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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 2015-2016 academic year, the Learning Center supported over 26,532 tutoring sessions, testing visits, and SI visits, and 631 Supplemental Instruction study sessions.

Jennifer Haley accepted the position of Learning Center Director in May 2016. A new professional staff position, Assistant Director, was created. Robert Plienis accepted the position of Learning Center Assistant Director in May 2016, Plenis resigned from Ball State University in July 2016.

Tutoring

The tutorial services offered by the Learning Center include appointment-based, walk-in, and weekly review sessions. 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.

Tutoring/Testing Visits and Headcounts

<table>
<thead>
<tr>
<th>Mission</th>
<th>Visits Fall/Spring</th>
<th>Headcount Fall/Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Humanities</td>
<td>4,097/2,991</td>
<td>762/534</td>
</tr>
<tr>
<td>Math and Business</td>
<td>1,977/2,018</td>
<td>519/420</td>
</tr>
<tr>
<td>Success Strategies</td>
<td>165/102</td>
<td>78/40</td>
</tr>
<tr>
<td>Writing and Languages</td>
<td>409/330</td>
<td>160/110</td>
</tr>
<tr>
<td>Testing Services</td>
<td>1,047/929</td>
<td>207/359</td>
</tr>
<tr>
<td>Totals</td>
<td>7,695/6,370</td>
<td>1,726/1,463</td>
</tr>
<tr>
<td>Total Visits</td>
<td>14,065</td>
<td></td>
</tr>
<tr>
<td>Total Headcount (Individual Students)</td>
<td>3,189</td>
<td></td>
</tr>
</tbody>
</table>

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 2015-2016, 631 study sessions were offered in 19 different courses. A total of 1,788 students attended study sessions for a total of 12,653 contact hours. The average final course grade of those students who attended SI was 3.17 as compared to 2.49 for their cohorts in those courses who did not attend SI.

SI Visits, Headcount, and Sessions Offered

<table>
<thead>
<tr>
<th>Mission</th>
<th>Visits (contact hours)</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>7,846</td>
<td>1,095</td>
</tr>
<tr>
<td>Spring</td>
<td>4,807</td>
<td>693</td>
</tr>
<tr>
<td>Total</td>
<td>12,653</td>
<td>1,788</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Mission</th>
<th>SI Students</th>
<th>Non-SI Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>2.9</td>
<td>2.4</td>
</tr>
<tr>
<td>Spring</td>
<td>3.44</td>
<td>2.57</td>
</tr>
<tr>
<td>Total</td>
<td>3.17</td>
<td>2.49</td>
</tr>
</tbody>
</table>
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 did not meet during the 2015-2016 academic year.

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.

“Tutor Talk” Newsletter – The Learning Center staff created the fifth issue of the newsletter during the spring semester of 2015. The newsletter contained information about Learning Center awards, usage data, tutor and SI leader profiles and honors, restructuring, 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, Guardian Scholars, Academic Assessment and Institutional Research, and Living Learning Communities, Student Retention and Persistence, and the Office of Disability Services Faculty Mentorship Program.

Outreach to BSU Students and Parents

Academic Peer Mentors – The Learning Center 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 coordinators offered workshops for all BSU students on topics such as note taking skills, test taking skills and preparing for exams. Workshops were also offered on CASA and Praxis preparation for pre-service teachers.

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.

Parent Guide – The Learning Center offers a “Parent Guide” on our website that features tips and strategies for ensuring a smooth and successful transition to Ball State University.

Professional Development

Leadership Positions –

Jennifer Haley served as President of the National College Learning Center Association.

Robert Plienis was the conference committee local chairperson for the Association on Higher Education and Disability 2016 conference.

Courses Taught –

## Tutoring

### Staffing

98 students were Learning Center tutors during the 2015-2016 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.

### Fall 2015 Usage

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2014 (Combined with Writing Desk numbers in 2014)</th>
<th>2013 (pre-TutorTrac) (Combined with Writing Desk numbers in 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Languages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Visits</td>
<td>613</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg. # of Visits per Student</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Distinct Students</td>
<td>120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top Course</td>
<td>SP 102 (26)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math and Business</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Visits</td>
<td>1,977</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg. # of Visits per Student</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Distinct Students</td>
<td>519</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top Course</td>
<td>MATH 125 (498)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science and Humanities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Visits</td>
<td>4,097</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg. # of Visits per Student</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Distinct Students</td>
<td>762</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top Course</td>
<td>CHEM 111 (702)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Success Strategies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Visits</td>
<td>165</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg. # of Visits per Student</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Distinct Students</td>
<td>78</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Visits</td>
<td>409</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg. # of Visits per Student</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Distinct Students</td>
<td>160</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Testing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Visits</td>
<td>1,047</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg. # of Visits per Student</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Distinct Students</td>
<td>207</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supplemental Instruction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of sessions offered</td>
<td>7,559</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Visits</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg. # of Visits per Student</td>
<td>1,148</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Distinct Students</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top Course</td>
<td>ANAT 201 (2,786)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Satellite</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Satellite
### Fall 2015 Usage Summary

Compared to an average of Fall 2013 and Fall 2014 usage:

Visits to the Learning Center have remained stable at a very slight decrease of 1.6%. Distinct students have decreased 14%. The average number of times students visit the Learning Center has increased from an average of 6 times to 7 times in Fall 2015.

Visits have increased substantially in the areas of Science and Humanities (19% increase). Visits have also increased in Testing (9% increase), and have remained stable in Supplemental Instruction (less than 1% decrease). Visits have decreased substantially in Math and Business (29%), and Success Strategies (66%).

Overall, visits and distinct students are holding steady despite a decrease in freshman enrollment during 2015-2016.
Top 15 Courses Tutored Fall 2015:

Although these 15 courses accounted for 56.8% of the total tutoring in Fall 2015, it's important to note that the Learning Center tutored for 180 different courses as well as general study skills and writing tutoring, demonstrating our commitment to providing academic assistance within a broad range of courses and content.
Tutoring Usage by Major

While students from a wide variety of majors seek academic assistance, we do see trends. This data will allow us to direct our marketing in the future.

