



# **BALL STATE UNIVERSITY**

## **Learning Center**

**Prepared by Jennifer Haley, Learning Center Director**

**August 2023**

## Executive Summary

### Staffing

In AY23, The Learning Center had three professional staff and one support staff. Professional staff: Director Jennifer Haley, Assistant Director Jim Mills, and Tutoring Coordinator Kaley Sorg, Support staff: Office Supervisor Cathy Mills.

Student staff numbers fluctuate and include tutors, SI leaders, test proctors, desk assistants, and graduate students. The AY23 concluded with 46 tutors, 27 SI leaders, two desk staff, and 11 graduate assistants.

### Programming

The Learning Center sponsored four programs during AY23: appointment-based peer tutoring, drop-in satellite tutoring, Supplemental Instruction (SI), and test proctoring for students with disabilities.

During AY23, the Learning Center supported 3,576 appointment-based peer tutoring sessions, 1,913 satellite drop-in visits, 10,707 SI study session visits, and proctored 1,051 exams for students with disabilities. The Learning Center served 2,756 unduplicated (distinct) students during AY 23.

During Summer 2023, the Learning Center conducted 37 appointment-based peer tutoring sessions and served 18 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 Drop-In Satellite Tutoring.

#### **Appointment-based tutoring**

	Visits	Headcount
Fall 2022	1,972	686
Spring 2023	1,604	433
Summer 2023	37	18
<b>Total</b>	<b>3,613</b>	<b>1,083</b>

#### **Satellite Drop-In Tutoring**

	Visits	Headcount
Fall 2022	1,104	354
Spring 2023	809	216
Summer 2023	NA	NA
<b>Total</b>	<b>1,913</b>	<b>570</b>

### **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

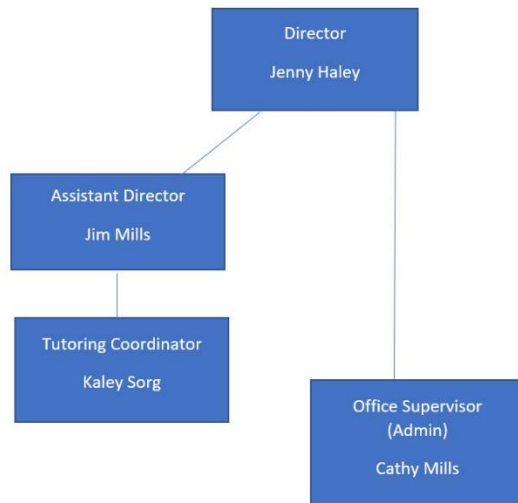
	Visits (contact hours)	Headcount	Sessions Offered
Fall 2022	5,334	1,049	720
Spring 2023	5,373	1,031	595
Summer 2023	NA	NA	NA
<b>Total</b>	<b>10,707</b>	<b>1,745</b>	<b>1,315</b>

**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 a 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 2022	560	149	135
Spring 2023	491	151	100
Summer 2023	0	0	0
<b>Total</b>	<b>1,051</b>	<b>238</b>	<b>235</b>

## 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 23 was not able to be prioritized by OIRDS.

## Learning Center Client Demographics

A demographic analysis is not available through our current Navigate platform.

A request is pending for demographic information from the Office of Institutional Research and Decision Making.

## Fall 2022 Learning Center Programming

### Staffing

Graduate Assistants	Tutors	SI Leaders	Tutoring Desk Assistants
11	51	28	4

### Appointment-based Tutoring

- Compared to Fall 2021, appointment-based tutoring usage rose 7.4% despite a decrease in the undergraduate student population of 2.7%.
- Distinct students rose 15% over Fall 2021.
- Fall 2022 was the first semester that EAB/Navigate was used as the appointment-making platform. This platform allows students to select whether to meet with their tutors virtually (via Zoom) or in-person, unlike TutorTrac, in which students had to consult a separate schedule for online appointments. Virtual tutoring decreased a significant 51%, indicating that even though students had every tutoring slot available as a virtual option, they overwhelmingly chose to meet in person.
- No-shows for appointments held at 7% all semester. This is an excellent rate compared to learning centers nationally.
- Cancellations by students held between 30-33%. This indicates that while students are being conscientious about cancelling appointments as opposed to not showing up, they do cancel at a very frequent rate.
- Appointment-based tutoring accounted for 22% of all Learning Center visits.
- The top ten courses were as follows: CHEM 111, MATH 125, BIO 111, MATH 132, ECON 201, CHEM 101, ACC 201, MATH 110, Writing, CHEM 112.
- The tutoring coordinator is still experiencing a scarcity of chemistry and math tutors.
- Tutor utilization for the semester was 50%, indicating that our tutoring staff for most courses is approximately the correct size, but there is an opportunity to offer fewer hours of tutorial support in certain underutilized courses (target utilization is 60%, ideal utilization is 75%).
- Grade outcomes: in progress with collaboration from OIRDS. Goal statement: students who attended satellite drop-in tutoring earned an overall grade of [ ] in their courses for which satellite tutoring was offered. Students who did not attend satellite drop-in tutoring earned an overall grade of [ ]. This represents a [ ] higher/lower course grade for students who attended satellite drop-in tutoring.

### Satellite Drop-In Tutoring

- Satellite centers are located Robert Bell (math), Foundational Sciences Building (chemistry) and Cooper (physics).
- Departments have assigned GAs to work in the all of the satellite centers (at no cost to the Learning Center). Several Learning Center math tutors work in the math satellite. A few Learning Center chemistry tutors work in the chemistry satellite.
- Compared to Fall 2021, satellite drop-in tutoring rose 39% despite a decrease in the undergraduate student population of 2.7%. This can partly be explained by more hours being offered in the Chemistry Satellite and the addition of the Physics Satellite.
- Distinct students rose 57% over Fall 2021.
- Grade outcomes: in progress with collaboration from OIRDS. Goal statement: students who attended satellite drop-in tutoring earned an overall grade of [ ] in their courses for which satellite tutoring was offered. Students who did not attend satellite drop-in tutoring earned an overall grade of [ ]. This represents a [ ] higher/lower course grade for students who attended satellite drop-in tutoring.

### Supplemental Instruction



- Compared to Fall 2021, SI usage rose 5%, despite a decrease in the undergraduate student population of 2.7%.
- Distinct students decreased 11% over Fall 2021.
- SI accounts for 60% of total Learning Center usage.
- 76% of SI placements achieved the goal of 30% or higher of students in the course attending SI study sessions.
- The average attendance of students to study sessions was 44%, which far exceeds the 15% required by the International Center for Supplemental Instruction for Accreditation.
- Grade outcomes: in progress with collaboration from OIRDS. Goal statement: students who attended SI study sessions earned an overall grade of [ ] in their courses for which satellite tutoring was offered. Students who did not attend SI study sessions earned an overall grade of [ ]. This represents a [ ] higher/lower course grade for students who attended SI study sessions.

## Testing Accommodations for Students with Disabilities

- In Fall 2022, 694 students were eligible for testing accommodations, and 22%, or 151 students, used accommodations. This is a 7% decrease over Fall 2021, in which 490 students were eligible, with 29%, or 140 students, using accommodations.
- Compared to Fall 2021, 2% more tests were administered.
- All final exams were accommodated in NQ.

## Overall

- The total undergraduate population at Ball State University has decreased 21% since 2017, but the total percentage of the undergraduate student body using Learning Center services has only decreased by .3%.
- The number of first-year students using LC services cannot be determined through EAB Navigate, as class indicators do not account for first-year students who have enough credits to be sophomores or juniors.

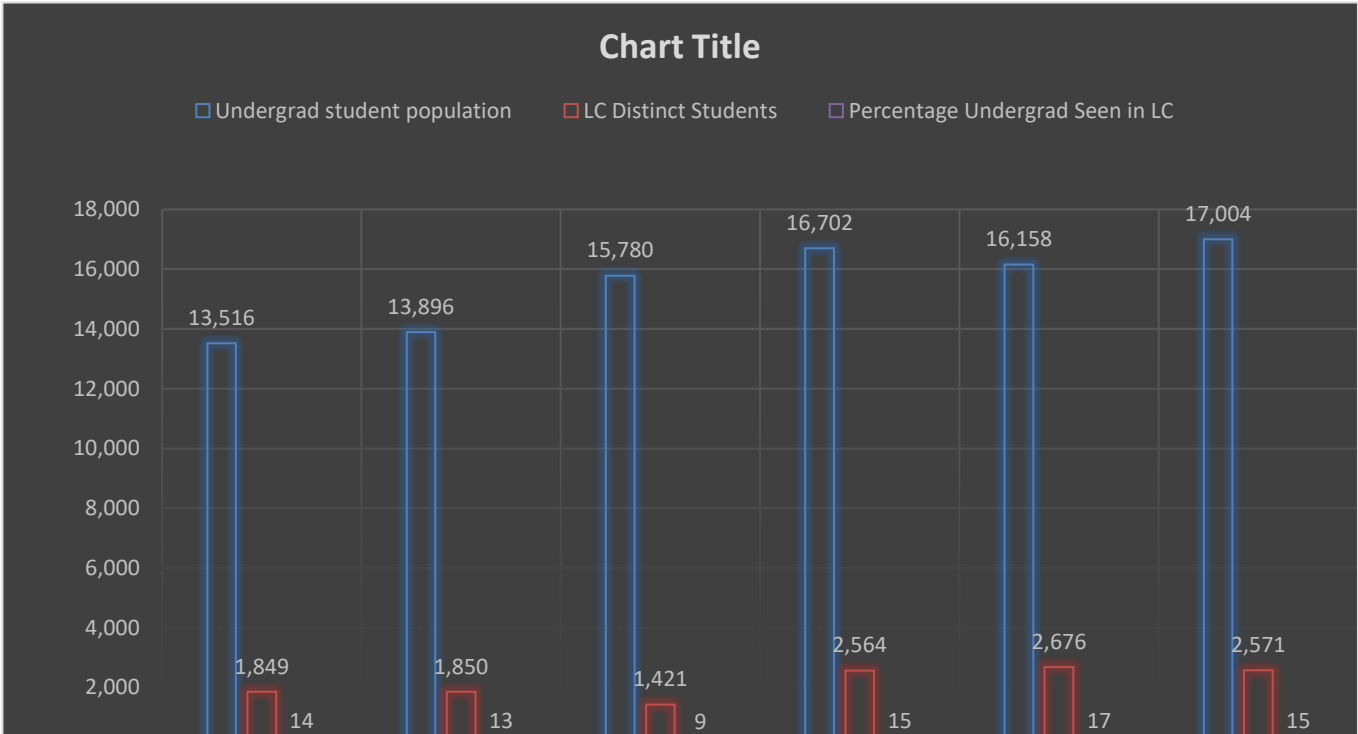
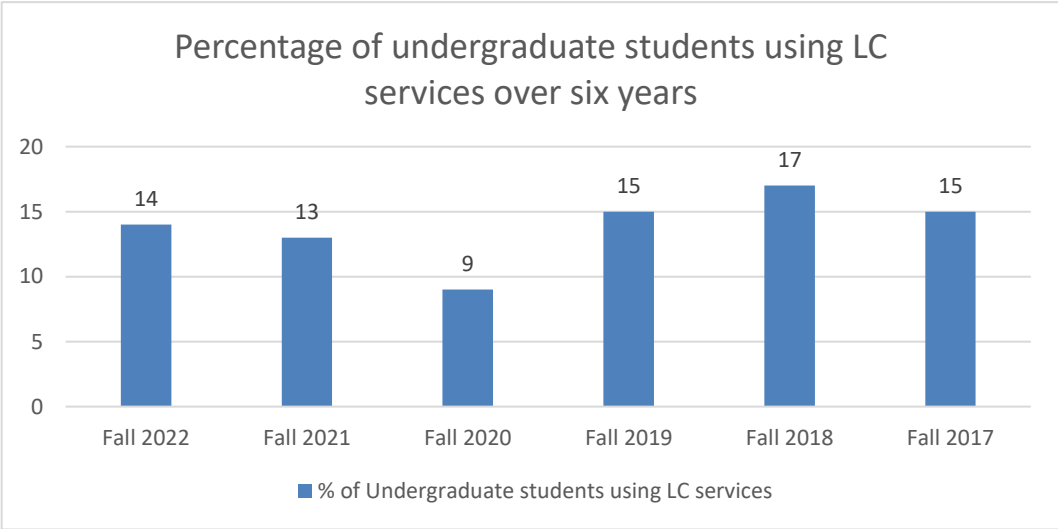
	Fall 2022	Fall 2021 (Covid)	Fall 2020 (Covid)	Fall 2019	Fall 2018	Fall 2017
<b>Appointment-based tutoring</b>	Transition from TutorTrac to Navigate	In-person tutoring limited to one-on-one for first 6 weeks for Covid safety	All programming online due to Covid			
<b>In-person tutoring</b>						
<i>Cumulative visits</i>	1,777	1,427				
<i>This week's visits</i>	26	12				
<b>Online tutoring</b>						
<i>Cumulative visits</i>	195	399				
<i>This week's visits</i>	0	1				
<b>Total visits this week</b>	26	13				
<b>Cumulative appointments scheduled</b>	2,726					
<b>Cumulative cancellations/%</b>	913/33%					
<b>Cumulative no shows</b>	188/7%					
<b>Cumulative distinct students</b>	686	599				
<b>Cumulative visits</b>	<b>1,972</b>	<b>1,836</b>	<b>3,333</b>	<b>6,677</b>	<b>8,104</b>	<b>8,773</b>
<b>Drop-in Satellite tutoring</b>						
<b>Math Drop-in</b>						
<i>Cumulative visits</i>	649	564				
<i>This week's visits</i>	NA	NA				
<i>Cumulative students</i>	211					
<b>Chemistry Drop-in</b>						
<i>Cumulative visits</i>	375	230				
<i>This week's visits</i>	NA	NA				
<i>Cumulative students</i>	118					
<b>Physics Drop-in</b>						
<i>Cumulative visits</i>	80					
<i>This week's visits</i>	NA					
<i>Cumulative students</i>	37					
<b>Total visits this week</b>	NA					
<b>Cumulative distinct students</b>	354	225				
<b>Cumulative visits</b>	<b>1,104</b>	<b>794</b>	<b>NA Covid</b>	<b>1,734</b>	<b>321</b>	<b>72</b>
<b>TOTAL CUMULATIVE VISITS TUTORING</b>	<b>3,076</b>	<b>2,620</b>	<b>3,333</b>	<b>8,396</b>	<b>8,425</b>	<b>8,845</b>
<b>Supplemental Instruction</b>						
<i>Cumulative visits</i>	<b>5,334</b>	<b>5,077</b>	<b>3,927</b>	<b>6,802</b>	<b>8,167</b>	<b>7,930</b>
<i>This week's visits</i>	96	179	68	193		
<i>Cumulative students</i>	1,049	1,183	829	1,412		
<i>Cumulative study sessions</i>	720	660	659			

