



BALL STATE UNIVERSITY

Learning Center

Prepared by Jennifer Haley, Learning Center Director

August 2022

Table of Contents

3-6	Executive Summary	52-56	B: Tutoring Visits and Students by Course, Fall 2021
7	Organizational Chart	57-60	C: Tutoring Visits and Students by Course, Spring 2022
8-9	Mission and Goals	61-82	D: Tutoring First Appointment Survey Fall 2021
10	Summary of Alignment with Ball State University's Strategic Plan	83-103	E: Tutoring First Appointment Survey Spring 2022
11	Retention and Graduation Statement	104-115	F: Supplemental Instruction Client Satisfaction Survey Fall 2021
12	Demographics	116-130	G: Supplemental Instruction Client Satisfaction Survey Spring 2022
13-25	Appointment-Based Peer Tutoring		
13	Staffing		
13	Usage Summary		
14-17	Weekly Attendance Trends		
18-19	Tutoring Visits/Students by Course		
20-21	Tutor Training		
22-23	Client Assessment		
24-25	Satellite Drop-In Peer Tutoring		
26-32	Supplemental Instruction		
26	Program Description		
27-31	Visits and Students		
32	Student Survey		
33-34	Academic Coaching		
35-42	Testing Proctoring for Students with Disabilities		
43	Student Wage Budget		
44	Advisory Board		
45-47	Professional Staff Development and Campus Outreach		
48	Appendices		
49-52	A: Learning Center Demographics Report		

Executive Summary

Staffing

In the Fall 2021, The Learning Center had four professional staff and one support staff. Professional staff: Director Jennifer Haley, Assistant Director Jim Mills, Tutoring Coordinator Kaley Sorg, and Supplemental Instruction and Academic Coaching Coordinator Vince Reighard (working remotely $\frac{3}{4}$ time). In the Spring 2022, Dr. Reighard resigned and his position was not filled. Assistant Director Jim Mills took on the work of Supplemental Instruction, and Director Jennifer Haley took on the work of Academic Coaching. Support staff: Office Supervisor Cathy Mills.

Student staff numbers fluctuate and include tutors, SI leaders, test proctors, desk assistants, and graduate students. This year, the Learning Center experienced a hiring crisis similar to other units on campus. We were able to hire approximately 50-60% of our usual tutoring staff. The AY concluded with 70 tutors, 28 SI leaders, 9 desk staff, and 11 graduate assistants. The wage for tutors and SI leaders was raised in the Fall 2021 to \$9 per hour (flat as opposed to tiered rate).

COVID-19 Pandemic

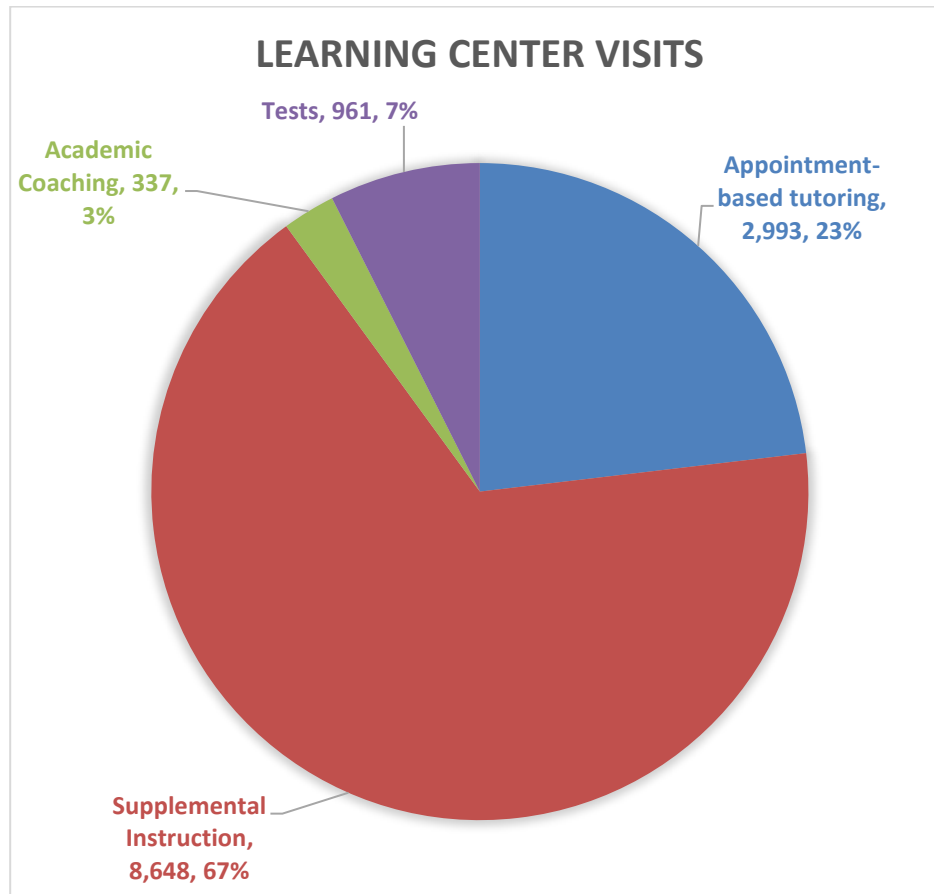
All programming transitioned from remote services to in-person services in Fall 2021. Safety measures included Plexiglas barriers on tutoring tables, limited number of tutors working each hour, one-on-one session in the first half of the fall semester as opposed to group tutoring, and enforcement of the mask policy. While the mask policy remained in place throughout Fall 2021, the Plexiglass barriers were removed and group tutoring resumed by October 2021.

Programming

The Learning Center sponsored five programs during AY22: appointment-based peer tutoring, drop-in satellite tutoring, Supplemental Instruction (SI), Academic Coaching, and test proctoring for students with disabilities.

During AY21, the Learning Center supported 2,955 appointment-based peer tutoring sessions, 1,378 satellite drop-in visits, 8,648 SI study session visits, 337 Academic Coaching sessions, and proctored 961 exams for students with disabilities. The Learning Center served 2,542 unduplicated (distinct) students during AY 22.

During Summer 2022, the Learning Center supported 38 appointment-based peer tutoring sessions and served 22 distinct students. While testing accommodations were offered, they were not utilized during the Summer 2022.



Tutoring

The tutorial services offered by the Learning Center included 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 2021	1,826	599
Spring 2022	1,129	403
Summer 2022	38	22
Total	2,993	1,024

Satellite Drop-In Tutoring

	Visits	Headcount
Fall 2021	794	225
Spring 2022	584	224
Summer 2022	NA	NA
Total	1,378	449

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 2021	5,077	1,183	660
Spring 2022	3,571	788	568
Summer 2022	NA	NA	NA
Total	8,648	1,660	1,228

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.

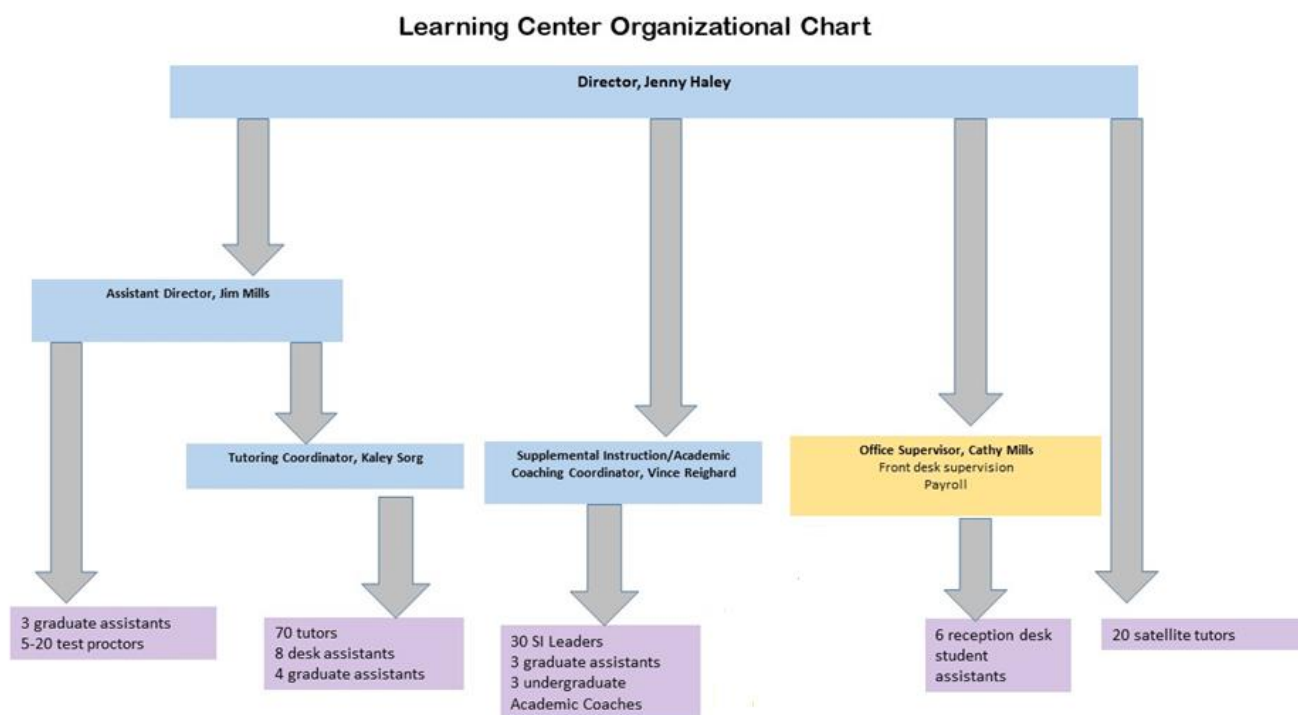
	Visits	Headcount
Fall 2021	205	79
Spring 2022	132	49
Summer 2022	N/A	N/A
Total	337	103

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 2021	548	140	118
Spring 2022	413	104	96
Summer 2022	0	0	0
Total	961	196	214

Organizational Chart



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.**

A retention and graduation data analysis for AY 22 was not able to be prioritized by OIRDS.

Learning Center Client Demographics

This demographic analysis includes visits for tutoring, SI, Academic Coaching, and testing accommodations.

In terms of gender, the Learning Center serves 8% more females and 7% fewer males than the campus population.

In terms of race and ethnicity, the Learning Center serves more students of color than the general population percentage. The most striking difference: the Learning Center serves 4.7% more Black/African American students than the general population.

	Ball State Students *Office of Institutional Research and Decision Support, Common Data Set, 2021-2022	Learning Center Clients (tutoring, SI, Academic Coaching) *TutorTrac
% Female/Male	61/39	69/32
% Asian	1.8	2.4
% American Indian/Alaskan Native	.12	.16
% Black/African American	9.8	14.5
% Hispanic/Latino	7.1	7.8
% White, non-Hispanic/Latino	75.4	70.0
Two or more races	4.1	5.0
Unknown	1.1	1.4

*See Appendix A, "Learning Center Demographics Report"

Appointment-Based Peer Tutoring

Staffing: AY 2021-2022

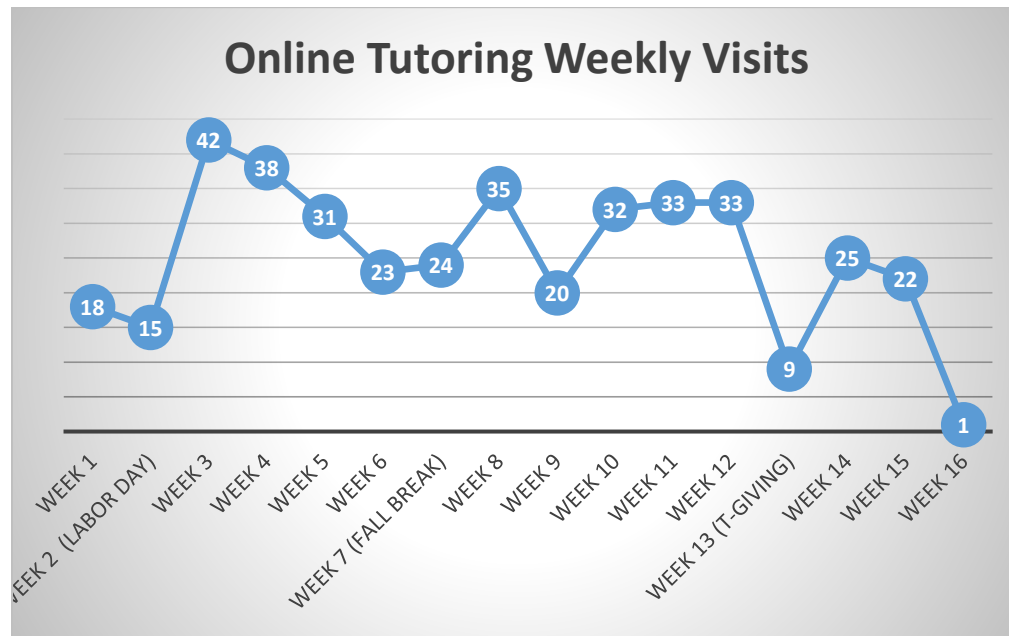
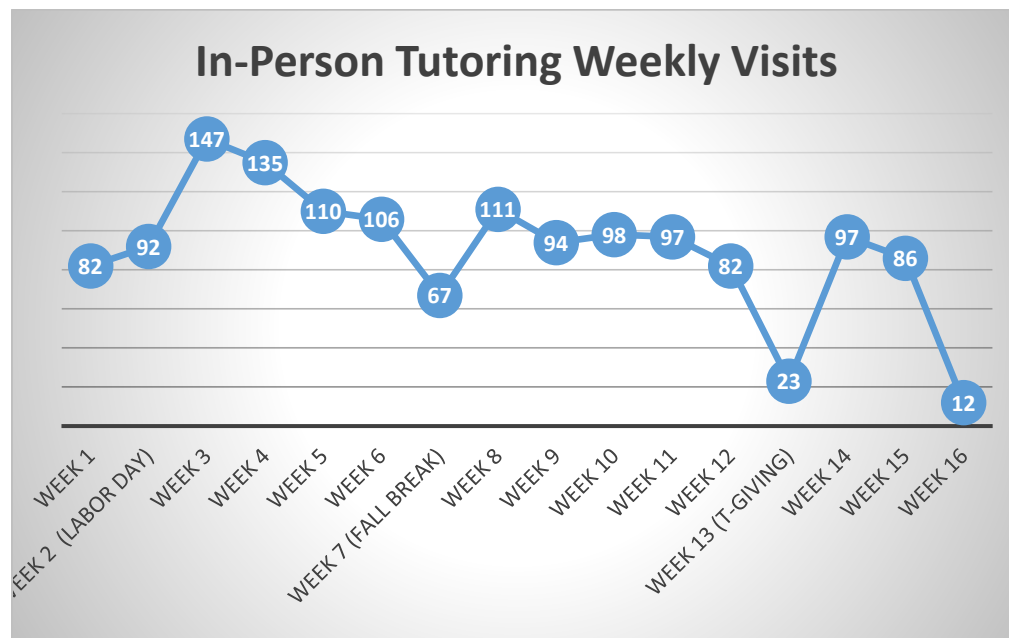
	Graduate Assistants	Tutors	Tutoring Desk Assistants
Fall 2021	7	62	3
Spring 2022	7	66	2
Summer 2022	two hourly	7	0

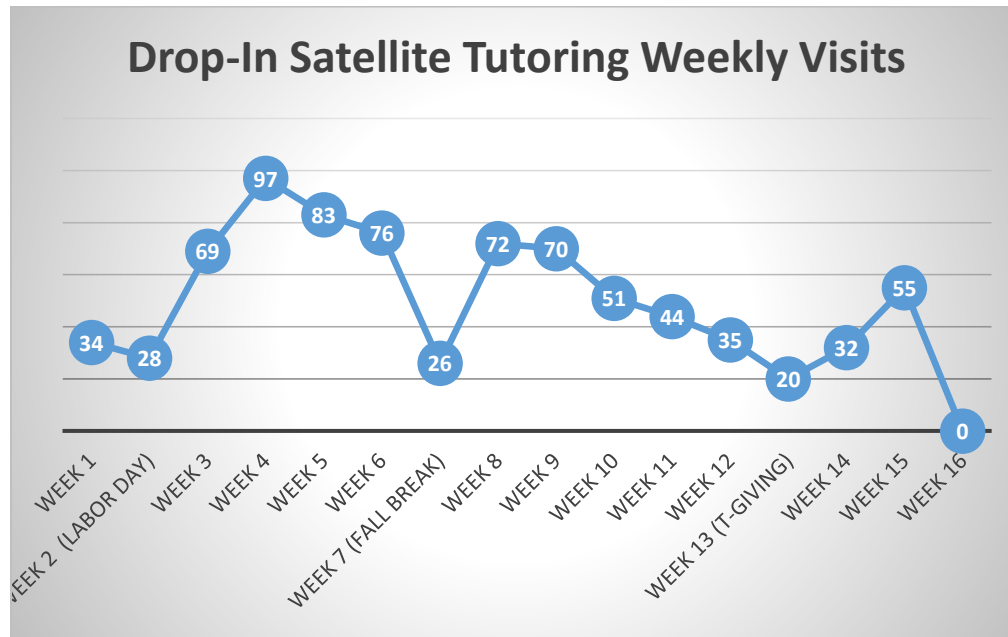
Usage Summary

	Appointment-based tutoring visits
Fall 2021	1,826
Spring 2022	1,129
Summer 2022	32
Total	2,987

