Highlights

- Served over 9,000 undergraduates during the school year, exceeding previous record numbers.
- Prepared a successful TRiO Student Support Services grant proposal that was renewed for five more years at $607,500 per year ($3,037,500 over 5 years).
- Oversaw revamp of new and improved website to help faculty, staff, and students learn about our services.
- Piloted collaborative learning groups.
- Developed the CLASS (Collaborative Learning to Achieve Student Success) program to serve underrepresented students.
- Developed a more intensive tutor training program that will lead to our tutors being certified by the College Reading and Learning Association.
- Expanded collaboration with the Total Person Program.
- Provided tutoring in several locations across campus including residence halls, Ellis library, and Crowder Hall (ROTC).
- Demonstrated an increase in retention for LC users vs. non-users.
Learning Center Description

The Learning Center, which houses both the Writing Center and the TRiO CATS Program, provides academic support to all undergraduates at the university. During a typical academic year, approximately 60% of MU freshmen and 30% of all undergraduates participate in one or more Learning Center activities. In 2014-2015, more than 9,000 students used the Learning Center, and these students were more likely to return to MU the following year than students who did not use our services.

The Learning Center offers Open Help Sessions and Exam Reviews for multiple courses in Accountancy, Biology, Chemistry, Math, Physics, French, Spanish, Statistics, and Economics. These services are available to all undergraduates. In 2012, the Learning Center began offering Study Plan Consultation appointments to help students develop a customized success plan based on their specific courses and other commitments. Additionally, the Learning Center works with Academic Retention Services, the Disability Center, and the Veterans Center to provide regularly scheduled tutoring for underrepresented students registered with these offices.

The Writing Center offers both face-to-face and electronic writing assistance for all students for any writing assignment, from academic essays to personal statements, scholarship applications, literature reviews, creative projects, annotated bibliographies, and even lab reports. The Writing Center partners with Residential Life, Ellis Library, and the Total Person Program to offer writing support in multiple locations on campus. Writing tutors come from all majors and are familiar with a variety of writing styles and formats. Although tutors are not editors, they can help with any stage of the writing process, from initial brainstorming to major structural revisions, to putting the finishing touches on a final draft. Because of the growth in online education, the Writing Center provides support continuously throughout the calendar year via the Online Writery. A separate annual report for the Writing Center may be found at: https://writingcenter.missouri.edu/WC2014/www/historyFinal.html

Funded by a grant of $607,500 per year from the federal Department of Education, MU’s TRiO CATS program serves about 650 students representing groups that are historically underrepresented in higher education, targeting first-generation college students, students with high financial need, and students with disabilities. To help these students progress toward graduation and ultimately earn degrees from MU, TRiO CATS provides a range of services, including recurring tutoring appointments in a variety of subjects and academic and financial advising. We also provide scholarships to fifty students each year, selected for their academic achievements and active participation in program activities. The TRiO grant, which helped found the LC in 1976 and is one of the largest TRIO grants in the country, comprises ~37% of the unit’s total budget.
Learning Center Staff
The Learning Center has 14 full-time staff and employed more than 350 tutors in 2014-15. Our tutoring coordinators all have at least a master’s degree and an average of more than 10 years of experience tutoring and teaching at the college level. The tutors are primarily undergraduates who have demonstrated excellence in their academic endeavors and a passion for helping others. However, we do have 10-15 graduate students and a handful of non-students on staff each year.

LC Organizational Chart

Awards/Accomplishments in 2014-15

- Dr. Mary Bixby – Lee Henson Access Mizzou Award
- Dr. Rachel Harper – William T. Kemper Fellowship for Teaching Excellence, WI Teaching Excellence Award
- Aaron Harms – WI Teaching Excellence Award
- Dr. Mike Perkowski was successful in obtaining a continuation of our TRiO Students Support Services Grant – funded for five more years at $607,500 per year
Strategic Operating Plan/Mission

MU’s Strategic Operation Plan (MUSOP) includes three Categories of Action (CAs) that are relevant to the ongoing activities of the LC:

