Academic Support Services During a Pandemic: Yep, We’re Still Here

There are the occasional pauses as screens are shared and the cumbersome whiteboard scribbling commences. Pets wander in and out of the picture. Residence hall rooms and makeshift offices in apartments are on display for all to see. All of this is so very different from the bustling Learning Center atmosphere with face-to-face interaction.

But the core of what the Learning Center’s extraordinary student staff does so well has not changed at all. Peers help peers through difficult classes by sharing study techniques, discussing content, and providing guided practice.

Tutoring, Supplemental Instruction, and Academic Coaching performed a backflip in mid-March as all programming was transitioned online. Scheduling, training, new appointment-making procedures, developing virtual platforms...all of this was accomplished in less than two weeks. It wasn’t perfect, but as students found themselves hunkered down during the Stay-At-Home order with faculty endeavoring to shift courses online, Learning Center students were there to provide support.

There has been a silver lining: even after the pandemic ends, online services will continue alongside face-to-face offerings. Virtual academic support is convenient for students, especially our commuter and off-campus students, and our staff is well-trained and ready!

To make an appointment with a tutor or Academic Coach, visit ballstate.go-redrock.com and sign in with your Ball State credentials. You can also visit my.bsu.edu and click on TutorTrac.
LC Usage During the Pandemic: Is Anyone Even Using our Services? YES!

The following usage reports reflect activity from August 31, 2020—October 31, 2020.

Fall 2020 looks a whole lot different from Fall 2019. COVID. We can’t wait until it’s over, but we’re not hiding under the blankets until then.

But imagine trying to conduct a tutoring session in person, seated six feet apart, without sharing materials. Just not going to happen!

And our hugely successful math and chemistry satellite drop-in locations have been paused for 2020-2021.

Fortunately, our student staff is BRILLIANT! We’ve moved all services online through WebEx, Zoom, and other handy tools. We are there for students!

We will continue virtual programming for Spring 2021.

We are thrilled to know that students who want academic success services still have those services right at their fingertips!

We measure our success by paying attention to student feedback and giving 100% effort to make sure all students know how to get a tutoring or Academic Coaching appointment and how to attend SI study sessions.

“EMILY (CHEM 231 SI leader) IS AWESOME!! She has helped me understand so many topics in one of the hardest classes at BSU. She was so knowledgeable about each topic it was insane how much she knows! You can tell how passionate she is about each topic too. I wish I had someone like this for all my classes!”
LC Programming During the Pandemic: How Do We Measure Success? Student Feedback!

“Natalie has been so very helpful and resourceful! Amazing person and tutor.”

“Hannah is very nice. I appreciate all the help she is giving me. I am now able to do work on my own. My grades have improved drastically in the past few weeks thanks to her. She is so helpful.”

“I love Natalie. She is literally saving my grade right now.”

“Would recommend Sara to anyone.”

“Elaine is very helpful! She's doing great :))”

“I am very grateful for this service!!”

“Grace is a fantastic tutor who has helped me a lot this semester!”

“Morgan is very nice and a very good tutor. I would use her for all my other classes.”

“I enjoy working and being tutored by students rather than professors.”

“Jess is a very nice person who helps me prepare for assessments, do homework, and go over material.”

“Grace is awesome!!!”

“Dan was great to work with I feel more caught up with the information now.”

“Ethan is very knowledgeable in theory and has been super helpful.”

“Natalie helped me so much, this is the first time in weeks I actually understand my material. She broke everything down for me in a manner I understood!”

“Shania is really knowledgeable and great at making sure I’m understanding what she’s explaining. Gives really good examples and is kind if she asks me a question and I get it wrong and then goes on to explain it until I understand!”

“Annamarie helped so much narrowing down my topic for my term paper and helping me write a hypothesis. She understood my difficulty making my hypothesis sound right and helped me word it correctly. I would have been in tears frustrated without her help. Thanks Annamarie!”

“Sara is AWESOME! She is so patient and always tries to explain very tricky stuff for me.”

“Great tutor, really knows what he is talking about and knows strategies to provide as alternatives if the student is struggling with the teacher’s explanation.”

“Maddi was super helpful and easy to engage with, I will definitely be making more appointments my whole experience was great! The reminder emails and support links were great.”

“I love my tutoring each week!!! I could not be successful without it.”
Supplemental Instruction Student Feedback

Check out student feedback for the following SI leaders!

Rachel Ling (CHEM 101):
“I felt that the SI sessions were a great tool, they helped me a lot. I feel like times when I understood the material I would still go because then it was almost like another form or studying and review. But also times that I didn’t understand the material Rachel was great in explaining the material in a different way. I definitely enjoyed going to SI I meet great people and loved going twice a week!”

Abby Bourne (BIO 111):
“Abby was great with SI sessions. It helped me understand concepts I wasn’t confident about and she just covered that up and helped me be confident in the material!”

