Ball State University Learning Center Annual Report | **2020-2021**

BALL STATE
UNIVERSITY
Learning Center

Prepared by Jennifer Haley, Learning Center Director

August 2021

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Executive Summary

Staffing

The Learning Center has five full-time employees: Director Jennifer Haley, Assistant Director Jim Mills, Tutoring Coordinator Kaley Sorg, Supplemental Instruction and Academic Coaching Coordinator Vince Reighard, and Office Supervisor Cathy Mills.

Administrative Coordinator Janice Hossom was hired in March 2020 to replace the Learning Center's assistant to the Office Supervisor, Mary Caldwell, who retired in November 2019. She was subsequently terminated in July 2020 due to Covid-19 budget cuts.

Student staff numbers fluctuate and include tutors, SI leaders, test proctors, desk assistants, and graduate students. The average number of student employees is 130, making the Learning Center the fourth-largest employer on campus.

COVID-19 Pandemic

On March 16, 2020, in response to the COVID-19 global pandemic, Ball State University shifted all courses online as residence halls closed and campus was shut down to all but essential staff. All non-essential staff, including Learning Center staff, began remote work as the national stay-at-home order went into effect. Learning Center Appointment-Based Peer Tutoring, Academic Coaching, and Supplemental Instruction pivoted to a remote platform, WebEx, to provide synchronous video chat and screen sharing sessions. Test proctoring services for students with disabilities and Drop-In Satellite Tutoring were canceled for the duration of the spring and summer semester, 2020.

After the stay-at-home order was lifted, professional and support staff maintained a hybrid remote/campus work schedule to abide by 30% of staff in each unit working on campus at any given time.

Tutoring, Supplemental Instruction, and Academic Coaching continued in an exclusively virtual format (Zoom and WebEx) for the duration of 2020-2021. Testing accommodations resumed in-person on campus in the Fall of 2020 and continued on campus during the Spring and Summer of 2021.

Programming

The Learning Center sponsored four programs during 2020-2021: appointment-based peer tutoring, Supplemental Instruction (SI), Academic Coaching, and test proctoring for students with disabilities.

From August 17, 2020 to July 23, 2021, the Learning Center supported 5,750 appointment-based peer tutoring sessions, 8,998 SI study sessions, 358 Academic Coaching sessions, and proctored 291 exams for students with disabilities.

LEARNING CENTER VISITS

Academic Coaching, 358, 2%

Tests, 291, 2%

Appointment-based tutoring, 5,750, 37%

Supplemental Instruction, 8,998, 59%
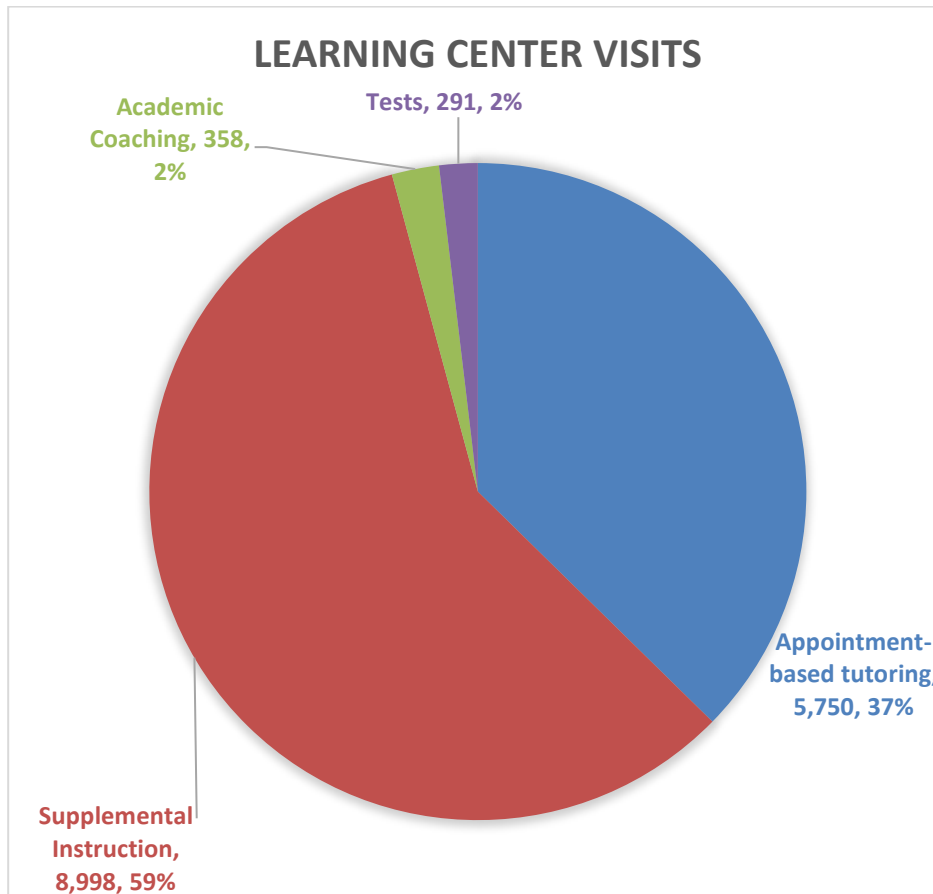
Tutoring

The tutorial services offered by the Learning Center include Appointment-Based Tutoring and Drop-In Satellite Tutoring for math and chemistry. Tutors earn national certifications through the College Reading and Learning Association's (CRLA) International Tutor Training Certification Program (ITTCP) as they participate in required training activities. Tutors are required to have earned 3.0 GPAs or above, although the average GPA of our tutors is typically above 3.5. They also must have earned an A or B in the courses for which they will tutor and provide a faculty reference. Majors or minors in the subject area are preferred. The Tutoring Coordinator is responsible for hiring, training, and supervising graduate assistants and tutors for Appointment-Based Tutoring, and the Director is responsible for hiring, training, and supervising tutors for Drop-In Satellite Tutoring.

Appointment-based tutoring

	Visits	Headcount
Fall 2020	3,366	625
Spring 2021	2,297	471
Summer 2021	120	33
Total	5,750	1,078

Supplemental Instruction (SI)

SI is a nationally-recognized program aimed at increasing student retention and improving student performance. The SI program features group study sessions facilitated by undergraduate students who have taken a targeted course and have been trained in proactive learning strategies. The student leaders conduct study sessions two to three times a week throughout the semester. The Supplemental Instruction/Academic Coaching Coordinator is responsible for hiring, training, and supervising the graduate assistant and SI leaders for this program.

SI Visits, Headcount, and Sessions Offered

	Visits (contact hours)	Headcount	Sessions Offered
Fall 2020	3,853	817	659
Spring 2021	5,077	921	652
Summer 2021	NA	NA	NA
Total	8,930	1,476	1,311

Academic Coaching

Academic Coaching was piloted in Fall 2017. Academic Coaches are students trained to provide students with once or twice weekly sessions that focus on developing academic success skills such as goal-setting, time management, study skills, finding resources on campus, and developing confidence to succeed in college.

	Visits	Headcount
Fall 2020	174	57
Spring 2021	184	40
Summer 2021	N/A	N/A
Total	358	97

Testing Accommodations for Students with Disabilities

Ball State students who have registered with Disability Services and who have received testing accommodation may elect to have their tests administered in the Learning Center. The Learning Center provides a testing suite with a distraction-reduced environment and adaptive technology. The most common accommodations are extended time and distraction-reduced environment; other accommodations include reader, scribe, and adaptive technology. The Assistant Director is responsible for hiring, training, and supervising graduate assistants and proctors for this program.

	Tests administered (including Finals Week)	Headcount	Tests administered during Finals Week
Fall 2020	124	46	Testing services not offered during Finals Week due to COVID protocols
Spring 2021	167	58	Testing services not offered during Finals Week due to COVID protocols
Summer 2021	0	0	Testing accommodations were offered but no tests were administered, likely due to the fact that the majority of students were still taking courses online due to COVID.
Total	291	89	

Organizational Chart

Learning Center Organizational Chart

Director, Jenny Haley

Assistant Director, Jim Mills

Tutoring Coordinator, Kaley Sorg

Supplemental Instruction/Academic Coaching Coordinator, Vince Reighard

Office Supervisor, Cathy Mills
Front desk supervision
Payroll

3 graduate assistants
5-20 test proctors

70 tutors
8 desk assistants
4 graduate assistants

30 SI Leaders
3 graduate assistants
3 undergraduate Academic Coaches

6 reception desk student assistants

20 satellite tutors

Learning Center Philosophy, Mission and Goals/Alignment with Ball State University Strategic Plan

Philosophy:

The Learning Center is committed to providing collaborative, peer-based academic success strategies with a theoretical foundation in growth mindset. When students believe they can learn, their behavior changes: effort and attitude foster success.   Students learn when they are presented with challenging material in a collaborative environment. Our student staff are facilitators who are trained to collaborate with peers to guide them to engage in inquiry-based learning, which empowers students, increases motivation and engagement, fosters a love for learning, teaches perseverance and self-regulation, promotes deep learning as opposed to memorizing facts and content, enables students to take ownership of their own learning, and nurtures passions and talents. **Carol S. Dweck. *Mindset: The New Psychology of Success*. Ballantine Books, 2007.**

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, both in-person and online, as well as testing accommodations 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.

The Learning Center employs equitable training and tutoring practices to accommodate and empower Ball State University's diverse student population and to fulfill our role in the university's commitment to an inclusive, equitable learning environment.

Goals:

Maintain the university's commitment to the promotion of student success by providing academic assistance through peer tutoring, Academic Coaching, Supplemental Instruction, testing accommodations for students with disabilities, 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.

- Contribute to the four-year graduation rate of first-year students.

- Continue professional training of the professional and student staff so that current theories, research, and teaching strategies are implemented within the program.

- Guide students to reach their academic potential while realizing the benefits of academic collaboration.

- Train student staff on issues of diversity, equity, and inclusive excellence.

Summary of Alignment with Ball State University's Strategic Plan

Activities and Achievements Related to Undergraduate Excellence and Innovation
    Tutoring, Supplemental Instruction, Academic Coaching, and testing accommodations for students with disabilities play an integral part in undergraduate excellence and innovation.

Activities and Achievements Related to Graduate Education and Lifetime Learning
    While our tutoring and SI programs are primarily directed toward undergraduate students, we do offer services to graduate students as well (primarily, tutoring, Academic Coaching, and test proctoring).

Activities and Achievements Related to Community Engagement and Impact
    We continue to offer our Community Tutoring List to parents of K-12 children in the community who request a tutor for their school-age child. This list is composed of tutors who have expressed an interest in tutoring in certain subject areas outside of their work at the Learning Center.

Activities and Achievements Related to Scholarship and Societal Impact
    Learning Center professional staff were active in conference presentations for the National College Learning Center Association and also were active in service to national organizations in the field of academic success/learning assistance.

Activities and Achievements Related to Inclusive Excellence
    The Learning Center employs a diverse staff of over 130 students. We market specifically to different groups of students throughout the year to remind them about our academic support services.

Retention and Graduation

Summary

The Learning Center's mission includes the critical goal of supporting the retention and four-year graduation rates of students.

The Office of Institutional Research and Decision Support prepared the retention and graduation analysis for Fall 2014-Fall 2020 cohorts and finds that **there is a positive association between Learning Center usage and retention/graduation outcomes**.

Retention:

Those who attended Supplemental Instruction eight or more times (2018-2020) had a retention rate 19.7% higher than those who did not attend SI. Those who attended tutoring eight or more times (2018-2020) had a retention rate 9.8% higher than those who did not attend tutoring.

The difference in retention rates by term of entry is also reported: for example, students who attended SI eight or more times in Fall 2020 (their first term) were retained at a 17.4% higher rate than students who did not attend SI. Students who attended tutoring eight more times were retained at a 9.7% higher rate than students who did not attend tutoring.

Graduation:

Those who attended Supplemental Instruction eight or more times (2015-2017) graduated in four years at a 16.1% higher rate than those who did not attend SI. Those who attended tutoring eight or more times (2015-2017) graduated at four years at a 8.4% higher rate than those who did not attend tutoring.

The difference in four-year graduation rates by term of entry is also reported: for example, students who attended SI eight or more times in Fall 2017 (their first term) graduated at a 17.8% higher rate than students who did not attend SI. Students who attended tutoring eight more times were retained at a 3.9% higher rate than students who did not attend tutoring.

Matched/Unmatched Comparisons

The following report offers matched versus unmatched retention and graduation comparisons. In the matched comparison, visitors are matched to non-visitor peers in the corresponding reference population (student in courses covered by the service) along the following coarsened features: gender, race/ethnicity, Pell recipient status, first-generation status, high school GPA intervals, college of primary major, and term of entry.

BALL STATE UNIVERSITY

Retention Analysis of Learning Center Visitors, Fall 2014 - Fall 2020 Cohorts
Institutional Research and Decision Support
Prepared 10/28/21

Analysis Methodology
Services considered: Supplemental Instruction, Tutoring
Outcomes considered: Fall-to-Fall retention, Four-year graduation
Base population: First-time, full-time, bachelors-seeking undergraduates

Each student is assigned to a visitor bucket (0 visits, 1-4 visits, 5-7 visits, 8+ visits) for each service based on the number of times they use that service in their first term. For each service, the *reference population* is limited to students in courses covered by the service: covered (course + instructor) combinations for Supplemental Instruction and covered courses for Tutoring.

Table of contents:

Average differences in outcome between matching visitors and non-visitors are presented below for the following breakdowns:

Error bars represent standard error of the mean, but do not necessarily capture all sources of variation.

Data sources: B_STU.TUTOR_TRAC_VISITS, B_DATAMART.COHORTS
Data retrieved: 8/5/21

Figure 1. Retention and four-year graduation rates of first-time cohorts, multi-year aggregate

- There is a positive association between Learning Center usage and retention/graduation outcomes.

Outcome by service visits, aggregate over cohorts
(retention 2018-2020, graduation 2015-2017)
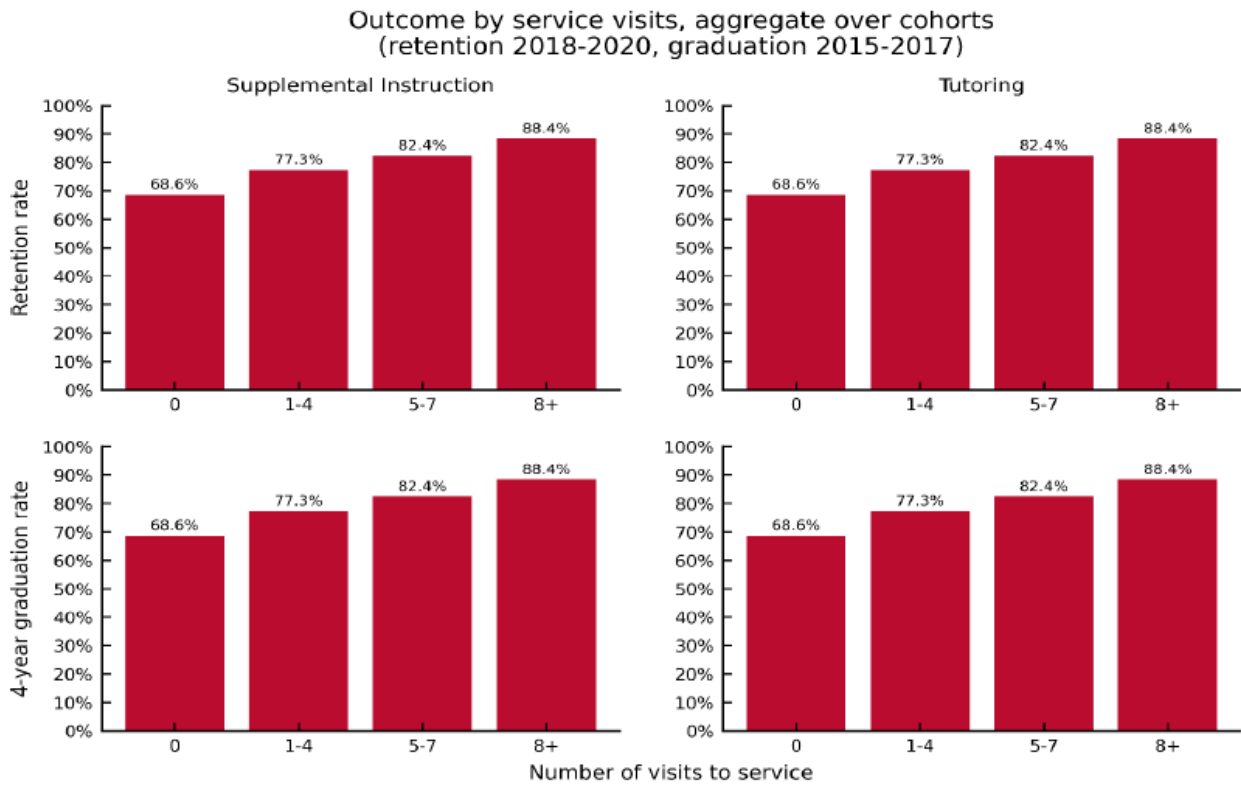
Figure 2. Gain in retention or four-year graduation rate compared to non-visitors
- Differences from the zero visit category as shown to illustrate the comparison.

Unmatched gain by service visits, aggregate over cohorts
(retention 2018-2020, graduation 2015-2017)
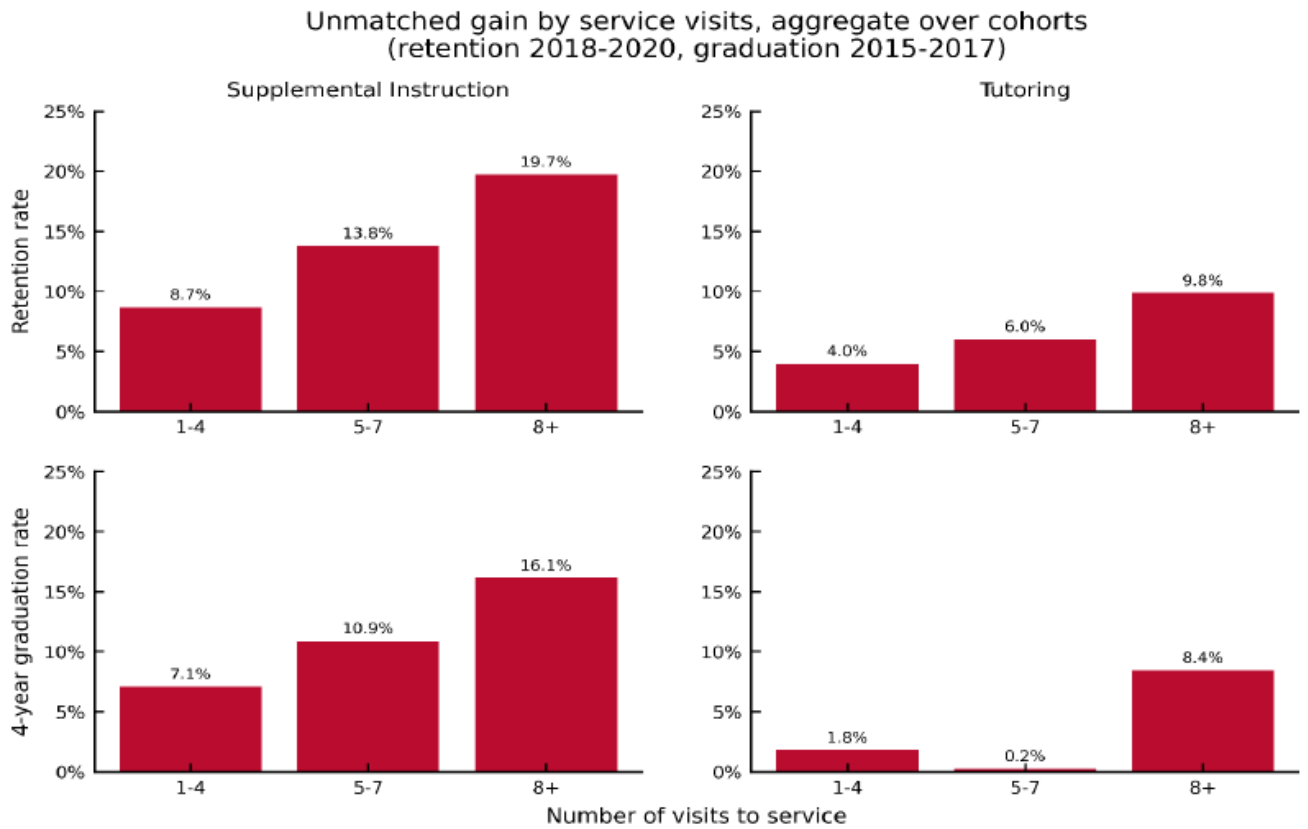
Matching Procedure to Make a More Direct Comparison

Diagram 1. Matched versus unmatched retention comparisons
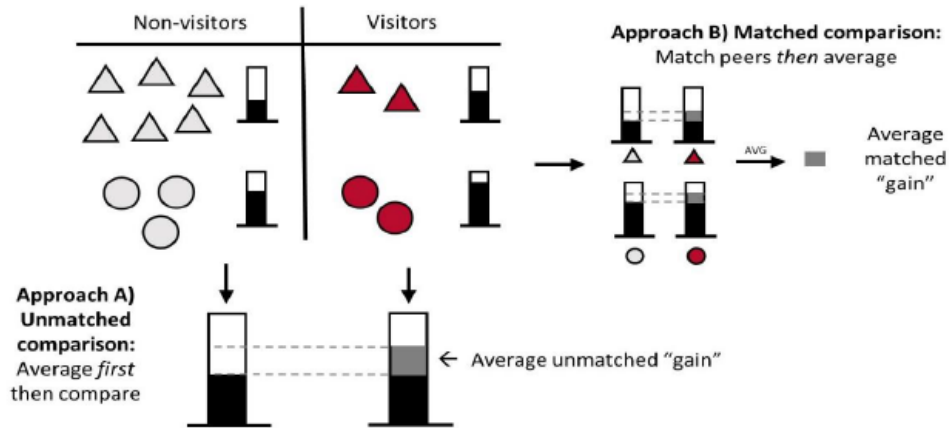
Diagram 2. Pair matching
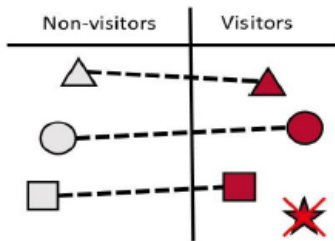
Visitors are matched to non-visitor peers in the corresponding reference population along the following coarsened features:

- Gender - Male, Female
- Race/ethnicity - Minority, Non-minority
- Pell recipient status - Recipient, Non-recipient
- First-generation status - First-generation, Non-first-generation
- High School GPA - three intervals: [0-3), [3-3.5), [3.5-4]
- College of primary major
- Term of entry

Figure 3. Aggregate average difference in outcome between matching visitors and non-visitors, by service

- In aggregate, differences are positive, meaning visitor are retained at higher rates compared to their matching peers.

- Differences in outcomes are positively associated with number of service visits.

- Differences for visitors to Tutoring are smaller than differences for visitors to Supplemental Instruction.

**Compare below to Figure 2

Matched gain by service visits, aggregate over cohorts
(retention 2014-2020, graduation 2014-2017)
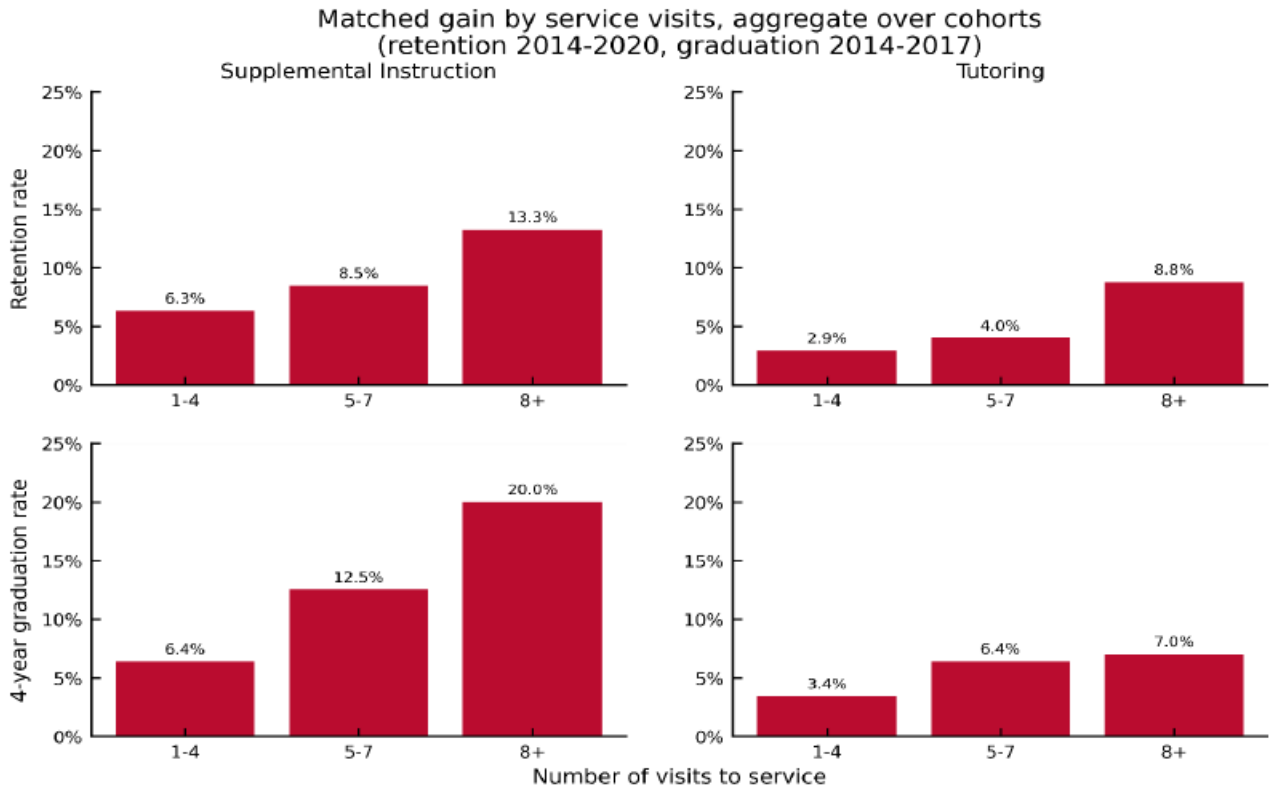
Figure 4a. Difference in retention rate by service and cohort term

Difference in retention rate from peers with no visits, by entering term

Cohort entering term
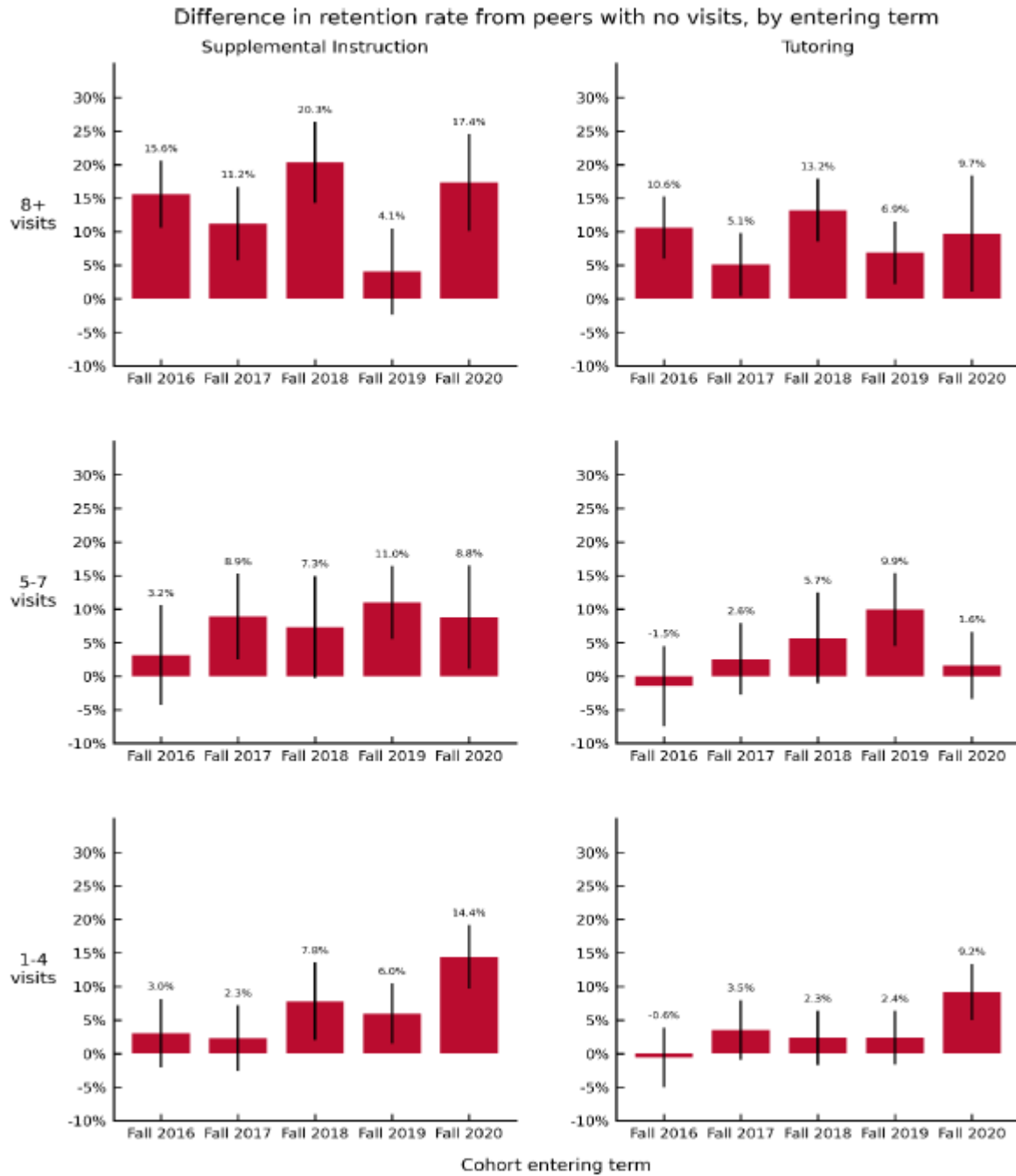
Figure 4b. Difference in four-year graduation rate by service and cohort term

Difference in 4-year graduation rate from peers with no visits, by entering term
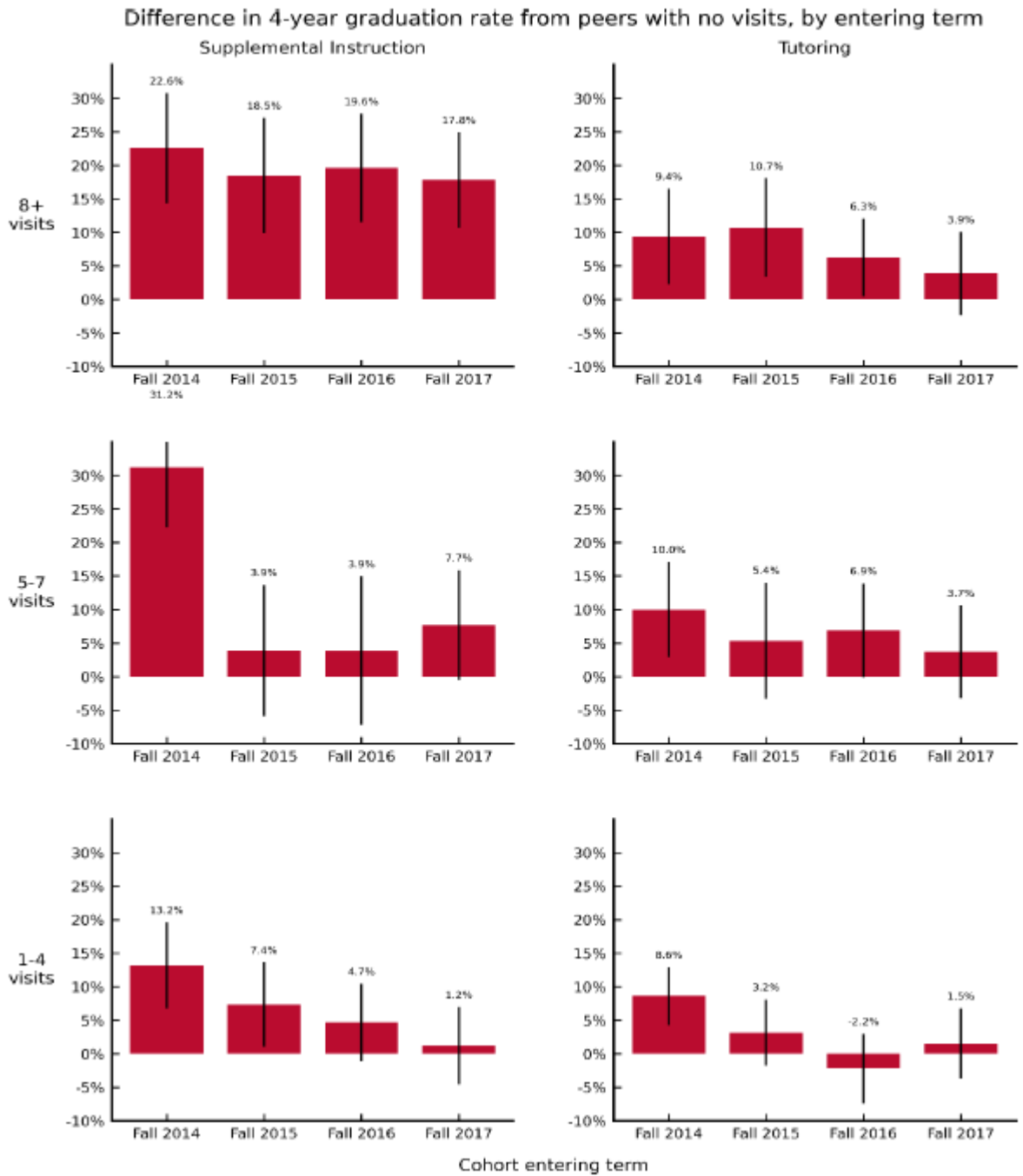
Figure 5a. Difference in retention rate by subpopulation, Supplemental Instruction visitors