- (CA 1.3) Recruit and retain the best traditional, non-traditional and distance students;
- (CA 1.4) Expand opportunities for experiential learning;
- (CA 2.4) Continually strengthen a diverse, safe, and inclusive culture that encourages and rewards interaction across demographic, social, and interpersonal differences. (MUSOP, p. 10)

Although CA 1.3 specifically targets only the best students, a diverse and inclusive campus culture (as highlighted in CA 2.4) requires a student population that encompasses a broad range of interests, abilities, and academic backgrounds. To achieve success, some of these students need the kind of academic support that the LC provides. Indeed, even the best students may struggle to be successful in areas that lie outside their particular specialties. Therefore, we believe that the Learning Center is consistent with MUSOP in providing learning opportunities designed to achieve the following goals:

- **LC Goal 1**: Improving academic achievement and retention for all students who participate in LC activities,
- **LC Goal 2**: Improving academic achievement and retention for students who face particular challenges as members of a diverse campus community, and
- **LC Goal 3**: Enriching the learning experiences of LC tutors recruited from MU’s best and brightest students.

The following sections briefly describe our ongoing efforts to achieve these goals.

**LC Goal 1: Increasing Overall Academic Achievement and Retention**

To increase overall academic achievement and year-to-year retention for students who participate, the LC provides four types of service that are open to all MU undergraduates: (a) open help sessions and exam reviews in selected courses, (b) assistance from the Writing Center, (c) meetings with study plan consultants (SPCs), and (d) access to NetTutor, an online tutoring service. See page 22 in the appendix for a sample Learning Center Master Schedule from FS14.

**Open help sessions and exam reviews.** For open help sessions, the LC targets subject areas and courses that have high enrollments and high demand for tutoring. The current list includes a total of 45 courses in accountancy, biological sciences, chemistry, economics, French, geology, mathematics, physics, Spanish, and statistics. In open help sessions, a tutor might work with one student or several students in the same course, answering questions or explaining ideas that are important for the entire group to understand. Compared to open help sessions, exam reviews require more preparation and presenters with a higher level of expertise. In addition, they are only feasible when all sections of the course follow the same exam schedule and test over the same material. For these reasons, we offer exam reviews in fewer courses—four in mathematics, two in Spanish, two in statistics, and one in biology.


**Assistance from the Writing Center.** The Writing Center offers both face-to-face and electronic writing assistance for any writing assignment, from academic essays to personal statements, scholarship applications, literature reviews, creative projects, annotated bibliographies, and even lab reports. Although our writing tutors are not editors, they can help students in any stage of the writing process, from initial brainstorming, to major structural revisions, to putting the finishing touches on a final draft.

**Meetings with Study Plan Consultants (SPCs).** SPCs work with students to create a 3-Part Planning Toolkit, designed to improve time management and promote better study habits. The toolkit includes (a) a calendar of all due dates (for exams, homework assignments, projects, lab reports, and papers) in all of the student’s classes for the entire semester, (b) a schedule of all weekly commitments and scheduled sources of academic help available for each course the student is taking, and (c) flexible calculator (in Excel) that computes current grades, best possible grades, and grade goals for all classes the student is taking. Using these tools, the SPC helps the student develop a plan to prepare for an exam or complete a major assignment in one of the student’s more challenging courses. SPCs also encourage students to create similar plans for each of their important exams and assignments.

**NetTutor.** NetTutor provides online tutoring in a variety of different subjects and, for some, it is available 24 hours a day. Because the cost is covered by student fees, students can use this service as much as they want without incurring any additional charge. A link to NetTutor is prominently displayed on our website, and we encourage faculty members to post a link on their Blackboard sites as well. We include NetTutor as an option for all students requesting help in our offices, especially those for whom recurring tutoring by appointment is not an available option.

**LC Goal 2: Increasing Achievement and Retention for Students Facing Special Challenges**

To support diversity and inclusion within MU’s undergraduate population, the LC has historically targeted some efforts toward particular groups of undergraduates who face special challenges, including first-generation college students, students with high financial need, students with disabilities, minority students, and military veterans. Support for these groups has primarily been in the form of regularly scheduled appointments for course-specific tutoring. Funding for the appointments comes from two sources: (a) the U.S. Department of Education’s TRiO Student Support Services (SSS) Program and (b) the Learning Center’s general operating funds.