Weekly Attendance Trends: Visits

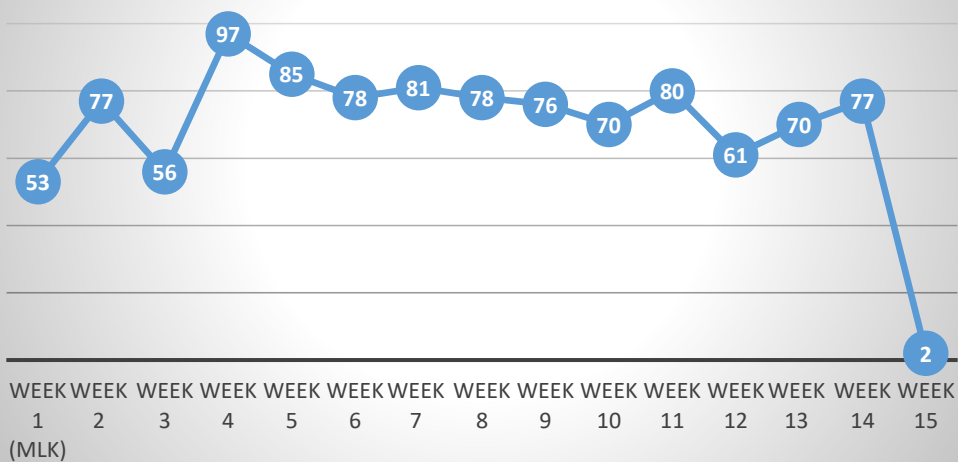
Fall 2021



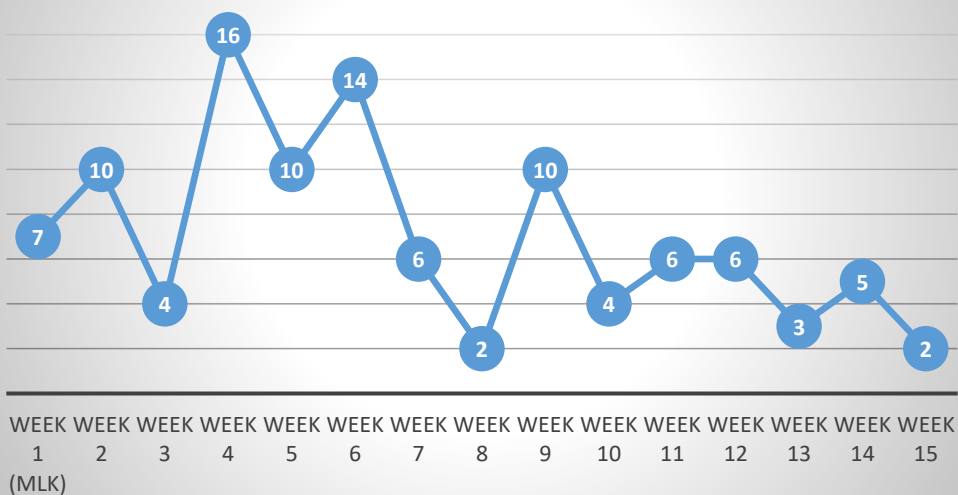


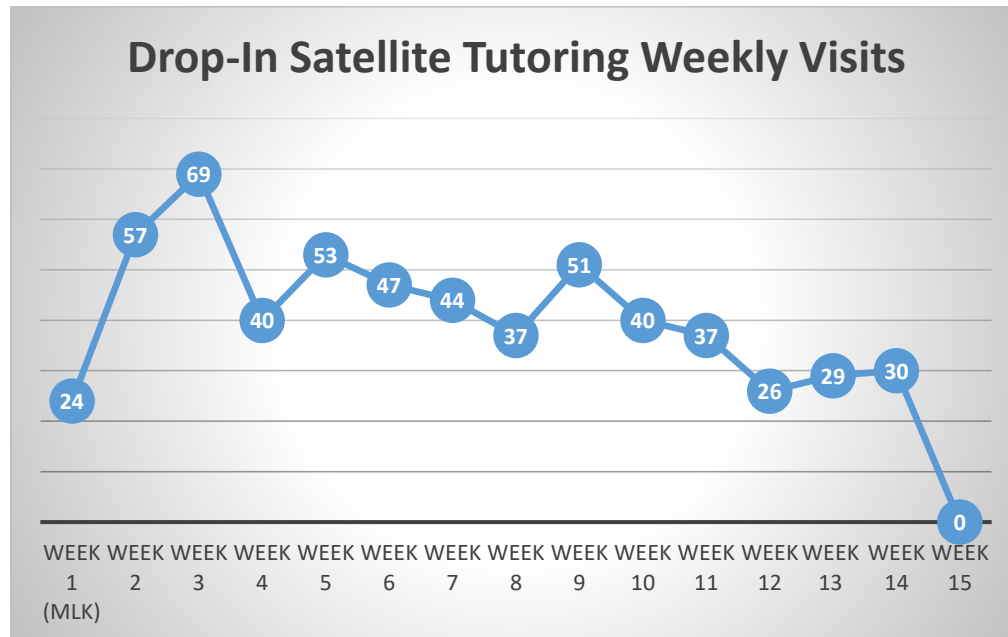
Spring 2022

In-Person Tutoring Weekly Visits

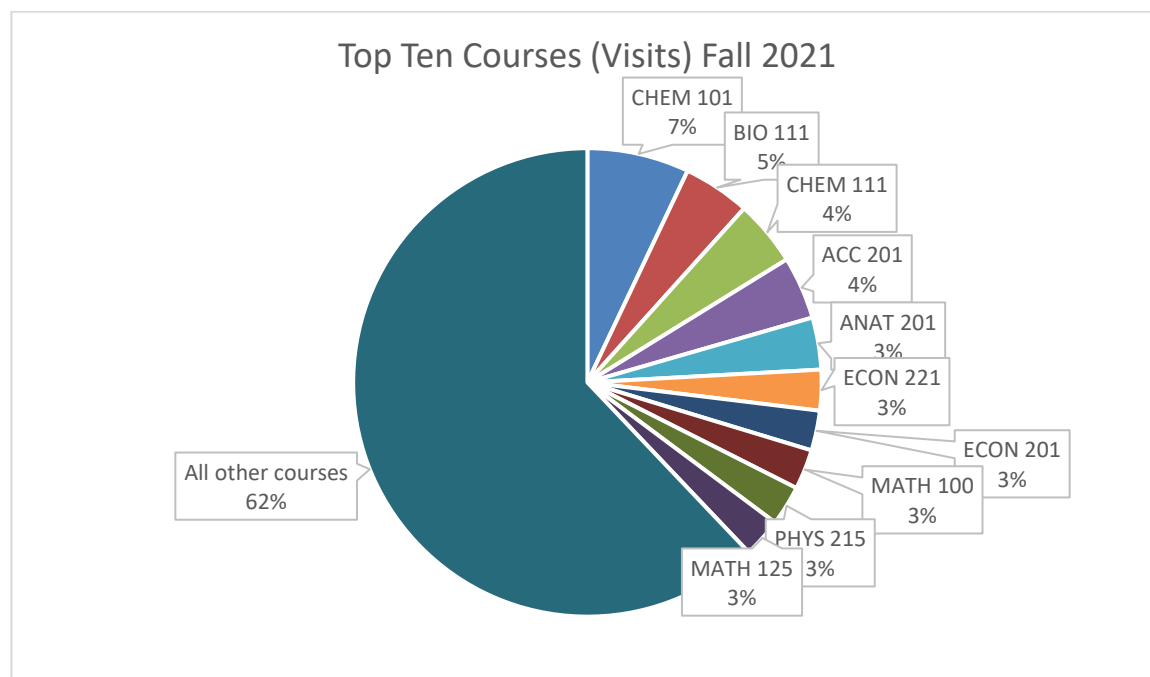


Online Tutoring Weekly Visits





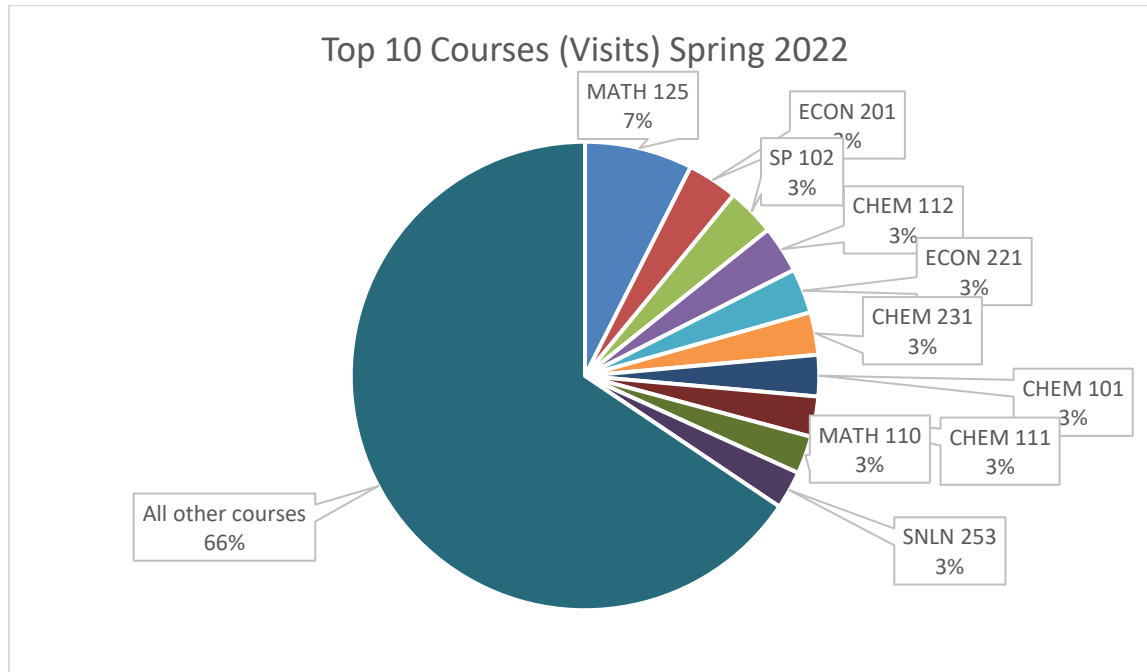
Tutoring Visits/Students by Course, Fall 2021



Although the top 10 courses accounted for 38% of the total visits in Fall 2021, it's important to note that the Learning Center tutored for 104 different courses, demonstrating our commitment to providing academic assistance across a broad range of courses and content.

Tutoring Visits/Students by Course, Spring 2021

*See Appendix C



Although the top 10 courses accounted for 34% of the total visits in Spring 2022, it's important to note that the Learning Center tutored for 99 different courses, demonstrating our commitment to providing academic assistance across a broad range of courses and content.

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 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.

Fall 2021 Tutor Training In-Service Schedule

Tuesday, September 14

12:00-12:50PM

Zoom meeting link: <https://bsu.zoom.us/j/96946754247>

ER in the LC

Perhaps one of the most challenging tutoring situations is working with a new client—usually a one-time-only—who is in a crisis situation (“I have a test tomorrow over ten chapters and I haven’t started reading.”). This kind of session is much different from the more relaxed, comfortably-paced session with a regular client. This in-service will discuss strategies such as triage, treatment, and intervention.

Thursday, October 14

9:00-9:50AM

Learning Center

Tutors Who Need Tutors Are the Luckiest Tutors in the World!

Have you ever wondered how other tutors handle difficult clients? How do they keep the tutoring session on track? This in-service is designed to be an open forum for tutors to share techniques and share strategies. We’ll have some questions to get the conversation started, but attendees are encouraged to come with questions and scenarios they’d like to discuss with the group.

Friday, October 29

2:00-2:50PM

Learning Center

Who Am I? What Am I Doing Here?

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, and then come prepared to discuss your results. This in-service is an important opportunity to gain insight into how your personality affects your personal and work life in terms of communication, motivation, and stress. <https://www.16personalities.com/>. Print and bring your results with you!

Spring 2022 Tutor Training In-Service Schedule

In June of 2021, Miami of Ohio (Gary Ritz), Ohio University (Elizabeth Fallon), and Ball State University (Jenny Haley) began discussions to apply for the NCLCA Learning Center Collaboration Grant.

The first step in this collaboration was to develop training workshops to allow student staff to discuss different successes and struggles related to the return to campus after COVID-19. During the COVID-19 pandemic period, most of our student staff had only conducted help sessions in a virtual environment, so this transition to in-person sessions was a big leap for many of the tutors and SI leaders.

On September 22nd, 2021, two virtual workshops were held, one for tutors and one for SI leaders. All staff members from all three universities were invited to attend. Forty-two tutors from the universities attended the tutor workshop, which was structured as an open forum discussion. Tutors chatted about the transition back to in-person tutoring, expectations that students were having during their tutoring sessions, successful strategies that tutors were using with their in-person clients, and other observations the tutors were seeing this semester. Twenty-four SI leaders attended the SI workshop, which covered similar topics. The tutors and SI leaders shared positive feedback about the workshops, the ideas and strategies shared, and the ability to interact with peers at the other institutions.

Because of the success of these workshops, the second round of workshops was planned for the spring semester. The second installment was designed with more structure in mind as opposed to an open-forum format. The tutoring workshop, on February 23, 2022, included three different topics: "Is That Your Homework? (Dealing with Tutees Who Want Help with Homework Only)", "How do I Stop Explaining? (Trying to Have Interactive Sessions Rather Than Only Tutors Explaining Concepts Only)", "Is My Tutee Too Clingy? (Working with Students Who Are Too Dependent or Crossing Boundaries)". There were 35 students and staff who attended the tutoring workshop representing all institutions. Students who attended had the option to select a breakout room based on the topics listed above. The Supplemental Instruction workshop, on April 3rd, 2022, was titled: "Imagining the Future Self" and was designed to help SI Leaders understand how the skills they use and develop as SI Leaders will transfer into their future careers. There were 47 attendees to this interactive workshop.

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, Fall 2021

See Appendix D for the full report.

162 students completed the survey.

The majority of students reported coming to tutoring for the following courses: ANAT 201 (8), ACC 201 (5), ECON 201 (5), ASTR 100 (3), BIO 113 (3), MATH 110 (3), MATH 125 (3), and Writing (3).

Students rated their experience of creating appointments in TutorTrac favorably – 70.31% (45) rated their experience excellent, 17.19% (11) rated their experience good, 3.13% (2) rated their experience Average, and zero students rated their experience poor.

Students indicated that their tutors were knowledgeable about the content (92%), answered questions/asked the student questions to engage them in discussion (97%), used appropriate strategies as needed (97%), and worked with the student to assess needs and goals (98%). 96.7% 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.

Clients once again demonstrated their gratitude for our tutoring services:

“I truly do appreciate the aid and the experience.”

“Lizzie was amazing and helped me more than any of the other tutors.”

“Haley is super nice and has given me motivation to finish anatomy with a good grade. She has also taught me many tricks to pass my anatomy lab. She definitely helps me.”

“Absolutely stellar tutoring would recommend.”

“It was a flawless experience and I left more knowledgeable about the content I needed aid with than when I first arrived.”

“My appointment was extremely helpful.”

Summary of Tutoring Desk Survey Results, Spring 2022

This semester, we continued to use an electronic survey given after each first appointment. We plan to revert back to a paper first appointment survey in the Fall 2022 semester due to low engagement with the electronic survey QR codes this semester.

See Appendix E for the full report.

67 students completed the survey.

The majority of students reported coming to tutoring for the following courses: PSYS 241 (6), ECON 201 (5), MATH 110 (5), ACC 202 (3), and ANAT 201 (3).

Students rated their experience of creating appointments in TutorTrac favorably – 84.85% (56) rated their experience excellent, 7.58% (5) rated their experience good, 3.03% (2) rated their experience Average.

Students indicated that their tutors were knowledgeable about the content (98%), answered questions/asked the student questions to engage them in discussion (100%), used appropriate strategies as needed (100%), and worked with the student to assess needs and goals (100%). 98% 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. Most students completing the survey did not have any suggestions to make in-person or online tutoring better. A few of the one-off suggestions in the survey included complaints about the temperature of the Learning Center, technology issues, and not knowing if they were in a one-on-one or group appointment.

Clients once again demonstrated their gratitude for our tutoring services:

"This was my first tutoring session and I am very happy to have had Lizzie. I'm so happy with my experience that I'll be using this service often in the future."

"Lillie is the best tutor I've had!!"

"I really enjoyed our tutor session! It was very helpful!"

"I really appreciate the help Onome is providing. My course is not typically a course offered at the Learning Center, but she is still able to help me so much. She makes concepts so much clearer."

"Emme is great. This is my second semester coming to her for help and I can really tell a difference in class."

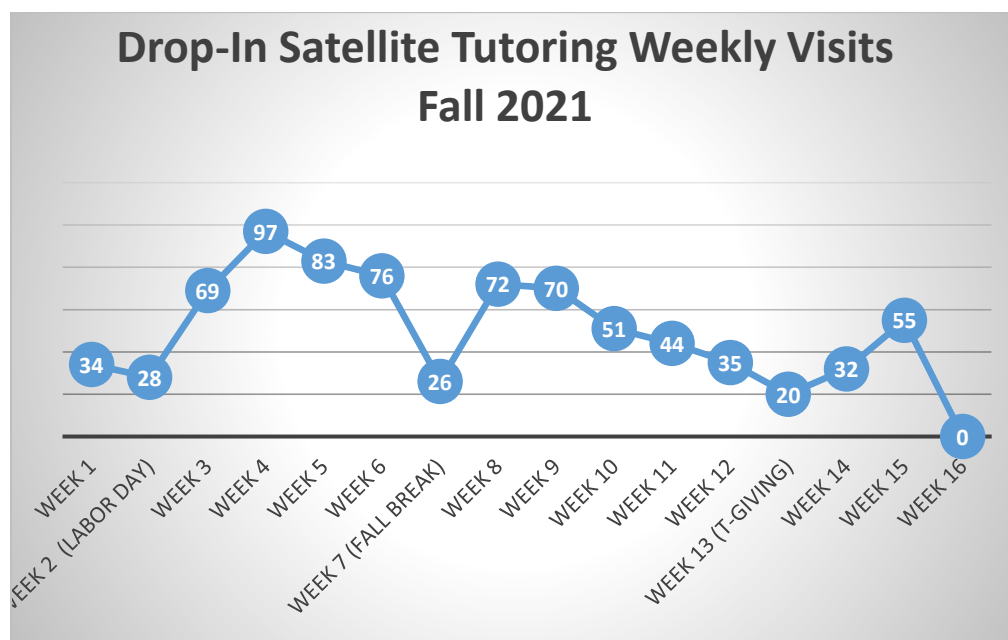
"Alex was EXTREMELY helpful. I was scared before this session about this test. I feel like I will be ready for the test now."

"Tutor provided useful feedback on the subject I needed covered."

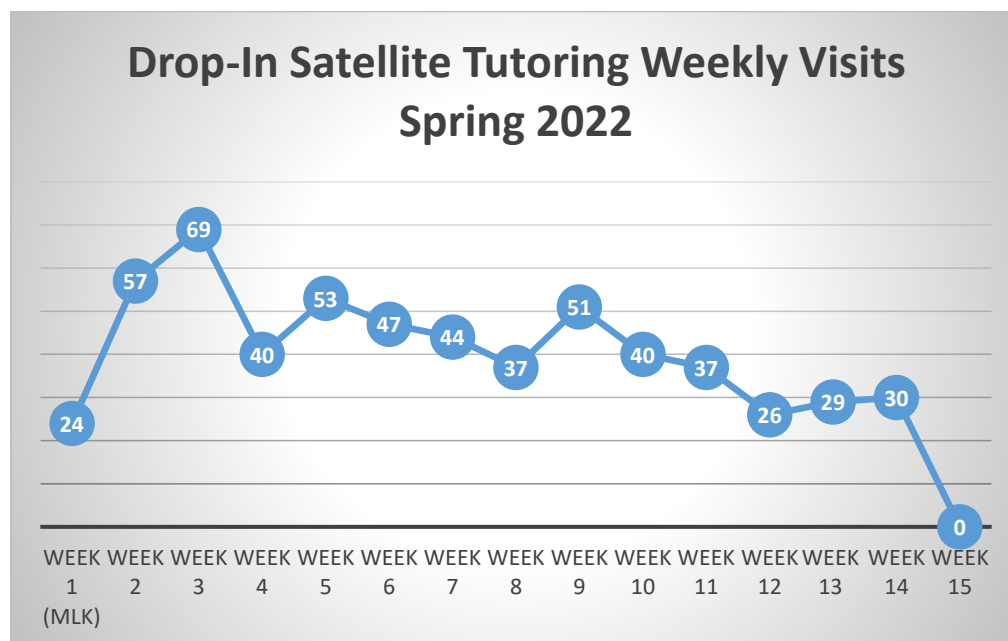
Satellite Drop-In Peer Tutoring

Satellite Drop-In Tutoring was offered for math and chemistry during the 2021-2022 academic year. Courses served include CHEM 111, 112, MATH 108, 112, 112, 125, 132, 161, 165, 166.

Drop-in Satellite Tutoring Fall 2021	
Math Drop-in	
<i>Cumulative visits</i>	564
Chemistry Drop-in	
<i>Cumulative visits</i>	230
Total cumulative students drop-in satellite	225
Total cumulative visits drop-in satellite	794
TOTAL VISITS TUTORING	2,620



Drop-in Satellite Tutoring Spring 2022	
Math Drop-in	
<i>Cumulative visits</i>	401
Chemistry Drop-in	
<i>Cumulative visits</i>	183
Total cumulative students drop-in satellite	224
Total cumulative visits drop-in satellite	584
TOTAL VISITS TUTORING	1,713



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 and personal feedback in the form of an electronic survey (See Appendices E and F). 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 2021	1	31
Spring 2022	1	25

Training

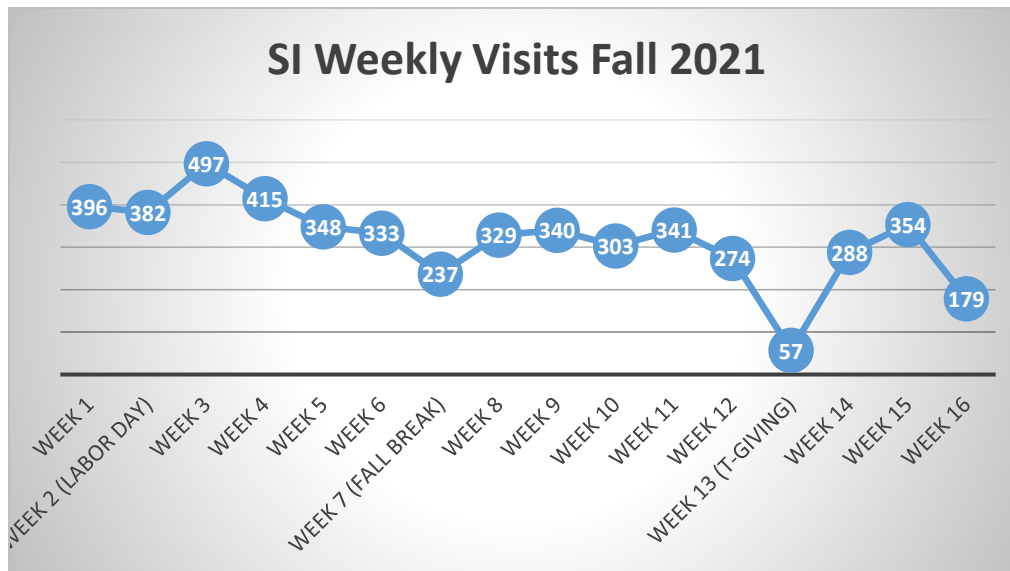
New SI leaders are required to attend training before the semester begins. Pre-semester training consists of interactive activities including exploring the handbook, self-assessment, role-play, watching videos, and a variety of other activities. Each SI leader is evaluated three times per semester by 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

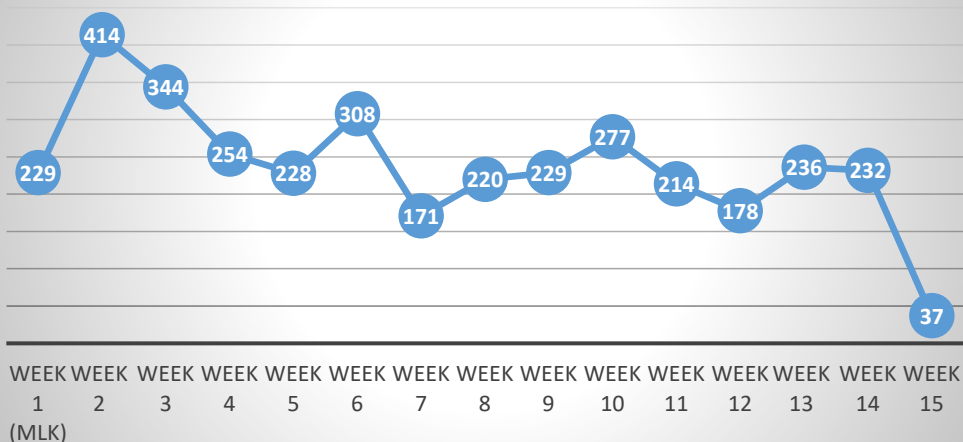
	Supplemental Instruction
Fall 2021	5,077/1,183
Spring 2022	3,571/788
Totals	8,648/1,660

Supplemental Instruction Fall 2021	
<i>Cumulative visits</i>	5,077
<i>Cumulative students</i>	1,183
<i>Cumulative sessions</i>	660

Supplemental Instruction Spring 2022	
<i>Cumulative visits</i>	3,571
<i>Cumulative students</i>	788
<i>Cumulative sessions</i>	568



SI Weekly Visits Spring 2022



SI Attendance Fall 2021

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%
ACC 201.02-06, 09, 800	Higgins/Moody	Jeff Cull	150	/119	46	31%
ANAT 201.1-14	Essien	Aldo Cervantes	296	6/172	79	27%
BIO 100.1-8, 10-12	Hill	Kali Galena	92	/16	13	14%
BIO 111.1-8, 10-12	Mager/True/Roosien	Abby Bourne	234	8/315	71	30%
BIO 112.5-8	Rober	Katelyn Harris	88	/32	5	3%
BIO 113.1-3	Metzler	Hannah Terwilliger	71	/44	15	21%
BIO 113.4-6	Bernstein	Bailey Parisi	70	/63	22	31%
CHEM 101.11-15	Gnezda	Meg Bigelow	104	/298	63	61%
CHEM 101.21-24, 31-34	Khistamutdinov/Ribblitt	Lindsey Herrera	182	/233	50	27%
CHEM 111.21-22, 31-32	Christofield	Ashley Anderson	100	/42	19	19%
CHEM 112.11-15	Coan	Conor Dailey	93	/11	8	9%
CHEM 230.11	Maskey	Emily Danzeisen	46	35/421	35	76%
CHEM 231.11, 21	Albiniak/Shi	Ella Boardley	92	/144	32	35%

CHEM 231.31	Jeske	Isabelle Behrman	46	/49	13	28%
ECON 201.01-02	Bohanon	Ethan Brown	80	/14	13	16%
HIST 150.01-02	Bosworth	Kayla Trowbridge	238	/40	18	8%
MATH 110.1-4, 802	All Instructors	Keri Beechler	438	/450	228	52%
MATH 112.4	Pearson	Abigail Huelhorst	99	12/59	18	18%
MATH 113/114.1-3	All Instructors	Brenda Harder & Connor Belin	164	9/226	116	71%
MATH 202.8-10	Kneubuhler	Abbey Armstrong	84	8/188	41	49%
MUHI 200.1-2	Platt	Kaitlyn Dailey	46	/39	10	21%
MUHI 330.1-2	Steib	Emily West	52	10/106	34	65%
MUHI 331.1	Platt	Kaitlyn Dailey	25	/89	19	76%
NUR 230/231.01-11	Matthews/Shafer	Maddison Ziolkowski	91	/193	48	53%
NUR 330.01-10	Duncan	Mya Carter	86	30/301	64	74%
NUR 340.01-08	Beane	Alyssa Boardley	71	/462	57	80%
PHYS 215.1-4, 6-8	Javed/Sharma	Ravyn Brown and Brenna Lewis	72	/169	23	32%
PSYS 100.003	Ritchey	Hayley Hines	205	/12	6	3%
PSYS 100.004	Rohrer	Kennedy Shoemaker	173	/85	38	22%
PSYS 100.005	Truelove	Megan Jessup	203	68/529	108	53%

Total Number of Sessions Held (This Week/Total): 12/660

SI Attendance Spring 2022

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%
ACC 201.3, 4, 8-10, 801	Higgins/Moudy	Cull	187	0/138	47	25%
ANAT 201.2-4, 7-13	Essien	Grager t/Keough	194	0/231	88	45%
BIO 111.1-8	Mager/True	Bourne	164	11/222	65	40%
BIO 112.1-8	Martin/Ward	Harris	136	0/8	4	3%
CHEM 101.11-15	Gnezda	Anderson/Herrera	102	0/302	44	43%
CHEM 231.11	Shi	Cieslik	41	0/187	24	59%
CHEM 232.11, 21	Albiniak/Jeske	Boardley	70	0/181	33	47%
MATH 110.1, 2, 801, 802	ALL INSTRUCTORS	Weaver	235	0/289	121	51%
MATH 113/114.1, 2	Whitehair	Belin	73	0/153	25	34%
MATH 125.1-45, 800-4	ALL INSTRUCTORS	Smith	981	0/66	48	5%
MATH 132.1, 2	Herr	Fiechter/Harder	145	10/158	39	27%
MATH 202.10, 15	Kneubuhler	Armstrong	49	7/172	28	57%
MUHI 200.2	Platt	Daily	15	7/56	12	80%
MUHI 330.1	Steib	West	15	0/68	12	80%
MUHI 331.1, 2	Platt	Daily	40	0/218	31	78%

