Does the Learning Center help students stay at Ball State and graduate on time?

**Retention**
First-year, full-time undergrad students who started Fall 2017 and returned Fall 2018

- **84.42%** Attended tutoring or SI 8+ times
- **75.95%** Never attended tutoring or SI

**Four Year Graduation**
First-year, full-time undergrad students who started Fall 2014 and graduated by Fall 2018

- **68.63%** Attended tutoring or SI 8+ times
- **48.52%** Never attended tutoring or SI
Retention of At-Risk Students

What kind of student seeks out academic success resources such as tutoring and Supplemental Instruction? We might consider three factors:

- Students who are genuinely struggling with course material
- Students who are motivated to succeed
- Students who have a lifelong “persistent” personality trait

There is certainly correlation between the higher retention and graduation rates of students who attended Learning Center services, but is there causation?

Observational studies of similar groups of students is one way to investigate the question of whether attendance at tutoring and/or SI increases a student’s retention and/or graduation rate.

An analysis of “at-risk” first year students (students with a high school GPA of 2.0-2.9) may be a good starting point.

An analysis of the performance of a similar group of students demonstrates that those who attended tutoring and/or SI eight or more times had an almost 20% higher retention rate than those who never attended.

In fact, these “at-risk” students who attended Learning Center programming had a higher retention rate than the general student population!
Retention of African American and Hispanic Students

Data analysis demonstrates the same trend of higher retention rates for African American and Hispanic students who attend tutoring and/or SI eight or more times.

First-year, full-time undergrad African American students who started Fall 2017 and returned Fall 2018

- Attended tutoring or SI 8+ times: 82.61%
- Never attended tutoring or SI: 65.98%

First-year, full-time undergrad Hispanic students who started Fall 2017 and returned Fall 2018

- Attended tutoring or SI 8+ times: 93.33%
- Never attended tutoring or SI: 75.00%
In the general undergraduate full-time student population, students who attended tutoring and/or SI eight or more times graduated in four years at a 20% higher rate than students who did not attend tutoring and/or SI.

To investigate correlation v. causation, a look at the “at-risk” student population (defined as students with a high school GPA between 2.0-2.9) may help us to understand:

First-year, full-time undergrad students with a high school GPA between 2.0-2.9 who started Fall 2014 and graduated by Fall 2018

- **55.71%** attended tutoring or SI 8+ times
- **21.07%** never attended tutoring or SI

**At-risk students graduated within four years at a 34% higher rate if they attended tutoring and/or SI eight or more times.**

This is perhaps our most compelling evidence that a student’s choice to seek out tutoring and/or SI impacts their ability to graduate within four years.
Students within the most populated minorities who attended tutoring and/or SI eight or more times graduated within four years at a 20% higher rate (African American) and a 6% higher rate (Hispanic) than students who did not use our services.

**Data such as this is important to us:** how can we effectively reach out to minority students and use best practices within academic success services to ensure that programming is accessible, safe, and relevant for all students?
We surveyed 90 students who attended tutoring and/or SI study sessions eight or more times in both Fall 2017 and Spring 2018 and who returned to Ball State in Fall 2018. We asked them if attending tutoring and/or SI study sessions helped them to return to Ball State.

13 students (14% of the number surveyed) responded.

100% of the respondents answered the question with a YES: attending tutoring and/or SI study sessions in Fall 2017 and Spring 2018 helped them to return to Ball State in Fall 2018.

“The Learning Center is a fantastic place that has helped me tremendously in many different subjects.”

“SI is very helpful for nursing students. It is very helpful having someone else explain the topics differently.”

“Using the Learning Center helped me to make the Dean’s List.”

“The Learning Center was able to help me better understand the information my instructors were giving me. It allowed for an open discussion on the topics taught that allowed me to go in depth with everything.”

“The Learning Center is something I speak highly about to many people. It helped me to succeed in the classes I would get tutored in. It is something I would highly recommend.”
The Tutoring Desk 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.

For Fall 2018, 425 students completed the survey, and the results were a fantastic testament to the effectiveness of our tutors!

98.35% of students felt that their tutor was knowledgeable about the content and worked with them to find answers in a collaborative effort.

99% of students would recommend the Learning Center to their friends.

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

“I enjoy coming to tutoring because I know that if I'm struggling, I will have a better understanding before I leave.”
Rachel Ling works as an SI leader for the Learning Center for CHEM 101. She also works in the Office of Retention and Graduation as Transfer Student Success Ambassador.

I first began college as most students do: right after I graduated from high school. College was a big culture-shock to me; I had skated through high school without having to work very hard, but college courses were much more challenging! I didn’t do as well as I wanted, and I ended up withdrawing half-way through my Sophomore year.