Difference in retention rate from peers with zero visits, by subpopulation, Supplemental Instruction, multi-year aggregate

Gain in retention rate retention rate compared to peers with zero visits

Visits to Supplemental Instruction
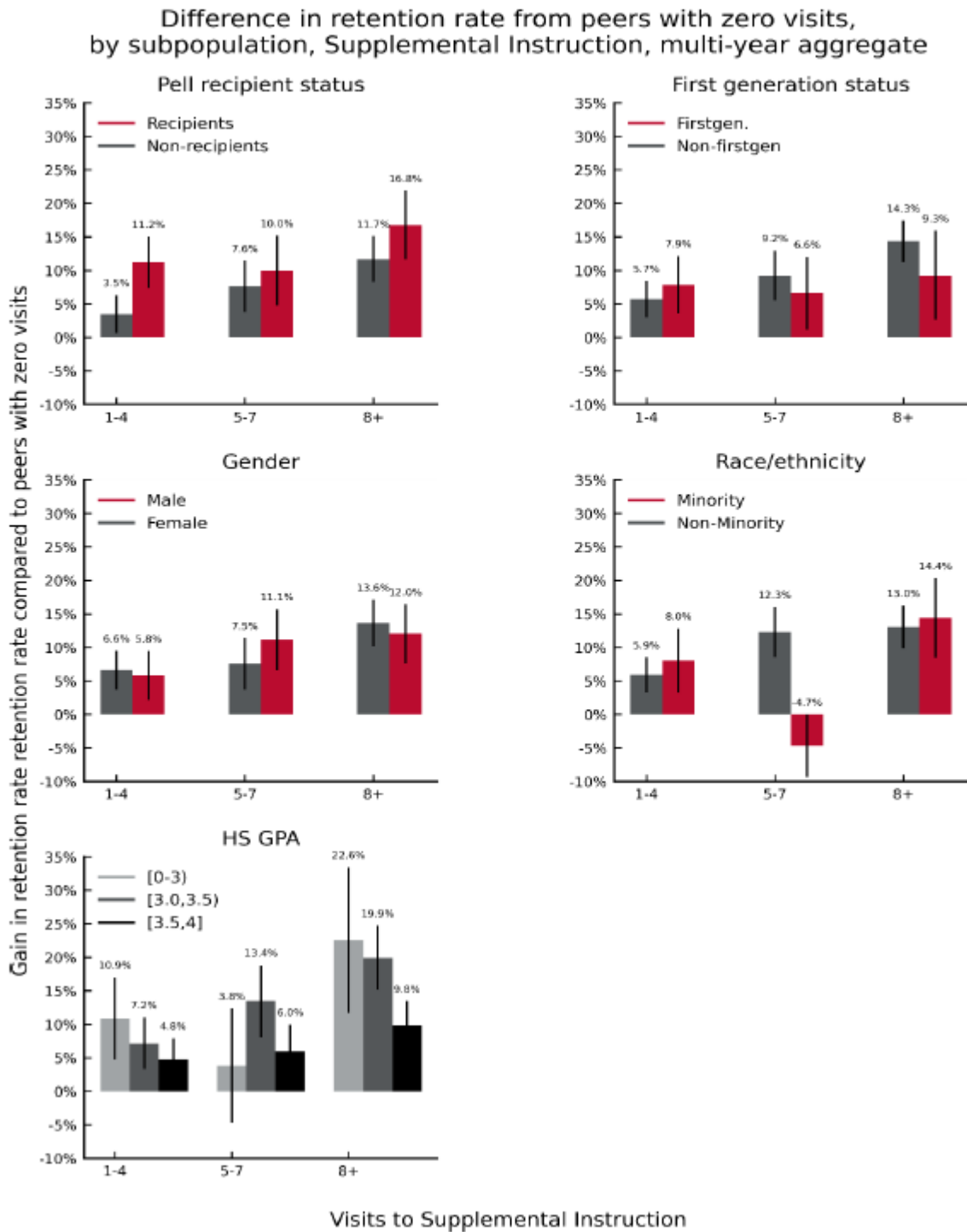
Figure 5b. Difference in retention rate by subpopulation, tutoring visitors

Difference in retention rate from peers with zero visits, by subpopulation, Tutoring, multi-year aggregate

Gain in retention rate retention rate compared to peers with zero visits

Visits to Tutoring
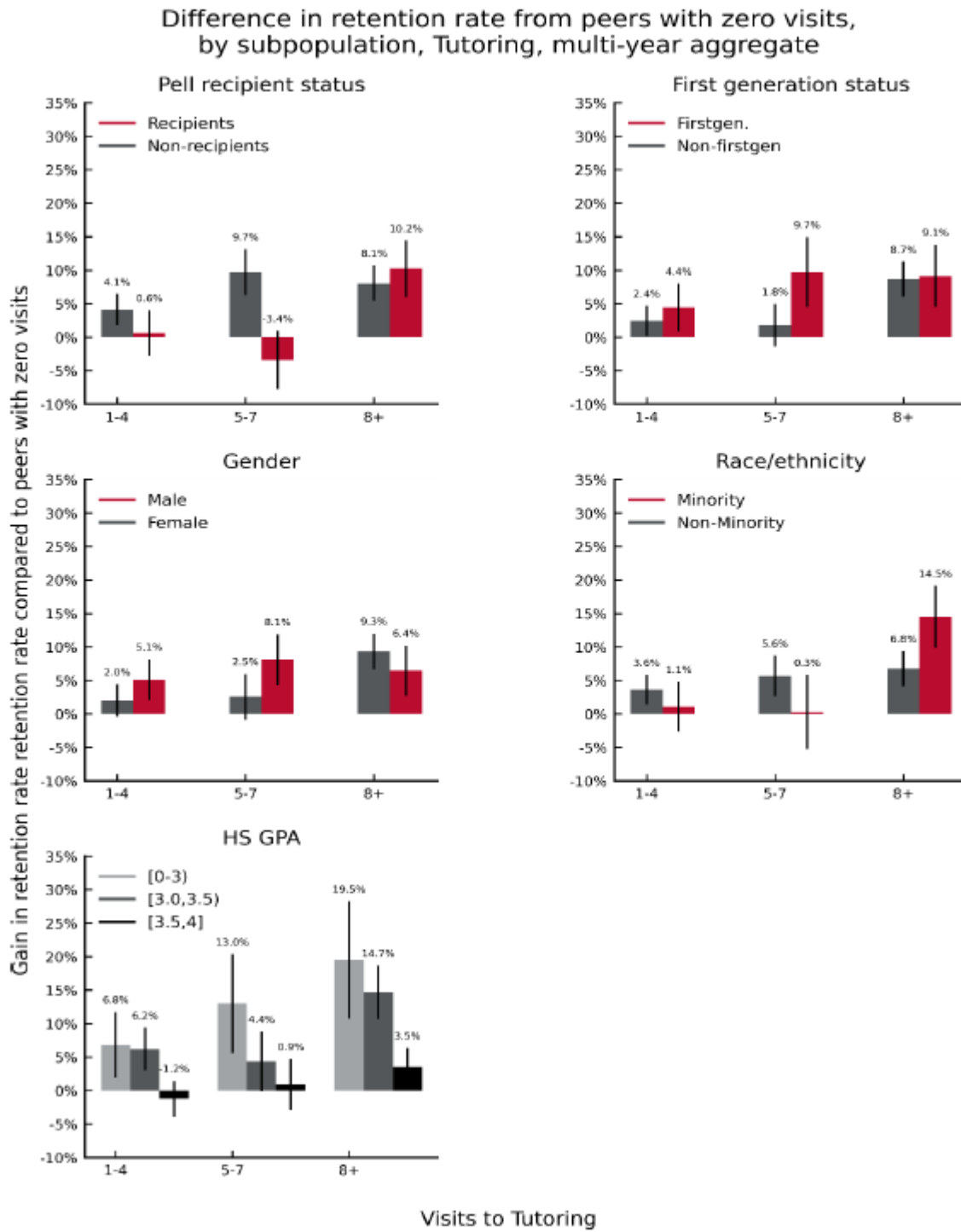
Figure 5c. Difference in four-year graduation rate by subpopulation, Supplemental Instruction visitors

Difference in 4-year graduation rate from peers with zero visits, by subpopulation, Supplemental Instruction, multi-year aggregate

Visits to Supplemental Instruction
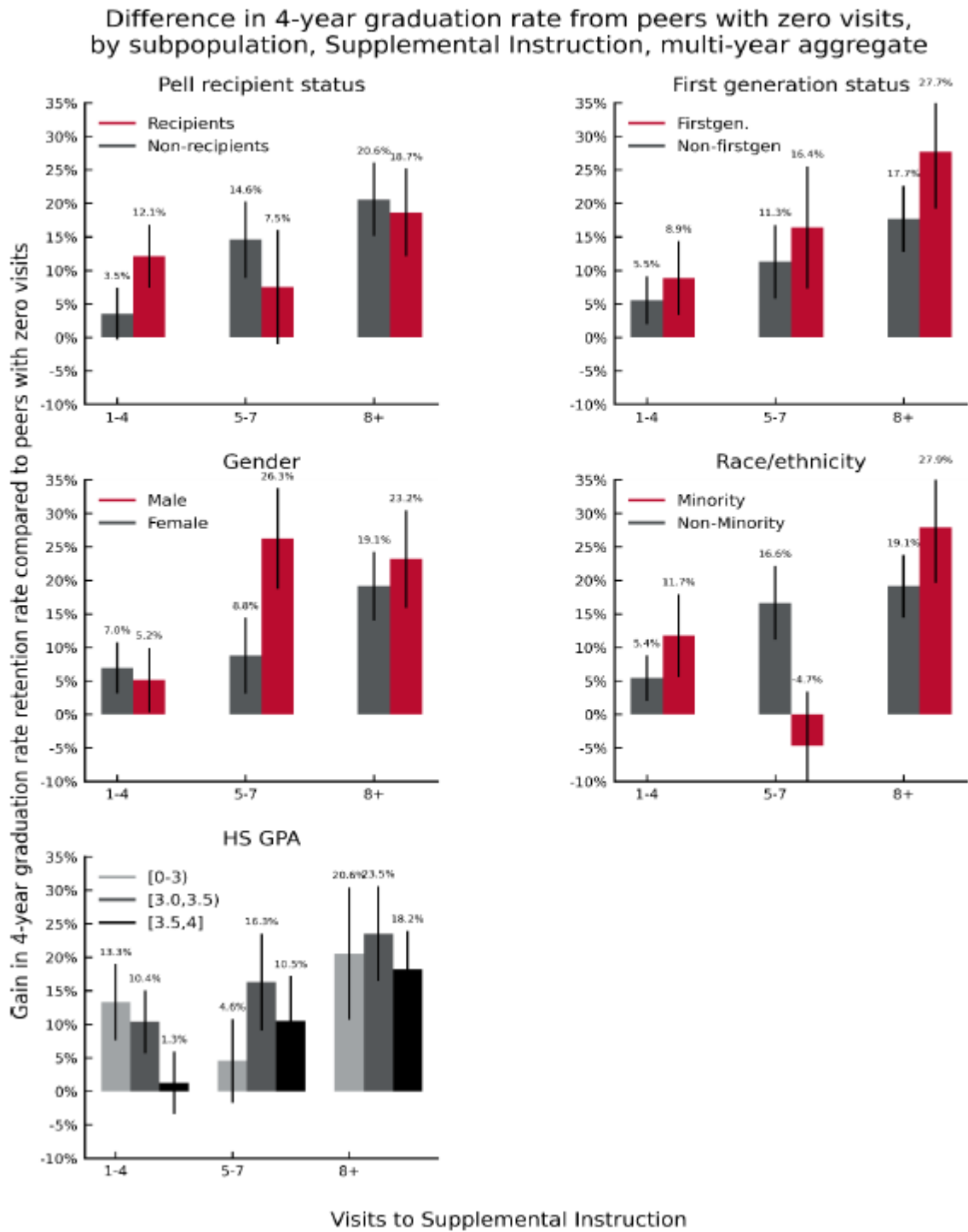
Figure 5d. Difference in four-year graduation rate by subpopulation, tutoring visitors

Difference in 4-year graduation rate from peers with zero visits,
by subpopulation, Tutoring, multi-year aggregate
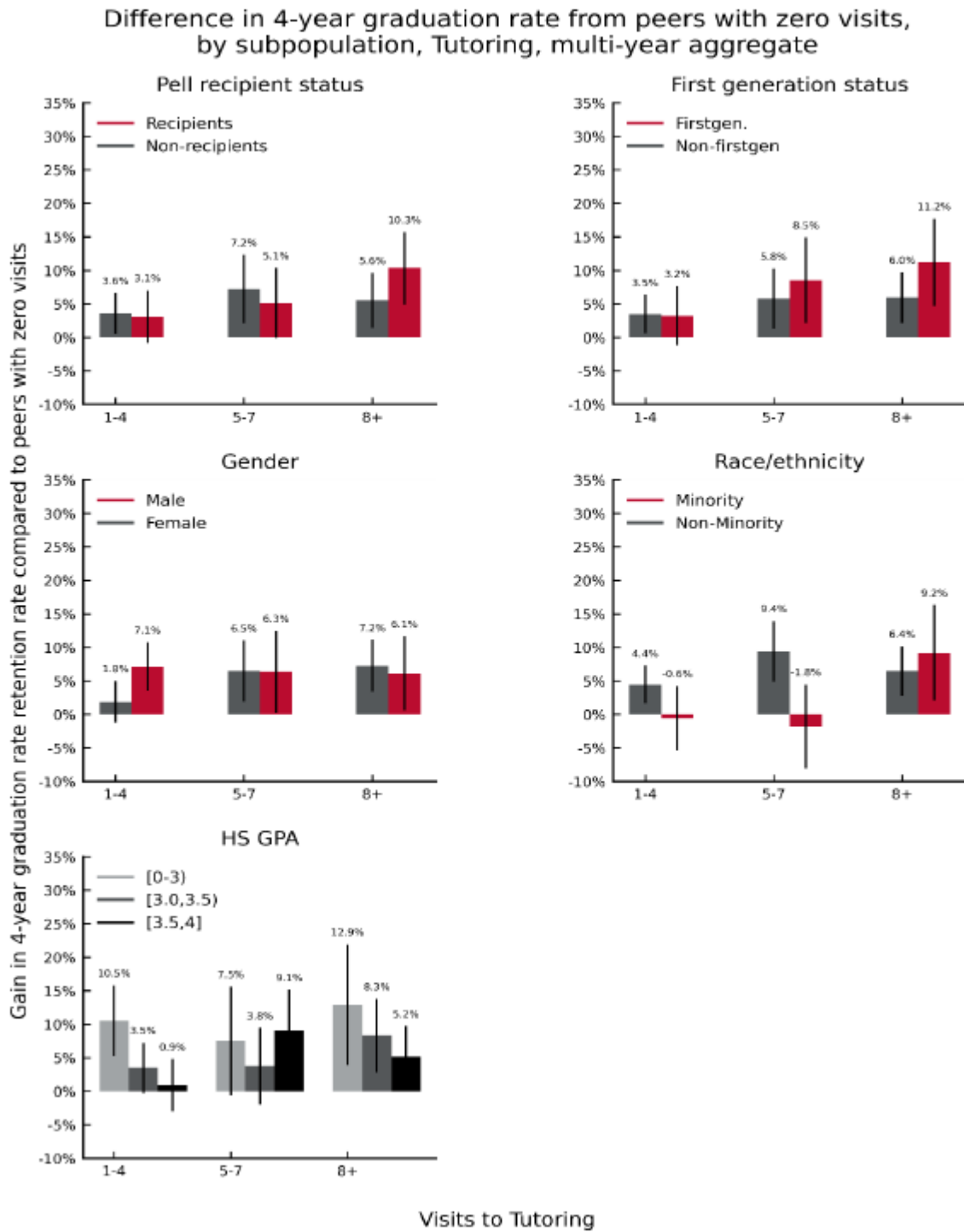
Appendix table 1: Reference population and visitor bucket counts by service and cohort

| | | Supplmental Instruction | | | | | | Tutoring | | | | | |
| | | Number in at least one covered section | Percent in at least one covered section | By number of visits to service | | | | Number in at least one covered course | Percent in at least one covered course | By number of visits to service | | | |
Cohort term	Cohort size			No visits	1-4 visits	5-7 visits	8+ visits			No visits	1-4 visits	5-7 visits	8+ visits
Fall 2014	3615	1317	36.4%	576	335	106	300	3608	99.8%	3042	379	69	118
Fall 2015	3506	1249	35.6%	604	350	104	191	3499	99.8%	2978	300	73	148
Fall 2016	3880	1249	32.2%	750	348	54	97	3836	98.9%	3302	254	78	202
Fall 2017	3985	1373	34.5%	719	364	105	185	3919	98.3%	3385	246	77	211
Fall 2018	3697	1298	35.1%	612	426	93	167	3614	97.8%	3109	277	63	165
Fall 2019	4010	1726	43.0%	982	481	125	138	3916	97.7%	3320	321	81	194
Fall 2020	3524	1419	40.3%	1079	257	44	39	3400	96.5%	3152	174	26	48

Appendix table 2: Reference population and visitor bucket percentages by service and cohort

| | | Supplmental Instruction | | | | | Tutoring | | | | | |
| | | Number in at least one covered section | Percentage of students in covered sections that by number of visits to service | | | | Number in at least one covered course | Percentage of students in covered sections that by number of visits to service | | | |
Cohort term	Cohort size		No visits	1-4 visits	5-7 visits	8+ visits		No visits	1-4 visits	5-7 visits	8+ visits
Fall 2014	3615	1317	43.7%	25.4%	8.0%	22.8%	3608	84.3%	10.5%	1.9%	3.3%
Fall 2015	3506	1249	48.4%	28.0%	8.3%	15.3%	3499	85.1%	8.6%	2.1%	4.2%
Fall 2016	3880	1249	60.0%	27.9%	4.3%	7.8%	3836	86.1%	6.6%	2.0%	5.3%
Fall 2017	3985	1373	52.4%	26.5%	7.6%	13.5%	3919	86.4%	6.3%	2.0%	5.4%
Fall 2018	3697	1298	47.1%	32.8%	7.2%	12.9%	3614	86.0%	7.7%	1.7%	4.6%
Fall 2019	4010	1726	56.9%	27.9%	7.2%	8.0%	3916	84.8%	8.2%	2.1%	5.0%
Fall 2020	3524	1419	76.0%	18.1%	3.1%	2.7%	3400	92.7%	5.1%	0.8%	1.4%

Appendix table 3: Average characteristics of students in Supplemental Instruction reference population, average of five fall cohorts

	Reference	By visits to Supplemental Instruction			
		No visits	1-4 visits	5-7 visits	8+ visits
Student demographics					
Men	37.0%	41.3%	33.4%	27.3%	26.2%
First generation	32.5%	34.7%	30.9%	30.9%	23.6%
Pell recipients	38.4%	39.5%	38.2%	37.3%	32.9%
Students of color	22.3%	21.8%	24.1%	24.7%	18.8%
High school GPA					
[0, 3)	13.2%	15.6%	12.0%	7.1%	5.4%
[3, 3.5)	40.2%	43.4%	38.3%	34.7%	28.6%
[3.5, 4]	46.6%	41.1%	49.7%	58.2%	66.0%
College of primary major					
R. Estopinal College of Architecture and Planning	2.5%	3.0%	2.0%	2.1%	1.1%
Miller College of Business	17.0%	17.5%	16.6%	19.5%	13.9%
College of Health	32.5%	27.4%	37.5%	36.3%	48.1%
College of Communication, Information, and Media	5.2%	5.6%	4.6%	3.6%	4.6%
College of Fine Arts	2.4%	3.3%	1.6%	0.5%	0.3%
College of Science and Humanities	26.0%	27.0%	25.3%	25.4%	22.0%
Teachers College	6.9%	8.4%	5.0%	5.7%	3.2%
University College	7.5%	7.8%	7.4%	6.9%	6.7%

Appendix table 4: Average characteristics of students in Tutoring reference population, average of five fall cohorts

	Reference	By visits to Tutoring			
		No visits	1-4 visits	5-7 visits	8+ visits
Student demographics					
Men	38.9%	40.9%	30.0%	26.5%	19.1%
First generation	30.1%	30.9%	25.2%	28.0%	23.4%
Pell recipients	37.0%	37.3%	34.0%	42.8%	33.4%
Students of color	21.4%	20.4%	27.5%	31.7%	26.6%
High school GPA					
[0, 3)	13.3%	13.6%	13.8%	14.5%	8.0%
[3, 3.5)	39.0%	38.9%	41.7%	40.9%	36.3%
[3.5, 4]	47.7%	47.6%	44.6%	44.6%	55.6%
College of primary major					
R. Estopinal College of Architecture and Planning	4.6%	5.1%	2.4%	1.5%	1.1%
Miller College of Business	14.3%	14.7%	13.7%	11.4%	9.3%
College of Health	18.2%	15.0%	32.4%	39.4%	50.9%
College of Communication, Information, and Media	9.7%	10.4%	5.7%	4.3%	4.3%
College of Fine Arts	8.2%	9.1%	2.7%	2.8%	2.1%
College of Science and Humanities	28.0%	27.9%	31.1%	29.8%	25.7%
Teachers College	7.2%	7.8%	4.2%	4.3%	2.6%
University College	9.7%	10.2%	7.8%	6.5%	4.1%

Learning Center Client Demographics

This demographic analysis includes visits for tutoring (divided into Tutoring Desk [used Fall and Spring] and Online Tutoring and Academic Coaching [summer]), SI, Testing, and Academic Coaching.

Our most frequent client is white, female, a sophomore, between the ages of 19-21, and majoring in the health care field.

Supplemental Instruction serves more seniors than any other class rank due to the high number of study session attendees in the nursing courses.

Tutoring serves more sophomores than any other class rank.

In terms of gender, the Learning Center serves 4% more females and 4% fewer males than the campus population.

In terms of race and ethnicity, the Learning Center serves a comparable percentage of students as distributed campus-wide, with the exception of Black/African American students: 14% of the Learning Center's clients are Black/African American, compared to 9.3% of the general undergraduate population.

	Ball State Students *Office of Institutional Research and Decision Support, Common Data Set, 2020-2021	Learning Center Clients (tutoring, SI, Academic Coaching) *TutorTrac
Female/Male	66% / 34%	70% / 30%
Asian	1.8%	2%
Black/African American	9.3%	14%
Hawaiian/Pacific Islander	.10%	.08%
Hispanic	6.5%	7%
White, non-Hispanic	75.8%	72%

Center Usage and Demographics by Center Name

Centers :Testing Desk, Online Tutoring and Academic Coaching, Tutoring Desk, Supplemental Instruction
criteria: from 08/17/2020 to 07/23/2021

Name

Online Tutoring and Academic Coaching

	Visits	Hrs	Students	Demographics Summary
Total:	120	120.00	33	

Ethnicity:

Black or African-American	**5**
Two or More Races	**2**
Unknown	**1**
White	**25**

Male: 7   **Female:** 26

Age: 19: 5 **20:** 7 **21:** 5 **22:** 2 **23:** 3 **24:** 1 **25:** 1
26: 1 **27:** 1 **28:** 1 **30:** 1 **31:** 2 **35:** 1 **46:** 1
53: 1

Class:

FR	**1**
GR	**2**
JR	**9**
SO	**11**
SR	**10**

College:

College of Health	**12**
Commun., Info. and Media	**1**
Fine Arts	**1**

Miller College of Business	**2**
Sciences and Humanities	**12**
Teachers College	**2**
University College	**3**

Supplemental Instruction

	Visits	Hrs	Students
Total:	8998	12287.13	1481

Demographics Summary

Ethnicity:

[blank]	**2**
American Indian/Alaskan Native	**2**
Asian	**35**
Black or African-American	**183**
Hispanic	**100**
Two or More Races	**50**
Unknown	**33**
White	**1076**

Male: 443   **Female:** 1038

Age: 17: 1 **18:** 12 **19:** 444 **20:** 411 **21:** 310 **22:** 168 **23:** 54
24: 11 **25:** 6 **26:** 11 **27:** 4 **28:** 3 **29:** 6 **30:** 4
31: 4 **32:** 2 **33:** 3 **34:** 2 **35:** 2 **36:** 3 **37:** 1
38: 2 **39:** 1 **41:** 1 **42:** 2 **43:** 1 **45:** 1 **46:** 1
47: 1 **48:** 3 **49:** 1 **51:** 1 **53:** 1 **54:** 1 **55:** 2

Class:

FR	**201**
GR	**8**
JR	**335**
SO	**456**
SR	**481**

College:

Architecture and Planning	**26**
College of Health	**582**
Commun., Info. and Media	**33**
Fine Arts	**96**
Miller College of Business	**277**
No College Designated	**1**
Sciences and Humanities	**348**
Teachers College	**89**
University College	**29**

Testing Desk

	Visits	Hrs	Students
Total:	291	218.25	89

Demographics Summary

Ethnicity:

[blank]	**2**
Asian	**1**
Black or African-American	**10**
Hispanic	**4**
Two or More Races	**1**
Unknown	**2**
White	**69**

Male: 23   **Female:** 66

Age: 18: 2 **19:** 19 **20:** 21 **21:** 18 **22:** 8 **23:** 9 **25:** 4
26: 2 **27:** 2 **29:** 1 **34:** 1 **37:** 1 **38:** 1

Class:

FR	**8**
GR	**3**

HS	**1**
JR	**24**
SO	**23**
SR	**30**

College:

Architecture and Planning	**3**
College of Health	**8**
Commun., Info. and Media	**10**
Fine Arts	**6**
Miller College of Business	**9**
No College Designated	**1**
Sciences and Humanities	**33**
Teachers College	**15**
University College	**4**

Tutoring Desk

	Visits	Hrs	Students
Total:	5988	5987.50	1056

Demographics Summary

Ethnicity:

[blank]	**1**
American Indian/Alaskan Native	**2**
Asian	**18**
Black or African-American	**191**
Hawaiian or Pacific Islander	**2**
Hispanic	**82**
Two or More Races	**40**
Unknown	**20**
White	**700**

Male: 301   **Female:** 755

Age: 17: 1 **18:** 10 **19:** 279 **20:** 335 **21:** 212 **22:** 101 **23:** 38
24: 10 **25:** 12 **26:** 6 **27:** 6 **28:** 3 **29:** 4 **30:** 3
31: 3 **33:** 2 **34:** 4 **36:** 2 **37:** 1 **39:** 3 **40:** 1
41: 1 **42:** 2 **44:** 1 **45:** 1 **46:** 1 **47:** 1 **48:** 1
50: 1 **51:** 2 **52:** 2 **53:** 1 **54:** 1 **55:** 1 **56:** 2
57: 1 **58:** 1

Class:

FR	**146**
GR	**20**
JR	**260**
SO	**335**
SR	**295**

College:

Architecture and Planning	**33**
College of Health	**230**
Commun., Info. and Media	**89**
Fine Arts	**51**
Honors College	**1**
Miller College of Business	**178**
No College Designated	**1**
Sciences and Humanities	**353**
Teachers College	**86**
University College	**34**

Grand Total Summary

	Visits	Hrs	Students
Total:	15397	18612.88	2324

Demographics Summary

Ethnicity:

[blank]	**5**
American Indian/Alaskan Native	**4**
Asian	**50**

Black or African-American	**334**
Hawaiian or Pacific Islander	**2**
Hispanic	**165**
Two or More Races	**78**
Unknown	**46**
White	**1640**

Male: 694   **Female:** 1630

Age: 17: 1 **18:** 21 **19:** 642 **20:** 664 **21:** 489 **22:** 249 **23:** 97
24: 22 **25:** 19 **26:** 17 **27:** 12 **28:** 7 **29:** 9 **30:** 7
31: 6 **32:** 2 **33:** 5 **34:** 6 **35:** 3 **36:** 4 **37:** 3
38: 3 **39:** 4 **40:** 1 **41:** 1 **42:** 4 **43:** 1 **44:** 1
45: 1 **46:** 3 **47:** 1 **48:** 3 **49:** 1 **50:** 1 **51:** 2
52: 2 **53:** 1 **54:** 2 **55:** 3 **56:** 2 **57:** 1 **58:** 1

Class:

FR	**307**
GR	**31**
HS	**1**
JR	**545**
SO	**709**
SR	**731**

College:

Architecture and Planning	**56**
College of Health	**727**
Commun., Info. and Media	**119**
Fine Arts	**146**
Honors College	**1**
Miller College of Business	**408**
No College Designated	**3**
Sciences and Humanities	**632**

Teachers College	**168**
University College	**64**

Appointment-Based Peer Tutoring

Staffing: AY 2020-2021

	Graduate Assistants	Tutors	Tutoring Desk Assistants
Fall 2020	5	63	3
Spring 2021	5	61	4
Summer 2021	0	11	0

Usage Summary

	Appointment-based tutoring visits
Fall 2020	3,482
Spring 2021	2,481
Summer 2021	120
Total	6,083

Weekly Attendance Trends: Visits

Fall 2020

Tutoring Desk Weekly Visits

Week	Visits
WEEK 1	128
*WEEK 2	136
WEEK 3	230
WEEK 4	273
WEEK 5	254
WEEK 6	306
WEEK 7	274
WEEK 8	276
WEEK 9	258
WEEK 10	234
WEEK 11	258
WEEK 12	248
WEEK 13 T-GIVING	63
WEEK 14	182
WEEK 15	187
WEEK 16 FINALS	25

Spring 2021

Tutoring Desk Weekly Visits

Week	Visits
WEEK 1	84
WEEK 2	142
WEEK 3	161
WEEK 4	167
WEEK 5	169
WEEK 6	187
WEEK 7	200
WEEK 8	177
WEEK 9	174
WEEK 10	178
WEEK 11	158
WEEK 12	149
WEEK 13	150
WEEK 14	159
WEEK 15	42