NUR 330.1-10	Duncan	Carter	91	0/254	64	70%
NUR 340.1-10	Beane	Ziolkowski	82	0/318	54	66%
NUR 370.1-10	Benner	May	79	0/162	42	53%
NUR 402.1-9	Baker	Charne tski	63	0/209	40	63%
PHYS 215.3-5	Sharma	Brown/ Lewis	68	0/79	19	28%
PHYS 215.6-8	Zamlauski- Tucker	Grove	41	10/57	15	37%
PSYS 100.3	Johnson	Shoemaker	125	0/36	13	10%

Total Number of Sessions Held (This Week/Total): 5/568

***Grade outcomes were not available this year due to the transition from TutorTrac to EAB/Navigate. EAB/Navigate does not supply grade reports. Reporting for future academic years will involve collaboration with the Office of Institutional Research and Decision-Making, which was not able to prioritize our grade outcome request this year.**

SI Fall 2021 Client Satisfaction Survey

See Appendix F for full survey

SI Spring 2022 Client Satisfaction Survey

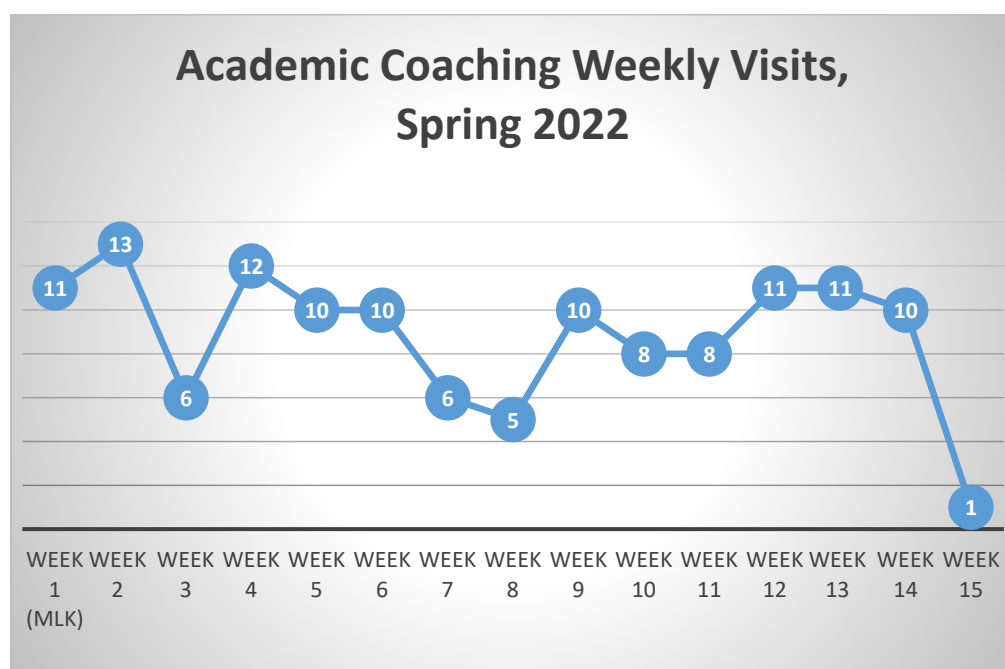
See Appendix G for full survey

Academic Coaching

Academic Coaching Usage, Fall 2021	
In-person AC	
Cumulative visits	162
Cumulative students	56
Online AC	
Cumulative visits	43
Cumulative students	23
Total Cumulative Students	79
Total Cumulative Visits	205



Academic Coaching Usage, Spring 2022	
In-person AC	
<i>Cumulative visits</i>	103
<i>Cumulative students</i>	33
Online AC	
<i>Cumulative visits</i>	29
<i>Cumulative students</i>	16
Total Cumulative Students	49
Total Cumulative Visits	132



Test Proctoring for Students with Disabilities

Covid Statement

Throughout the 2021-2022 academic year, the Learning Center Testing Desk resumed provided testing accommodations, which were paused during our remote programming due to COVID.

Staffing

	Graduate Assistants	Proctors
Fall 2020	3	6
Spring 2021	3	6
Summer 2021	1 (shared with Tutoring Desk)	0

Assessment

Client Satisfaction Survey, Spring 2022

General Information

TOTAL SAMPLE SIZE: 18

Item #1 : The Testing Desk Staff was friendly, efficient, approachable, helpful, and accommodated my needs to the best of their ability.

Yes - 18 (100%)

No - 0 (0%)

Item #2: Taking tests in the Learning Center helps me to feel more confident and comfortable.

Yes - 17 (95%)

No - 0 (0%)

Written: "IDK" - 1 (5%)

Item #3: My proctor was professional and read instructions/questions exactly as written and/or wrote answers exactly as I stated.

Yes - 6 (33%)

No - 0 (0%)

I Didn't Use a Proctor - 12 (67%)

Item#4: If I needed it, I was provided with information about other resources in the Learning Center and/or across campus.

Yes - 12 (67%)

No - 0 (0%)

I Didn't Need Any - 6 (33%)

Item#5: Please share any additional comments about your overall experience at the Testing Desk. Do you have any suggestions for improvement?

"Very kind and friendly people"

"Nope. Staff is friendly and helpful :)"

"They were very nice, reassuring, and eager to help in any way they could"

"Everyone was so helpful and friendly, especially with it being my first time and not being sure what to do and where to go. Overall, it was a great experience and it was very helpful as well"

"Let professors know what time to start the test. Mine opens it earlier than class time"

"Very friendly staff! Very stress free testing space!"

"I think they are doing a fantastic job!"

"Nope, All staff are very nice and personable and I enjoy talking to them before and after my test because it helps me to feel more relaxed before my test because I have test anxiety."

"My experiences have been good! I have no suggestions for improvement, the staff are doing a great job! :)"

"Thank you for all you guys do for us! You're great :)"

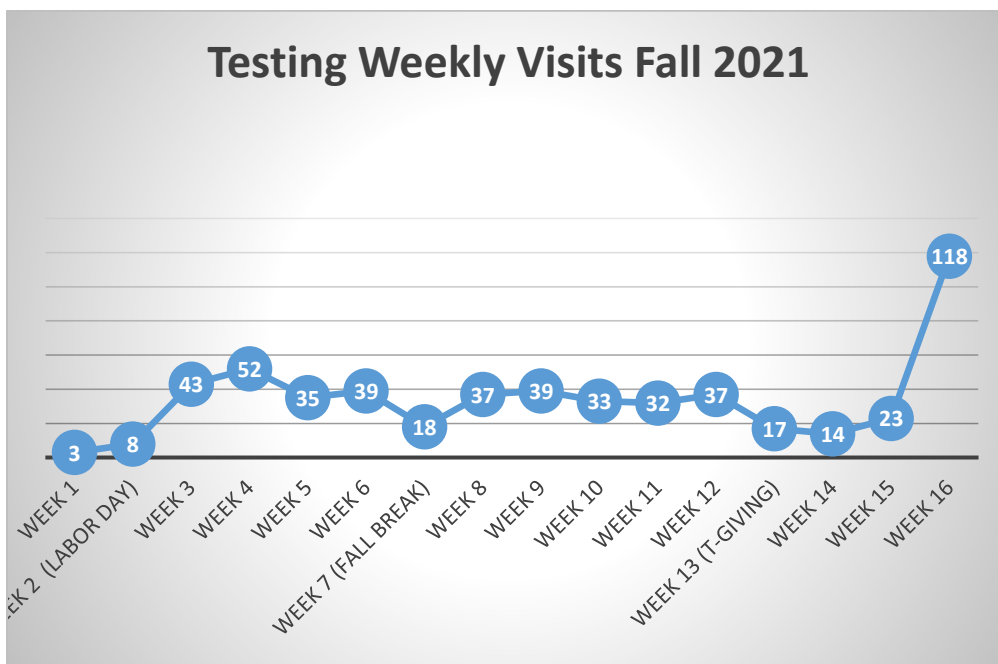
Training

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.

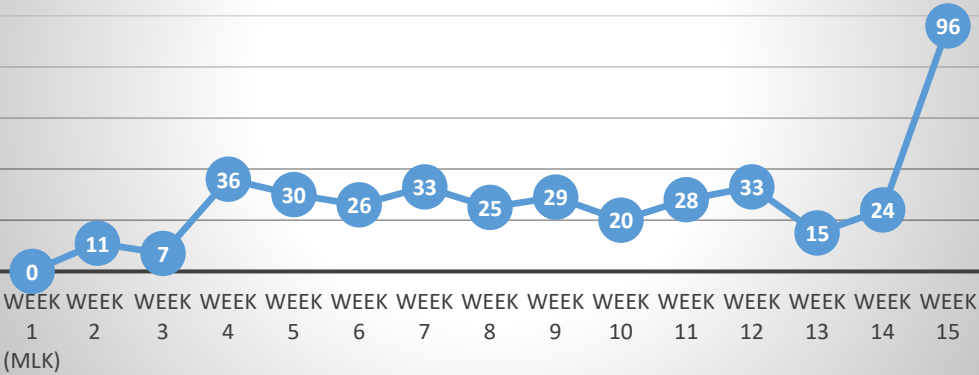
Usage

	Tests administered (including Finals Week)	Headcount	Tests administered during Finals Week
Fall 2021	548	140	118
Spring 2022	413	104	96
Summer 2022	0	0	0
Total	961	244	214

Weekly Attendance Trends



Testing Weekly Visits Spring 2022



Types of Accommodations

*Note: students often use more than one type of accommodation while taking a test.

FALL 2021					
	XT 50	XT 100	Reduced Distractions	Reader and/or Scribe	Adaptive Tech.
Week 1	0	0	0	0	0
Week 2	1	1	2	2	0
Week 3	9	2	2	3	0
Week 4	41	5	7	12	0
Week 5	43	8	10	14	3
Week 6	31	5	6	7	0
Week 7	34	7	6	10	1
Week 8	17	2	3	7	0
Week 9	36	5	5	12	1
Week 10	34	5	4	8	0
Week 11	31	4	7	6	2
Week 12	33	3	8	11	1
Week 13	37	7	6	9	2
Week 14	15	4	0	5	1
Week 15	16	2	5	5	1
Week 16					
Totals:	378	60	71	111	12

Spring 2022					
	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	12	2	3	4	2
Week 4	7	2	1	2	1
Week 5	33	4	2	7	1
Week 6	37	4	7	6	0
Week 7	26	1	2	6	0
Week 8	34	6	4	8	1
Week 9	0	0	0	0	0
Week 10	29	1	1	8	2
Week 11	32	3	5	0	0
Week 12	22	4	0	5	0
Week 13	31	3	2	4	0
Week 14	41	7	3	8	0
Week 15	17	3	2	4	0
Week 16	28	9	2	3	2
Totals:	349	49	34	65	9

Tests Administered by Day of the Week and Time of Day (excluding Finals Week), Fall 2021

Thursday was the busiest day of the week for testing. 1pm-3pm was the busiest time for testing.

Hour	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
9:00 AM	0	8	7	8	25	13	0	61
10:00 AM	0	16	12	11	31	37	0	107
11:00 AM	0	17	20	13	23	44	0	117
12:00 PM	0	14	24	14	27	28	0	107
1:00 PM	0	12	29	24	37	26	0	128
2:00 PM	0	16	29	17	37	23	0	122
3:00 PM	0	20	14	10	25	18	0	87
4:00 PM	0	4	3	3	10	5	0	25
5:00 PM	0	2	0	0	0	0	0	2
6:00 PM	0	0	0	0	0	0	0	0
7:00 PM	0	0	0	0	0	0	0	0
Total:	0	109	138	100	215	194	0	756

Tests Administered by Day of the Week and Time of Day, Spring 2022

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	5	12	4	13	25	0	59
10:00 AM	0	6	28	6	16	32	0	88
11:00 AM	0	13	29	10	15	21	0	88
12:00 PM	0	6	20	8	14	20	0	68
1:00 PM	0	5	29	12	25	24	0	95
2:00 PM	0	9	25	15	28	20	0	97
3:00 PM	0	4	4	8	13	10	0	39
4:00 PM	0	0	1	2	4	2	0	9
5:00 PM	0	0	0	1	0	0	0	1
6:00 PM	0	0	0	0	0	0	0	0
7:00 PM	0	0	0	0	0	0	0	0
Total:	0	48	148	66	128	154	0	544

Learning Center Student Wage Budget

Hourly Wages

- Desk assistants: \$7.50
- Tutors and SI leaders: \$9.00
- In the summer, graduate assistants earned \$11.25 per hour

Staffing

	Fall 2021	Spring 2022	Summer 2022
Tutors	48	50	8
SI leaders	35	27	None
Academic coaches (who weren't GAs)	3	3	None
GAs	11	11	3

Hourly Wage Expenditures: July 1, 2021- June 30, 2022

Fall 2021: \$84,425

Spring 2022: \$88,718

Summer 2022: \$6,647

Grand Total: \$179,790

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.

Learning Center Advisory Board

Spring 2022

Welcome and Introductions

Brief overview of programming and website

- Jenny: Website, Academic Coaching
- Jim: Testing, SI
- Kaley: Tutoring (appointment-based and satellite drop-in)

Updates

- One Ball State Day (Kaley)
- Student wage increase proposal (SI leaders: \$11, \$11.50, \$11.75, \$12; Tutors/Academic Coaches: \$9, \$9.50, \$9.75, \$10). Current wage for SI leaders and tutors is a flat \$9.
- Hiring crisis of Fall 2021
 - Question: how might your area assist with recruiting tutors/SI leaders for Fall 2022?
- Switching from TutorTrac to EAB/Navigate: to launch in Summer 2022
- Most recent usage report
- Research and survey: Perceived barriers for students seeking tutoring
 - Question: how might your area assist with distributing this survey?
 - Question: What are your views as to why the students who most need tutoring do not seek tutoring? Do you have any ideas how the Learning Center can help break down those barriers through marketing, program restructuring, etc.?

Valuable insights were collected, including first-hand information from faculty about tutor feedback from individual students.

Learning Center Staff Professional Development and Campus Outreach

Jennifer Haley, Director

- Research/publications
 - "Perceived Barriers to Students Seeking Tutoring in Higher Education." In process.
- Grants
 - The Hunter Boylan Research Scholarship offered by NCLCA. This scholarship is awarded to recognize completed research related to how Learning Centers contribute to student academic success as well as persistence. \$1,000 for research and travel expenses, one waived conference registration, and a guaranteed presentation slot. In process (I will apply by April 30).
 - The NCLCA Learning Center Collaboration Grant. The purpose of this grant is to provide financial assistance for at least two learning center professionals from two separate post-secondary institutions who will collaborate and share the load of conducting research or the development of program initiatives. Colleagues from Miami of Ohio and Ohio University and I are collaborating to coordinate shared inter-campus training and a remote student conference. The \$1500 grant will be divided evenly between each of the recipients' institutions for NCLCA supported research or program development. One recipient from each institution will receive a conference fee waiver for 50% of the member price for registration with the expectation that they will present their progress/findings at the following NCLCA Conference. Recipients are also expected to submit their results to the TLAR at the conclusion of their research/program development. In process (we will apply by April 30).
- National Refereed Conference Presentations
 - "Individual Learning Center Leadership Certification: A Credential Just for You! Concurrent session, Association of Colleges for Tutoring and Learning Assistance Association Annual conference, remote, April 2022.
 - "CLADEA: Explore Different Learning Assistance Organizations and Professional Development Opportunities." Concurrent session, Association for Coaching and Tutoring Professionals Annual Conference, Tampa, FL, March 2022.
 - "Learning Center Leadership Certification (LCLC): A Credential for YOU, as a Professional!" Concurrent session, College Reading and Learning Association Annual Conference, Cincinnati, OH, November 2021
 - "Forging Successful Learning Centers: Critical Considerations and Evidence-Based Practices for New LC Directors" Past Presidents Pre-Conference Institute workshop, National College Learning Center Association 34th Annual Conference, Birmingham, AL, October 2021
- Service to national organizations
 - Chairperson, Council for Learning Assistance and Developmental Education Associations, 2020 to present
 - Provide leadership for a national organization and a unified voice to advance the profession of postsecondary learning assistance and developmental education.
 - Foster mutual support among national and international organizations dedicated to postsecondary learning assistance or developmental education.
 - Recognize outstanding contributors to the field of postsecondary education learning assistance.
 - Endorse standards of practice and professional ethics.
 - Encourage the development of new professionals and future leaders in the field.
 - Advocate for professional development and research in the field.
 - Develop a \$1,500 conference scholarship for new practitioners.
 - Publish a semi-annual newsletter.
 - Chairperson, National College Learning Center Association's Learning Center Leadership Certification, 2017 to present
 - Create and revise criteria for national professional certification of learning center administrators.
 - Process applications and distribute to reviewers.
 - Mentor applicants as they prepare and revise applications.

- Prepare reports for the National College Learning Center Association executive board meetings.

Member, Past Presidents Council, National College Learning Center Association, 2017 to present

- Serve the NCLCA Executive Board through service activities such as pre-conference workshops for learning center best practices, developing a toolkit for new learning center administrators, preserving and sharing NCLCA historical information and documents, and serving as mentors to NCLCA members.
- Training
 - "Supporting Students in Distress," Timothy Hess from Counseling Center, 2/16/22
 - "Customer Service in Higher Education," Learning and Development series, 3/2/22
 - "Mental Health First Aid Training," 3/29/22

Jim Mills, Assistant Director (SI and Testing Coordinator)

- Working Well: Self-Care & Compassion
- Shafer Leadership Academy: Pivot Your Perception
- Learning & Development: LGBTQ+ Terminology
- Faculty Mentorship Program (LC rep)
- Guardian Guide Program (UC/LC rep)
- Student Success & Retention Taskforce
- LC in-service: 16 Personalities
- BSU/MU/OU tutor conference (co-presented and moderated)
- DS new student orientations
- BSU marching band LC presentation

Kaley Sorg, Tutoring Coordinator

Fall 2021 – Out on Maternity Leave

1/27/22 – Building a Leadership Culture in an Academic Department (webinar through Academic Impressions)

1/28/22 – Identifying and Mitigating Imposter Syndrome (webinar through Academic Impressions)

2/16/22 – Supporting Students in Distress (training presentation by Dr. Timothy Hess, Associate Director for Clinical Service and Psychologist at the Ball State University Counseling Center)

2/22/22 – LGBTQ+ Terminology (webinar hosted by the Office of Inclusive Excellence at BSU)

3/2/22 – Customer Service in Higher Education (webinar presentation through Learning & Development with Eileen Soisson)

3/15/22 – Boundaries Webinar (hosted by Working Well at BSU, presented by the Ball State Counseling Practicum Clinic in the Department of Counseling Psychology, Social Psychology, and Counseling)

3/18/22 – BSU Assurance of Learning Day

- *Elevating Faculty Expertise & Student Agency in Pursuit of Evidence* - Keynote by Dr. Kate Drezek Mcconnell
- *The Basics of UCC Assessment Reporting: Who, What, When, How & Why?* – breakout session presented by Kendra Zenisek, MS & Carole Kacious, PhD
- *Strengthening Program Assessment Practices to Increase Student Success* – breakout session presented by Nancy Melser, EdD, Peggy Rice, PhD and Holly Hullinger-Sirken, PhD
- *Focusing on What Matters: One Program Takes on a Comprehensive Curriculum Review* – breakout session presented by Linda Taylor, EdD
- *IRDS Alumni Survey Data Available for Your Assessment Reports, Unit Reviews, Accreditation and More!* – breakout session presented by Brian Pickerill, MA

4/15/2022 – Professional Development with Miami of Ohio (virtual meeting w/ their Learning Center staff)

4/22/2022 – Wellness Poker Walk (through Working Well @ BSU)

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: Learning Center Demographics Report

B: Tutoring Visits and Students by Course, Fall 2021

C: Tutoring Visits and Students by Course, Spring 2022

D: Tutoring First Appointment Survey Fall 2021

E: Tutoring First Appointment Survey Spring 2022

F: Supplemental Instruction Client Satisfaction Survey Fall 2021

G: Supplemental Instruction Client Satisfaction Survey Spring 2022

Appendix A: Learning Center Demographics Report

TutorTrac Profile

TutorTrac

Center Usage & Demographics by

Center Usage and Demographics by Ethnicity

Centers :Testing Desk, Online Tutoring and Academic Coaching, In-Person Tutoring and Academic Coaching, Satellite Center, Supplemental Instruction
criteria: from 08/09/2021 to 05/06/2022

Ethnicity

[blank]

Visits Hrs Students

Total: 14 11.66 4

Demographics Summary

Ethnicity:

[blank] 4

Male: 1 Female: 3

Age: 21: 1 22: 1 23: 2

Class:

JR 1

SR 3

College:

Miller College of Business 3

Sciences and Humanities 1

American Indian/Alaskan Native

Visits Hrs Students

Total: 32 27.16 4

Demographics Summary

Ethnicity:

American Indian/Alaskan Native 4

Male: 1 Female: 3

Age: 19: 1 21: 3

Class:

JR 1

SO 2

SR 1

College:

College of Health 1

Sciences and Humanities 2

University College 1

Asian

Visits Hrs Students

Total: 268 228.07 60

Demographics Summary

Ethnicity:

Asian 60

Male: 14 Female: 46

Age: 18: 3 19: 18 20: 21 21: 10 22: 1 23: 3 24: 1

28: 2 34: 1

Class:

FR 12

GR 3

JR 12

SO 20

SR 13

College:

Architecture and Planning 6

College of Health 10

Fine Arts 5

Miller College of Business 11

Sciences and Humanities 23

Teachers College **3**
University College **2**

Black or African-American

Visits Hrs Students

Total: 2067 2007.04 368

Demographics Summary

Ethnicity:

Black or African-American **368**

Male: 119 Female: 249

Age: 18: 26 19: 118 20: 111 21: 53 22: 28 23: 13 24: 5

25: 4 27: 1 28: 1 31: 1 33: 2 37: 1 40: 1

43: 1 45: 1 53: 1

Class:

FR **121**

JR **71**

SO **104**

SR **72**

College:

Architecture and Planning **8**

College of Health **96**

Commun., Info. and Media **29**

Fine Arts **12**

Miller College of Business **79**

Sciences and Humanities **119**

Teachers College **13**

University College **12**

Hispanic

Visits Hrs Students

Total: 1402 1380.26 198

Demographics Summary

Ethnicity:

Hispanic **198**

Male: 69 Female: 129

Age: 18: 16 19: 73 20: 50 21: 27 22: 15 23: 10 24: 1

30: 2 31: 1 32: 1 37: 1 60: 1

Class:

FR **55**

GR **3**

JR **45**

SO **58**

SR **37**

College:

Architecture and Planning **8**

College of Health **35**

Commun., Info. and Media **7**

Fine Arts **17**

Miller College of Business **44**

Sciences and Humanities **72**

Teachers College **9**

University College **6**

Two or More Races

Visits Hrs Students

Total: 507 546.49 102

Demographics Summary

Ethnicity:

Two or More Races **102**

Male: 26 Female: 76

Age: 18: 5 19: 42 20: 21 21: 21 22: 10 23: 1 32: 1

44: 1

Class:

FR **26**

HS **1**

JR **29**

SO **28**

SR **18**

College:

Architecture and Planning **2**

College of Health **24**

Commun., Info. and Media **6**

Fine Arts **5**

Miller College of Business **21**

No College Designated **1**

Sciences and Humanities **33**

Teachers College **7**

University College **3**

Unknown

Visits Hrs Students

Total: 197 179.61 38

Demographics Summary

Ethnicity:

Unknown **38**

Male: 16 Female: 22

Age: 19: 8 20: 21 21: 4 22: 1 23: 1 27: 1 37: 1

58: 1

Class:

FR **5**

GR **1**

JR **16**

SO **9**

SR **7**

College:

College of Health **4**

Commun., Info. and Media **2**

Fine Arts **3**

Miller College of Business **7**

Sciences and Humanities **19**

University College **3**

White

Visits Hrs Students

Total: 9795 8572.76 1768

Demographics Summary

Ethnicity:

White **1768**

Male: 562 Female: 1206

Age: 17: 2 18: 68 19: 621 20: 415 21: 335 22: 169 23: 53

24: 33 25: 10 26: 8 27: 8 28: 5 29: 5 30: 7

31: 1 32: 1 33: 2 34: 4 35: 2 36: 2 37: 1

38: 1 39: 3 41: 1 42: 1 43: 1 45: 1 47: 3

50: 1 51: 1 54: 2 56: 1

Class:

FR **364**

GR **17**

HS **4**

JR **401**

SO **536**

SR **446**

College:

Architecture and Planning **62**

College of Health **540**

Commun., Info. and Media **80**

Fine Arts **114**

Honors College **1**

Miller College of Business **339**

No College Designated **5**

Sciences and Humanities **448**

Teachers College **136**

University College **43**

Grand Total Summary

Visits Hrs Students

Total: **14282 12953.08 2542**

Demographics Summary

Ethnicity:

[blank] **4**

American Indian/Alaskan Native **4**

Asian **60**

Black or African-American **368**

Hispanic **198**

Two or More Races **102**

Unknown **38**

White **1768**

Male: 808 Female: 1734

Age: 17: 2 18: 118 19: 881 20: 639 21: 454 22: 225 23: 83

24: 40 25: 14 26: 8 27: 10 28: 8 29: 5 30: 9

31: 3 32: 3 33: 4 34: 5 35: 2 36: 2 37: 4

38: 1 39: 3 40: 1 41: 1 42: 1 43: 2 44: 1

45: 2 47: 3 50: 1 51: 1 53: 1 54: 2 56: 1

58: 1 60: 1

Class:

FR **583**

GR **24**

HS **5**

JR **576**

SO **757**

SR **597**

College:

Architecture and Planning **86**

College of Health **710**

Commun., Info. and Media **124**

Fine Arts **156**

Honors College **1**

Miller College of Business **504**

No College Designated **6**

Sciences and Humanities **717**

Teachers College **168**

University College **70**

Appendix B: Tutoring Visits and Students by Course, Fall 2021

TutorTrac Profile

TutorTrac

Subcenter visits

Visits by [Sections]SubjectID

2031 Visits found

Centers :In-Person Tutoring and Academic Coaching, Online Tutoring and Academic Coaching
criteria: from 08/16/2021 to 12/17/2021

SubjectID

Visits Hours Date Time In Time Out Tot Hrs

Total: 264 232.54 103 Students

ACC201 Visits Hours Date Time In Time Out Tot Hrs

ACC201 Total: 88 76.13 37 Students

ACC202 Visits Hours Date Time In Time Out Tot Hrs

ACC202 Total: 25 21.50 11 Students

AHS100 Visits Hours Date Time In Time Out Tot Hrs

AHS100 Total: 1 0.83 1 Students

ANAT201 Visits Hours Date Time In Time Out Tot Hrs

ANAT201 Total: 73 61.05 29 Students

ANTH101 Visits Hours Date Time In Time Out Tot Hrs

ANTH101 Total: 2 2.00 1 Students

ANTH105 Visits Hours Date Time In Time Out Tot Hrs

ANTH105 Total: 10 9.50 3 Students

ASTR100 Visits Hours Date Time In Time Out Tot Hrs

ASTR100 Total: 4 3.33 4 Students

BIO102 Visits Hours Date Time In Time Out Tot Hrs

BIO102 Total: 13 10.83 1 Students

BIO111 Visits Hours Date Time In Time Out Tot Hrs

BIO111 Total: 94 84.00 23 Students

BIO112 Visits Hours Date Time In Time Out Tot Hrs

BIO112 Total: 19 16.00 7 Students

BIO113 Visits Hours Date Time In Time Out Tot Hrs

BIO113 Total: 53 44.33 16 Students

BIO210 Visits Hours Date Time In Time Out Tot Hrs

BIO210 Total: 2 1.66 1 Students

BIO214 Visits Hours Date Time In Time Out Tot Hrs

BIO214 Total: 14 13.83 4 Students

BIO215 Visits Hours Date Time In Time Out Tot Hrs

BIO215 Total: 2 1.83 2 Students

BIO216 Visits Hours Date Time In Time Out Tot Hrs

BIO216 Total: 12 10.33 2 Students

CH101 Visits Hours Date Time In Time Out Tot Hrs

CH101 Total: 1 0.83 1 Students

CHEM100 Visits Hours Date Time In Time Out Tot Hrs

CHEM100 Total: 1 0.83 1 Students

CHEM101 Visits Hours Date Time In Time Out Tot Hrs

CHEM101 Total: 143 121.73 42 Students

CHEM111 Visits Hours Date Time In Time Out Tot Hrs

CHEM111 Total: 92 79.17 21 Students

CHEM112 Visits Hours Date Time In Time Out Tot Hrs

CHEM112 Total: 27 23.51 8 Students

CHEM225 Visits Hours Date Time In Time Out Tot Hrs

CHEM225 Total: 4 3.33 1 Students

CHEM230 Visits Hours Date Time In Time Out Tot Hrs
CHEM230 Total: 12 11.33 4 Students

CHEM231 Visits Hours Date Time In Time Out Tot Hrs
CHEM231 Total: 46 38.83 13 Students

CJC101 Visits Hours Date Time In Time Out Tot Hrs
CJC101 Total: 2 1.83 2 Students

CJC102 Visits Hours Date Time In Time Out Tot Hrs
CJC102 Total: 1 0.83 1 Students

CJC220 Visits Hours Date Time In Time Out Tot Hrs
CJC220 Total: 2 2.00 2 Students

CJC240 Visits Hours Date Time In Time Out Tot Hrs
CJC240 Total: 1 1.00 1 Students

COMM210 Visits Hours Date Time In Time Out Tot Hrs
COMM210 Total: 31 27.08 14 Students

CS120 Visits Hours Date Time In Time Out Tot Hrs
CS120 Total: 14 11.86 7 Students

ECON116 Visits Hours Date Time In Time Out Tot Hrs
ECON116 Total: 5 4.33 5 Students

ECON201 Visits Hours Date Time In Time Out Tot Hrs
ECON201 Total: 56 48.13 27 Students

ECON202 Visits Hours Date Time In Time Out Tot Hrs
ECON202 Total: 16 13.66 6 Students

ECON221 Visits Hours Date Time In Time Out Tot Hrs
ECON221 Total: 57 51.21 14 Students

FIN101 Visits Hours Date Time In Time Out Tot Hrs
FIN101 Total: 2 1.66 2 Students

FIN300 Visits Hours Date Time In Time Out Tot Hrs
FIN300 Total: 2 2.00 2 Students

FR101 Visits Hours Date Time In Time Out Tot Hrs
FR101 Total: 1 0.83 1 Students

FR201 Visits Hours Date Time In Time Out Tot Hrs
FR201 Total: 2 1.66 1 Students

FR202 Visits Hours Date Time In Time Out Tot Hrs
FR202 Total: 1 0.83 1 Students

GEOL101 Visits Hours Date Time In Time Out Tot Hrs
GEOL101 Total: 1 0.83 1 Students

GER102 Visits Hours Date Time In Time Out Tot Hrs
GER102 Total: 1 0.83 1 Students

HIST150 Visits Hours Date Time In Time Out Tot Hrs
HIST150 Total: 46 40.66 29 Students

HIST151 Visits Hours Date Time In Time Out Tot Hrs
HIST151 Total: 6 5.00 1 Students

HIST201 Visits Hours Date Time In Time Out Tot Hrs
HIST201 Total: 2 1.83 2 Students

HIST202 Visits Hours Date Time In Time Out Tot Hrs
HIST202 Total: 2 1.66 1 Students

HSC160 Visits Hours Date Time In Time Out Tot Hrs
HSC160 Total: 1 0.83 1 Students

HSC180 Visits Hours Date Time In Time Out Tot Hrs
HSC180 Total: 1 0.83 1 Students

ISOM125 Visits Hours Date Time In Time Out Tot Hrs
ISOM125 Total: 1 0.83 1 Students

ISOM210 Visits Hours Date Time In Time Out Tot Hrs
ISOM210 Total: 1 0.83 1 Students

ISOM249 Visits Hours Date Time In Time Out Tot Hrs
ISOM249 Total: 1 0.83 1 Students

JAPA101 Visits Hours Date Time In Time Out Tot Hrs
JAPA101 Total: 3 2.50 3 Students

JAPA202 Visits Hours Date Time In Time Out Tot Hrs
JAPA202 Total: 5 4.16 1 Students

JAPA301 Visits Hours Date Time In Time Out Tot Hrs
JAPA301 Total: 1 1.00 1 Students

MATH100 Visits Hours Date Time In Time Out Tot Hrs
MATH100 Total: 56 50.50 9 Students

MATH102 Visits Hours Date Time In Time Out Tot Hrs
MATH102 Total: 4 3.50 2 Students

MATH110 Visits Hours Date Time In Time Out Tot Hrs
MATH110 Total: 22 19.50 9 Students
Visits Hours Date Time In Time Out Tot Hrs

MATH112
MATH112 Total: 41 37.00 13 Students

MATH113 Visits Hours Date Time In Time Out Tot Hrs
MATH113 Total: 17 15.10 9 Students

MATH114 Visits Hours Date Time In Time Out Tot Hrs
MATH114 Total: 8 6.83 5 Students

MATH125 Visits Hours Date Time In Time Out Tot Hrs
MATH125 Total: 55 47.50 24 Students

MATH132 Visits Hours Date Time In Time Out Tot Hrs
MATH132 Total: 25 21.83 12 Students

MATH161 Visits Hours Date Time In Time Out Tot Hrs
MATH161 Total: 5 4.83 4 Students

MATH165 Visits Hours Date Time In Time Out Tot Hrs
MATH165 Total: 21 17.88 3 Students

MATH166 Visits Hours Date Time In Time Out Tot Hrs
MATH166 Total: 6 5.00 2 Students

MATH181 Visits Hours Date Time In Time Out Tot Hrs
MATH181 Total: 6 5.66 3 Students

MATH201 Visits Hours Date Time In Time Out Tot Hrs
MATH201 Total: 12 11.16 5 Students

MATH202 Visits Hours Date Time In Time Out Tot Hrs
MATH202 Total: 11 9.70 4 Students

MATH215 Visits Hours Date Time In Time Out Tot Hrs
MATH215 Total: 1 1.00 1 Students

MATH217 Visits Hours Date Time In Time Out Tot Hrs
MATH217 Total: 3 2.66 3 Students

MATH251 Visits Hours Date Time In Time Out Tot Hrs
MATH251 Total: 9 7.71 2 Students

MATH267 Visits Hours Date Time In Time Out Tot Hrs
MATH267 Total: 3 2.83 3 Students

MATH320 Visits Hours Date Time In Time Out Tot Hrs
MATH320 Total: 1 1.00 1 Students

MUHI100 Visits Hours Date Time In Time Out Tot Hrs
MUHI100 Total: 2 1.66 2 Students

MUST101 Visits Hours Date Time In Time Out Tot Hrs
MUST101 Total: 1 0.83 1 Students

MUST111 Visits Hours Date Time In Time Out Tot Hrs
MUST111 Total: 28 23.66 5 Students

MUST112 Visits Hours Date Time In Time Out Tot Hrs
MUST112 Total: 12 11.08 3 Students

MUST211 Visits Hours Date Time In Time Out Tot Hrs
MUST211 Total: 1 1.11 1 Students

MUST601 Visits Hours Date Time In Time Out Tot Hrs

MUST601 Total: 4 3.83 1 Students

NUR230 Visits Hours Date Time In Time Out Tot Hrs
NUR230 Total: 28 26.56 5 Students

NUR231 Visits Hours Date Time In Time Out Tot Hrs
NUR231 Total: 12 10.01 1 Students

NUR330 Visits Hours Date Time In Time Out Tot Hrs
NUR330 Total: 11 11.00 1 Students

NUR340 Visits Hours Date Time In Time Out Tot Hrs
NUR340 Total: 7 5.83 1 Students

NUR370 Visits Hours Date Time In Time Out Tot Hrs
NUR370 Total: 2 1.83 1 Students

PHYC100 Visits Hours Date Time In Time Out Tot Hrs
PHYC100 Total: 9 7.50 2 Students

PHYC101 Visits Hours Date Time In Time Out Tot Hrs
PHYC101 Total: 4 3.50 2 Students

PHYS215 Visits Hours Date Time In Time Out Tot Hrs
PHYS215 Total: 56 54.00 13 Students

POLS130 Visits Hours Date Time In Time Out Tot Hrs
POLS130 Total: 3 2.50 3 Students

POLS210 Visits Hours Date Time In Time Out Tot Hrs
POLS210 Total: 1 0.83 1 Students

POLS280 Visits Hours Date Time In Time Out Tot Hrs
POLS280 Total: 1 0.83 1 Students

POLS293 Visits Hours Date Time In Time Out Tot Hrs
POLS293 Total: 1 1.11 1 Students

PSYS100 Visits Hours Date Time In Time Out Tot Hrs
PSYS100 Total: 19 16.50 11 Students

PSYS241 Visits Hours Date Time In Time Out Tot Hrs
PSYS241 Total: 49 41.33 12 Students

PSYS318 Visits Hours Date Time In Time Out Tot Hrs
PSYS318 Total: 1 1.00 1 Students

PSYS324 Visits Hours Date Time In Time Out Tot Hrs
PSYS324 Total: 4 3.33 1 Students

RELS160 Visits Hours Date Time In Time Out Tot Hrs
RELS160 Total: 1 0.83 1 Students

SNLN251 Visits Hours Date Time In Time Out Tot Hrs
SNLN251 Total: 46 41.00 10 Students

SNLN252 Visits Hours Date Time In Time Out Tot Hrs
SNLN252 Total: 24 20.55 3 Students

SNLN253 Visits Hours Date Time In Time Out Tot Hrs
SNLN253 Total: 8 6.83 4 Students

SOC100 Visits Hours Date Time In Time Out Tot Hrs
SOC100 Total: 3 2.66 2 Students

SP101 Visits Hours Date Time In Time Out Tot Hrs
SP101 Total: 50 42.25 5 Students

SP102 Visits Hours Date Time In Time Out Tot Hrs
SP102 Total: 33 27.70 8 Students

SP201 Visits Hours Date Time In Time Out Tot Hrs
SP201 Total: 14 12.66 7 Students

SP202 Visits Hours Date Time In Time Out Tot Hrs
SP202 Total: 12 10.61 6 Students

SP301 Visits Hours Date Time In Time Out Tot Hrs
SP301 Total: 9 7.50 2 Students

SP302 Visits Hours Date Time In Time Out Tot Hrs
SP302 Total: 2 2.00 1 Students

Grand Total: 2031 1776.70 700 Students

Appendix C: Tutoring Visits and Students by Course, Spring 2022

TutorTrac Profile

TutorTrac

Subcenter visits

Visits by [Sections]SubjectID

1261 Visits found

Centers :In-Person Tutoring and Academic Coaching, Online Tutoring and Academic Coaching
criteria: from 01/03/2022 to 05/13/2022

SubjectID

Visits Hours Date Time In Time Out Tot Hrs

Total: 169 147.50 59 Students

ACC201 Visits Hours Date Time In Time Out Tot Hrs

ACC201 Total: 27 22.50 16 Students

ACC202 Visits Hours Date Time In Time Out Tot Hrs

ACC202 Total: 23 19.16 15 Students

ANAT201 Visits Hours Date Time In Time Out Tot Hrs

ANAT201 Total: 20 17.00 13 Students

ASTR100 Visits Hours Date Time In Time Out Tot Hrs

ASTR100 Total: 1 0.83 1 Students

BIO102 Visits Hours Date Time In Time Out Tot Hrs

BIO102 Total: 2 1.66 2 Students

BIO111 Visits Hours Date Time In Time Out Tot Hrs

BIO111 Total: 12 10.00 5 Students

BIO112 Visits Hours Date Time In Time Out Tot Hrs

BIO112 Total: 1 0.83 1 Students

BIO113 Visits Hours Date Time In Time Out Tot Hrs

BIO113 Total: 15 12.50 12 Students

BIO210 Visits Hours Date Time In Time Out Tot Hrs

BIO210 Total: 17 14.50 2 Students

BIO214 Visits Hours Date Time In Time Out Tot Hrs

BIO214 Total: 1 1.00 1 Students

BIO215 Visits Hours Date Time In Time Out Tot Hrs

BIO215 Total: 3 2.50 2 Students

BIO216 Visits Hours Date Time In Time Out Tot Hrs

BIO216 Total: 24 20.14 2 Students

BIO313 Visits Hours Date Time In Time Out Tot Hrs

BIO313 Total: 2 1.66 1 Students

BIO315 Visits Hours Date Time In Time Out Tot Hrs

BIO315 Total: 2 1.66 2 Students

BL260 Visits Hours Date Time In Time Out Tot Hrs

BL260 Total: 6 5.00 1 Students

CC105 Visits Hours Date Time In Time Out Tot Hrs

CC105 Total: 2 1.66 1 Students

CHEM101 Visits Hours Date Time In Time Out Tot Hrs

CHEM101 Total: 36 30.16 12 Students

CHEM111 Visits Hours Date Time In Time Out Tot Hrs

CHEM111 Total: 35 29.16 12 Students

CHEM112 Visits Hours Date Time In Time Out Tot Hrs

CHEM112 Total: 41 35.00 16 Students

CHEM230 Visits Hours Date Time In Time Out Tot Hrs

CHEM230 Total: 33 27.83 5 Students

CHEM231 Visits Hours Date Time In Time Out Tot Hrs

CHEM231 Total: 37 31.00 7 Students

CHEM232 Visits Hours Date Time In Time Out Tot Hrs

CHEM232 Total: 31 25.83 6 Students

COMM210 Visits Hours Date Time In Time Out Tot Hrs

COMM210 Total: 30 25.02 10 Students

CS120 Visits Hours Date Time In Time Out Tot Hrs

CS120 Total: 1 0.83 1 Students

CS121 Visits Hours Date Time In Time Out Tot Hrs

CS121 Total: 7 5.83 3 Students

CS124 Visits Hours Date Time In Time Out Tot Hrs

CS124 Total: 3 2.50 2 Students

ECON116 Visits Hours Date Time In Time Out Tot Hrs

ECON116 Total: 3 2.50 1 Students

ECON201 Visits Hours Date Time In Time Out Tot Hrs

ECON201 Total: 44 37.33 26 Students

ECON202 Visits Hours Date Time In Time Out Tot Hrs

ECON202 Total: 1 0.83 1 Students

ECON221 Visits Hours Date Time In Time Out Tot Hrs

ECON221 Total: 39 32.50 13 Students

ECON330 Visits Hours Date Time In Time Out Tot Hrs

ECON330 Total: 1 0.83 1 Students

ECON351 Visits Hours Date Time In Time Out Tot Hrs

ECON351 Total: 7 5.83 3 Students

EDPS641 Visits Hours Date Time In Time Out Tot Hrs

EDPS641 Total: 3 3.00 1 Students

ENG104 Visits Hours Date Time In Time Out Tot Hrs

ENG104 Total: 1 0.83 1 Students

ENG285 Visits Hours Date Time In Time Out Tot Hrs

ENG285 Total: 2 1.66 2 Students

FIN101 Visits Hours Date Time In Time Out Tot Hrs

FIN101 Total: 15 12.66 5 Students

FIN300 Visits Hours Date Time In Time Out Tot Hrs

FIN300 Total: 7 5.83 5 Students

FR102 Visits Hours Date Time In Time Out Tot Hrs

FR102 Total: 1 0.83 1 Students

FR201 Visits Hours Date Time In Time Out Tot Hrs

FR201 Total: 4 3.33 2 Students

FR202 Visits Hours Date Time In Time Out Tot Hrs

FR202 Total: 1 0.83 1 Students

GEOG101 Visits Hours Date Time In Time Out Tot Hrs

GEOG101 Total: 1 0.83 1 Students

GEOG265 Visits Hours Date Time In Time Out Tot Hrs

GEOG265 Total: 1 0.83 1 Students

GEOL101 Visits Hours Date Time In Time Out Tot Hrs

GEOL101 Total: 1 0.83 1 Students

HIST150 Visits Hours Date Time In Time Out Tot Hrs

HIST150 Total: 7 6.16 6 Students

HIST152 Visits Hours Date Time In Time Out Tot Hrs

HIST152 Total: 2 1.66 1 Students

HIST202 Visits Hours Date Time In Time Out Tot Hrs

HIST202 Total: 6 5.00 1 Students

HSC160 Visits Hours Date Time In Time Out Tot Hrs

HSC160 Total: 3 2.66 2 Students

ISOM210 Visits Hours Date Time In Time Out Tot Hrs

ISOM210 Total: 5 4.16 2 Students

ISOM351 Visits Hours Date Time In Time Out Tot Hrs

ISOM351 Total: 1 0.83 1 Students

JAPA101 Visits Hours Date Time In Time Out Tot Hrs

JAPA101 Total: 4 3.33 2 Students

JAPA102 Visits Hours Date Time In Time Out Tot Hrs

JAPA102 Total: 2 1.66 1 Students

LAT102 Visits Hours Date Time In Time Out Tot Hrs

LAT102 Total: 2 1.66 1 Students

MATH100 Visits Hours Date Time In Time Out Tot Hrs

MATH100 Total: 6 5.16 3 Students

MATH102 Visits Hours Date Time In Time Out Tot Hrs

MATH102 Total: 5 4.16 2 Students

MATH110 Visits Hours Date Time In Time Out Tot Hrs

MATH110 Total: 33 27.66 11 Students

Visits Hours Date Time In Time Out Tot Hrs

MATH112

MATH112 Total: 24 20.66 5 Students

MATH113 Visits Hours Date Time In Time Out Tot Hrs

MATH113 Total: 4 3.33 2 Students

MATH114 Visits Hours Date Time In Time Out Tot Hrs

MATH114 Total: 2 1.83 1 Students

MATH125 Visits Hours Date Time In Time Out Tot Hrs

MATH125 Total: 94 81.50 24 Students

MATH132 Visits Hours Date Time In Time Out Tot Hrs

MATH132 Total: 24 21.33 13 Students

MATH161 Visits Hours Date Time In Time Out Tot Hrs

MATH161 Total: 3 2.66 2 Students

MATH165 Visits Hours Date Time In Time Out Tot Hrs

MATH165 Total: 8 6.66 5 Students

MATH166 Visits Hours Date Time In Time Out Tot Hrs

MATH166 Total: 21 17.50 4 Students

MATH181 Visits Hours Date Time In Time Out Tot Hrs

MATH181 Total: 12 10.00 2 Students

MATH201 Visits Hours Date Time In Time Out Tot Hrs

MATH201 Total: 5 4.16 3 Students

MATH217 Visits Hours Date Time In Time Out Tot Hrs

MATH217 Total: 3 2.66 1 Students

MATH351 Visits Hours Date Time In Time Out Tot Hrs

MATH351 Total: 5 4.16 1 Students

MATH360 Visits Hours Date Time In Time Out Tot Hrs

MATH360 Total: 1 0.83 1 Students

MATH454 Visits Hours Date Time In Time Out Tot Hrs

MATH454 Total: 2 1.66 1 Students

METC230 Visits Hours Date Time In Time Out Tot Hrs

METC230 Total: 18 15.00 3 Students

MUHI100 Visits Hours Date Time In Time Out Tot Hrs

MUHI100 Total: 3 2.50 3 Students

MUHI200 Visits Hours Date Time In Time Out Tot Hrs

MUHI200 Total: 1 0.83 1 Students

MUST112 Visits Hours Date Time In Time Out Tot Hrs

MUST112 Total: 13 11.00 4 Students

NUR230 Visits Hours Date Time In Time Out Tot Hrs

NUR230 Total: 5 4.16 4 Students

NUR231 Visits Hours Date Time In Time Out Tot Hrs

NUR231 Total: 4 3.33 4 Students

NUR330 Visits Hours Date Time In Time Out Tot Hrs

NUR330 Total: 24 20.00 6 Students

PHIL100 Visits Hours Date Time In Time Out Tot Hrs
PHIL100 Total: 1 0.83 1 Students

