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 2012-2013 academic year the Learning Center supported over 14,000 tutoring and testing visits and over 700 Supplemental Instructions study sessions. The Learning Center coordinators were also pleased to present a presentation on the topic of "Establishing a Code of Ethics for Tutors" at the NCLCA national conference in Reno, Nevada. The coordinators continued to develop and utilize an assessment plan that included learning outcomes for tutors and clients as well as Learning Center goals. Dr. Jacqueline Harris, coordinator for the Study Strategies and Writing areas, announced her retirement after 25 years of service.

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 2012-2013 academic year, the Learning Center conducted 14,372 tutoring and testing sessions and served a total of 3.175 students.

Tutoring/Testing Visits and Headcounts

	Visits Fall/Spring	Headcount Fall/Spring
Core Curriculum	3119/2505	636/469
Math	2493/2191	639/481
Study Strategies	489/278	147/104
Writing	694/634	181/195
Testing Services	1022/947	179/144
Totals for Academic Year	Visits: 14,372	Headcount: 3,175

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 2012-2013, 712 study sessions were offered in 23 different courses. A total of 1,848 students attended study sessions for a total of 8,912 contact hours. The average final course grade of those students who attended SI was 2.80 as compared to 2.22 for their cohorts in those courses who did not attend SI.

SI Visits, Headcount, and Sessions Offered

	Visits	Headcount
	(contact	
	hours)	
	,	
Fall	5478	1126
Spring	3434	722
Total	8912	1848

<u>Mean Final Course Grades of Students Who Attended SI Compared to</u> Those Who Did Not Attend SI

	SI Students	Non-SI Students
Fall	2.84	2.29
Spring	2.75	2.15
Total	2.80	2.22

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 once and communicated via email during 2012-2013 to discuss items such as the Learning Center Assessment Plan and the restructuring of the Learning Center.

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, 32 students completed the MITT through the Learning Center upon faculty referral. Beginning next year, the responsibility for supporting faculty with programs and/or services to address academic dishonesty will be transferred to the Office of Student Rights and Responsibilities.

"Tutor Talk" Newsletter – The Learning Center staff created the fourth issue of the newsletter during the spring semester of 2013. The newsletter contained information about Learning Center awards, usage data, tutor and SI leader profiles and honors, restructure, 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 the Discovery Grant (formerly ISTEM) this year. 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, Guardian Scholars, Academic Assessment and Institutional Research, and Living Learning Communities.

Outreach to BSU Students and Parents

Residence Hall Tutoring – With the support of the Office of Housing and Residence Life, tutors were placed in select Living Learning Communities on campus. Two tutors were placed in Woodworth Nursing Living Learning Community to assist with various pre-nursing courses. A tutor was placed in Knotts/Edwards Hall to assist students in the Pre-Business Learning Living Community during the fall and spring semesters. 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 26 workshops (13 each semester) for all BSU students on topics such as note taking skills, test taking skills and preparing for exams..

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.

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/Burris High School – The Learning Center has continued to offer its services to students that attend the Indiana Academy and Burris 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.

Professional Development

Publications -

Haley, J., Harris, J., and Ritz, G. "Inspired by Frank Christ, Ball State Learning Center Completes Annual Best Practices Review." *NCLCA Newsletter*, Winter 2012.

Conference Presentations –

Harris, J., Ritz, G. "Mission Possible: Postsecondary Programs Designed for Student Veterans' Transition from Boots to Books." Indiana Statewide Student Veterans Organization Annual Conference, May 2013.

Harris, J., Heggen, A., Ritz, G. "Mission Possible: Postsecondary Programs Designed for Student Veterans' Transition from Boots to Books." Retaining and Graduating Student Veterans Conference, August, 2012.

Haley, J., Harris, J., and Ritz, G. "Establishing a Code of Ethics for Tutors." NCLCA Annual Conference, October 2012.

Harris, J. and May, M. "Training Tutors to Work with Clients to Set Goals." NCLCA Annual Conference, October 2012.

Harris, J. "Building a Comprehensive Tutor Training Program for Students with Disabilities." NCLCA Annual Conference, October 2012.

