“I haven’t just used the Learning Center and tutoring to get better grades—it has also helped me to become a more well-rounded student.”

~Brooklyn
William is a Learning Center client who was recently accepted into medical school. Here’s his story!

Students, take advantage of the resources at the Learning Center. It really helps to have a different perspective on the subject, especially if you do not understand the material right away.

Remember, the people tutoring were once in your shoes, maybe even in the same class. Use their knowledge and background to your advantage and absorb as much info as you can from them, as this could be a difference between an A or a B (or even a B vs a C!). Verbally engaging with a tutor helps to form an active learning style, and this is by far the best way to develop the neural pathways of the brain to understand this material.

It is also important to keep in mind, just because you come to the Learning Center and get tutoring does NOT mean you are a weak student or dumb, and this took some time for me to understand. Far from it; the smart students take advantage of this tutoring service and squeeze every asset out of every opportunity.

Never once during my sessions was I talked down to or treated as inferior. It is a scary and humbling process to ask for help, but rewarding.

I was recently accepted into a medical school, and the Learning Center played a big part in that. If I can get A’s in the hard sciences through the help of the Learning Center, you can too.

A very special thank you to all the tutors that helped me through this undergraduate educational endeavor; you helped me to unlock my potential, and I will always be grateful.
“How has tutoring helped you?”

“Caroline helped with paraphrasing on my writing. She is really good at explaining sentences; she helped me understand how to use commas, and I learned more from her about writing. She is a great tutor.”
~Muntaha

“It holds me accountable for my work and study habits. If I didn’t have these appointments, I wouldn’t stick to a schedule and get things accomplished.”
~Faith

“My tutor has helped me through things I am having trouble with in BIO 113. She guides me through the notes and PowerPoints and also the labs.”
~MaQuila

“Tutoring has helped me with clarification of the material I’ve been learning in class. My tutor has helped me solve problems that I previously struggled with so that I would understand how to solve them myself.”
~Alexander

“Olivia, my tutor, has helped me to simplify my thoughts in Chemistry so they are easily applicable on tests and quizzes. The Learning Center assists its clients with time management and study skills so I use my time wisely juggling academics and jobs. Scheduling a tutor every week (ongoing) helps to keep me accountable throughout the semester!”
~Audry

“Tutoring provided me with help and support when going over class material. My tutor has helped me with things that I do not understand. It also allows me to talk through problems which helps me understand better.”
~Sierra
More Testimonials...

“How has tutoring helped you?”

“Tutoring has helped me keep on track to get my degree! Last semester my tutor helped me raise my grade two letters in math! I’m so appreciative for everyone who works there!” ~ Savannah

“I understand the material much more now. Tutors are cool.” ~ Gabe

“I have used the Learning Center for three classes. My grades have improved one letter grade in both classes and two letter grades in one of the classes. I have gotten perfect scores on a couple of quizzes after tutoring. It’s really helpful!” ~ Tamara

“How has tutoring helped you?”

“Tutoring has better helped me understand my history assignments. Tutoring has helped me get my work done and get it done correctly. My tutor has guided me in the right direction and showed me what is right from wrong in my assignments.” ~ Sara

“Tutoring has helped me get a better understanding about things going on in class because my profs rush through lecture and don’t always slow down for questions. Breaking it down helps reinforce what I’ve learned and my grade has improved since joining!” ~ Dana
The Academic Coaching program began in the fall of 2017 with twelve clients. The program has grown substantially within the last year.

Academic Coaching is a process between a client and peer coach that helps clients to develop skills such as time management, independent learning, self-advocacy, and accountability.

Coaching is unique because it is not limited to academic subjects, but instead encompasses everything within the academic environment. The sessions are diverse due to variations in students’ needs. The client and coach relationship is not strictly led by the coach; it is an equal collaboration and open communication of ideas and needs. This allows for the client and coach to develop rapport.

Because the client and coach develop a strong rapport, solutions are created that address the individual client’s academic obstacles. These solutions seek to achieve long term success. Coaching fosters a connection that develops trust and allows the client to express the challenges they face.

The primary objective of the meeting is to set short term and long term goals. The goals are not limited to academics, but instead can be as simple as being held accountable for everyday tasks. The development of these goals demonstrates to clients who feel they haven’t achieved success that success is attainable.