PHYC100 Visits Hours Date Time In Time Out Tot Hrs
PHYC100 Total: 2 1.66 2 Students

PHYC101 Visits Hours Date Time In Time Out Tot Hrs
PHYC101 Total: 3 2.50 3 Students

PHYC110 Visits Hours Date Time In Time Out Tot Hrs
PHYC110 Total: 7 6.00 6 Students

PHYC112 Visits Hours Date Time In Time Out Tot Hrs
PHYC112 Total: 3 2.66 3 Students

PHYC122 Visits Hours Date Time In Time Out Tot Hrs
PHYC122 Total: 4 3.50 1 Students

PHYS215 Visits Hours Date Time In Time Out Tot Hrs
PHYS215 Total: 8 6.66 7 Students

POLS280 Visits Hours Date Time In Time Out Tot Hrs
POLS280 Total: 1 0.83 1 Students

PSYS100 Visits Hours Date Time In Time Out Tot Hrs
PSYS100 Total: 1 1.00 1 Students

PSYS241 Visits Hours Date Time In Time Out Tot Hrs
PSYS241 Total: 27 22.50 14 Students

PSYS284 Visits Hours Date Time In Time Out Tot Hrs
PSYS284 Total: 3 2.66 2 Students

PSYS316 Visits Hours Date Time In Time Out Tot Hrs
PSYS316 Total: 2 1.83 2 Students

PSYS324 Visits Hours Date Time In Time Out Tot Hrs
PSYS324 Total: 1 1.00 1 Students

SNLN251 Visits Hours Date Time In Time Out Tot Hrs
SNLN251 Total: 17 14.83 9 Students

SNLN252 Visits Hours Date Time In Time Out Tot Hrs
SNLN252 Total: 6 5.33 3 Students

SNLN253 Visits Hours Date Time In Time Out Tot Hrs
SNLN253 Total: 33 28.00 6 Students

SNLN300 Visits Hours Date Time In Time Out Tot Hrs
SNLN300 Total: 11 9.33 3 Students

SOC100 Visits Hours Date Time In Time Out Tot Hrs
SOC100 Total: 2 1.66 1 Students

SP101 Visits Hours Date Time In Time Out Tot Hrs
SP101 Total: 2 1.66 2 Students

SP102 Visits Hours Date Time In Time Out Tot Hrs
SP102 Total: 42 35.00 5 Students

SP201 Visits Hours Date Time In Time Out Tot Hrs
SP201 Total: 12 10.00 2 Students

SP202 Visits Hours Date Time In Time Out Tot Hrs
SP202 Total: 5 4.33 2 Students

SP302 Visits Hours Date Time In Time Out Tot Hrs
SP302 Total: 2 2.00 2 Students

SPAA101 Visits Hours Date Time In Time Out Tot Hrs
SPAA101 Total: 1 0.83 1 Students
Grand Total: 1261 1071.35 479 Students

Appendix D: Tutoring First Appointment Survey Fall 2021

Fall 2021

First Appointment Survey

162 Recorded Responses

Q2 - For what course or subject area did you just now receive tutoring?

For what course or subject area did you just now receive tutoring?

math 110

Writing

Writing

Writing

Trigonometry

Spanish 201

Spanish

Sign Language

SP 101

PSYS

Organic Chemistry

Micro economics

Math125

Math125

Math 201

Math 201

Math 166

Math 161

Math 125

Math 114

Math 110

Math

Japanese 301

Japanese 202

Japanese 101

Japan 101

HIST 150

HIST 150

FIN 101

Economics 202

Econ.201

Econ 221 Statistics

Econ 201

Econ 201

Econ 201

Econ 116

Econ 116

Cs 120

Chemistry

Chem101

Chem 101

Biology 113

Bio 113.3

Bio 113

Astronomy 100

Astronomy

Astronomy

Anatomy 201

Anatomy 201

Anatomy 201

Anatomy 201

Anatomy 201

Anatomy

Anatomy

Ahs 100

Accounting 202

Accounting 201

Accounting 201

Accounting 201

ANAT 201

ACC201

ACC 202

ACC 201

110

Q3 - What was your tutor's name?

What was your tutor's name?

Lynn Teter

Reganne O'Connor

Lizzie

Robyn Depew

Robyn

Lizzie

Wally

Ellie

Ellie smock

Ava

Ava

Sabrina

Sabrina

Adare

Sabrina

Sabrainna

Wally

Adare

Ross

Ava

Andrew

Wally Boger

Shyanne

Adare O'Conner

Lizzie Bowen

Lynn

Ellie

Adare

Sabrina

Ellie

Adare

Lizzie

Adare O'Connor

Andrew Gadlage

Wally Bogan

Lizzie

Ross Culy

Sydney Bias

OK

Haley Franklin

Wally Boger

Ellie

Ellie

Lizzie

OK

Ellie Smock

Ellie S

Ellie

Karina K.

Lizzie

Wally Boger

Andrew

Lizzie

Matt

Emme

Ellie Simmons

Karina Kasmauski

Ellie

Kendra loos

Samuel

Ok

Sydney

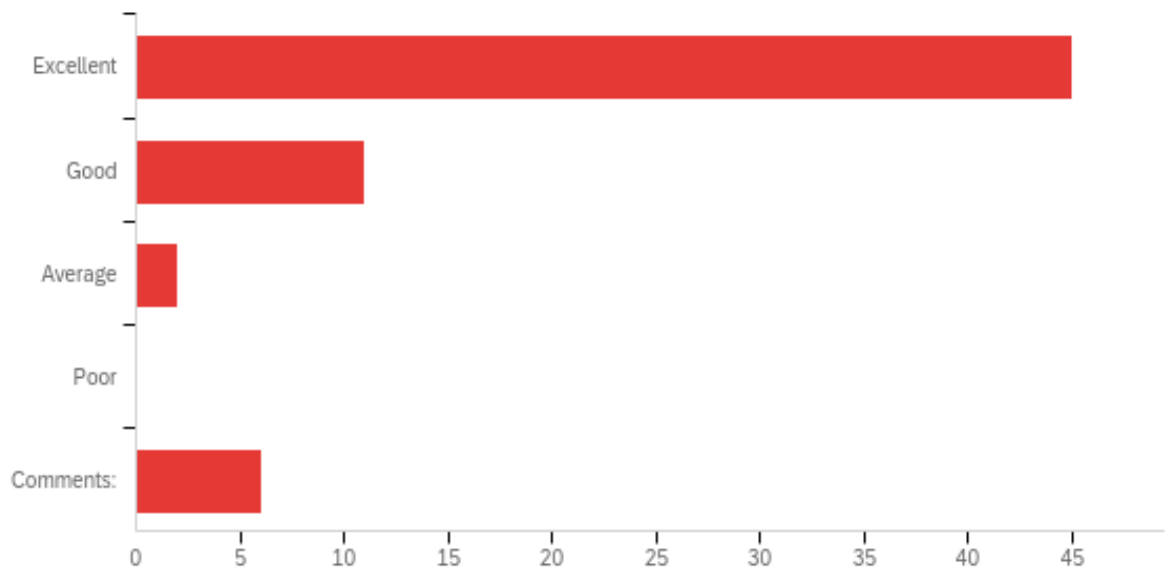
Sabrina Fullenkamp

Ellie

Q4 - What was the date and time of your appointment?

Unable to export widget. Please contact Qualtrics Support.

Q5 - 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? - Selected Choice	1.00	5.00	1.61	1.19	1.43	64

#	Answer	%	Count
1	Excellent	70.31%	45
2	Good	17.19%	11
3	Average	3.13%	2
4	Poor	0.00%	0
5	Comments:	9.38%	6
	Total	100%	64

Q5_5_TEXT - Comments:

Comments: - Text

None

TutorTrac is really easy to use. I've never used it before and I was able to make an appointment in maybe a minute.

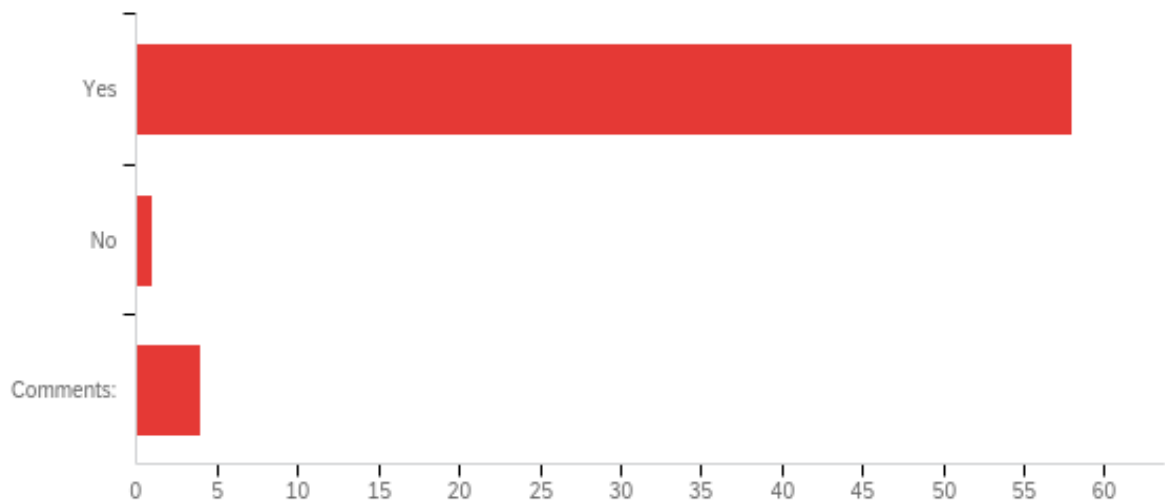
She was very helpful

Absolutely stellar tutoring would recommend

Haley is super nice and has gave me motivation to finish anatomy with a good grade. She has also taught me many tricks to pass my anatomy lab. She definitely helps me.

I went to the correct room I was supposed too but everyone was sitting by themselves and no one was talking, did I do something wrong?

Q6 - 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 they did not 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 they did not know. - Selected Choice	1.00	3.00	1.14	0.50	0.25	63

#	Answer	%	Count
1	Yes	92.06%	58
2	No	1.59%	1
3	Comments:	6.35%	4
	Total	100%	63

Q6_3_TEXT - Comments:

Comments: - Text

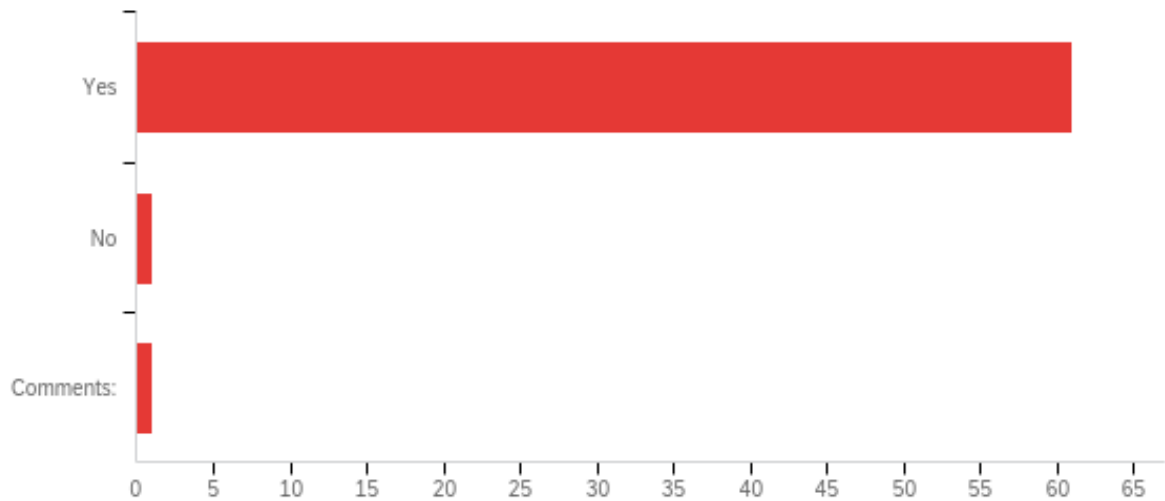
Sabrina found a good set of problems for me to practice, and did them as well so we could compare answers and how we solved the problem.

She guided me through how to calculate the problems and how to correlate each piece of information to the calculation.

Absolutely knows everything

based on not being familiar with the class I was in, she did a great job doing her best to help me with my paper

Q7 - 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	1.05	0.28	0.08	63

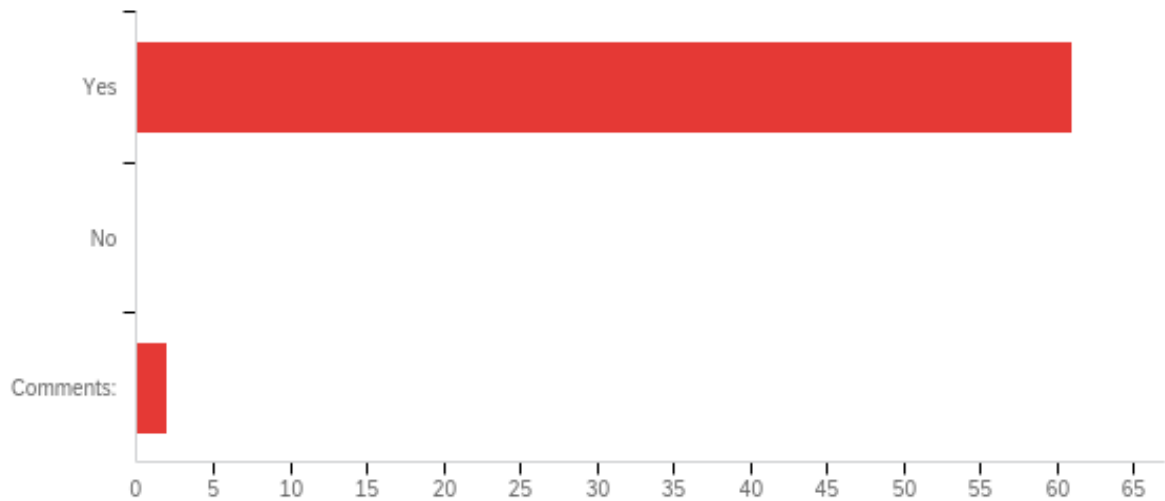
#	Answer	%	Count
1	Yes	96.83%	61
2	No	1.59%	1
3	Comments:	1.59%	1
	Total	100%	63

Q7_3_TEXT - Comments:

Comments: - Text

Sabrina asked what we were doing in class currently, and then after I said what problems were messing me up, we talked about how to solve them.

Q8 - My tutor made me feel welcome and comfortable: they were friendly and approachable.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My tutor made me feel welcome and comfortable: they were friendly and approachable. - Selected Choice	1.00	3.00	1.06	0.35	0.12	63

#	Answer	%	Count
1	Yes	96.83%	61
2	No	0.00%	0
3	Comments:	3.17%	2
	Total	100%	63

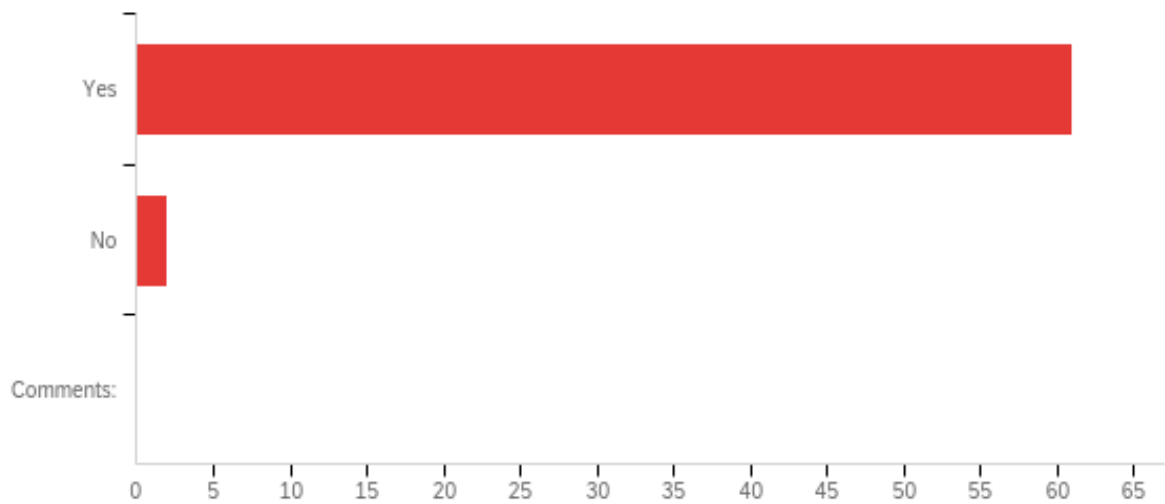
Q8_3_TEXT - Comments:

Comments: - Text

Sabrina was so nice and helpful!! Even when I didn't understand something, she didn't get frustrated at me, and I really felt like I was able to learn at my own pace

Absolutely, Haley is very welcoming.

Q9 - My tutor used appropriate strategies when I needed them.



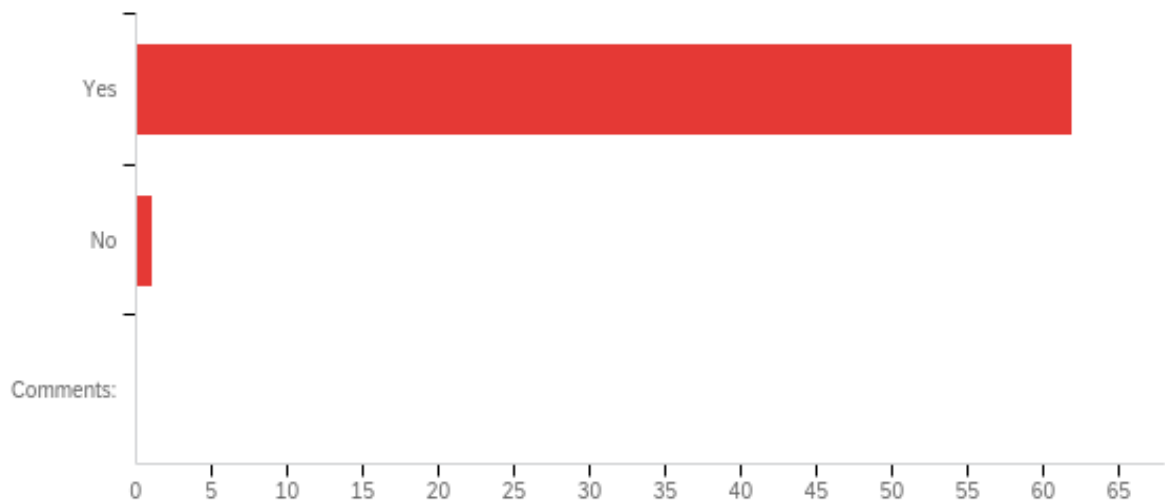
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My tutor used appropriate strategies when I needed them. - Selected Choice	1.00	2.00	1.03	0.18	0.03	63

#	Answer	%	Count
1	Yes	96.83%	61
2	No	3.17%	2
3	Comments:	0.00%	0
	Total	100%	63

Q9_3_TEXT - Comments:

Comments: - Text

Q10 - My tutor worked with me to assess my needs and goals.



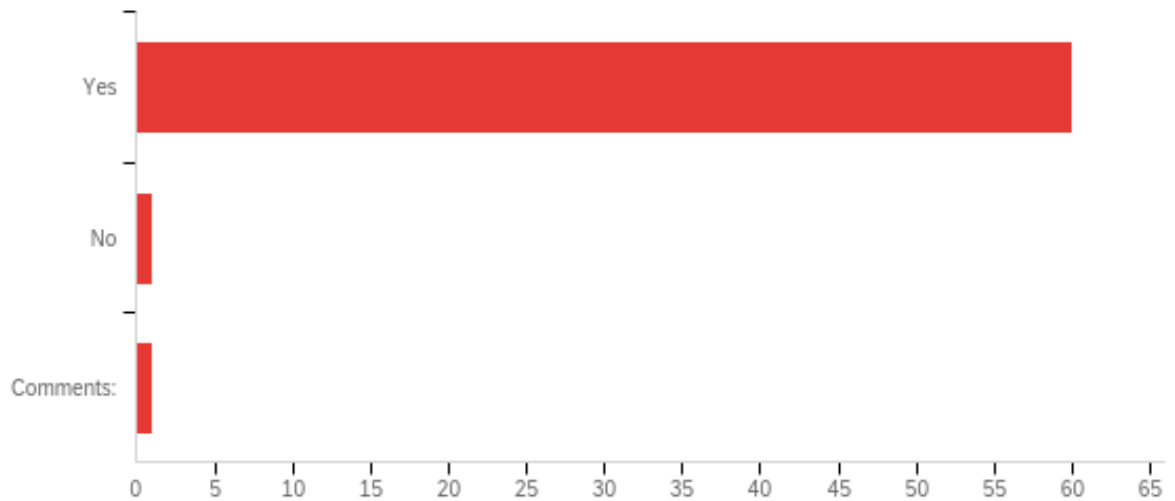
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My tutor worked with me to assess my needs and goals. - Selected Choice	1.00	2.00	1.02	0.12	0.02	63

#	Answer	%	Count
1	Yes	98.41%	62
2	No	1.59%	1
3	Comments:	0.00%	0
	Total	100%	63

Q10_3_TEXT - Comments:

Comments: - Text

Q11 - I feel like I can now answer questions about the material in my own words, or write on my own, or work 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 problems on my own. - Selected Choice	1.00	3.00	1.05	0.28	0.08	62

#	Answer	%	Count
1	Yes	96.77%	60
2	No	1.61%	1
3	Comments:	1.61%	1
	Total	100%	62

Q11_3_TEXT - Comments:

Comments: - Text

Not because of the tutor, just me personally. Working with the tutor made what I need help on better.

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

What suggestions do you have for us to make in-person or online tutoring better?

N/A

I have no suggestions

Nothing. Honestly everything was good

Refreshments

my appointment was extremely helpful, i don't have any suggestions

No suggestions

I think everything is really good as-is! The staff in the learning center helped me out a lot too since I was confused, as this is my first time going to tutoring.

Nothing it was a flawless experience and I left more knowledgeable about the content I needed aid with than when I first arrived.