**Recurring appointment tutoring from the TRiO program.** TRiO SSS provides funding to serve (a) first-generation college students, (b) students with high financial need, and (c) students with disabilities. At MU, more than 10,000 undergraduates fall into these categories. The Department of Education considers this sufficient to fund a program serving 650 active participants, and we are required to serve that many and no more. In practice, we can serve a few additional students, but only to the extent that we can reasonably claim that their level of participation was too low for them to be considered “active” participants. To keep the number participants close to 650, we have required that the vast majority of our participants meet at least two of the three eligibility criteria. Starting with the next grant cycle this fall, academic need (as defined in our grant application) will also be a requirement. TRiO students will have the option of participating in the CLASS sessions and/or receiving limited individual tutoring.

**Recurring appointment tutoring from the LC.** The Learning Center has used MU funds to provide individual tutoring to some students who are not eligible for TRiO CATS. This effort has focused on three groups:
(a) minority students, (b) students with disabilities, and (c) veterans. Beginning in the fall of 2015, these students will be encouraged to make use of the services that are available to all students (open sessions, the Writing Center, SPCs, and NetTutor) and participate in our new CLASS program in lieu of individual tutoring. See page 20 in the Appendix for a description of the new collaborative tutoring model to begin in the fall of 2015.

**LC Goal 3: Enriching the Learning Experiences of LC Tutors**

The Learning Center’s tutors are an elite group. We generally require new tutors to have an overall GPA of at least 3.5 and A grades in the courses they plan to tutor. Despite these high qualifications, LC tutors generally find both tutoring and our tutor training sessions to be valuable learning experiences for them, deepening their understanding of subject matter, raising awareness of common student misconceptions, preparing them to assist students with special needs, and improving their communication skills. Tutoring helps prepare them for future careers or entry into graduate or professional schools. Former tutors have gone on to pursue graduate degrees at some of the most prestigious schools in the country, Stanford and Harvard for example, and some have changed their majors or career paths based on the positive experiences they had tutoring. Although tutoring primarily incurs benefits for the tutee, there is little doubt that the tutor also benefits from tutoring, and this aligns with both CA 1.3 and 1.4 of MUSOP.

**Assessing Progress Toward our Goals**

We collect data on all student contacts to help guide us in determining which services are in highest demand and the most effective. We look at descriptive statistics to see how trends in usage vary for different types of services and different content areas. For effectiveness we look at feedback from students and examine the percentage of students who leave without a degree among Learning Center users and non-users. Before taking a look at the data, we would like to point out the difficulties involved in analyzing our data and meaningfully interpreting the results.

**Self-selection.** Our data pose several challenges for analysis and interpretation, but the most serious problem is caused by self-selection. To illustrate this problem, imagine we were testing a medication designed to reduce the frequency of migraine headaches, and we did so by allowing subjects to choose whether they took the medication or not, and if so, how often. Following this procedure, it would be quite likely that those who took the medication most often would have more frequent migraines than those who took it rarely or never. This positive correlation between taking the medication and migraine frequency should certainly not lead us to conclude that the medication causes migraines to increase in frequency. A more reasonable explanation is that subjects who had frequent migraines perceived a need for the medication and acted on this perception, while those who rarely had migraines did not. Because of self-selection, this experiment tells us essentially nothing about the effectiveness of the medication, but instead informs us about the perceived need of the subjects.

Self-selection presents similar problems for assessing the effectiveness of our services. Because students choose whether or not to use our services and how often they do so, it is quite possible that students who use our services frequently will have lower grades and lower retention rates than those who rarely or never use them, even if our services are very effective. If we could accurately predict what grades and retention rates would be without our services, we could compare these predictions to the actual grades and retention rates of users to obtain a measure of our effectiveness. However, the available predictors appear to lack the required level of accuracy. For
example, the predicted GPAs calculated by MU explain less than 30% of the variation in students’ actual GPAs. We can and will use predicted GPA or other indicators as covariates in some of our analyses, but since these provide only rough estimates of grade outcomes for individuals, they may fail to adequately address the effects of self-selection.

