Learning Center
University of Missouri

2015-2016 ANNUAL REPORT
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Welcome from the Director!

Dr. Phil Deming
Learning Center Director

This fall I will complete my 25th year at the Learning Center and the past year has certainly been one of the most eventful during my tenure. I became interim director in 2007 and director in 2008. In the first few years in this position I saw student enrollment grow along with the funds we received to support the growing student population. In anticipation of decreasing enrollment over the next few years and decreasing state appropriations, all units have been asked to find ways to reduce expenditures. The budget challenges made all of us at the university examine what we do and consider ways to serve students more efficiently while maintaining the quality of services. Our staff rose to the challenge and found new and innovative ways to maintain and even expand some services.

In the following pages you will get an overview of the Learning Center and will hear about some of the exciting new programs implemented in the past year. These new programs include a new tutor training program, collaborative tutoring program, a TRiO Freshman Interest Group, expanded writing support, a Supplemental Instruction pilot, and a TRiO leadership development conference.

The internal organization of the Learning Center is not intuitive as content areas have been assigned to coordinators based on the expertise of the individuals. The reports from the units within the Learning Center will focus on the content areas within a coordinator’s responsibilities whereas the summary statistics and retention analyses are based on similar content areas regardless of coordinator. You will also find a link to our Writing Center’s annual report.

We could not be successful without referrals from faculty and staff and, for that matter, students. I wish to thank everyone who supports our efforts by making referrals and/or collaborating with our staff. We look forward to working you and hope to expand our network of partners in student success in the coming year.
Welcome from the TRiO Director!

I completed a master’s degree at MU in 1982 and took a job at the Learning Center in 1983. In my career at the Learning Center, I have served in several different roles, but I can look back with pride on many years helping students achieve success and earn their degrees from MU.

Two years ago, I became director of the Learning Center’s TRiO Student Support Services (SSS) Program, one of the foremost SSS Programs in the country. We have faced many challenges over the past year, as a university and within the Learning Center, but as this report will show, we have also had great successes, and we have reason to be proud of our accomplishments. The TRiO section of this report provides more details on new initiatives and continuing successes achieved by the program over the past year.
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 2015-2016, more than 8,600 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. It also houses a Learning Strategies Specialist who meets with students on a one-on-one basis to further assist them in their academic progress. 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/about/

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.
2015-2016 Highlights

- Had over 45,294 contacts with 8,765 individuals.
- The Writing Center had a record 13,546 to 5,063 individual students.
- Began the new TRiO Student Support Services program under the modified guidelines of the new grant award funded at $607,500 per year ($3,037,500 over 5 years).
- Received a 3% increase ($18,225) in TRiO Student Support Services for next year that will allow us to serve an additional 20 eligible students.
- Launched a new web page to improve the flow of information to faculty/staff/students.
- Implemented the CLASS (Collaborative Learning to Achieve Student Success) program to serve underrepresented students.
- Implemented a tutor training program that leads to our tutors being certified by the College Reading and Learning Association.
- Provided tutoring in several locations across campus including residence halls, Ellis library, and Crowder Hall (ROTC).
- Continue to demonstrate a decrease in the number of students leaving Mizzou without a degree for LC users vs. non-users.
- Awarded $65,000 from the UM System Comprehensive Retention Initiative to enhance one-one-one tutoring.
- Revived the defunct Learning Center Advisory Board with new members from a cross section of campus in the fall of 2015. See the appendix for a list of members.

Strategic Operating Plan

The Learning Center supports Mizzou’s strategic operating plan, known as Mizzou 2020 through the programs described in this report. More specifically, the LC programs address the following priorities in Mizzou 2020.

1.2 Invest in new tools and strategies to recruit and retain students

3.2 Continually strengthen a diverse, safe, and inclusive campus culture
   - Create a new campus structure for issues of inclusion, diversity and equity
   - Increase faculty, students and leadership from underrepresented groups

Our newly formed advisory board is charged with working with the LC staff to develop a new strategic plan that aligns with the new campus strategic plan. Work began in fall 2015 and we hope to have a new plan in place by fall 2016.
Services for All Students
The services listed below are available to any undergraduate at the University. Additionally, the Writing Center provides tutoring to graduate students and staff as well.