Nothing

N/A

None right now

N/A

Better fashion sense, better sense of humor

N/A

N/A

Have tutors tutor classes that they are currently in or have taken within the year because a lot of my questions couldn't be answered because she said that she hasn't taken the class in a while and had to look stuff up.

Better candy this shit nasty

Not really

None right now

I have none.

Nothing

none

Make more tutors like lizzie!!

none

In person

Nothing

Q13 - Any additional comments:

Any additional comments:

N/A

She's really great ! She explains everything in depth.

None

I truly do appreciate the aid and the experience.

Yo whatup

N/A

N/A

I had a great time

N/A

N/A

Online tutoring sucks

Thank you Wally!

Nothing

Lizzie was amazing and helped me more then any of the other tutor's.

Appendix E: Tutoring First Appointment Survey Spring 2022

First Appointment Tutoring Survey – Spring 2022

May 2nd 2022, 11:27 am EDT

67 recorded responses

Q2 - For what course or subject area did you just now receive tutoring?

For what course or subject area did you just now receive tutoring?

writing

statistics

physics110

chem 112

Writing

Stats 241

Statistics

Statics

Spanish 102

Spanish

SP102

SNLN 253 & 300

Physics

PSYS 242

Microbiology

Meteorology

Meteorology

Math 165

Math 132

Math 113

Math 112

Math 110

Math 110

Math 110

Math 110

Math 110

Math

MUHI 100

MATH 166

MATH 125

MATH 125

Japanese 102

Japa 101

ISOM 210

English 285

Econ201

Econ 330

Econ 202

Econ 201

Econ 201

Econ

ENG 104

EDPS 641 (PSYS 241)

ECON 221

ECON 201

ECON 201

Comm 210

Chemistry 112

Chemistry 111

Chemistry 101

Chemistry

Chem230

Chem 230

Chem 101

Chem

COMM 210

BIO113

Anatomy 201

Anatomy

Accounting 202

Accounting 202

Acc201

Acc 201

ASL

ANAT 201

ACC 202

Q3 - What was your tutor's name?

What was your tutor's name?

Emily Davison

Megan Jessup

Joe

Mary

Ava

Katelyn

Lizzie Bowen

Meghan

Ok Schlatter

Lizzie Bowen

Joe

Emme

Mary

Lillie Sutton

Mary

Sebastian

Sydney Beechboard

Katelyn Spoor

Joe

Alex

Megan jessup

Emily Davison

OK (he said that's what people called him)

Alex

Onome Takpor

Onome

Lizzie

Alex

Helen Sparrow

evan spell

Evan

Ross Culy

Samual

Lizzie Bowen

Alex King

Shyanne

Cheyenne G

Helen Sparrow

Alex King

Ellish

Lillie Sutton

Alex

Ellie

Lizzi

Lizzie

Lexie

Ava

Karina K

Lizzie

Helen Sparrow

Megan

Wally

Emily Davison

Karina

Lucas

Alex

Megan

Sabrina

Karina

Samuel Elliott

Lexie

Emily

Wally

Reganne O'Connor

Sydney

Ava

Q4 - What was the date and time of your appointment?

What was the date and time of your appointment?

4/25 10am

april 12, 3:00-4:00

4/4/22 3pm

2

03/31/2022 1pm-2pm

3/24/22

March 24 / 5pm-6pm

March 23, 2022

3/15 6-7pm

3/15/22 @4pm

March 14th 2022, 3pm

Every Tuesday & Thursday

03/01/2022

March 1st, 2022 5-6pm

3-1-22@3

March 1st, 2022 4:00-5:00

March 1, 2022 from 2:00pm to 3:00pm

3/1/2022 @2

2-28-22

feb 28 3:00

2/28/22 at 12-1 pm

2/28 , 10am

2/23/22 @7:00 -8:00 pm

2/22 at 1

Sunday 2/20, 5pm

2/20/2022

Feb. 17th at 4:00pm

Feb 17 1:00

2-16-22 1:00pm

monday 2/14 7:00 pm

6 pm

Feb 14th 5-6pm

2/14/22, 3:00-4:00

February 14th 3-4pm

2/11 4PM

02/11/2022 1:00-2:15pm

02/11/2022, 11am

Feb 10

2/10/2022 3:00

2PM : 2/10/22

02-09-2022

2/8/2022

2/7/22 @5 pm

02/07/22 and 3pm

2/7/2022 @2pm

02/02/2002 @ 2:00pm

2/1/2022

2/1/22 11 am

1/31/22 at 2:00

1/27/22 @7:00 pm

4:00 1-27-2022

1/26/22 @ 5pm - 6pm

1/26/21 at 10am

1/25/2022. 2:00pm

1/24 at 6 pm

Jan 24 3-4

January 24 at 1pm

1/21/21 at 1

Jan. 20th, 2022

1/20 @10 am

1/19/22 @2:00 pm

January 19 10-11am

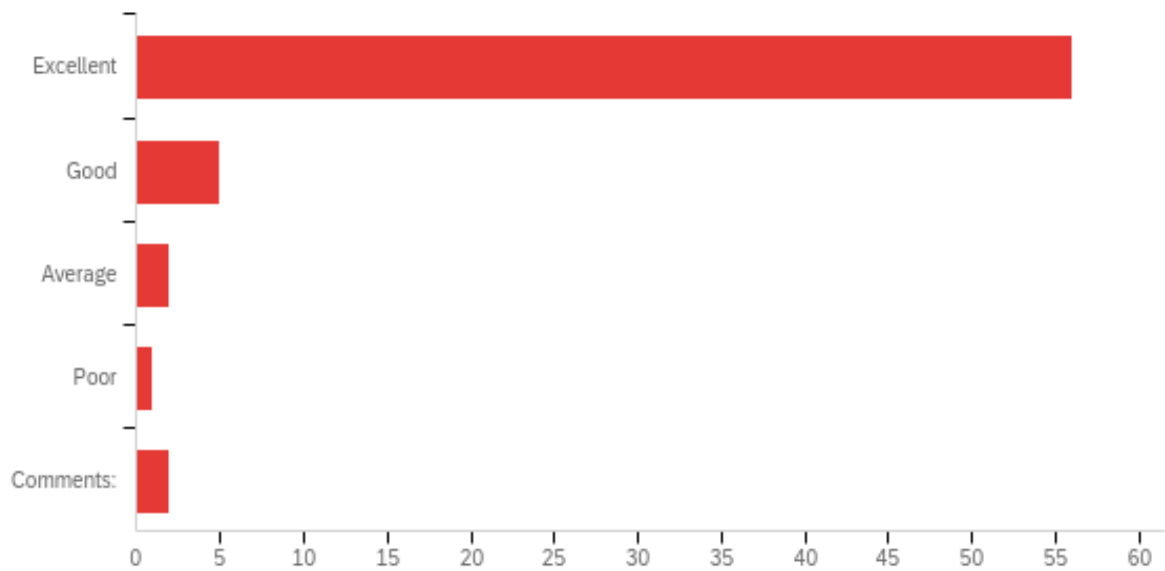
1/18 5-6 pm

1/18/22 at 5:00 pm

1/18/2023

Today at 11-12

Q5 - 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? - Selected Choice	1.00	5.00	1.30	0.85	0.73	66

#	Answer	%	Count
1	Excellent	84.85%	56
2	Good	7.58%	5
3	Average	3.03%	2
4	Poor	1.52%	1
5	Comments:	3.03%	2
	Total	100%	66

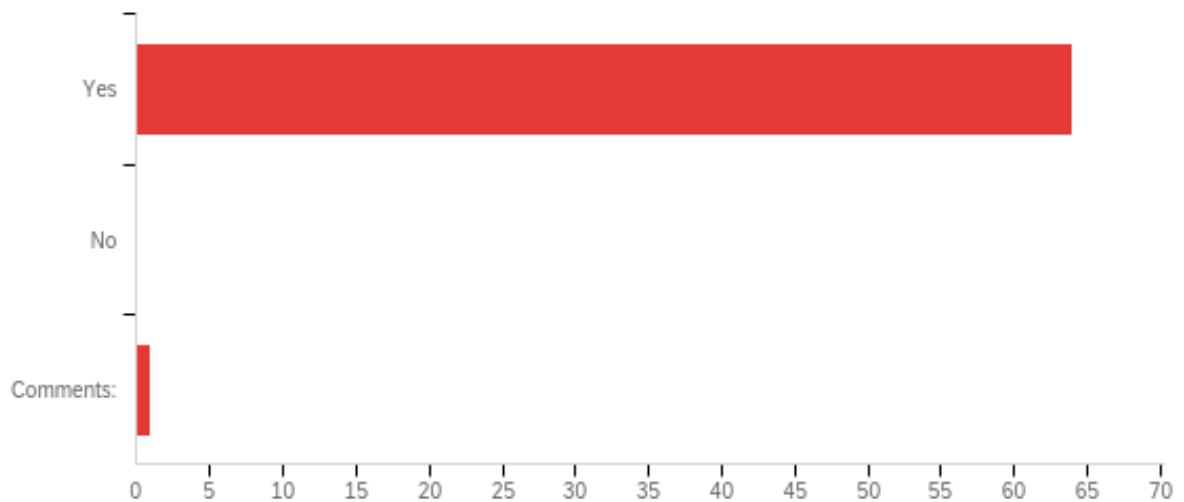
Q5_5_TEXT - Comments:

Comments: - Text

Tutor provided useful feedback on the subject I needed covered.

made chemistry seem like the easiest subject in the world

Q6 - 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 they did not 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 they did not know. - Selected Choice	1.00	3.00	1.03	0.25	0.06	65

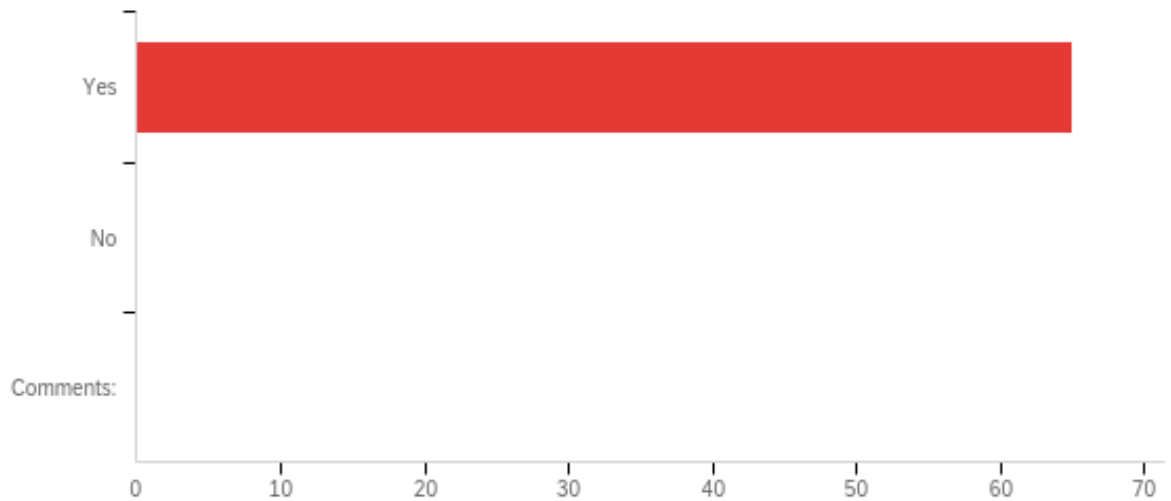
#	Answer	%	Count
1	Yes	98.46%	64
2	No	0.00%	0
3	Comments:	1.54%	1
	Total	100%	65

Q6_3_TEXT - Comments:

Comments: - Text

Some of the questions were about MATH 165 review.

Q7 - My tutor answered questions and asked me questions about the material and engaged me in a discussion about the material.



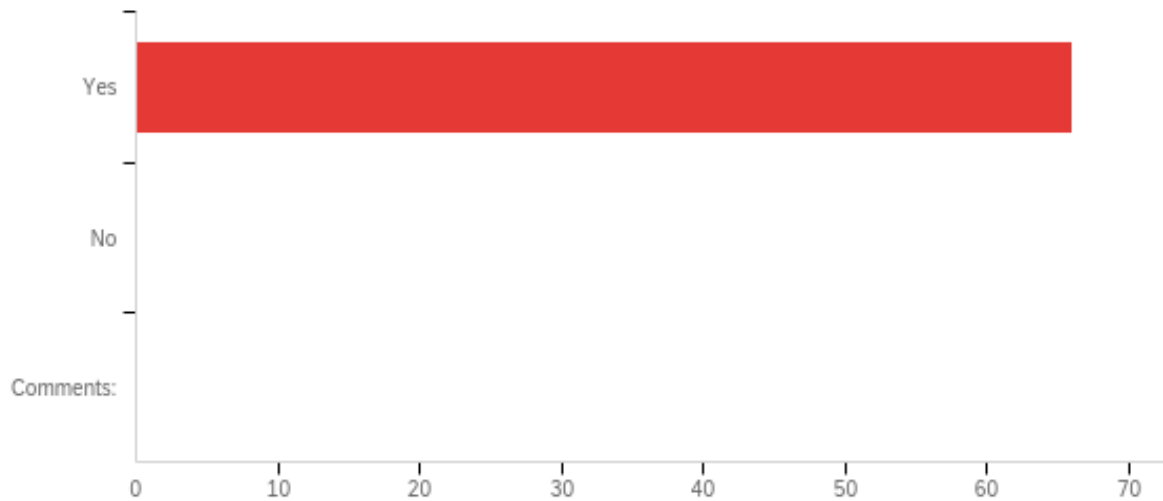
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My tutor answered questions and asked me questions about the material and engaged me in a discussion about the material. - Selected Choice	1.00	1.00	1.00	0.00	0.00	65

#	Answer	%	Count
1	Yes	100.00%	65
2	No	0.00%	0
3	Comments:	0.00%	0
	Total	100%	65

Q7_3_TEXT - Comments:

Comments: - Text

Q8 - My tutor made me feel welcome and comfortable: they were friendly and approachable.

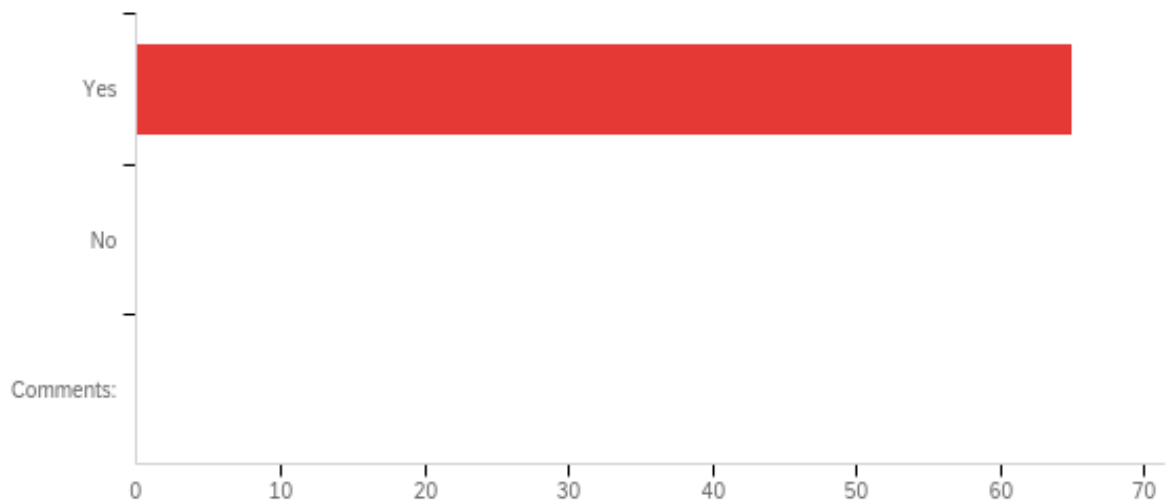


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My tutor made me feel welcome and comfortable: they were friendly and approachable. - Selected Choice	1.00	1.00	1.00	0.00	0.00	66

#	Answer	%	Count
1	Yes	100.00%	66
2	No	0.00%	0
3	Comments:	0.00%	0
	Total	100%	66

Q8_3_TEXT - Comments:
Comments: - Text

Q9 - My tutor used appropriate strategies when I needed them.



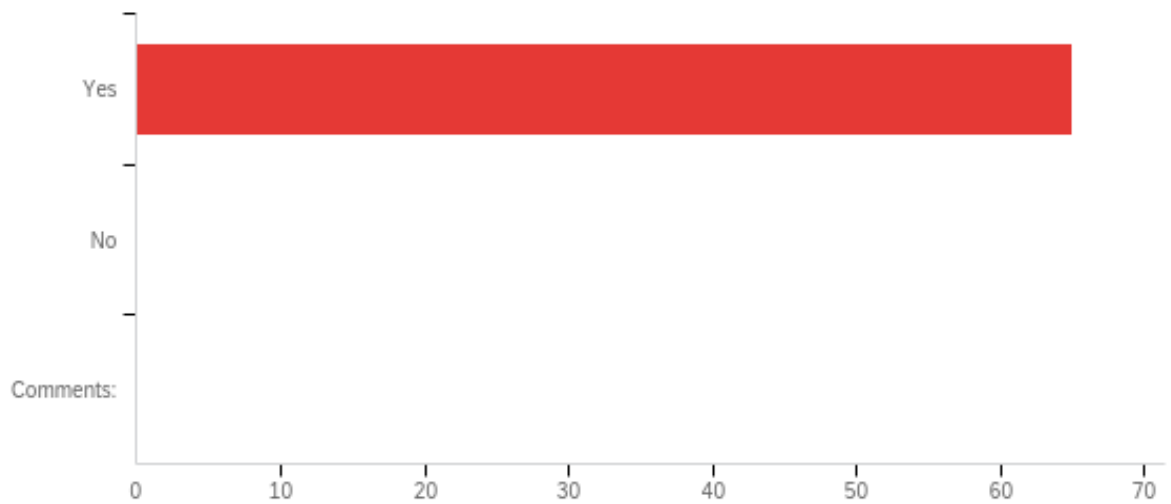
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My tutor used appropriate strategies when I needed them. - Selected Choice	1.00	1.00	1.00	0.00	0.00	65

#	Answer	%	Count
1	Yes	100.00%	65
2	No	0.00%	0
3	Comments:	0.00%	0
	Total	100%	65

Q9_3_TEXT - Comments:

Comments: - Text

Q10 - My tutor worked with me to assess my needs and goals.



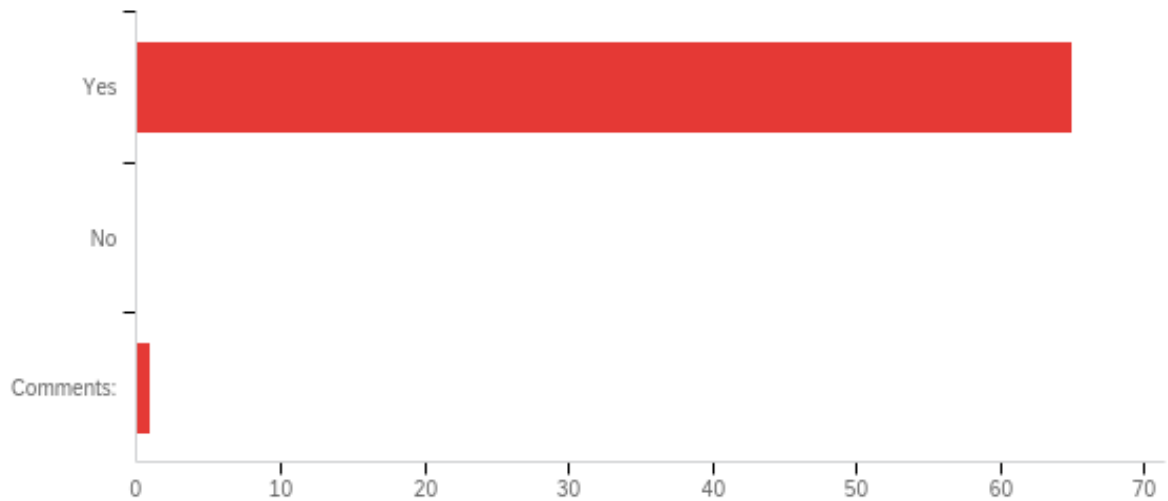
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My tutor worked with me to assess my needs and goals. - Selected Choice	1.00	1.00	1.00	0.00	0.00	65

#	Answer	%	Count
1	Yes	100.00%	65
2	No	0.00%	0
3	Comments:	0.00%	0
	Total	100%	65

Q10_3_TEXT - Comments:

Comments: - Text

Q11 - I feel like I can now answer questions about the material in my own words, or write on my own, or work 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 problems on my own. - Selected Choice	1.00	3.00	1.03	0.24	0.06	66

#	Answer	%	Count
1	Yes	98.48%	65
2	No	0.00%	0
3	Comments:	1.52%	1
	Total	100%	66

Q11_3_TEXT - Comments:

Comments: - Text

I personally still struggle with the concept. Not her fault, I think I just can't grasp the concept as well I'm general.

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

What suggestions do you have for us to make in-person or online tutoring better?

n/a

Na

Turn down the heat

-

None

NA

N/A

Make it more accessible

None

Everything is great!

N/A

He was excellent. No suggestions

technological issues are unavoidable

I always have to call because it says I've maxed out on appointments for the week when I haven't.

N/A

none

Tell the person being tutored if they will be in a group session or not

I don't have anything

Yes

Q13 - Any additional comments:

Any additional comments:

none

This was my first tutoring session and I am very happy to have had Lizzie. I'm so happy with my experience that I'll be using this service often in the future.

Such an amazing tutor!!!!!!

She was great! Really understood the material

She was great! I know I talked a lot and went off on little asides often, but she was wonderful with following and adapting, keeping me on track.

She helped a lot !

Samual was a great tutor.

Na

NA

Lillie is the best tutor I've had!!

I took this class last semester and failed it. This exact chapter is where I fell off when it came to my grade last semester . OK taught helped me so much I feel much more comfortable with the material and am relieved to know I won't fail this chapter this time around !

I really enjoyed our tutor session! It was very helpful!

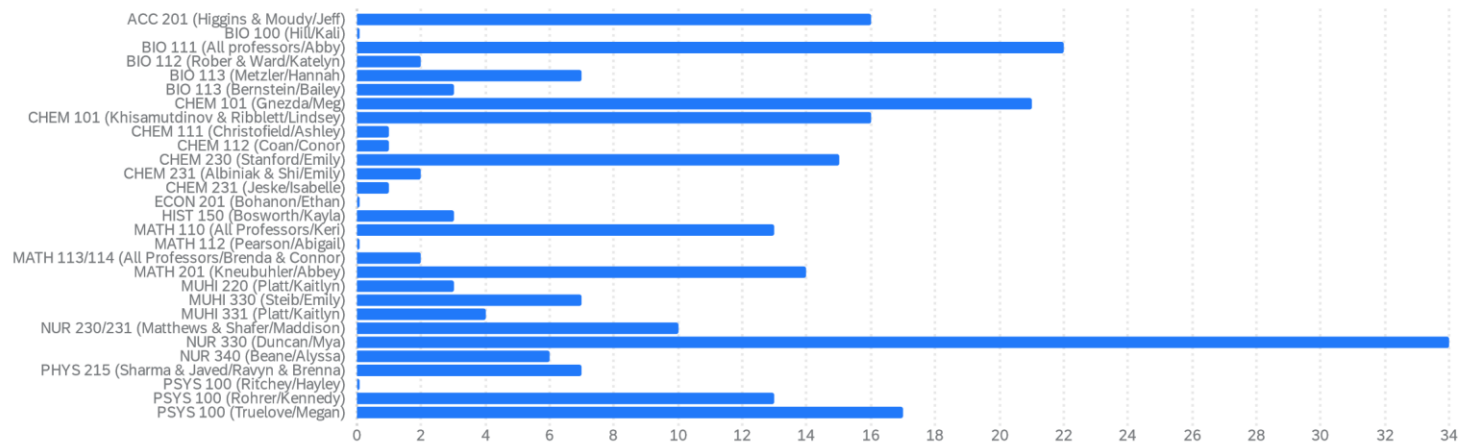
I really appreciate the help Onome is providing. My course is not typically a course offered at the Learning Center, but she is still able to help me so much. She makes concepts so much clearer.