<b>Testing Accommodations</b>						
<i>Cumulative tests</i>	<b>560</b>	<b>548</b>	<b>124</b>	<b>1,257</b>	<b>1,024</b>	<b>1,068</b>
<i>This week's tests</i>	135	118	NA	298	260	259
<i>Cumulative students</i>	151	140	46	223		

# Ball State University Learning Center Annual Report **2022-2023**

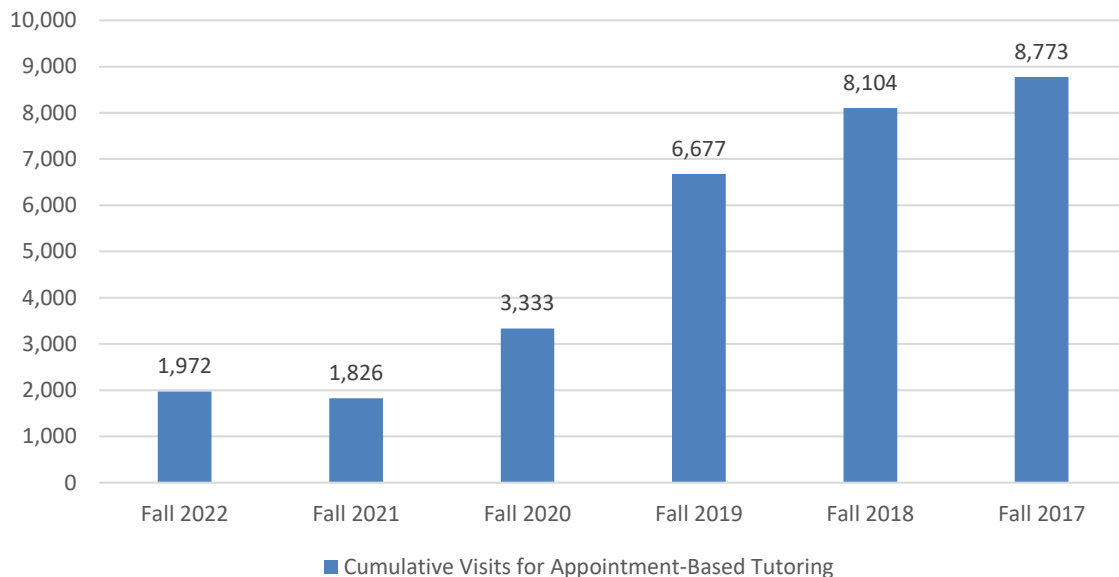
## Totals for all Learning Center Services (Tutoring, SI, Testing)

	Fall 2022	Fall 2021	Fall 2020 (COVID)	Fall 2019	Fall 2018	Fall 2017
<b>Cumulative visits</b>	9,028	8,450	7,552	16,866	18,108	14,339
<b>Visits this week</b>	257	310	93	619		
<b>Cumulative distinct students</b>	1,849	1,850	1,421	2,564	2,676	2,571
<b>Total undergraduate student population</b>	13,516	13,896	15,780	16,702	16,158	17,004
<b>Percentage of undergraduate student body</b>	14%	13%	9%	15%	17%	15%

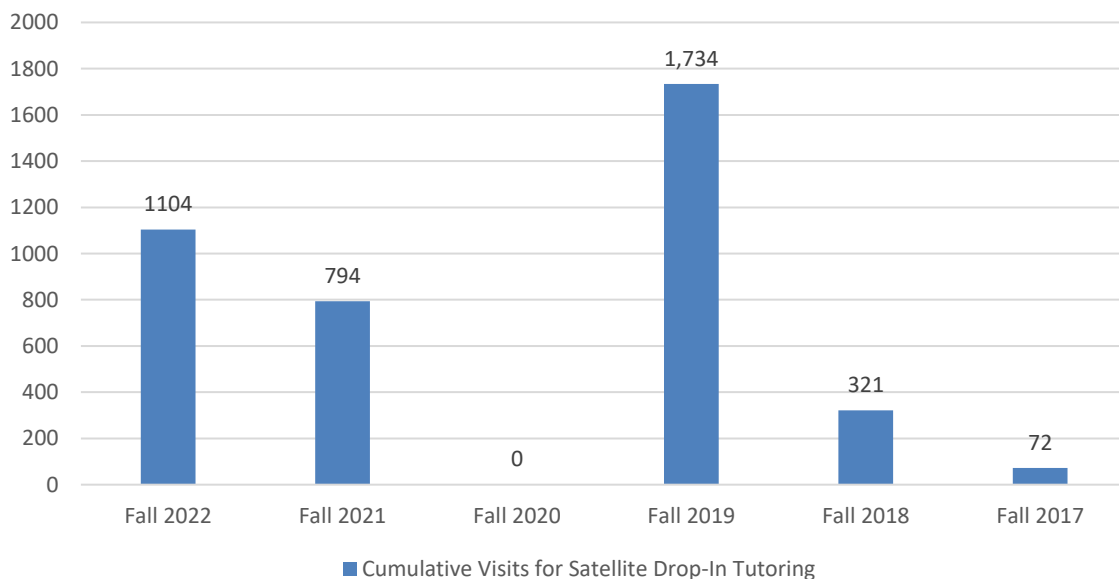


Visual Representations

Cumulative Visits for Appointment-Based Tutoring

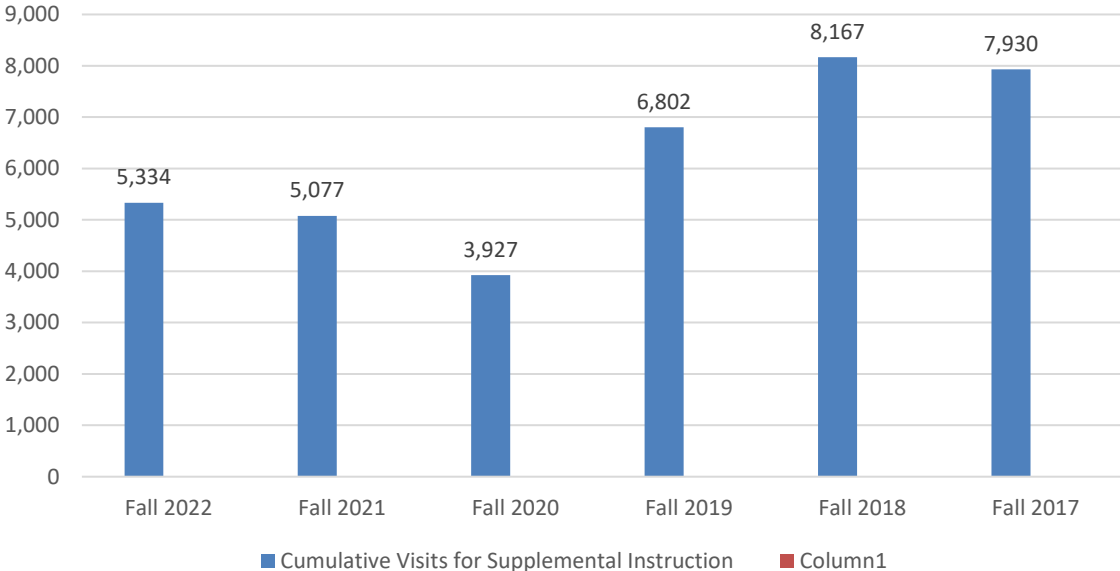


Cumulative Visits for Satellite Drop-In Tutoring

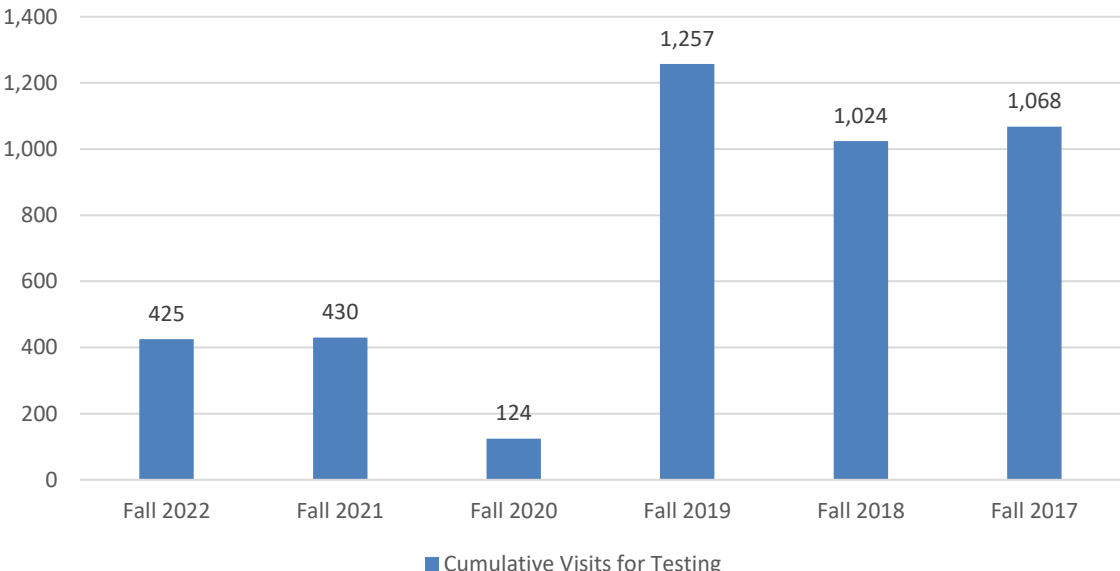


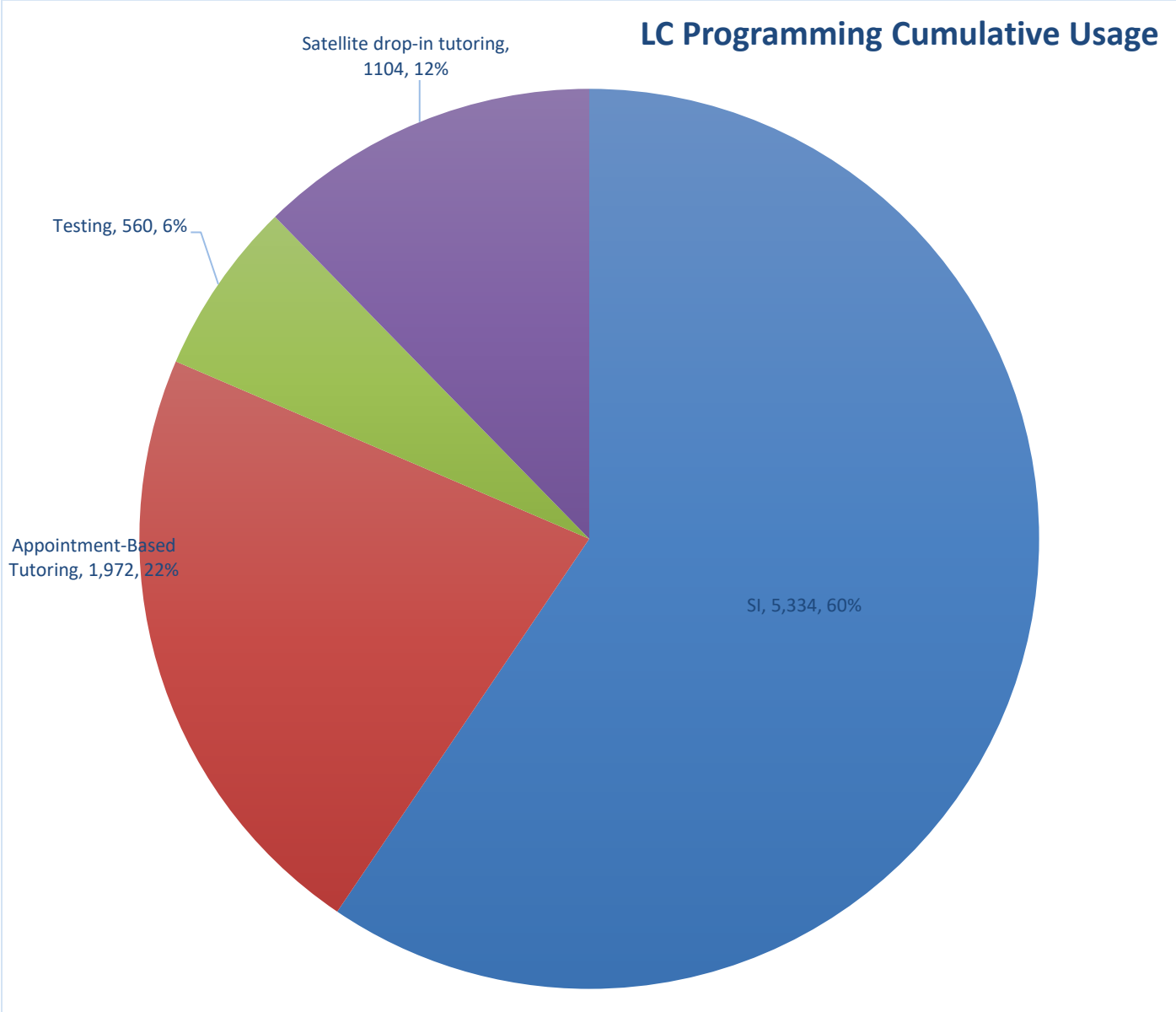
\*Note: Math Satellite was launched Fall 2018 (small-scale). Chemistry Satellite was launched Fall 2017.