Soon after that, I had a baby and I got married. Then I had another baby. When my second daughter was about 18 months old, I decided that I had put college on hold long enough. Adult education programs were picking up steam and I thought that I could manage evening classes. This time, I did well in college – until I gave birth to baby number three. I put college on hold a second time and focused on raising my three children. Now that they’re (mostly) grown, I can focus on other priorities like finally (FINALLY) getting my bachelor’s degree.

Although being an adult student on a traditional campus is challenging, I find that the difficulties are balanced by some advantages. As an older student, I have additional responsibilities at home. I commute an hour after classes and my campus jobs, and when I get home, I have to make dinner, care for my son, and do chores around the house. I don’t have nearly as much time for socializing as my classmates do because I use most of my free time to study.

On the other hand, my life experience contributes a lot to my studies, and I’ve developed more focus and persistence than I had when I was younger. These things have enabled me to keep a 4.0 GPA for four semesters.

My advice to other adult students is to keep your eye on your goals. When life gets busy and your classes seem overwhelming, take a deep breath and refocus. Make some time for self-care, too. Take a nap if you need to. Read a book or watch a show that’s your guilty pleasure. Sit in the massage chairs or the relaxation pods in the counseling center (they’re free!). You can’t give to your professors, employers, family members, and friends, if you’re completely drained, so learn to say “no” to some things. College is rewarding, and so are the opportunities a higher education provides, so try to enjoy your time on campus and remember why you’re here!
Hello, my name is Kevin Hook, and I am a student with a learning disability who had an IEP in high school, and currently uses testing accommodations here at Ball State.

I am currently a Junior majoring in secondary mathematics education and working at the Learning Center as a Supplemental Instruction leader for MATH 108. I am also a Math Emporium mentor.

What I have gained from my job as an SI leader is very valuable teaching experience creating lesson plans and being able to create activities to help further students’ understanding of mathematics.

What I want students with similar backgrounds to know is that just because you might have a disability, does not mean you cannot be successful in your work and life.

Hey, I’m a new physics graduate student at Ball State University. My name is Bishal Thapa, and I’m from Nepal.

It has been a gratifying experience to work at the Learning Center. I have clients who are native US citizens, while some of them are international students as well.

I feel privileged for being part of their struggle, success and future goals. The world’s increasing globalization requires more interaction among people from diverse cultures, beliefs, and backgrounds than ever before. The Learning Center has given me the opportunity to experience cultural diversities in the workplace while helping my fellow students.
Before coming to Ball State I was a small town girl, an athlete, and an employee at my local grocery store. I had always dreamed of something more, something bigger than my little home town.

I wanted to graduate from college, and I was determined to be the first person in my family to do it.

In preparation, I spent many months researching universities throughout Indiana and learning how to "do college". Finally I decided on Ball State, and I couldn't be more pleased with my decision.

Since coming to college I have become so many more things than just a college student. In addition to being a student, I am an SI leader, a friend to students from all around the globe, a member of dance marathon, a substitute teacher, a role model, and most importantly, I am a Cardinal. Ball State has offered me so many opportunities that I didn't know were even possible.

One of the most welcoming and friendly environments I have been a part of is the Learning Center. The connections and friendships I have made are for a lifetime, and they are all done in the name of helping our fellow Cardinals succeed. The Learning Center has helped me become a better person.

If I had any advice for people who are also first generation students, I would say that the sky is the limit. Never did I think that me, a single small town student at such a large university, would have an impact on anyone else here. I couldn't be more wrong.

Trentity Vaught works as an SI leader for ECON 221 as well as a substitute teacher and a Dance Marathon member.
My name is Joseph Huang, and I am currently a junior at Ball State University. I am majoring in general biology with a concentration in pre-veterinary medicine, and I hope to become a veterinarian in the near future.

I was born and raised in the United States by my parents, who are both immigrants from Taiwan.

When I received a recommendation from the Learning Center to become a Supplemental Instruction Leader for Fall 2018, I initially refused the offer.

When I told my parents about this, they immediately persuaded me to take the position because they believed that it would be a great opportunity to put on my résumé and a great experience to have in life. After having a long debate, I agreed to sign up as an SI Leader. It was one of the best decisions that I’ve ever made.

As a current SI Leader, I definitely felt stronger, more confident, and more fluent as an individual. I didn’t feel as vulnerable as I used to when standing in front of people, but I now feel very comfortable doing this every day.

To those of you who have a similar background as I do, I highly encourage you to step out of your comfort zone and face obstacles that are difficult and challenging to surpass, because in the end, the outcomes are very rewarding and in some cases, indescribable.
Farewell to These Two and Three-year Student Staff!