Academic Coaches are undergraduate and graduate student selected based on their ability to relate and connect with students of diverse backgrounds and unique needs. Coaches typically have spent multiple years on campus and are heavily involved within the campus culture. These diverse experiences allow the coach to develop personal connections with clients.

Students typically come to Academic Coaching with certain needs that hinder academic success. The hope is after meeting with an Academic Coach for eight or more sessions, the client is able to independently implement the skills developed in the sessions.

Academic Coaching is something very few students are aware of, but once more students become aware of coaching and its benefits, the program will be able to reach and assist more Ball State students in the future.

~Tyler Kern, Luke Labas, Stephanie McElhaney, Katie Savage, Academic Coaches
What could be more simple than typing in a chat box?

When a student is struggling with a math problem, and s/he can’t come to the Learning Center for help, the last thing the student needs is to have to download, install, and figure out the technicalities of online software.

_Simplicity—ease of use and familiarity—was the reasoning behind the Learning Center’s newest pilot program: Math Live Chat._

Students simply visit our website and hop in the chat box and start typing away. The tutor and student can share documents and images and can use a simple whiteboard that requires no downloads, installs, or membership.

Students in MATH 108, 111, 112, 125, and 132 can access the Math Live Chat Mondays-Thursdays, 2pm-5pm.

The Learning Center is hoping to lengthen Math Live Chat hours with the start of fall semester.

Live Chat is also open during regular Learning Center hours for students to make and cancel appointments:

Monday-Thursday, 9am-8pm; Friday, 9am-12pm.

[www.bsu.edu/learningcenter](http://www.bsu.edu/learningcenter)
This semester’s squadron of Lead Tutors are as busy as ever serving other tutors and clients with unmatched dedication and creative flair. Spend a few minutes in the Learning Center and you’ll appreciate their influence – from “wanted posters” that identify the team to stickers that introduce our unofficial mascot. The most lasting and impressive legacy, however, is the batch of new tutors they’ve mentored and trained.

This semester, the Lead Tutors are planning Tutor Appreciation Day. Intended to provide a fun and relaxed opportunity to network with fellow tutors, this event will allow our tutors to put down the books and enjoy an afternoon of games, snacks, and camaraderie. Celebrating our student staff has always been a priority and we’re very excited to see what the Lead Tutors have in store for this event!

Before you attempt to join this impressive team, consider the stringent admission requirements: service as a Learning Center tutor for at least two semesters, completion of level two CRLA tutor training (that’s at least 50 hours of tutoring and 20 hours of training), and demonstrated leadership skills in the Learning Center and across campus. If that weren’t enough, you’ll be required to do quite a bit of self-reflection. Lead Tutor applicants are asked to develop a personal philosophy of tutoring as well as outline successful techniques they’ve developed and identify their areas of strength.

**Without a doubt, our Lead Tutors continue the tradition of enhancing the professionalism and passion of our student staff!**

Hootie is watching to make sure our tutors complete their training! Thanks to Olivia Peterson for helping Hootie spread his wings in this awesome logo.

You can tell by their serious expressions that the “Super Serious Seven” are hard at work making the LC a better place to learn and work! From left to right: Savannah Myers, Megan Clark, Olivia Peterson, Tyler Kern, Kati Isbell, Abigail Cordray, and Olivia Smith.
Farewell to These Amazing Student Staff Who Have Served for Four Years!

Bailee Weaver, Front Desk
Bailee has served as front desk worker and a tutor. Her unfailingly sunny attitude and genuine caring spirit will be deeply missed!

Major: Psychological Science, Minor in Criminal Justice & Criminology, Interpersonal Relations, & Spanish
From Lebanon, IN.
Future Plans: “Get married to my best friend and go to the McKinney School of Law at IUPUI. Be fearless in the pursuit of what sets your soul on fire.”

Beth Wolters, Front Desk
Beth has been a warm and wonderful face of the Learning Center for four long years and will continue as a GA at the Testing Desk!