Cumulative Visits for Supplemental Instruction



Cumulative Visits for Testing





**Appointment-Based Tutoring Courses - Cumulative Visits for Courses**

		201-	3		
ACC	201-	67		202-	4
	202-	10			
	305-	9		ISOM	210-
ANAT	201-	30			7
ANTH	101-	1		249-	3
ASTR	100-	6		300-	2
BIO	111-	121		351-	21
	112-	20		JAPA	101-
	113-	26			3
	210-	10		102-	9
	214-	7		201-	5
	215-	3		MATH	102-
	216-	1			3
	313-	2			110-
CC	101-	3			64
	201-	1		112-	18
CHEM	100-	22		113-	6
	101-	83		114-	8
	111-	276			125-
	112-	54			181
	225-	6			132-
	230-	31			120
	231-	17		161-	7
CJC	101-	1		165-	20
	102-	5		166-	11
	220-	3		181-	12
COMM	210-	4		201-	5
CS	120-	20		215-	1
	124-	22		217-	4
	222-	9		267-	5
ECON	116-	8		471-	1
	201-	100		METC	230-
	202-	11			3
	221-	9		MGT	300-
	301-	1			2
EDPS	270-	3		MUHI	100-
FIN	101-	1			2
	300-	2		MUST	100-
	310-	8			15
FR	101-	5		102-	7
	102-	3		111-	6
	201-	2		112-	3
	301-	1		201-	3
GEOG	101-	7		211-	19
	265-	15		NUR	330-
HIST	150-	33			8
				PHYC	100-
					1
				110-	16
				112-	7
				PHYS	215-
					16
				PSYS	100-
					21
				241-	11
				284-	1
				313-	1
				318-	1
				SNLN	251-
					17
				253-	2



	254-	35		301-	4
	651-	1		SPAA 101-	2
SOC	100-	4		270-	2
SP	101-	6		ZOOL 446-	5
	102-	2		STUDY SKILLS-	53
	201-	25		WRITING-	56
	202-	1			

**Top Ten**

CHEM 111, MATH 125, BIO 111, MATH 132, ECON 201, CHEM 101, ACC 201, MATH 110, Writing, CHEM 112

## Navigate Alert Report

	A	B	C	D	E	F
1	Course	Overall Number of Student Alerts	Number of Emails	Number of Calls	Number of Students who attended after alert	Percentage of students that attended after alert
2	ACC 201	12	12	11	0	0.00%
3	AHS 100	1	1	1	0	0.00%
4	BA 205	1	1	0	1	100.00%
5	BIO 111	11	10	9	4	36.36%
6	BIO 112	7	7	7	3	42.86%
7	BIO 113	17	17	14	3	17.65%
8	BIO 214	4	4	3	1	25.00%
9	CHEM 111	38	38	35	6	15.79%
10	CHEM 231	1	1	1	0	0.00%
11	CHEM 444	1	1	1	0	0.00%
12	CJC 101	3	3	2	0	0.00%
13	CJC 220	1	1	1	0	0.00%
14	CJC 333	4	4	4	0	0.00%
15	COMM 210	1	1	1	0	0.00%
16	DOTD-103	1	1	1	0	0.00%
17	ECON 201	1	1	0	1	100.00%
18	EDPS 270	1	1	1	1	100.00%
19	ENG 103	3	3	3	1	33.33%
20	ENG 230	1	1	0	0	0.00%
21	FR 101	5	5	5	0	0.00%
22	GEOG 101	5	5	5	0	0.00%
23	HIST 202	3	3	3	1	33.33%
24	HSC 160	2	2	2	0	0.00%
25	JAPA 102	4	4	4	2	50.00%
26	MATH 102	1	1	1	1	100.00%
27	MATH 110	34	34	33	4	11.76%
28	MATH 112	2	2	2	0	0.00%
29	MATH 125	5	5	5	1	20.00%
30	MATH 215	4	4	4	1	25.00%
31	MCOB 100	1	1	0	1	100.00%
32	MUHI 107	1	1	1	0	0.00%
33	MUSP 140	1	1	0	0	0.00%
34	MUST 111	2	2	2	0	0.00%
35	MUST 201	5	5	4	1	20.00%
36	NUR 230	1	1	1	0	0.00%
37	POLS 140	4	4	4	0	0.00%
38	POLS 237	1	1	1	0	0.00%
39	POLS 260	1	1	1	0	0.00%
40	POLS 444	1	1	1	0	0.00%
41	SNLN 251	3	3	3	0	0.00%
42	SOC 100	2	2	2	0	0.00%
43	SP-101	1	1	1	0	0.00%
44	SP 202	6	6	6	1	16.67%
45	Writing	2	2	2	0	0.00%
46	<b>TOTAL</b>	<b>206</b>	<b>205</b>	<b>188</b>	<b>34</b>	<b>16.50%</b>

**Satellite Drop-In Tutoring Courses - Cumulative Visits for Courses**

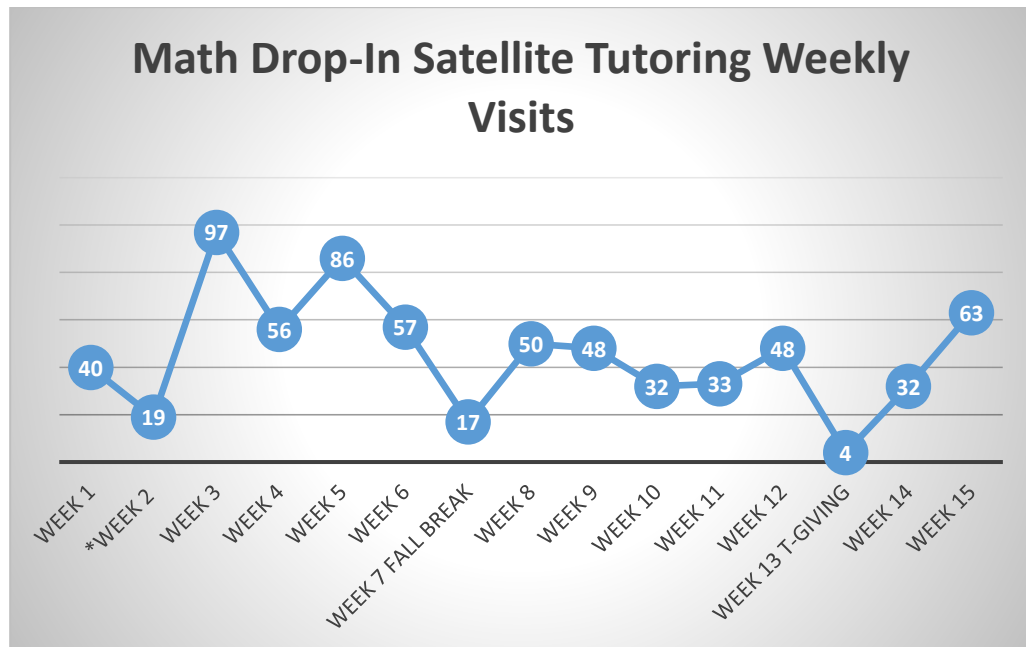
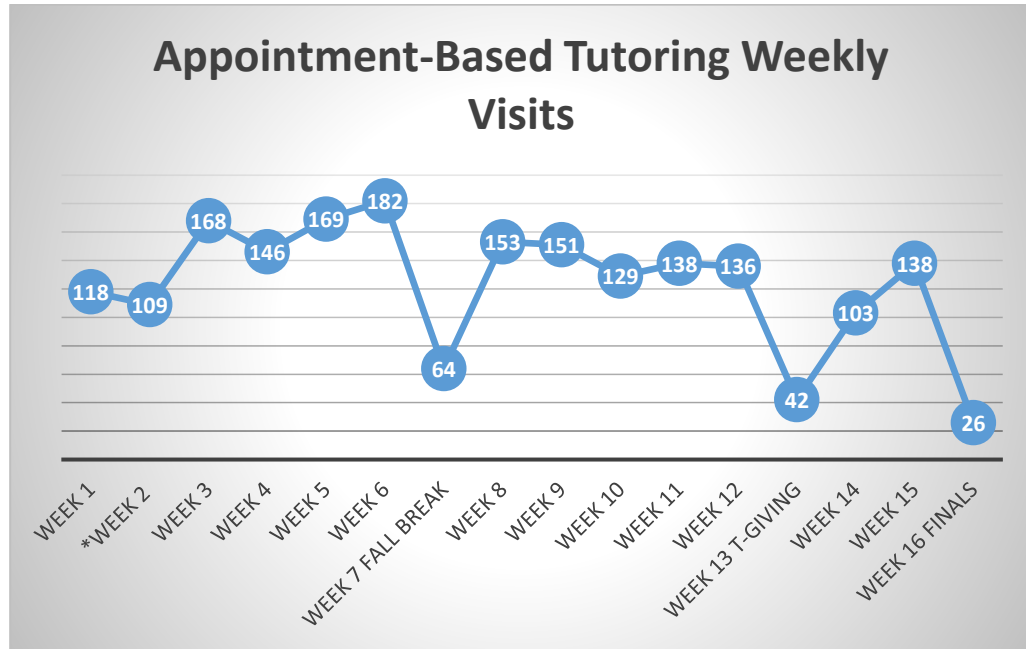
ASTR	100-	3
ASTR	120-	3
CHEM	101-	70
CHEM	111-	258
CHEM	112-	47
MATH	102-	6
	110-	92
	112-	6
	113-	4
	125-	180
	132-	179
	161-	13
	165-	73
	166-	78
	181-	11
PHYC	100-	19
	101-	2
	110-	37
	112-	4

## Learning Center Appointment-Based Tutor Utilization - Fall 2022

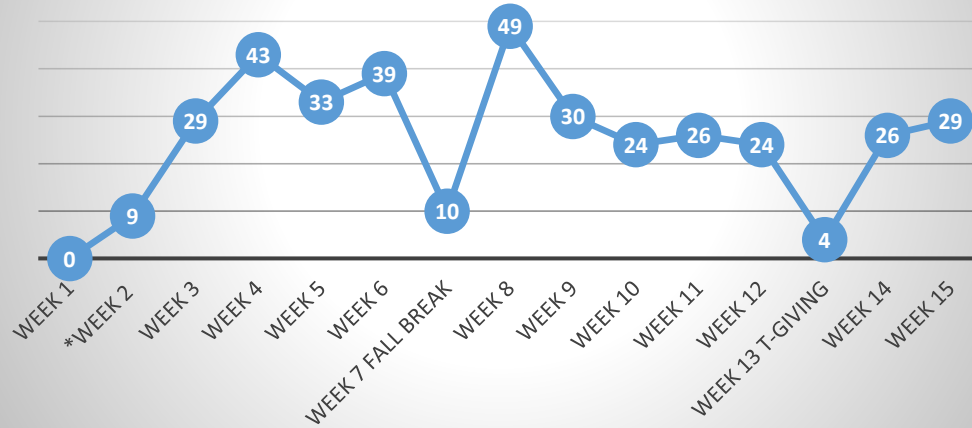
Utilization = being occupied with at least one client during each hour of shift

<b>Overall Center Percent Utilization</b>	<b>50%</b>
Week 2 % Utilization	51%
Week 3 % Utilization	45%
Week 4 % Utilization	54%
Week 5 % Utilization	54%
Week 6 % Utilization	59%
Week 7 % Utilization	60%
Week 8 % Utilization	47%
Week 9 % Utilization	55%
Week 10 % Utilization	53%
Week 11 % Utilization	47%
Week 12 % Utilization	53%
Week 13 % Utilization	48%
Week 14 % Utilization	33%
Week 15 % Utilization	34%
Week 16 % Utilization	50%
Finals Week % Utilization	89%