John Teusch, GA

John has been working at the LC for three years. He was a tutor for one year and a graduate assistant for two years. After this semester, he will be completing an internship at McMillan Health in Fort Wayne and then will be graduating in the summer. Then he will be pursuing his goal of being in Federal Law Enforcement, preferably the DEA (Drug Enforcement Administration) or the US Marshall Service.

Olivia Smith, Tutor and Lead Tutor

Olivia has worked for three years as a chemistry and biology tutor and Lead tutor in the Learning Center. Her contributions have been invaluable! After graduating in May, Olivia has been accepted into the PhD program in Medical and Molecular Genetics at the Indiana University School of Medicine. She is also getting married in June!

Eric Stemshorn, Tutor

Eric has worked as a math tutor in the Learning Center for three years. Eric is a highly-requested tutor with stellar evaluations from both students and supervisors. After he graduates in May, he will be an Actuarial student at Jackson National in Lansing, Michigan.

Kenzie Troxell, GA

Kenzie has also worked in the Learning Center for over three years as front desk assistant, tutor, and GA. She will receive her Master’s as a Certified Rehabilitation Counselor in July, and will begin working toward her Clinical Mental Health License upon graduation.

Mallory Polter, Desk Assistant and Tutor

Mallory has been working for five semesters in the Learning Center. She will be graduating with a BS in Speech Language Pathology and will be attending graduate school in the fall. Her career goal is to work as a speech pathologist in a neonatal intensive care unit.

Masen Rich, SI leader and Tutor

Masen has been working as a tutor and SI leader for NUR 330 for four semesters. Upon graduation, he plans to move to North Carolina to begin his nursing career.

Alexis McKenzie, Tutor and Lead Tutor

Alexis has worked as a history, study skills, and Lead tutor for five semesters. After graduation in May, she will begin a Master’s degree in school counseling.
More Farewells...

Bailey Lundmark, Tutor
Bailey has been working as a tutor for two semesters, and upon graduation from Ball State will be attending IUPUI for a Master’s in Social Work.

Sydney Barber, Tutor
Sydney has been working as a writing tutor for three semesters. Following spring semester, Sydney will be leaving the Learning Center to focus on her Digital Corps position.

Brett Beaman, SI leader
Brett has been an SI leader for MUHI 100 for two semesters. In the fall he will be student teaching at Center Grove High School with the Director of Bands.

Madison Hart, Tutor
Madison will graduate in May with a double major in French and English with a concentration in creative writing. After graduation, Madison will be pursuing a Masters of Fine Arts in Writing, with the career goal of working as a professor and author. Congratulations to Madison on her upcoming wedding in June!

Ashleigh Smith, Tutor
Ashleigh has been a tutor for one semester, and she will be completing 500 hours of patient experience and applying to a Physician Assistant program in the future.

Katie Catton, Tutor
Katie has tutored Spanish for two semesters, and upon graduation in May, will be working full-time at TransCorr National Logistics in Indianapolis, right next to Fountain Square!

Austin Brooks, Tutor
Austin has been tutoring accounting for one semester, and after graduation in May, he will be sitting for the CPA Exams this summer. He has will begin work doing tax and audit work at Somerset CPAs and Advisors in October.

Carolyn Kelley, Tutor
Carolyn has worked as a music history tutor for two semesters. In the fall she will be student teaching, and after that, either attending graduate school for music performance or business or working on launching an arts entrepreneurship venture.

Emily Catanzarite, GA
Emily has worked for two semesters as a GA in the Learning Center at the Tutoring Desk. She will complete her medical and school internships as a Speech Pathologist in Fort Wayne and eventually find a job in a skilled nursing facility.

Derek Andrews, GA
Derek has been working as a GA and Academic Coach for two semesters. He will be graduating from the Counseling Psychology department with a Masters in Clinical Mental Health Counseling and Rehabilitation Counseling. His plans for post graduation are currently being formed, as he begins the process of applying for counseling jobs.
Satellite Drop-In Tutoring Centers: Bringing the LC to You!

It’s true: at busy times during the afternoon, we are in danger of running out of space in the Learning Center!

In anticipation of that day when a tutor realizes she has no place to sit with her client in our beloved NQ 350, we have extended our Chemistry Drop-In Tutoring Satellite Center hours and opened up a brand new Math Drop-In Tutoring Satellite Center!

Math: RB 121 (Robert Bell)
Chemistry: CL 278 (Cooper Life)

Hours: 4pm-8pm, Monday-Thursday

Courses served include CHEM 111 and 112, and MATH 108, 111, 112, 125, 132, 161, 162, 165, 166. Business has been very brisk with over 1,000 visits so far!