Tutoring Visits/Students by Course, Fall 2020

ACC201 Total: 84 Visits 25 Students

ACC202 Total: 28 Visits 5 Students

AHS100 Total: 10 Visits 5 Students

ANAT201 Total: 200 Visits 37 Students

ASTR100 Total: 1 Visit 1 Students

BIO100 Total: 5 Visits 1 Students

BIO111 Total: 96 Visits 24 Students

BIO112 Total: 29 Visits 10 Students

BIO113 Total: 70 Visits 16 Students

BIO210 Total: 16 Visits 4 Students

BIO214 Total: 28 Visits 5 Students

BIO215 Total: 29 Visits 5 Students

BIO313 Total: 12 Visits 4 Students

BL260 Total: 10 Visits 3 Students

CC101 Total: 2 Visits 2 Students

CHEM100 Total: 11 Visits 7 Students

CHEM101 Total: 228 Visits 49 Students

CHEM111 Total: 186 Visits 53 Students

CHEM112 Total: 50 Visits 12 Students

CHEM225 Total: 38 Visits 4 Students

CHEM230 Total: 18 Visits 7 Students

CHEM231 Total: 178 Visits 24 Students

CHEM463 Total: 26 Visits 3 Students

CJC101 Total: 1 Visit 1 Students

CJC102 Total: 1 Visit 1 Students

CJC220 Total: 1 Visit 1 Students

CJC250 Total: 3 Visits 1 Students

COMM210 Total: 4 Visits 3 Students

CS120 Total: 8 Visits 3 Students

CS124 Total: 11 Visits 3 Students

CS222 Total: 6 Visits 2 Students

CS224 Total: 42 Visits 9 Students

CS230 Total: 7 Visits 1 Students

DANC100 Total: 1 Visit 1 Students

ECON116 Total: 12 Visits 3 Students

ECON201 Total: 37 Visits 13 Students

ECON202 Total: 65 Visits 6 Students

ECON221 Total: 24 Visits 9 Students

ECON321 Total: 2 Visits 1 Students

ECYF250 Total: 1 Visit 1 Students

EDPS251 Total: 3 Visits 1 Students

EDPS260 Total: 22 Visits 5 Students

EXSC293 Total: 21 Visits 3 Students

FASH280 Total: 2 Visits 2 Students

FIN101 Total: 5 Visits 4 Students

FIN300 Total: 48 Visits 10 Students

FR201 Total: 18 Visits 2 Students

FR202 Total: 12 Visits 3 Students

FR360 Total: 15 Visits 1 Students

GEOG101 Total: 15 Visits 4 Students

GEOG150 Total: 2 Visits 1 Students

GEOG250 Total: 1 Visit 1 Students

GEOG265 Total: 19 Visits 4 Students

GER201 Total: 1 Visit 1 Students

HIST150 Total: 55 Visits 28 Students

HIST151 Total: 2 Visits 2 Students

HIST201 Total: 5 Visits 2 Students

HSC180 Total: 10 Visits 1 Students

ISOM125 Total: 7 Visits 7 Students

JAPA101 Total: 5 Visits 2 Students

JAPA201 Total: 22 Visits 2 Students

MATH108 Total: 46 Visits 8 Students

MATH111 Total: 22 Visits 8 Students

MATH112 Total: 45 Visits 11 Students

MATH125 Total: 126 Visits 42 Students

MATH132 Total: 169 Visits 27 Students

MATH161 Total: 7 7.00 Visits Students

MATH165 Total: 116 Visits 18 Students

MATH166 Total: 7 Visits 2 Students

MATH181 Total: 35 Visits 2 Students

MATH201 Total: 14 Visits 5 Students

MATH202 Total: 58 Visits 14 Students

MATH215 Total: 8 Visits 2 Students

MATH251 Total: 6 Visits 1 Students

MATH267 Total: 4 Visits 2 Students

MBA611 Total: 5 Visits 1 Students

MGT300 Total: 3 Visits 2 Students

MUHI100 Total: 9 Visits 5 Students

MUST102 Total: 4 Visits 2 Students

MUST111 Total: 19 Visits 3 Students

MUST112 Total: 11 Visits 2 Students

MUST201 Total: 15 Visits 1 Students

NREM101 Total: 1 Visit 1 Students

NUR330 Total: 18 Visits 5 Students

PHIL202 Total: 5 Visits 2 Students

PHYC100 Total: 21 Visits 4 Students

PHYC110 Total: 118 Visits 18 Students

PHYC112 Total: 1 Visit 1 Students

PHYC122 Total: 40 Visits 3 Students

PHYS215 Total: 174 Visits 27 Students

POLS130 Total: 1 Visits 1 Students

POLS237 Total: 6 Visit 1 Students

POLS243 Total: 1 Visit 1 Students

POLS293 Total: 4 Visits 1 Students

PSYS100 Total: 26 Visits 15 Students

PSYS241 Total: 51 Visits 14 Students

PSYS284 Total: 16 Visits 7 Students

PSYS285 Total: 1 Visit 1 Students

PSYS471 Total: 1 Visit 1 Students

SNLN251 Total: 26 Visits 4 Students

SNLN252 Total: 3 Visits 3 Students

SNLN253 Total: 15 Visits 3 Students

SNLN651 Total: 10 Visits 1 Students

SOC100 Total: 5 Visits 3 Students

SP101 Total: 2 Visits 2 Students

SP102 Total: 46 Visits 9 Students

SP201 Total: 35 Visits 6 Students

SP202 Total: 1 Visit 1 Students

SP301 Total: 1 Visit 1 Students

SP302 Total: 1 Visit 1 Students

SPAA161 Total: 1 Visit 1 Students

TCOM384 Total: 31 Visits 4 Students

 Grand Total: **3482** Visits **828** Students

Tutoring Visits/Students by Course, Spring 2020

ACC201 Total: 30 Visits 12 Students

ACC202 Total: 20 Visits 7 Students

AHS100 Total: 1 Visit 1 Students

ANAT201 Total: 32 Visits 13 Students

BIO111 Total: 20 Visits 7 Students

BIO112 Total: 16 Visits 4 Students

BIO113 Total: 23 Visits 4 Students

BIO210 Total: 8 Visits 3 Students

BIO214 Total: 25 Visits 7 Students

BIO215 Total: 19 Visits 3 Students

BIO216 Total: 13 Visits 1 Students

BIO313 Total: 11 Visits 3 Students

BL260 Total: 2 Visits 2 Students

BUSA601 Total: 1 Visit 1 Students

CC101 Total: 2 Visits 1 Students

CH102 Total: 2 Visits 1 Students

CHEM100 Total: 4 Visits 4 Students

CHEM101 Total: 33 Visits 9 Students

CHEM111 Total: 77 Visits 8 Students

CHEM112 Total: 118 Visits 28 Students

CHEM230 Total: 9 Visits 4 Students

CHEM231 Total: 115 Visits 15 Students

CHEM232 Total: 66 Visits 12 Students

CHEM360 Total: 43 Visits 7 Students

CJC101 Total: 1 Visit 1 Students

CJC102 Total: 1 Visit 1 Students

COMM210 Total: 19 Visits 5 Students

CS120 Total: 8 Visits 5 Students

CS222 Total: 25 Visits 6 Students

CS224 Total: 23 Visits 3 Students

CS230 Total: 7 Visits 4 Students

ECON116 Total: 13 Visits 4 Students

ECON201 Total: 21 Visits 12 Students

ECON221 Total: 44 Visits 9 Students

EXSC293 Total: 3 Visits 2 Students

FIN101 Total: 15 Visits 3 Students

FIN300 Total: 3 Visits 2 Students

FR101 Total: 4 Visits 2 Students

FR102 Total: 1 Visit 1 Students

FR302 Total: 24 Visits 3 Students

GEOG101 Total: 19 Visits 3 Students

GEOG265 Total: 38 Visits 4 Students

HIST150 Total: 49 Visits 12 Students

HIST201 Total: 4 Visits 3 Students

HSC160 Total: 1 Visit 1 Students

ISOM125 Total: 5 Visits 1 Students

ISOM210 Total: 1 Visit 1 Students

ISOM351 Total: 9 Visits 5 Students

JAPA102 Total: 2 Visits 2 Students

JAPA202 Total: 12 Visits 1 Students

MATH108 Total: 35 Visits 6 Students

MATH111 Total: 10 Visits 3 Students

MATH112 Total: 19 Visits 5 Students

MATH125 Total: 184 Visits 41 Students

MATH132 Total: 130 Visits 21 Students

MATH161 Total: 1 Visit 1 Students

MATH165 Total: 17 Visits 6 Students

MATH166 Total: 1 Visit 1 Students

MATH181 Total: 2 Visits 1 Students

MATH201 Total: 45 Visits 15 Students

MATH202 Total: 39 Visits 8 Students

MATH215 Total: 12 Visits 1 Students

MATH267 Total: 2 Visits 2 Students

MATH321 Total: 3 Visits 2 Students

MATH351 Total: 10 Visits 1 Students

MATH360 Total: 12 Visits 1 Students

METC230 Total: 3 Visits 2 Students

MUHI100 Total: 13 Visits 4 Students

MUSE265 Total: 3 Visits 2 Students

MUST100 Total: 2 Visits 1 Students

MUST101 Total: 1 Visit 1 Students

MUST102 Total: 16 Visit 1 Students

MUST111 Total: 12 Visits 5 Students

MUST112 Total: 3 Visits 3 Students

MUST201 Total: 4 Visits 2 Students

MUST202 Total: 12 Visits 2 Students

MUST212 Total: 6 Visits 2 Students

NUR228 Total: 7 Visits 2 Students

NUR330 Total: 40 Visits 5 Students

PHIL102 Total: 1 Visit 1 Students

PHIL202 Total: 6 Visits 3 Students

PHYC100 Total: 2 Visits 2 Students

PHYC101 Total: 1 Visit 1 Students

PHYC110 Total: 83 Visits 26 Students

PHYC112 Total: 18 Visits 5 Students

PHYS205 Total: 2 Visits 1 Students

PHYS215 Total: 102 Visits 19 Students

POLS344 Total: 1 Visit 1 Students

PSYS100 Total: 3 Visits 2 Students

PSYS241 Total: 20 Visits 10 Students

PSYS284 Total: 10 Visits 3 Students

PSYS318 Total: 7 Visits 2 Students

PSYS324 Total: 1 Visit 1 Students

PSYS363 Total: 1 Visit 1 Students

PSYS368 Total: 2 Visits 2 Students

PSYS479 Total: 1 Visit 1 Students

RMI270 Total: 3 Visits 3 Students

SNLN251 Total: 35 Visits 8 Students

SNLN252 Total: 13 Visits 4 Students

SNLN253 Total: 22 Visits 5 Students

SNLN652 Total: 12 Visits 1 Students

SOC100 Total: 6 Visits 4 Students

SP101 Total: 4 Visits 1 Students

SP102 Total: 7 Visits 5 Students

SP201 Total: 11 Visits 2 Students

SP202 Total: 45 Visits 11 Students

SP301 Total: 7 Visits 1 Students
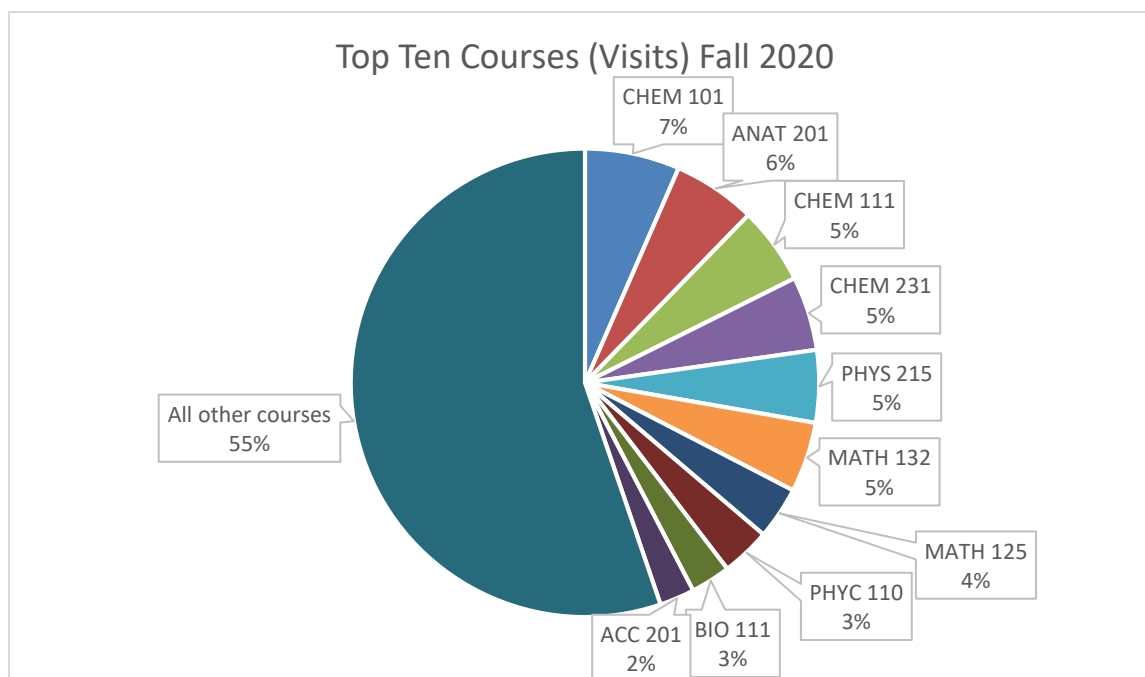
SP302 Total: 7 Visits 4 Students

SPAA161 Total: 1 Visit 1 Students

SPAA260 Total: 1 Visit 1 Students

TCOM384 Total: 43 Visits 5 Students

Grand Total: **2481** Visits **612** Students

Top Ten Courses (Visits) Fall 2020

- CHEM 101 — 7%
- ANAT 201 — 6%
- CHEM 111 — 5%
- CHEM 231 — 5%
- PHYS 215 — 5%
- MATH 132 — 5%
- MATH 125 — 4%
- PHYC 110 — 3%
- BIO 111 — 3%
- ACC 201 — 2%
- All other courses — 55%

Although the top 10 courses accounted for 45% of the total visits in Fall 2020, it's important to note that the Learning Center tutored for 112 different courses, demonstrating our commitment to providing academic assistance across a broad range of courses and content.

Top 10 Courses (Visits) Spring 2021
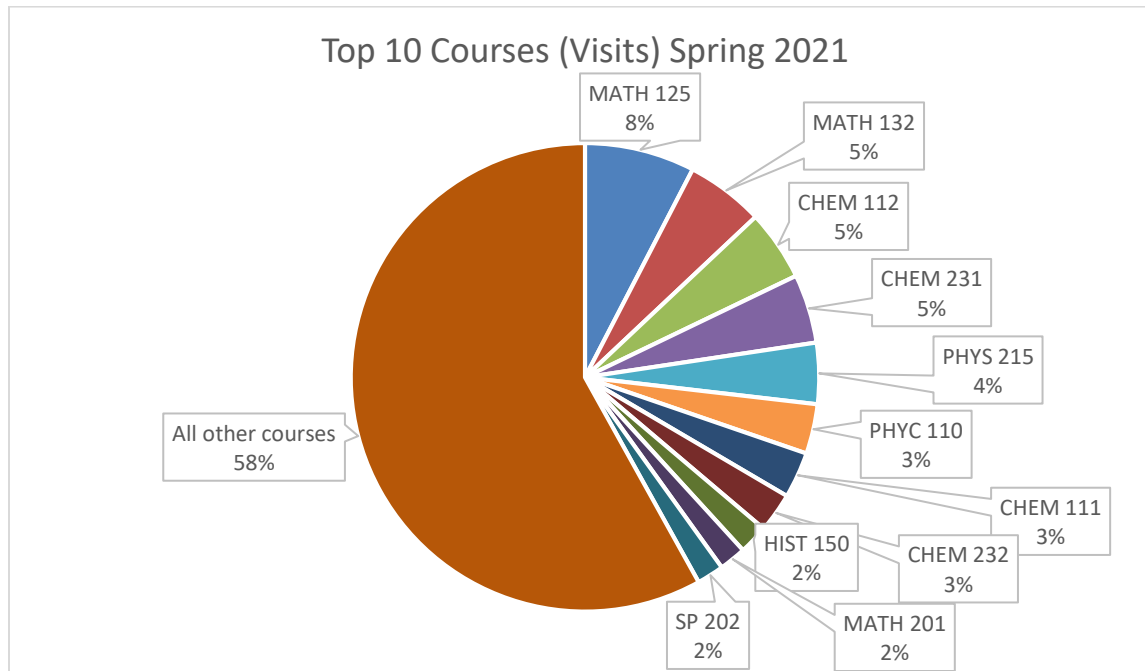
Although the top 11 courses accounted for 42% of the total visits in Spring 2020, it's important to note that the Learning Center tutored for 112 different courses, demonstrating our commitment to providing academic assistance across a broad range of courses and content.

Grade Outcomes for Top Ten Courses for Tutoring

Fall 2020:

Course	Percentage and number of enrolled and graded students in this course who attended tutoring	Average grade of those who attended tutoring	Average grade of those who did not attend tutoring	Average grade of those who attended 1-4 sessions	Average grade of those who attended 5-7 sessions	Average grade of those who attended 8 or more sessions
CHEM 101	17% (49)	2.3	2.3	2.17	2.89	2.30
ANAT 201	8% (37)	2.6	2.6	2.41	2.5	2.92
CHEM 111	9% (53)	2.3	2.8	2.31	1.75	2.44
CHEM 231	17% (24)	1.9	2.5	1.57	3.0	1.91
PHYS 215	10% (27)	3.0	3.2	2.30	3.75	3.25
MATH 132	8% (28)	2.2	1.9	2.31	1.50	2.0
MATH 125	4% (42)	1.9	2.6	2.04	1.40	1.5
PHYC 110	8% (18)	3.6	3.1	3.67	3.33	3.5
BIO 111	7% (24)	2.5	2.3	2.83	2.0	1.8
ACC 201	4% (25)	2.7	2.6	2.20	3.67	3.75
Totals		**2.5**	**2.59**	**2.38**	**2.58**	**2.54**

Spring 2021:

Course	Percentage and number of enrolled and graded students in this course who attended tutoring	Average grade of those who attended tutoring	Average grade of those who did not attend tutoring	Average grade of those who attended 1-4 sessions	Average grade of those who attended 5-7 sessions	Average grade of those who attended 8 or more sessions
MATH 125	3% (41)	1.8	2.7	1.93	1.5	1.57
MATH 132	9% (21)	1.3	2.1	1.3	-	1.4
CHEM 112	8% (28)	2.6	2.9	2.42	2.8	2.83
CHEM 231	24% (15)	1.3	1.9	.83	-	1.71
PHYS 215	10% (19)	3.2	3.2	3.25	3.0	3.17
PHYC 110	17% (26)	1.9	2.7	1.75	2.2	2.0
CHEM 111	5% (8)	2.6	2.6	1.0	2.5	3.0
CHEM 232	15% (12)	2.3	2.6	2.4	2.67	1.67
HIST 150	1% (12)	1.8	3.0	1.67	2.5	1.5
MATH 201	14% (15)	2.2	2.2	2.25	2.0	-
TOTALS		**2.1**	**2.59**	**1.88**	**2.4**	**2.09**

This data suggests tutoring may level the playing field, providing assistance to students who might otherwise earn a D,F, or W to pass a course. In other words, when students who are struggling with the content seek tutoring, tutoring may help them to earn similar course grades to students who do not attend tutoring.

Tutor Training

Our tutor training program is certified by the College Reading and Learning Association (CRLA) ITTCP (International Tutor Training Certification Program) on all three levels: Beginning Tutor, Advanced Tutor, and Master Tutor.

Tutors engage in a variety of training activities including live, real, interactive training as well as self-paced individual work. Training activities in include peer observations, in-services, case studies, training videos, quizzes, and handbook study. At each level of training, tutors must engage in twenty-five hours of tutoring clients in addition to completing the ten hours of training activities.

Each tutor is also formally evaluated at least once per semester by a graduate assistant.

Training activities include a study of the handbook, completion of case studies, training videos, and quizzes stored on our Blackboard community, peer observations of tutoring sessions, attendance at in-services held on a variety of topics (see below), and a handout that guides tutors to discover our printed and electronic resources.

In-services are tutor training meetings that are offered at least four times per semester on a variety of topics intended to build tutoring strategies and offer professional development to our tutors.

In-services for the 2020-21 academic year were held exclusively via Zoom. Fall 2020 in-services dealt specifically with the development of online tutoring skills and mental health. Spring 2021 in-service topics were varied and more typical of a usual semester. One of the intended outcomes of the in-services, in a typical on-campus semester, is professional networking among tutors. Thankfully, the tutors were engaged and able to participate in lively discussions. One added benefit of holding in-services via Zoom was that we were able to record each presentation. During a typical semester, there are always a few tutors who struggle to attend, due to scheduling conflicts. Thanks to the convenience of Zoom, tutors were able to still engage and learn about a variety of topics.

Fall 2020 Tutor Training In-Service Schedule

Online and Feelin' Fine: Time Management and Organization for Online Classes
Monday, September 21 @3:00PM

Just when you felt confident in your ability to navigate in-person courses, here come…ONLINE COURSES! Online courses (especially a schedule of nothing but online courses) can be difficult to navigate. Online courses most definitely require some additional organization and time management skills! Two of our academic coaches will be leading this interactive in-service in which we'll identify specific strategies to help you (and your clients who might be struggling) better manage your online experience.

Fear and Loathing in WebEx: Dealing with the Stress and Difficulties of Tutoring Online
Tuesday, October 13 @1:00PM

Whether you're a seasoned tutor or brand new to the Learning Center, tutoring online can be stressful! Virtual tutoring has created many challenges. We will discuss strategies to overcome some of these difficulties as well as highlighting virtual tutoring best practices. We will also work with you on managing stress and your workload during COVID-19.

Positive Psychology in the Time of Covid
Friday, October 23 @10:00AM

Positive psychology is the scientific study of what makes life most worth living (Peterson, 2008). As this worldwide pandemic lingers on, it can sometimes be difficult to identify and focus on the positive aspects of our lives, let alone focusing on tutoring and other academic expectations. In this presentation, we'll discuss positive psychology and how it can have a positive impact on your life as a busy college student. We'll also explore some quick and painless activities that can be used with struggling clients.

Spring 2021 Tutor Training In-Service Schedule

The Learning Center Testing Desk: What We Do and How We Can Help You!

Wednesday, February 24 @11:00AM

This in-service is designed to help you understand more about the Testing Desk and what services we offer. We will also include more specific content on working with students with disabilities. We will cover general communication-related concerns and ideas, some considerations for specific (i.e. learning, sensory, and mental health) disabilities, and a short engaging activity! There will also be plenty of opportunities for questions and discussion throughout the presentation.

DEI Training for Learning Center Student Staff

Thursday, April 1 @2:00PM

As Black Lives Matter unfolded in the midst of a global pandemic in 2020, cries for (and against) social justice dominated the media. Many universities were the sites of organized protests, and in response, many institutions of higher education began (or continued with) the critical work of building diversity and social justice on campus. For many students, this issue was in the forefront as they prepared for fall semester and began to take a critical look at the oppressive structures and policies within their own institutions. For those of us who hire, train, and supervise student staff in the field of academic support services, it was a kairotic moment: the time was long past due to include issues of diversity, antiracism, and social justice in student training. You all have so much contact with a diverse student population: it is time to learn how racist structures and systems shape our experiences, how implicit bias shape your interactions, and how we might work together to ensure our Learning Center is diverse, equitable, and inclusive. The Ball State Learning Center is in the planning stages of creating diversity/social justice training for all student staff, and that process begins with feedback from students. If you are interested in helping to shape this training, attend this in-service to learn about best practices that have emerged from our research, the steps we need to take to make this training happen, and how you can be a part of it all.

16 Personalities

Monday, April 19 @10:00AM

Who are you? Why do you do the things you do? Take the 16 Personalities (based on Myers Briggs and Jungian theories) in advance of this in-service(www.16personalities.com), and then sit back and relax as we discuss what your results mean and how they can be applied to your personal and professional life. This in-service is an fun opportunity to gain insight into how your personality affects your personal and work life in terms of communication, motivation, and stress.

Tutoring: Client Assessment

This semester, we shifted our paper survey to an electronic one given after each first appointment.

Summary of Tutoring Desk First Appointment Survey Results, Fall 2020

See Appendix A for the full report.

253 students completed the survey.

The majority of students reported coming to tutoring for the following courses: CHEM 111 (19), ANAT 201 (14), MATH 125 (13), BIO 111 (10), CHEM 101 (10).

Students rated their experience of creating appointments in TutorTrac favorably – 72.51% (182) rated their experience excellent, 25.10% (63) rated their experience good, 2.39% (6) rated their experience Fair, and zero students rated their experience poor.

Students indicated that their tutors were knowledgeable about the content (96.43%), answered questions/asked the student questions to engage them in discussion (98%), used appropriate strategies as needed (99%), and worked with the student to assess needs and goals (99%). 79% reported feeling like they could answer questions about the material in their own words or work the problems on their own after attending tutoring. 100% reported that their tutor made them feel welcome and comfortable. Students suggested that the Learning Center use Zoom instead of WebEx and offer more one-on-one tutoring. Students also expressed eagerness for tutoring to resume in person again as soon as possible.

Clients continue to demonstrate their gratitude for our top-notch services:

"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!"

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

"I am very grateful for this service!!"

"I love my tutoring each week!!! I could not be successful without it."

Summary of Tutoring Desk Survey Results, Spring 2021

Tutoring: Client Assessment

This semester, we continued to use an electronic survey given after each first appointment.

Summary of Tutoring Desk First Appointment Survey Results, Spring 2021

See Appendix B for the full report.

143 students completed the survey.

The majority of students reported coming to tutoring for the following courses: CHEM 112 (8), MATH 201 (7), CHEM 232 (6), MATH 132 (6), PHYC 110 (5), and SP 202 (5).

Students rated their experience of creating appointments in TutorTrac favorably – 77.69% (102) rated their experience excellent, 20.30% (27) rated their experience good, 3.01% (4) rated their experience Fair, and zero students rated their experience poor.

Students indicated that their tutors were knowledgeable about the content (95%), answered questions/asked the student questions to engage them in discussion (96%), used appropriate strategies as needed (96%), and worked with the student to assess needs and goals (99%). 79.7% reported feeling like they could answer questions about the material in their own words or work the problems on their own after attending tutoring. 100% reported that their tutor made them feel welcome and comfortable. Students suggested that the Learning Center offer more time for tutoring appointments. Some students expressed frustrations with wi-fi connection issues and online learning, as well as eagerness for tutoring to resume in person.

Clients once again demonstrated their gratitude for our tutoring services:

"My tutor went above and beyond, and stayed over longer than the meeting to continue to help me, which was much appreciated!

 "Kelsey did an amazing job at making me feel comfortable when asking questions and helped me understand the material better using strategies that helped my personal learning."

"Ross was very helpful! Made it very easy to ask for help. Really easy to work with. I felt no shame when I got an answer wrong and felt redirected to a positive solution. The tutor expressed tools and tricks that they thought would better my experience. This was my first time using tutortrac and I absolutely will use it again.

"I was a little nervous to set up weekly tutoring sessions but it paid off and now I'm confident I'll be okay in my class!"

Satellite Drop-In Peer Tutoring

Satellite Drop-In Tutoring, typically held in RB 120/121 for math and Cooper Science Building for chemistry, was cancelled for 2020-2021 due to COVID and the fact that we moved all tutorial services to a remote platform.

Supplemental Instruction

Program Description

Supplemental Instruction (SI) is a nationally-recognized academic assistance program featuring weekly study group sessions facilitated by undergraduate students who have taken a targeted course and have been trained in proactive learning strategies. These students attend class with the students, then hold study sessions for the course two to three times per week throughout the semester. The SI leaders prepare supplemental materials such as practice tests, visual aids, chapter outlines, and games.

SI Leader Hiring and Evaluation

SI leaders are most often recommended by the faculty members with who they will work. Students must have received an "A" in the course and have an overall GPA of 3.0, although most SI leaders have GPAs over 3.5. All SI leaders are evaluated once per semester by the coordinator or by a Core Desk graduate assistant.

Program Assessment and Evaluation

Each semester data is collected and analyzed in an ongoing effort to improve the SI program. The focus of the analysis is twofold: the academic performance of students who attend SI as compared to their cohorts who do not attend (see the charts below), and personal feedback in the form of an electronic survey. The electronic survey is administered to all students in the courses for which SI is offered and addresses such topics as the efficacy, strategies, and availability of the SI leader and the SI program in general.

Staffing

	Graduate Assistants	SI Leaders
Fall 2020	1	27
Spring 2021	1	29

Training

New SI leaders are required to attend training before the semester begins. Pre-semester training is an all-day, 8-hour day that consists of interactive activities including exploring the handbook, self-assessment, role-play, watching videos, and a variety of other activities. Each SI leader is evaluated three times per semester by the lead SI leader, GA, and/or coordinator. Each SI leader is also required to attend training sessions throughout the semester organized into content pods which include sharing handouts and learning about new ways to engage students in learning.

Usage Summary: Visits/Students

	Supplemental Instruction
Fall 2020	3,927/829
Spring 2021	5,077/921
Totals	9,004/1,476

SI Fall 2020

SI Fall 2020 Highlights

Assessment of the effectiveness of an SI program involves many different factors: retention and graduation, the percentage of students in the class who attended SI; total contact hours, final grade outcomes; and qualitative survey response from students, among other benchmarks.

In summary:

Highest % of students attending SI: NUR 330

Highest total contact hours: NUR 330

Greatest grade outcome: PSYS 100

The nursing courses are high-stakes courses: a very high percentage of students attend SI, which tends to level out the grade outcomes.

In a course such as PSYS 100 in which students are likely registered as part of a core curriculum requirement, the stakes are not so high. Students who tend to attend these SI study sessions are high-achieving students who are adept at seeking out their resources, which could account for the big grade difference between SI attenders and non-attenders.

SI Fall 2020 Usage and Outcomes

Supplemental Instruction was offered in 22 different courses during Fall 2020. SI leaders served 97 different sections and 37 different faculty.
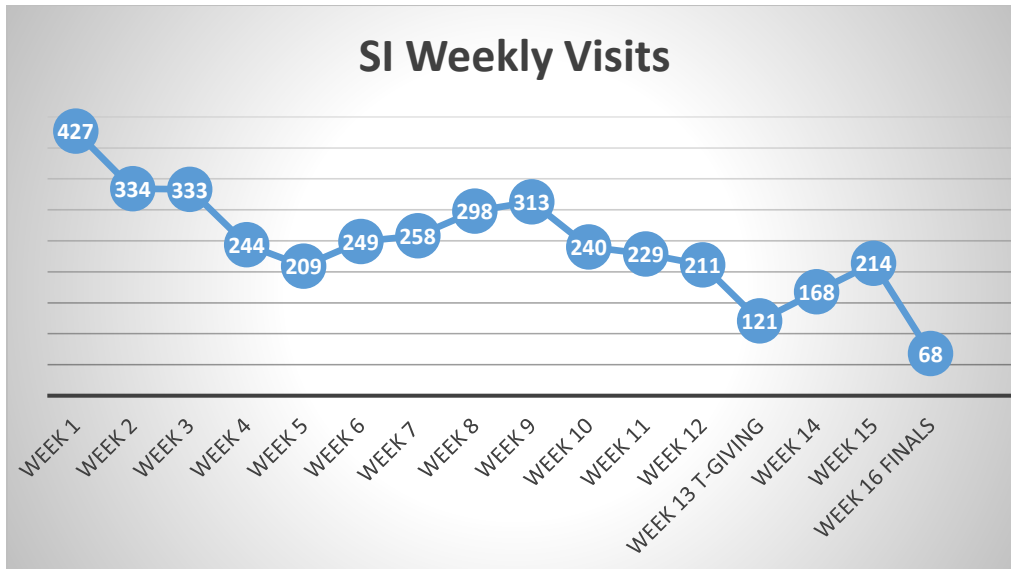
A total of 3,087 students received a grade for which SI was offered, and 871 students (28%) attended at least one study session.

659 study sessions were offered, and there were 3,927 contact hours.

The mean final grade for students who attended study sessions was 3.0; the mean final grade of those who did not attend study sessions was 2.58. Thus, those who attended study sessions earned a .42 higher GPA than their cohorts who did not attend SI study sessions.