**Assessing academic achievement and retention.** Both LC Goal 1 and LC Goal 2 address academic achievement and retention, but for two different groups of students. Goal 1 addresses the general population of students who utilize LC services, whereas Goal 2 focuses more narrowly on students in the special groups targeted to receive recurring tutoring by appointment. The graphs on the following pages show the patterns of usage by content area and type of service and compare retention rates for students who use the Learning Center versus those who are not LC users.

Learning Center Tutors in Action!
 Participation

- The Learning Center had 56,574 student contacts with more than 9,400 individuals participating in at least one Learning Center activity (open sessions, exam reviews, recurring tutoring appointments, writing appointments, SPC sessions, etc.).
- The total number of contacts is comparable to recent years, but the number of individuals served increased by more than 1,500. This is partially because we placed tighter restrictions on the number of hours of recurring appointments individual students could receive each week.
- As expected, Learning Center use decreases as students progress through their academic careers.
- Although we are an undergraduate program, we provide limited support to graduate students and non-students (staff, visiting scholars, etc.), mostly through the Writing Center.

### Number of Students by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>4000</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2500</td>
</tr>
<tr>
<td>Junior</td>
<td>1500</td>
</tr>
<tr>
<td>Senior</td>
<td>1000</td>
</tr>
<tr>
<td>Grad/2nd Bach</td>
<td>500</td>
</tr>
<tr>
<td>SS only/Not Enrolled</td>
<td>0</td>
</tr>
</tbody>
</table>

**Open Sessions**

Offered for more than 40 courses students typically take in their first two years.
Participation by Subject Area

We see students in hundreds of courses so we grouped courses together by subject area to summarize patterns of use. The appendix provides more information on how we grouped the tutoring contacts on page 21. Writing support and content area tutoring in quantitative courses account for the bulk of our student contacts. Most of the large enrollment math and science courses have open help sessions and several have exam reviews. Except for outreach presentations, all writing contacts are one-on-one tutorials.

**Number of Contacts by Subject Area**

- Mathematics & Statistics
- Writing
- Physical Sciences
- Biology & Life Sciences
- Languages
- Business & Economics
- Advising, LC Information, etc.
- Study Skills
- Social & Behavioral Sciences
- Humanities & Misc. Subjects

**Number of Students by Subject Area**

- Writing
- Mathematics & Statistics
- Biology & Life Sciences
- Physical Sciences
- Study Skills
- Advising, LC Information, etc.
- Languages
- Business & Economics
- Social & Behavioral Sciences
- Humanities & Misc. Subjects
As expected, the average number of contacts for writing, advising, and study skills is relatively small as compared to the average number of contacts for support in quantitative courses. Students in quantitative courses tend to use multiple Learning Center services – open sessions, exam reviews, recurring appointments, etc.

About 20% of the students we serve use recurring appointments and they account for a little over 50% of the total contacts and, therefore, about 50% of our tutoring funds. For the first time, the number of online writing contacts exceeded the number of face-to-face writing contacts.
Many students use multiple types of sessions to enhance their learning so the same student may counted in multiple types of sessions. For example, they may attend open sessions, exam reviews, and use the Writing Center.

The mean number of contacts for recurring appointments is about seven times greater than that for any other type of student contact. This is largely due to our policy of only providing recurring appointments to underrepresented students who make a commitment to meeting with a tutor at least once per week. Of course, some students may drop the class or choose to discontinue tutoring for another reason. Our open help sessions typically have a small core-group of students attending on a regular basis and many who only come when they have a specific question.
Demographics

The tables below describe the usage patterns for different ethnic groups.