All students are welcome, and no appointment is necessary.

Trent Theisen and Veeda Scammahorn welcome you to our satellite tutoring centers!
Satellite Drop-In Tutoring Centers: No Appointment Necessary!
Looking for writing help on a paper or WPP exam but can't make it into the Learning Center? No problem! Students can email their paper or other writing assignment to:
writingtutor@bsu.edu.

Standing by are trained writing tutors who will provide helpful feedback, which is emailed back to the student within 48 business hours.

This service is not a drive-through proofreading service! Tutors are trained to engage students in discussions about their writing, not to make corrections for the student. It’s a collaborative process, even through email!

Tutors will help with “big picture” writing challenges such as outlining, providing focus for thesis, organization, and crafting an engaging introduction and conclusion.

As always, writing tutors are also available in person for appointment-based tutoring.

Joan Seig provides feedback on a student’s paper.
The Learning Center’s Testing Desk is proud to be a part of the campus-wide team that helps to provide 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. Various adaptive software provides text-to-speech output for students with visual impairments. We employ a team of between 15-20 proctors that serve as readers/scribes, when necessary, and assist the GAs who maintain daily operation of the desk.

Like a well-oiled machine, Testing Desk GAs 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!

Elizabeth White
Beth Wolters
Sam Girot
The Learning Center Graduate Assistants help foster a welcoming and engaging experience for students using Learning Center services. 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 four GAs to manage special projects.

This year John Teusch’s project as the Tutoring Desk supervisor gives him the responsibility to help hire, train, and evaluate undergraduate desk assistants. He also answers questions from desk assistants and clients and supervises LiveChat. Every day John makes a positive impact on the Learning Center's efficient operation and on his co-workers. Tutors and clients benefit from his role as the point person for information and problem solving.

This year John has grown professionally through his experiences with leading/supervising groups of people, problem-solving, interviewing and training student staff.

In her first year as a Learning Center GA, Katelyn Wolf has supervised the client attendance project. In this role, she helps keep clients accountable for weekly tutoring appointments, ensures reliable attendance, and has worked with many individual clients so they continue to attend their sessions. Additionally, Katelyn has shared her knowledge and skills through the on-campus workshops and Learning Center in-service training sessions, benefiting both students and tutors. Katelyn’s workshops are always well attended and receive positive feedback. Her GA position has helped Katelyn prepare for a future career as a Speech-Language Pathologist by helping her grow clinical/professional skills such as scheduling clients, dealing with cancelations, and perfecting her professionalism and presentation skills.
Vince Reighard’s projects include hiring, training, and supervising Learning Center writing tutors – appointment-based and online. Additionally, he runs the Learning Center's social media accounts. Vince also helps out with communications to clients who miss tutoring appointments.

After graduating in May, Vince plans to utilize these administrative skills in his future career endeavors.

In her first year as a Learning Center GA, Emily Catanzarite is responsible for several projects. She finds tutoring appointments for students on the waiting list, which requires excellent organizational and communication skills. This is an important job, because a critical Learning Center goal is to accommodate as many students as possible in tutoring appointments. Emily is also in charge of reviewing first appointment surveys and making sure clients were satisfied with their tutor. Finally, she organizes the Learning Center textbook library for tutors, which includes communicating with faculty and academic department chairs to request textbooks.

Emily has gained professional skills which she will carry into her future career as a Speech-Language Pathologist, including problem-solving, supervising, and communication skills.
Meet the Academic Coaching GAs!

The Learning Center’s Academic Coaching program provides individualized support to help students with college-level success skills to succeed at Ball State University during the fall and spring semesters. Each client works with an Academic Coach matched specifically to him/her. The student and Academic Coach meet weekly throughout the semester to identify the student’s academic goals and put in place a “game plan” for success. Academic Coaching topics include: goal setting, planning & organization, effective study skills, finding campus resources, and, most importantly, encouragement. This year, the four Academic Coaches are Learning Center Graduate Assistants.

Students who are in the Academic Coaching program can greatly benefit from having the accountability that each appointment offers. Attending meetings with the goals and tasks a student wants to accomplish can help motivate that student to stay on top of his/her work. Each Academic Coach is a peer and currently attends Ball State just like the student does. This allows the student to relate with their coach and learn valuable skills that their coach has experienced throughout their four or more years of college.

**Tyler Kern**, working in his second year as an Academic Coach, appreciates the opportunity to meet with Ball State students from freshman to seniors, who are struggling with a wide range of difficulties. They may have difficulties with time management, note taking, test anxiety, or even trouble adjusting to college and having a social life. He works with students to build on the skills they currently have to make their college experience as great as possible. There are many things outside of academics that can affect day-to-day life, and finding an appropriate balance of those factors is a key part of succeeding in college.