Top 5 majors who visited the Learning Center Fall 2015:

- Pre-Nursing: 10.8%
- Pre-Business: 6.2%
- Exercise Science: 8.1%
- Telecommunications: 3.5%
- Biology (Pre-Med, Pre-Optometry, Pre-Dental, etc.): 8.2%
### Spring 2016 Usage

<table>
<thead>
<tr>
<th>Languages</th>
<th>Spring 2016</th>
<th>Spring 2015</th>
<th>Spring 2014 (pre-TutorTrac)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cumulative Visits</strong></td>
<td>599</td>
<td>520</td>
<td>(Combined with Writing Desk numbers in 2013)</td>
</tr>
<tr>
<td><strong>Avg. # of Visits per Student</strong></td>
<td>7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Cumulative Distinct Students</strong></td>
<td>81</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td><strong>Top Course</strong></td>
<td>SP 201 (176)</td>
<td>SP 201 (130)</td>
<td></td>
</tr>
<tr>
<td><strong>Math and Business</strong></td>
<td>2,018</td>
<td>2,578</td>
<td>2,348</td>
</tr>
<tr>
<td><strong>Cumulative Visits</strong></td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Avg. # of Visits per Student</strong></td>
<td>420</td>
<td>639</td>
<td>546</td>
</tr>
<tr>
<td><strong>Cumulative Distinct Students</strong></td>
<td>MATH 125 (508)</td>
<td>MATH 125 (543)</td>
<td></td>
</tr>
<tr>
<td><strong>Top Course</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science and Humanities</strong></td>
<td>2,991</td>
<td>2,884</td>
<td>2,398</td>
</tr>
<tr>
<td><strong>Cumulative Visits</strong></td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Avg. # of Visits per Student</strong></td>
<td>534</td>
<td>534</td>
<td>446</td>
</tr>
<tr>
<td><strong>Cumulative Distinct Students</strong></td>
<td>CHEM 112 (549)</td>
<td>CHEM 112 (415)</td>
<td></td>
</tr>
<tr>
<td><strong>Top Course</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Success Strategies</strong></td>
<td>102</td>
<td>180</td>
<td>494</td>
</tr>
<tr>
<td><strong>Cumulative Visits</strong></td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Avg. # of Visits per Student</strong></td>
<td>40</td>
<td>72</td>
<td>151</td>
</tr>
<tr>
<td><strong>Cumulative Distinct Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>330</td>
<td>556</td>
<td>931</td>
</tr>
<tr>
<td><strong>Cumulative Visits</strong></td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Avg. # of Visits per Student</strong></td>
<td>110</td>
<td>263</td>
<td>274</td>
</tr>
<tr>
<td><strong>Cumulative Distinct Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Testing</strong></td>
<td>929</td>
<td>792</td>
<td>907</td>
</tr>
<tr>
<td><strong>Cumulative Visits</strong></td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Avg. # of Visits per Student</strong></td>
<td>359</td>
<td>287</td>
<td>145</td>
</tr>
<tr>
<td><strong>Cumulative Distinct Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supplemental Instruction</strong></td>
<td>4,908</td>
<td>4,802</td>
<td>4,833</td>
</tr>
<tr>
<td><strong>Number of sessions offered</strong></td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Cumulative Visits</strong></td>
<td>1,909</td>
<td>835</td>
<td>762</td>
</tr>
<tr>
<td><strong>Avg. # of Visits per Student</strong></td>
<td>ANAT 201 (1,137)</td>
<td>ANAT 201 (1,381)</td>
<td></td>
</tr>
<tr>
<td><strong>Cumulative Distinct Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Satellite</strong></td>
<td>386</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Cumulative Visits</strong></td>
<td>3115</td>
<td>3115</td>
<td></td>
</tr>
<tr>
<td><strong>Avg. # of Visits per Student</strong></td>
<td>ECON 221 (200)</td>
<td>ECON 221 (200)</td>
<td></td>
</tr>
<tr>
<td><strong>Cumulative Distinct Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>12,263</td>
<td>12,313</td>
<td>11,911</td>
</tr>
<tr>
<td><strong>Cumulative Visits</strong></td>
<td>1,712</td>
<td>1,930</td>
<td>2,324</td>
</tr>
<tr>
<td><strong>Cumulative Distinct Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Usage Summary

Compared to an average of Spring 2015 and Spring 2014 usage:

Visits to the Learning Center have remained stable over the past two springs at a slight increase of 1.2%. Distinct students have decreased 20%. Generally speaking, fewer students are visiting (perhaps attributable in part to decreased freshmen enrollment), but they are visiting more often.

Tutoring Usage by Course

In terms of tutoring, as the Learning Center prepares to re-structure into a “General Tutoring” center and shed the separate Science and Humanities, Math and Business, Writing and Languages, and Success Strategies areas, it is important to look at visits and distinct students in terms of courses and majors. This data will allow us to make hiring decisions for the future.

Top 15 Courses Tutored
Tutoring Usage by Major

While students from a wide variety of majors seek academic assistance, we do see trends. This data will allow us to direct our marketing in the future.

Top 5 majors who visited the Learning Center Spring 2016:

- Pre-Nursing: 10.6%
- Pre-Business: 6.5%
- Biology (pre-med, dental, optometry, etc.): 9.2%
- Exercise Science: 6%
- Dietetics: 4.7%
Budget Fall 2015

85 tutors, 15 SI leaders, and 8 front desk student staff were employed for a total of 13,225 hours.

Student Wage Spending:

These numbers include August 1-December 31.

<table>
<thead>
<tr>
<th>Fall 2015</th>
<th>Fall 2014</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>$98,897.00</td>
<td>$93,311.13</td>
<td>$95,524.20</td>
</tr>
</tbody>
</table>

Spending for Fall 2015 represents a 6% increase over Fall 2014.

Budget Spring 2016

Student Wage Spending THROUGH end of Spring, 2016:

These numbers include August 1, 2015-May 10, 2016.

<table>
<thead>
<tr>
<th>Through end of Spring 2016</th>
<th>Through end of Spring 2015</th>
<th>Through end of Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>$174,983</td>
<td>$189,650</td>
<td>$177,635</td>
</tr>
</tbody>
</table>

Spending for this academic year represents a 7.7% decrease compared to 2014-2015 and a 4.7 decrease over the past two years combined.