### Number of Contacts by Ethnic Group

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Number of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>25000</td>
</tr>
<tr>
<td>Black</td>
<td>20000</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15000</td>
</tr>
<tr>
<td>International</td>
<td>5000</td>
</tr>
<tr>
<td>Asian</td>
<td>5000</td>
</tr>
<tr>
<td>Mixed/Other</td>
<td>5000</td>
</tr>
<tr>
<td>Data Not Available</td>
<td>5000</td>
</tr>
</tbody>
</table>

### Number of Students by Ethnic Group

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>7000</td>
</tr>
<tr>
<td>Black</td>
<td>6000</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4000</td>
</tr>
<tr>
<td>Mixed/Other</td>
<td>4000</td>
</tr>
<tr>
<td>Asian</td>
<td>4000</td>
</tr>
<tr>
<td>Data Not Available</td>
<td>4000</td>
</tr>
</tbody>
</table>

### Mean Contacts per Student by Ethnic Group

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Mean Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>14.00</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12.00</td>
</tr>
<tr>
<td>Asian</td>
<td>10.00</td>
</tr>
<tr>
<td>Mixed/Other</td>
<td>8.00</td>
</tr>
<tr>
<td>International</td>
<td>6.00</td>
</tr>
<tr>
<td>White</td>
<td>4.00</td>
</tr>
<tr>
<td>Data Not Available</td>
<td>2.00</td>
</tr>
</tbody>
</table>
Student Performance

Leaving Without Degree (LWD) Percentage for LC Users

To examine the persistence of students, we focused on the percentage of students who were enrolled in FS14 but left MU without a degree. The graphs below present the percentage of students leaving without a degree (LWD) for those who had no LC contacts, exactly one contact, or two or more contacts (recurring users). If LC users were lost at the same rate as non-users, we would have lost 414 more students from FS14 to FS15. As discussed earlier, we cannot claim that this is solely because of Learning Center use, but we do observe a consistent pattern that students who use the Learning Center have a higher retention rate than non-users.

First-time college students are assigned an advising group when they are admitted to MU based on ACT scores and high school core GPA. The highest ability students are assigned to advising group 1, the second most able advising group 2, and so on. Transfer students and students missing one of these indicators are not assigned to an advising group. The graph below shows that regardless of advising group, LC users have a lower LWD percentage than non-users.
Underrepresented minority students exhibit a greater decrease in the percentage of students who leave without a degree than do white students.

Underrepresented minority students are the largest group eligible for recurring appointments through the Learning Center. A majority of these appointments were one-on-one appointments but in the coming year we are moving to a collaborative learning model.
Leaving Without Degree (LWD) Percentage for Students with Recurring Appointments

The charts below provide a comparison of the decrease in percentage of students leaving without a degree (LWD) for LC users who use recurring appointments (Rec App) versus other LC help (open tutoring sessions, exam reviews, etc.). It appears that students who use recurring appointments leave without a degree at a higher rate than those who use recurring appointments. Keep in mind that recurring appointments are only available to students from underrepresented groups. Selecting one of these underrepresented groups as an example, African American students, we see that recurring appointments are actually more effective than other types of LC services. The percentage of students leaving without a degree for this population drops from 15.17% for those who use no LC services to 4.33% for students who use recurring appointments and 6.47% for those who use other LC services. What does this mean in terms of how many more students are retained at MU each year?

If African American students who use recurring appointments were lost at the same rate as LC non-users, about 70 more would have left MU without a degree. Also, if African American students who use Other LC appointments were lost at the same rate as LC non-users, about 44 more would have left MU without a degree.
Tutee Satisfaction

We offer the students the opportunity to provide feedback after any recurring appointment and evaluation forms are distributed at open sessions and exam reviews at various times throughout the semester. Copies of the evaluation forms are in the appendix on pages 17-19.

<table>
<thead>
<tr>
<th>Circle the response that most accurately represents your opinion.</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neutral</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong>: The tutor had a clear understanding of the subject.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Organization</strong>: The tutor was well organized and thorough.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Communication</strong>: The tutor communicated clearly and helped me understand the material.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Attitude</strong>: The tutor had a helpful and supportive attitude.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Overall</strong>: I am satisfied with the help sessions provided by the Learning Center.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

The table below is based on 531 evaluations collected over the course of the year. All averages were between 4.79 and 4.88 on a scale of 1 to 5 with 5 being the best.