Major: Dietetics, Nutrition & Health Science
From Maria Stein, Ohio.
Future Plans: “Going to graduate school at Ball State University and hope to one day end worldwide obesity. Wherever you go, no matter what the weather, always bring your own sunshine.”

Olivia Schlater, Front Desk and Testing Desk GA
Olivia is another smiling face we will greatly miss! She got her start at the Front Desk and then moved to the Testing Desk to serve as a GA.

Major: Speech Language Pathology
From Versailles, OH.
Future Plans: “Internships at Deerfield Elementary and Miami Valley Hospital.”

Thank you
Kevin McMinn, Math Tutor
Kevin’s work is so very much appreciated by his supervisors and especially by the hundreds of students he has helped.

Major: Computer Science
From Rushville, IN
Future Plans: “Flying for Cape Air for the next few years. Eventually I would like to end up flying for the major airlines.”

Becca Schroyer, Graduate Assistant
Becca began as a tutor and then served as a GA in the Learning Center. She has an amazing work ethic, and we will miss her!

Major: MA in nutrition and dietetics
From Noblesville, IN
Future plans: “I will be a registered dietitian for WIC in Greenfield starting next week.”

Nick Marchio, Writing and Spanish Tutor
Nick has been a phenomenal tutor in writing and Spanish at the Learning Center; what will we do without Nick?

Major: Architecture with minors in historical preservation, interior design, and Spanish
From Manhattan, Illinois
Future plans: “This summer, I have taken an internship at Knight Architecture in New Haven, Connecticut, and next year I will be attending Roger Williams University in Bristol, Rhode Island, for my Master of Architecture.”

Madison Keiser, Front Desk
We will miss Madison’s help with checking students in and providing a friendly welcome!

Major: Nursing
From Versailles, Ohio
Future plans: “To work at Miami Valley Hospital in Dayton, Ohio.”

Marston Miller, Math Tutor
Marston has tutored hundreds of students in math over his three years. He will be missed by students and supervisors!

Major: Actuarial Science and Mathematical Economics
From Lebanon, Indiana
Future plans: I am going to live in my hometown, Lebanon, IN, and I’m going to pursue my career as an actuary. I don’t have a job right now, but I’m looking for an actuarial analyst job or something entry-level in insurance to get experience, particularly in Indianapolis.

We learn BEST
when we learn TOGETHER.
- Seth Godin
Kristen Parks, Writing and Spanish Tutor
Kristen has provided excellent tutoring to many students, and her expertise will be missed.

Major: English and Spanish
From Zionsville, IN
Future plans: “Teaching English in Spain (hopefully).”

Tyler Kern, Lead Tutor and Study Skills Tutor
Tyler has been hired as an Academic Coaching GA in the Learning Center for fall semester; we are so lucky to have him sticking around!

Major: Speech Pathology
Hometown: Fort Wayne, Indiana
Future Plans: Attend Ball State University to pursue my masters in Speech Language Pathology. Will be a GA at the Learning Center!

Elizabeth White, Front Desk
Elizabeth will be staying at the Learning Center this fall to work as a GA at the Testing Desk. We are lucky to be keeping her!

Major: Speech Pathology and Applied Theatre (Honors College/Medallion Scholar)
From Greenville, OH.
Future Plans: “Going to graduate school, eating ice cream, and striving for holiness. If you are who you are meant to be, you will set the world on fire.” – St. Catherine of Siena

Emily Dorsten, Front Desk and Graduate Assistant
Emily started at the Front Desk and moved to the Tutoring Desk to serve as a GA. She has spent hours revising our tutor training and keeping a busy area running smoothly!

Major: Speech Language Pathology
From Celina, Ohio
Future plans: “After finishing classes in May, I will have 2 semesters of internships. For the summer, I will be interning at the Mary Rutan Hospital, working with individuals of all ages at rehabilitating their speech, swallowing, and cognitive skills. Then, in the fall I will be at South Adams Elementary School in Berne, Indiana. In the school, I will be working with children grades K-6 on developing their speech and language skills. In December, I will graduate with my MA in Speech Language Pathology and be on the job hunt! I am hoping to land a job in a school system post graduation!”
Farewell to These Amazing Student Staff Who Have Served for Two Years!