Emme is great. This is my second semester coming to her for help and I can really tell a difference in class .

Alex was EXTREMELY helpful. I was scared before this session about this test. I feel like I will be ready for the test now.

F: Supplemental Instruction Client Satisfaction Survey Fall 2021

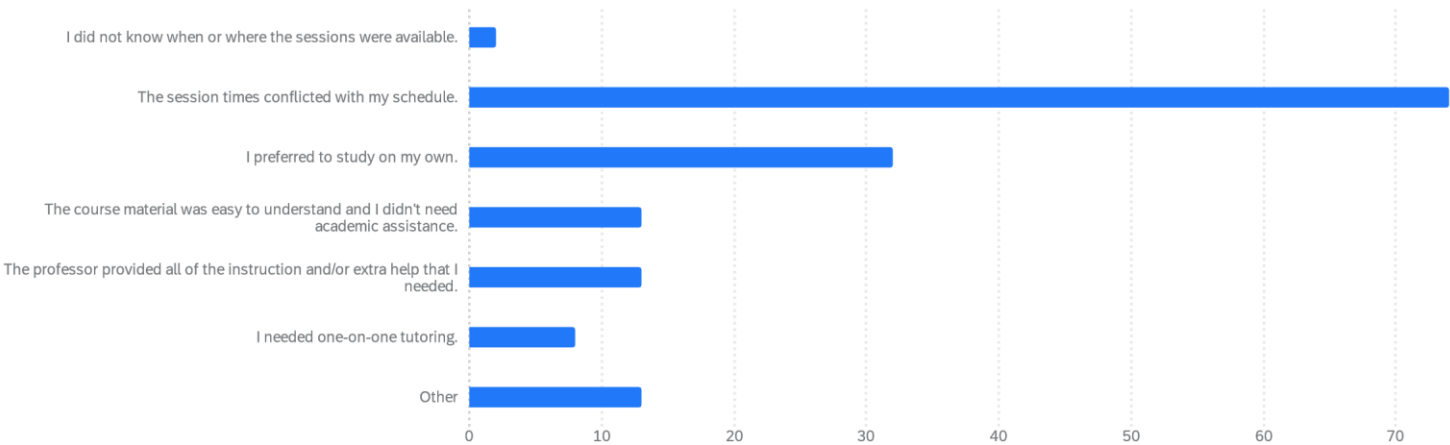
Please choose the course/instructor/SI leader. 240 ⓘ



How many SI sessions did you attend? 219 ⓘ

How many SI sessions did you attend?	Average	Minimum	Maximum	Count
Slide to indicate the approximate number of sessions you attended.	12.84	0.00	40.00	219

If you did not attend any SI sessions, what were the reasons? Mark all that apply. 99 ⓘ



If you did not attend any SI sessions, what were the reasons? Mark all that apply.: Other ⓘ

Attended all unless they conflicted with my work schedule

I attended half, conflicted with my schedule

others advised me not to b/c it was not beneficial

self care

class conflict

do conflict with scheduling half the time

kids and family

I was just a bit busy to make it after the original times changed

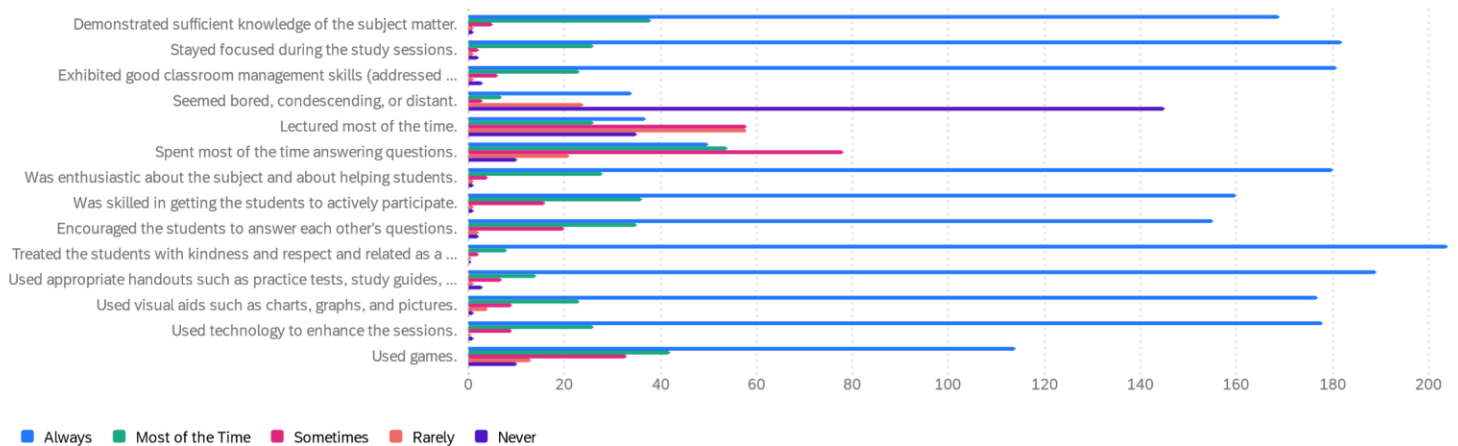
couldn't find zoom link

A lot people that attended SI said that they were just given worksheets to work on and then went over the answers. I need more in depth, retraining of the material.

I didn't feel the material taught at SI was helpful.

The building was too far for me to walk to.

If you attended at least one session or more, please comment on the following characteristics of the SI Leader. 214 ⓘ



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

She is too good

Emily was a fantastic SI leader. She was extremely helpful, and a great communicator. Would use sessions to review class material, review for exams and even help us prep for new material that we wouldn't get to review in another SI session before the next exam. Was skilled at identifying where a student was having trouble and redirecting or asking a question in another way to get us thinking. I know she is a huge reason why I was able to complete this class.

Emily was amazing. She willingly offered her own time on multiple occasions to help us understand the material and found different ways of explaining things if it didn't make sense. I would not have passed this class without her help.

I didn't learn anything at these

Mya was awesome!

Lindsey was absolutely amazing and poured so much into her students!! I am forever grateful for her and don't think I would've passed chem without her help.

Jeff was really great in helping with homework problems. He was also a great help during the case study. I found the material easier when he went over it in SI

Lindsey is a great SI leader. She is very kind and at the same time very smart and most importantly knowledgeable.

I thought Mya did a fantastic job! She always came well prepared for each session with handouts and an appropriate amount of material to cover each session

Kaitlyn was a great SI leader! Her sessions really helped me do well in the class.

Ravyn and Brenna were great! There is a lot of material to go over in a short time but I do wish we would've been able to go through more of the answers on the handouts during the session.

She did an amazing job!

She did a great job!

Maddison appeared to be going through the motions. I think she may have been overwhelmed in her own classes. I did appreciate the handouts and the material she covered. It helped me have success in my classes.

Mya was the best SI leader ever!

Really good SI leader who helped my grade TREMENDOUSLY!!

I thought Mya did a great job!

SI was very helpful and you could tell that she cared about her job and cared about what we needed help with

So great!

Mya is amazing, the best SI I have ever been to. she is one smart cookie

Amazing SI leader who made SI a priority in her life and always ready to help us!

She did amazing!

Mya was very helpful in relating information to the course work. Her handouts were helpful. She gave us advice and tips that helped us learn the material. She was always available when I needed her. She was so encouraging and positive.

I felt that some of the SI sessions I went to did not cover the depth of material that I faced on exams. We spend too much time going over basic concepts and not things that presented problems on the exam.

mya was great! she was an awesome resource and always willing to help :)

Lindsey did an amazing job being a S.I. teacher. She always was happy to see us and teach. She never had an attitude once. She really cared for our grades and our lives. She put so much effort to helping us in any way she could. She offered to stay as long as possible many times, which was very helpful.

Mya was super great at SI and was extremely helpful.

The SI sessions were fantastic. I felt much more knowledgeable and comfortable with the material going into the test after attending the sessions.

Mya went above and beyond for us! Best SI ever!

Keri was a great SI leader when I did attend sessions she was always super helpful and nice

She's very nice.

mya worked so hard and was so helpful! She really cared to help us and put in a lot of extra time and it showed up!

She did her job very well!

N/a

Emily was amazing. She was passionate about what she was teaching and she went above and beyond to make sure the other students and myself understood the material.

Abby was great! She was so helpful and kind. She is a great SI teacher!

I would not have been able to do as well in chem as I did without Lindsey. She answered my texts and emails late at night and fit extra time in her busy schedule to go over homework on days I didn't have SI. Overall, she prepared me for my tests and I found SI sessions very helpful.

I loved my SI sessions. While I did only go for extra credit it did help when I needed some one on one time with certain problems.

She was the best and sweetest!

This was my first time attending SI sessions and it really helped me out.

Lindsey was great, she definitely wanted the best for us in chemistry and gave us many helpful tips. Sometime she was a little behind, but overall really good.

Lindsey was awesome. Her SI sessions were always super helpful. Going to SI definitely helped me get a good grade in the course. She even added a few extra sessions so we could ask questions and get clarity on certain things before an exam.

Lindsey was absolutely amazing and helped so much with difficult material in this course. She always was willing to help even outside of sessions, and even held sessions on Sundays before a couple difficult exams. She is just an absolute amazing SI.

lindsey was a great instructor

Abbey was SO helpful. She was very welcoming to all of us, and she was always willing to help us outside of sessions if we needed it. Her review packets and worksheets were also super helpful because they indicated what might be on the exams. She was always willing to answer questions, and she never judged anyone for not knowing how to do something. She also tried to give us easier ways to do the problems because the professor didn't explain things very well.

Lindsey did a great job this semester and I'm incredibly thankful for all the help she gave.

She was great at explaining and teaching the content in an easier way for us to understand and it was very helpful overall.

I really appreciated when Abby would not only hold the two SI sessions in person each week, but on exam weeks she held an extra session over zoom where we could ask questions, review, and practice with Kahoots. She's great!

the program was good, no suggestions

When picking times sessions were held, there should of been a little more variety. It couldn't work with my work schedule having back to back days around the same time.

Emily was great. Couldn't have done the class without her

Emily was an outstanding SI leader, and without her or the SI sessions, I would not have been able to pass the class. I am grateful for everything she has done for us. She offered us incredibly useful problems to solve, was respectful and supportive, and was always available to help us with anything.

Great job ! - Aaliyah Crowder

You did a great job ! - Aaliyah Crowder

I thought Hannah did an amazing job as an SI leader. She was very positive and extremely helpful. Her sessions always left me feeling more confident with the material and I felt like she did a really good job explaining topics I was uncertain of.

Emily was a great SI and I don't know what I would have done without her this semester

She rushed through the SI sessions and didn't usually break it down. I seemed like she expected us to know more than we knew even though we were there for help.

Emily was one of the best SI leaders I've had in my 4 years at Ball State. She was always very helpful, motivated to help us learn, and kind when you didn't understand a topic. She'd work really hard to help anyone and everyone understand no matter how long it took.

Jeff was always consistent with his communication and I knew where I could find him.

Amazing friend, peer, and teacher. If I have any chem questions, I will be sure to stop by her office!

Great info was always shared and it was always a great study session. However, at every session we always just did break out rooms and an outline, and I would have rather had a variety of activities to do.

Hannah was great and always super willing to help students! Amazing!

I do wish the SI session was at a more accessible time, as it took place at 3 on Tuesdays and Thursdays, and I would have preferred it to take place around 4, so then I could actually attend.

Okay so I do not like being rude, but Meg for the Chem 101 Ms. Gnezda class was the worst SI I have ever had. The first SI I attended, her 2 example questions had 2 wrong answers, I had to point them out, where then she stated she copied and pasted. Next, I went to an SI and it was a waste of my precious time, we did one question in 30 minutes. It was basically where a classmate drew a skeletal line structure and we wrote what it was, I asked her to check mine where she stated it was right, I went home and asked Ms. Gnezda about it as well, I had my doubts and Ms. Gneza confirmed them, it was incorrect. So I think this Meg girl has no idea what she is doing and two is only doing it for the extra credit or the money (or whatever one gets from this program). Pls take her out of this program and put someone who actually cares and knows how to do this class.

She was absolutely amazing! She gave us plenty of handouts and gave us games to help review and helped us to study. Always on task and always met up with us if we missed a meeting and had us ask any questions that we had at any time.

Alyssa was amazing and did such a great job!

She was a wonderful SI leader and made the topics very easy to understand. She was very nice and welcoming. She made asking questions encouraging.

LOVED HER! She brought up the room with energy and really helped me understand the material!

Awesome!

Emily was an amazing SI leader. She was very helpful all semester and gave worksheets that really helped in understanding the material. She always went above and beyond for every student that attended her sessions, by holding her office hours for longer and providing additional tools to help complete worksheets.

To be honest this would have been great when I was a full time student and was on campus in 2008. Know that there was help there if I needed was a great and kudos to y'all for getting student input.

She was amazing!

Without Emily D., I would have been so lost in chem 230. She is an awesome SI leader and really cares about our success

Emily was great and really helped me understand organic chem! I couldn't have done it without her help!

Emily has been very helpful during SI session. She is attentive and caring for our needs. She is able to answer our questions with more details regarding the concepts.

Emily will be the reason I pass this class.

Although I didn't attend many of the sessions, I do believe that they were a very good resource for the times when I did go.

I really enjoyed Megan as an SI leader. Her sessions were incredibly helpful and I would 100% recommend going to them.

Megan the SI instructor made the sessions so much fun, I wish I went to more of them

I loved the ability to attend them whenever I needed help with the course material

Thanks for being willing to do this for the people that can/would show up. I'm sure it's very helpful and sorry that I could not join any sessions.

never coincided with my schedule

I really liked having the SI sessions as an option. It felt nice that other students and even the professor knew the class would be challenging so they set up extra study time.

n/a

Personally, games aren't a good way to help students learn.

This was a great program that I personally appreciated very much. Kennedy was kind, helpful, and most of all understanding. She was very kind when an incorrect answer was given, and she really helped me, not only understand the questions, but she also helped me understand why the answer was the correct one.

Meg was so great

Very sweet and kind

na

Meg was very good and helped me understand chem a lot, she would also be willing to meet with me not during SI sessions for some more help when I had a question.

Love Kaitlyn, quite literally saved me and taught so well she would be such an amazing teacher.

offered to help certain students outside of SI time but not everyone else

Megan is a wonderful SI leader. She really took the time to get to know whoever came to the sessions and always had good advice when it came to anything psychology related. It was obvious that she had put in great effort to make PowerPoints and study guides for us to use, and she also genuinely wanted us to succeed.

She was busy a lot of the time and had to cancel sessions but overall good!

She did a good job and should continue to do this job. Gnezda and her worked well together.

Very good at breaking down the material to where it is easier to understand. Also, Abby always keeps things interesting and knows how to grab the attention of the room.

Katelyn was amazing, she's super nice and helped out a lot. I genuinely enjoyed attending session cause she was such a great SI.

Megan was very helpful with all of the handouts and answering questions people had.

Megan Was Great and I was pleased to have her!

my friends really benefitted from her SI sessions

Megan did absolutely great and put SO much work and effort into it.

I loved having Megan as an SI tutor! She was really knowledgeable and helpful. She was also super patient, which I really appreciated since I sometimes struggled with the content.

I really liked the SI program everyone was very nice and I learned a lot from each session which helped with my scores on my exams. I really love our leader and our in-class TA's they all provided so much guidance and help when needed!

I enjoyed attending Kennedy's SI sessions. She prepared us for each test and was always more than willing to answer any questions we had. Without these sessions I would have struggled in this class; however, I felt fully confident and prepared for each test and assignment. I don't believe that she could have improved her sessions at all, they were perfect.

really engaging and helpful

Meg did an AMAZING job! I think kept the students engaged as well as providing/doing so much for us and helping us succeed. Knowledgeable about it all. Honestly looked forward to going to SI

She was great made her class much more enjoyable the only place I was able to actually learn in these sessions.

Maddison was always available to help or answer any questions/concerns. She put a lot of time into her study guides and they were always really helpful. I never felt uncomfortable talking to her during the session or one on one. I also really appreciated how she would ask for our input in the way SI was run.

I tried attending SI but the sessions were just us filling in blanks and then leaving, usually took 10min out of the full hour. I also have a job outside of school, and I couldn't attend the new times we changed to, but when emailed to see what I could do they told me to get a tutor but NUR 230/231 tutors aren't available.

Great SI teacher...helped a lot

Kaitlyn was great! She always had great tips to remember things and was very knowledgeable.

My study sessions helped me get the grade I wanted in the course

She was awesome and I love her energy!!!

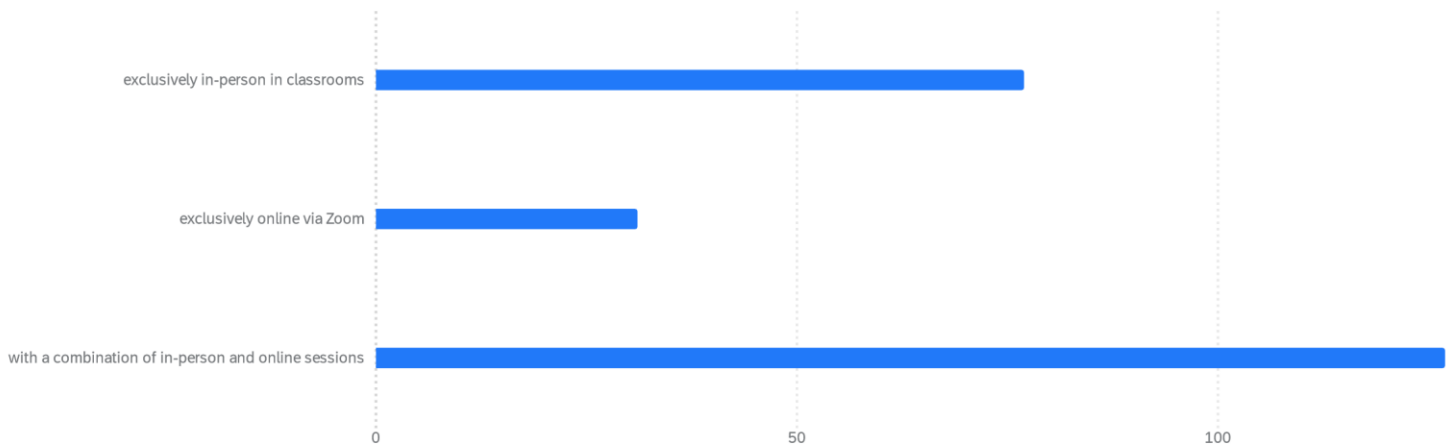
Abby really helped me improve my grade in the class, so I do hope the best for her and want to thank her for all she has done.

Abbey has been an amazing SI instructor!!! She always answers questions and does a great job with reviewing content for Math 202.

Did a great job!

Meg helped so much! Great SI leader

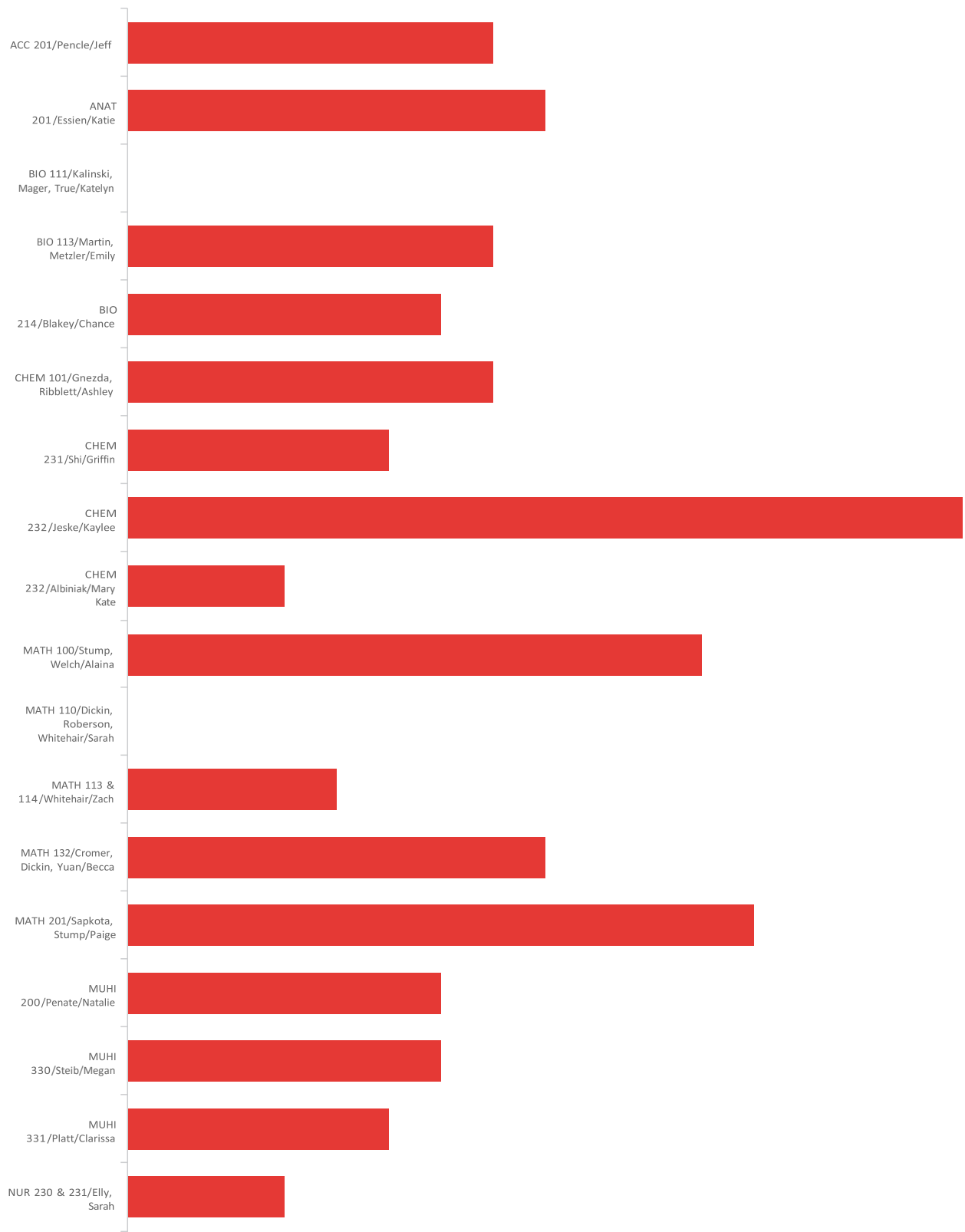
In future semesters, I would prefer for SI sessions to take place 235 ⓘ

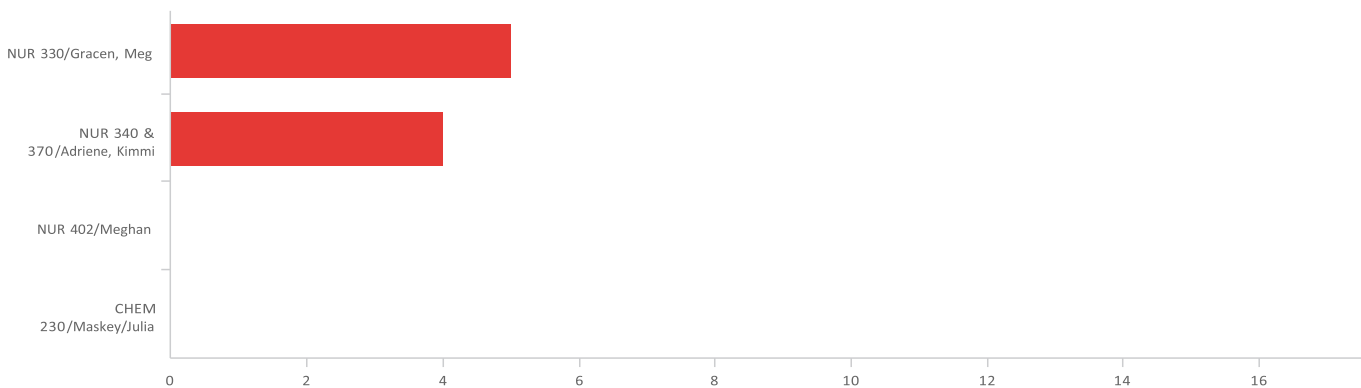


Default Report

Spring 2022 SI Survey

Q1 - Please choose your courses/instructors/SI leaders:





Data source misconfigured for this visualization.