Emily Schmidt (CHEM 231):
“EMILY IS AWESOME!! She has helped me understand so many topics in one of the hardest classes at BSU. She was so knowledgeable about each topic it was insane how much she knows! You can tell how passionate she is about each topic too. I wish I had someone like this for all my classes!”

Mikaela Walters (NUR 340):
“I loved having Mikaela as the SI leader. She was so knowledgeable and helpful. I thought the SI sessions were very informative and I truly think they improved my grade. I would recommend Mikaela to anyone!”

Emily Ireland (MATH 201):
“Emily is an amazing SI! She really enjoys helping us out and expanding on what Ms. Miller taught. She makes very creative games that help us practice the material.”
Meet Our New Professional Staff

With the departure of former Tutoring/Academic Coaching Coordinator Elizabeth Fallon in July 2019, two new positions were formed: Tutoring Coordinator and Supplemental Instruction/Academic Coaching Coordinator. Throughout Fall 2019, the searches commenced, and we are so pleased to introduce Kaley Sorg, Tutoring Coordinator, and Vince Reighard, Supplemental Instruction/Academic Coaching Coordinator.

My name is Kaley Sorg, and I’m the newly hired Tutoring Coordinator for the Ball State Learning Center. I completed my B.A. and M.A. degrees at Ball State and worked as a front desk assistant and graduate assistant in the Learning Center during that time. After graduating, I worked as a middle/high school guidance counselor, an academic advisor at Ivy Tech Community College, and then spent six years working as a freshman academic advisor at Ball State. Now I’m back at the Learning Center, bringing my career path full circle!

Due to the pandemic, we transitioned all of our Learning Center programs online in a very short amount of time. The transition to online tutoring has been a series of trial and error, but our tutors and graduate assistants have done an amazing job adapting to our new environment and working through all of the obstacles that have been thrown at them.

My first year on the job has not been anything close to what I expected given the circumstances, but I’m extremely proud of what the Learning Center has been able to accomplish to continue to serve our students during this difficult time.

I’m Vince Reighard, and I’m the new Supplemental Instruction and Academic Coaching Coordinator. I’m continually impressed and inspired by the dedication and ingenuity of the Learning Center’s SI Leaders and Academic Coaches.

Due to the COVID-19 pandemic, our Supplemental Instruction Leaders had to adjust on the fly in adapting their sessions to an online format. Thanks to their tireless, creative efforts, they were able to continue providing much needed support to Ball State students enrolled in some of the most difficult courses on campus. Though the need to move sessions online was born out of necessity, it has carried significant benefits. The most important of these is that attending SI sessions is now easier than ever for a greater range of students, such as commuter, nontraditional, and online students. It has also given SI Leaders increased flexibility in planning and carrying out their sessions. Though the changes to campus life brought by the pandemic have led to many students feeling more disconnected from one another, there have been meaningful opportunities for collaboration between SI Leaders in closely related disciplines as they have carried out their mid-semester trainings and observations of one another.

This Spring, SI programming will continue to take place almost exclusively online. In Fall 2021, we hope to be able to schedule the majority of our sessions in traditional classroom settings, but we expect all SI Leaders will continue to make themselves available in at least one online office hour or session each week for all semesters moving forward. This will allow the program to blend and combine the various benefits of both in-person and online sessions. Though the past several months have brought many changes and surprises, our SI Leaders continue to adapt and exhibit the creativity and dedication necessary to overcome any challenges.

Previously, I spent time as a Learning Center Tutoring Desk Graduate Assistant as well as an instructor at Baylor University, Northwest Christian University, and Indiana Wesleyan University.
Thriving Online During the Pandemic: Words of Wisdom from our Student Staff

Our busy student staff take time out to describe their experiences tutoring online and to share some words of wisdom for surviving and thriving academically during the COVID-19 pandemic.

Lucas VanMatre
Business Tutor

I had a client sign up for an appointment after struggling with their first quiz/test. We quickly turned it into a weekly WebEx appointment where we go over concepts covered in the course, do PowerPoints, or practice problems in preparation for quizzes. They now are confident in the course material and doing well in the class!

You take for granted how much information you can convey face to face while in-person. At first I struggled picking up when a client was maybe frustrated or zoning out. It was also difficult to explain complex concepts or ideas through WebEx. Now I have found useful ways to keep client attention and to use PowerPoints for visual aids to explain some of the harder concepts.

I would suggest still trying to keep to a schedule. I work from home and almost all of my classes are online so it’s important to still have some structure.

Karina Kasmauskis
Spanish Tutor

A client of mine was a bit uncertain on a topic, but once I began to walk them through it (or, encourage them as they went through it themselves step by step), they began to feel more comfortable and understand the concept more confidently. Starting from the beginning and allowing them to process the information and take time to fully get it in their own terms was helpful in allowing them to apply it!

It is a bit harder to work on similar materials and share resources or show concepts. But using the “share screen” feature is helpful in being able to see the same thing my client can see. I also use a physical whiteboard, which is helpful to show concepts; you just need to make sure you mirror your screen when you do this.