Geneva LaForce, Chemistry Tutor
Major: Biology with a concentration in Genetics and a minor in Chemistry. I will also earn a Biotechnology certificate.
From Battle Creek, Michigan
Future plans: “I have accepted a graduate position in the Biomedical Sciences Training Program at Case Western Reserve University in Cleveland, OH where I will be working toward earning my PhD.”

Destiny Mundy, History Tutor and SI Leader
Majors - History and psychology
From Elwood, Indiana
Future Plans - “I'm going to the University of Texas for their masters program in Middle Eastern Studies.”

Destiny Cherry, Math Tutor/SI Leader
Major: Business (HR Management) and French
From Columbus, Ohio
Future plans: “I am graduating in December and then I will take a semester off before going to grad school for student affairs and higher education. I'm hoping to find a program that is counseling based and then I would love to work for an Office of Victim Services at an university.”

Taylor Hedges Inman, Spanish Tutor
Major: HR Management, Minor in Spanish
From Bedford, Indiana
Future plans: “I'm going to be an HR consultant, working for KM Consultants, LLC in Bloomington, Indiana.”

Rylee Clemmons, Science Tutor
Majors: Pre-med and physiology.
From Dunkirk, Indiana
Future plans: “For the upcoming fall semester I will be in the Master of Arts program in physiology at BSU. I was able to obtain a graduate assistantship in the physiology department as well! My long term goal is to become a physician. I am also getting married in September and he has agreed to adopt my two cats!”

Alexis Kampe, Science Tutor
Major: Dietetics
From Lowell, IN
Future plans: “I’m attending grad school at BSU for nutrition and dietetics, and I received a GA position through the Healthy Lifestyle Center on campus!”

Savannah Myers, Lead Tutor
Major: Anthropology
From Yorktown, Indiana
Future plans: “I’m attending graduate school at Ball State for Emerging Media Design and Development and will be a GA in the Learning Center.”

Thank you to our other 2-year veterans:

Madison Doyle, CJC tutor
Michael Santos, Political Science tutor
Logan Vaughn, Chemistry SI Leader
More Farewells and Thanks...

Savanna Paddock, Testing Desk GA  
Applied Behavior Analysis Graduate Student  
From Alexandria, Indiana  
Future Plans: Board Certified Behavior Analyst

Ryon Herin, Psychology Tutor  
Major: Psychology  
From Frankfort, Indiana  
Future plans: “I will be graduating in the Spring with a Bachelor of Science degree in Psychology. I then will be moving to the east coast to go to Princeton Seminary in Princeton, New Jersey. I will be earning my Masters of Divinity there to become either a chaplain or a pastor.”

Chris Konicki, Biology Tutor  
Major: Biology  
From Lemont, Illinois  
Future plans: “Resident Assistant in DeHority Hall & research assistant at IU School of Medicine - Muncie.”

Natalie Sipes, ANAT 201 SI Leader  
Major: Pre-medical Preparation & Sociology  
From Indianapolis, Indiana  
Future Plans: “I plan to go to medical school and eventually practice medicine as an Obstetrician/Gynecologist.”

Eric McLain, ECON 201 SI Leader  
Accounting/Economics  
From Carmel, Indiana  
Future Plans: “I plan to graduate May of 2019 with a degree in Accounting and Economics. Then I plan to go to graduate school for Accounting. Over this summer I have an internship with DFAS.”

Nick Simpson, Math Tutor  
Major in Finance and Economics  
From Carmel, Indiana  
Future Plans: “I’m hoping to get a job at an environmental agency or go into data analytics. I’ve really enjoyed my time as a tutor and appreciate the opportunity the tutoring center has given me. Not only have I watched my clients develop, but I believe in doing so, I have grown as both an individual and a scholar.”

Angelica Winfield, Nursing Tutor  
Major in Nursing  
From Belvidere, Illinois  
“I will be transferring to Northern Illinois University next semester due to being directly admitted into their nursing program. My future plans consist of graduating and becoming a nurse.”

It is better to know how to learn than to know.  
–Dr. Seuss
More Farewells and Thanks...

Gabby Simms, Math Tutor
Major: Elementary Education with Middle School Math License and a Minor in Coaching
From Columbus, Indiana
Future Plans: “I will be moving to Ohio after I get married this summer and I will be student teaching in the fall and discovering what I want to do after that!”