#	Field	Choice Count
1	ACC 201/Pencle/Jeff	5.69% 7
2	ANAT 201/Essien/Katie	6.50% 8
4	BIO 111/Kalinski, Mager, True/Katelyn	0.00% 0
5	BIO 113/Martin, Metzler/Emily	5.69% 7
6	BIO 214/Blakey/Chance	4.88% 6
7	CHEM 101/Gnezda, Ribblett/Ashley	5.69% 7
10	CHEM 231/Shi/Griffin	4.07% 5
11	CHEM 232/Jeske/Kaylee	13.01% 16
12	CHEM 232/Albiniak/Mary Kate	2.44% 3
13	MATH 100/Stump, Welch/Alaina	8.94% 11
14	MATH 110/Dickin, Roberson, Whitehair/Sarah	0.00% 0
15	MATH 113 & 114/Whitehair/Zach	3.25% 4
16	MATH 132/Cromer, Dickin, Yuan/Becca	6.50% 8
17	MATH 201/Sapkota, Stump/Paige	9.76% 12
18	MUHI 200/Penate/Natalie	4.88% 6

19	MUHI 330/Steib/Megan	4.88%	6
20	MUHI 331/Platt/Clarissa	4.07%	5
#	Field	Choice Count	
21	NUR 230 & 231/Elly, Sarah	2.44%	3
22	NUR 330/Gracen, Meg	4.07%	5
23	NUR 340 & 370/Adriene, Kimmi	3.25%	4
24	NUR 402/Meghan	0.00%	0
26	CHEM 230/Maskey/Julia	0.00%	0

123

Showing rows 1 - 23 of 23

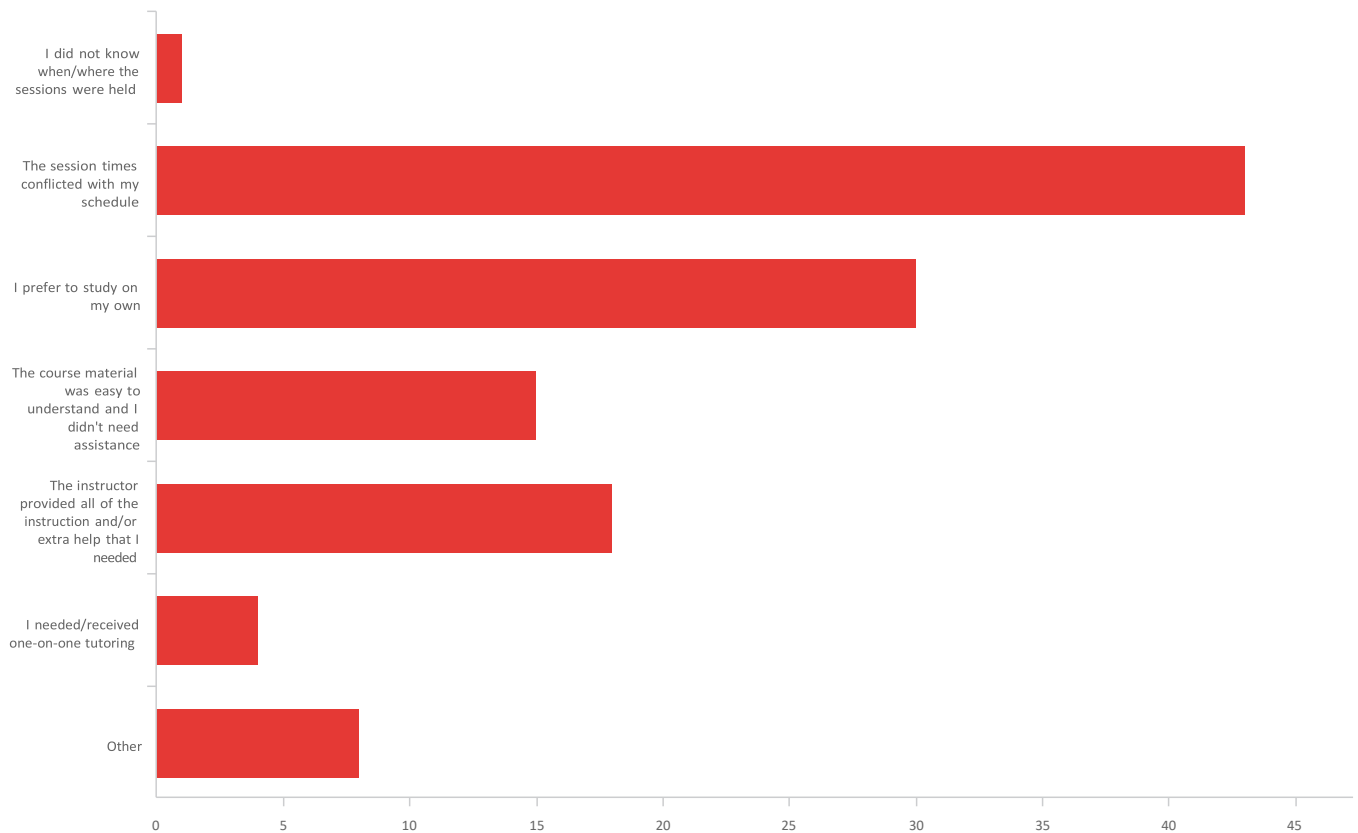
Q2 - How many SI sessions did you attend?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Slide to indicate the number of sessions you attended:	0.00	96.00	11.65	15.78	249.10	130

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Slide to indicate the number of sessions you attended:	0.00	96.00	11.65	15.78	249.10	130

Q3 - If you did not attend any SI sessions, what were the reasons? Please mark all that

apply:



#	Field	Choice Count
1	I did not know when/where the sessions were held	0.84% 1
2	The session times conflicted with my schedule	36.13% 43
3	I prefer to study on my own	25.21% 30
4	The course material was easy to understand and I didn't need assistance	12.61% 15
5	The instructor provided all of the instruction and/or extra help that I needed	15.13% 18
6	I needed/received one-on-one tutoring	3.36% 4
7	Other	6.72% 8
		119

Showing rows 1 - 8 of 8

Q3_7_TEXT - Other
Other

The only times I didn't attend were if I had to work.

The si instructor just repeated what was on the slides

birthday and didn't feel good the times I did miss.

I already knew some in this class so it is really easy for me to study on youtube and on alexs

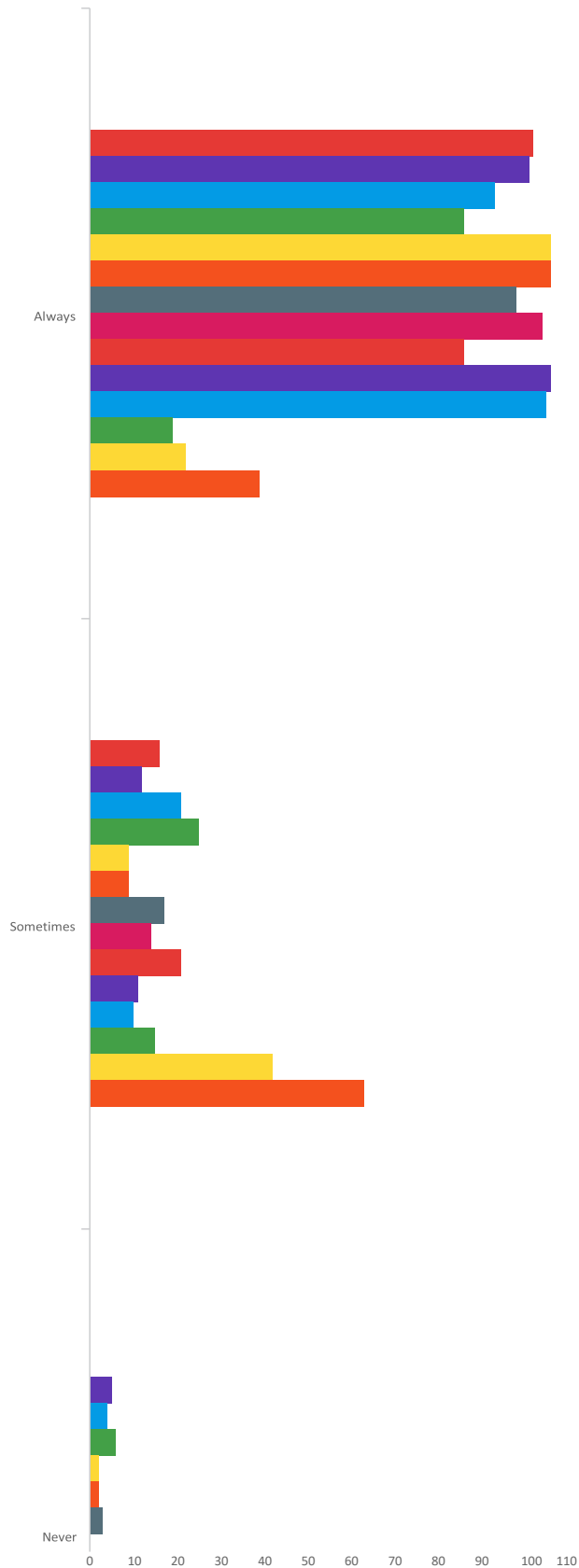
I preferred to read or do the research to study

The time the SI had the sessions were on days that they were after when my class would already be done with the test or new material being covered so I couldn't benefit any from them

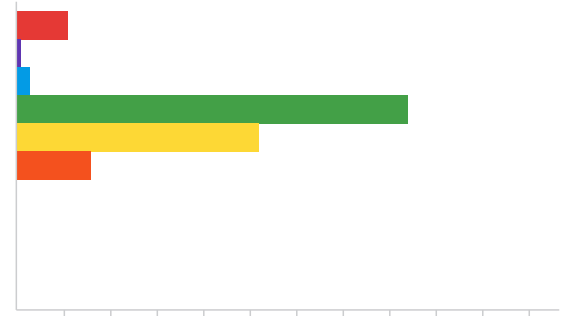
Si sessions tend to be a waste of time

I hardly missed SI sessions for this class

Q4 - If you attended at least one SI session, please comment on the following. My SI leader....



demonstrated sufficient knowledge of the subject matter was enthusiastic about the subject and about helping students was skilled in getting students to actively participate encouraged students to answer each other's questions treated students with kindness and respect used appropriate handouts such as practice tests, study guides, and outline... used visual aids such as charts, graphs, and pictures used technology to enhance sessions used games to enhance sessions stayed focused during sessions exhibited good classroom management skills seemed bored, condescending, or distant during sessions 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	2.00	1.14	0.34	0.12	118
2	was enthusiastic about the subject and about helping students	1.00	3.00	1.19	0.49	0.24	118
3	was skilled in getting students to actively participate	1.00	3.00	1.25	0.50	0.25	118
4	encouraged students to answer each other's questions	1.00	3.00	1.32	0.56	0.32	117
5	treated students with kindness and respect	1.00	3.00	1.11	0.36	0.13	117
6	used appropriate handouts such as practice tests, study guides, and outlines	1.00	3.00	1.11	0.36	0.13	117
7	used visual aids such as charts, graphs, and pictures	1.00	3.00	1.19	0.46	0.21	118
8	used technology to enhance sessions	1.00	2.00	1.12	0.32	0.10	118
9	used games to enhance sessions	1.00	3.00	1.36	0.65	0.42	118
10	stayed focused during sessions	1.00	3.00	1.11	0.34	0.11	118
11	exhibited good classroom management skills	1.00	3.00	1.14	0.41	0.17	118
12	seemed bored, condescending, or distant during sessions	1.00	3.00	2.55	0.75	0.57	118
13	lectured most of the time	1.00	3.00	2.26	0.76	0.57	116
14	spent most of the time answering questions	1.00	3.00	1.81	0.65	0.43	118

#	Field	Always		Sometimes		Never		Total
1	demonstrated sufficient knowledge of the subject matter	86.44%	102	13.56%	16	0.00%	0	118
2	was enthusiastic about the subject and about helping students	85.59%	101	10.17%	12	4.24%	5	118
#	Field	Always		Sometimes		Never		Total
3	was skilled in getting students to actively participate	78.81%	93	17.80%	21	3.39%	4	118
4	encouraged students to answer each other's questions	73.50%	86	21.37%	25	5.13%	6	117
5	treated students with kindness and respect	90.60%	106	7.69%	9	1.71%	2	117
6	used appropriate handouts such as practice tests, study guides, and outlines	90.60%	106	7.69%	9	1.71%	2	117

7	used visual aids such as charts, graphs, and pictures	83.05%	98	14.41%	17	2.54%	3	118
8	used technology to enhance sessions	88.14%	104	11.86%	14	0.00%	0	118
9	used games to enhance sessions	72.88%	86	17.80%	21	9.32%	11	118
10	stayed focused during sessions	89.83%	106	9.32%	11	0.85%	1	118
11	exhibited good classroom management skills	88.98%	105	8.47%	10	2.54%	3	118
12	seemed bored, condescending, or distant during sessions	16.10%	19	12.71%	15	71.19%	84	118
13	lectured most of the time	18.97%	22	36.21%	42	44.83%	52	116
14	spent most of the time answering questions	33.05%	39	53.39%	63	13.56%	16	118

Showing rows 1 - 14 of 14

Q5 - Please share any additional comments, concerns, or suggestions about your SI leader and/or the SI program:

Please share any additional comments, concerns, or suggestions about your S...

Very sweet and helpful!

Very interactive and definitely helped me grasp the material better!

This is honestly the best SI leader I have ever had. I am very glad we had her and I honestly would not have passed the class without Jillians help! Not only was she very kind and easy to approach and ask questions, she had a natural way of explaining things to make them easier to understand. She was able to dumb things down without making us feel dumb if that makes sense. She was wonderful. She also made the SI sessions fun and interesting. She used different methods to encourage engagement and to help us learn during our sessions. She also went above and beyond to adapt to our needs and make sure we were well prepared for quizzes and exams.

Was super professional, i can't really remember how many sessions i went to but i usually did the week before exams and quizzes that i needed extra help on, and he provided me with excellent instruction!

Dara was available if needed, I just wasn't able to attend with my busy schedule. I did have classmates who went and said she did a great job.

Sometimes I felt like the SI leaders made rude and snarky comments. I stopped going to the regular sessions because I felt like I could do better studying on my own. I went to many practice exam study sessions, so I could get the practice test; however, when I went to check my answers with theirs, it was very clear that they didn't check their work at all because many of the answers were CLEARLY wrong. I'm sure they know what they are doing, but their work did not reflect that. I'm sure some students were very confused when going back through their answers because I know I was.

Very helpful! Determined to help students, and always had useful sessions.

she was AWESOME!! She was so supportive and was like a cheerleader to us cheering us on for class. She always came up to me during class and told me "you got this!!" and it gave me a confidence boost :)

Kaitlyn was a great SI leader - she really knows what she's talking about and going to her sessions definitely improved my performance in the class. I felt like she knew the answer to literally any question I could ask.

I did not attend any session because I was never able to with my schedule but for what its worth whenever she discussed the sessions that were held during she was very encouraging and enthusiastic for people to come and participate

She is a wonderful SI leader for sure! I enjoy the class a lot and it helps so much!

Kaitlyn was the best SI I have had in my college career. She always seemed eager to help and did everything she could to help us understand. When someone would ask a question that she wasn't sure of, she would ask Dr. Platt and get back to us. I owe my great grade in this class to Kaitlyn's help.

She never asked anyone what time would work best for them. And never recorded any sessions so people who has to work could possibly view them

Overall, Karla was an amazing SI leader. She always answered our questions and even if it was something she was uncertain of she found the answer for us. She did a great job at explaining different problems in multiple different ways in order to make sure we understood. She never had a bad attitude and

was always engaging us in the activities/sessions. She made sure to attend to whatever problems we were struggling with. She was extremely friendly, easy going, and helpful.

I did attend a lot of SI sessions but I don't know the number. Abbey is a great SI leader and I would love to have her again if I had another math class but I'm going into student teaching in the fall. She was really caring and helpful when I needed help or confidence for the test. I have built a bond with Abbey and thankful for her believing in me when I don't. It was so easy to talk and ask questions to Abbey because she understood how to explain the information to me better than the professor did.

I am definitely only passing Math 202 because of SI. Abbey is really good at explaining and answering questions in a way that we understand. She's really kind and makes studying fun.

She was very nice.

She was kind of rude as her personality. But helpful with content

Love Mya she's the best!!!

I did not enjoy the online format of the SI sessions, it made it much harder to connect with. Plus Ella was limited to drawing structure with her laptop's trackpad which always made the drawings sloppy. The Zoom was always awkward, like most Zoom meetings are. Not Ella's fault, just an unfortunate consequence of not holding in person sessions.

I went to one SI session and never went back. I went in hopes to understand the content of the class better but during the session, she was just quizzing us and asking us questions about the information. I didn't understand the content of the lecture so I went to the session in hopes that she would explain it better or in a different way that I could understand, but she just told us to answer some questions without using our notes. Not helpful at all in helping me understand the information, just showed me what I should know but I didn't learn anything from the lectures.

I love Kaitlyn she is the absolute best!

Although I did not attend any of the SI sessions, Zach always sent out the emails and reminders about them in a timely manner. He seemed to really help my classmates that did go

Great attitude and motivates you to learn. Also shows multiple ways to learn material which is always good.

Karla Had the best explanations and always answered my questions perfectly while showing me how to solve it on my own.

Very rude and condescending, if she was more positive and pleasant I would have attended. Her negative energy kept me from attending. Would talk at us in a rude tone and would be very short with us. I know her attitude kept multiple of my peers from attending as well. Was never pleasant, nice, or kind.

Mya has been the best SI instructor I've had at BSU. She truly cares about us and wants to help in anyway she can.

Karla was always super sweet and helpful!

I am not positive how many times I went to the SI sessions. I always enjoyed going to the sessions. I always felt like Abby was happy to be there and she was always willing to help us at anytime. Sometimes in class we would have questions from that day's class or questions for exams, but other than that we were reviewing material.

I thought our SI leader was amazing. One challenge was sometimes provided extra information that we weren't quizzed on so it made things more challenging. Other than that Mya was fantastic and provided lots of valuable information, was amazing at being available and communicating with us!

Abby was great! She helped me out a lot over the semester.

good job

Kelsey was great and very knowledgeable!

I haven't had the time to attend the sessions, but several classmates and friends did and they all had only positive things to say

The SI sessions were held in person for the first half of the semester and sometimes I found it hard to get there if it conflicted with my schedule, or if I could not get there due to not living on campus. All previous SI sessions that I had were held on zoom and I enjoyed that more. The second half of the semester was one day in person and one day on zoom, which did not make much sense to me, as it could have just been one or the other.

Mya did a great job this semester. She really helped with the material. She really put in the time and effort to help us. She was willing to put in the extra time and stay after if you had a question or was not sure on a topic. She was always encouraging to us as well. Her lessons were always engaging.

She was a big reason for my higher test scores this semester than when I took Cheryl last semester and failed.

Maya was an amazing, resourceful, and helping SI leader. I truly believe that I wouldn't have done as well in my class without her resources. She was so sweet and really wanted us to know she wanted us all to succeed. I'm going to miss her so much!!!

Probably spent 20 minutes talking about random stuff and picking names for our group team.

Emily is so sweet, caring, and helpful!

Ashley and Lindsey were not respectful of our time and did not want to be there. The few sessions I went to, they would make fun of the students who did not understand the material and would make games that did not have anything to do with our studying material such as "what is my middle name" as a question which took up time where they should have been helping us not making a joke of us trying to learn.

Fantastic teacher. Very fun and friendly and helpful

She was great

She did a great job !

Abbey is the best SI leader I've ever had. She was very kind, approachable, and she never made us feel stupid for any questions we had. This Math class is pretty hard and it's a difficult situation with the professor sometimes and Abbey really helps with the content when it gets confusing. Going to the SI sessions with Abbey raised my grade by two letter grades. Give that girl a raise!!

Ella was very knowledgeable and always answered questions to the best of her ability. She was patient during the sessions, which I appreciated.

SI sessions I did know the times of were at very inconvenient times for my schedule, and were announced too close to the date/time of the session for me to plan to attend.

My class is very behind so the SI sessions didn't do much to help since the sessions had new information.

I would have liked more help in studying for my test. Sometimes I felt like I didn't get any info to help me on the test and that's why I stopped coming. I would recommend the SI and professor to work together personally to specifically see what's going to benefit the students. But the SI herself was good and full of knowledge on BIO and good at explaining questions to students on a student level since she was also a student.

I think that these SI sessions were incredibly helpful for my success in this course. Lindsay is absolutely amazing and really enjoys helping us. Ashley would sometimes talk to students like they were dumb if they didn't know the answer which was frustrating because everyone was there to learn or find better understanding of the topics. Overall, they were good with communication and the majority of their lessons were very helpful.

Best si leader!

Abby was personable and knew her subject well. On top of helping with BIO111, she offered advice for college in general and gave her real-life experiences to help us throughout the semester. Whenever we went off-topic, we always initiated the conversation, but Abby would put us right back on track.

-More practice exam questions -Give more time to explain answers

Even if I did not attend any sessions, she always used Canvas to announce if the session would be canceled or time change or anything. She was always very productive in letting us know information.

They were very good at teaching and really helped me understand the concepts better.

Really nice person helped a lot with when I didn't understand material that was told in class.

I loved Jillian! She was a very useful resource to actually understand organic chemistry. She was very helpful in fitting the SI sessions into everyone's schedules. She even was able to send recordings of our Zoom meetings if you were not able to attend on time. She's the best SI I've had in my college career.

This is a great SI session leader. He makes everyone participate and always answers questions. He makes the material easy to understand and I wouldn't have passed the class without going to the SI sessions. He is very helpful and I would HIGHLY recommend!

Very kind and fun to learn/get help from! 10/10

Jeff did a really good job of letting us know when he was holding SI sessions and also where they would be located. He also changed his hours and added extra sessions before tests and big assignments. I knew if I needed help I could go to one of these sessions.

End of Report