The best advice I can give is to talk to your professor if you are confused or unsure of a concept. If you don’t have in person classes especially, professors have no way of knowing if you need clarification, so talking to them helps them too!
My greatest success story is having clients make weekly appointments with me. One of my actual success stories is from Math 125. Multiple clients had come in about the financial unit with questions about the credit card problems. It is traditionally one of the most confusing and time-consuming problems in Math 125. One of my clients came in and was genuinely lost and confused on the problems and how many steps they actually had to do. At the beginning of the session we worked on example problems together, and by the end of the session they were leading me through the problems and were getting all of the answers correct.

Tutoring online is extremely difficult due to technical difficulties, not having the ability to read a client’s body language, and sometimes not being able to see the client’s face. I am also not used to working with clients in an hour-long session or on things other than Math 125 since I was a drop-in satellite tutor pre-Covid. I have learned to adjust by having the students share their screen with me, send materials, and ask about their courses while figuring out technology. I also have been using the chat function and whiteboard function to help emphasize important points.

The advice I have for students taking online courses is to utilize TAs, GAs, and their professors. Everyone has been learning how to work through this year together. It is also important to set a schedule for each course, so even if you do not meet over Zoom you are able to stay up to date on homework and notes. Making tutoring appointments is also helpful because it is easier to share materials. Also, once you learn how your class is formatted, look ahead to future assignments so you know what to expect and are not surprised when your professor sends you an email saying “Don’t forget the exam is due tonight” or “Your paper is due tomorrow at 11:59pm”.

While I haven’t had any clients on Zoom, I spend a lot of time creating my tutoring videos, and I hope a lot of people have been utilizing them!

I get a lot less clients online for sure, but I can only imagine the hardships of tutoring online. It’s weird working from home, but I’m just so thankful that we’ve adjusted and adapted during the pandemic.

I know it can be hard to focus or give your all during this time, but keep your head up! I suggest making yourself a schedule and sticking to it to gain a sense of normalcy and to hold yourself accountable for your school work.
I am a Senior in CJC and Biology, working as a level one tutor virtually from my apartment. I left for my hometown after the pandemic started, and I did not begin virtual tutoring until the beginning of this semester.

Already, I am seeing that the students of BSU are a resilient bunch, adapting to virtual classes and tutoring and doing it in stride. I have two success stories to tell so far. One student joined the LC for reoccurring virtual tutoring early this year, getting a jump on classes, and reviewing study guides before the first exam. The student’s grade on the exam was a solid letter grade above expectations. Very good! Another student joined after first exams. They didn’t do as well as they hoped, so the professor recommended to get tutoring to help. Their study habits have since improved, and they did much better on the practice exam for their second exam. We learnt that they struggle with application skills, so we have started to develop them by going over example problems where I walk them through a situation, and they must make the big decisions on which way to answer.

Tutoring online is quite similar in function to tutoring in-person, what differs is form. Instead of using clipboards and expo markers to draw verb synopses and cladograms, we do so through MS paint. Instead of booting up a PC or tablet to review a quiz or exam, a student can use the Share Content button in WebEx to show me their screen virtually.

My best advice for online courses is to develop time management skills. Many students had their schedules prebuilt in high school by a structured school day and extracurriculars. Now, especially with classes that are asynchronous, they must find the time to complete coursework on their own. Trust me when I say the 6-8 hours professors recommend devoting out of class time is useful. Build a schedule for independent study early, make sure it works for you, and stick to it!

The greatest thing is still being able to hear the excitement in a student’s voice when they finally completely understand something, since normally their cameras are off and I don’t get to see the students. I thought going online through Zoom was going to be a nightmare, but after considering the positives of not having to be on campus or actually walk to the classroom, it got a little better. I tried different things that seemed to really work for me and my students, like starting a Google classroom.

My advice would be to stay on top of your assignments and email your professors when you have questions. It can be hard to be able to learn online and not be able to ask questions during class.
My biggest success story is when I had a client have a “light bulb” moment balancing chemical equations and was so confident going into their next exam!

Tutoring online does present challenges, but finding the solutions is so rewarding. Screen sharing and scanning documents are life savers.

The advice I would give students right now is to keep a tight schedule. It will make school work less overwhelming and easier to grasp. Take a deep breath!

These are unprecedented times, and we are all struggling in some way, but we will get through this!

Since I began working with the learning center, I have been able to interact with many students, particularly ones in the MATH 202 course. A client was struggling with alternate interior and exterior angles, and how to find their values. I worked with them through a few practice problems, and we got to the point where my client was able to explain the whole process to me correctly. She went from being completely confused about the topic to mastering most of it within our first session. It is incredible to see how much of a difference one on one help can make.

While I have never formally tutored face to face, working with someone on math problems through a screen is considerably more difficult than being able to work on the same paper. In many of my sessions, I use Microsoft Word or PowerPoint to draw and explain how I am working through a problem. Drawing shapes and using different colors is a way that I have adjusted to tutoring math virtually. Since I did not have experience before this, I have not had to adjust as much as someone who was used to tutoring in person. I learned how to tutor virtually at the same time I was learning the tutoring basics.