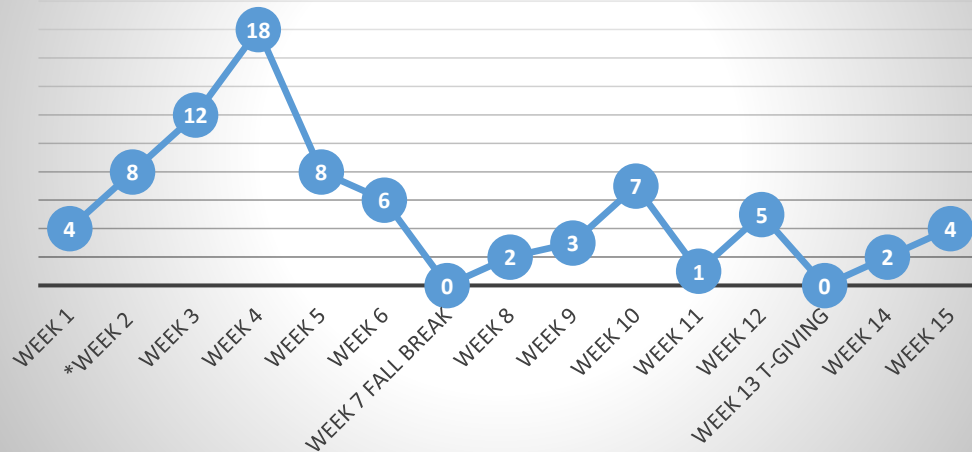
**WEEKLY TRENDS THIS SEMESTER**

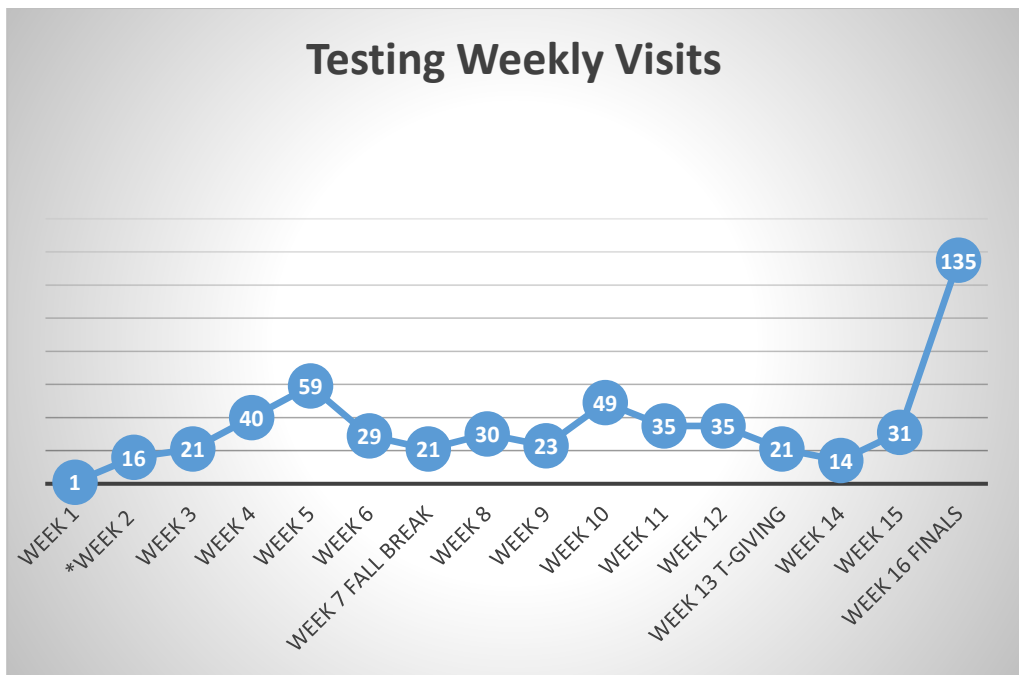
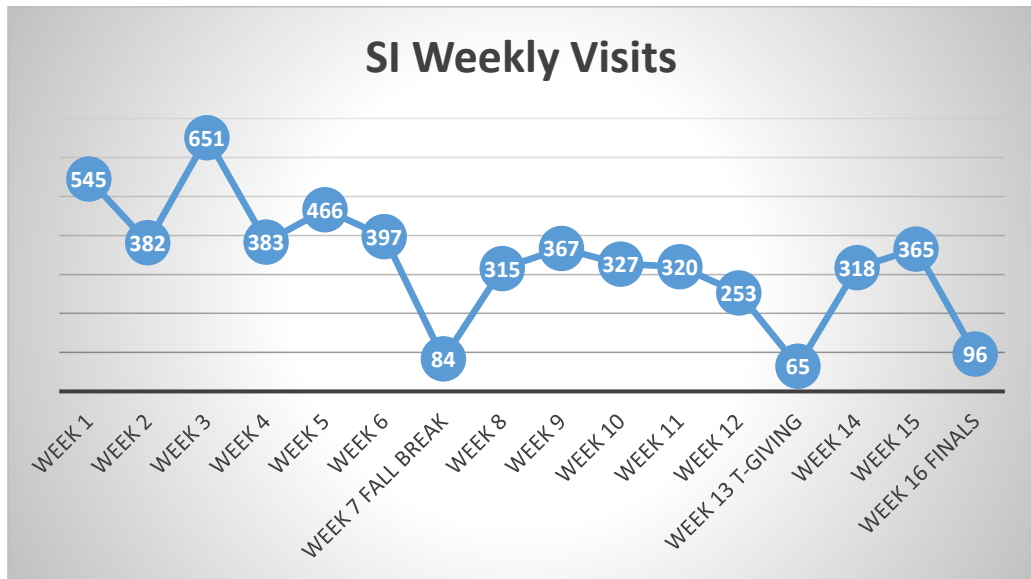


### Chemistry Drop-In Satellite Tutoring Weekly Visits



### Physics Drop-In Satellite Tutoring Weekly Visits





## SI Attendance Fall 2022

## Week 16 (Finals Week) of SI study sessions: 12/12-12/16

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	Pencle	Cull	35	0/28	12	34
**ANAT 201.1-4, 9-12	Essien	Keough	186	0/890	142	76
ANAT 201.5-8, 13-16	Hill	Stover	191	0/76	28	15
**BIO 111.1-4, 9-11	Mager/True	Harris	163	14/294	79	45
BIO 113.1-7	Bernstein/Metzler	Manship	167	3/109	35	21
BIO 214.4	Haney	Houchins	24	3/56	10	42
CHEM 101.11-14	Gnezda	Anderson	87	9/178	36	41
CHEM 101.21-24	Froese	Herrera	85	0/88	25	29
CHEM 101.31-34	Ribblett	Danzeisen	83	13/240	34	41
CHEM 231.11	Rayat	Behrman	32	0/141	19	59
CHEM 231.21	Albiniak	Cieslik	27	0/1116	17	63
ECON 201.1-2	Bohanon	Smith	79	0/27	18	23
**MATH 100.1-5	Stump/Welch	Maudlin/O'Rear	127	30/89	44	35
**MATH 110.1-4, 802	Cromer/Dickin Rufatto/Welch	Weaver	439	19/573	235	54
**MATH 113/114.1-4	Cromer/Whitehair	Belin	123	12/240	58	47
MATH 132.1-2	Frazee/Herr	Fiechter	122	0/167	44	35
MATH 202.9-11	Mannix	Armstrong	91	0/35	13	14
MUHI 200.1-2	Penate	Roper	42	6/70	19	45
MUHI 330.1-2	Steib	Reynolds	43	10/117	23	53
MUHI 331.1	Platt	Burch	23	0/42	13	57



# Ball State University Learning Center Annual Report 2022-2023

NUR 230/231.1-11	Matthews/Shafer	Cleland/Noonan	72	0/168	36	49
NUR 330.1-12	Duncan	Shunneson	109	0/734	78	71
NUR 340.5-11	Beane	Minnick	53	0/216	30	57
NUR 402.1-10	Baker	Harrod	81	0/363	50	60
PSYS 100.4	Rohrer	Shoemaker	215	0/241	59	27

**\*\*SLA pilot participant**

**Total Number of Sessions Held (This Week/Total): 10/720**

## Spring 2023 Learning Center Programming

### Staffing

Graduate Assistants	Tutors	SI Leaders	Tutoring Desk Assistants
11	46	27	2

### Compared to Spring 2022:

- Appointment-based tutoring visits have increased 37%
- Appointment-based tutoring distinct students have increased 7%
- Drop-in satellite tutoring visits have increased 39%
- Drop-in satellite tutoring distinct students have decreased 4%
- Supplemental Instruction visits have increased 50%
- Supplemental Instruction distinct students have increased 31%
- Testing accommodations administered to students with disabilities has increased 19%
- Students with disabilities using testing accommodations have increased 43%
- Overall visits have increased 42%
- Overall distinct students have increased 22%
- The percentage of undergraduate students using Learning Center services has increased 2.4%

## USAGE

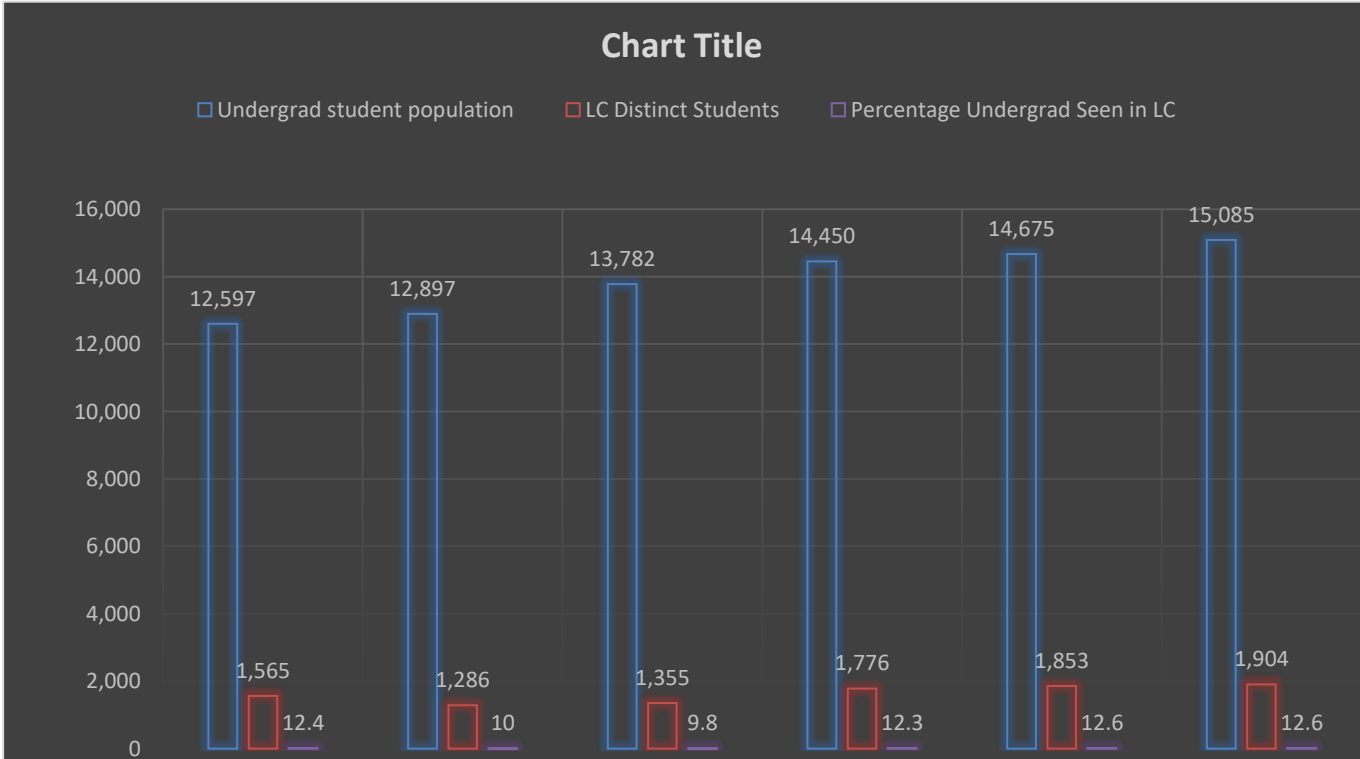
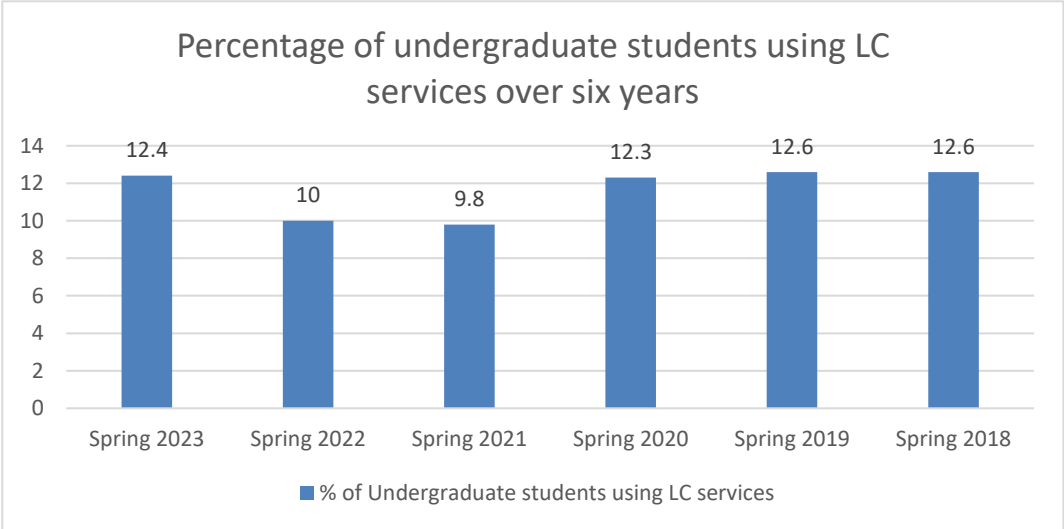
	Spring 2023	Spring 2022	Spring 2021 (Covid)	Spring 2020 (Covid)	Spring 2019	Spring 2018
<b>Appointment-based tutoring</b>			All programming online due to Covid	Programming online due to Covid beginning March 22		
<b>In-person tutoring</b>						
<i>Cumulative visits</i>	1,410	1,028				
<i>This week's visits</i>	15	2				
<b>Online tutoring</b>						
<i>Cumulative visits</i>	193	101				
<i>This week's visits</i>	0	2				
<b>Total visits this week</b>	15	4				
<b>Cumulative appointments scheduled</b>	2,301					
<b>Cumulative cancellations/%</b>	671/29%					
<b>Cumulative no shows</b>	178/8%					
<b>Cumulative distinct students</b>	433	403	511	614	845	1,122
<b>Cumulative visits</b>	<b>1,604</b>	<b>1,129</b>	<b>2,297</b>	<b>2,480</b>	<b>5,193</b>	<b>7,315</b>
<b>Drop-in Satellite tutoring</b>						
<b>Math Drop-in</b>						
<i>Cumulative visits</i>	577	401				
<i>This week's visits</i>	NA	NA				
<i>Cumulative students</i>	149					
<b>Chemistry Drop-in</b>						
<i>Cumulative visits</i>	182	183				
<i>This week's visits</i>	NA	NA				
<i>Cumulative students</i>	57					
<b>Physics Drop-in</b>						
<i>Cumulative visits</i>	NA	NA				
<i>This week's visits</i>	NA	NA				
<i>Cumulative students</i>	NA	NA				
<b>Biology Drop-in</b>						
<i>Cumulative visits</i>	50	NA				
<i>This week's visits</i>	NA	NA				
<i>Cumulative students</i>	29	NA				
<b>Total visits this week</b>	NA	NA				
<b>Cumulative distinct students</b>	216	224		258	299	26
<b>Cumulative visits</b>	<b>809</b>	<b>584</b>	<b>NA Covid</b>	<b>692</b>	<b>1,755</b>	<b>44</b>
<b>TOTAL CUMULATIVE VISITS TUTORING</b>	<b>2,398</b>	<b>1,713</b>	<b>2,297</b>	<b>3,172</b>	<b>6,948</b>	<b>7,359</b>
<b>Supplemental Instruction</b>						
<i>Cumulative visits</i>	<b>5,373</b>	<b>3,571</b>	<b>5,077</b>	<b>4,115</b>	<b>3,803</b>	<b>5,572</b>
<i>This week's visits</i>	47	37	150			
<i>Cumulative students</i>	1,031	788	921	1,056	845	902