Open Help Sessions & Exam Reviews
The Learning Center offers Open Help Sessions and Exam Reviews for many courses across campus (see Appendix for a complete list). 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 to five in mathematics, and two in statistics.

The Writing Center
The Writing Center offers both face-to-face and electronic writing assistance for any writing assignment to anyone with a Mizzou pawprint and password. This past year, the WC had a record 13,546 to 5,063 individual students. For more detailed usage breakdowns, and all WC-related data, please access their annual report at https://writingcenter.missouri.edu/about/.

Study Plan Consultants (SPC)
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. Students usually have two sessions with their Consultant, although they may sign up for additional appointments during the semester if desired.

Learning Strategies Specialist
Through a collaborative referral system with the Disability Center and MU’s academic advisors, our Learning Strategies Specialist works with many students with hidden disabilities as well as other students across campus who may need one-on-one assistance with learning strategies. Through an initial needs assessment followed by recurring appointments, students are coached and mentored to develop more efficient learning strategies for their current and future courses. This coaching may involve reading, note-taking, and study strategies, among others.
Of the 823 study strategy appointments, 86% were for developing semester plans with a Study Plan Consultant while 14% worked with a professional staff member on more specific study strategies.

**Student Performance**

**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.** Mizzou 2020 priority 1.2 addresses academic achievement and retention and priority 3.2 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.
 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 FS15 but did not register for FS16 classes and did not earn a degree. Due to the timing of this report, we cannot do a true retention analysis. Therefore, we focus on the students who appear to be leaving the university since they have not preregistered for the fall. We know these numbers will change by next fall but expect the same trends to hold. The graphs below present the percentage of students leaving without a degree (LWD) for those who had no LC contacts compared to those who had two or more contacts (repeated users).

LC users have preregistered for Fall 2016 at an increased rate of 8.7%. If LC users chose not to preregister at the same rate as non-users, we would have about 600 fewer students preregistered for FS16. 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 lower LWD 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, repeated LC users have a lower LWD percentage than non-users.
Participation

The graph below describes the number of student contacts by session format. The number of students attending exam reviews has steadily declined over the past few years as we have phased in capturing these reviews on Tegrity and posting them on our webpage.

- The Learning Center had 45,294 student contacts with 8,765 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 declined from last year, as did the number of individuals served. Budget restrictions required us to place tighter restrictions on the number of hours of recurring appointments individual students could receive each week.
- For the first time, there were nearly as many sophomores participants as freshmen and the sophomores actually had more contacts – an average of 5.75 per user vs. 5.02 for freshmen. Surprisingly juniors had an even higher number of average contacts at 5.84 per user.
- 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.
Many students use multiple types of sessions to enhance their learning so the same student may be counted in multiple types of sessions. For example, they may attend open sessions, exam reviews, and use the Writing Center.

The average number of contacts for recurring appointments is six to seven times greater than that for other types of contacts. 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.
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. Students had a total of 1,062 contacts during 2015-16, primarily in math and science. The average number of contacts per student is 2.99 which is about half as many as LC sessions. (We report the NetTutor summary separately since the support is not directly provided through the Learning Center.)
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. 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.
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. However, the greatest average number of contacts was observed for students in the humanities, social and behavioral sciences, and a handful of other miscellaneous courses. These are areas for which we don’t offer open sessions so the students receiving support in these areas are strictly TRiO and CLASS participants.

![Average Contacts per Student by Subject Area](image)

**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 25-27.

The graph below is based on 922 evaluations collected over the course of the year. All averages were between 4.85 and 4.92 on a scale of 1 to 5 with 5 being the best.