Essentially, our usage numbers have risen while our spending has decreased.
Assessment

**Ball State Learning Center Assessment Map**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Cycle Year of Focus (Y1, Y2, Y3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Center Tutors/Supplemental Instruction Leaders (T)</strong></td>
<td></td>
</tr>
<tr>
<td>1. Tutors will organize and manage academic assistance sessions by applying the knowledge of their content areas and the use of current and appropriate tutoring and learning strategies.</td>
<td>Y1</td>
</tr>
<tr>
<td>2. Tutors will employ effective interpersonal communication.</td>
<td>Y2</td>
</tr>
<tr>
<td>3. Tutors will demonstrate effective leadership and professionalism in this immersive learning experience that will be relevant to his/her future career. (Strategic Plan Goal #1)</td>
<td>Y3</td>
</tr>
<tr>
<td><strong>Learning Center Clients (C)</strong></td>
<td></td>
</tr>
<tr>
<td>1. Learning Center clients will demonstrate an understanding of the available resources and utilize them when needed.</td>
<td>Y1</td>
</tr>
<tr>
<td>2. Learning Center clients will employ effective communication and be engaged in collaborative strategies for learning.</td>
<td>Y2</td>
</tr>
<tr>
<td>3. Learning Center clients will demonstrate competence in the area they are seeking Learning Center assistance.</td>
<td>Y3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Center Goals (G)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Ball State Learning Center will be supportive and part of integrated, holistic learning experiences for students by its work with faculty, departments and campus programs. (Strategic Plan Goal #3)</td>
<td>Y1</td>
</tr>
<tr>
<td>2. The Ball State Learning Center will be recognized as a leader in innovative academic assistance programming and practices. (Strategic Plan Goal #2)</td>
<td>Y2</td>
</tr>
<tr>
<td>3. The Ball State Learning Center will advance learning in Indiana through collaboration with other Indiana institutes of higher education and other Indiana organizations. (Strategic Plan Goal #4)</td>
<td>Y3</td>
</tr>
</tbody>
</table>

**Assessment Plan Cycle: 3 years**

- **Y1 = Year 1** – 2012-13, 2015-16
- **Y2 = Year 2** – 2013-14, 2016-17
- **Y3 = Year 3** – 2014-15, 2017-18

**Learning Center Certification Timeline**

- NADE Certification: 2010 – 2017

**Other Periodic Learning Center Program Reviews**

- Faculty Handbook: Every 3 years (2013, 2016) Learning Center Website:
  - Annually
- Marketing Plan: Every 2 years (2012, 2014, 2016) Online Tutoring Program:
  - Annually
  - Annually
- Blackboard Tutor Training Site:
## Ball State Learning Center Assessment Map

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<th>Assessment/Supporting Documents</th>
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I = Indirect Assessment (Qualitative Data)  
D = Direct Assessment (Quantitative Data)  
T1, 2, 3 – Tutor Student Learning Outcomes  
C1, 2, 3 – Client Student Learning Outcomes  
G1, 2, 3 – Learning Center Goals
Professional Staff Description and Changes

Gary Ritz resigned in June 2015 as Math and Business Tutoring Coordinator and Director. A search to fill the Math and Business Coordinator position was conducted in September-October and declared as a failed search in late October 2015. Duties for the Math and Business Tutoring Coordinator and some duties for Director were split between Jennifer Haley and Robert Plienis. Due to time constraints, certain Director duties have been put on hold until a Director is hired. Online tutoring has been delayed until Fall 2016 due to professional staffing shortages.

Jennifer Haley:
Science and Humanities Tutoring Coordinator
Supplemental Instruction Coordinator
Math and Business Coordinator (hiring and scheduling tutors; scheduling and training graduate assistants)
Director (TutorTrac administration, weekly usage reports, annual report, campus outreach)

Jennifer Haley has worked in the Learning Center for a total of 19 years: 4 years as a tutor/graduate and doctoral assistant and 15 years as a tutoring coordinator (2001-2016). She holds Level 4 Lifetime Certification for the Learning Center Leadership Certification (LCLC), which indicates over eleven years of experience working in the field of learning assistance, over four years of service in professional organizations, and a record of publications and presentations on the national level. She was elected to the position of President of NCLCA (National College Learning Center Association) for 2015-2016. During Fall 2015, she served as Chairperson for the national conference.

Robert Plienis:
Writing and Languages Tutoring Coordinator
Success Strategies Tutoring Coordinator
Math and Business Tutoring Coordinator (CRLA training for tutors and graduate assistants)
Director (Lead tutors, campus outreach)

Robert Plienis has worked in the Learning Center since November 2014. He is currently a candidate for Level 2 Leadership Certification through the National College Learning Center Association, which indicates 2-5 years of experience in the field of learning assistance, service to the campus community and professional organizations, and presentations at the state and national level. He is long time member of, and former professional staff-person at the Association on Higher Education and Disability (AHEAD), and former President of KY-AHEAD. He served as Co-Chair for 2009 International AHEAD Conference, and is currently serving as Chair for the same conference which will take place in July 2016.

Updates:

Jennifer Haley was assigned as the Learning Center Director and Robert Plienis as the Learning Center Assistant Director effective June 1. The ten-month position for Tutoring Coordinator was posted in June. Robert Plienis resigned his position effective July 29.
Learning Center Tutoring Client Satisfaction Surveys

During both fall and spring semesters, client evaluations were collected and evaluated. Detailed results are available upon request for further review.

Fall 2015 Learning Center Client Evaluation

Evaluation Dates: October 21-November 4, 2015

GENERAL INFORMATION
TOTAL SAMPLE SIZE: 342 Clients

Item #4: Number of times you have visited the Learning Center for this course or subject area:

- First time: 62 (18.1%)
- 2-4 visits: 129 (37.7%)
- 5-7 visits: 106 (31.0%)
- 8+ visits: 43 (12.6%)

Item #5: Reasons for seeking tutoring, mark all that apply: Listed in descending order. (# responding/ percentage)

- I need a chance to talk through some of the concepts I’m learning and to be quizzed. (252/73.7%)
- I need answers to specific questions I have about the material. (195/57.0%)
- I need help learning how to study for an upcoming test, reading the book, taking notes. (129/37.7%)
- I’m doing fine, but I want to excel. (61/17.8%)
- Other (19/5.6%)
- I was required by someone to attend tutoring. (3/0.9%)

Item #6: How did you find out about the Learning Center? Mark all that apply: Listed in descending order. (# responding/percentage)

- I remembered (or my parents remembered) the LC from freshman orientation. (157/45.9%)
- My professor/advisor/coach/RA recommended I seek tutoring. (134/39.2%)
- My friend/classmate told me. (113/33.0%)
- I looked on the Learning Center’s website. (54/15.8%)
- I received an e-mail from the LC. (39/11.4%)
- I saw a flyer or poster hanging up about the LC. (33/9.6%)
- Other: (21/6.1%) *13 of these 21 respondents noted they were returning clients.
- I received a flyer/brochure/bookmark from the LC. (20/5.8%)
- I saw a Learning Center commercial. (3/0.9%)

MY TUTOR

Knowledge:
Item #7: My tutor was knowledgeable about all of the content, or was knowledgeable about most of the content and worked with me to find answers for information he/she did not know.

| YES | 342 | 100% | NO | 0 | 0% |

Item #8: If “NO” on item #7, did your tutor make a referral to another tutor who could help?

| YES | 0 | 0% | NO | 0 | 0% |

Communication and Collaboration:

Item #9: My tutor answered questions and asked me questions about the material and engaged me in a discussion about the material.

| YES | 334 | 97.7% | NO | 4 | 1.2% |

Item #10: My tutor made me feel welcome and comfortable: he/she was friendly and approachable.

| YES | 323 | 94.4% | NO | 1 | 0.3% |

Strategies:

Clients were given a list of strategies and were asked to mark all that applied to their session.