Courses Taught -

G. Ritz- MATH 125, "Math and Its Applications," Fall 2012 and Spring 2013

G. Ritz- EDHI 690, "Understanding Learning Styles and Academic Resources," Fall 2012

Tutoring

Staffing

Approximately 110 students were Learning Center tutors during the 2012-13 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

	Visits	Headcount	Visits	Headcount Summer
	Fall/Spring	Fall/Spring	Fall/Spring Summer	
Core	3119/2505	636/469	48	12
Curriculum				
Math	2493/2191	639/481	255	71
Study	489/278	147/104	13	5
Strategies				
Writing	694/634	181/195	159	38
Testing	1022/947	179/144	39	П
Services				
Totals for	Visits:	Headcount:		
Academic	14,886	3,312		
Year				

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

<u>Client Satisfaction Survey – Fall 2012</u> (Given October 31^{st} – November 9^{th} , 2012)

Number of Clients Surveyed - 337

Statement	% saying "YES"	% saying
		"NO"
My tutor was knowledgeable about all the content and worked with me to find answers for information he/she did not know.	98.5%	1.5%
Tutors used multiple strategies with client.	94.7%	5.3%
My tutor used appropriate strategies when I needed them.	99.7%	0.3%
My tutor worked with me to assess my needs and goals.	97.9%	2.1%
I would recommend the Learning Center to my friends.	99.7%	0.3%
I would use the Learning Center in the future for another course.	98.5%	0.6%

List of Tutor Training Sessions (Fall 2012-Spring 2013)

Fall 2012

"Tutor Toolbox: Strategies for Success"

"ER in the LC: Triage, Intervention, and Other Strategies for the 'Help! I Have a Test Tomorrow' Clients"

"Providing Quality tutoring for Students with Disabilities: An Overview"

"Tips to Improve Note Taking and Reading Rate for YOURSELF and YOUR CLIENTS"

Spring 2013

"How Am I Ever Going to Use This?" Integrating Your Learning Center Experience Into Your Resume and Interviews"

"There's An App for That!' A Top Ten List of Apps to Help You and Your Clients!"

"Tutoring Special Populations"

"Working with Small Groups"

Workshops

The Learning Center offered 26 workshops and class programs during the 2012-13, 13 each semester. Topics included: Study Tips, Study for Midterms, Reading Rate Improvement, Prepare for Finals, Learning Styles, Praxis I Preparation, Reading Textbooks, and several in-class and resident hall programs. Total attendance for all workshops was 436 students.

Non-BSU Student Tutoring

The Learning Center has outreach to several students each year from Ivy Tech, Burris High School, the Indiana Academy for Science, Mathematics and Humanities, and Ball State Alumni. Total visits for these groups were: Ivy Tech students - 3, Burris students - 59, Indiana Academy students - 2, Ball State Alumni - 3.

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, 712 study sessions were offered in 23 different courses. A total of 1,848 students attended study sessions for a total of 8,912 contact hours. The average final course grade of those students who attended SI was 2.80 as compared to 2.22 for their cohorts in those courses who did not attend SI.

SI Leader Hiring, Training, and Evaluation

SI leaders are most often recommended by the faculty members with who 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.

Fall 2012

SI Leader & Subject	SI Students	NON SI	Percent SI	Percent NON SI	GPA SI	GPA NON SI
Kyleigh_ANAT-201.1-10	192	268	42%	58%	2.85	2.35
Andrew-T_BIO-111.1,4,5,6	25	62	29%	71%	2.64	2.39
Jamie_BIO-111.2,3,7-12	34	137	20%	80%	2.93	2.28
Alex_CHEM-101.1,3,4	177	237	43%	57%	2.62	2.41
Rachel_HIST-150.10,16	186	228	45%	55%	2.80	2.22
Andrew-N_HIST-150.11,14	94	111	46%	54%	2.30	2.02
Greg_HIST-150.19	56	154	27%	73%	3.06	2.71
Emily_MUHI-100.1,2,6	123	146	46%	54%	3.49	2.50
Jason_PHSY-215.1-4	55	125	31%	69%	2.99	2.74
Darci_PSYS-100.2,5	193	119	62%	38%	2.67	1.28
TOTALS	1135	1587	39%	61%	2.84	2.29
					B- Avg.	C+ Avg.
					0.55 Difference	

Supplemental Instruction, cont.