![Tutor ratings](image)
Services for Targeted Populations of Students

Two of the Learning Center’s hallmark programs, TRiO and CLASS, are available to eligible students – following program guidelines – who choose to participate and are sustained through funding sources described below.

The TRiO Program
As part of our effort to provide support for students from diverse academic and social backgrounds, the Learning Center has maintained a TRiO Student Support Services (SSS) project at MU since 1976. Funded by a grant from the U.S. Department of Education, our TRiO program targets undergraduates who are: (a) first-generation college students, (b) students from low-income families, and/or (c) students registered with the Disability Center.

The program offers a wide range of services, including:
- course-specific tutoring
- help in reading, note taking, and developing effective study skills
- a College Success Seminar
- a Freshman Interest Group with a week-long bridge experience
- academic advising
- assistance with meeting the financial demands of college
- support for students interested in pursuing graduate and professional schools

These services are designed to help students make a successful transition from high school to college, form bonds with the campus community, and improve their academic performance and prospects for graduation and beyond.

The past year has been an eventful one for MU’s TRiO Program, featuring both the launch of new initiatives and continued success in our long-term efforts. Some highlights from the year’s events are described below.

Results of the 2015 SSS Grant Competition
On July 20, 2015, MU received notice that our application to the 2015 TRiO SSS Grant Competition had been selected for funding by the U.S. Department of Education. This notification was the culmination of months of work by Dr. Mike Perkowski, director of MU’s TRiO Program, and other members of the Learning Center staff. Our proposal presented a thorough explanation of the need for the project, the objectives of the project, and our plan of operation. Its selection earned MU a five-year grant of $607,500 per year for a total of $3,037,500. Among the 1081 funded projects, MU stands out as having one of the foremost SSS projects in the U.S. We rank sixth in total grant funding and second in number of students served each year (650).

Evaluation from the U.S. Department of Education
MU’s TRiO Program submits data to the U.S. Department of Education (ED) every year. ED evaluates our data to determine whether we have met predetermined goals for participation, participant retention, good academic standing rate, and graduation rate. Although exact targets differ from one program to another, all must be judged to be “ambitious but attainable” by ED. For MU to be considered successful, (a) we must serve 650 eligible participants with evidence of academic need; (b) at least 78% of our active participants must either graduate or continue to be enrolled in classes the following fall semester; (c) at least 87% of our active participants must remain in good academic standing; and (d)
at least 63% of prior participants must have earned earn bachelor’s degrees from MU within 6 years of first enrollment. We also must satisfy certain distribution requirements concerning the number of participants who are either students with disabilities or both low-income and first-generation college students. This year, MU submitted its data to ED and continued our excellent record of performance by meeting or exceeding all of the goals for our program.

**Freshman Interest Group (FIG) TRiO Students**

The 2015 grant competition gave us an opportunity to incorporate some new ideas into our plan of operation. One new initiative, spearheaded by Lisa Scheese, the Learning Center’s General Tutoring Coordinator, was LEAD (Leadership Exploration and Academic Discovery), a Freshman Interest Group and week-long bridge experience for TRiO students.

Starting in FS2015, LEAD offered incoming TRiO freshmen access to on-campus housing with built-in support from peers and residential life staff. LEAD students participated in pre-week activities that focused on success skills, leadership topics, and introductory lessons for their co-enrolled fall semester classes, giving them a taste of the rigors of college before classes began and helping them to feel more confident and connected to campus.

The LEAD FIG’s pro-seminar focused on personal identity, leadership, and career development within a success-skills framework. Throughout the semester, students worked on a personal growth project to help develop their skills as leaders. The goal of the project was to experience something new, reflect on their experience, and apply it to other aspects of their life. Students presented their projects as the culminating activity of the FIG. Of the 14 students enrolled in LEAD for FS2015, 86% were retained for their sophomore year with an average cumulative GPA of 2.703.