Item #11a: Tutors used multiple (more than one) strategies that were listed with client.

| YES | 328 | 95.9% | NO | 14 | 4.1% |

Item #11: Strategies that were identified by the client that were used during his/her session. Listed in descending order. (# of responses/percentage)

- Explained content in a way that was easy to understand. (319/93.3%)
- Questioned me and/or quizzed me. (247/72.2%)
- Modeled a skill or problem and guided me to practice it. (242/70.8%)
- Provided me with visual aids (pictures, graphs) (201/58.8%)
- Asked me to restate things in my own words. (144/42.1%)
- Helped me learn study skills like note-taking, effective textbook reading, time management, test-taking, etc. (109/31.9%)
- Helped me outline/organize reading material or notes. (87/25.4%)
- Helped me identify and correct errors in writing. (78/22.8%)
- Helped me make a study guide or practice test. (57/16.7%)
- Provided me with other handouts. (51/14.9%)
- Modeled strategies for planning, drafting, revising, and/or editing my writing project. (48/14.0%)
- Helped me make flashcards. (24/7.0%)

Item #12: My tutor used appropriate strategies when I needed them.
Item #13: My tutor worked with me to assess my needs and goals.

YES 322 93.8%  NO 12 3.5%

Client Competence:

Item #14: I feel like I can now answer questions about the material in my own words, or write on my own, or work the problems on my own.

YES 314 91.8%  NO 7 2.0%

Item #15: Grade Improvement: (ONLY CLIENTS WHO HAD BEEN TO THE LEARNING CENTER FOR 5 OR MORE TUTORING SESSIONS FOR THE COURSE WERE ASKED TO ANSWER AND INDICATED WHAT THE BEGINNING GRADE PRIOR TO TUTORING AND CURRENT GRADE WERE. *n=149)

Number indicating that their grade improved: 82 55.0%
Number indicating that their grade decreased: 4 2.7%
Number indicating that their grade stayed the same: 41 27.5%

Of those that indicated that their grade improved (82), 10 clients indicated that their grade improved more than one letter grade.

Learning Center Operation:

Item #16: The front desk staff (where I gave my ID number when I walked in the door) was friendly, efficient, and knowledgeable.

YES 338 98.8%  NO 0 0%

Item #17: The Science and Humanities Desk, Math Desk, Writing Desk, or Student Strategies Desk (NOT your tutor), was friendly, efficient, and could accommodate my needs.

YES 330 96.5%  NO 3 0.9%

Item #18: If I needed it, I was provided with information about other resources in the Learning Center (such as a tutor for a different class or subject area, or a study session for Supplemental Instruction) or on campus (such as the Counseling Center, Academic Advising, Career Services, etc.).

YES 243 68.4%
NO 5 1.5%
N/A 94 27.5%

Item #19: I would recommend the Learning Center to my friends.

YES 337 98.5%  NO 1 0.3%

Item #20: I would use the Learning Center in the future for another course.
Client Free Response:

Item #21: Suggestions I have for improvement of the Learning Center: (Total responses = 65, 19.0%)

Repeated responses:

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<td>More than one session per week:</td>
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<td>More availability:</td>
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<tr>
<td>One-on-one tutoring sessions:</td>
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<td>6.2%</td>
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Unique Responses:

- I know it’s a job but some desk staff could act a little happier to be there.
- Hire more tutors for CHEM 231 and difficult courses.
- Find a more discrete way to check in at the front desk. I don’t like saying my ID number out loud in front of others.
- Double checking their work at desks. I had a few confusions since someone else has my same name.
- More space.
- Only hire tutors who actually want to help, not just fulfilling requirements.
- Candy and/or stickers.
- Give me more strategic note taking advice and enforce practice problems.
- Smaller group sizes. Having 3-4 clients in the group could get frustrating for the tutor and/or the clients.
- Just make sure the tutors know answers to questions a student may have.
- Have the tutor try to get access to things in my class or provide them with a laptop.
- Larger round tables.
- Provide models for students.
- Data base of possible practice problems (Tutor HW) to reinforce lesson.
- NS/CC policy is too strict
- Tutors should be better prepared with the material
- I attempted to schedule appointments over the phone at the Math/Business desk and communication was an issue which prevented me from making an appointment.
- I kept receiving emails that I missed my session even though I attended every week.
- Get tutors for more difficult classes or at least study groups for harder classes.
- Better laptops or a dedicated computer area on an unused wall.
- Make two-hour sessions. Allow group sessions for math.
Item #22: Share your comments about your overall tutoring experience: (Total responses = 98, 28.7%)

#22: Overall Experience

It was great and helpful.
I have a very good tutoring experience and my tutor made the subject very easy to understand.
Great job.

Learning Center is a judge-free zone to help with your classes! It’s great.
I have been tutored by several different tutors and all were helpful. Friday drop in sessions are great.
Thank you so much!

:) 

Great experience and immensely helpful.
So helpful! Thank you!

I normally do well with tutoring. Physiology is just so complicated. I would be doing even worse without a tutor. My tutor is very helpful, my class is just that hard for me. Lots of material for a small test.

Has been great. Helps me personally a lot.

Big help. I’m so thankful that it’s free because I wouldn’t be able to afford another expense.

Chem tutor = pretty good. Physiology tutor = BAD.

Good

Glad the learning center exists.

I enjoy it.

It was nice.

The days I did come, she did help me understand simple errors I made.

Great! :) 

My exam scores have raised significantly.

Good.

Overall, tutoring has been a beneficial process for me.

Pretty good.

I like coming here because things are clarified and made simpler for me.

It has helped a lot and I feel comfortable with my tutor and I feel like I understand the material better!