**Kenzie Troxell**, an experienced tutor and first-year Academic Coach, sees that her role is to provide students with tools, skills, and the knowledge to become academically successful. She works alongside students through any challenges and barriers they may face throughout their academic career. Kenzie’s role benefits the Learning Center in a variety of ways. She helps students with any problem that is impacting their academic career, while tutors can address the challenges they face within content material for a specific class. Her role in the Learning Center goes hand in hand with her future career as a Rehabilitation and Clinical Mental Health Counselor. In her future career, Kenzie hopes to help individuals through social, mental, and physical challenges and barriers in life that may be impacting their overall wellbeing.
Derek Andrews, a first-year Academic Coach, has found working at the Learning Center to be an invaluable experience. His role has consisted of working individually with students to address barriers for achieving academic success. Throughout his experience, he has noticed several common themes including procrastination, time management, and organization, among others.

Derek’s role has been to work closely with students of various majors and backgrounds to create reasonable goals to reduce these barriers. While it is important to explore what is preventing students from achieving identified goals, he makes it a priority to discuss with students what is going well for them. Derek thinks it is important to highlight and utilize these areas of strengths to promote overall encouragement and installation of hope.

Derek’s role as an Academic Coach has aligned very well with his future career plans as a psychotherapist. He has noticed several overlapping techniques between these two fields, specifically in regard to creating SMART goals, addressing barriers, and most importantly, developing a working alliance with students/clients.

Katelyn Wolf transitioned into an Academic Coaching role throughout this academic year. In her role, she meets with students to help them get organized and manage their time successfully. Katelyn has assisted the Learning Center in growing the Academic Coaching program and has been able to help her clients become successful college students.

She has also been able to grow her skills collaboratively in weekly Academic Coaching meetings. Katelyn’s role as an Academic Coach has helped her prepare for a future career as a Speech-Language Pathologist by helping her grow clinical/professional skills and working with students with varying degrees of need.
Supplemental Instruction: Who Instructs?

SI provides academic support for high DFW courses (courses in which 30% or more of students earn a D, F, or withdraw) and courses that are historically difficult (courses in which students may ultimately perform well, but they request quite a bit of support to get to the finish line).

Courses served by SI include ANAT 201, BIO 111, BIO 113, CHEM 101, 111, 231, 232, ECON 221, HIST 150, MATH 108, 132, NUR 230/231, 330, 340, PHYS 215, and PSYS 100.

The SI leader’s job is to attend class with the students (they’ve already taken the class and earned an A) and hold two to three study sessions every week.

The philosophy of the study sessions is to pair or group students together to work on activities designed by the SI leader to deepen learning; then, each pair or group instructs the whole group with the support of the SI leader.

So who is doing the instructing in “Supplemental Instruction?”

The students are. Therein lies the magic.

Helping to facilitate this magic is Savannah Myers (left), the GA in charge of evaluating SI leaders and assisting the Director with developing training. Savannah has been with the Learning Center for three years as an SI leader, tutor, Lead Tutor, and GA!

Continuous and rigorous training is key to developing SI leaders who can facilitate an inquiry-based and activity-rich environment in which students STRUGGLE TOGETHER in order to learn.
Workshops Provide Tips for Time Management, Textbook Reading, and Test Taking

Each semester, the Learning Center offers three key workshops for all students on the topics of time management, reading your textbook, and test-taking.

We have found that these three topics cause the most amount of angst among college students, who may be struggling, for the first time, to manage the responsibility of studying, possibly working, going to class, and just making everything fit in a functional way.

Struggles with vast amounts of required reading and the stress of taking tests adds to the anxiety that many college students experience.

Look for videos of these workshops on our website in the upcoming months!

A huge thank-you to our graduate assistant Katelyn Wolf, who has done a wonderful job delivering these workshops for the past few semesters.

Spring 2019 Workshops

Calling All Procrastinators, and WE MEAN YOU!
Learn time management skills!
Wednesday, January 16
6pm-6:50pm
AJ 175

I Read and Read...and I Forget.
Learn how to read your textbook effectively!
Monday, January 28
5pm-5:50pm
AJ 175

Taking Tests Makes Me Anxious:
Learn effective test-taking strategies!
Wednesday, February 13
6pm-6:50pm
Bracken Schwartz Digital Viewing Room (first floor)

All BSU students are invited!
Workshops are free.
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.

Jennifer 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).

Elizabeth Fallon has earned Level 3 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, 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.