The main advice I have for students to succeed in virtual classes is be organized. I have a planner exclusively for homework and classes. This keeps those dates separate from club meetings and other events I need to remember. I also color code my classes and their due dates to make sure I never miss one. Having a centralized place to keep dates straight will help you keep up in classes and plan your time management for future tests and assignments.
With one of my clients, they were having trouble understanding a Chemistry concept that would be present on their exam. As I tried my best to explain the concept verbally, I could see the look of confusion on their face. So, I decided to alter my explanation. Using the screen share function on WebEx, I pulled up a OneNote page where I proceeded to draw out the Chemistry concept. As I explained the drawing, my client informed me that it finally clicked for them. The combination of a verbal and visual explanation greatly affected my clients' comprehension, and in our next session together, I was happy to hear that they did not struggle with this concept during their exam.

For me, this is my first semester as a tutor. I haven’t had experience tutoring clients in-person, yet I’ve noticed some difficulties that are a result of being online. A major issue I’ve had concerns the clients I tutor in Chemistry. They typically ask questions about how to solve a certain problem, but because our session is not in-person, it’s harder to review their work. In-person, I would be able to see where the client was making a mistake and provide guidance from there. In this virtual environment though, I’ve made adjustments to overcome this issue. Most of my clients’ homework is available on their Canvas page so I first have them share the assignment with my screen. Now that I can see the problem, I then suggest that we both attempt to solve the question and compare our work together during each step of the problem. If we have different answers, I then share my screen with a OneNote page and draw out my work for the client. Here, they can see where they went wrong and try to adjust their work to figure out the problem. This process is a bit more tedious since we’re online for the semester, however I’ve found that a combination of a verbal and visual explanation has worked well in guiding my clients toward comprehension.

Even though most classes are online this semester, I’d advise students to reach out to their professors or TAs with any questions or concerns they have regarding the class. Whether it be through in-person office hours, WebEx meetings, or simply an email, professors and TAs are excellent resources that can provide more clarity. Right now, it may be difficult to contact your professors, however they are there for you. No matter how trivial or complex the question is, reaching out to professors and TAs can help relieve confusion. I’d recommend that a student should be proactive and ask their professors questions since they are such a helpful resource.
One unique challenge I have faced this semester is studying itself. As someone who does a lot better with in person classes, going all online (aside from clinicals) has been a challenge. Since we no longer have lectures, most of my classes use media sites or recorded PowerPoints in place of lecture. I have found I have to listen to those 2-3 times before I can retain the information like I would if I were to have heard it in an in-person lecture. With that being said, time management has been another challenge. I have to allow more time to study now, so even though I don’t have to leave my house for class, my ‘class time’ takes up a longer portion of my day.

**Struggling with going to online classes and time management seems to be a common theme, not just for nursing students but all students. I know that SI has helped students make the transition from in-person to online easier. For a lot of my sessions, I’ve made condensed lectures; that way students can hear the important information multiple times. Students have said this has been helpful with media sites and power point presentation lectures.**
Meet our Master Tutors!

Learning Center tutors are required to complete two levels of rigorous training (a third level is recommended, but not required). As part of their training, tutors are required to read tutoring case studies, observe one-on-one and group tutoring sessions, attend professional development in-services, review key tutoring techniques and Learning Center/Ball State policies, participate in evaluations by Learning Center GAs, and complete a minimum of 25 hours of tutoring per level. Tutors complete one level of training per semester in addition tutoring, on average, 8-10 hours a week.

Four of our current tutors, Annamarie Clobuciar, Elaine Wolfe, Sierra Reichelderfer, and Lucas VanMatre, have completed the optional third level of training and are certified as Master Tutors.

Master Tutors, in addition to completing the training requirements outlined above, must complete a special project. Master Tutor projects include, but are not limited to, creating tutoring materials/manipulatives to be used by other Learning Center tutors, leading a professional development in-service, or providing leadership/mentoring to new tutors. Our Master Tutors serve as excellent professional role models for all of the Learning Center tutors!
Meet an outstanding veteran SI leader!

Supplemental Instruction is a program that targets historically difficult courses and places SI leaders in those courses. SI leaders have already successfully completed the course and go through rigorous training to learn interactive teaching methods. SI leaders hold 2-3 study sessions per week and utilize learning tools such as games, visual aids, study guides, and discussions to help the students learn the material together.

All of our SI leaders are outstanding, and we’re introducing one here!

I’ve been an SI Leader at the Learning Center since the Fall of 2018, so I’m currently in my 5th semester! I was also a Math Satellite Tutor in Fall 2019 and Spring 2020. I think in total I’ve worked for 6 professors as an SI so far!