The mean final grade for students who attended 1-4 study sessions was 2.66; for those who attended 5-7 study sessions, 3.0; for those who attended 8 or more study sessions, 3.13. **Thus, those who attended 8 or more study sessions earned a half a letter grade higher than their cohorts who did not attend SI study sessions.**

SI Fall 2020 Weekly Visits

SI Weekly Visits

WEEK 1	427
WEEK 2	334
WEEK 3	333
WEEK 4	244
WEEK 5	209
WEEK 6	249
WEEK 7	258
WEEK 8	298
WEEK 9	313
WEEK 10	240
WEEK 11	229
WEEK 12	211
WEEK 13 T-GIVING	121
WEEK 14	168
WEEK 15	214
WEEK 16 FINALS	68

SI Fall 2020 Contact Hours:

PSYS 100, 393, 10%
SPAN 301, 6, 0%
ANAT 201, 72, 2%
PHYS 215, 337, 9%
BIO 111, 298, 8%
BIO 113, 86, 2%
NUR 340, 203, 5%
CHEM 101, 396, 10%
NUR 330, 570, 15%
CHEM 230, 53, 1%
CHEM 231, 217, 6%
HIST 150, 95, 2%
NUR 230/231, 341, 9%
MUHI 331, 44, 1%
MATH 108, 118, 3%
MUHI 300, 84, 2%
MATH 111, 91, 2%
MUHI 100, 16, 0%
MATH 201, 103, 3%
MATH 132, 303, 8%
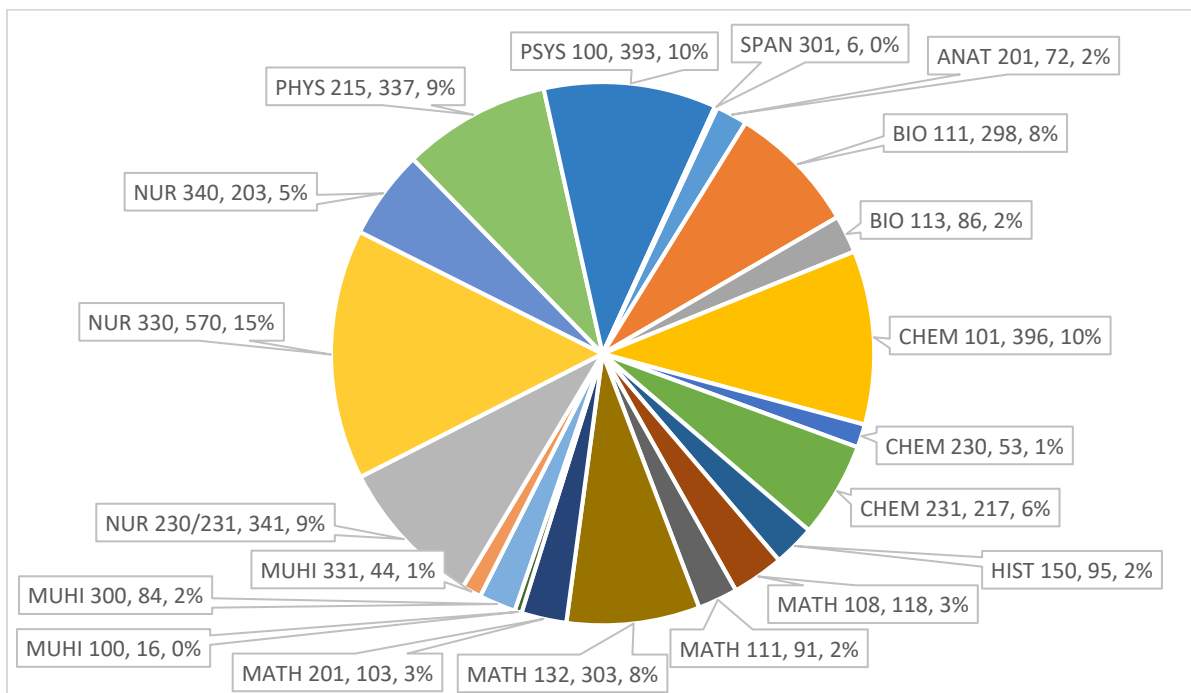
SI Fall 2020 Grade Outcomes

Subject/ Section	Instructor/ SI Leader	Total graded enrollment	Mean final grade of those who attended 1-4 study sessions	Mean final grade of those who attended 5-7 study sessions	Mean final grade of those who attended 8 or more study sessions	Mean final grade of SI participants	Mean final grade of non-SI participants	Difference from SI to non-SI group
ANAT 201.800-810	Meghan Barber and Laura Lemen/Essien	286	2.83	2.0	3.0	2.8	2.4	.4
BIO 111.800-810, 812	Abby Bourne/Mager, True, Roosien	327	2.57	2.63	3.43	2.7	2.2	.5
BIO 113.800-805	Bailey Parisi/Bernstein, Mager, True	169	3.0	3.8	3.0	3.1	2.3	.8
CHEM 101. 11-15, 21	Rachel Ling/Gnezda	130	2.71	2.5	3.53	2.9	2.1	.8
CHEM 230.11	Ella Boardley/Stanford	58	3.0	-	2.75	2.8	2.1	.7
CHEM 231.21	Austin Voors/Albiniak	48	2.0	3.0	2.25	2.2	2.2	0
CHEM 231.11, 31	Emily Schmidt/Jeske, Rayat	97	2.82	-	3.44	3.1	2.25	.85
HIST 150.1-2	Kayla Trowbridge/Bosworth	267	3.34	4.0	4.0	3.35	2.85	.5
MATH 108.2-6, 800	Jaylin Hair/Frazee, Roberson, Dickin, Rufatto							CR/NC
MATH 111.2,3,5,800	Brenda Harder and Connor Belin/Dickin, Cromer, Rufatto	332	2.25	3.0	3.5	2.4	2.0	.4
MATH 132.800-803	Kelly Lage and Rachel Vogelsang/Owens, Yuan, Pearson, Whitehair	313	2.28	2.62	2.56	2.4	1.7	.7
MATH 201.1-7	Emily Ireland/Welch, Neel-Romine	177	2.68	2.43	1.75	2.5	2.4	.1
MUHI 100.804	Grant Winternheimer/Price	161	3.89	4.0	-	3.9	3.4	.5
MUHI 330.1-2	Anne Zachodni/Steib	53	2.67	3.3	4.0	2.8	3.1	-.3
MUHI 331.1	Luke Vasilarakos/Platt	17	3.0	3.0	3.0	3.0	3.0	0
NUR 230/231.1-10	Ashlyn Miller/Pyron and Schafer	86	2.68	3.08	2.95	2.9	2.9	0
NUR 330.1-9	Ashyln Marcum/Duncan	83	2.94	1.78	3.06	2.8	3.0	-.2
NUR 340.1-9	Mikaela Walters/Beane	70	3.23	3.21	3.0	3.2	3.0	.2
PHYS 215.800-803	Emily Catania/Javed	86	3.42	2.5	3.17	3.23	2.85	.38
PHYS 215.804-807	Ravyn Brown and Brenna Lewis/Sharma	109	3.28	3.5	3.08	3.3	3.13	.17
PSYS 100.5	Jake Brown/Truelove	172	3.06	3.64	4.0	3.4	2.4	1
SPAN 301.800-801	Cassandra Peters/Cepeda	46	4.0	-	-	4.0	3.0	1
Totals		3,087	2.66	3.0	3.13	3.0	2.58	+.42

Students who attended SI study sessions earned .42 higher GPA than students who did not attend.

Students who attended 8 or more SI study sessions earned .55 higher GPA than students who did not attend.

SI Attendance Fall 2020

Week 16 of SI study sessions (Finals Week): December 13-December 18

Course	Faculty	SI leader	Number of Students Registered in the Class	Visits this week and cumulative visits	Distinct Students (cumulative)	Percentage of Students in the Class Who Attended SI (cumulative) Target 30% and over Under Target 20-29% Red Flag: 1-19%
ANAT 201.800-810	Essien	Meghan Barber & Laura Lemen	287	9/72	35	12%
BIO 111.800-810, 812	Mager/True/Roosien	Abby Bourne	332	/298	78	23%
BIO 113.800-805	Bernstein/Mager/True	Bailey Parisi	165	/86	30	18%
CHEM 101.11-15, 21	Gnezda	Rachel Ling	134	/396	57	43%
CHEM 230.11	Stanford	Ella Boardley	61	5/53	9	15%
CHEM 231.21	Albiniak	Austin Voors	52	/79	20	38%
CHEM 231.11, 31	Jeske/Rayat	Emily Schmidt	99	/138	22	22%
HIST 150.1-2	Bosworth	Kayla Trowbridge	291	8/95	57	20%
MATH 108.2-6, 800	Frazee/Roberson/Dickin/Rufatto	Jaylin Hair	460	/118	61	13%
MATH 111.2, 3, 5, 800	Dickin/Cromer/Rufatto	Brenda Harder & Connor Belin	349	3/91	36	10%
MATH 132.800-803	Owens/Yuan/Pearson/Whitehair	Kelly Lage & Rachel Vogelsang	316	14/303	84	27%
MATH 201.1-7	Welch/Neel-Romine	Emily Ireland	177	/103	33	19%
MUHI 100.804*	Price	Grant Winternheimer	170	/16	10	6%
MUHI 330.1-2	Steib	Anne Zachodni	53	9/84	28	53%
MUHI 331.1	Platt	Luke Vasilarakos	18	/44	12	67%
NUR 230/231.1-10	Pyron/Shafer	Ashlyn Miller	87	/341	56	64%
NUR 330.1-9	Duncan	Ashlyn Marcum	83	/570	59	71%
NUR 340.1-9	Beane	Mikaela Walters	70	3/203	46	66%
PHYS 215.800-803	Javed	Emily Catania	86	/154	19	22%
PHYS 215.804-807	Sharma	Ravyn Brown & Brenna Lewis	112	/183	45	40%
PSYS 100.5	Truelove	Jake Brown	205	14/393	70	34%

SPAN 301.800-801*	Martinez Cepeda	Cassandra Peters	46	/6	4	9%

Total Number of Sessions Held (This Week/Total): 14/659

SI Fall 2020 Student Survey

293 students completed the Fall 2020 SI student Survey. See Appendix C for the full report.

Students identified three main reasons for not attending SI study sessions: "The session times conflicted with my schedule" (29%), "I preferred to study on my own" (31%), and "The course material was easy to understand and I didn't need academic assistance" (15%). Only 3% indicated that they did not know when the sessions were held, indicating that marketing and outreach was very successful.

94% of respondents indicated that their SI leader always or most of the time "demonstrated sufficient knowledge of the subject matter." 90% indicated that their SI leader "was enthusiastic about the subject and about helping students." 87% of students indicated that their SI leader was "skilled in getting the students to actively participate." 82% indicated that their SI leader "encouraged the students to answer each other's questions." 98% indicated that the SI leader "treated the students with kindness and respect and related as a peer."

Additional comments:

"Laura was incredibly helpful and I loved her notes. She was always able to answer my questions confidently."

"Ashlyn has been one of the best SI's i have ever experienced, she helped tremendously with medications."

"Ashlyn was such a great SI leader! I feel like I learned so much from her and her handouts. I also really enjoyed the games we played to study such as kahoot and factile! I was very lucky to have had the opportunity to learn from her."

"Austin is very friendly and I appreciate the combo of practice problems and slide review. He did a very good job putting everything together; this was a helpful tool for studying."

"Very helpful and made learning the material so much more fun! I think that my SI leader did a great job at getting the students as much help as they needed."

"Rachel was the best and helped me understand chemistry so much better! I do not think I would have done as well in the class without Rachel. She was super sweet and was always willing to answer questions."

"Ashlyn was great!! She really helped with learning the material and was super understanding and supportive if you couldn't make a session. She was great to email and come up with a different time to meet to talk and give you the materials you missed. I had to miss usually one session a week due to working and she was understanding and never aggravated about this. She answered questions and tried her best to help us all succeed. Very pleased with her as the SI instructor."

"A good program, wish it was in person. However, it did work good online. It worked well. she did a great job as an SI and her material was very helpful to help me repair for the tests"

"The SI instructors (Kelly and Rachel) were great, I DID NOT enjoy the professor (Owens). Almost everything the SI instructors did was the opposite of what Owens did (no notes, only a book; when he responded to emails, he did not provide enough sufficient help or information with the class)."

"Rachel was amazing! I wish I would have started going to her sessions earlier. She was really the person who helped me get the A's and B's on my exams after I went to her sessions. I wish I could have her for all of my classes."

"Great SI leader! I have a super crazy schedule so I could not attend weekday sessions as much, but this is the first time SI was held on weekends (she did Sunday reviews.) I was very grateful that she did the reviews the Sunday before the test because my schedule allowed for me to attend and the jeopardy games and Kahoots helped me with the reviews!"

"Jake was very helpful throughout the SI sessions that I attended, making sure that everyone knew what was going on and answering questions throughout the session. He also did well with sending out reminders about the sessions, as well as holding additional sessions to help with paper writing and the exams."

"The SI program is very helpful with my success in the class!"

"Ravyn and Brenna have been so helpful in my success in PHYS 215. They have a lot of enthusiasm and are engaging with students. I truly enjoy SI because it helps me process the information at a deeper level and makes me think about the material differently. Both SI leaders were prepared each and every SI session and I left with a better understanding of the materials. A+++ for both Ravyn and Brenna."

"Ella was a great SI leader! I wish I could have come to more, but I had to work most of the weeks. The ones I went to, however, were very helpful."

"I think that SI sessions for math are one of the best ways to study for exams, master material, and get help on material that you may be struggling with."

"My SI leader for this course was AMAZING! I truly wish I did/could have attended her sessions more. She easily explained concepts, treated students very respectfully, and kept the session upbeat and not so boring!"

SI Spring 2021

SI Spring 2021 Highlights

Assessment of the effectiveness of an SI program involves many different factors: the percentage of students in the class who attended SI; total contact hours, the mean size of the SI session; final grade outcomes; and qualitative survey response from students, among other benchmarks.

In summary:

Highest % of students attending SI: NUR 330

Highest total contact hours: NUR 330

Greatest grade outcome: MATH 125

SI Spring 2021 Usage and Outcomes

Supplemental Instruction was offered in 25 courses during Spring 2021. SI leaders served 51 faculty.

A total of 3,329 students received a grade for which SI was offered, and 921 (28%) attended at least one study session.
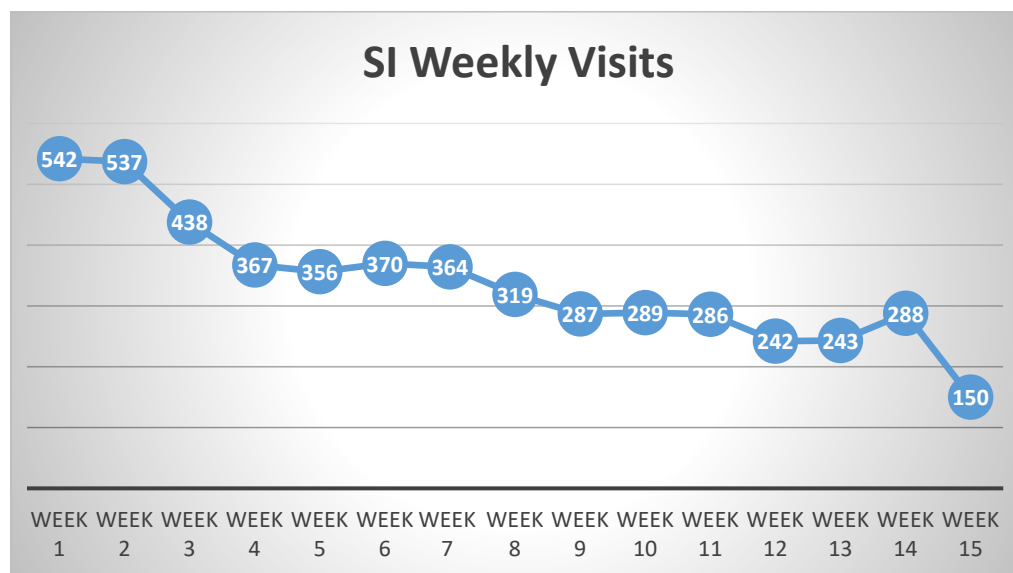
652 study sessions were offered, and there were 5,077 contact hours.

The mean final grade for students who attended study sessions was 2.9; the mean final grade of those who did not attend study sessions was 2.65. Thus, those who attended study sessions earned .25 letter grade higher than their cohorts who did not attend SI study sessions.
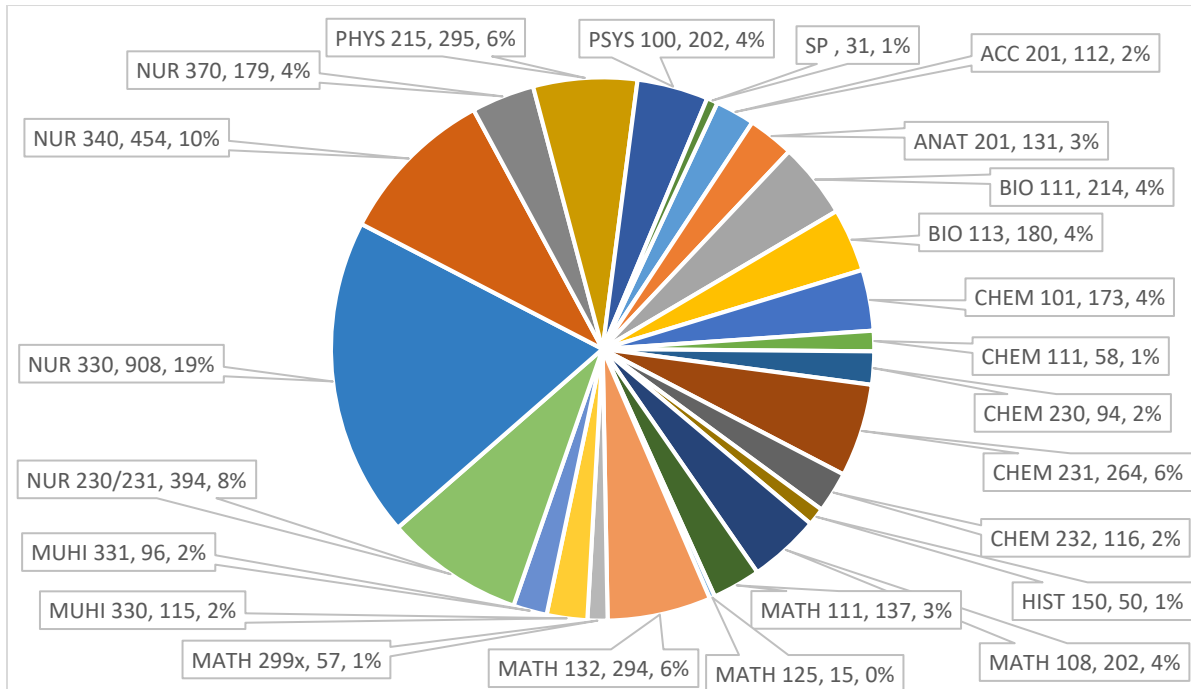
The mean final grade for students who attended 1-4 study sessions was 2.81; for those who attended 5-7 study sessions, 2.84; for those who attended 8 or more study sessions, 3.13.

Those who attended 8 or more study sessions earned a .48 letter grade above those who did not attend SI.

SI Spring 2021 Weekly Visits

SI Spring 2021 Contact Hours

Pie chart data labels:

- PHYS 215, 295, 6%
- NUR 370, 179, 4%
- NUR 340, 454, 10%
- NUR 330, 908, 19%
- NUR 230/231, 394, 8%
- MUHI 331, 96, 2%
- MUHI 330, 115, 2%
- MATH 299x, 57, 1%
- MATH 132, 294, 6%
- MATH 125, 15, 0%
- MATH 111, 137, 3%
- PSYS 100, 202, 4%
- SP , 31, 1%
- ACC 201, 112, 2%
- ANAT 201, 131, 3%
- BIO 111, 214, 4%
- BIO 113, 180, 4%
- CHEM 101, 173, 4%
- CHEM 111, 58, 1%
- CHEM 230, 94, 2%
- CHEM 231, 264, 6%
- CHEM 232, 116, 2%
- HIST 150, 50, 1%
- MATH 108, 202, 4%

SI Spring 2021 Grade Outcomes

Subject/ Section	Instructor/ SI Leader	Total Graded Enrollment	Mean Final Grade students who attended 1-4 sessions	Mean Final Grade students who attended 5-7 sessions	Mean Final Grade students who attended 8+ sessions	Mean Final Grade of students who attended SI	Mean Final Grade of students who did not attend SI	Difference between SI and Non-SI Students
ACC 201.2,6,9,801,802, 803	Jeff/Higgins and Moudy	202	3.15	3.5	2.5	3.15	2.7	+.45
ANAT 201.800-805	Laura/Essien	162	2.46	3.67	3.33	2.88	2.18	+.7
ANAT 201.806-812	Shelby/Kelly-Worden	188	3.02	3.7	na	3.09	2.94	+.15
BIO 111. 1A, 1B, 1C, 1D, 800-811	Abby and Taylor/Mager, True and Roosien	279	2.78	3.67	3.25	2.9	2.5	+.4
BIO 113. 808-812	Bailey/Metzler	105	2.79	3.17	2.6	2.82	2.76	+.6
BIO 113. 800-804	Ellie/Bernot	96	3.5	na	na	3.5	3.68	-.18
CHEM 101. 11-14	Rachel/Gnezda	101	2.31	3.0	2.89	2.5	2.3	+.2
CHEM 111.11-14	Ashley/Christofield	73	2.58	3.5	4.0	2.7	2.4	+.3
CHEM 230.11	Emily/Stanford	38	1.9	1.0	2.83	2.1	1.6	+.5
CHEM 231.11	Ella/Rayat	62	1.64	1.75	2.5	2.0	1.4	+.6
CHEM 232.11,21	Emily/Jeske and Albiniak	79	2.53	2.0	3.4	2.6	2.5	+.1
HIST 150.4	Kayla/Bosworth	75	3.36	na	3.67	3.4	3.0	+.4
MATH 108.2-3, 800	Roberson/Rufatto	185	na	na	na	56% CR	23% CR	
MATH 299x.110	Jaylin/Dickin	27	2.0	2.33	na	2.1	1.8	+.3
MATH 111.3,5,800	Connor/Whitehair, Frazee and Rufatto	194	1.97	1.3	na	1.8	2.0	-.2
MATH 299x.114	Connor/Whitehair	10	2.33	na	na	2.3	2.0	+.3
MATH 125. 1,3, 14, 23, 25, 27, 33, 36, 800-802	Imani/Roberson, Dickin, Whitehair, Stankewitz, Owens, and Hiatt	249	3.5	na	na	3.5	2.98	+.52
MATH 132. 1-3, 800	Kelly and Rachel/Owens, Yuan, Pearson, and Dickin	245	1.86	1.86	2.5	2.0	2.0	0
MUHI 200.2	Luke/Platt	10	4.0	na	na	4.0	3.3	+.7
MUHI 330.1	Anne/Steib	18	3.2	2.88	2.5	2.9	3	-.1
MUHI 331.1-2	Luke/Platt	46	3.5	3.57	3.5	3.5	3.7	-.2
NUR 230.1-11	Maddison/Flynn and Shafer	91	3.22	3.30	3.37	3.3	3	+.3
NUR 330.1-10	Ashlyn/Duncan	89	2.14	2.44	2.69	2.6	2.7	-.1
NUR 340.1-4, 6-10	Alyssa/Beane	72	2.94	3.43	3.4	3.2	3.3	-.1

Subject/ Section	Instructor/ SI Leader	Total Graded Enrollment	Mean Final Grade students who attended 1-4 sessions	Mean Final Grade students who attended 5-7 sessions	Mean Final Grade students who attended 8+ sessions	Mean Final Grade of students who attended SI	Mean Final Grade of students who did not attend SI	Difference between SI and Non-SI Students
NUR 370.1-4, 6-10	Ashlyn/Benner	70	3.45	3.25	3.63	3.4	3.2	+.2
PHYS 215.801-802	Emily/Javed	40	2.63	2.5	2.5	2.55	2.45	+.1
PHYS 215. 803-805	Ravyn and Brenna/Sharma	65	3.71	na	3.69	3.67	3.47	+.2
PSYS 100.5	Jake/Truelove	99	2.93	3.71	3.92	3.5	2.4	+1.1
SP 101, 102, 201, 202	Cassandra/O'Donnell, Cuesta, Ferrer, Ballart, Ward, Martinez, Flis, Pak	359	3.33	3	na	3.1	2.87	+.23
Totals		3,329	2.81	2.84	3.13	2.9	2.65	+.25

Students who attended SI study sessions earned .25 higher GPA than students who did not attend.

Students who attended 8 or more SI study sessions earned .48 higher GPA than students who did not attend.

SI Attendance Spring 2021

Week 14 of SI study sessions (Week 15 of Classes): May 3-7

Course	Faculty	SI leader	Number of Students Registered in the Class	Visits this week and / cumulative visits	Distinct Students (cumulative)	Percentage of Student in the Class Who Attended SI (cumulative) Target 30% and over Under Target 20-29% Red Flag: 1-19%
ACC 201.2, 6, 9, 801, 802, 803	Higgins/Moudy	Jeff Cull	216	0/112	32	15%
ANAT 201.800-805	Essien	Laura Lemen	168	0/131	33	20%
BIO 111.1A, 1B, 1C, 1D, 800-811	Mager/True/Roosien	Abby Bourne & Taylor Estep	304	11/214	64	21%
BIO 113.808-812	Metzler	Bailey Parisi	108	0/180	36	33%
CHEM 101.11-15, 21	Gnezda	Rachel Ling	106	0/173	40	38%
CHEM 111.11-14	Christofield	Ashley Anderson	85	0/58	26	31%
CHEM 230.11	Stanford	Emily Danzeisen	39	5/94	19	49%
CHEM 231.11	Rayat	Ella Boardley	62	0/264	29	47%
CHEM 232.11, 21	Jeske/Albiniak	Emily Schmidt	85	0/116	29	34%
HIST 150.1-2	Bosworth	Kayla Trowbridge	78	1/50	17	22%
MATH 108.2-3, 800	Frazee/Roberson/Dickin/Rufatto	Jaylin Hair	187	0/202	99	53%
MATH 111.3, 5, 800	Dickin/Cromer/Rufatto	Connor Belin	225	15/137	57	25%
MATH 125.1, 3, 14, 23, 25, 27, 33, 36, 800-802	Roberson/Dickin/Whitehair/Stankewitz/Owens/Hiatt	Imani Butts	307	0/15	12	4%
MATH 132.1-3, 800	Owens/Yuan/Pearson/Whitehair	Kelly Lage & Rachel Vogelsang	255	17/294	63	25%
MATH 299X.110	Dickin	Jaylin Hair	31	2/57	20	65%
MUHI 330.1	Steib	Anne Zachodni	18	10/115	17	94%
MUHI 331.1-2	Platt	Luke Vasilarakos	47	0/96	26	55%
NUR 230/231.1-10	Flynn/Shafer	Maddison Ziolkowski	92	0/394	56	61%
NUR 330.1-10	Duncan	Ashlyn Marcum	89	48/908	78	88%

NUR 340.1-4, 6-10	Beane	Alyssa Boardley	72	33/454	48	67%
NUR 370.1-4, 6-10	Benner	Ashlyn Miller	72	11/179	37	51%
PHYS 215.800-802	Javed	Emily Catania	42	0/128	18	43%
PHYS 215.803-805	Sharma	Ravyn Brown & Brenna Lewis	71	0/167	31	44%
PSYS 100.5	Truelove	Jake Brown	132	8/202	45	34%
SPAN 101, 102, 201, 201 (All sections)	Martinez Cepeda	Cassandra Peters	440	0/31	11	3%

Total Number of Sessions Held (This Week/Total): 11/652

SI Spring 2021 Student Survey

273students completed the Spring 2021 SI student Survey. See Appendix D for the full report.

Students identified three main reasons for not attending SI study sessions: "The session times conflicted with my schedule" (38%), "I preferred to study on my own" (21%), and "The course material was easy to understand and I didn't need academic assistance" (15%). Only 3% indicated that they did not know when the sessions were held, indicating that marketing and outreach was very successful.

97% of respondents indicated that their SI leader always or most of the time "demonstrated sufficient knowledge of the subject matter." 93% indicated that their SI leader "was enthusiastic about the subject and about helping students." 89% of students indicated that their SI leader was "skilled in getting the students to actively participate." 88% indicated that their SI leader "encouraged the students to answer each other's questions." 98% indicated that the SI leader "treated the students with kindness and respect and related as a peer."

Additional comments:

"Alyssa was a great SI instructor for 340! She made she we understood all of the information and answered all questions thoroughly. She helped me understand all information for the class. She is a major reason on why i did so well in 340!"

"Ashlyn is the best, she deserves a raise!"

"Both Ravyn and Brenna were excellent SI leaders. Each had their strengths and they paired well together. They are honestly the reason I did so well in PHYS 215. Breanna and Raven were really good SI leaders, they made the information seem much easier by breaking down many components of the lectures and their handouts were always helpful."

"Cassie was extremely helpful and would offer additional resources to help me fully understand the concepts I was struggling with."

"Emily was so helpful in helping me understand the material. She was so welcoming and had no judgements, no matter the question I had for her (even if it felt like a dumb question). Her goal was to make sure you understood the material. Emily is so passionate about chemistry and she changes up some learning strategies with warm-up at the beginning of class, an occasional Kahoot, occasional breakout zoom rooms, and always goes over key concepts that she thinks will be helpful for quizzes and exams. I don't know what I would change to make more people come. My social anxiety is pretty bad, but Emily was very open and welcoming. Thank you, Emily!!"

"I knew Anne from Studio, but getting to know her also through MUHI was a great experience. She is kind, conscientious, an incredibly smart. She is a great SI leader, and would be a fantastic teacher if she wanted to pursue that. :^) She was a pleasure to have as a Leader, as well as incredibly helpful."

"Jaylin would start the SI session by asking if we had any questions that we wanted to make sure she went over. She would then go on to her planned outline of major topics she wanted to cover. We usually didn't get through everything, but she stayed longer in case anyone had any other questions. Jaylin did a great job explaining problems and mechanisms in a way that everyone could understand. She always encouraged everyone to participate, not only because of the participation points, but to help move the SI session along and make it more fun."

"Luke was a huge help in passing music history 331 for me. Not only did he give me implements to study, he also showed me how to study which was the most beneficial thing for me."

"Rachel and Kelly were Fantastic! I honestly would not have understood the material or passed the class if it wasn't for the SI sessions. These SI sessions truly were invaluable. Thank You ladies, and I wish you both future success in your chosen career paths."

"The SI program was really well-balanced between the lecture portion, answering questions, activities, and interaction between the attending students, as well as providing extra material for students to review or look over after the session was over."

Academic Coaching

	Visits	Headcount
Fall 2020	174	57
Spring 2021	184	40
Total	358	93

Program Description

The Academic Coaching program provides individualized support to help students with college-level survival skills to succeed at Ball State University (BSU). Academic Coaching is available during the fall and spring semesters and is free for all BSU students.

Each student works with an Academic Coach from the Learning Center. The student and Academic Coach meet regularly throughout the semester to identify the student's academic goals and develop a plan for success. The goals for Academic Coaching sessions include:

- Goal setting
- Planning & organizing
- Effective study skills
- Finding campus resources
- Encouragement

There are several campus partners that refer students to the Learning Center for Academic Coaching. Freshman Advising referred students on academic probation after completing the PACE requirements. Students interested in academic support were referred by Freshman Advising, Disability Services, the Retention Office, and faculty members. Additionally, many students independently sought Academic Coaching.

Program Staff

The Coordinator for Academic Coaching is Vince Reighard, who also serves as the Learning Center Supplemental Instruction Coordinator. Academic Coaches are Ball State University students with tutoring experience and training in specific coaching topics.

Participation and Program Outcomes

Participation in Academic Coaching is voluntary. Students meet a Coach, review the Academic Coaching agreement, sign the agreement, schedule Academic Coaching appointments, and schedule tutoring appointments as needed. Although students sign the agreement and commit to attend at least six Academic Coaching appointments throughout the semester, the Learning Center is unable to hold students accountable to the program with specific incentives. Therefore, some students do not complete the semester-long commitment or only complete a portion of the commitment.

Academic Coaching Client Evaluation Survey Results

Fall 2020

	I was referred by an office on campus	The Ball State Learning Center website	A friend told me about Academic Coaching	Other
How did you learn about Academic Coaching?	4	6	2	4

	Today was my first visit	2-4 visits	5-7 visits	8 or more visits
Number of times you have visited the Learning Center for Academic Coaching this semester	9	4	1	2

	Percentage of Respondents who "Agreed" or "Strongly Agreed"
Overall, Academic Coaching helped me to achieve my goals.	87.5%
Academic Coaching helped me to improve my study skills.	93.75%
Academic Coaching helped me to become more confident about college.	93.75%
I am comfortable asking my Academic Coach questions.	93.75%
I am comfortable discussing issues with my Academic Coach.	93.75%
I would recommend Academic Coaching to a friend.	93.75%
I plan on returning to Academic Coaching next semester.	75%

	Study skills	Organization	Goal-setting	Introducing campus resources	Addressing personal struggles and goals	Other
What, if anything, do you wish your academic coach spent more time on during sessions?	4	2	4	0	4	1

	I was referred by an office on campus	The Ball State Learning Center website	A friend told me about Academic Coaching	Other
How did you learn about Academic Coaching?	4	0	1	1

	Today was my first visit	2-4 visits	5-7 visits	8 or more visits
Number of times you have visited the Learning Center for Academic Coaching this semester	0	2	2	2

	Percentage of Respondents who "Agreed" or "Strongly Agreed"
Overall, Academic Coaching helped me to achieve my goals.	83.34%
Academic Coaching helped me to improve my study skills.	83.34%
Academic Coaching helped me to become more confident about college.	100%
I am comfortable asking my Academic Coach questions.	100%
I am comfortable discussing issues with my Academic Coach.	83.34%
I would recommend Academic Coaching to a friend.	100%
I plan on returning to Academic Coaching next semester.	33%

Selected comments:

"I will be graduating, so will not be returning. I wish I would have known about academic coaching before my 10th semester at ball state. I loved this time to just have someone to listen to my ideas and get the ball rolling for all of the assignments/ tasks I needed to get done. This time weekly helped keep me accountable for doing the work I needed to be getting done. 100% helpful during a time where I have mostly online courses. Alexis is so fun, personal-able, approachable, a good listener, good at brainstorming and awesome at reminding me of my goals. SO grateful for all of her help this semester."

	Study skills	Organization	Goal-setting	Introducing campus resources	Addressing personal struggles and goals	Other
What, if anything, do you wish your academic coach spent more time on during sessions?	1	0	1	0	2	2

Collaboration & Marketing

Based on the positive outcome for the students who complete the program, the Learning Center professional staff has been committed to expanding Academic Coaching availability to nontraditional, commuter, and online students.

The collaboration and marketing efforts to expand the program has included the following actions:

- Expanded our services to offer online coaching appointments as well as traditional, in-person appointments.
- Continued student referrals from Disability Services, PACE/Freshman Advising, and the Retention Office.
- Facilitated Academic Coaching presentations for various classrooms and campus organizations, including Ball State Online and the Guardian Scholars.
- Expanded collaboration with other departments including Counseling and Housing.
- Promoted Academic Coaching during student meetings including new student & transfer student orientation, academic progress, workshops, and classroom visits.
- Partnered with Ball State Online to promote online Zoom appointments to commuter, online, and nontraditional students.