Jocelyn Hall, MATH 125 SI Leader
Majors: Spanish and Video Production with a minor in Marketing
From Greenfield, Indiana
Future plans: “In the future, I hope to play a role in directing faith-based movies. I hope to move out to Atlanta after I graduate to pursue my dream!”

Sarah Lindholm, Econ/Math Tutor
Major: Premedical Preparation and Pre-Chiropractic
From Elkhart, Indiana
Future Plans: “I’ll be attending Palmer College of Chiropractic to pursue a Doctor of Chiropractic degree!”

Rong Sun, Econ/CS Tutor
Major: Computer Science
From Qingdao, China
Future Plans: “Come back to America or Canada for graduate school.”

Susan Schrader, Chemistry Tutor
Major: Chemistry, Biology, Pre-Pharmacy
From Indianapolis, Indiana
Future Plans: “I am continuing my education in the upcoming fall at Purdue University in the College of Pharmacy! My future career would be a clinical pharmacist!”

Alyssa Hicks, Physiology SI Leader
Major: Exercise Science and Pre PA
From Northville, Michigan
Future plans: “Study abroad beginning in May 2018. I will be traveling to Thailand, Singapore, Malaysia, and Australia. After graduating in December 2018, I plan to apply to Physician Assistant school.”

Brianna Johnson, Econ Tutor
Major: Business Admin and Economics
From Lafayette, Indiana
Future Plans: “Next year, I will be the Academic Peer Mentor for the Business LLC. This will allow me to help an even wider pool of students with their academic success here at Ball State. I will definitely miss the atmosphere and people in the Learning Center, but I’m excited to take on this new challenge!”

Thank you to our other departing student staff:

Maddie Albright
Stephanie Allison
Laura Andrews
Mitra Behforooz
Kheiria Benkato
Rachel Hines
Kateryna Krasin

Luke Labas
Holly Lattire
Tess Lemen
Katelyn Novak
Pengjie Ren
Martina Schiavo

Susan Schrader
Marcy Simpson
Mengjie Yuan
Greg Lane
Katie Savage (returning as a GA)
Meg LaFollette
The Learning Center Tutoring Desk employs almost 100 tutors: they lead over 16,000 tutoring sessions each semester in over 130 courses.

Graduate Assistants help foster a welcoming and engaging experience for students using the Tutoring Desk. The Tutoring Desk GAs make tutoring appointments for students as well as greet and match students with tutors every hour.

In addition to facilitating smooth Learning Center operations on a daily basis, the Tutoring Desk relies on GAs to manage special projects.

Emily Dorsten’s project is to support tutors’ training and professional development. She interacts with tutors to provide feedback on tutor training assignments. Additionally, she performs data analysis of first appointment surveys completed by clients. The overall data is important for the continuous improvement of the Learning Center tutor training and client satisfaction with tutoring.

Emily shares the positive and constructive client comments with each individual tutor. The opportunity to offer feedback to support tutors’ professional and individual growth is providing Emily countless professional development opportunities for herself and others.

This semester Kenzie Troxell is responsible for administrating the Learning Center’s attendance policy, specifically communicating with clients who miss tutoring appointments. Appointment cancellations and no-shows are recorded by the Tutoring Desk staff on an hourly basis and then Kenzie communicates the clients who miss appointments. This process allows clients to explain why they missed an appointment, excuse that client’s absence, and to improve compliance with the Learning Center’s attendance policy in future weeks.

Kenzie’s work is improving tutoring appointment attendance rates and students’ perceived value of the Learning Center tutoring services. As a graduate student in the Counseling Psychology program, this role is also providing opportunities for Kenzie to grow in her professional development by helping her to practice empathy and firmness in holding individuals responsible to their commitments in academic and professional settings.

This semester Becca Schroyer’s project is to coordinate social media updates and creates a weekly newsletters for the tutors. Using Twitter, Instagram, and Facebook, she provides information on how to contact the Learning Center Tutoring Desk, along with providing motivation through quotes and graphics. In the “Learning Center Weekly” newsletter, she includes events and updates policy information for the tutors, along with interviews of tutors to make their voices heard.