One overall success I’ve seen this semester is an increase in attendance for MATH 132! I’ve had so many students tell me how nice it is to Zoom in to a session instead of having to come back to campus from their home/dorm. This semester, I’m working with four professors, all of which are online! Some students just don’t absorb the material as well in online delivery, so when a frustrated student learns while getting one-on-one help from me in my office hours or participating in an activity during a session, I feel like I’m really making a difference. This has always been a rewarding job but especially in the current world with so much uncertainties and stresses, I am so happy and thankful to be helping students and making a difference.

I have also really enjoyed mentoring Rachel Vogelsang, a new SI Leader! We are both in the Miller Business Honors Program, so we already somewhat knew each other, which makes co-leading sessions even better. It’s been awesome to pass along everything I’ve learned over the years, but I’ve also gotten to learn from her by watching her flawlessly execute new ideas and activities.

I couldn’t even begin to describe all of the academic and professional development I’ve gained as an employee at the Learning Center. I’ve honed my studying and critical thinking skills after learning what it takes to “teach” material, how to manage my time, and how invaluable my peers can be. As an SI and Satellite Tutor, I’m always surrounded by like-minded students who push others to do their best, as well as bosses/supervisors who encourage, help, and motivate us.

Professionally, I’ve learned how to work with every type of person imaginable, that nothing is unsolvable, and there’s always another way to tackle a problem. As I’m wrapping up my last year of my undergraduate degree while also taking graduate courses, I’ve never been so thankful for the skills I’ve learned during my time at the LC, and I know I can apply them as I start graduate school here at Ball State full-time in the summer and into my career.

I know I wouldn’t be the person I am today without the Learning Center!
Student Staff Hall of Fame

Our Most Utilized Tutors as of 10/26/2020

Shania Swigler – 127 visits

BIO 111, 112, 210, 214, 215; CHEM 111, 112, 225, 231, 463; PHYS 215; PSYS 100; SOC 100

Elaine Wolfe – 112 visits

PHYC 100, 101, 110, 112, 120, 122, 450

Morgan Adkins – 104 visits

BIO 111, 112; CHEM 100, 101, 111, 112; COMM 210; DANC 100; FIN 101; HIST 150; MATH 108, 111, 125, 161; PSYS 100; GRE Math, Writing

Hannah Flanagan – 103 visits

ANAT 201, MATH 132, 161, SP 101, 102, 201, 202

Ethan Hetrick – 92 visits

BIO 100, 111, 112, 113, 214, 215, 216, 313, 341; CHEM 100, 101, 111, 112, 231, 232, 461, 463; MATH 161; MUST 250; PHYC 110; PSYS 100; SOC 100; SP 101, 102, 201, 202, 301, 302; writing, GRE math

Lucas VanMatre – 80 visits

ACC 201, 202; BL260; ECON 116, 201, 202, 311; FIN 101, 300; ISOM 125; MKG 300; MGT 300
Meet our front line workers: the fabulous student assistants!

These brave souls work in the Learning Center (NQ 350) this semester, directing students to the right place, disseminating information, answering the phone, and staffing our Live Chat. Masks are worn at all times, social distancing is followed, Plexiglas barriers are in place, and a LOT of sanitizing happens on a daily basis!

I have worked at the Learning Center for a total of 5 semesters, with this current semester being semester number 6. I worked at the Tutoring Desk, as a Tutoring Desk Assistant, for 2.5 years during my undergraduate career. Currently, I work at the Front Desk. I assist with providing general information about the Learning Center to the Ball State community. During the Spring 2021 Semester, I am moving back over to the Tutoring Desk, where I will be a Graduate Assistant. The Learning Center has been a huge part of life during both my undergraduate and graduate careers at Ball State University. The people I have met and the lessons I have learned – I will remember forever!

Major: Speech-Language Pathology
Hometown: Osceola, IN
Future Plans: Following the Spring 2021 semester, I plan to return to my hometown to complete my medical and school externships. I will graduate in December 2021 with a Master of Arts in Speech-Language Pathology. Following graduation, I plan to look for a job as a school-based Speech-Language Pathologist.
Meet our front line workers: the fabulous student assistants!

Claudia Heitkamp
Student Assistant

Major: Speech Language Pathology
From: Saint Henry, OH

Future plans: After graduating in the spring, I will be attending graduate school to pursue my masters in speech language pathology. My end goal is to work in a hospital working with individuals of all ages at rehabilitating their speech, swallowing and cognitive skills. I would also love to work at the outpatient clinic within the hospital working with outpatient clients providing assessment and therapy.

Claudia has worked at the Learning Center for a total of six semesters! She works at the Front Desk as a Student Assistant, answering questions regarding Learning Center programming, directing people to the handouts on the table, including how to make and cancel a tutoring or Academic Coaching appointment and the SI schedule, as well as staffing the Live Chat to answer general questions about the Learning Center.

Courtney Schott
Student Assistant

Major: Nursing
From: Maria Stein, OH

Future Plans: After graduation she plans to work as a nurse in either Indianapolis or Texas. Not sure of what specialty she wants to work in yet, but she has shown great interest in pediatric nursing. Long term goal of hers is to work in intensive care unit.