Program Projections & Reflections

Academic Coaching provides students the opportunity to work in a mentorship-type relationship, one-on-one, with a Learning Center student staff member. The interactions in this program encourage students to feel a sense of hope and develop the skills necessary to achieve their individual personal and academic goals.

Test Proctoring for Students with Disabilities

Covid Statement

Throughout the 2020-21 academic year, the Learning Center Testing Desk provided testing accommodations during each semester. Testing accommodations were not provided through the Testing Desk during finals week of either semester. Lowered room capacities across campus made it nearly impossible to secure enough space to serve the surge of students we see during finals week.

Staffing

	Graduate Assistants	Proctors	Testing Desk Assistants
Fall 2020	3	13	0
Spring 2021	3	10	0
Summer 2021	1 (shared with Tutoring Desk)	0	0

Assessment

No formal assessment was administered during AY21.

Training

Proctors, both on-call and permanent, are selected from the pool of note-takers that are hired through Disability Services. The Testing Desk offers training that covers the types of accommodations that we provide, the role and expectations of proctors, and tips for accommodating specific disabilities. We also provide a detailed step-by-step procedural guide outlining the role of the proctor at the beginning of, during, and at the end of an exam. This training is updated and shared with proctors, both new and returning, each semester.

Usage

	Tests administered (including Finals Week)	Headcount	Tests administered during Finals Week
Fall 2020	124	46	N/A
Spring 2021	167	58	N/A
Summer 2021	0	0	N/A
Total			

Testing Details: Fall 2020

Weekly Attendance Trends: Tests Administered Fall 2020
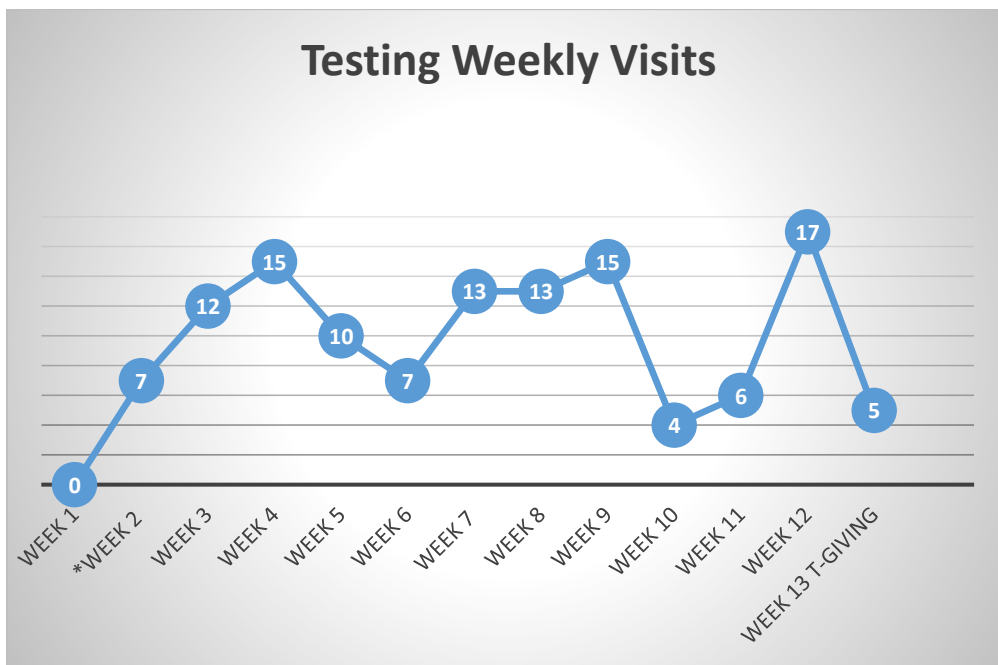
Types of Accommodations

*note that students often use more than one type of accommodation while taking a test.

| FALL 2020					
	XT 50	XT 100	Reduced Distraction	Reader and/or Scribe	Adaptive Tech.
Week 1	0	0	0	0	0
Week 2	0	0	0	0	0
Week 3	7	1	1	3	0
Week 4	9	2	3	4	0
Week 5	12	1	3	2	0
Week 6	9	2	0	5	0
Week 7	3	1	0	2	0
Week 8	11	3	2	4	0
Week 9	16	0	2	4	0
Week 10	14	1	1	7	0
Week 11	6	0	0	3	0
Week 12	5	1	0	4	0
Week 13	19	1	4	4	0
Week 14	5	0	0	1	0
Week 15	-	-	-	-	-
Week 16	-	-	-	-	-
Totals:	116	13	16	43	0

Tests Administered by Day of the Week and Time of Day (excluding Finals Week), Fall 2020

Friday was the busiest day of the week for testing. 10am was the busiest time for testing.

Hour	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
9:00 AM	0	1	7	8	2	11	0	29
10:00 AM	0	7	6	12	7	11	0	43
11:00 AM	0	9	7	8	4	6	0	34
12:00 PM	0	3	7	8	6	6	0	30
1:00 PM	0	4	9	7	11	8	0	39
2:00 PM	0	3	7	1	5	5	0	21
3:00 PM	0	1	3	0	4	2	0	10
4:00 PM	0	1	0	0	1	1	0	3
5:00 PM	0	0	0	0	0	0	0	0
6:00 PM	0	0	0	0	0	0	0	0
7:00 PM	0	0	0	0	0	0	0	0
Total:	0	29	46	44	40	50	0	209

Testing Details: Spring 2021

Weekly Attendance Trends: Tests Administered Spring 2021
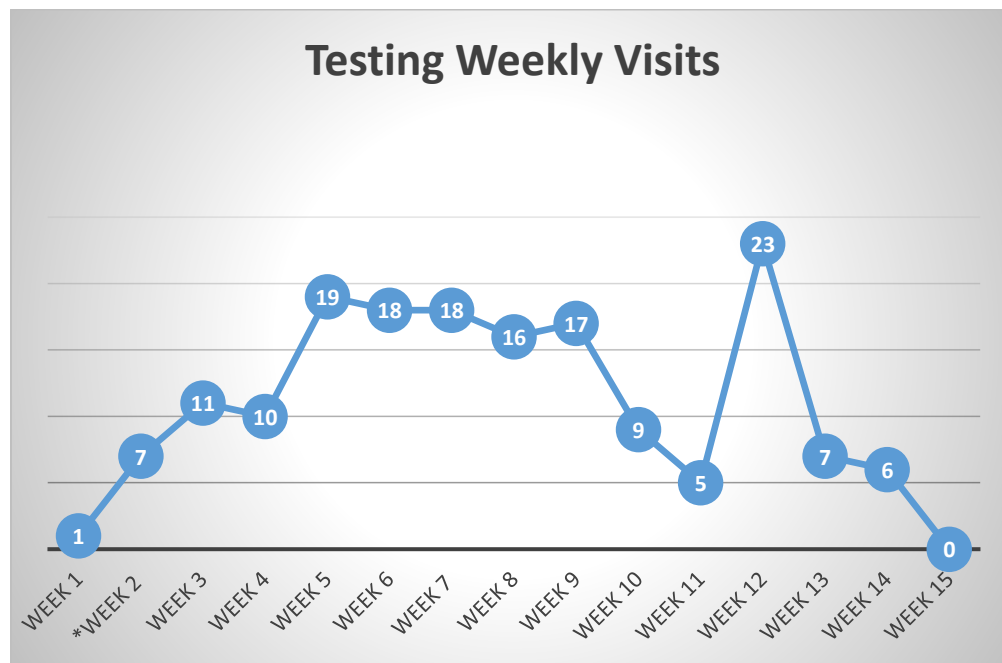
Testing Weekly Visits

Types of Accommodations

*note that students often use more than one type of accommodation while taking a test.

			SPRING 2021		
	XT 50	XT 100	Reduced Distractions	Reader and/or Scribe	Adaptive Tech.
Week 1	0	0	0	0	0
Week 2	1	0	0	2	0
Week 3	7	1	0	0	0
Week 4	8	1	0	1	0
Week 5	11	2	0	0	0
Week 6	17	1	1	1	0
Week 7	15	3	1	2	0
Week 8	15	3	0	2	0
Week 9	15	2	2	2	0
Week 10	15	1	2	2	0
Week 11	7	2	2	1	0
Week 12	5	0	1	1	0
Week 13	136	23	12	18	0
Week 14	143	23	13	18	0
Week 15	151	24	14	18	0
Week 16	0	0	0	0	0
Totals:	546	86	48	68	0

Tests Administered by Day of the Week and Time of Day, Spring 2021

Friday was the busiest day of the week for testing. 11am was the busiest time for testing.

Hour	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
9:00 AM	0	13	8	3	3	11	0	38
10:00 AM	0	20	6	2	4	14	0	46
11:00 AM	0	14	1	4	10	18	0	47
12:00 PM	0	8	4	2	14	16	0	44
1:00 PM	0	1	8	1	11	15	0	36
2:00 PM	0	3	4	4	9	9	0	29
3:00 PM	0	3	3	5	6	6	0	23
4:00 PM	0	1	2	2	0	3	0	8
5:00 PM	0	0	0	0	0	0	0	0
6:00 PM	0	0	0	0	0	0	0	0
7:00 PM	0	0	0	0	0	0	0	0
Total:	0	63	36	23	57	92	0	271

Learning Center Student Wage Budget

Fall 2020 Hourly Wages

- Desk assistant: $7.50
- Beginning tutor/SI leader: $7.50
- Level 1 tutor: $7.75
- Level 2 tutor: $8.25
- Level 3 tutor/2nd-semester SI leader: $9.00

Spring 2021 Hourly Wages

- Desk assistant: $7.50
- Beginning tutor/SI leader: $8.00
- Level 1 tutor: $8.25
- Level 2 tutor: $8.50
- Level 3 tutor/2nd-semester SI leader: $9.00
- GA hourly wage in summer: $11.25

Summer 2021 Hourly Wages
- Same as spring, except graduate assistants makes $11.25 per hour

Hourly Wage Expenditures: July 1, 2020- June 30, 2021

Note: due to the COVID-19 pandemic, fewer student staff were employed AY21.

	Fall 2020	Spring	Summer	Program Total
Appointment–based tutoring	53,053	51,302	6,098	110,453
Supplemental Instruction	25,633	27,009	NA	52,642
GAs for summer (serve both Testing and Tutoring)	NA	NA	3,598	3,598
Academic Coaching (staffed by GAs, so no student wage expense)	NA	NA	NA	NA
Satellite Tutoring (cancelled AY21)	NA	NA	NA	NA
Front Desk Assistants	6,562	5,520	NA	12,082
Semester Total	85,248	83,831	9,696	**178,775**

GA Budget

The Learning Center is allotted eleven graduate assistants. The GAs work 20 hours per week during fall and spring semesters.

Individual stipend: $11,193   Total: $123,123

Learning Center Advisory Board

The Learning Center Advisory Board is designed to provide counsel to the Learning Center staff. The board focuses on initiatives designed to maximize the impact of Learning Center services. Additionally, the board serves as a vehicle for marketing the Learning Center and its programs, strengthening relationships with key stakeholders, and developing Learning Center goals. Advisory Board members are chosen to represent departments across campus that are considered to be key stakeholders in the Learning Center and the services it provides.

The Advisory Board meeting for 2020-2021 was held via WebEx due to the COVID-19 pandemic. Usage reports for fall semester and the Annual Report for 2019-2020 were shared. We also addressed this question:

What can the Learning Center do for the students in your area during this challenging time of COVID? (Think about collaboration, coordination of services, marketing and outreach, etc.).

We had a meaningful discussion about outreach to students and faculty, including virtual classroom and organization presentations.

Learning Center Staff Professional Development and Campus Outreach

Jennifer Haley

- Grants
    - GEAR UP for College Math
        - The Learning Center has been awarded a $2,215 grant from the Indiana Commission on Higher Education's Summer 2020 COVID-19 Learning Support Grants and Indiana GEAR UP. The Learning Center 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 who are planning to attend any post-secondary institution in the fall were welcome to request tutoring. Tutoring will 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 was welcome to sign up for tutoring. Tutoring was free of charge.
        - See Appendix F for the final report.
    - LSAMP
        - Collaborated with Dr. Anita Gnezda (Chemistry Department) on the Louis Stokes Alliance for Minority Participation (LSAMP) grant, committed to the goal of doubling the number of STEM Bachelor's degrees over the next five years earned by historically underrepresented students. The Learning Center provides two tutors each semester.

- Certifications
    - NCLCA (National College Learning Center Association) Level 4 Lifetime Achievement Learning Center Leadership Certification (LCLC)

- Publications
    - Haley, Jennifer; Kennedy, Tammi Kohl; Pokhrel, Richa. "Diversity Training for Learning Center Student Staff: Developing a Framework of Diversity and Social Justice*." The Learning Assistance Review (TLAR)* . Spring2021, Vol. 26 Issue 1, p181-327. 147p.

- Conference Presentations
    - NCLCA Annual Conference (virtual), 2/25/21-2/26/21
        - 3-hour pre-conference workshop: "Get that Learning Center Leadership Certification (LCLC) Application Started!"
        - 3-hour pre-conference workshop: "Critical Considerations and Evidence-Based Practices for New Learning Center Directors"
        - Concurrent session: "Should You Conduct Diversity and (or?) Social Justice Training for Your Learning Center Student Staff?"
        - Concurrent session: "Boos Your Professional Development: Let CLADEA Be Your Guide."
    - ACTLA Annual Conference (virtual), 4/23/21
        - Concurrent session: "Learning Center Leadership Certification (LCLC): A Credential for YOU, as a Professional!"
- Other Presentations
    - NCLCA Webinar, "The Right Data at the Right Time." 1/8/21
    - Ball State Webinar, "Preparing for a Research Paper." 1/25/21
- Committees
    - Research (Sponsored Projects) Committee
    - Taskforce on Recovery and the University's Strategic Transition (TRUST): (COVID-19 pandemic planning group for fall)
    - TRUST Physical Spaces Task Team
    - TRUST Technology Team
    - NCLCA Conference Planning Committee
    - Search Committee for Dean of University College/Associate Vice Provost of Student Success
    - First Year Experience Committee

- HLC (Higher Learning Commission) Accreditation Criterion #3 Subcommittee
- Service to Professional Organizations
  - NCLCA Past Presidents Council
  - NCLCA Learning Center Leadership Certification Chairperson
  - Chairperson of CLADEA (Council of Learning Assistance and Developmental Education Associations)

- Training
  - 10/20/20: New Administrators presentation
  - 11/17/20: Creating a Sense of Belonging in a Pandemic: A Peer Mentorship Case Study with Florida International University
  - 4/5/21: Implicit Bias Workshop (Office of Inclusive Excellence)

- Campus Outreach
  - 7/15/20: Supporting Students Remotely—Student Resources Panel (Division of Online and Strategic Learning)
  - 10/8/20: Nursing Accreditation meeting with the Commission on Nursing Education
  - 10/13-10/16/21: Presentation for SOAR (Success, Opportunity, Acumen, and Readiness) Business courses
  - 10/21/21: Division of Student Affairs Fall Operation meeting
  - 3/9/21: Presentation for SOAR
  - 3/19/21: Admitted Student Day presentation
  - 6/16/21: meeting with dual-credit high school teachers (Division of Online and Strategic learning)
  - June/July 2021: summer orientation presentations

- Awards/Recognition
  - 4/28/21: 20 Years of Service Recognition Ceremony, Ball State University

Jim Mills

- Committees
  - DS Student Services Team (consists of professionals in DS and from across campus that provide services specifically for students with disabilities)
  - University Review Board (through the Office of Student Conduct)
- Presentations

  - DS New Student Information Sessions (total of four) - hour long informational sessions hosted by Disability Services. In these sessions, we cover resources and procedures for incoming freshmen who have registered with DS.

Vince Reighard

- Training
  - SI Supervisor Training (Online)
    - The International Center for Supplemental Instruction
    - March 22-23, 2021

- Campus Outreach
  - Facilitated Academic Coaching presentations for Ball State Online, the Guardian Scholars, and various classrooms and campus organizations.

Kaley Sorg

Training

- 9/16/20 – Women in Business Unlimited (WIBU): Creating Content that Connects
- 10/2/20 - Office of the Vice Provost for Student Affairs/Counseling Center: Mindfulness
- 10/14/20 – Learning & Development (L&D): The Art of Managing Conflict
- 10/21/20 – WIBU: Using your Voice with Impact, Intention & Influence
- 11/18/20 – WIBU: Catalyst for Empowering Women Symposium & ATHENA Awards
- 12/16/20 – WIBU: Explore & Find more Purpose in your Job or Side Hustle
- 1/20/21 – WIBU: Start the New Year Off Right
- 2/17/21 – WIBU: Pivot Your Perception
- 3/8/21 – L&D: Inclusive Meetings: Strategies for Success
- 3/17/21 – WIBU: Podcasting
- 4/5/21 – L& D: Understanding Implicit Bias and Microaggressions: Everyday Strategies for Success

Campus Outreach

- 10/17/20 – Meeting with Gayle Hartleroad to discuss how the LC can partner with MCOB
- 11/5/20 – Meeting with Holly Dickin to discuss new Math courses/prerequisites in order to prepare tutoring/LC services for the upcoming semester
- 12/9/20 – Meeting with UDAC about LC services
- 12/18/20 - Guest speaker for a meeting with Delta High School regarding the development of student support & resources for students taking dual credit courses
- 2/9/21 – Meeting with Sheryl Stump: Tutoring Discussion (MATH 201)
- 2/12/21 - Syllabus Modification Panelist to discuss including the LC in course syllabi and showing faculty how to add the LC Canvas module to their class resources
- 2/18/21 – Head Tutor Meeting w/ Heather Morrow from Miami University to discuss LC services and compare services/online tutoring experiences
- 3/15/21 – Meeting with Sheryl Stump & Michael Karls: LC Resources for Math
- 4/2/21 – DEI training for LC Staff: Inclusive Excellence Resources
- 4/6/21 – One Ball State Day (LC Ambassador)

Community Tutoring List

Every semester, the Learning Center provides the community with the Community Tutoring List, a list of tutors and contact information who are willing to tutor K-12 children in the community in various content areas. Many parents and schools utilize this list.

Appendices

A: Fall 2020 Tutoring Desk First Appointment Survey

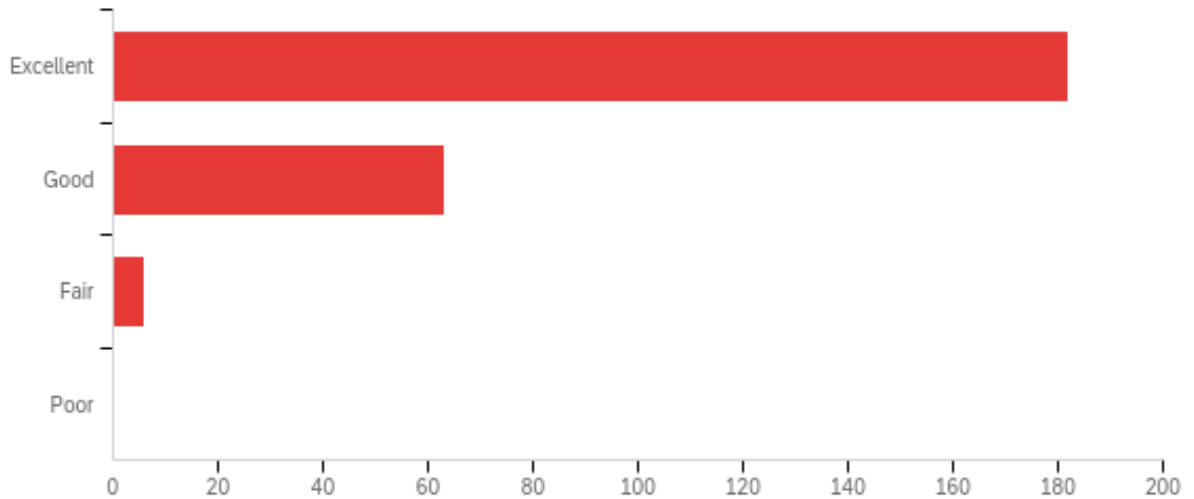B: Spring 2021 Tutoring Desk First Appointment Survey

C: Fall 2020 SI Student Survey

D: Spring 2021 SI Student Survey

Fall 2020

Client Satisfaction Survey

253 Recorded Responses

How would you rate your experience of creating your appointment in TutorTrac?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate your experience of creating your appointment in TutorTrac?	1.00	3.00	1.30	0.51	0.26	251

#	Answer	%	Count
1	Excellent	72.51%	182
2	Good	25.10%	63
3	Fair	2.39%	6
4	Poor	0.00%	0
	Total	100%	251

My tutor sent the WebEx invitation link to me in a timely manner before my appointment time
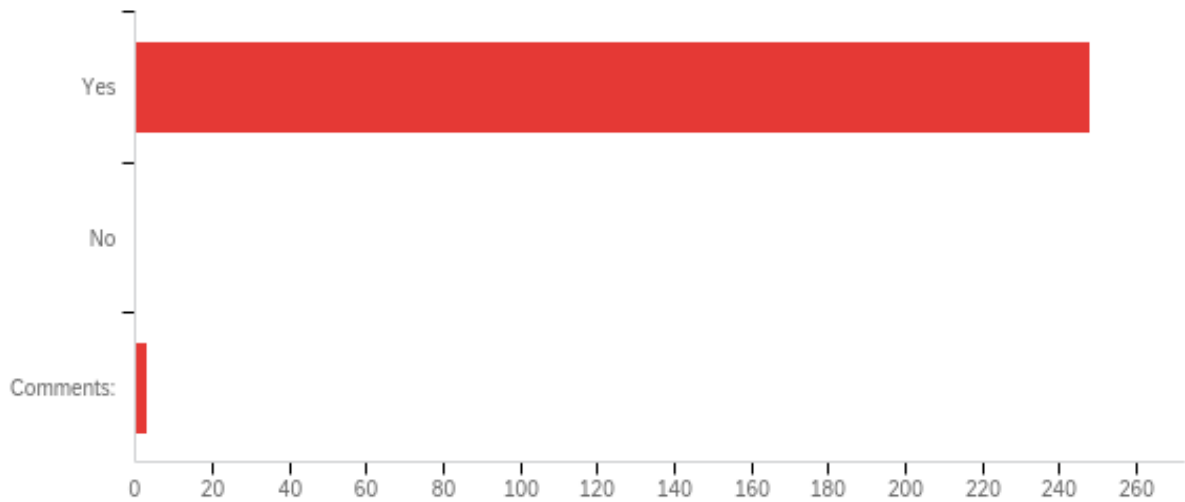
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My tutor sent the WebEx invitation link to me in a timely manner before my appointment time - Selected Choice	1.00	3.00	1.02	0.22	0.05	251

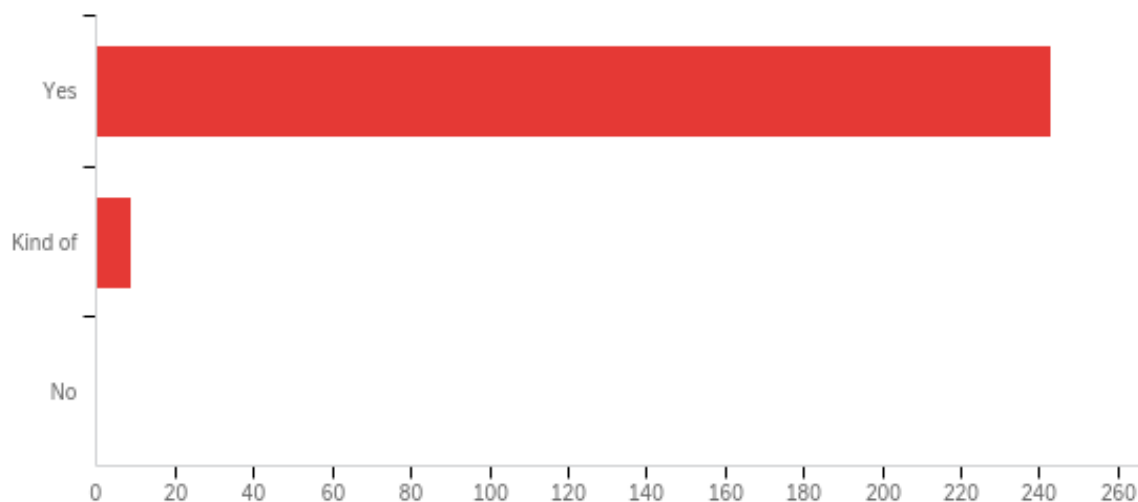| #	Answer	%	Count
1	Yes	98.80%	248
2	No	0.00%	0
3	Comments:	1.20%	3
	Total	100%	251

Q5_3_TEXT - Comments:

Comments: - Text

He tried to but I did not get it. I had ask to send it again.

Tried but there was a misspelling of my last name and the link got to me late, but worked it out and got it

i thought she didn't but it was just me not recieving emails. my bad

My tutor was knowledgeable about all of the content, or was knowledgeable about most of the content and worked with me to find answers for information he/she did now know

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My tutor was knowledgeable about all of the content, or was knowledgeable about most of the content and worked with me to find answers for information he/she did now know	1.00	2.00	1.04	0.19	0.03	252

#	Answer	%	Count
1	Yes	96.43%	243
2	Kind of	3.57%	9
3	No	0.00%	0
	Total	100%	252

If you answered NO (if your tutor was not very knowledgeable), did your tutor make a referral to another tutor who could help?
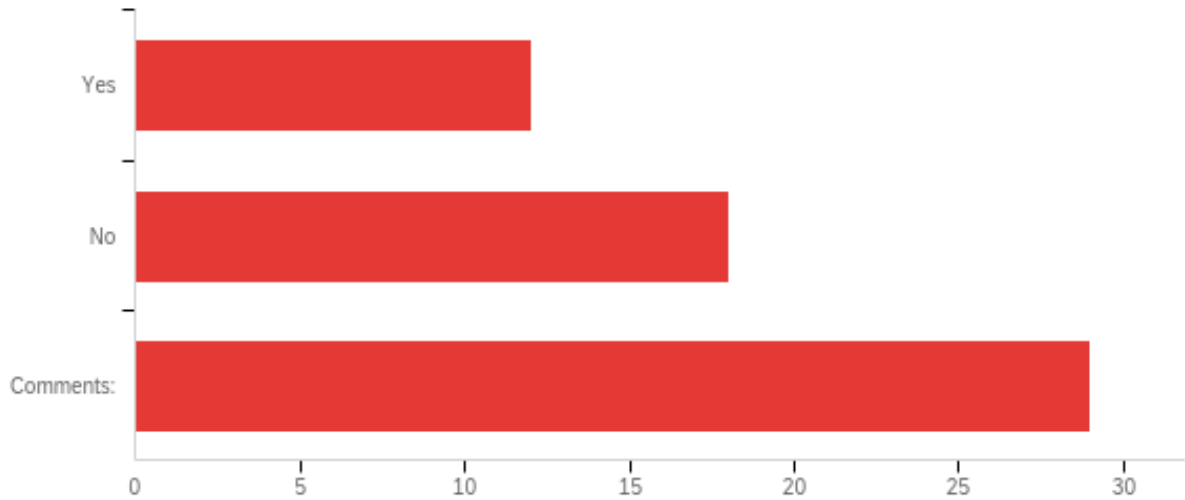
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you answered NO (if your tutor was not very knowledgeable), did your tutor make a referral to another tutor who could help? - Selected Choice	1.00	3.00	2.29	0.78	0.61	59

#	Answer	%	Count
1	Yes	20.34%	12
2	No	30.51%	18
3	Comments:	49.15%	29
	Total	100%	59

Q7_3_TEXT - Comments:

Comments: - Text
He was knowledgeable

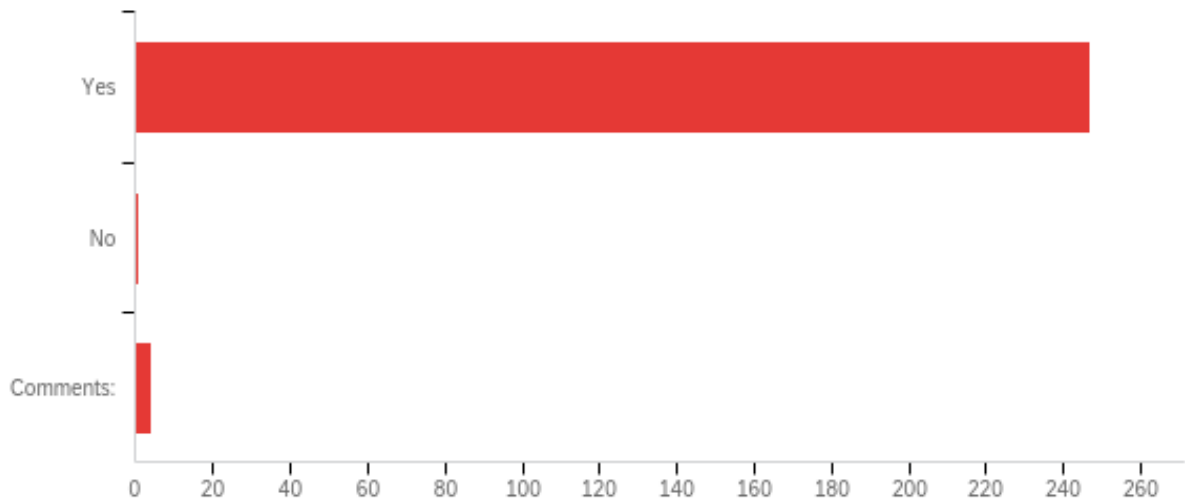| |
|---|
| He was on top of the information. |
| He was well informed |
| I answered yes |
| N/A |
| N/A |
| N/A |
| N/A |
| N/A |
| N/A |
| N/a |
| NA |
| Sabrina was great |
| Shania is very knowledgeable!! |
| did not answer no |
| didn't answer no |
| na |
| she was knew what she was talking about |

My tutor answered questions and asked me questions about the material and engaged me in a discussion about the material.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My tutor answered questions and asked me questions about the material and engaged me in a discussion about the material. - Selected Choice	1.00	3.00	1.04	0.26	0.07	252

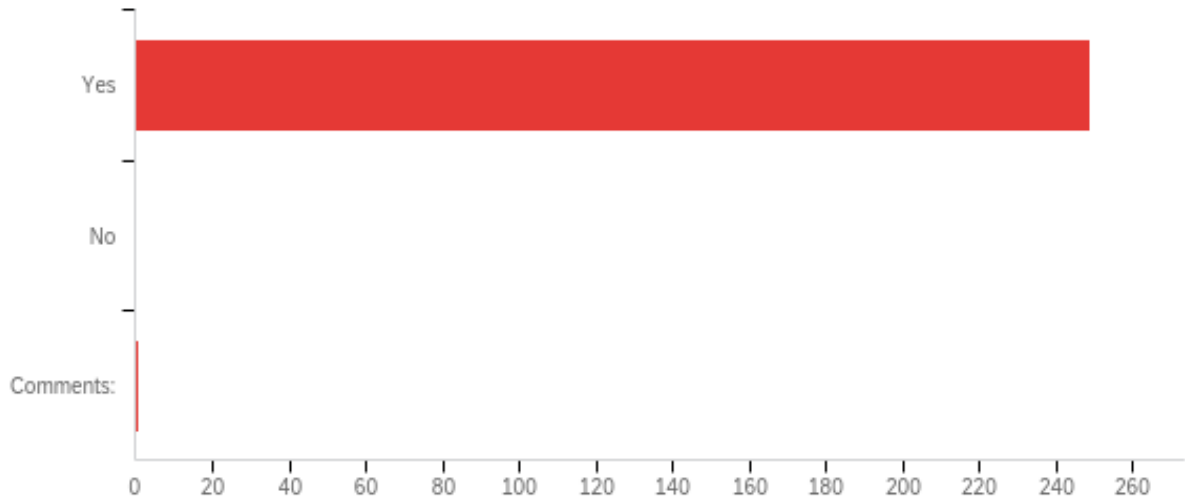| #	Answer	%	Count
1	Yes	98.02%	247
2	No	0.40%	1
3	Comments:	1.59%	4
	Total	100%	252

Q8_3_TEXT - Comments:

Comments: - Text

Gave me real life examples that I could use.

Yes, but when I didn't know how to solve a question I was asked a follow-up question that I still didn't know the answer to and I felt kind of dumb

we always try to dive into a deep conversation about the subject at hand.

She didn't ask many questions but did answer my questions satisfactory.