Her contributions to social media and the newsletter are helping to increase awareness of the Learning Center throughout campus and keep tutors up to date on what is going on in the Learning Center. These experiences are providing Becca with professional development opportunities in building communication and leadership skills while she also mentors desk assistants and tutors throughout the semester.
This semester, Hayden Oliver’s projects are the Client Waiting List and Client Evaluation Survey. Clients who are not able to schedule a tutor due to no available time slot or no tutor available for a particular course are added to the Waiting List. Hayden uses critical thinking skills to network with tutors, match tutors with clients on the Waiting List by working out scheduling conflicts, or making a recommendation to hire new tutors for specific courses. His work has helped to reduce the number of clients on the Waiting List when compared to previous semesters.

The Client Evaluation Survey is distributed for two weeks mid-semester to all tutoring clients in the Learning Center. Hayden manages the data collection, data analysis, and report writing for the survey. Both projects have increased Hayden’s experience with managing data on spreadsheets and professional level problems solving.

Luke Labas’ project is to serve as an Academic Coach. In this role, he meets with clients to develop college success skills such as time management, independent learning, self-advocacy, and accountability. Over the course of the semester, Luke has met with nine clients on a weekly or every other week basis building rapport and working together to set and meet goals throughout the semester. He also attends the weekly Academic Coaching meeting with other Academic Coaches and the Tutoring Coordinator to share Academic Coaching experiences and participate in training activities. Luke led the Academic Coaching meeting several times this semester. Additionally, he has revised the Academic Coaching Handbook for use in future semesters. These experiences are helping Luke develop a range of interpersonal skills needed for effective communication. He now has a greater appreciation of various learning styles and personality types that clients and colleagues bring to the workplace.
The Learning Center’s Testing Desk collaborates with Disability Services to provide testing accommodations for students with disabilities.

Our testing suite can house up to nine students simultaneously and is equipped with adaptive technology and software, in addition to testing software available in the larger computer testing labs across campus. Common accommodations include extended time, distraction-reduced environments, readers, and scribes.

We employ a team of between 15-20 proctors that serve as readers and scribes, when necessary, and also assist the GAs who maintain daily operation of the desk.

This semester, the Testing Desk is managed by (left to right): Savanna Paddock, Olivia Schlater, and Allie Wendel. Like a well-oiled machine, these three maintain ongoing communication with instructors and departments across campus while providing excellent service to our clients.

They also assist in supervising and training our proctors. Don’t let those pearly smiles fool you – they mean business and will always go above and beyond the call of duty to assist students in any way possible.

The Testing Desk is grateful to our colleagues across campus who continue to support us and the students we serve. It’s been a great semester and we look forward to continued collaboration!
I started working at the Ball State Learning Center as a graduate assistant in August 2014. I loved mentoring and engaging with the tutors and students.

The LC always felt like a family and to this date is one of my favorite jobs and Jenny Haley is one of my favorite supervisors. I also worked in the LC during the summer hours, so I saw the super busy times as well as the very slow times. I remember less than a year after I started at the LC we switched to online appointment scheduling and converted many of our handbooks, files, etc. to online versions. I had the pleasure of meeting one of my best friends at the LC, Kaylee Miller. I like to consider us the dynamic duo of the Learning Center because we were so in sync with each other.

I graduated from Ball State University in July of 2016 with my masters degree in Clinical Mental Health Counseling. A day after graduation, I moved with my boyfriend to San Diego, CA. I was a youth program coordinator for the International Rescue Committee and absolutely loved it. After a year in California, my boyfriend and I moved back to Indianapolis, IN for his job relocation.

I started working as an Assistant Director of Admissions at Ball State in July of 2017 and this is my current role. I also just got engaged to my fiancé during our vacation to San Diego this January. Another thing I am passionate about is my blog: The Sweet Life Diary of a Health Nut & my instagram @toriswholelife. In addition, I am a food photographer and recipe creator for a company called Anthony's Goods.