Courtney has worked at the Learning Center for a total of six semesters! She works at the Front Desk, as a Student Assistant, providing information about the Learning Center to the Ball State community, including using TutorTrac to check clients in for appointments, as well as staffing the Live Chat on our website.
Thank You to These Departing Student Staff!

Saying goodbye is not fun, especially when the goodbyes are virtual and some students have been around for quite some time!

Graduation, internships, student teaching, nursing临床s, different opportunities…whatever the reason, we wish our student staff the best of luck. You won’t need it, though, because you are AWESOME!

Thank you so much! You have made a difference in the lives of others.

**Graduate Assistants**
Mallory Polter, Tutoring Desk
Grace Missi, Tutoring Desk

**Tutors**
Grace Belford
Mackenzie Clark
Anna Easlick
Alex Eisenmenger
Hannah Flanagan
Andrew Gadlage
Karina Kasmauskis
Corey Keplinger
Katie Knight
Olivia Meyers
Olivia Morgan

*Goodbye and Good Luck*
Ball State University is dedicated to providing appropriate accommodations for students with disabilities. The Learning Center (LC) is very pleased to be a part of the team that helps to provide these accommodations. The LC houses a testing suite which includes distraction-reduced environments and adaptive technology. The Testing Desk also provides other accommodations such as: extended time, scribes for exam questions, oral administration of exam questions, and enlarged print. Recommendations for accommodations are made by Disability Services and are listed in a letter of accommodation.

In this strange and uncertain time, the Testing Desk is excited to be operating in person! As always, the well-being of our clients is our top priority. All students who take exams in the Learning Center are required to wear face masks while maintaining an appropriate distance from other clients and proctors. In addition to scheduling, greeting, and proctoring, Testing Desk GAs make sure to regularly disinfect all testing spaces. These new safety precautions have required us to creatively use any and all available space! As always, we’re grateful to our partners (Disability Services, the Accessible Computer Technology Lab, and faculty/students across campus) for their support and flexibility.

Our three BRAND NEW and dedicated GAs will be happy to provide a (masked) tour of our testing space and answer any questions you have in regard to our services and policies. Feel free to call (765-285-3779) or visit the desk in person (North Quad 350)!

The Learning Center Testing Desk is open through Tuesday, November 24, Monday-Friday, 8AM-5PM.
I'm Alexis, and I have worked at the Learning Center for about four years. I started during my Sophomore year as a history and study skills tutor and became an Academic Coach once I started my master’s program.

My favorite part of the job is connecting students to resources that they need to succeed and helping students to realize that they are capable of reaching their goals!

Things have looked a little different this year with all of our appointments being online, but I still really enjoy getting to work with students, even if it's remotely. I've learned a lot and developed useful skills during my time here, and my hope is to continue using these skills after graduating in my future work with students at the K-12 level.

I am a second year Clinical Mental Health Counseling and Social Psychology dual Master’s Student. I’m currently on internship in Northeast Indiana at an outpatient mental health center, while still fulfilling the enjoyable and exciting duties of an Academic Coach!

As an Academic Coach, I assist students (undergraduate and graduate) to achieve their desired educational success. Whether that be through helping them develop effective study skills, acquire/or enhance time management capabilities, or even identify other campus services to best serve the students I see, there are a lot of things that I get to work on with those I meet.

My favorite thing to work on with students is time management, followed by giving presentations about the Learning Center—and Coaching specifically. My favorite thing about the job itself is feeling connected with the campus, and having good rapport with the students I meet. It is so rewarding hearing the successes students have after they receive the help they are wanting.
“Hi! My name is Malorie McLain and I am a second-year graduate student in the Master’s in Rehabilitation Counseling program, where I specialize in counseling individuals with disabilities and chronic illnesses. With this, I have truly loved my graduate assistantship position at the Testing Desk! Being able to interact and work with a very diverse group of students has been truly meaningful, and getting to work alongside a great group of employees, other graduate assistants, and students who proctor has been wonderful! My current plan is to graduate in July 2021 with my Master’s and I hope to then pursue a PhD in Counseling Psychology starting next Fall.”
My name is Mallory and I am a GA at the LC Tutoring Desk. My job consists of making appointments, troubleshooting client/tutor questions, collecting attendance data, and so much more.

I have been a part of the LC team for 9 semesters now! Due to transiting online, our job has definitely changed, but we have successfully transitioned tutoring online and provide needed resources to Ball State students day in and day out.

I am currently studying to become a speech-language pathologist. After school, my plan is to travel the world while helping others by becoming a traveling speech therapist.

Mallory Polter
Tutoring Desk GA

As a graduate assistant at the Learning Center, my role is to oversee tutors and schedule their appointments, while also balancing background tasks that help keep the LC running smoothly.

This role has changed a lot over the past year with COVID. Since going remote, my job is still to manage appointments and schedule appointments for students to receive tutoring. However, since we are not all in one building, overseeing tutoring appointments has been very different.

I miss seeing our numerous tutors and the faces of those they help!