I always have a good learning experience here.

Very helpful!

It was fun.

I really like this opportunity of free tutoring.

A very good environment.

Tutoring has improved the overall quality of myself as a student here at Ball State. I feel more knowledgeable and confident.
The staff is helpful and welcoming.
It has been very helpful in furthering my understanding of hard chemistry concepts.
It has been very helpful and it has made me more confident in my chemistry class. The staff here is very helpful and friendly!
It went well!
I absolutely love the learning center and love that BSU offers it. Thank you!
My overall experience has been nothing but helpful and convenient.
I've had a great experience so far.
It was really helpful.
I receive tutoring for several subjects to help me excel and I find it very helpful
I love my tutor and appreciate my time here. I can ask anything and feel wanted/important when I need something.
Very helpful experience.
It's been great!
I love it here. Grade has improved. I've told friends to start. Don't regret these sessions.
Great ;)
Good experience. Very helpful.
I use the Learning Center for more than one course and my grades have raised significantly.
I really enjoy having a tutor because it really helps me feel more comfortable with materials and subjects.
This has been very helpful and allowed me to take better notes!
This is my second year coming to the Learning Center. It is very helpful.
Great. Very helpful. Keeps me passing the class.
Good
I came to the center my freshman year, but it was a bad experience so I left. Now 3 years later I'm back. The students are much friendlier.
I wish we had gotten to my work sooner and not talked so much in the beginning.
I like to come here to get help when I need it.
I feel like I'm learning and actually understanding what is going on in my class now.
I've never needed tutoring before and I didn't like it until I actually came and almost immediately improved on my weekly quizzes.
This has been an overall great experience as I feel confident in my class and feel that I am excelling.
My tutor was very nice and helpful!
Very consistent and helpful. I haven't had a bad experience here.
Tutor was very friendly and helpful.
I leave here with a feeling of reassurance and progress has been made. I've got a better understanding of how to proceed and feel confident about my ability to complete my work.
It's a great place to prove my work.
It helps me out. As a freshman it takes the load off of stress.
I love the learning center.
I love the learning center.

Good tutor. Always leave knowing more than what I came in knowing.
Thanks for all your help! :)

My experience was great. I enjoy using the learning center and get a lot of help.
Appreciate the extra help and hope to visit more often in the future.

You guys are great!
Amazing. So glad Ball State allows this service to me and I can use it to improve my grades! Thank you Learning Center.

Very helpful, really helps increase grades too.
Very comfortable environment.

My tutor experience is great.

I love coming here. Everyone is so friendly and my tutor is wonderful.
I love coming here!

I plan to be back!
I enjoy coming here every week.

I am happy with it because my grade has made an obvious improvement since I began, and I am doing much better on tests.

I wouldn’t change anything about my experience.

So far it has been a great help because math is a very tough subject for me.

Once I was able to make an appointment, my grade improved a lot and I would definitely recommend to others.
I love the tutoring center because it is very helpful and makes me feel like I can excel.

The tutoring is very helpful and makes me feel better about the material.

Very helpful

The learning center is definitely warm and inviting. I'm never embarrassed to come get/ask for help.

It's been great.

:)

Super helpful and helped me with everything for my test.

I enjoy it and it really helps me.

I love it here!

I was comfortable and helped at my pace with my tutor.

Overall very good.

Awesome experience!

It was great.

It has made a large difference in my grades in two sessions.
Spring 2016 Learning Center Client Evaluation

Evaluation Dates: March 14-March 25, 2015

GENERAL INFORMATION
TOTAL SAMPLE SIZE: 331 Clients

Item #4: Number of times you have visited the Learning Center for this course or subject area:

First time 33 10.0%
2-4 visits 74 24.4%
5-7 visits 107 32.3%
8+ visits 117 35.3%

Item #5: Reasons for seeking tutoring, mark all that apply: Listed in descending order. (# responding/ percentage)

I need a chance to talk through some of the concepts I’m learning and to be quizzed. (231/69.8%)
I need answers to specific questions I have about the material. (211/63.7%)
I need help learning how to study for an upcoming test, reading the book, taking notes. (115/34.7%)
I’m doing fine, but I want to excel. (64/19.3%)
Other (12/3.6%)
I was required by someone to attend tutoring. (6/1.8%)

Item #6: How did you find out about the Learning Center? Mark all that apply: Listed in descending order. (# responding/percentage)

I remembered (or my parents remembered) the LC from freshman orientation. (146/44.1%)
My professor/advisor/coach/RA recommended I seek tutoring. (138/41.7%)
My friend/classmate told me. (116/35.0%)
I looked on the Learning Center’s website. (55/16.6%)
I received an e-mail from the LC. (35/10.6%)
I saw a flyer or poster hanging up about the LC. (32/9.7%)
I received a flyer/brochure/bookmark from the LC. (21/6.3%)
Other: (11/3.3%) *4 of these 11 respondents noted they were returning clients.
I saw a Learning Center commercial. (1/0.3%)

MY TUTOR

Knowledge:

Item #7: My tutor was knowledgeable about all of the content, or was knowledgeable about most of the content and worked with me to find answers for information he/she did not know.

YES 329 99.4%
NO 2 0.6%
Item #8: If "NO" on item #7, did your tutor make a referral to another tutor who could help?

YES 1 50.0%  NO 1 50.0%

Communication and Collaboration:

Item #9: My tutor answered questions and asked me questions about the material and engaged me in a discussion about the material.

YES 326 98.5%  NO 3 0.9%

Item #10: My tutor made me feel welcome and comfortable: he/she was friendly and approachable.

YES 320 96.7%  NO 1 0.3%

Strategies:

Clients were given a list of strategies and were asked to mark all that applied to their session.

Item #11a: Tutors used multiple (more than one) strategies that were listed with client.

YES 318 96.1%  NO 13 3.9%

Item #11: Strategies that were identified by the client that were used during his/her session. Listed in descending order. (# of responses/percentage)

- Explained content in a way that was easy to understand. (316/95.5%)
- Modeled a skill or problem and guided me to practice it. (249/75.2%)
- Questioned me and/or quizzed me. (247/74.6%)
- Provided me with visual aids (pictures, graphs) (194/58.6%)
- Asked me to restate things in my own words. (172/52.0%)
- Helped me learn study skills like note-taking, effective textbook reading, time management, test-taking, etc. (111/33.5%)
- Helped me make a study guide or practice test. (100/30.2%)
- Helped me identify and correct errors in writing. (94/28.4%)
- Helped me outline/organize reading material or notes. (88/26.6%)
- Provided me with other handouts. (77/23.3%)
- Modeled strategies for planning, drafting, revising, and/or editing my writing project. (56/16.9%)
- Helped me make flashcards. (28/8.5%)

Item #12: My tutor used appropriate strategies when I needed them.