**College Success Seminar**

College Success Seminar (SSC 1150) is another option available for TRiO students, with special sections tailored to fit their needs. Dr. April Bass’ section focused on introducing students first to a successful transition to college, then to successful navigation through college years, and finally to a successful transition into the world of professionals through familiarizing students with the resources available on/through campus, training them to use the most efficient and effective studying techniques and methods, acquainting them with research practices, and bringing in valuable speakers. In FS2015, April incorporated Ellis Library’s Scavenger Hunt and made an MU campus scavenger hunt to highlight essential parts of campus for TRiO students. Through these and other group-building exercises, April’s intent was to facilitate enduring connections in the classroom that would help support her TRiO students throughout their years at Mizzou.

As first-semester freshmen during unsettled months on campus, many students in this cohort decided to meet together with April outside of regular class time to discuss campus struggles, their opinions, and their future at MU.
TRiO Peer Mentoring Program

Included in our recent grant proposal was another new idea, a peer mentoring program for TRiO students, the brainchild of Vicki Boyd-Kennedy, our TRiO Academic Advisor. Early in the spring semester, Vicki selected and hired eight new student mentors, choosing students who were active participants in program-sponsored courses during their freshman year and would serve as good role models for new freshmen in the TRiO Program.

Training for the new mentors was conducted in weekly, one-hour meetings. Topics included payroll and time-keeping procedures, time management, goal-setting and test-taking techniques. They also talked about how to conduct mentoring sessions and when to refer students to other resources available on campus. The mentors assisted in developing a resource handbook by researching and reporting on these campus resources. They completed 10 hours of training over the semester.

Mentors held weekly office hours, and TRiO participants were invited to drop in for assistance with study skills and resources. Vicki referred students to specific mentors with similar majors or interests.

Starting in Fall 2016, TRiO mentors will also assist with College Success Seminar (SSC 1150), leading class activities and meeting outside of class with students enrolled in the course. The TRiO Program will also host an orientation for incoming participants (new freshmen and transfer students who completed an application and meet the eligibility requirements) where they will meet the peer mentors and be encouraged to submit requests for mentoring sessions.

March 2016: TRiO Students Attend National Leadership Conference

For the first time this year, the TRiO Program provided support for students to attend a national conference. Accompanied by three TRiO staff members (Lisa Scheese, April Bass, and Vicki Boyd-Kennedy), ten MU students traveled to Denver Colorado to attend the National Conference on Student Leadership (NCLS). This four-day event gave them the opportunity to meet and interact with other TRiO students from across the country, networking and attending workshops on a variety of topics, including leadership styles, appreciation of diversity, and initiating social change on campus. Students came back excited to create new leadership opportunities on campus for the fall semester.
TRiO Scholarships for Fifty Sophomores
On October 20, 2015, we informed fifty students that they would receive an additional $2,000 in financial aid for 2015-16, thanks to MU’s TRiO Program. Of the $100,000 awarded, $67,000 came from the U.S. Department of Education, with MU supplying the remaining $33,000. To qualify for these TRiO Scholarships, students had to be Pell-Grant eligible and in their second year of higher education. From the students meeting these qualifications, the fifty recipients were selected based on academic achievement, financial need, and participation in the TRiO Program during their first year at MU.

Increase in TRiO Funds for 2016-17
On April 19, 2016, we received notification of a 3% increase in TRiO funding for the 2016-17 academic year. To qualify for the increase, programs needed to either (a) submit a plan for using the new funds to intensify the services they provide for students or (b) agree to a 3% increase in the number of students they would serve each year. With the large population of TRiO-eligible students at MU, we thought it best to take the second option, increasing our participation goal from 650 to 670 students and raising our funding level to $625,725 per year. We look forward to recruiting more students than we have in the past, helping them realize their hopes of graduating from MU and enjoying the rich and rewarding future that a strong college education can provide.

CLASS Tutoring
As a means of expanding the number and limited categories of students the Learning Center is able to offer services to, MU funds have allowed for the addition of scheduled tutoring to students who are not eligible for TRiO. The CLASS program has focused on expanding scheduled tutoring to: (a) traditionally underserved student populations in higher education, (b) veterans, and (c) increased numbers of students registered with the Disability Center.