My tutor made me feel welcome and comfortable: he/she/they were friendly and approachable

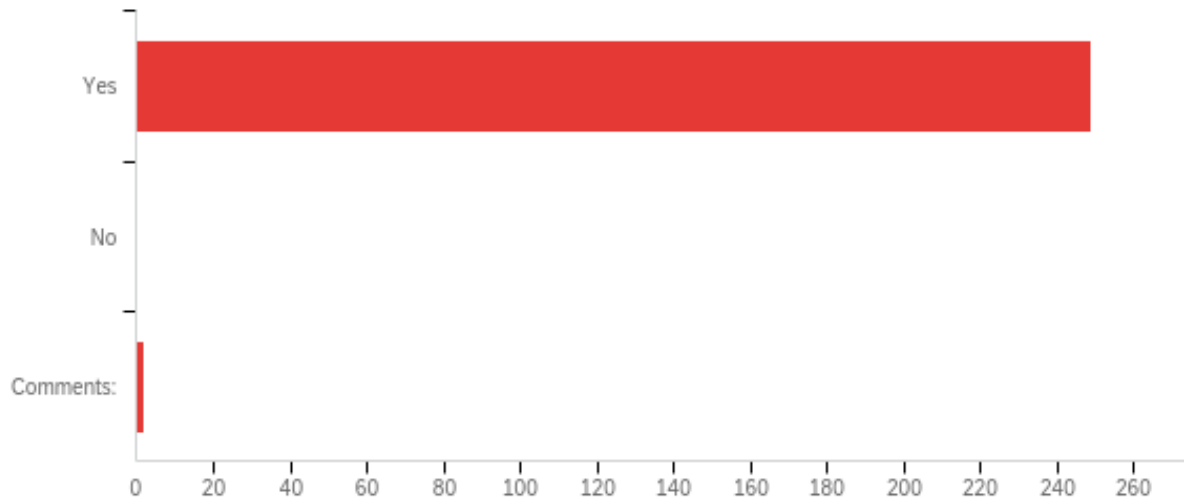| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My tutor made me feel welcome and comfortable: he/she was friendly and approachable - Selected Choice	1.00	3.00	1.01	0.13	0.02	250

#	Answer	%	Count
1	Yes	99.60%	249
2	No	0.00%	0
3	Comments:	0.40%	1
	Total	100%	250

Q9_3_TEXT - Comments:

Comments: - Text

always

My tutor used appropriate strategies when I needed them

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My tutor used appropriate strategies when I needed them - Selected Choice	1.00	3.00	1.02	0.18	0.03	251

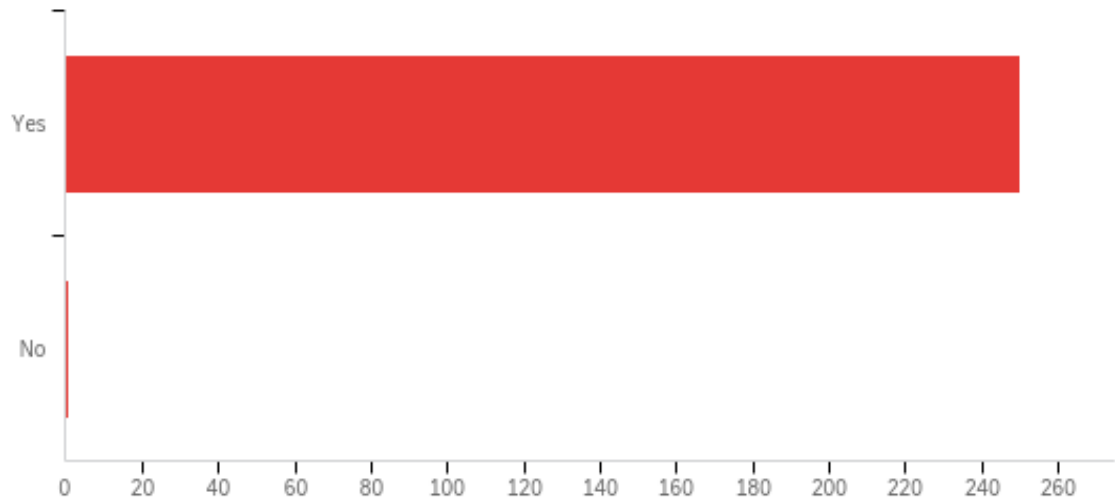| #	Answer	%	Count
1	Yes	99.20%	249
2	No	0.00%	0
3	Comments:	0.80%	2
	Total	100%	251

Q10_3_TEXT - Comments:

Comments: - Text

Helped talk through and made sure I understood as we went along and back tracked if needed

He is always trying to show me different ways to solve a problem which betters my understanding of the subject as it relates it to other concepts.
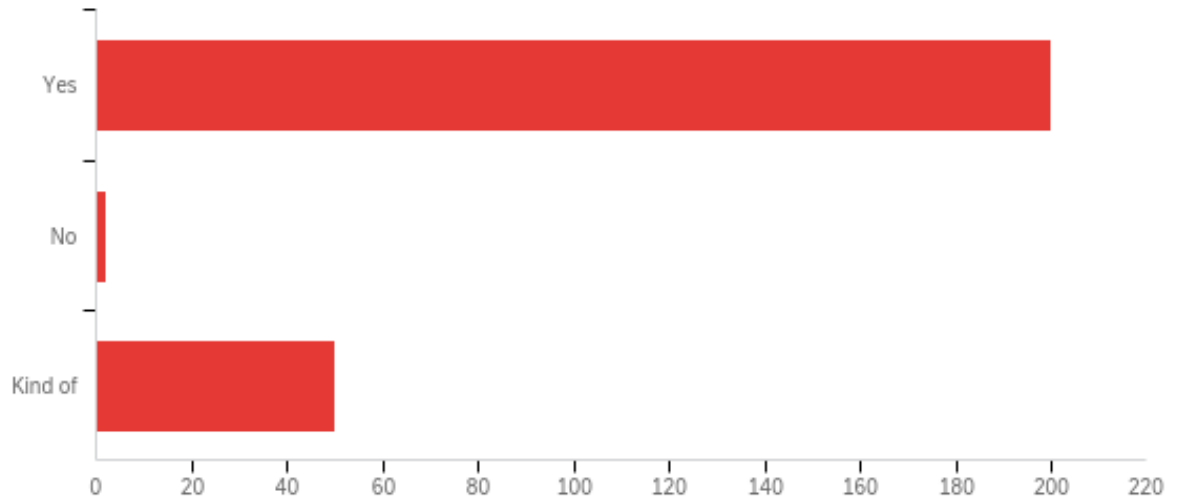
My tutor worked with me to assess my needs and goals

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My tutor worked with me to assess my needs and goals	1.00	2.00	1.00	0.06	0.00	251

#	Answer	%	Count
1	Yes	99.60%	250
2	No	0.40%	1
	Total	100%	251

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

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel like I can now answer questions about the material in my own words, or write on my own, or work the problems on my own	1.00	3.00	1.40	0.80	0.64	252

#	Answer	%	Count
1	Yes	79.37%	200
2	No	0.79%	2
3	Kind of	19.84%	50
	Total	100%	252

Q12 - What suggestions do you have for us to make online tutoring better?

What suggestions do you have for us to make online tutoring better?
N/A
Have practice test for the course
make it in person
More tutors, more sessions available.
teaching me a concept instead of problem solving
On the website I was not sure if this was a group or induvial
better screen sharing capabilities
Increase the time for tutoring
N/A
I enjoyed it, felt comfortable, and was beneficial. No suggestions.
Have tutors provide additional resources to have me do on my own (ex: practice worksheets)
nothing
n/a
none
nothing
n/a
N/a
I would like to be in a group meeting with different students so that I an bounce my in stead off of them.
Sending out tips on how to share your screen with your tutor so that you don't need to worry about it during the meeting.
Not that I know of
none
None
Everything went well, but I had examples that I had wanted to work through and I was thinking that maybe it could be a good idea to maybe send those before the meeting so the tutor can work through them prior to the sessions. Just an idea
multiple kids in a zoom for more questions
N/A

N/A

None

N/A

Honestly I can't think of anything

He explained the problems really well and really easy

One suggestion I would use would be to smile more as sometimes it is very hard to read a situation online.

n/a

None everything was great.

Longer tutoring sessions

N/A

n/a

I would make sure that connection/wifi is adequate (I know that you can't do much about it though)

NA

no suggestions

Nothing it was all great.

Maybe have more of a plan for what will be talked about during tutoring. I like having a direct plan of action so that I don't have to come up with it on my own.

nothing he was a really good tutor

None

None, it's all going nice for online tutoring

Use Zoom, because WebEx for myself would sometimes have technology issues

having some sort of epen so tutors can write out stuff instead of threading a needle with a mouse in webex.

Everything was fine.

I have none, i think it went very well

How to share screens and still hear each other

I like it so far. If there was an easier way to write and show examples of things I feel that it would be helpful, but that is difficult to do online.

None

The tutors could have lesson plans to follow along with what students are learning in their courses.

n/a

If possible allow more time for tutoring- not just 1 hour blocks

have the course material for each week in front of them so we can have a more structured session and learn more.

Give an option between zoom and webex

all good

Nothing comes to mind

None

none everything seems to be great!

I think its been good so far

an option to Email the Tutor, like send them an example problem from the students work that they need help on rather than just telling them or screen sharing for both sides

Maybe having a way to write on a page so I can see what they are writing down.

Having sessions longer than 1 hour

Good Job

Have one-on-one tutor instead of a group.

It may help to give the tutors access to textbooks or reference material, or a place where such content can be uploaded so not everything has to be sent in the chat

None

None

I do not have any suggestions, I feel as though the online tutoring went very smoothly

make tutor trac where we can cancel our tutoring appt. online in tutor trac

None at the moment

It is hard to really connect with your tutoring over webex because you aren't with them in person but I don't have a suggestion for it.

keep it up

more 1-on-1 would be great as an option so I can get to all the questions I need help with during my sessions.

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

WebEx is a tricky application - i would suggest using a more efficient program like Zoom or Skype!

Maybe switch to Zoom, I have a lot less problems with Zoom than I do with WebEx.

nothing

Please allow appts to be made around the clock or more often if available, sometimes I am needing help Friday but do not make the appt until Thursday at 9pm please let me if it is available

N/a

it was really great!

Make it easier to schedule tutoring appointments, I was confused when going to the website how to schedule a appointment.

Additional Comments:

Additional Comments:

N/A

Very good

why can I only have 2 meetings per week

My first tutor session and it was a lot of help. I connected the material and all my questions were answered.

It helps me to ask more questions related to the subjects.

N/A

when will tutoring be in person again?? please get back to me on this (pngreen@bsu.edu)

I love my tutoring each week!!! I could not be successful without it

n/a

NOPE :)

She was super helpful and nice.

She did a great job!

None

N/A

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

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.

It was so insanely helpful!

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😊

thank you so much

I very much want the tutor as the teacher. My current professor isn't really doing his job well.

My tutor has always been helpful!

It was good!

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!

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!

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

n/a

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

Grace is awesome!!!

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

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

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

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

None

I am very grateful for this service!!

Thanks, I appreciate it!

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

Would recommend Sara to anyone.

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

Hannah is very nice. I appriciate all the help she is giving me. I am bow able to do work on my own. My grades have improved drastically in the past few weeks thanks to her. She is so helpful.
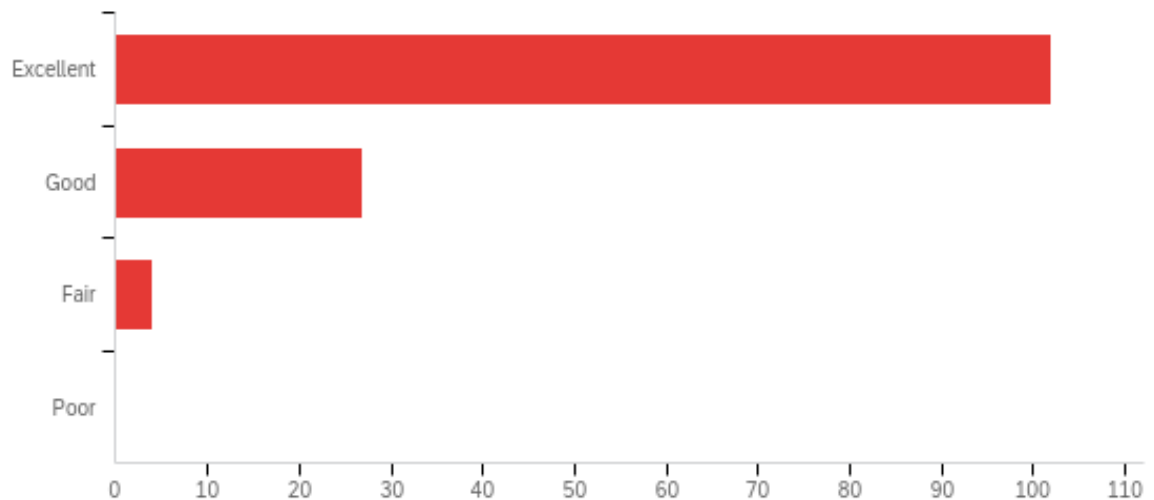
N/a

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

Spring 2021

First Appointment Survey

143 Recorded Responses

How would you rate your experience of creating your appointment in TutorTrac?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate your experience of creating your appointment in TutorTrac?	1.00	3.00	1.26	0.50	0.25	133

#	Answer	%	Count
1	Excellent	76.69%	102
2	Good	20.30%	27
3	Fair	3.01%	4
4	Poor	0.00%	0
	Total	100%	133

My tutor sent the WebEx or Zoom invitation link to me in a timely manner before my appointment time
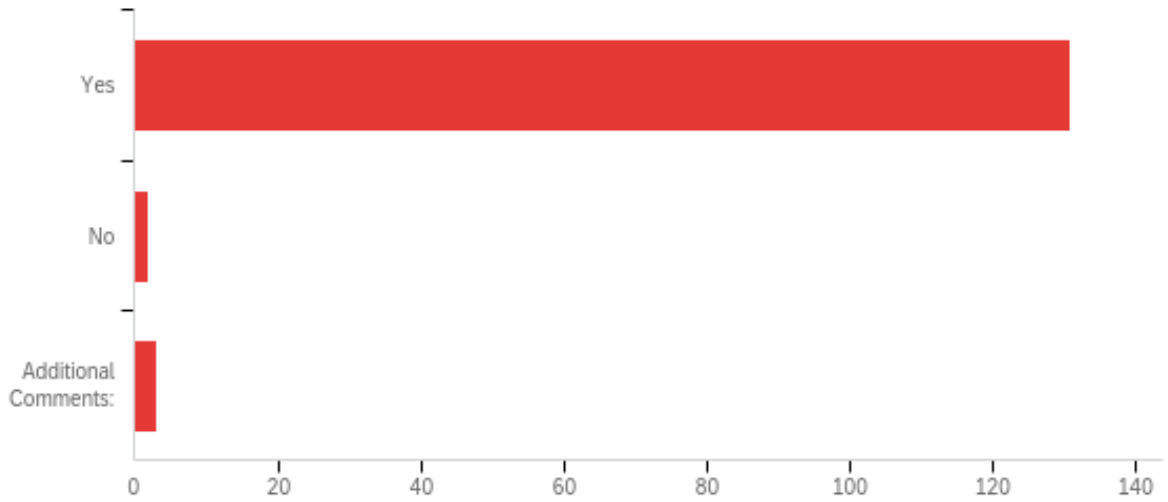
#	Answer	%	Count
1	Yes	96.32%	131
2	No	1.47%	2
3	Additional Comments:	2.21%	3
	Total	100%	136

Q5_3_TEXT - Comments:
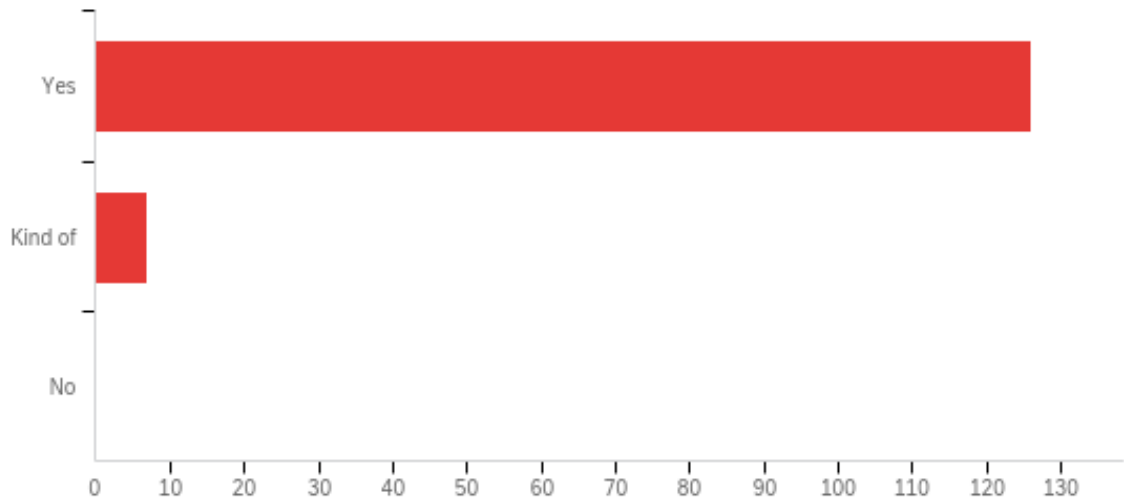
Additional Comments: - Text
I got it weirdly not though an email like through my calendar.
I had to call the learning center for the link
Seth is the absolute best

My tutor was knowledgeable about all of the content, or was knowledgeable about most of the content and worked with me to find answers for information he/she did now know

| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My tutor was knowledgeable about all of the content, or was knowledgeable about most of the content and worked with me to find answers for information he/she did now know	1.00	2.00	1.05	0.22	0.05	133

#	Answer	%	Count
1	Yes	94.74%	126
2	Kind of	5.26%	7
3	No	0.00%	0
	Total	100%	133

If you answered NO (if your tutor was not very knowledgeable), did your tutor make a referral to another tutor who could help?
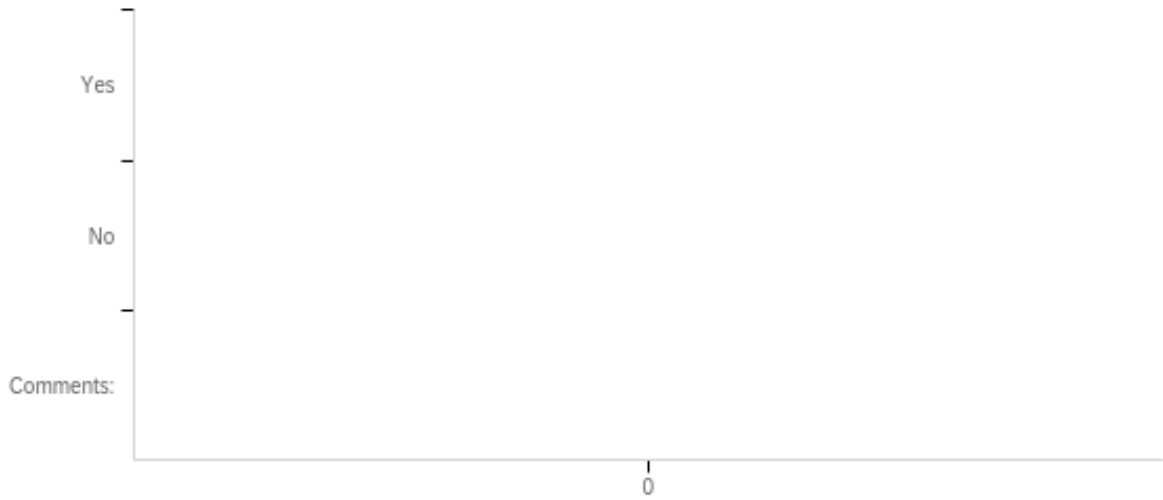
Data source misconfigured for this visualization

#	Answer	%	Count
1	Yes	0.00%	0
2	No	0.00%	0
3	Comments:	0.00%	0
	Total		0

Q7_3_TEXT - Comments:
Comments: - Text

My tutor answered questions and asked me questions about the material and engaged me in a discussion about the material.
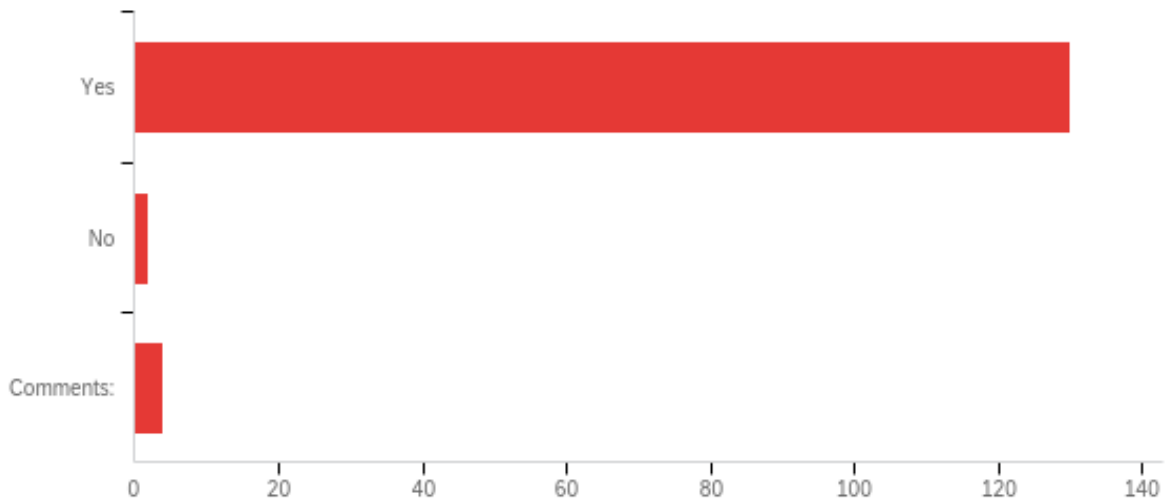
Data source misconfigured for this visualization

#	Answer	%	Count
1	Yes	95.59%	130
2	No	1.47%	2
3	Comments:	2.94%	4
	Total	100%	136

Q8_3_TEXT - Comments:

Comments: - Text
Extremely helpful and explained in a different way for me to understand
He was very kind and very helpful was able to help with an assortment of questions
He made sure I was doing everything correctly and made comments whenever he needed to!
My question was more about the class rather than material.

My tutor made me feel welcome and comfortable: he/she was friendly and approachable
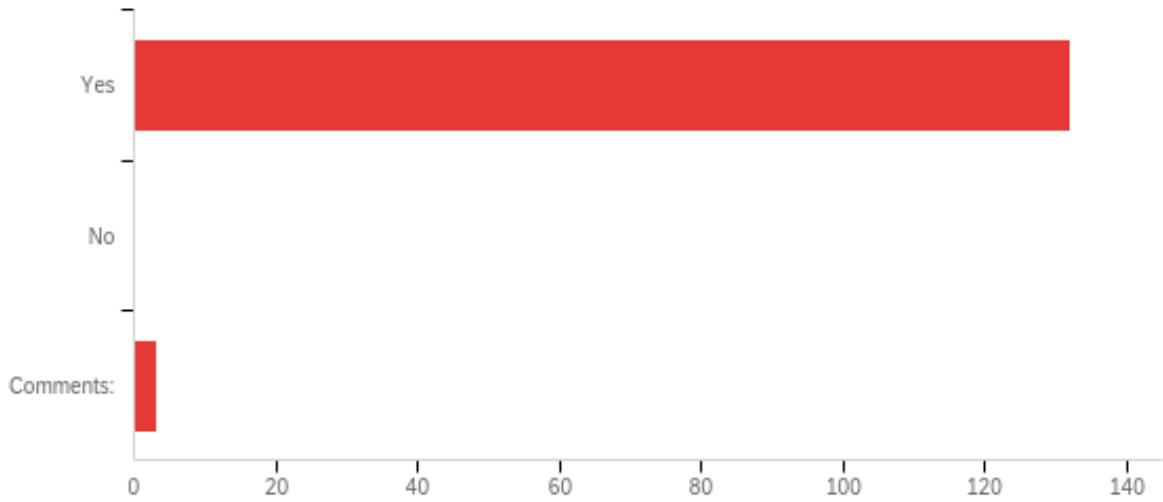
Data source misconfigured for this visualization

#	Answer	%	Count
1	Yes	97.78%	132
2	No	0.00%	0
3	Comments:	2.22%	3
	Total	100%	135

Q9_3_TEXT - Comments:

Comments: - Text
Very much so
He was also very patient with me!!
he is very nice

My tutor used appropriate strategies when I needed them
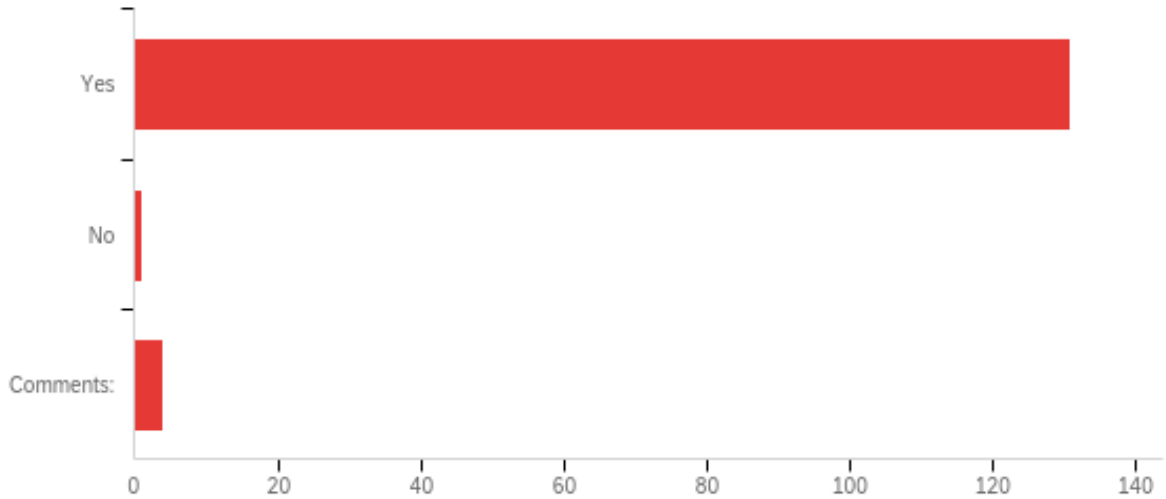
Data source misconfigured for this visualization

#	Answer	%	Count
1	Yes	96.32%	131
2	No	0.74%	1
3	Comments:	2.94%	4
	Total	100%	136

Q10_3_TEXT - Comments:

Comments: - Text
Very knowledgeable and had a great understanding of the concepts
they were fun and helpful!
Was not able to.
He gave me a checklist of some of the things to look for when refactoring code.

My tutor worked with me to assess my needs and goals
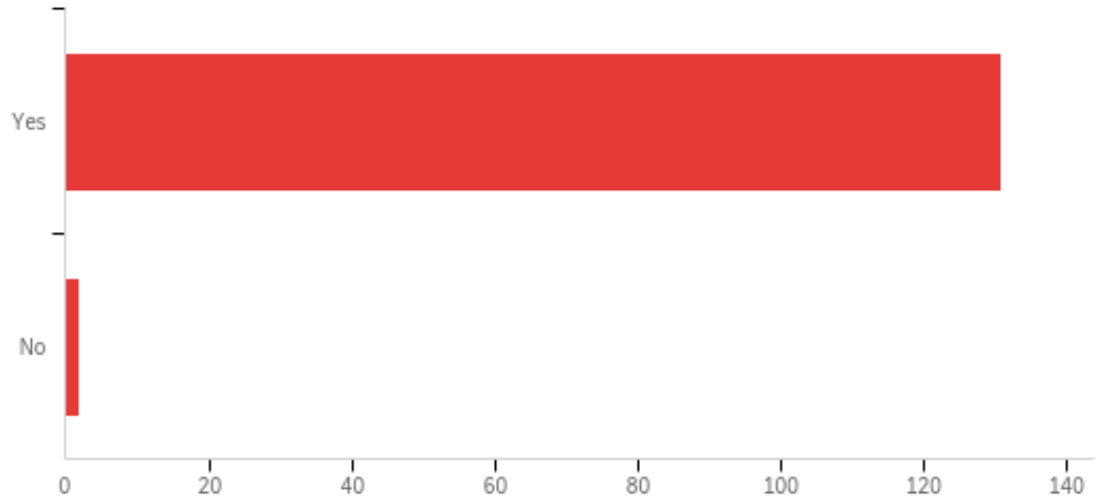
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My tutor worked with me to assess my needs and goals	1.00	2.00	1.02	0.12	0.01	133

#	Answer	%	Count
1	Yes	98.50%	131
2	No	1.50%	2
	Total	100%	133

I feel like I can now answer questions about the material in my own words, or write on my own, or work the problems on my own
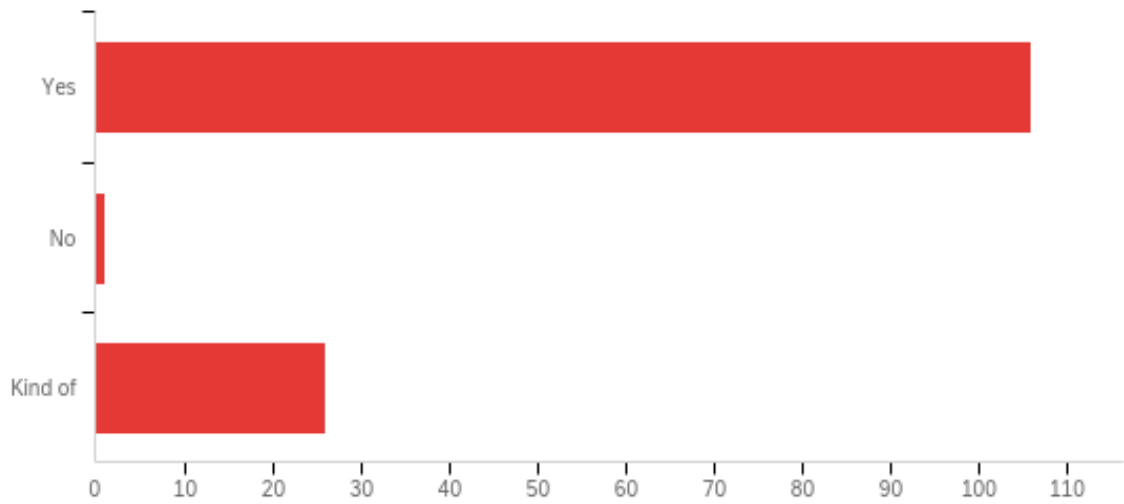
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel like I can now answer questions about the material in my own words, or write on my own, or work the problems on my own	1.00	3.00	1.40	0.79	0.63	133

#	Answer	%	Count
1	Yes	79.70%	106
2	No	0.75%	1
3	Kind of	19.55%	26
	Total	100%	133

What suggestions do you have for us to make online tutoring better?

What suggestions do you have for us to make online tutoring better?
n/a
More visual simplified words.
Maybe go over some of the material more in depth. Other than that, Steve did a good job with answering the questions I was struggling with the most.
None
Nothing can be improved besides the Wi-Fi situation across campus. We struggled with some technical difficulties.
Inform tutors different students have different needs.
None
None
N/A
More knowledge on calc
None
MORE TIME FOR THE TUTORING
no suggestions it was a good experience
None
Is there any way to supply white boards to the tutors? I know that might be a little difficult but when trying to work out chemistry problems it's easier to see someone walk through the problem with drawings, instead of just words.
N/A
Nothing Steve was great!
Correlate tutors that have had the professor in that class before. Most teachers have HW assignments in different formats.
Longer time
N/A
n/a
none
Offer in person just have us remain social distant and wear masks
No suggestions

N/A

N/A

Nothing

Nothing at the moment

We should have longer time

None

Better connection mine kept cutting out.

N/A

If possible, making sure that the tutor has access to course PowerPoints would be amazing

N/A

nothing

She is great. Really made an effort to answer my questions.

Nothing I can think of

If we have the option to send the worksheets or problems prior to the session that we need help with over to our tutor, that would be great! As I understand, there was an option to share my screen - though I was on two different devices.

This was a great experience

N/A

N/A she's great

Additional Comments:

would recommend or go to Claire again

None

Since I often have a difficult time forming my thoughts into written word. I appreciated how Maggie listening to my my thought and summarizing it for me.

Hunter accommodated my learning style and appt wishes in a desirable manner. I will be rebooking with him. Thanks, Hunter. :)

He was a great tutor was the most helpful one so far and had a great way of asking questions and being slow so I could understand

Lucas has been a great tutor for me during the times I need in Accounting class. He know what he is doing and makes you better understand the problems better.

She was very helpful and the best tutor I have had this semester.

She did a very good job assisting the questions I needed help with. When she was unsure of the exact formula I needed, she went out of her way to help me.

Ross was very helpful and knowledgeable of the subject.

Kelsey did an amazing job at making me feel comfortable when asking questions and helped me understand the material better using strategies that helped my personal learning

My tutor went above and beyond, and stayed over longer than the meeting to continue to help me, which was much appreciated!

She's so sweet and helpful! Will definitely be going back to her for more tutoring.

I was a little nervous to set up weekly tutoring sessions but it paid off and now I'm confident I'll be okay in my class!

I think it went really good.

Annamarie, was awesome! She took the time to read through my assignment with me and made sure that I was on the right track for completion.

Thank you for taking time to help me! I cannot wait to continue next week!

N/A

She is a great tutor I used her last semester for math and she helped me so much and she is doing the same with history

None

None

The connection was a little slow, but overall she was a great tutor!

N/A

Kelsey seems great, I feel like she is going to be a major help this semester.

Looking forward to practicing with her in the future.