YES 323 97.6%  NO 2 0.6%

Item #13: My tutor worked with me to assess my needs and goals.

YES 307 92.7%  NO 13 3.9%
Client Competence:

Item #14: I feel like I can now answer questions about the material in my own words, or write on my own, or work the problems on my own.

<table>
<thead>
<tr>
<th></th>
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<th>NO</th>
<th>N/A</th>
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<tbody>
<tr>
<td>YES</td>
<td>302</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>91.2</td>
<td>3.6</td>
<td></td>
</tr>
</tbody>
</table>

Item #15: Grade Improvement: (ONLY CLIENTS WHO HAD BEEN TO THE LEARNING CENTER FOR 5 OR MORE TUTORING SESSIONS FOR THE COURSE WERE ASKED TO ANSWER AND INDICATED WHAT THE BEGINNING GRADE PRIOR TO TUTORING AND CURRENT GRADE WERE. *n=224)

| Number indicating that their grade improved: | 125 | 55.8% |
| Number indicating that their grade decreased: | 8 | 3.6% |
| Number indicating that their grade stayed the same: | 56 | 25.0% |

Of those that indicated that their grade improved (125), 35 clients indicated that their grade improved more than one letter grade.

Learning Center Operation:

Item #16: The front desk staff (where I gave my ID number when I walked in the door) was friendly, efficient, and knowledgeable.

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<tr>
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<th>NO</th>
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<tbody>
<tr>
<td>YES</td>
<td>325</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>%</td>
<td>98.2</td>
<td>0%</td>
<td>0%</td>
</tr>
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</table>

Item #17: The Science and Humanities Desk, Math Desk, Writing Desk, or Student Strategies Desk (NOT your tutor), was friendly, efficient, and could accommodate my needs.

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<th>NO</th>
<th>N/A</th>
</tr>
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<tbody>
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<td>321</td>
<td>3</td>
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</tr>
<tr>
<td>%</td>
<td>97.0</td>
<td>0.9</td>
<td>0%</td>
</tr>
</tbody>
</table>

Item #18: If I needed it, I was provided with information about other resources in the Learning Center (such as a tutor for a different class or subject area, or a study session for Supplemental Instruction) or on campus (such as the Counseling Center, Academic Advising, Career Services, etc.).

<table>
<thead>
<tr>
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<tr>
<td>YES</td>
<td>214</td>
<td>9</td>
<td>97</td>
</tr>
<tr>
<td>%</td>
<td>64.7</td>
<td>2.7</td>
<td>29.3</td>
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</table>

Item #19: I would recommend the Learning Center to my friends.

<table>
<thead>
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<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>321</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>97.0</td>
<td>0.6</td>
<td></td>
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</table>

Item #20: I would use the Learning Center in the future for another course.

<table>
<thead>
<tr>
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<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
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<tbody>
<tr>
<td>YES</td>
<td>323</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>%</td>
<td>97.6</td>
<td>0.3</td>
<td>0%</td>
</tr>
</tbody>
</table>
Client Free Response:

Item #21: Suggestions I have for improvement of the Learning Center: (Total responses = 67, 20.2%)

Repeated responses:
- None/NA/No change: 25 (37.3%)
- More sessions per week: 7 (10.4%)
- More availability/times: 6 (9.0%)
- One-on-one tutoring: 5 (7.5%)
- More group tutoring: 3 (4.5%)
- More space/quiet: 2 (3.0%)
- Online scheduling: 2 (3.0%)
- Longer sessions: 2 (3.0%)
- Improve WiFi: 2 (3.0%)
- Have tutors for higher-level courses: 2 (3.0%)
- Let clients know who their tutor is: 2 (3.0%)

Unique Responses:
- Increase publicity to foreign students.
- Provide information to take away on strategies for planning a paper, writing a solid paper, etc.
- Give you a heads up if another person is going to join the session.
- More practice tests and quizzes.
- Use white boards for math problems. It's a great visual aid and my tutor uses it.
- Shorter sessions.
- Have general handouts for specific courses over important topics with visuals.
- Back-up tutors for possible absences.
- Notify clients by phone call instead of email that their tutoring session has been cancelled. There has been more than one time when I have driven 60 miles to find out my tutoring session was cancelled. Also need more biochemistry tutors.
- More general, non-class linked tutoring.
- Some things my tutor could do would be print things out like a quiz and further explain things that way.
- Tutoring for art classes.
- Online tutoring.
- Longer hours on Fridays.

-----------------------------------------------------------------------------------------------------------------------------

Item #22: Share your comments about your overall tutoring experience: (Total responses = 93, 28.1%)

#22: Overall Experience

It was great like always. I am a graduate student and have been using the Learning Center for four years. The people here have been so helpful.
Tutoring is very helpful for me.

It was fun. I learned many things that will help me in the future.

Great! Very helpful!

Great! Really helpful!

This is my second year using the Learning Center and it has really helped me understand the content I struggle with in my classes. My tutor was always willing to help and when he was unavailable I was given the option to work with different tutors. Everyone wanted to see me succeed.

The tutors are great and very resourceful. They are friendly and patient when it comes to helping students.

Great assistance! Truly beneficial!

I always see and feel great positivity. The tutors are friendly and helpful. They actually listen and explain better ways to improve.

Great! Glad I came.

This place is very efficient.

Tutoring helped me. I liked how he explained the concepts so I understand why I was doing each step.

Thanks for helping me!

Overall my tutor has been great with me and teaching me effectively.

I would prefer to be in a one-on-one tutoring session rather than a group. Several times now I’ve had other individuals join my tutoring session and I feel as if I was unable to accomplish all that I could have alone.

Having multiple students in one tutoring session is very unhelpful/frustrating. The tutor is great though.

Thank you!

It was good, thank you!

I have seen a huge improvement in my grade from when I took my first quiz to now. I will definitely keep coming.

Great!

My tutor helps me a lot. I just don't want to be tutored with another person during my time.

Very helpful.

Tutoring literally saved me in this class.

Very helpful. Improved my grade. I would recommend my tutor to others.

It was great.

Overall experience was great and I will be back.

It's been a joy working with people who make my goals seem possible.