<i>Cumulative study sessions</i>	595	568	652			
<b>Testing Accommodations</b>						
<i>Cumulative tests</i>	<b>491</b>	<b>413</b>	<b>167</b>	<b>495</b>	<b>837</b>	<b>920</b>
<i>This week's tests</i>	100	96	NA	NA		
<i>Cumulative students</i>	149	104	58	157	179	152
<i>% of total DS students w/ testing acc.</i>	21% (out of 698)					

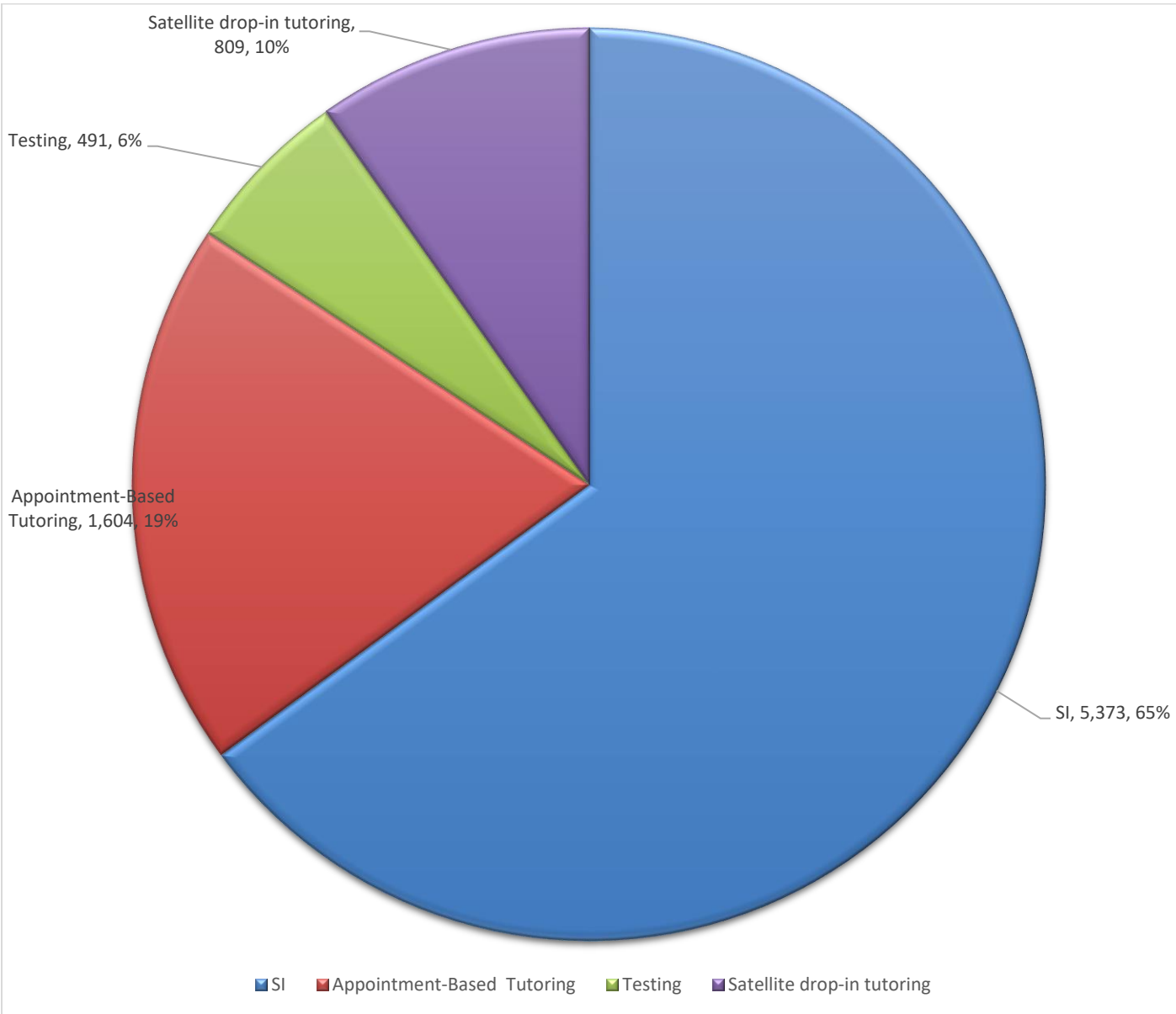
### Totals for all Learning Center Services (Tutoring, SI, Testing)

Total undergraduate student population data extracted (live data extraction) on 1/24/23 from OIRDS (Mike Lane)

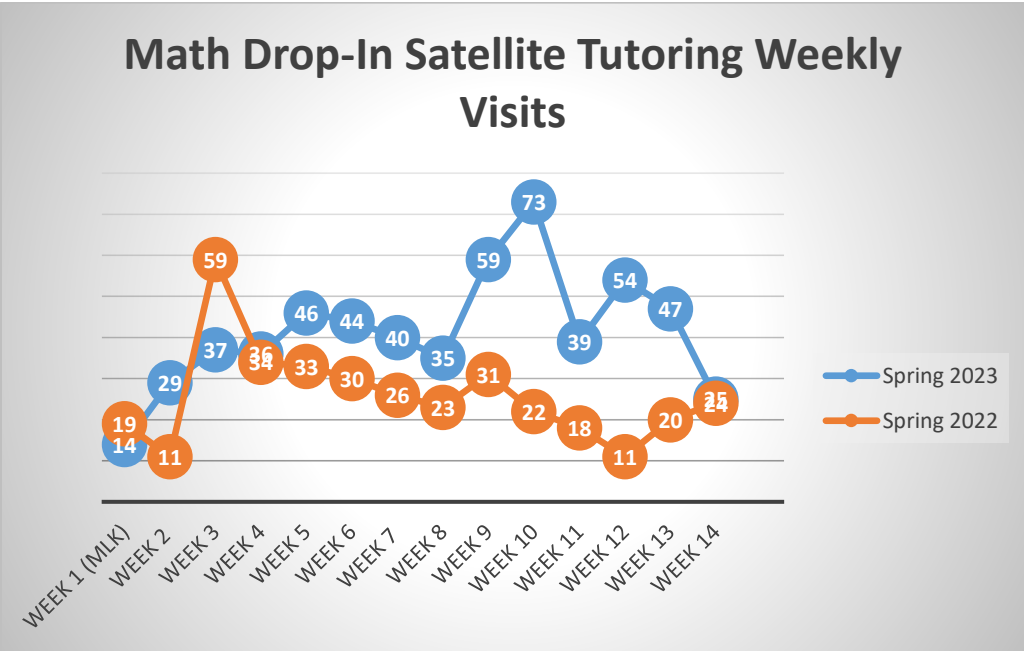
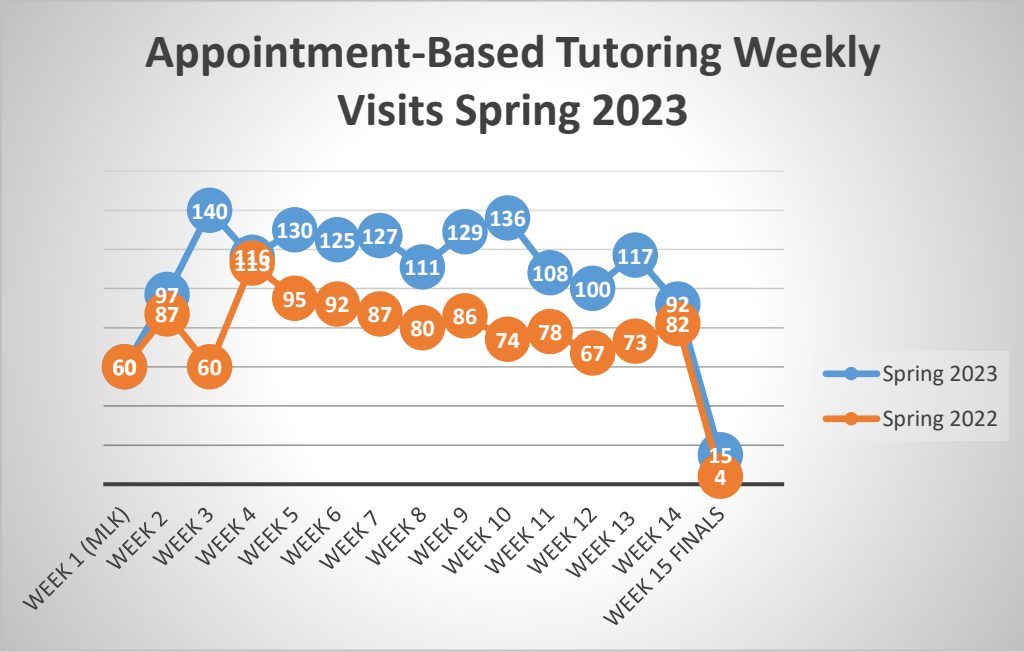
	Spring 2023	Spring 2022	Spring 2021	Spring 2020	Spring 2019	Spring 2018
<b>Cumulative visits</b>	8,282	5,829	7,725	7,824	12,115	13,806
<b>Visits this week</b>	162	138				
<b>Cumulative distinct students</b>	1,565	1,286	1,355	1,776	1,853	1,904
<b>Total undergraduate student population</b>	12,597	12,897	13,782	14,450	14,675	15,085
<b>Percentage of undergraduate student body</b>	12.4	10.0	9.8	12.3	12.6	12.6