Morgan was exceptional! My experience was great.

Ross was very helpful! Made it very easy to ask for help. Really easy to work with. I felt no shame when I got an answer wrong and felt redirected to a positive solution. The tutor expressed tools and tricks that they thought would better my experience. This was my first time using tutortrac and I absolutely will use it again.

N/A

While I did not mind that this was a group tutoring session, I found the other student to be extremely distracting because she kept on loudly playing music and engaging with her kid. I do not feel like I learned to the fullest extent as a result. However, this is not Grace's fault, and she was a fantastic and extremely helpful tutor,

SI Student Survey Fall 2021

Supplemental Instruction Fall 2020, Part 1
December 10th 2021, 6:41 am MST

Q1 - Please choose the course/instructor/SI leader.
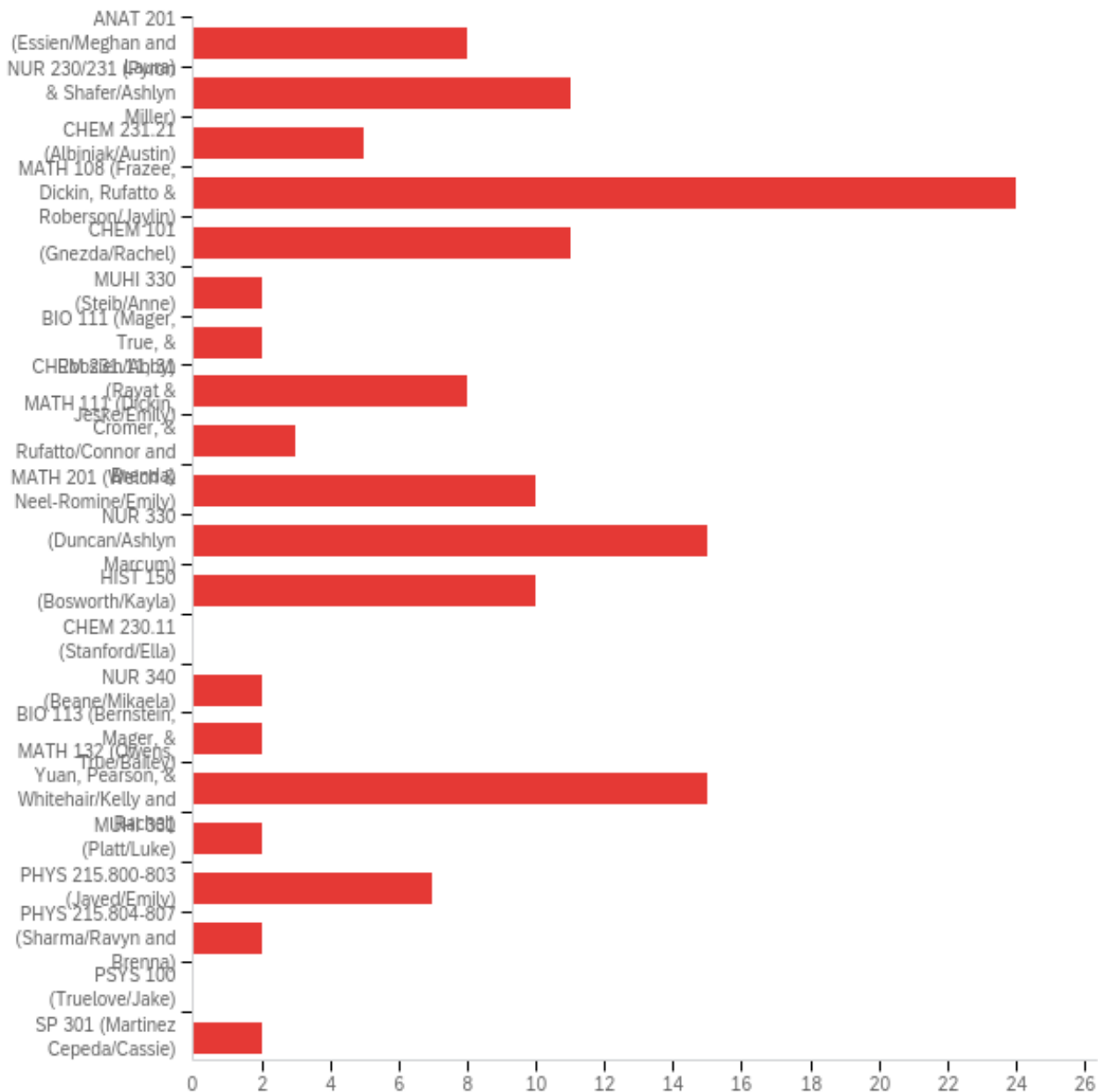
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please choose the course/instructor/SI leader.	1.00	55.00	28.41	18.14	329.09	141

#	Answer	%	Count
1	ANAT 201 (Essien/Meghan and Laura)	5.67%	8
4	NUR 230/231 (Pyron & Shafer/Ashlyn Miller)	7.80%	11
9	CHEM 231.21 (Albiniak/Austin)	3.55%	5
10	MATH 108 (Frazee, Dickin, Rufatto & Roberson/Jaylin)	17.02%	24
12	CHEM 101 (Gnezda/Rachel)	7.80%	11
24	MUHI 330 (Steib/Anne)	1.42%	2
27	BIO 111 (Mager, True, & Roosien/Abby)	1.42%	2
38	CHEM 231.11, 31 (Rayat & Jeske/Emily)	5.67%	8
39	MATH 111 (Dickin, Cromer, & Rufatto/Connor and Brenda)	2.13%	3
40	MATH 201 (Welch & Neel-Romine/Emily)	7.09%	10
41	NUR 330 (Duncan/Ashlyn Marcum)	10.64%	15
43	HIST 150 (Bosworth/Kayla)	7.09%	10
44	CHEM 230.11 (Stanford/Ella)	0.00%	0
45	NUR 340 (Beane/Mikaela)	1.42%	2
46	BIO 113 (Bernstein, Mager, & True/Bailey)	1.42%	2
47	MATH 132 (Owens, Yuan, Pearson, & Whitehair/Kelly and Rachel)	10.64%	15
51	MUHI 331 (Platt/Luke)	1.42%	2
52	PHYS 215.800-803 (Javed/Emily)	4.96%	7
53	PHYS 215.804-807 (Sharma/Ravyn and Brenna)	1.42%	2
54	PSYS 100 (Truelove/Jake)	0.00%	0
55	SP 301 (Martinez Cepeda/Cassie)	1.42%	2
	Total	100%	141

Q2 - How many SI sessions did you attend?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Slide to indicate the approximate number of sessions you attended.	0.00	40.00	11.24	12.27	150.60	114

Q3 - If you did not attend any SI sessions, what were the reasons? Mark all that apply.
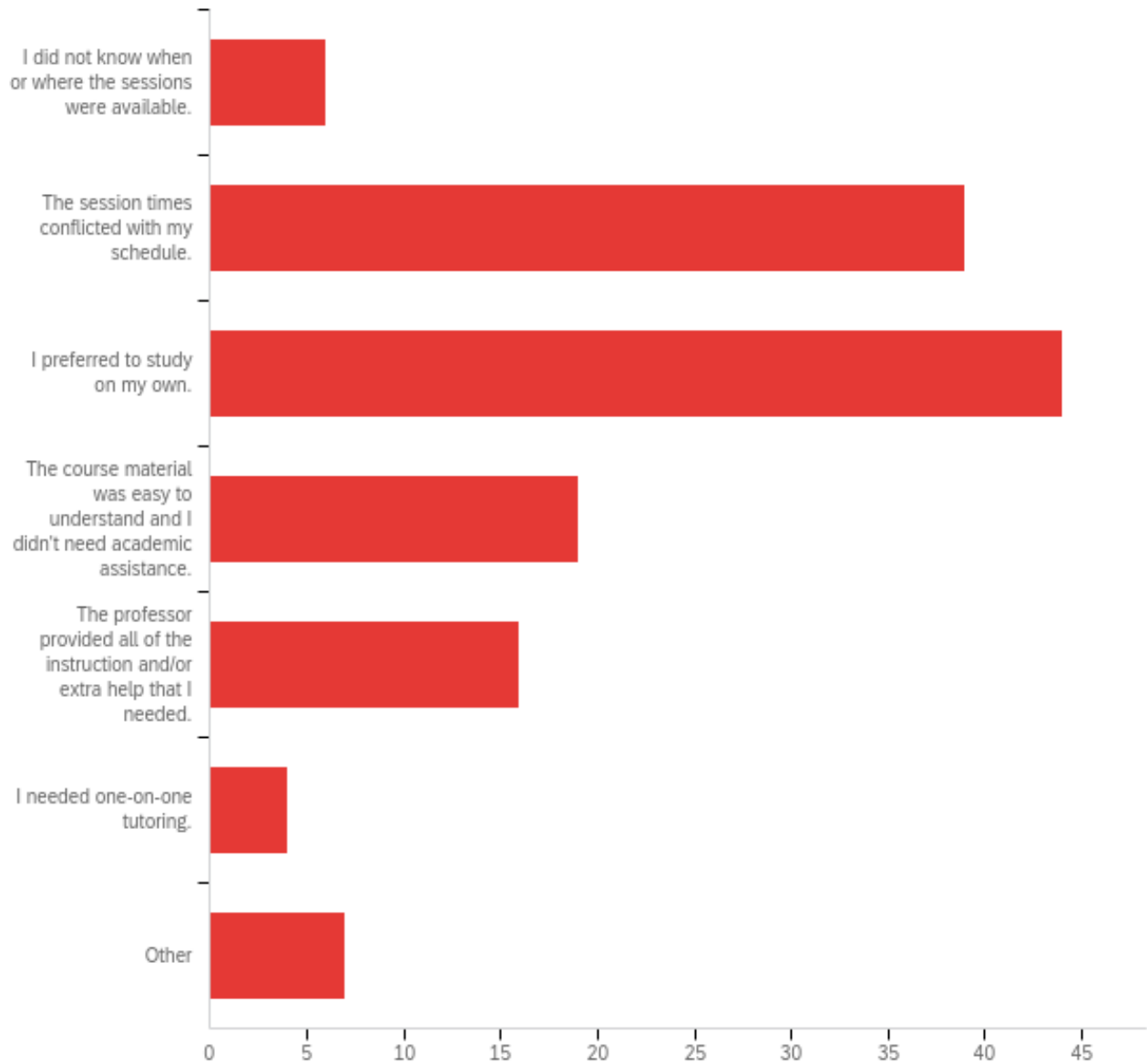
#	Answer	%	Count
1	I did not know when or where the sessions were available.	4.44%	6
2	The session times conflicted with my schedule.	28.89%	39
3	I preferred to study on my own.	32.59%	44
4	The course material was easy to understand and I didn't need academic assistance.	14.07%	19
5	The professor provided all of the instruction and/or extra help that I needed.	11.85%	16

6	I needed one-on-one tutoring.	2.96%	4
7	Other	5.19%	7
	Total	100%	135

Q4 - If you attended at least one session or more, please comment on the following characteristics.

Legend:
- ■ Demonstrated sufficient knowledge of the subject matter.
- ■ Was enthusiastic about the subject and about helping students.
- ■ Was skilled in getting the students to actively participate.
- ■ Encouraged the students to answer each other's questions.
- ■ Treated the students with kindness and respect and related as a peer.
- ■ Used appropriate handouts such as practice tests, study guides, and outline...
- ■ Used visual aids such as charts, graphs, and pictures.
- ■ Used technology to enhance the sessions.
- ■ Used games.
- ■ Stayed focused during the study sessions.
- ■ Exhibited good classroom management skills (addressed distractions or disru...
- ■ Seemed bored, condescending, or distant.
- ■ Lectured most of the time.
- ■ Spent most of the time answering questions.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Demonstrated sufficient knowledge of the subject matter.	1.00	5.00	1.34	0.75	0.57	93
2	Was enthusiastic about the subject and about helping students.	1.00	5.00	1.32	0.74	0.54	93
3	Was skilled in getting the students to actively participate.	1.00	5.00	1.51	0.97	0.94	93

120

#	Question	Min	Max	Mean	Std Deviation	Variance	Responses
4	Encouraged the students to answer each other's questions.	1.00	5.00	1.65	1.07	1.14	92
5	Treated the students with kindness and respect and related as a peer.	1.00	5.00	1.12	0.48	0.23	93
6	Used appropriate handouts such as practice tests, study guides, and outlines.	1.00	5.00	1.28	0.78	0.62	92
7	Used visual aids such as charts, graphs, and pictures.	1.00	4.00	1.27	0.61	0.37	92
8	Used technology to enhance the sessions.	1.00	5.00	1.28	0.70	0.49	92
9	Used games.	1.00	5.00	2.27	1.36	1.85	91
10	Stayed focused during the study sessions.	1.00	4.00	1.20	0.47	0.22	92
11	Exhibited good classroom management skills (addressed distractions or disruptions).	1.00	5.00	1.21	0.60	0.36	92
12	Seemed bored, condescending, or distant.	1.00	5.00	4.15	1.40	1.96	92
13	Lectured most of the time.	1.00	5.00	3.15	1.25	1.56	92
14	Spent most of the time answering questions.	1.00	5.00	2.67	1.15	1.33	92

#	Question	Always		Most of the Time		Sometimes		Rarely		Never		Total
1	Demonstrated sufficient knowledge of the subject matter.	77.42%	72	15.05%	14	4.30%	4	2.15%	2	1.08%	1	93
2	Was enthusiastic about the subject and about helping students.	80.65%	75	8.60%	8	9.68%	9	0.00%	0	1.08%	1	93
3	Was skilled in getting the students to actively participate.	70.97%	66	17.20%	16	5.38%	5	3.23%	3	3.23%	3	93
4	Encouraged the students to answer each other's questions.	64.13%	59	19.57%	18	6.52%	6	6.52%	6	3.26%	3	92
5	Treated the students with kindness and respect and related as a peer.	91.40%	85	7.53%	7	0.00%	0	0.00%	0	1.08%	1	93
6	Used appropriate handouts such as	82.61%	76	13.04%	12	1.09%	1	0.00%	0	3.26%	3	92

	practice tests, study guides, and outlines.										
7	Used visual aids such as charts, graphs, and pictures.	80.43%	74	13.04%	12	5.43%	5	1.09%	1	0.00%	0	92
8	Used technology to enhance the sessions.	81.52%	75	11.96%	11	4.35%	4	1.09%	1	1.09%	1	92
9	Used games.	45.05%	41	12.09%	11	20.88%	19	14.29%	13	7.69%	7	91
10	Stayed focused during the study sessions.	82.61%	76	16.30%	15	0.00%	0	1.09%	1	0.00%	0	92
11	Exhibited good classroom management skills (addressed distractions or disruptions).	84.78%	78	13.04%	12	0.00%	0	1.09%	1	1.09%	1	92
12	Seemed bored, condescending, or distant.	11.96%	11	4.35%	4	6.52%	6	10.87%	10	66.30%	61	92
13	Lectured most of the time.	13.04%	12	18.48%	17	22.83%	21	31.52%	29	14.13%	13	92
14	Spent most of the time answering questions.	20.65%	19	19.57%	18	38.04%	35	15.22%	14	6.52%	6	92

Q5 - Please give any further comments, concerns, or suggestions about your SI leader and/or the SI program.

Please give any further comments, concerns, or suggestions about your SI leader and/or the SI program.

Laura was incredibly helpful and I loved her notes. She was always able to answer my questions confidently.

Ashylnn has been one of the best SI's i have ever experienced, she helped tremendously with medications.

I would of attended more but the SI meeting times changed frequently and they'd only notify us 30 minutes before the meeting. Let us know at the start of the day or at least two before hand.

Ashlyn was such a great SI leader! I feel like I learned so much from her and her handouts. I also really enjoyed the games we played to study such as kahoot and factile! I was very lucky to have had the opportunity to learn from her.

Austin is very friendly and I appreciate the combo of practice problems and slide review. He did a very good job putting everything together; this was a helpful tool for studying.

I used the SI sessions but not often because people would tend to yell out answers like they already knew what they were doing and I was unable to learn. I resorted to tutoring sessions instead.

Rachel was a very good teacher. The few times I went she really helped me out but I stopped going because she would put us in breakout rooms and personally I'm not a fan of that. I went to SI sessions so I could learn from her not other students.

She really tried to help the best she could and was always willing to do more. I have all good things to say about her and thank her for all her help this semester in a difficult course!

More people should attend so it's not just me and one other person to answer questions.

Stop doing break out rooms. Remain as a whole group.

Very helpful and made learning the material so much more fun!

I think that my SI leader did a great job at getting the students as much help as they needed.

While I did not attend any SI Sessions, I appreciate that this was offered to students and shows that Holly truly cares about the success of her students.

The only SI session I went to consisted of correcting mistakes from the last SI session. It wasn't very hopeful so I never went to another one. Of course, it probably wasn't always like that. He seemed very nice.

They were both well prepared and I always felt like I learned something. If for some reason the SI session was canceled, they still sent out handouts and answered any and all questions that were asked of them.

Rachel was the best and helped me understand chemistry so much better! I do not think I would have done as well in the class without Rachel.

She was super sweet and was always willing to answer questions.

Ashlyn was an amazing SI teacher to have for NUR330. She was always very helpful when I needed a question answered and gave us amazing handouts for the exams. Definitely recommend that she is the SI teacher for next semester students!

Ashlyn was great!! She really helped with learning the material and was super understanding and supportive if you couldn't make a session. She was great to email and come up with a different time to meet to talk and give you the materials you missed. I had to miss usually one session a week due to working and she was

understanding and never aggravated about this. She answered questions and tried her best to help us all succeed. Very pleased with her as the SI instructor.

A good program, wish it was in person. However, it did work good online. It worked well.

she did a great job as an SI and her material was very helpful to help me repair for the tests

Ashlyn was a great instructor for this class. She was very knowledgeable. Her handouts were very useful.

Ashlyn was amazing!! provided great resources and handouts, made it very engaging, and was very knowledgable about the subject. was always available by email when I had a quick question! definitely helped me a lot in this hard class

Very helpful loved her!

This professor was not helpful at all. He rarely gave good advice. Along with that he wasn't understanding at all. It's super hard now during a pandemic but he wasn't understanding or open to helping at all.

Overall, he was funny and nice and really tried his best to make sure we understood. He made the atmosphere comfortable enough to ask questions. He also made himself available outside the SI sessions. I wish there were handouts he would provide.

The SI instructors (Kelly and Rachel) were great, I DID NOT enjoy the professor (Owens). Almost everything the SI instructors did was the opposite of what Owens did (no notes, only a book; when he responded to emails, he did not provide enough sufficient help or information with the class).

Rachel was amazing! I wish I would have started going to her sessions earlier. She was really the person who helped me get the A's and B's on my exams after I went to her sessions. I wish I could have her for all of my classes.

Great SI leader! I have a super crazy schedule so I could not attend weekday sessions as much, but this is the first time SI was held on weekends (she did Sunday reviews.) I was very grateful that she did the reviews the Sunday before the test because my schedule allowed for me to attend and the jeopardy games and Kahoots helped me with the reviews!(:

Ashlyn was amazing!!

Awesome person! Very patient and friendly

Ashlyn was an AMAZING SI leader, by far the best I have encountered! She was able to present material to the students who came and always took feedback as to what worked best for us!! She was kind and allowed a positive learning environment! Something I loved about this SI is the summary pages she would make (for example there was a diabetes one that was 7-8 pages and it helped condense down a lot of information) The med sheets helped a lot and well as just going over materials and being able to put our answers into the chat function. Somehow she made SI so interactive online! Being interactive and questioning my knowledge is what allowed me to learn. I'm very grateful she was our SI leader.

Ashlyn was a great SI instructor. Very helpful and she's one of the only reasons I'm passing my class

None

Ashlyn was an amazing SI leader. I learned a lot from her and the supplemental study guides and work really helped me throughout the semester for my exams. I would gladly have her as an SI Leader again.

Rachel is a great SI leader. I would not have understood a lot of the class material if she had not been such a great SI leader that could explain well and provide good practice for us.

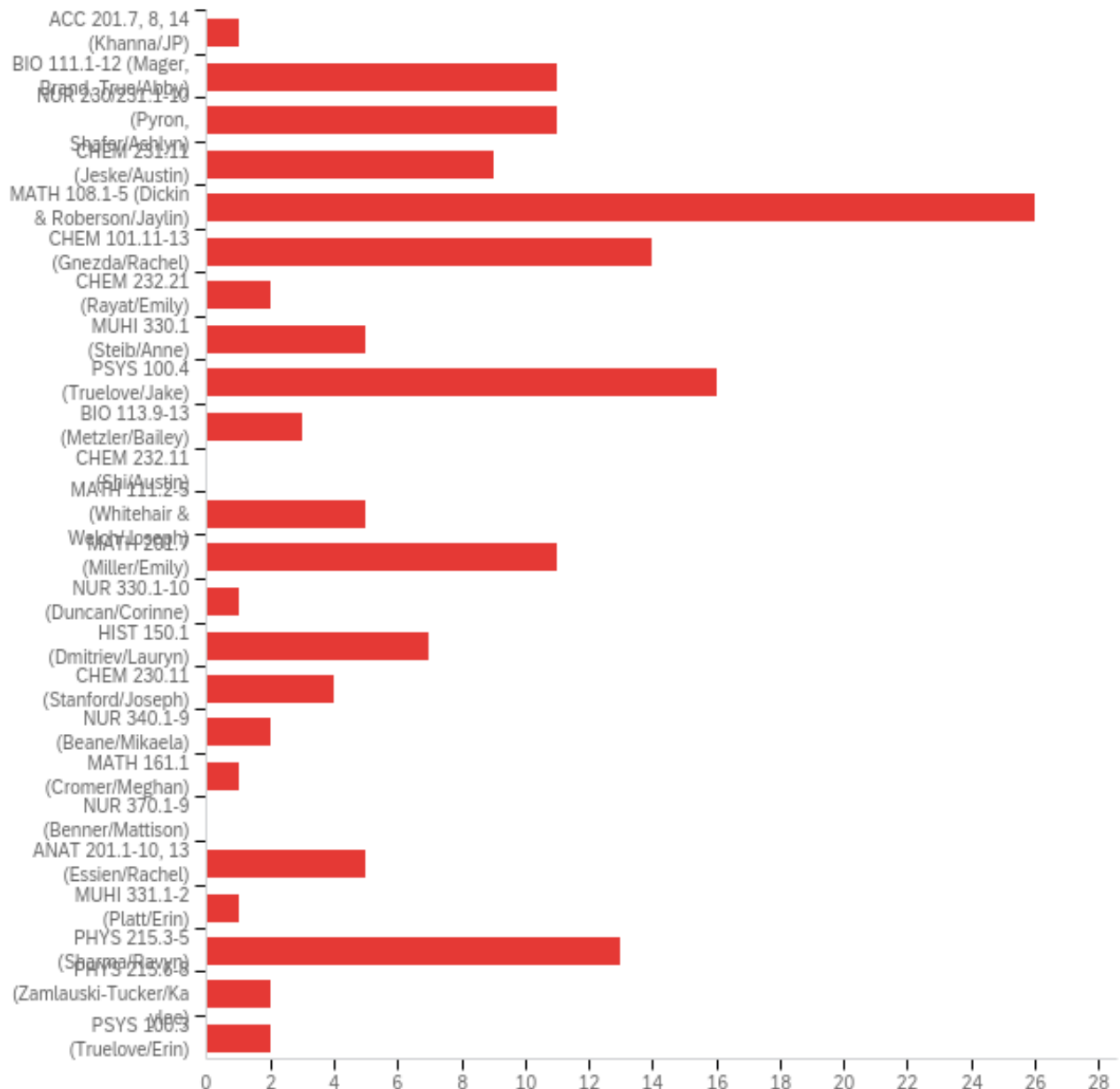Emily was so kind and she really helped me out this semester!

Rachel did such a good job and helped me tremendously!!

Rachel is amazing and 10/10 would recommend

Q1 - Please choose the course/instructor/SI leader.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please choose the course/instructor/SI leader.	1.00	54.00	24.54	17.49	305.74	152

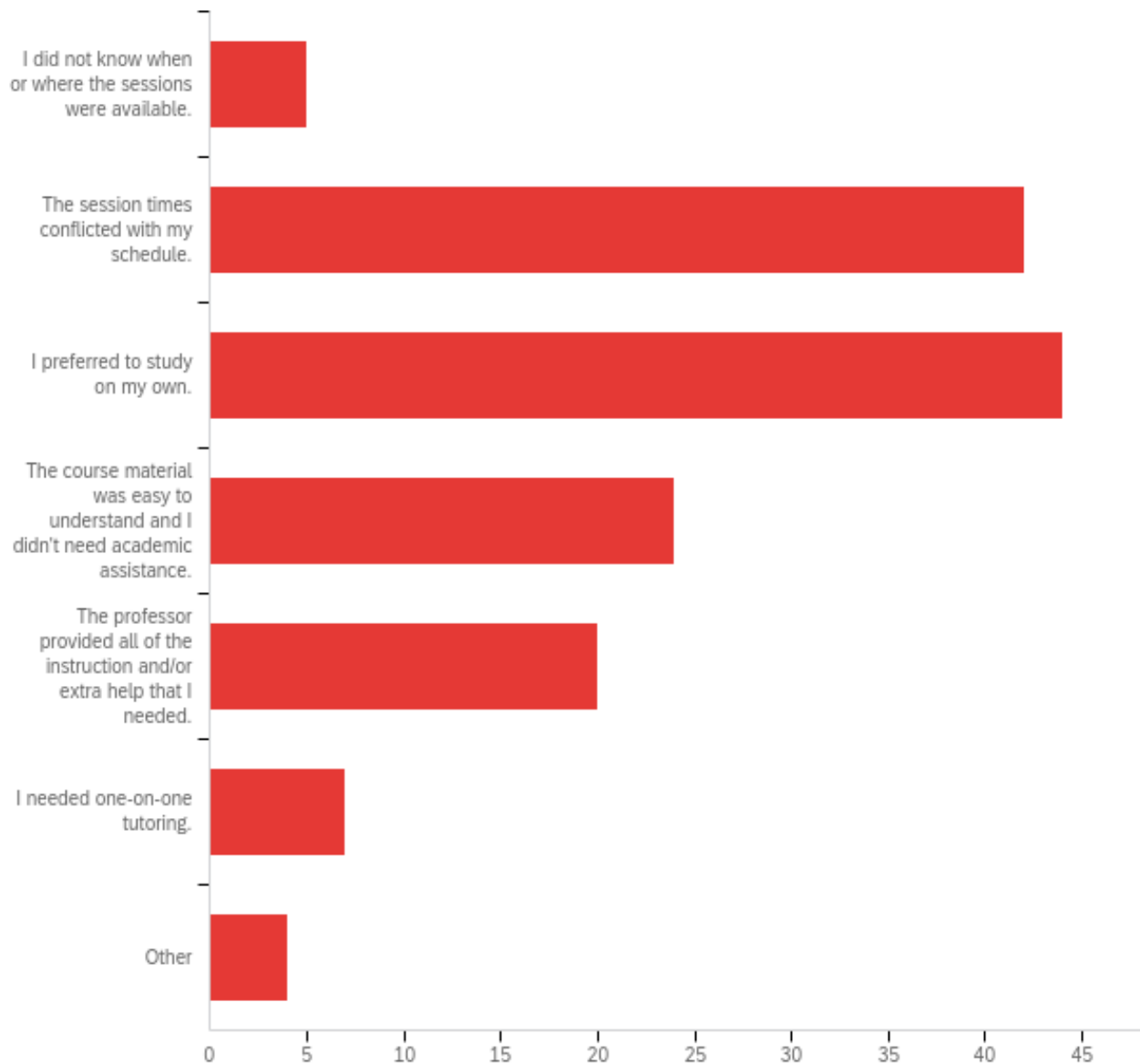| #	Answer	%	Count
1	ACC 201.7, 8, 14 (Khanna/JP)	0.66%	1
3	BIO 111.1-12 (Mager, Brand, True/Abby)	7.24%	11
4	NUR 230/231.1-10 (Pyron, Shafer/Ashlyn)	7.24%	11
9	CHEM 231.11 (Jeske/Austin)	5.92%	9
10	MATH 108.1-5 (Dickin & Roberson/Jaylin)	17.11%	26
12	CHEM 101.11-13 (Gnezda/Rachel)	9.21%	14
23	CHEM 232.21 (Rayat/Emily)	1.32%	2
24	MUHI 330.1 (Steib/Anne)	3.29%	5
26	PSYS 100.4 (Truelove/Jake)	10.53%	16
27	BIO 113.9-13 (Metzler/Bailey)	1.97%	3
38	CHEM 232.11 (Shi/Austin)	0.00%	0
39	MATH 111.2-5 (Whitehair & Welch/Joseph)	3.29%	5
40	MATH 201.7 (Miller/Emily)	7.24%	11
41	NUR 330.1-10 (Duncan/Corinne)	0.66%	1
43	HIST 150.1 (Dmitriev/Lauryn)	4.61%	7
44	CHEM 230.11 (Stanford/Joseph)	2.63%	4
45	NUR 340.1-9 (Beane/Mikaela)	1.32%	2
46	MATH 161.1 (Cromer/Meghan)	0.66%	1
47	NUR 370.1-9 (Benner/Mattison)	0.00%	0
50	ANAT 201.1-10, 13 (Essien/Rachel)	3.29%	5
51	MUHI 331.1-2 (Platt/Erin)	0.66%	1
52	PHYS 215.3-5 (Sharma/Ravyn)	8.55%	13
53	PHYS 215.6-8 (Zamlauski-Tucker/Kaylee)	1.32%	2

| 54 | PSYS 100.3 (Truelove/Erin) | 1.32% | 2 |
| | Total | 100% | 152 |

Q2 - How many SI sessions did you attend?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Slide to indicate the approximate number of sessions you attended.	0.00	40.00	10.82	12.07	145.61	116

Q3 - If you did not attend any SI sessions, what were the reasons? Mark all that apply.

#	Answer	%	Count
1	I did not know when or where the sessions were available.	3.42%	5
2	The session times conflicted with my schedule.	28.77%	42
3	I preferred to study on my own.	30.14%	44
4	The course material was easy to understand and I didn't need academic assistance.	16.44%	24
5	The professor provided all of the instruction and/or extra help that I needed.	13.70%	20

6	I needed one-on-one tutoring.	4.79%	7
7	Other	2.74%	4
	Total	100%	146

Q4 - If you attended at least one session or more, please comment on the following characteristics.

■ Demonstrated sufficient knowledge of the subject matter.
■ Was enthusiastic about the subject and about helping students.
■ Was skilled in getting the students to actively participate.
■ Encouraged the students to answer each other's questions.
■ Treated the students with kindness and respect and related as a peer.
■ Used appropriate handouts such as practice tests, study guides, and outline...
■ Used visual aids such as charts, graphs, and pictures.
■ Used technology to enhance the sessions.
■ Used games.
■ Stayed focused during the study sessions.
■ Exhibited good classroom management skills (addressed distractions or disru...
■ Seemed bored, condescending, or distant.
■ Lectured most of the time.
■ Spent most of the time answering questions.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Demonstrated sufficient knowledge of the subject matter.	1.00	3.00	1.30	0.50	0.25	97
2	Was enthusiastic about the subject and about helping students.	1.00	4.00	1.40	0.74	0.55	97
3	Was skilled in getting the students to actively participate.	1.00	4.00	1.57	0.76	0.58	97

#	Question	Min	Max	Mean	Std Dev	Variance	Total
4	Encouraged the students to answer each other's questions.	1.00	5.00	1.66	0.94	0.88	97
5	Treated the students with kindness and respect and related as a peer.	1.00	3.00	1.15	0.41	0.17	97
6	Used appropriate handouts such as practice tests, study guides, and outlines.	1.00	4.00	1.38	0.74	0.55	97
7	Used visual aids such as charts, graphs, and pictures.	1.00	5.00	1.44	0.76	0.58	97
8	Used technology to enhance the sessions.	1.00	4.00	1.34	0.66	0.43	97
9	Used games.	1.00	5.00	2.37	1.36	1.84	97
10	Stayed focused during the study sessions.	1.00	4.00	1.21	0.50	0.25	97
11	Exhibited good classroom management skills (addressed distractions or disruptions).	1.00	3.00	1.25	0.52	0.27	97
12	Seemed bored, condescending, or distant.	1.00	5.00	3.97	1.41	1.99	97
13	Lectured most of the time.	1.00	5.00	3.02	1.29	1.67	96
14	Spent most of the time answering questions.	1.00	5.00	2.41	1.03	1.06	95

#	Question	Always		Most of the Time		Sometimes		Rarely		Never		Total
1	Demonstrated sufficient knowledge of the subject matter.	72.16%	70	25.77%	25	2.06%	2	0.00%	0	0.00%	0	97
2	Was enthusiastic about the subject and about helping students.	72.16%	70	18.56%	18	6.19%	6	3.09%	3	0.00%	0	97
3	Was skilled in getting the students to actively participate.	58.76%	57	26.80%	26	13.40%	13	1.03%	1	0.00%	0	97
4	Encouraged the students to answer each other's questions.	58.76%	57	22.68%	22	14.43%	14	2.06%	2	2.06%	2	97
5	Treated the students with kindness and respect and related as a peer.	86.60%	84	11.34%	11	2.06%	2	0.00%	0	0.00%	0	97
6	Used appropriate handouts such as	75.26%	73	13.40%	13	9.28%	9	2.06%	2	0.00%	0	97

	practice tests, study guides, and outlines.										
7	Used visual aids such as charts, graphs, and pictures.	68.04%	66	22.68%	22	7.22%	7	1.03%	1	1.03%	1	97
8	Used technology to enhance the sessions.	75.26%	73	16.49%	16	7.22%	7	1.03%	1	0.00%	0	97
9	Used games.	38.14%	37	17.53%	17	24.74%	24	8.25%	8	11.34%	11	97
10	Stayed focused during the study sessions.	82.47%	80	15.46%	15	1.03%	1	1.03%	1	0.00%	0	97
11	Exhibited good classroom management skills (addressed distractions or disruptions).	79.38%	77	16.49%	16	4.12%	4	0.00%	0	0.00%	0	97
12	Seemed bored, condescending, or distant.	11.34%	11	8.25%	8	8.25%	8	16.49%	16	55.67%	54	97
13	Lectured most of the time.	15.63%	15	21.88%	21	20.83%	20	28.13%	27	13.54%	13	96
14	Spent most of the time answering questions.	22.11%	21	31.58%	30	31.58%	30	12.63%	12	2.11%	2	95

Q5 - Please give any further comments, concerns, or suggestions about your SI leader and/or the SI program.