Grace Missi
Tutoring Desk GA
Hi! My name is Julianna and I serve as one of the Ball State Learning Center GAs in our Tutoring area. I have the great pleasure of helping our students find and book tutoring sessions with our amazing tutors.

Since COVID, tutoring has moved online, but that hasn’t stopped our resources from helping students. We still offer tutoring via WebEx and book students for help in all areas.

I also run the Learning Center social media and keep our followers up-to-date on all the cool things we do - give us a follow @ballstatelc or like us on Facebook!

I plan to graduate in the Spring of 2021 with my Masters in Music and hope to start working in my field.

My name is Thomas, and I am a Graduate Assistant here at the Learning Center.

My job here, in addition to other Tutoring Desk duties, is the Tutor Liaison. I send emails to tutors individually to check up on how remote tutoring is going.

I also help new tutors feel more ready for tutoring by reaching out to them about policies here, and other general information about the LC and tutoring.

The big difference I am getting used to is not being at the Learning Center this semester. It is hard to get to know everyone while I’m sitting at my kitchen table eating cereal!

Julianna Shamel
Tutoring Desk GA

Thomas Peters
Tutoring Desk GA
My name is Teal, and I'm a Tutoring Desk Graduate Assistant this year. I am getting a dual master’s in Clinical Mental Health Counseling and Social Psychology here at Ball State, and this is my second year in my program.

Last year, I was a GA for the Office of Health, Alcohol, and Drug Education, so this is my first year at the Learning Center and I learned my entire job online! I have literally only met one of my coworkers and my supervisor once in person, because we work completely virtually. Other than being an extrovert and missing being around people, being online at the Learning Center has been effective, smooth, pain-free, and helpful for my crazy graduate student schedule!

After I graduate in May, I will either be going on to a doctorate program in Counseling Psychology or getting licensed to work as a master's level therapist somewhere near the Carolinas. I am so grateful for my time so far at the Learning Center, and I’m sure it will prepare me to not only do detail-oriented, supervisory work in my future career, but also to be flexible and effective in a completely virtual environment!

My name is Sarah and I am a GA at the LC Testing Desk. I am in my third semester of graduate school studying speech-language pathology. Before I started graduate school, I worked as a tutor for the Learning Center. I love interacting with all of the students who seek our services. It has been a wonderful experience to work with such friendly staff members.

After graduation, I hope to work as a speech pathologist in a hospital with both children and adults.

Teal Russeau
Tutoring Desk GA

Sarah Riedford
Testing Desk GA
Our Very Own Ball State “Khan Academy”

When the Learning Center found out we would need to transition our services online due to the pandemic in March 2020, our staff brainstormed new ways we could show up for students virtually. Not only were we able to quickly transition our tutoring, Academic Coaching, and SI services completely online, but our tutors have also created a huge video tutorial library in over 100 subjects – our very own Khan Academy!

We asked our tutors to take on the project of creating short video tutorials in a subject area that they tutor with the goal of creating a virtual resource library for students who may need extra help during this time. Since starting this project in March, our tutors have created well over 500 tutorial videos! These are mostly 5-minute videos that cover a single topic or question that a tutor might cover in a normal tutoring session.

Our tutors are also students who have had to adapt to the challenges this pandemic has presented in their own lives. The fact that they took the time and effort to create these tutorials and help us build up this resource to help others really speaks to the amazing individuals we have working at the Learning Center. We invite you to take a look at all the hard work our tutors have put into this project by visiting the Learning Center’s website!

https://www.bsu.edu/academics/collegesanddepartments/universitycollege/learningcenter/tutoring/video-tutorials

Financial Statements

- Income Statement- Revenue-Expenses=Net Income/(Loss)

- Retained Earnings:
  Last years retained earnings + Net Income/(Loss) – Dividends

- Balance Sheet

- Statement of Cashflows

Accounting 201- Financial Statements
Learning Center Earns Summer 2020 Grant from Indiana Commission on Higher Education

The Learning Center was awarded a grant from the Indiana Commission on Higher Education’s Summer 2020 COVID-19 Learning Support Grants and Indiana GEAR UP.

“GEAR UP for College Math” offered free online math tutoring to college-bound students (class of 2020) to help them get ready for college math placement and math courses. Students planning to attend any post-secondary institution in the fall were welcome to request tutoring.

Tutoring took place from June 22 through July 24.

21st Century Scholars and first-generation college students were encouraged to take advantage of this tutoring, but any student is welcome to sign up for tutoring. It was completely free of charge.

The GEAR UP for College Math grant director was Jenny Haley, Ball State University Learning Center Director. The grant faculty advisor and curriculum developer was Holly Dickin, Associate Lecturer of Mathematical Sciences at Ball State University. Special thanks to Maria Bumbalough, Proposal Manager, Sponsored Projects Administration at Ball State University, and Patti Arneson, McGraw Hill, for ALEKS support and charitable contributions.
Learning Center Raises Over $1,000 During One Ball State Day!