You may see written responses to the open-ended questions on our website – learningcenter.missouri.edu.
Appendix

Learning Center Evaluation – Individual Tutoring

Course: ____________________________________________________________

Name of Tutor: ____________________________________________________

Circle One: Fall / Spring / Summer  Year: __________

<table>
<thead>
<tr>
<th>Circle the response that most accurately represents your opinion.</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neutral</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
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<td>Knowledge: The tutor had a clear understanding of the subject.</td>
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<td>3</td>
<td>2</td>
<td>1</td>
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<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Attitude: The tutor had a helpful and supportive attitude.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Overall: I am satisfied with the tutoring sessions provided by the Learning Center.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Thank you for your careful responses. We would also appreciate your written comments below. We value your input and will use it to help improve our tutoring program.

Would you recommend these tutoring sessions to a friend? Why or why not?

Please describe one or more aspects of the tutoring sessions that were especially helpful to you.

Please give us your suggestions for improving future tutoring sessions.
Learning Center Evaluation – Group Tutoring

Course: ____________________________________________

Name of Tutor: ______________________________________

Circle One: Fall / Spring / Summer Year: _____________

<table>
<thead>
<tr>
<th>Circle the response that most accurately represents your opinion.</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neutral</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
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<tbody>
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<td>2</td>
<td>1</td>
</tr>
<tr>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Overall: I am satisfied with the help sessions provided by the Learning Center.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Thank you for your careful responses. We would also appreciate your written comments below. We value your input and will use it to help improve our tutoring program.

Would you recommend these help sessions to a friend? Why or why not?

Please describe one or more aspects of the help sessions that were especially helpful to you.

Please give us your suggestions for improving future help sessions.
Learning Center Evaluation – Exam Review Sessions

Course: __________________________________________________________

Name of Presenter: ________________________________________________

Circle One: Fall / Spring / Summer

Year: ______________

Circle the response that most accurately represents your opinion.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neutral</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: The presenter had a clear understanding of the subject.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Organization: The presenter was well organized and thorough.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Communication: The presenter communicated clearly and helped me understand the material.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Attitude: The presenter had a helpful and supportive attitude.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Overall: I am satisfied with the review sessions provided by the Learning Center.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Thank you for your careful responses. We would also appreciate your written comments below. We value your input and will use it to help improve our tutoring program.

Would you recommend these review sessions to a friend? Why or why not?

Please describe one or more aspects of the review sessions that were especially helpful to you.

Please give us your suggestions for improving future review sessions.
The CLASS Program - Collaborative Learning to Achieve Student Success

We welcome you to the Learning Center and invite you to become an active participant in the CLASS Program!

What is the CLASS Program?

The CLASS Program is funded by MU and is designed to support promising undergraduate students from historically underrepresented groups meet the academic and social demands of a college education.

What can the CLASS Program do for you?

The CLASS Program arranges free collaborative and dynamic tutoring sessions with other students in your course (the ratio of students to tutors is no higher than 4 students to 1 tutor). Each collaborative group is assigned for the entire semester so that students can become comfortable with their tutor and their study group. Independent of the tutor, the group may also choose to study together outside of scheduled sessions.

Why is tutoring a good idea?

Unlike what high school stereotypes may suggest, tutoring is a way to help all students maintain their success. CLASS Program sessions can also help with study strategies, time management, accountability, and stress management.

Why should you register early?

- You will have more success if you start your semester with the CLASS Program than if you wait until you are having trouble in a course.
- Once CLASS Program collaborative groups fill up for a course, students who register will be placed on a waiting list for a spot to open. If a student drops out of their group or repeatedly misses their scheduled sessions, their spot will be given to the next person on the waiting list.

Who are the CLASS Program tutors?

CLASS Program tutors are Mizzou students who have excelled in the course they are tutoring and have gone through extensive training developed by our Tutoring Coordinators to meet the requirements of the College Reading and Learning Association.