Please give any further comments, concerns, or suggestions about your SI leader and/or the SI program.

Rachel did a great job with helping us chem 101 students with understanding the material

I think that SI sessions for math are one of the best ways to study for exams, master material, and get help on material that you may be struggling with.

My SI leader for this course was AMAZING! I truly wish I did/could have attended her sessions more. She easily explained concepts, treated students very respectfully, and kept the session upbeat and not so boring!

N/A

N/A

N/A

I only attended one SI session so I definitely feel like I couldn't give the most accurate rating. The one I did go to though was super helpful and I plan on going to more next semester if my courses offer them.

There was way too much coursework for this class. I had no time especially since I had other classes to study for too. Most of the time, I would zoom call the amazing TAs Hope and Savannah. I liked 1-on-1 way better. Also, SI sessions did not seem to give much more help than what was already provided in class. The SI leaders and TAs I believe received the same amount of material to help the students. There was really no extra insight on the tests/quizzes SI would help with because if there was, the TAs would also have it and be able to help.

Jake was very helpful throughout the SI sessions that I attended, making sure that everyone knew what was going on and answering questions throughout the session. He also did well with sending out reminders about the sessions, as well as holding additional sessions to help with paper writing and the exams.

Ella was a great SI leader! I wish I could have come to more, but I had to work most of the weeks. The ones I went to, however, were very helpful.

I was in the course Chem 231.11 with Jeske and the SI leader was Emily Schmidt, not Austin.

The SI program is very helpful with my success in the class!

I attended SI session once because the rest of the time it conflicted with my schedule. My leader was very kind and kept us engaged. It was easy to follow along as well.

Ashlyn was amazing!!

They did a fantastic job at keeping everyone egaged by having us answer all of the questions and they were very kind when they corrected. They always used visual aids and was very accomodating to send out the aids after the session, or to record the sessions for those who couldn't attend them!

Emily was such a great SI leader and really helped be understand Organic Chemistry a lot better!

Jake was phenomenal. Absolutely taught me more than my professor did, he is AMAZING!

Jake was a great SI leader!

Ravyn and Brenna have been so helpful in my success in PHYS 215. They have a lot of enthusiasm and are engaging with students. I truly enjoy SI because it helps me process the information at a deeper level and makes me think about the material differently. Both SI leaders were prepared each and every SI session and I left with a better understanding of the materials. A+++ for both Ravyn and Brenna.

I wish they could use more visual examples and going step by step rather just doing it.

Rachel was amazing. She is super sweet and helpful. She's the reason I'm doing so well in the class:)

As someone with a super busy schedule, maybe just a reminder posted on Monday of each week with the according times and dates of the sessions for the week would be SOOO helpful. I knew of some sessions but most of the time I forgot about when they were because they were only posted when they initially started. Overall, the sessions are great and I'm regretful that I didn't attend as many as I hoped.

I don't see my class listed above, its Math 132 with Pearson, the SI instructors were Rachel V and Kelley L. I did not attend any SI sessions because every session up until this last week was before 4pm, and as a nontraditional student, I have to work during that time. An evening SI session each week would have been helpful and appreciated.

They were great and very knowledgeable. My only comment is if you're going to do two a week, to maybe have one later in the evening. 2 pm and 4 pm rarely worked with my work/class schedule.

Just needs to talk less. Very boring sessions where I was lost most of the time.

First, the course I used SI for is not on the ones listed above. I was in Math 132 with Professor Yuan, and SI leaders were Rachel Vogelsang and Kelly Lage. Both of them were extremely helpful during the SI sessions, and they even had helpful office hours. I attended most of the SI sessions, and they always answered questions. The ones I did not attend were because I didn't need help, or my test was due before the exam review sessions on Thursdays.

Austin was amazing. I could not so better things about him. He was a great SI leader for Chem 231 as he was very knowledgable, relatable, and understanding. He was always excited to be at SI and had very very helpful ideas. He helped me an immense amount.

Rachel was absolutely amazing and made this course so much easier to understand!

Abby did a really good job and was always ready to help out!

Abby was a great SI and helped teach the course material well. She made visual aids and handouts to help for extra study material for us. She was also always available for help outside the sessions.

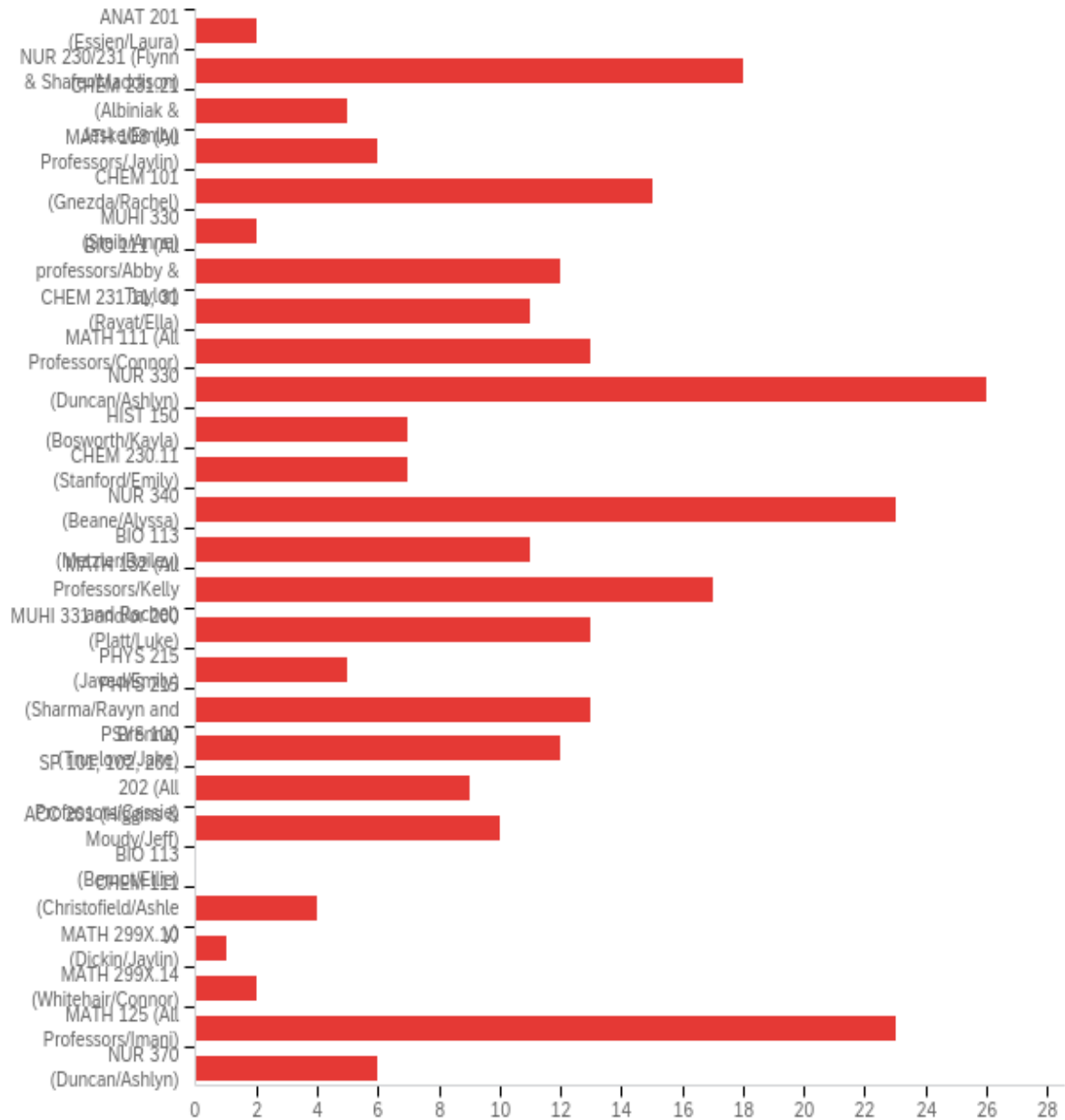My SI leader was Emily. Not Austin

Austin is one of the best SI leaders I had! He would go beyond time just to answer our questions about the topics, which is the first tutor/SI leader I had that did that.

SI Student Survey Spring 2021

Supplemental Instruction Spring 2021 Student Survey

December 10th 2021, 6:39 am MST

Q1 - Please choose the course/instructor/SI leader.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please choose the course/instructor/SI leader.	1.00	62.00	40.92	17.08	291.70	273

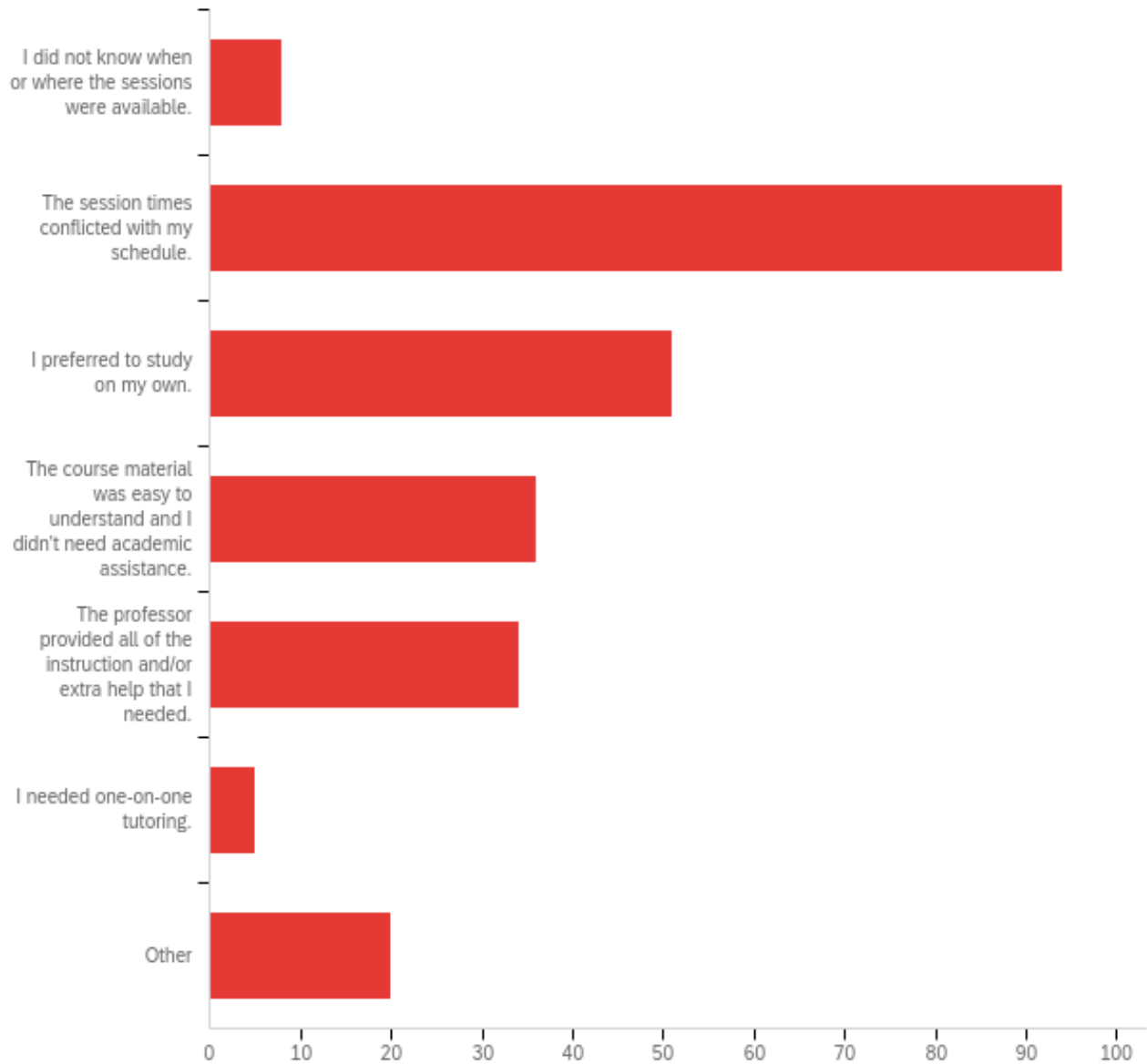| #	Answer	%	Count
1	ANAT 201 (Essien/Laura)	0.73%	2
4	NUR 230/231 (Flynn & Shafer/Maddison)	6.59%	18
9	CHEM 231.21 (Albiniak & Jeske/Emily)	1.83%	5
10	MATH 108 (All Professors/Jaylin)	2.20%	6
12	CHEM 101 (Gnezda/Rachel)	5.49%	15
24	MUHI 330 (Steib/Anne)	0.73%	2
27	BIO 111 (All professors/Abby & Taylor)	4.40%	12
38	CHEM 231.11, 31 (Rayat/Ella)	4.03%	11
39	MATH 111 (All Professors/Connor)	4.76%	13
41	NUR 330 (Duncan/Ashlyn)	9.52%	26
43	HIST 150 (Bosworth/Kayla)	2.56%	7
44	CHEM 230.11 (Stanford/Emily)	2.56%	7
45	NUR 340 (Beane/Alyssa)	8.42%	23
46	BIO 113 (Metzler/Bailey)	4.03%	11
47	MATH 132 (All Professors/Kelly and Rachel)	6.23%	17
51	MUHI 331 and/or 200 (Platt/Luke)	4.76%	13
52	PHYS 215 (Javed/Emily)	1.83%	5
53	PHYS 215 (Sharma/Ravyn and Brenna)	4.76%	13
54	PSYS 100 (Truelove/Jake)	4.40%	12
55	SP 101, 102, 201, 202 (All Professors/Cassie)	3.30%	9
56	ACC 201 (Higgins & Moudy/Jeff)	3.66%	10
57	BIO 113 (Bernot/Ellie)	0.00%	0
58	CHEM 111 (Christofield/Ashley)	1.47%	4

59	MATH 299X.10 (Dickin/Jaylin)	0.37%	1
60	MATH 299X.14 (Whitehair/Connor)	0.73%	2
61	MATH 125 (All Professors/Imani)	8.42%	23
62	NUR 370 (Duncan/Ashlyn)	2.20%	6
	Total	100%	273

Q2 - How many SI sessions did you attend?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Slide to indicate the approximate number of sessions you attended.	0.00	40.00	13.50	12.45	155.04	224

Q3 - If you did not attend any SI sessions, what were the reasons? Mark all that apply.

#	Answer	%	Count
1	I did not know when or where the sessions were available.	3.23%	8
2	The session times conflicted with my schedule.	37.90%	94
3	I preferred to study on my own.	20.56%	51
4	The course material was easy to understand and I didn't need academic assistance.	14.52%	36
5	The professor provided all of the instruction and/or extra help that I needed.	13.71%	34

6	I needed one-on-one tutoring.	2.02%	5
7	Other	8.06%	20
	Total	100%	248

Q4 - If you attended at least one session or more, please comment on the following characteristics of the SI Leader.

Legend:
- ■ Demonstrated sufficient knowledge of the subject matter.
- ■ Was enthusiastic about the subject and about helping students.
- ■ Was skilled in getting the students to actively participate.
- ■ Encouraged the students to answer each other's questions.
- ■ Treated the students with kindness and respect and related as a peer.
- ■ Used appropriate handouts such as practice tests, study guides, and outline…
- ■ Used visual aids such as charts, graphs, and pictures.
- ■ Used technology to enhance the sessions.
- ■ Used games.
- ■ Stayed focused during the study sessions.
- ■ Exhibited good classroom management skills (addressed distractions or disru…
- ■ Seemed bored, condescending, or distant.
- ■ Lectured most of the time.
- ■ Spent most of the time answering questions.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Demonstrated sufficient knowledge of the subject matter.	1.00	5.00	1.22	0.55	0.30	201
2	Was enthusiastic about the subject and about helping students.	1.00	5.00	1.30	0.76	0.58	200
3	Was skilled in getting the students to actively participate.	1.00	5.00	1.42	0.87	0.75	200

142

#	Question						
4	Encouraged the students to answer each other's questions.	1.00	5.00	1.43	0.89	0.80	199
5	Treated the students with kindness and respect and related as a peer.	1.00	5.00	1.12	0.54	0.30	200
6	Used appropriate handouts such as practice tests, study guides, and outlines.	1.00	5.00	1.21	0.63	0.40	200
7	Used visual aids such as charts, graphs, and pictures.	1.00	5.00	1.37	0.85	0.72	200
8	Used technology to enhance the sessions.	1.00	5.00	1.21	0.59	0.35	200
9	Used games.	1.00	5.00	1.91	1.39	1.93	198
10	Stayed focused during the study sessions.	1.00	5.00	1.18	0.56	0.32	198
11	Exhibited good classroom management skills (addressed distractions or disruptions).	1.00	5.00	1.20	0.66	0.43	200
12	Seemed bored, condescending, or distant.	1.00	5.00	4.08	1.52	2.32	200
13	Lectured most of the time.	1.00	5.00	3.13	1.38	1.91	200
14	Spent most of the time answering questions.	1.00	5.00	2.63	1.23	1.50	200

#	Question	Always		Most of the Time		Sometimes		Rarely		Never		Total
1	Demonstrated sufficient knowledge of the subject matter.	82.09%	165	14.93%	30	1.99%	4	0.50%	1	0.50%	1	201
2	Was enthusiastic about the subject and about helping students.	81.00%	162	12.50%	25	3.50%	7	1.00%	2	2.00%	4	200
3	Was skilled in getting the students to actively participate.	75.50%	151	13.50%	27	7.50%	15	1.00%	2	2.50%	5	200
4	Encouraged the students to answer each other's questions.	75.38%	150	13.07%	26	6.53%	13	3.02%	6	2.01%	4	199
5	Treated the students with kindness and	93.50%	187	4.00%	8	0.50%	1	1.00%	2	1.00%	2	200

	respect and related as a peer.										
6	Used appropriate handouts such as practice tests, study guides, and outlines.	87.50%	175	7.50%	15	3.00%	6	1.00%	2	1.00%	2	200
7	Used visual aids such as charts, graphs, and pictures.	79.50%	159	10.50%	21	5.00%	10	3.50%	7	1.50%	3	200
8	Used technology to enhance the sessions.	86.00%	172	8.50%	17	4.50%	9	0.50%	1	0.50%	1	200
9	Used games.	63.13%	125	8.59%	17	13.64%	27	3.03%	6	11.62%	23	198
10	Stayed focused during the study sessions.	87.88%	174	8.59%	17	2.53%	5	0.00%	0	1.01%	2	198
11	Exhibited good classroom management skills (addressed distractions or disruptions).	87.50%	175	9.00%	18	1.50%	3	0.00%	0	2.00%	4	200
12	Seemed bored, condescending, or distant.	16.50%	33	3.50%	7	2.50%	5	10.00%	20	67.50%	135	200
13	Lectured most of the time.	20.50%	41	9.50%	19	24.50%	49	27.00%	54	18.50%	37	200
14	Spent most of the time answering questions.	26.00%	52	16.50%	33	33.00%	66	18.00%	36	6.50%	13	200

Q5 - Please give any further comments, concerns, or suggestions about your SI leader and/or the SI program.

Please give any further comments, concerns, or suggestions about your SI leader and/or the SI program.

Bailey definitely knew what she was talking about! The sessions definitely helped me.

Absolutely helpful SI leader for ACC 201

Alyssa did a wonderful job, I could tell that she was very knowledgable about the subject. Her handouts were very helpful with my studying and really helped me narrow down the information I studied.

Alyssa was a great SI instructor for 340! She made she we understood all of the information and answered all questions thoroughly. She helped me understand all information for the class. She is a major reason on why i did so well in 340!

Alyssa was a great SI leader and I really think she helped me get through this semester!

Alyssa was amazing! Zoom learning is very hard especially with exhausted nursing students but she made me want to come to her sessions and learn as much as I could! The break out rooms are great for when people talk but often times I would get into a group and they wouldn't say anything when I would talk so I just did my work on my own which was fine but definitely lost more of the learning/teaching aspect!

Alyssa was an amazing SI leader. I appreciate that she always had her camera on so we were not just talking to a word document, and she was very energetic and excited to meet with us (unlike the SI for the other nursing course which I did not like to attend). She was very knowledgable about the content and helped to clear things up throughout that I was confused on. Her outlines and games made studying and narrowing in on the material very helpful and fun. I appreciated Alyssa VERY MUCH!

Ashlyn did a good job with SI, i just did not really like her teaching style. She would give out really long handouts that were fill in the blanks, but they were long paragraphs which made it hard to stay focused and engaged. She did great, I just personally did not feel like it was very beneficial for me.

Ashlyn is the best, she deserves a raise!

Ashlyn was amazing!!!

Best SI that I have ever had. Helped me greatly and I strongly believe they were a large part in helping me succeed in this class.

Both Ravyn and Brenna were excellent SI leaders. Each had their strengths and they paired well together. They are honestly the reason I did so well in PHYS 215.

Breanna and Raven were really good SI leaders, they made the infromation seem much easier by breaking down many components of the lectures and there handouts were always helpful.

Cassie was extremely helpful and would offer additional resources to help me fully understand the concepts I was struggling with.

Connor was very helpful.

Emily did a great job!

Emily is an absolute gem. She is wonderful to learn from and helps students make sense of the materials and connect different modules. She was more than happy to assist us with any questions and her optimism was certainly present!

Emily was an amazing SI. She really cares about us and is always willing to help in anyway she can. She also made an effort to always get feedback & suggestions from us for how we can make the learning experience better for everyone. I think she did really well in all aspects & she helped me a lot this year.

Emily was an awesome instructor. I learned so much in these sessions. It really helped me understand concepts that I did not fully comprehend in class.

Emily was so helpful in helping me understand the material. She was so welcoming and had no judgements, no matter the question I had for her (even if it felt like a dumb question). Her goal was to make sure you understood the material. Emily is so passionate about chemistry and she changes up some learning strategies with warm-up at the beginning of class, an occasional Kahoot, occasional breakout zoom rooms, and always goes over key concepts that she thinks will be helpful for quizzes and exams. I don't know what I would change to make more people come. My social anxiety is pretty bad, but Emily was very open and welcoming. Thank you, Emily!!

Gave lots of resources to help students succeed. Very helpful and was able to answer many questions.

Good summary of important content

Great SI

Great SI leader, provided great hand outs and reviews.

Great job!!!

He was awesome!

I attempted to go to one session, but that was when the internet went out on campus as a whole. She sent out emails every week to let us know she was holding sessions so I felt that was very helpful. I feel like if there were in person sessions I would have been more likely to go.

I didnt go to any with taylor, but Abby's SI sessions were great and she really helped me understand the concepts better and made me feel comfortable enough to participate in sessions and answer questions. She also was really good at breaking down concepts into parts to help me understand them more clearly.

I feel like requiring students to attend SI sessions as a part of their grade isn't okay. Though we were offered alternate handouts that were considered as "session attendance" if we couldn't make it to one, the added stress of trying to fit in two more meetings each month that tend to have conflicts with other classes was not enjoyable, and I don't think they really offered much additional help for me.

I have always found SI sessions helpful in the past, however, with this particular instructor they are not.

I just want able to attend many because of schedule conflicts.

I knew Anne from Studio, but getting to know her also through MUHI was a great experience. She is kind, conscientious, an incredibly smart. She is a great SI leader, and would be a fantastic teacher if she wanted to pursue that. :^) She was a pleasure to have as a Leader, as well as incredibly helpful.

I may take advantage of this for this Summer since we will be doing an accelerated 5-week course for SP 102.

I prefer to work in person, however I know this not possible due to the pandemic.

I really enjoyed having Emily as my SI. She always came to class full of energy, and she always made things easier to understand.

I really wish that the SI sessions would have been offered later at night. With both of my sessions being in the middle of the day, I was never able to attend. It may be helpful to send out a survey to those interested in attending the SI to see what times they are available.

I stopped attending because the sessions did not improve my test grades. They did not focus on what may be on the test, it was a smorgasbord of stuff not necessarily needed. I hated the breakout sessions. I think the handouts should have been available to everyone in the class. I could not attend certain sessions because of work but

would have appreciated the handouts from the SI sessions. The professor never had study guides. I have attended SI for other courses and the instructors would indicate what would most likely be on the test we were studying for.

I was really struggling with BIO and I hoped SI would help, however it didn't. I asked several times where the packets were and she never answered, so I didn't get any of the handouts, and she stayed on her phone while she was playing a video. I went to get additional instruction, and sadly the session was things I could have done on my own.

I wasn't really even sure what this program was even though I didn't need to attend.

I'm a non-traditional student who has held jobs in AP and AR capacities. I didn't need help in this course. BUT... I always thought how thoughtful and accommodating the SI was. He tried to offer different times on different days to be able to help the class in case schedule conflicts were keeping others out. And I'm sure if I needed help he would've been sure to make the next time I could attend if at all possible.

It sucked that I never got to chance to attend a session because it was only happening at one time. We were never asked what out availability was so we never got a say

I'd prefer a bit of slides to quickly review the content before practice problems. Having one leader for two course sections that taught very different content at once meant getting only half the relevant sessions, which was not ideal. Emily cancelled or rescheduled a good amount of sessions; she seemed too busy for the position in all honesty.

Jake is great! He seems to really care about psychology and helping us to better understand all the topics that were covered and not covered in lecture.

Jake was a great SI leader and made learning the material for class so much easier. He will be missed!

Jake was a great SI, and the program was very helpful overall

Jake was awesome! He was really enthusiastic about psych and I enjoyed listening to him talk!

Jaylin was a great SI leader! She was always prepared to help the students with any questions.

Jaylin would start the SI session by asking if we had any questions that we wanted to make sure she went over. She would then go on to her planned outline of major topics she wanted to cover. We usually didn't get through everything, but she stayed longer in case anyone had any other questions. Jaylin did a great job explaining problems and mechanisms in a way that everyone could understand. She always encouraged everyone to participate, not only because of the participation points, but to help move the SI session along and make it more fun.

Kayla did a great job as an SI this semester. She had lots of materials available to us to help study, and she always helped go over the weekly lectures well. She asked for our feedback on what things we would rather see and how we would want the sessions to normally go, which I really liked.

Kelly and Rachel were always so helpful and never made you feel bad for asking dumb questions. They were always willing to explain each problem thoroughly to make sure you understood how to do it.

Loved SI! Super helpful

Luke was a huge help in passing music history 331 for me. Not only did he give me implements to study, he also showed me how to study which was the most beneficial thing for me.

Mainly focused on questions from students and did overall study for chapter quizzes and tests

Ms. Rachel was very good at helping us through Chemistry it was times in lecture I could not understand the material and then I would attend SI my test scores would be so much better. I would also retain the information on study material much better. I highly recommend her to anybody !

My favorite SI I've ever had! So good at explaining course material and focusing on important topics! Wouldn't have done as well in the class if it wasn't for her!

N/A

N/a

No opinion

Rachel and Kelly were Fantastic! I honestly would not have understood the material or passed the class if it wasn't for the SI sessions. These SI sessions truly were invaluable. Thank You ladies, and I wish you both future success in your chosen career paths.

Rachel is awesome. She should get an award for her outstanding help and commitment on wanting us to learn the material.

Rachel was an awesome SI leader! She was really great at explaining each topic we covered in class. If I didn't understand something in class I knew I could ask her and she would be able to answer it in an easy to understand way.

SI leader literally got mad when we did not know an answer, isn't that the whole point of SI to learn and ask questions about what is not understood? made me feel stupid and she was mean so I never attended again. I never felt comfortable enough to ask any questions about anything for the fear I would be embarrassed in front of my peers. For me, SI was less helpful than not studying at all. not a very good SI instructor. someone kinder would be better.

She is a great SI leader because she explains things in a way the students will understand. She answers every questions the students have in a professional way.

She was a great SI instructor!!

She was amazing and very helpful

She was amazing!

She was awesome

She was great at explaining things and made things easier to understand. She made me actually want to learn more and study more.

She was really fun and made sure that we were able to put together the really big concepts and broke things down to where we were able to understand things more easily.

She was very helpful

She was very helpful and patient with students and could answer all questions accurately or to the best of her ability. She also pointed us to resources to help us.

The SI leader was so much fun to have and was a great help in the class!

The SI program was really well-balanced between the lecture portion, answering questions, activities, and interaction between the attending students, as well as providing extra material for students to review or look over after the session was over.

The SI sessions took place in the middle of my class so there was no way I could go..

The SI sessions were very helpful and beneficial for helping me do well in the class!

The biggest help with Chem and definitely improved my grade in the class. She is so nice and easy to understand, clearly explains the problems and goes above and beyond to help students.

These SI sessions really helped me understand difficult material and get a good grade in the class!

They are ok. Would be better for me if they could record the session and share it with students who couldn't attend.

Very helpful !

Very helpful and interactive! Great SI leaders

Was super great!

Was very kind and extremely helpful throughout the whole time. I highly enjoyed being able to have Emily as a SI leader

Went to pre test si sessions and instead of the teacher teaching us how to do the math he put me in a group with other students who had no idea what they were doing which is why you go to a si session. So instead of learning anything from si I just talked to other students who had no idea what's going on

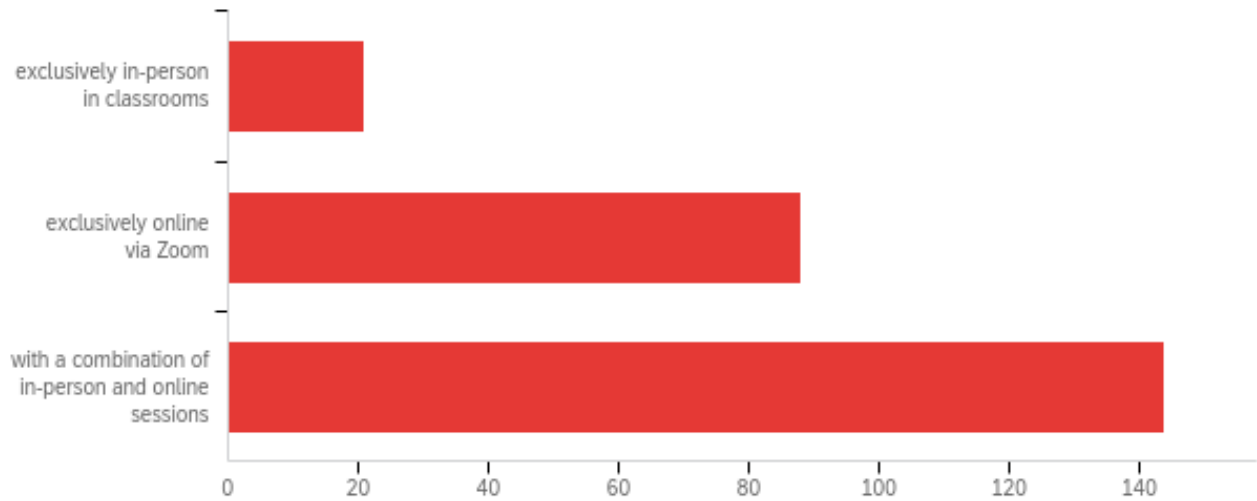When my SI leader was in class he was very helpful, I just didn't need the extra out of class assistance.

n/a

n/a

she was nice!

she was the BEST & so helpful & understanding!!

Q6 - In future semesters, I would prefer for SI sessions to take place

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In future semesters, I would prefer for SI sessions to take place	1.00	3.00	2.49	0.64	0.42	253

#	Answer	%	Count
1	exclusively in-person in classrooms	8.30%	21
2	exclusively online via Zoom	34.78%	88
3	with a combination of in-person and online sessions	56.92%	144
	Total	100%	253