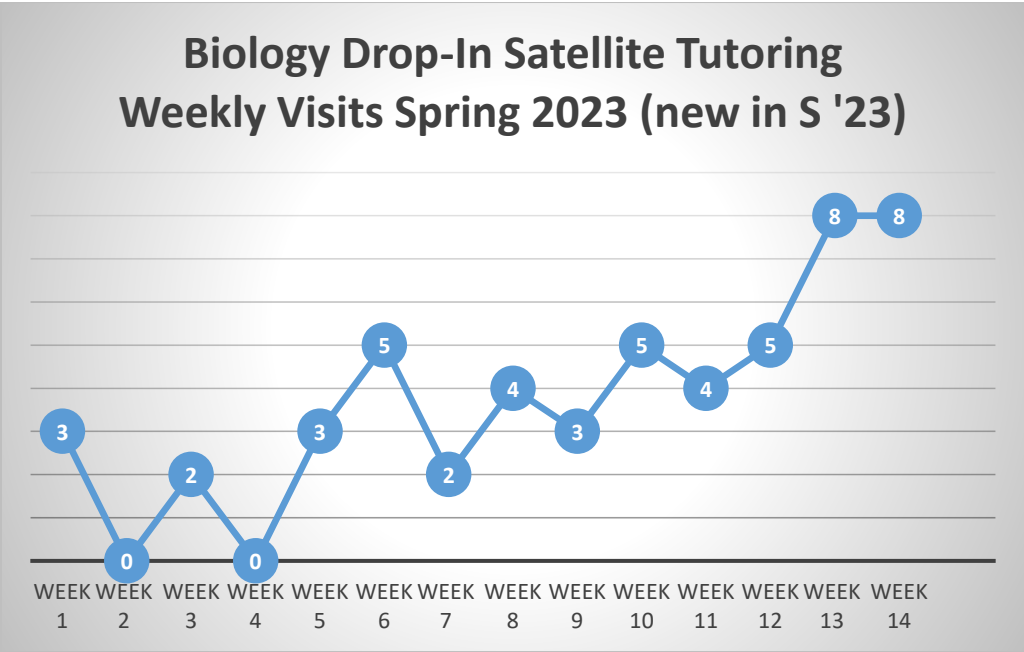
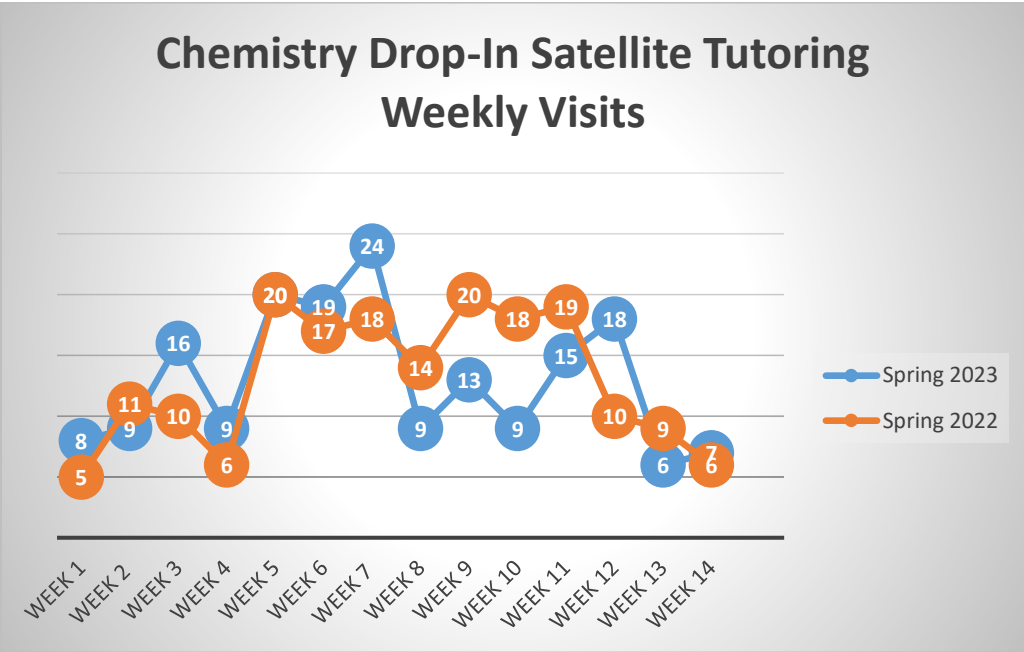


### LC Program Cumulative Visits



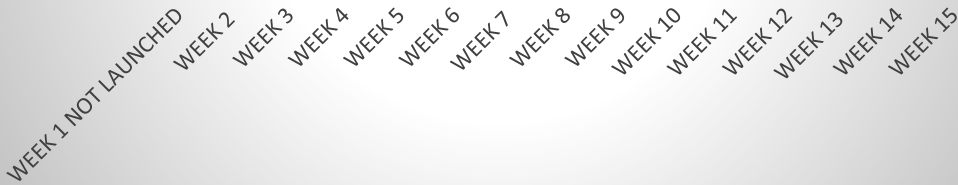
WEEKLY TRENDS THIS SEMESTER COMPARED TO PREVIOUS SPRING



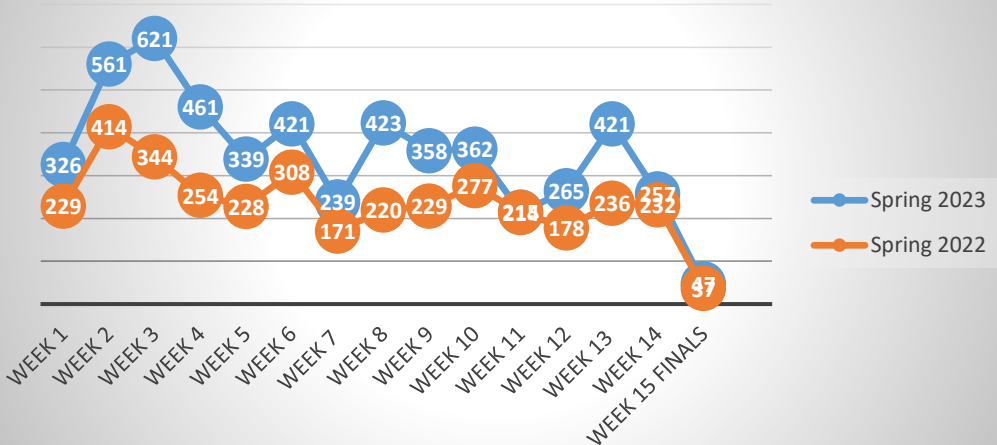


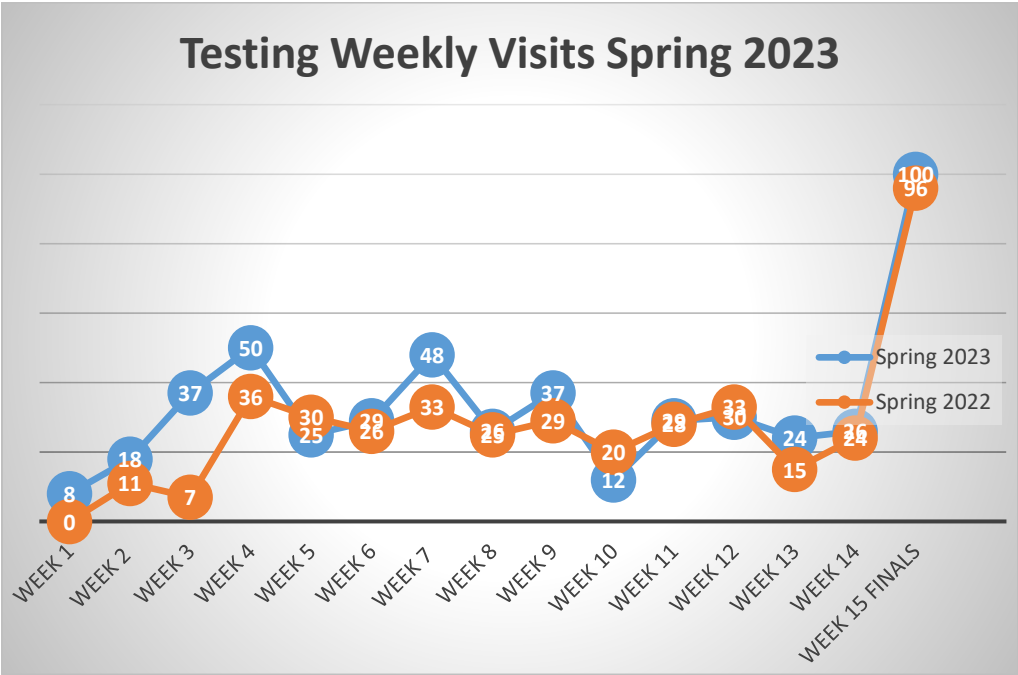


### Physics Drop-In Satellite Tutoring: Not running Spring 2023



### SI Weekly Visits Spring 2023





## Appointment-Based Tutoring Courses - Cumulative Visits/Distinct Students for Courses

ACC	201-	61/23		300-	7/4		111-	26/8
	202-	27/11		310-	2/2		112-	3/3
AHS	100-	8/1	FR	101-	1/1		201-	2/1
ANAT	201-	9/7		201-	4/4		211-	3/1
ASTR	100-	1/1	GEOG	101-	5/5	PHYC	100-	32/6
BA	205-	9/2	HIST	150-	11/5		110-	77/18
BIO	111-	22/13		201-	3/3		112-	21/5
	112-	49/5	ISOM	210-	10/3		120-	6/4
	113-	3/3		351-	24/3		122-	1/1
	214-	13/2	JAPA	102-	2/2	PHYS	215-	2/2
	215-	2/2		201-	2/1	PSYS	100-	3/3
	216-	1/1		202-	32/3		241-	16/10
CHEM	100-	9/1		302-	3/1		284-	4/2
	101-	48/16	MATH	100-	9/3		285-	1/1
	111-	30/10		102-	1/1		371-	1/1
	112-	147/29		110-	88/19	SNLN	251-	13/8
	230-	6/3		112-	6/6		252-	3/3
	231-	35/6		113-	2/1		253-	4/2
	232-	40/9		114-	6/2		300-	7/1
CJC	350-	1/1		125-	188/39		651-	1/1
COMM	210-	8/6		132-	63/17	SOC	100-	1/1
CS	120-	55/8		161-	2/1	SP	101-	6/5
	124-	12/5		165-	22/7		102-	8/2
	230-	4/1		166-	11/4		201-	1/1
ECON	201-	46/17		181-	1/1		202-	16/2
	202-	21/5		217-	4/2		302-	5/5
	221-	47/14		267-	3/1	SPAA	101-	2/1
EDPS	270-	2/1		374-	9/1		653-	2/1
	641-	2/1	MUHI	100-	2/1	THEA	371-	3/2
	642-	4/1		330-	2/1	STUDY SKILLS-		35/35
EXSC	293-	1/1	MUST	100-	1/1	WRITING-		44/23
FIN	101-	3/2		101-	1/1	No course-		3/2

### Top Ten Course Visits

MATH 125, CHEM 112, MATH 110, PHYC 110, MATH 132, ACC 201, CS 120, BIO 112, CHEM 101, ECON 201

### Top Ten Courses for Distinct Students

MATH 125, Study Skills, CHEM 112, Writing, ACC 201, MATH 110, PHYC 110, MATH 132, ECON 201, CHEM 101

**Appointment-Based Tutor Utilization: 31%**

Goal: 60%

**Drop-In Satellite Tutoring Courses - Cumulative Visits/Distinct Students for Courses**

MATH 110- 30/9

112- 17/7

113- 5/2

125- 168/48

132- 228/58

161- 2/1

165- 96/13

166- 31/8

CHEM 101- 24/11

111- 52/16

112- 106/27

BIO 111- 35/16

112- 15/10

## SI Attendance Spring 2023

## Week 15 of SI study sessions: May 1-5 (Finals Week - Sessions Optional)

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 201.2, 800	Pencle	Jeff Cull	90	0/23	10	11
**ANAT 201.1-4, 9-11	Essien	Katie Keough	455	0/547	92	20
**BIO 111.1-11	Kalinski, Mager, True	Katelyn Harris	211	23/492	113	53
BIO 113.1-5, 9-13	Metzler, Martin	Emily Manship	164	2/90	25	15
BIO 214.1-3	Blakey	Chance Creviston	72	0/63	19	26
CHEM 101.11-15, 21-22	Gnezda, Ribblett	Ashley Anderson	154	6/325	66	42
CHEM 230.11	Maskey	Julia Stover	43	0/265	33	77
CHEM 231.11	Shi	Griffin Thomas	46	0/119	19	41
CHEM 232.11	Jeske	Kaylee Fender	36	0/165	21	58
CHEM 232.21	Albiniak	Mary Kate Phillips	29	6/124	16	52
**MATH 100.1-7	Stump, Welch	Alaina O'Rear	181	0/560	142	78
**MATH 110.1-3, 801	Dickin, Roberson, Whitehair	Sarah Pahl	230	2/339	139	60
**MATH 113/114.1-2	Whitehair	Zach Smith	70	0/78	24	34
MATH 132.1-3, 800	Cromer, Dickin, Yuan	Becca Fiechter	335	0/259	67	20
MATH 201.17-19	Sapkota, Stump	Paige Maudlin	75	0/99	38	50
MUHI 200.1-2	Penate	Natalie Beall	35	4/98	13	37
MUHI 330.1	Steib	Megan Reynolds	24	4/120	20	83
MUHI 331.1-2	Platt	Clarissa Austin	35	0/124	21	60
NUR 230/231.1-10	Matthews, Shafer	Elly Cleland, Sarah Noonan	91	0/112	53	58

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NUR 330.1-8	Duncan, Flynn	Meg Bigelow, Gracen Richeson	72	0/370	53	72
NUR 340.1-9, 11	Litwiller	Kimmi Owens	88	0/485	77	88
NUR 370.1-9, 11	Benner	Adriene Gill	87	0/345	74	83
NUR 402.1-6	Baker	Meghan Gillespie	56	0/128	26	50

**\*\*SLA pilot participant**

**Total Number of Sessions Held (This Week/Total): 7/595**

## Program Assessment

The assessment map for AR23 appears on the following pages. Included are student learning outcomes and key performance indicators for each program.