Megan (Heitkamp) Winner
Megan started working at the Learning Center in January 2016 as a Front Desk Assistant. She now works full time as an accountant, traveling more than she thought she would, and has already been to Chicago, Virginia Beach, New York, and a few (close) out of town stays up by Toledo. Each week Megan is with a new client, meeting new people, making new connections, and learning about an entirely different type of industry; she has already toured a tomato factory, a factory that makes medical equipment, one that makes boom trucks/lift trucks, one that makes robots, and a few consulting firms. Megan has been at a company that makes spaceships and actually made some of the parts that were on a spaceship that SpaceX launched into space this year! All of this while helping to run a 100 + acre farm with her husband and extended family (Rocky & Freddie). "My sister all of a sudden decided that she wants to go to Ball State for Speech Pathology! It made me really excited to hear that she wants to go there!! I know she would love to get in at the LC! (I must have bragged about how great the job is and how awesome the people that I worked with are and how great Cathy and Mary are a time or two! :)"
The Learning Center provides a survey to our students each semester to learn about what we are doing right and how we can do better with our tutoring and testing programs.

The spring, we had 350 students complete the survey, and the results were a fantastic testament to the effectiveness of our tutors!

99% of students felt that their tutor was knowledgeable about the content and worked with them to find answers in a collaborative effort.

97% of students would recommend the Learning Center to their friends.

98% of students will use the Learning Center in the future for another course.

100% of students felt their test proctor was professional, made them feel welcome and comfortable, and read the instructions/questions exactly as presented on the exam.

Student Comments:

“*My grade has already improved half a letter grade, and this is my third visit.*”

“*My tutor is great! I can now understand and apply concepts on my own easily and feel confident.*”

“The Testing Desk has helped me focus and not have any distractions while taking my exams. So, it has been beneficial.”

“I am a senior and I have been using the LC for years and it’s very helpful.”

“My overall tutoring experience has been wonderful!”
The most effective academic success program the Learning Center offers in terms of grade outcomes is Supplemental Instruction.

SI is a program in which students who have received an A in the course and are recommended by the instructor are embedded in the course: they attend class and hold two to three study sessions per week, create supplemental materials such as practice tests, study guides, and visual aids, and share critical study skills such as effective textbook reading, note-taking, and organization.

The philosophy of the SI program is that “those who learn together, learn best.” Collaboration and interactive learning are key components during each study session.

SI is generally offered in 20-25 courses, with SI leaders providing an average of 660 study sessions and close to 8,000 contact hours each semester.

In Fall 2017, visits increased 54% over Fall 2016. The mean final grade for students who attended eight or more study sessions was 2.97, as compared to the final course grade of 2.47 for students who did not attend.

This is typical of any semester: students who attend SI earn one-half to a whole letter grade above their cohorts who do not attend.

The most significant grade outcome was demonstrated in Anatomy 201.

Attended eight or more ANAT 201 SI study sessions: 3.46 course grade
Attended eight or more tutoring sessions: 2.74 course grade
Did not attend tutoring or SI: 1.9 course grade

Similar results were found in PSYS 100 and CHEM 101.

Students are surveyed each semester regarding SI; 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.

“I wouldn’t have passed this class or stayed in this major if it weren’t for my SI leader.”

TUTOR TALK
The Learning Center’s tutor training program is certified by the College Reading and Learning Association’s ITTCP (International Tutor Training Certification Program), 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.

Jennifer Haley has earned Level 4 Lifetime Certification through the National College Learning Center's Leadership Certification program.

Mission Statement:
The mission of the Learning Center is to enhance the academic success of Ball State University students by providing free 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 assistance through peer tutoring, Academic Coaching, Supplemental Instruction, and 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.
- Contribute to the retention rate of first-year students.
- Support the four-year graduate rate goal of 50% by 2017.
- Continue 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 will develop study skills and a greater understanding of course content, and they will successfully complete high-risk courses.
- Students who attend tutoring sessions will be successful in gaining study skills and content knowledge in a relaxed, informal learning environment with their peers. They will benefit from interactive tutoring sessions that focus on problem-solving and critical reading and thinking.
- Students who meet regularly with an Academic Coach will develop and follow an individualized plan throughout the semester. they will learn to take control of and direct personal learning experiences in and out of the classroom using study strategies and all campus resources.
- All students with disabilities who are registered with the Office of Disability Services and choose to take advantage of...