides recognition and positive reinforcement for tutors' successful work from an international organization and it also sets an internationally accepted standard of skills and training for tutors.

The training program at BSU involves three levels of tutor training (Level I – Regular, Level II – Advanced, Level III – Master). Each level of training involves 10 hours of training activities and 25 hours of direct tutoring experience.

NCLCA Leadership Certification

Learning Center Leadership Certification (LCLC) provides individual learning assistance professionals a nationally-recognized credential and set of standards by which to foster their future growth and development.

This certification sponsored by the National College Learning Center Association (NCLCA) provides validation of individuals' expertise in the field of learning assistance through external and objective review.

The program is flexible and designed to meet the different career paths and goals of learning assistance professionals. Besides providing a standard of credentialing and continuing professional development, certification can be used by learning center directors and learning assistance professionals as rewards and incentives for better performance appraisals. It also establishes benchmarks for the attainment of staff members in reports to their institutions.

Jacqueline Harris has earned Level IV certification, Gary Ritz has earned Level III certification, and Jennifer Haley is in the process of certification for Level IV.

Grants

Ensuring Success for Students with Disabilities in Indiana Grant

The United States Department of Education funded the third and final year of this grant, furthering Ball State University's commitment to a quality education for students with disabilities. The grant implements programs to assist faculty and staff who teach and serve students with disabilities, provides assistance to students through having a faculty mentor and additional enhanced Learning Center support, and by providing materials to secondary schools on the transition to college for students with disabilities.

Jacqueline Harris from the Learning Center, Director of Disabled Student Development Larry Markle, Taiping Ho from the Department of Criminal Justice and Criminology and Roger Wessel from the Department of Educational Studies met on a regular basis to keep components of the program progressing smoothly.

The staff of the Learning Center has been involved in this grant by expanding the tutor training program to include best practices for tutoring students with disabilities. Please refer to the list of tutor training sessions in the Tutoring section of this Annual Report for more details.

Operation Diploma Program

The goals of Operation Diploma are to educate Indiana higher education institutions about the needs of student service members and veterans, to engage them in promising practices related to serving this population, and to generate new knowledge in the process.

The grants are awarded to help create, enhance, and sustain collaborative and creative programs that show promise in supporting student service members and veterans and their families.

Ball State was awarded one of these grants by the Military Family Research Institute at Purdue University. The staff of the Learning Center has been heavily involved this past year in implementing numerous academic support programs for student veterans on Ball State's campus.

Special events during the year included a Veterans Day ceremony and a full-day Muncie Area Veterans Job Skills Workshop on February 19. This event brought veterans and service providers together to better prepare veterans with their professions, resumes, and interviewing skills.

The grant was awarded to Beck Hannaford, financial coordinator of the Office of Veterans Affairs.

ISTEM Program

The Indiana Science Technology Engineering Mathematics grant program is a statewide initiative to help students in the state of Indiana to excel in the areas of science and mathematics and to inspire them to pursue careers in these areas.

For the fourth year in a row, the Learning Center participated in this grant by hiring, training, and evaluating mathematics tutors who were placed in Algebra I classrooms in the Muncie Community School system.

The Ball State tutors were placed in classrooms with high school freshmen students who did not score well on the math portion of the state's ISTEP exam. Tutors worked one-on-one with these students on developmental math materials supplied by the Muncie Community School system. Tutors also talked about their college experiences and tried to inspire the students with whom they worked to go to college. There are typically eight to ten tutors from various majors placed into the Muncie schools each semester.