## Assessment Map, 2022-2023

STUDENT LEARNING OUTCOMES	Assessment Tools D/I=Direct (Quantitative)/Indirect (Qualitative)	Outcome	Action												
<b>Student Learning Outcomes for Tutoring Clients</b>															
1. Students attending tutoring will be successful in gaining study skills and content knowledge.	<table border="1"> <thead> <tr> <th>Tool</th> <th>D/I</th> <th>Timeline</th> <th>Point person</th> </tr> </thead> <tbody> <tr> <td>Appointment Survey</td> <td>D</td> <td>After every appointment</td> <td>Kaley Sorg</td> </tr> <tr> <td>Drop-in Tutoring Survey</td> <td>D</td> <td>After every visit</td> <td>Kaley Sorg</td> </tr> </tbody> </table>	Tool	D/I	Timeline	Point person	Appointment Survey	D	After every appointment	Kaley Sorg	Drop-in Tutoring Survey	D	After every visit	Kaley Sorg	<p><b>Fall 2022:</b> Close to 94% of appointment-based tutoring clients who completed the survey reported feeling like they could answer questions about the material in their own words or work the problems on their own after attending tutoring. 96% of students who took the survey at the drop-in satellite tutoring locations reported feeling better prepared to approach content from the course on their own after attending drop-in tutoring.</p> <p><b>Spring 2023:</b> A little over 81% of students reported feeling like they could answer questions about the material in their own words or work the problems on their own after attending tutoring. 99% of students who took the survey at the drop-in satellite tutoring locations reported feeling better prepared to approach content from the course on their own after attending drop-in tutoring.</p>	Continue to train tutors about different strategies and tools to use while tutoring a broad range of clients. Continue asking these questions on the appointment and drop-in tutoring surveys.
Tool	D/I	Timeline	Point person												
Appointment Survey	D	After every appointment	Kaley Sorg												
Drop-in Tutoring Survey	D	After every visit	Kaley Sorg												
2. Students attending tutoring will feel they are treated with respect by tutors and Learning Center staff.	<table border="1"> <thead> <tr> <th>Tool</th> <th>D/I</th> <th>Timeline</th> <th>Point person</th> </tr> </thead> <tbody> <tr> <td>Appointment survey</td> <td>D</td> <td>After every appointment</td> <td>Kaley Sorg</td> </tr> <tr> <td>Drop-in Tutoring Survey</td> <td>D</td> <td>After every visit</td> <td>Kaley Sorg</td> </tr> </tbody> </table>	Tool	D/I	Timeline	Point person	Appointment survey	D	After every appointment	Kaley Sorg	Drop-in Tutoring Survey	D	After every visit	Kaley Sorg	<p>Fall 2022: 99% of students completing the ABT survey indicated that their tutor made them feel welcome and comfortable and treated them with respect. 96% of students completing the satellite drop-in tutoring survey indicated that their tutor made them feel welcome and comfortable and treated them with respect.</p>	Continue training tutors in a way that stresses our code of ethics and promotes a positive learning environment for all clients. Continue asking this question on the appointment and drop-in tutoring surveys.
Tool	D/I	Timeline	Point person												
Appointment survey	D	After every appointment	Kaley Sorg												
Drop-in Tutoring Survey	D	After every visit	Kaley Sorg												

					Spring 2023: 99.6% of students completing the ABT survey indicated that their tutor made them feel welcome and comfortable and treated them with respect. 94.7% of students completing the satellite drop-in tutoring survey indicated that their tutor made them feel welcome and comfortable and treated them with respect.												
3. Students who attend drop-in satellite tutoring will successfully gain content knowledge and homework assistance.	<table border="1"> <thead> <tr> <th>Tool</th> <th>D/I</th> <th>Timeline</th> <th>Point person</th> </tr> </thead> <tbody> <tr> <td>Drop-in survey</td> <td>D</td> <td>After every visit</td> <td>Kaley Sorg</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Tool	D/I	Timeline	Point person	Drop-in survey	D	After every visit	Kaley Sorg							Fall 2022: A little over 96% of students who completed the drop-in tutoring survey reported feeling better prepared to approach content from the course on their own after using tutoring. Spring 2023: A little over 99% of students who completed the drop-in tutoring survey reported feeling better prepared to approach content from this course on their own after using tutoring.	The results are positive and reflect the good work our tutors are doing at the drop-in tutoring centers. I'd like to explore additional strategies to encourage more clients to complete the survey.
Tool	D/I	Timeline	Point person														
Drop-in survey	D	After every visit	Kaley Sorg														
<b>Student Learning Outcomes for SI Clients</b>																	
1. Students will develop study skills and a greater understanding of course content.	<table border="1"> <thead> <tr> <th>Tool</th> <th>D/I</th> <th>Timeline</th> <th>Point person</th> </tr> </thead> <tbody> <tr> <td>SI Client Survey</td> <td>D</td> <td>End of semester</td> <td>Jim Mills</td> </tr> <tr> <td>Grade Comparison Reports (send Navigate data to OIRDS)</td> <td>D</td> <td>End of semester</td> <td>Jim Mills</td> </tr> </tbody> </table>	Tool	D/I	Timeline	Point person	SI Client Survey	D	End of semester	Jim Mills	Grade Comparison Reports (send Navigate data to OIRDS)	D	End of semester	Jim Mills			Fall 2022: SI clients report that SI leaders used a variety of methods and materials to help course material easier to understand. Clients also confirm that SI session attendance helped to improve classroom performance. Spring 2023: SI leaders continue to help develop better understanding through a variety of creative materials and activities. Clients cite a willingness to answer a variety of questions and administration/grading of practice tests.	SI leaders will continue to be encouraged to meet with instructors on a regular basis to make sure that session content is doing a satisfactory job of reinforcing course material.
Tool	D/I	Timeline	Point person														
SI Client Survey	D	End of semester	Jim Mills														
Grade Comparison Reports (send Navigate data to OIRDS)	D	End of semester	Jim Mills														
2. Students will collaborate with their peers and take an active role in each session.	<table border="1"> <thead> <tr> <th>Tool</th> <th>D/I</th> <th>Timeline</th> <th>Point person</th> </tr> </thead> <tbody> <tr> <td>SI Client Surveys</td> <td>D</td> <td>End of semester</td> <td>Jim Mills</td> </tr> <tr> <td>SI leader evaluations</td> <td>D</td> <td>Throughout semester</td> <td>Jim Mills</td> </tr> </tbody> </table>	Tool	D/I	Timeline	Point person	SI Client Surveys	D	End of semester	Jim Mills	SI leader evaluations	D	Throughout semester	Jim Mills			Fall 2022: SI leader evaluations cite numerous examples of SI leaders being actively engaged in sessions and encouraging a high level of engagement among clients. Spring 2023: SI leaders utilized CLTs that encouraged collaboration, as noted in SI leader evaluations. Clients reports a high level of engagement with SI leaders, including providing of feedback and willingness to rearrange office hours.	Pre-semester/ongoing training and evaluation feedback will continue to reinforce the importance of SI leader engagement both in class and study sessions. CLTs will continue to be highlighted as an integral part of the SI equation.
Tool	D/I	Timeline	Point person														
SI Client Surveys	D	End of semester	Jim Mills														
SI leader evaluations	D	Throughout semester	Jim Mills														

<b>Student Learning Outcomes for Tutors</b>																	
1. Tutors will gain transferable skills that will be valuable as they enter the job market.	<table border="1"> <thead> <tr> <th>Tool</th> <th>D/I</th> <th>Timeline</th> <th>Point person</th> </tr> </thead> <tbody> <tr> <td>Student Staff Survey</td> <td>D</td> <td>Review/Evaluate each semester (Staff survey was done in Spring 23 only)</td> <td>All (Qualtrics Survey tool) Kaley Sorg (goal)</td> </tr> </tbody> </table>	Tool	D/I	Timeline	Point person	Student Staff Survey	D	Review/Evaluate each semester (Staff survey was done in Spring 23 only)	All (Qualtrics Survey tool) Kaley Sorg (goal)			Spring 2023: 83.3% of tutors taking the spring semester tutor survey reported that they <b>Strongly Agree</b> that they have gained transferable skills that will be valuable as they enter the job market through their work as a tutor. An additional 16.7% of tutors <b>Somewhat Agree</b> that they have gained transferable skills. Tutors indicated these as the top transferable skills from tutoring: Verbal Communication (11.83%), Problem Solving (11.29%), Leadership (11.29%), Teamwork and Collaboration (10.75%), and Professionalism (10.75%).	Continue to measure this on the student staff survey. Ensure that in-services offered through LC training stress the transferable skills covered.				
Tool	D/I	Timeline	Point person														
Student Staff Survey	D	Review/Evaluate each semester (Staff survey was done in Spring 23 only)	All (Qualtrics Survey tool) Kaley Sorg (goal)														
2. Tutors will know that their work has a direct impact on student success.	<table border="1"> <thead> <tr> <th>Tool</th> <th>D/I</th> <th>Timeline</th> <th>Point person</th> </tr> </thead> <tbody> <tr> <td>Student Staff Survey</td> <td>D</td> <td>Once per year</td> <td>Kaley Sorg</td> </tr> <tr> <td>Sharing client feedback from surveys</td> <td>D</td> <td>Once per semester</td> <td>Kaley Sorg</td> </tr> </tbody> </table>	Tool	D/I	Timeline	Point person	Student Staff Survey	D	Once per year	Kaley Sorg	Sharing client feedback from surveys	D	Once per semester	Kaley Sorg			Spring 2023: 70.8% of tutors taking the student staff survey reported that they <b>strongly agree</b> that they know that their work as a tutor has direct impact on student success at BSU. An additional 29.2% of tutors indicated that they <b>somewhat agree</b> .	Continue gauging this learning outcome on the student staff survey. Ask GAs to highlight positive feedback from tutoring surveys to share with tutors throughout the semester.
Tool	D/I	Timeline	Point person														
Student Staff Survey	D	Once per year	Kaley Sorg														
Sharing client feedback from surveys	D	Once per semester	Kaley Sorg														
3. Tutors will engage in professional development opportunities.	<table border="1"> <thead> <tr> <th>Tool</th> <th>D/I</th> <th>Timeline</th> <th>Point person</th> </tr> </thead> <tbody> <tr> <td>Access to CRLA training materials on Canvas</td> <td>D</td> <td>Completion of one training level per semester</td> <td>Kaley Sorg</td> </tr> </tbody> </table>	Tool	D/I	Timeline	Point person	Access to CRLA training materials on Canvas	D	Completion of one training level per semester	Kaley Sorg			Fall 2022: In addition to completing their current CRLA training level, all student staff were required to attend the Learning Center's student staff training about Implicit Bias (which counted as an in-service for training for those who needed it). Additional in-services were offered throughout the semester.	Encourage participation in the MAC Peer Academic Success Conference from tutors and GAs. Continue providing in-services that address tutor-training topics as well as broader				
Tool	D/I	Timeline	Point person														
Access to CRLA training materials on Canvas	D	Completion of one training level per semester	Kaley Sorg														



	Attendance at in-services	D	Several times throughout the semester	Kaley Sorg	Spring 2023: Tutors had the opportunity to present at the First Annual MAC Peer Academic Success Conference. One BSU tutor and Tutoring Desk GA presented at this conference. Tutors attended conference sessions for their in-service training requirements.	professional development topics. Continue to provide constructive feedback in tutor training evaluations conducted each semester by GAs. Continue the student staff survey asking for student staff perceptions regarding access to professional development opportunities.
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Student Learning Outcomes for SI Leaders					Outcome	Action
1. SI Leaders will work closely with their faculty, the SI Coordinator, and their peers to develop collaborative activities covering course content.	<b>Tool</b>	<b>D/I</b>	<b>Timeline</b>	<b>Point person</b>	Fall 2022: SI leader observations note a variety of CLTs being used across sessions and subject areas. Spring 2023: Pre-semester/ongoing training continues to reinforce the importance of engaging CLTs. During ongoing training sessions, SI leaders are required to present a mock session using a CLT that is new to them.	Pre-semester/ongoing training and evaluation feedback will continue to reinforce the importance of SI leader engagement both in class and study sessions. CLTs will continue to be highlighted as an integral part of the SI equation.
	Student Staff Surveys	D	End of semester	Jim Mills		
2. SI Leaders will develop and employ facilitation strategies (including wait-time, redirection, checking for understanding, etc.) in sessions. Rather than lecturing, they will facilitate student learning by encouraging student collaboration.	<b>Tool</b>	<b>D/I</b>	<b>Timeline</b>	<b>Point person</b>	Fall 2022: SI leader observations and the SI client survey indicate that SI leaders are doing an excellent job of redirection (collaboration) and finding creative ways to check for understanding. Wait time is not as widely noted. Spring 2023: Facilitation techniques continue to be discussed at pre-semester/ongoing training. Peer observations and evaluations show that SI leaders do a good job of employing these facilitation techniques.	Continue to reinforce and demonstrate facilitation techniques in pre-semester/ongoing trainings. Mock sessions during the first week of the semester will also be used to demonstrate successful use of facilitation techniques.
	Peer observations and SI leader evaluations	D	Throughout the semester	Jim Mills/GA		
	SI leader evaluations	D	Throughout the semester	Jim Mills		
	Peer observations	D	Throughout the semester	Other SI leaders		
Student Behavioral Outcomes for Testing Clients					Outcome	Action
1. All students with disabilities who are registered with Disability Services and choose to receive testing accommodations through the Learning Center will receive accommodations that are flexible, individualized, and confidential.	<b>Tool</b>	<b>D/I</b>	<b>Timeline</b>	<b>Point person</b>	Fall 2022: Students receive accommodations as outlined in their accommodation letters from DS. When possible, special care is taken to address special requests from clients (i.e. specific booths, etc.) Spring 2023: Students receive accommodations as outlined in their accommodation letters from DS. When possible, special care is taken to address special requests from clients (i.e. specific booths, etc.)	The Testing Desk will continue to honor accommodations as outlined in official DS accommodation letters. We will also continue to help students/faculty navigate individual concerns.
	Accommodation letters provided by DS	D	Throughout semester	Jim/Testing Desk GAs		
2. All students with disabilities who are registered with Disability Services and choose to receive testing accommodations through the Learning Center will demonstrate self-advocacy skills.	<b>Tool</b>	<b>D/I</b>	<b>Timeline</b>	<b>Point person</b>	Fall 2023: Testing Desk GAs have worked hard to support and encourage self-advocacy by including students in outreach to instructors when additional instruction is required. Spring 2023: Testing Desk clients have demonstrated increased self-advocacy skills through asking for special requests (i.e. specific booths, etc.) and e-mailing instructors directly when there are issues with exams.	Testing Desk GAs will continue to encourage the development of self-advocacy by modeling appropriate steps and skills.
	Client survey	D	Mid-semester	Jim/GAs		
	Observations	I	Throughout semester	Jim/Testing Desk GAs		