Spring 2013

SI Leader & Subject	SI Students	NON SI	Percent SI	Percent NON SI	GPA SI	GPA NON SI
Kyleigh_ANAT-201.1-2	162	113	59%	41%	2.79	2.22
-16-2						
Jamie_BIO-111.1-4,9-12	59	123	32%	68%	2.74	2.28
Michael_BIO-111.5-8	44	46	49%	51%	2.50	2.15
Kyla_BIO-113.1-9,12-13	85	138	38%	62%	2.84	2.49
AndrewRachel HIST-150.1,3	158	246	39%	61%	2.44	2.11
7.11.01.23012j5			-			
Alex_CHEM-101.1	54	40	57%	43%	2.06	2.20
Adam_MUHI-100.1,3,7	84	50	63%	37%	3.48	1.94
JasonNicole_PHSY-215.3-7	43	55	44%	56%	3.10	2.43
Darci PSYS-100.4	90	64	58%	42%	2.79	1.50
Data_1313 100.4	30		5576	4≥ /0	2.73	2.50
TOTALS	770	075	440/	250/	0.75	0.45
TOTALS	779	875	44%	46%	2.75	2.15
					B- Avg.	C Avg.

0.60 Difference

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

Discovery Grant "Making Algebra Add Up" (formally the Indiana Science Technology Engineering Mathematics ISTEM Grant)

This grant program originated as 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. This year funding was supplied by the Discovery Grant "Making Algebra Add Up" rather than the Indiana Department of Education.

For the sixth 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.

Student Feedback

- -Tutoring experience has been enlightening and comfortable.
- -Great! Tutor friendly, helped with questions and quizzed me on things I should know.
- -Lucas is awesome. The Learning Center has helped me bring my grade from a 52% to an 85%.
- -Matt is an awesome tutor!
- -I love the fact that everyone is nice and can relate to the students and help them.
- -It has helped me get a better handle on concepts.
- -Tutoring has helped me become more knowledgeable and confident in my course.
- -It has been really great and very helpful in being able to learn and understand my classes better.
- -My tutor has helped me understand the material far more then I could on my own. I would not be doing as well in the class if I did not do this tutoring.
- -I enjoy that Kara walks me through it with positive feedback and gives supplemental websites, advice and literature.
- -I am so grateful to have this resource. I will be using it whenever possible.
- -Thumbs up, very helpful, great resource.
- -My tutor helps me further understand subjects and work through problems. One has helped me excel and receive the grade I want.
- -Great tutor! My 2nd tutor here and she's so great! I am understanding class material better now.
- -Rebecca is super helpful and doesn't make me feel uncomfortable or stupid.
- -I love my tutor. She is very helpful and everyone is very friendly.
- -My tutor is very helpful and helps me understand concepts better than my teacher.
- -It's been good and I've done well on my two tests since coming here.
- -I'm really glad that the Learning Center is available for students. I really need it.
- -Was more helpful than I thought. Didn't feel like a loser.
- -Tutoring has given me a much better understanding of neuroscience. I learn more with tutoring than I could get from the book. I am able to ask questions that improve my understanding.
- -I was nervous at first because I never have been tutored, but this has been a great help! Thanks!

- -I like that it makes me study and keeps me on task!
- -She was great. When she did not know the answer, she looked it up and was able to better explain during the next session.
- -My overall tutoring experience is great! It helps me to get the information in a way my professor doesn't teach it. I will use it again.
- -Never been tutored before and I was nervous about asking for help but after meeting my tutor I really like it. Just from my first test to my second, I increased my grade by 25% and it's rising.
- -I've had a great tutoring experience and it has helped me to overcome my faults that I had in high school with classes.
- -Thank God!
- -I'm going to pass Berrington's Astronomy class!!
- -I feel that tutoring has really helped me in every subject I've needed it for. My grades have improved in very difficult classes.
- -Great environment, easy to focus.
- -Send the tutors to teach the actual class. My tutors for Math 161 and 162 were WAY better than either of my actual professors.
- -Jenny has been extremely helpful and I don't think I would pass this class without her help. She is an excellent tutor!
- -I use the Learning Center A LOT. Having a tutor that helps me not only understand but helps me apply my knowledge to more than just the problem. Once you find the tutor that you work with best, you not only get better grades but also feel less stressed.
- -My tutor was friendly, clear and concise. I have made drastic steps in learning the material thanks to her.
- -Great-each time I come away feeling like I have more confidence to study/do problems on my own now. I also get help to deal with things specifically that I have done poorly on (i.e. test review). I have bragged over and over about Ball State. I could go to other universities closer to my home. I commute here because at Ball State I know I can succeed! I do recommend Ball State solely because of the Learning Center! Thanks so much to the quality tutors you have her and everyone involved!
- -Tammie is one of the best writing tutors I have had. She really knows her stuff and the advice she gave me for my writing was very thought provoking and helped me find new points in my argument.
- -Thanks for the help. I am not interested in just passing, I need to get 'A's
- -I am given a better understanding on how to study for tests.
- -I think the LC is a great resource for many students.