How to enroll in the CLASS Program:

1. Visit the Learning Center office (100 Student Success Center), so we can create a user account for you in Atlas, our online app for handling tutor requests. Learning Center staff can help guide you through this process.
2. You will use your pawprint and password to log in to Atlas (https://learningcenteratlas.missouri.edu). Make sure to bring that info with you and keep this link as a reference!
3. You may choose up to four sessions per week, no more than two per class.
4. Be sure to list all of the times you can be available to meet with your tutor(s). Arranging your tutoring sessions is only possible if you provide a sufficient number of scheduling options to match with tutors’ schedules.
5. When your sessions are scheduled, a message with appointment details will be sent to your MU email address.

Connecting with the CLASS Program:
Address: 100 Student Success Center
Phone: (573) 882-2493
Website: learningcenter.missouri.edu
## SUBJECT AREA DEFINITIONS

### Advising, LC Information, etc.
- Academic Advising – Course Selection
- Academic Advising – General
- Cultural Activities
- ECE
- Financial & Economic Literacy
- Financial Aid Advising – Asst in applying for FSA
- Financial Aid Advising – Information about FSA
- Graduate School Information
- Information Workshops
- Interdisciplinary Studies
- Learning, Teaching, & Curriculum

### Outreach
- Outreach-E1000
- OUTREACH-WORKSHOP
- Peer Advising or Mentoring
- Personal Advising
- Student Success Center

### Biology & Life Sciences
- Animal Science
- Biological Sciences
- Cardiopulmonary & Diagnostic Sciences
- Environmental Science
- Food Science
- Health Professions
- Health Sciences
- Medical Pharmacology & Physiology
- Microbiology
- Natural Resources
- Nursing
- Nutrition
- Nutritional Sciences
- Pathology & Anatomical Science

### Business & Economics
- Accountancy
- Agricultural Economics
- Economics
- Finance
- Management
- Marketing
- Personal Financial Planning
- Textile & Apparel Management

### Humanities & Misc. Subjects
- Agricultural Education
- Agricultural Systems Management
- Architectural Studies
- Art – General
- Art History & Archaeology
- Athletic Training
- Black Studies
- Classical Humanities
- Communication
- Communication Science/Disorder
- English
- Film Studies
- History
- Human Development & Family Studies
- Industrial & Manufacturing Systems
- Information Technology
- Journalism
- Parks, Recreation & Tourism
- Peace Studies
- Philosophy
- Religious Studies
- Social Work
- Soil Science
- Women's & Gender Studies

### Languages
- Chinese
- French
- GERMAN
- Italian
- Japanese
- Latin
- Russian
- Spanish

### Mathematics & Statistics
- Mathematics
- Statistics

### Physical Sciences
- Astronomy
- Biochemistry
- Chemical Engineering
- Chemistry
- Civil Engineering
- Computer Science
- Electrical & Computer Engineering
- Engineering
- Geology
- Mechanical & Aerospace Engineering
- Physics

### Social & Behavioral Sciences
- Anthropology
- Ed, School & Counseling
- Psychology
- Geography
- Political Science
- Psychology
- Rural Sociology
- Sociology

### Study Skills
- Study Plan Consult
- Study Skills
**FALL 2014 MASTER SCHEDULE**

100 Student Success Center (SSC) • (573) 882-2493
learningcenter.missouri.edu

**WRITING CENTER HELP**
Meet with writing consultants to:

- revise & polish drafts
- analyze arguments, brainstorm & organize ideas
- understand texts & cite sources
- develop personal statements & application essays

Please call (573) 882-2496 to schedule an appointment.

**APPTS 9 AM–9 PM Mon–Thu & 9–5 PM Fri**

on the Student Success Center Main Floor

**NOTE: Writing Intensive Help in WITS corner**

<table>
<thead>
<tr>
<th>Writing Help in RES HALL COMPUTER Labs</th>
<th>6–9 PM Mon–Thu</th>
<th>9 AM–3 PM Wed</th>
<th>11 AM–4 PM Thu</th>
</tr>
</thead>
<tbody>
<tr>
<td>BINGHAM COMMONS</td>
<td>151E</td>
<td>123</td>
<td>101</td>
</tr>
<tr>
<td>CENTER HALL</td>
<td>151F</td>
<td>123</td>
<td>101</td>
</tr>
<tr>
<td>MARK TWAIN HALL</td>
<td>151G</td>
<td>123</td>
<td>101</td>
</tr>
</tbody>
</table>