By Julianna Shamel & Kaley Sorg

One Ball State Day is an annual event that the University hosts to unify collegians, alumni and donors in their efforts to support the university with funding. This year was the first year for the Learning Center to participate, attempting to raise money for our Foundation Account to support our student staff through supplies and extra resources.

Set to take place on April 7th, 2020, the event just so happened to take place in the midst of a global pandemic and shortly after our campus closure due to COVID-19. Despite the setbacks, the Learning Center was able to raise $1,041 from our awesome donors!

Most alumni donations go to specific majors, campus organizations, and athletics. This year there was also an added emphasis on donating to emergency student aid. The fact that we were able to raise money for an academic service like the Learning Center is really quite an accomplishment. Overall, the university raised $511,226 in one day!

The Learning Center is already looking forward to participating in the next One Ball State Day. Be sure to follow the Learning Center’s social media accounts and the hashtag #OBSD2021 for updates on next year’s One Ball State Day events!

If you’d like to make a donation to our Learning Center Foundation Account at any time (not just during One Ball State Day), you can do so at:

https://www.bsu.edu/academics/collegesanddepartments/universitycollege/learningcenter/about/donate-to-the-learning-center

Thank you so much for your support!
Learning Center Launches Online Do-It-Yourself Appointment Making Platform

For the past thirty-five years, students have had two options for making tutoring appointments at Ball State’s Learning Center: in person or over the phone.

Necessity is the mother of invention.

While we have been planning to launch a platform that allows students to make their own appointments online, COVID-19 spurred our efforts to make sure this system was ready to go for Fall 2020.

Now, students can hop online to make and cancel their own tutoring and Academic Coaching appointments. The TutorTrac platform offers a range of days and times for over 100 courses, Academic Coaching, and writing.

Go to ballstate.go-redrock.com and use your Ball State sign-in.

You can also go to my.bsu.edu and click on “TutorTrac.”

Questions? Even though we’re virtual, we are still staffing the phones, Monday-Thursday, 10am-8pm, Friday, 10am-2pm. Call 765-285-3780!

Watch the instructional video on YouTube!
https://www.youtube.com/watch?v=Oh89CnN5tbc

For Fall 2020, all Tutoring and Academic Coaching appointments are held online via WebEx or Zoom.

After scheduling your appointment in TutorTrac, your tutor will contact you with a WebEx or Zoom invitation and link to the session. You MUST check your BSU email for this information before your scheduled tutoring appointment!

Appointments must be scheduled 24 hours in advance online. If you are looking for a same day appointment, you can call the Tutoring Desk at 765-285-3780 to see if anything is available.
The Learning Center's tutor training program is certified by the College Reading and Learning Association's ITTCP (International Tutor Training Certification Program) at the highest level possible, Levels 1-3, providing a national standard for skills, training, and recognition for successful work.

SI Leaders are trained according to the rules and procedures of the International Center for Supplemental Instruction.

Jenny Haley has earned Level 4 (Lifetime) Certification through the National College Learning Center’s Leadership Certification program (LCLC). She is a Past President of NCLCA, current certification officer for the LCLC program, and vice chair for the Council for Learning Assistance and Developmental Education Associations (CLADEA).

Mission Statement:

The mission of the Learning Center is to enhance the academic success, retention, and graduation of Ball State University students by providing programming such as peer tutoring, Academic Coaching, Supplemental Instruction, and test proctoring for students with disabilities. In addition, the Learning Center serves as a scholarly pre-professional experience for undergraduate and graduate student employees. Finally, the Learning Center strives to impact the extended university community through collaboration with faculty and staff and through outreach programs.

Goals:

- Maintain the university’s commitment to the promotion of student success by providing academic success strategies through peer tutoring, Academic Coaching, Supplemental Instruction, and additional program development which pertains to specific classes as well as broader academic skills.
- Develop in each student the skills necessary for the attainment of academic, career, and life goals.
- Continue to have a significant positive impact on the retention rate of first-year students.
- Continue to have a significant positive impact on the four-year graduation rate.
- Continue the rigorous, internationally-certified professional training of the professional and student staff so that current theories, research, and teaching strategies can be implemented within the program.
- Guide students to reach their academic potential while realizing the benefits of academic collaboration.
- Students who participate in Supplemental Instruction develop study skills and a greater understanding of course content, thus successfully completing high-risk courses.
- Students who attend tutoring sessions are successful in gaining study skills and content knowledge in a relaxed, informal learning environment with their peers. They benefit from interactive tutoring sessions that focus on problem-solving and critical reading and thinking.
- Students who meet regularly with an Academic Coach and follow an individualized plan throughout the semester will learn to take control of and direct personal learning experiences in and out of the classroom using study strategies and campus resources.
- Students with disabilities who are registered with the Office of Disability Services and utilize our test proctoring services receive accommodations that are flexible, individualized, and confidential.
- All students with disabilities who are registered with the Office of Disability Services and choose to take advantage of our test proctoring services will receive accommodations that are flexible, individualized, and confidential.