You are all doing a great job. Keep up the good work.

I have used the learning center for history and math and I absolutely love it. Definitely helped me bring my grade up.

Overall it was very helpful!

Would recommend to anyone.

Very good.

My grade went down because I did not study enough not because of the tutor.
It’s helped me so much by working with Alex. I got a 100% on my first test thanks to Alex!

You're doing a great job!

I would have failed without the Learning Center; it’s a valuable resource!

It has greatly helped me improve and I really needed this.

It was helpful.

Great experience so far. I think the Learning Center is helping me succeed in my class and forces me to review material outside of class.

It was very good and helped me a lot. I will definitely be back.

Great!

Great!

It has been easy, safe, and extremely helpful.

It was a good un-stressful experience.

Keep up the good work.

The Learning Center tutors have helped me a lot and I'm more confident in my academic capabilities because of how great they've been!

I will continue using the Learning Center.

Good so far.

It has really helped me more than I thought possible! I will absolutely use the Learning Center for other subjects as needed.

Tutoring allows me to connect with other students in my class and share ideas and concepts.

My experience has been pleasurable and has helped me excel in school.

Tutoring is helping improved my grade and it is very appreciated.

I don't blame the Learning Center for me failing. Tutoring has been very helpful in my learning experience.

Great!

I have used the Learning Center for several other courses and always find it helpful to ask questions and review material.

It was awesome! Thank you!

This semester hasn't been as good as last semester because I have missed three sessions due to tutor cancellations.

Everyone at the Learning Center is very friendly and tries to help in every way possible.

Everyone is super friendly and I was never unhappy to come in.

My experience with tutoring has been great. Without it, my grades would not be what they are today.

Really great.

It has been excellent.

It was very pleasant and productive.

It has been great. My grade hasn’t improved, but I am trying.

The Learning Center is very helpful. Two out of my three tutors have helped me a lot.

Great.
I look forward to it and leave with a better understanding of the material.
Great! Doing so much better.
Extremely helpful.
This is my third class I've used the Learning Center for. I love coming here. I feel it truly helps.
Great, very helpful, and I know feel much more confident going into quizzes.
It's been great learning one step at a time.
Has helped a lot.
Great experience. The tutors really are a valuable key to my success.
Tutoring is helping me keep up with my studies.
It's a huge help. The tutors are great.
It's been amazing so far and I'm doing much better now than when I was doing before I had a tutor.
This is my fourth tutor and I think it really helps.
All of my tutoring experiences have been positive. I will continue to seek tutoring here in the future.
I have found that tutoring keeps me studying more frequently. It is harder to fall behind with weekly times set aside to realize what I need to study.
I have three different tutors in three different classes and all have been very helpful.
Really good at helping me further my learning.
Makes it fun and an easy learning process.
It has greatly helped. I have never gotten a B on a chemistry test, but after tutoring sessions I did and a 100% on a quiz.
I love the reminder emails and how friendly everyone is.
Love the Learning Center! Thank you!
I thought it was helpful and convenient. Helped me learn in ways I couldn't learn myself.
My tutoring experience is great.
Tutoring is something I look forward to every week because it helps me understand what is going on in my class. I don't know what I would do without it.
Very helpful.
I really like coming here. It was helpful.
So helpful and great.
Tutor Training

The Learning Center’s tutor training program is certified through the College Reading and Learning Association’s International Tutor Training Program Certification (ITTPC). ITTPC provides professionals with the opportunity to create, improve, and expand tutor training for a campus’ unique programs. CRLA-certified programs demonstrate high standards:

Certification provides recognition and positive reinforcement for tutors’ and mentors’ successful work;

Certification sets professional standards of skill and training for tutors and mentors;

Certification augments program credibility for administrators and institutions.

Level 1 (Regular), Level 2 (Advanced), and Level 3 (Master) require ten hours of training activities and 25 hours tutoring students. Training activities are varied and include observations, online modules, training videos, case studies, and other individual and group activities. Tutors are also required to attend in-services, which are training sessions that encourage critical thinking and interactive activities and role play. The topics for this year are listed below.

List of Tutor Training In-Services 2015-2016

Fall 2015

“ER in the LC: Triage, Treatment, and Intervention for the "Help! I Have A Test Tomorrow!" Clients”

“Working with Clients with Disabilities”

“Navigating the Non-Traditional”

Spring 2016

“Using your Learning Center Experience on Your Resume and in Interviews”

“Working with a Group of Clients: A Different Dynamic than One-On-One!”

“Teaching Study Skills to Your Clients”

“The Transition of the Tutor/Client Relationship from Professional to Personal”

Workshops/Learning Center Presentations

The Learning Center offered numerous workshops and presentations within classrooms and in the context of orientation, information fairs, conferences, and training. Topics included general information about Learning Center services as well as information about specific study strategies (studying for midterms, reading rate improvement, preparing for finals, learning styles, and reading textbooks).

Non-BSU Student Tutoring

The Learning Center has outreach to several students each year from Burris School, the Indiana Academy for Science, Mathematics and Humanities, area high schools whose students take Ball State credit classes, and Ball State Alumni.
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.

During 2015-2016, 631 study sessions were offered in 19 different courses. A total of 1,788 students attended study sessions for a total of 12,653 contact hours. The average final course grade of those students who attended SI was 3.17 as compared to 2.49 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 2015

Usage and Outcomes

Supplemental Instruction was offered in 10 different courses during Fall 2015. SI leaders served 65 different sections and 18 different faculty. A total of 2,300 students were registered in the courses for which SI was offered, and 1,095 (48%) attended at least one study session.

374 study sessions were offered, and there were 7,846 contact hours.

The mean number of study sessions attended by students was 5.7, and the mean size of study sessions was 9.8 students.

The mean final grade for students who attended study sessions was 2.9; the mean final grade of those who did not attend study sessions was 2.4. Thus, those who attended study sessions earned a half letter grade higher than their cohorts who did not attend SI study sessions.

The mean final grade for students who attended 1-4 study sessions was 2.7; for those who attended 5-7 study sessions, 2.9; for those who attended 8 or more study sessions, 3.3.

ANAT 201 study session attendance was 2,786 contact hours, which accounts for 36% of total attendance for Fall 2015. The mean size of study sessions was 63 students, but there were several occasions when over 150 students attended a session. All of the SI leaders in all courses did a fantastic job meeting the needs of different sized groups.