**NetTutor provides free online tutoring to MU students in all self-paced and many semester-based courses.**

https://mizzou.link-systems.com/secure/ssologin.php

**SCIENCE HELP**

**In MIDDLEBUSH HALL**

<table>
<thead>
<tr>
<th>BIOLOGY</th>
<th>Tue/Wed/Thu</th>
<th>5:30–7:30 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1010, 1500, 2200, 2300 GEN, INTRO, GENETICS, CELL BIO</td>
<td>MIDD 304</td>
<td></td>
</tr>
<tr>
<td>3700 ANIM PHYSIOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANAT 2201, MICROBIO 2800, 3200 &amp; MPP (PHYSIOL) 3202</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CHEMISTRY</th>
<th>Tue/Thu</th>
<th>5–7 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000, 1100, 1330 INTRO, ATOMS &amp; MOL, CHEM II</td>
<td>MIDD 208</td>
<td></td>
</tr>
<tr>
<td>1320 CHEM I</td>
<td>MIDD 211</td>
<td></td>
</tr>
<tr>
<td>2100 &amp; 2110 ORGANIC I &amp; II</td>
<td>MIDD 207</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PHYSICS</th>
<th>Mon/Tue</th>
<th>5–7 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1210/2750 COLLEGE I/UNIV I</td>
<td>MIDD 212 &amp; 132</td>
<td></td>
</tr>
<tr>
<td>1220/2760 COLLEGE II/UNIV II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| CHEM & PHYS Help also on SUNDAY | Physics Dept. Help: Wed/Thu 3–6 PM in Physics 102 |
| 1–3 pm on SSC Main Floor & Rm 24 |

**MATHEMATICS HELP**

**In FALL 2014 MASTER SCHEDULE**

<table>
<thead>
<tr>
<th>MATH 0110: INTERMEDIATE ALGEBRA</th>
<th>5:30–7:30 PM</th>
<th>Middlebush Auditorium</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Mon, Sept 22</td>
<td>5:30–7:30 PM</td>
<td>Middlebush Auditorium</td>
</tr>
<tr>
<td>2: Mon, Oct 20</td>
<td>5:30–7:30 PM</td>
<td>Middlebush Auditorium</td>
</tr>
<tr>
<td>3: Sun, Nov 16</td>
<td>5:30–7:30 PM</td>
<td>Middlebush Auditorium</td>
</tr>
</tbody>
</table>

**MATH 1100: COLLEGE ALGEBRA**

| 1: Mon, Sept 22                 | 5:30–7:30 PM | Middlebush Auditorium |
| 2: Mon, Oct 20                  | 5:30–7:30 PM | Middlebush Auditorium |
| 3: Mon, Nov 17                  | 5:30–7:30 PM | Middlebush Auditorium |

**MATH 1300: FINITE MATH**

| 1: Mon, Sept 22                 | 5:30–7:30 PM | Middlebush Auditorium |
| 2: Mon, Oct 20                  | 5:30–7:30 PM | Middlebush Auditorium |
| 3: Mon, Nov 17                  | 5:30–7:30 PM | Middlebush Auditorium |

**MATH 1400: CALCULUS for Social & Life Sciences**

| 1: Mon, Sept 22                 | 5:30–7:30 PM | Middlebush Auditorium |
| 2: Mon, Oct 20                  | 5:30–7:30 PM | Middlebush Auditorium |
| 3: Mon, Nov 17                  | 5:30–7:30 PM | Middlebush Auditorium |

**SUN: 5:30–7:30 PM in Campus View Apts.**

**Check your email!**
If you’re enrolled in classes for which we provide help, we’ll email you all the details, including Review Sheets for Exam Reviews in SPANISH 1100 & 1200; MATH 0110, 1100, 1300 & 1400; and STAT 1300 & 2500. And we’ll email you links to Tegrity recordings of our Math & Stat Exam Reviews. lc@missouri.edu