Student Learning/Behavioral Outcomes for Graduate Assistants		Outcome	Action																
1. All Learning Center GAs will encourage self-advocacy by providing information about additional campus resources.	<table border="1"> <thead> <tr> <th>Tool</th> <th>D/I</th> <th>Timeline</th> <th>Point person</th> </tr> </thead> <tbody> <tr> <td>Handouts/websites</td> <td>D</td> <td>Throughout semester</td> <td>GAs</td> </tr> <tr> <td>Conversation with clients</td> <td>I</td> <td>Throughout the semester</td> <td>GAs</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Tool	D/I	Timeline	Point person	Handouts/websites	D	Throughout semester	GAs	Conversation with clients	I	Throughout the semester	GAs					<p>Tutoring Desk GAs gathered updated handouts and flyers from offices on campus to stock the flyer stand by the Tutor Resource Area. Tutoring Desk GAs experienced some encounters with clients/tutors this academic year that necessitated conversations about visiting the Counseling Center, Success Coaching, Disability Services, and the Dean of Students.</p> <p>Testing Desk GAs work closely with students to encourage self-advocacy through increased and professional conversations with instructors and DS, when necessary. Testing Desk GAs encourage LC tutoring when appropriate and remind students of DS services throughout the semester.</p>	Continue training all GAs about campus resources, referral etiquette, and reporting structure on campus. Continue gathering updating handouts/flyers at the beginning of each semester.
Tool	D/I	Timeline	Point person																
Handouts/websites	D	Throughout semester	GAs																
Conversation with clients	I	Throughout the semester	GAs																
2. Testing Desk Gas will provide professional and confidential service to all students and faculty who are served by the Testing Desk.	<table border="1"> <thead> <tr> <th>Tool</th> <th>D/I</th> <th>Timeline</th> <th>Point person</th> </tr> </thead> <tbody> <tr> <td>E-mail/phone</td> <td>D</td> <td>Throughout semester</td> <td>Testing Desk Gas</td> </tr> <tr> <td>Faculty survey</td> <td>D</td> <td>End of semester</td> <td>Jim Mills</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Tool	D/I	Timeline	Point person	E-mail/phone	D	Throughout semester	Testing Desk Gas	Faculty survey	D	End of semester	Jim Mills					<p>Fall 2022: Testing Desk GAS continue to correspond professional and thorough communication with instructors via e-mail and telephone.</p> <p>Spring 2023: Testing Desk GAS continue to correspond professional and thorough communication with instructors via e-mail and telephone.</p>	Best practices and communication will continue to be revised based on student and faculty feedback.
Tool	D/I	Timeline	Point person																
E-mail/phone	D	Throughout semester	Testing Desk Gas																
Faculty survey	D	End of semester	Jim Mills																
3. All Learning Center GAs will gain supervisory experience and other transferrable skills.	<table border="1"> <thead> <tr> <th>Tool</th> <th>D/I</th> <th>Timeline</th> <th>Point person</th> </tr> </thead> <tbody> <tr> <td>Student Staff survey</td> <td>D</td> <td>Throughout semester</td> <td>Jim/Kaley/ GAs</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Tool	D/I	Timeline	Point person	Student Staff survey	D	Throughout semester	Jim/Kaley/ GAs					<p>According to the student staff survey in the Spring 2023 semester, 83% of GAs who responded <b>strongly agreed</b> that they have gained transferable skills that will be valuable as they enter the job market from their work as a GA. An additional 17% stated they <b>somewhat agreed</b>.</p> <p>The top transferable skills noted were <b>Professionalism</b> (10.71%) and <b>Verbal Communication</b> (10.71%).</p>	GA supervisors will continue to provide experiences that provide supervisory experience and help to develop transferrable skills.				
Tool	D/I	Timeline	Point person																
Student Staff survey	D	Throughout semester	Jim/Kaley/ GAs																

	Assessment Tool	Direct (Qual) Indirect (Quan)	Timeline	Methods	Point person	Outcome	Action
<b>KPI for Learning Center</b>							
1. Number of distinct students using LC programming will equal or be greater than 14% of the student undergraduate population. *Consider adding retention/graduation	Navigate data reports and university data reports	D	End of semester	Mixture of print and digital marketing; Canvas Commons module created for Learning Center shared with all faculty; attending departmental meetings; encouraging faculty to refer students.	Jenny Haley	In Fall 2022, we met the KPI goal: 14% of the undergrad student population used LC services.	
<b>KPI for Appointment-Based Tutoring</b>							
1. The percentage of tutor utilization will be at least 60% (each tutor individually and the program as a whole).	Navigate data.	D	<b>Weekly for the entire semester.</b>	Marketing our services to the classes we offer; having tutors with lower utilization rates be the ones who go to specific classes to outreach. Being deliberative about offering hours to different content area tutors.	Kaley Sorg	<p><b>Fall 2022:</b> The LC had an overall tutor utilization of 50% for appointment-based tutoring. 32% of tutors for the semester maintained a 60% or higher utilization rate this semester (16 out of 50).</p> <p><b>Spring 2023:</b> The LC had an overall tutor utilization of 42% for appointment-based tutoring. 24.5% of tutors for the semester maintained a 60% or higher utilization this semester (12 out of 49).</p>	60% utilization still seems like a good goal for the LC. The Tutoring Coordinator will adjust staffing decisions based on utilization and past semester appointment data to achieve higher tutor utilization numbers in future semesters.
<b>KPI for Drop-In Satellite Tutoring</b>							
10% of students enrolled in classes for which drop-in is offered will attend drop-in at least once during the	Navigate	D	Checkpoints: Week 7, 11, 16	Methods to achieve KPI: Marketing: I or my	Jenny Haley (F21)	Fall 2022: 8% of unique students overall from the	10% still seems like a good goal for drop-in tutoring. There are some

semester. *Research the % of students who are attending from each class.				GA or satellite tutors visit math and chemistry classes to hand out flyers, stickers. Emails to individual students in those classes. Getting the faculty to make announcements. Build in marketing through TutorTrac for students who are seeking appointments for the math and chem we offer drop-in for, with locations and times.	Kaley Sorg (S22)	relevant classes visited satellite drop-in tutoring in Fall. Individually, MATH 110 (15%), MATH 132 (15%), MATH 161 (17%), MATH 165 (23%), MATH 166 (20%), CHEM 101 (10%), PHYC 100 (15%), and PHYC 110 (18%) met or exceeded the 10% goal.  Spring 2023: 8% of unique students overall from the relevant classes visited satellite drop-in tutoring in Spring. Individually, MATH 132 (17%), MATH 165 (27%), MATH 166 (19%), CHEM 111 (11%), and CHEM 112 (10%) met or exceeded the 10% goal.	classes that had very low attendance that we may opt not to advertise at drop-in tutoring in future semesters to focus only on more high-trafficked courses ex: MATH 102 had 2% of students enrolled attend drop-in tutoring in the fall semester and 0% of students enrolled attend drop-in tutoring in the spring semester. In the Fall 2022 semester when we had a Physics drop-in center, 0% of students enrolled came to drop-in tutoring for PHYC 120, 122 or ASTR 122.
<b>KPI for Supplemental Instruction</b>							
At least 30% of students enrolled in each SI course will attend at least one SI study session per semester.	Navigate usage reports	D	End of the semester	Emphasizing the benefits to SI leaders of students attending 4 or more times.	Jim Mills	Fall 2022: 76% of SI courses had at least 30% of enrolled students attend at least one SI session. Spring 2023: 78% of SI courses had at least 30% of enrolled students attend at least one SI session.	SI course offerings will continue to be evaluated using the identified criteria.
15% of SI-eligible students will attend at least four SI study sessions per semester.	Navigate data	D	End of the semester	Emphasizing the benefits to SI leaders of students attending 4 or more times.	Jim Mills	Fall 2022: 39% of SI-eligible students attended at least four SI study sessions. Spring 2023: 40% of SI-eligible students attended at least four SI study sessions.	Continue to emphasize the benefits to SI leaders of students attending 4 or more times.
<b>KPI for Testing</b>							
The Testing Desk meets the needs of faculty who use Learning Center testing accommodations and students who use these accommodations.	Faculty and Student Surveys	D	Middle of semester surveys	Collaboration with DS and ADA, marketing efforts, attending the ADA meeting.	Jim Mills	Fall 2022: Client surveys confirm that student needs are being met by proctors and GAs.  Spring 2023: Client surveys confirm that	The Testing Desk will continue to seek feedback from clients and faculty. Appropriate changes in methods and processes will be made

						student needs are being met by proctors and GAs.	according to this feedback.
<b>KPI for CRLA Tutor Training</b>							
1. Update and revise ITTPC (CRLA) Tutoring Training and seek recertification.	Recertification process	D	Kaley will submit by Finals Week Spring 2023	One-on-one communication with tutors (in-person) encouraging them to pursue Level 3. Names appear on plaque, wage. Brainstorm other ways to incentivize and honor/recognize Level 3 tutors.	Jim Mills (Fall 2021) Kaley Sorg (starting S22)	Submitting applications for Levels 1 and 2; Level 3 will require more updates to meet the revised standards for certification.	The goal is to get Levels 1 & 2 recertified over the summer or Fall 2023 semester (pending review) and continue updating and adding modules to training levels next year. The plan is to revise Level 3 training and submit application for certification by the end of the Fall 23 semester.

### Learning Center Goals

1. Develop in each student the skills necessary for the attainment of academic, career, and life goals.
2. Contribute to the retention rate of first-year students.
3. Contribute to the four-year graduation rate of first-year students.
4. Continue professional training of the professional and student staff so that current theories, research, and teaching strategies are implemented within the program.
5. Guide students to reach their academic potential while realizing the benefits of academic collaboration.
6. Train student staff on issues of diversity, equity, and inclusive excellence.

### Other Periodic Reviews

Item	Point person	Timeline
Website	Cathy Mills	Monthly and before each new semester (fall, spring, summer)
Faculty handbook	Jenny Haley	Annually (summer)
Marketing plan	Jenny Haley	Annually
Learning Center Code of Ethics	All	Every two years (2021, 2023, 2025)
Annual Report template	All	Annually
Canvas training site	All	Semesterly

## Student Training

### 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.

### SI Leader Training

Stuff here

### First Annual MAC Peer Academic Success Conference

February 6-9, 2023

## Student Wage Budget Expenditures

### Fall 2022

#### Tutoring

Total Amt. of hrs.	774.00	612.00	701.50	544.75	709.50	723.00	540.50	757.75	29.00	5,392.00			\$49,617.09
Total Amt. paid	\$7,133.20	\$5,665.73	\$6,389.26	\$5,010.45	\$6,504.37	\$6,634.38	\$5,020.26	\$7,033.59	\$225.85	\$49,617.09			

#### Supplemental Instruction

Total Amount of Hours	431.75	393.00	464.25	326.75	424.75	421.00	303.00	478.75	68.75	3312.00		Total	\$35,759.75
Total Amount Paid	\$4,673.00	\$4,252.75	\$5,047.50	\$3,597.50	\$4,560.25	\$4,507.00	\$3,206.00	\$5,146.50	\$769.25	\$35,759.75			

#### Desk Assistants

Total Amount of Hours for each pay period	18.00	49.25	63.75	44.75	57.75	62.75	33.50	61.50	11.50	402.75			
Total Amount Paid for each pay period	\$139.50	\$217.84	\$369.36	\$264.16	\$328.67	\$358.71	\$179.87	\$351.93	\$22.42	\$2,232.46			\$2,232.46

### Spring 2023

#### Tutoring

Total Amt. of hrs.	604.25	785.25	839.50	814.00	429.50	833.25	801.50	791.50	65.00	5,955.75			
Total Amt. paid	\$6,112.25	\$7,953.13	\$8,714.75	\$8,225.50	\$4,346.00	\$8,514.00	\$8,406.25	\$8,237.00	\$754.00	\$61,262.88			

#### Supplemental Instruction

Total Amount of Hours	440.50	462.25	502.25	440.25	250.75	445.50	409.25	444.50	62.75	3458.00		Total	\$35,809.38
Total Amount Paid	\$4,534.81	\$4,774.69	\$5,176.75	\$4,516.25	\$2,572.25	\$4,553.88	\$4,168.12	\$4,835.75	\$676.88	\$35,809.38			

#### Desk Assistants

Total Amount of Hours for each pay period	30.00	47.75	69.50	64.50	30.25	69.50	65.00	62.75	12.00	451.25			
Total Amount Paid for each pay period	\$122.30	\$167.41	\$265.28	\$209.12	\$112.99	\$265.28	\$243.45	\$239.61	\$33.06	\$1,658.99			\$1,658.99

### 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