For NUR 330, 99% of the students registered for the class attended the study sessions.
Student Survey

All students who were registered for a course in which SI was offered received an email with a link to a Qualtrics survey. This survey asked questions about the efficacy of the SI leader and the SI program. The participation rate was 11%, so while the rate of return does not provide a large enough sample to draw general conclusions, the survey does give insight into individual students’ needs, criticisms, and appreciative comments.

The evaluations yielded the following feedback:

- 69% of the students who did not attend SI study sessions identified the reason as “The session times conflicted with my schedule.”
  The next most prevalent answer was “I preferred to study on my own” (57%) and “The course material was easy to understand and I didn’t need academic assistance” (26%).
- Students overwhelmingly identified that their SI leaders were enthusiastic about the subject matter and helping students, were skilled in getting students to actively participate, treated the students with kindness and respect and related to the students as peers, used appropriate handouts, visual aids, technology, stayed focused during the study sessions, and exhibited good classroom management.

Training and Graduate Assistant Support

New SI leaders received a two-hour training session prior to the beginning of the semester. In addition, each SI leader met with the coordinator to discuss progress, evaluations, attendance, and areas of improvement.

A graduate assistant, Brandi Kaiser, worked ten hours per week evaluating SI leaders’ study sessions and meeting with them to offer feedback. Each SI leader was evaluated three times this semester and provided with written and oral feedback. Each SI leader was also videotaped during part of one of his/her sessions.
<table>
<thead>
<tr>
<th>Subject/Section</th>
<th>Instructor/Staff Leader</th>
<th>Total Enrollments</th>
<th>Total Sessions Offered</th>
<th>Total Number and Percentage Attending SI</th>
<th>Total Contact Hours</th>
<th>Mean Number of Sessions Attended by SI Participants</th>
<th>Mean Final Grade of Those Who Attended 1-4 Study Sessions</th>
<th>Mean Final Grade of Those Who Attended 5+ Study Sessions</th>
<th>Mean Final Grade of Those Who Attended a Mix of Study Sessions</th>
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<tr>
<td>AMMT 201-202-319</td>
<td>Wilkins/Emily, Abby, Lisa</td>
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<td>40</td>
<td>280/77</td>
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<td>11</td>
<td>70/79</td>
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<td>48/66</td>
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<td>3.0</td>
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<td>33</td>
<td>85/29</td>
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<td>118</td>
<td>31</td>
<td>87/30</td>
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<td>2.9</td>
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<tr>
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<td>17</td>
<td>60/35</td>
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<td>280</td>
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</table>

**Difference from SI to Non-SI Group**
Spring 2016

Usage and Outcomes

Supplemental Instruction was offered in nine different courses during Spring 2016. SI leaders served 71 different sections and 15 different faculty.

A total of 2,613 students were registered in the courses for which SI was offered, and 693 (27%) attended at least one study session.

297 study sessions were offered, and there were 4,807 contact hours.

The mean number of study sessions attended by students was 6.3, and the main size of study sessions was 6.6 students.

The mean final grade for students who attended study sessions was 3.44; the mean final grade of those who did not attend study sessions was 2.57. Thus, those who attended study sessions earned almost a full letter grade higher than their cohorts who did not attend SI study sessions.

SI Contact Hours Spring 2016

- History 150 (Ayalon): 149 hours
- Psychology 100 (Truelove): 159 hours
- History 150 (Neel): 171 hours
- Biology 111 (Bruns/Metzler/Kane): 218 hours
- Biology 113 (Bernstein): 231 hours
- Chemistry 231 (Jeske): 268 hours
- Music History 100 (McConnell): 367 hours
- Nursing 330 (Flynn): 487 hours
- Anatomy (Wilkins): 1137 hours
- Nursing 340 (Osborne): 807 hours
- History 150 (Alves): 550 hours
Student Survey

Refer to “SI Client Evaluation Qualtrics Survey Spring 2016” for more details.

All students who were registered for a course in which SI was offered received an email with a link to a Qualtrics survey. This survey asked questions about the efficacy of the SI leader and the SI program. The participation rate was only 4%, so while the rate of return does not provide a large enough sample to draw general conclusions, the survey does give insight into individual students’ needs, criticisms, and appreciative comments.

The evaluations yielded the following feedback:

- 78% of the students who did not attend SI study sessions identified the reason as “The session times conflicted with my schedule.”
- Students overwhelmingly identified that their SI leaders were enthusiastic about the subject matter and helping students, were skilled in getting students to actively participate, treated the students with kindness and respect and related to the students as peers, used appropriate handouts, visual aids, technology, stayed focused during the study sessions, and exhibited good classroom management.

Training and Graduate Assistant Support

New SI leaders received a two-hour training session prior to the beginning of the semester. In addition, each SI leader met with the coordinator to discuss progress, evaluations, attendance, and areas of improvement.

A graduate assistant, Josh Smith, worked ten hours per week evaluating SI leaders’ study sessions and meeting with them to offer feedback. Each SI leader was evaluated three times this semester and provided with written and oral feedback. Each SI leader was also videotaped during part of one of his/her sessions.
<table>
<thead>
<tr>
<th>Subject/Section</th>
<th>Instructor/ST Leader</th>
<th>Total Enrollment</th>
<th>Total Sessions Offered</th>
<th>Total Number and Percentage Attending SI</th>
<th>Total Contact Hours</th>
<th>Mean Session Size</th>
<th>Mean First Grade of Those Who Attended 1-4 Study Sessions</th>
<th>Mean Final Grade of Those Who Attended 5+ Study Sessions</th>
<th>Mean Final Grade of Non-SI Participants</th>
<th>Difference from SI to Non-SI Group</th>
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<tbody>
<tr>
<td>ANAT 201.1-16</td>
<td>Wilkins/Straw</td>
<td>320</td>
<td>23</td>
<td>154/48%</td>
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<td>2.77</td>
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<td>Bruns, Metter, Keene/Matin</td>
<td>303</td>
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<td>Berretti/Arntz</td>
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<td>49/34%</td>
<td>110</td>
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<td>Neel/Chir</td>
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<td>171</td>
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<td>Friederich/Clark</td>
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<td><strong>GRAND TOTALS</strong></td>
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<td><strong>2,613</strong></td>
<td><strong>297</strong></td>
<td><strong>699/27%</strong></td>
<td><strong>8,604</strong></td>
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<td><strong>6.69</strong></td>
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</table>
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 2015 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.

Jennifer Haley has earned Level IV (Lifetime) certification. Robert Plienis earned Level II certification.

Grants

Discovery Grant “Making Algebra Add Up”

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 eighth 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.