The Learning Center overhauled the CLASS program, introducing a collaborative tutoring model that would both support a co-curricular academic and social support network for our students (Love et al., 2014; Tinto 2012; De Backer, L., Van Keer, H., & Valcke, M., 2012) and adapt to funding changes. Beginning in the fall of 2016, we will be modifying the CLASS program further to meet the needs of our students, who have requested the flexibility to choose either individual or collaborative tutoring sessions.
Our 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. In addition to their own high qualifications, our tutors generally find both tutoring and tutor training 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 (e.g., Stanford and Harvard), medical schools (including MU), become Fulbright Fellows, 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 (Fantuzzo et al., 1989; Kuh et al., 2006; Topping, 2005). Not only does the mutual benefit of the tutee-tutor relationship align with both CA 1.3 and 1.4 of MUSOP simply by the nature of working through a course together, but we work to promote an environment of positive collaborative learning beginning with tutor training.

The Learning Center, after reviewing peer institutions and tutor training programs, decided to become a CRLA (College of Reading and Learning Association) Certified Center. The application was finalized in May, 2016, but as we moved toward certification, strategic changes took place throughout our tutoring teams. Coordinators created standardized training sessions to both assist tutors in learning their role and offering effective tutoring sessions. The CRLA program has three levels of certification, requires 10 hours of training per level in addition to formal evaluations, and requires a minimum of 100 tutoring hours. According to tutor evaluations, professional development opportunities like this have improved their confidence in being able to serve students. Refer to the Appendix for the training schedule.

The inaugural CRLA cohort was the largest we will have, as all of the Learning Center's nearly 300 tutors received training. Beginning in August, 2016, Levels I & II will be offered concomitantly.
Bonnie Zelenak Excellence in Tutoring Award Winners

Each year, the Learning Center presents the Bonnie Zelenak Excellence in Tutoring Award (named after the Learning Center’s founder) to recognize tutors whose enthusiasm for tutoring and outstanding commitment to supporting students in achieving their academic goals at MU distinguishes them from their tutor peers. In addition to an award certificate at our Tutor Appreciation Luncheon in the Spring, we give each recipient a $50 honorarium and engrave their names on a plaque – on display at the Student Success Center – with past awardees.

2016 Bonnie Zelenak Award Winners (from left-right): Duy Nguyen (Languages), Whitney Kwamin (Algebra), Paige Sturley (Gen: Statistics), Megan Keller (Life Sciences), Parker Russell (Math-Based Sciences), Audrey Sanders (Writing), Dan Bristow (Math-Based Sciences), Rochelle Baldridge (Writing), Ian Cuthill (Calculus).

Not pictured: Amir Demeisi (Gen: Business).
Our Staff

I started out part-time in the Writing Center, but I have been the full-time Learning Strategies Specialist for 37 years. With a combined background in Reading, Writing and Cognition, I often see students from the time they enroll as “fresh-ones” to when they graduate. I have a collaborative relationship with the Disabilities Center, and I am well-known among advisors as the person who can find a way to help students with issues ranging from a poor academic background to students who have had strokes or even brain cancer, and must learn how to learn all over again.

In addition to my individualized work, I am also the “academic coach” for the men’s wheelchair basketball team and have become quite a fan. In 1989, I developed a course, “Learning Strategies for College Students,” which has morphed into the Student Success Center courses 1150 and 1151, now appropriately taught by academic advisors. I “guest lecture” in some SSC classes, and I coordinate outreach presentations to FIGS and Greek houses when needed.

The Math Unit has two main content areas. I oversee tutoring for the Algebra and Finite Math courses. In my first year with the Learning Center, I have worked at updating Algebra-specific tutor training and the exam review sessions. With the Math 0110, 1100, and 1300 exam reviews, I have focused on test-taking and finding answers. This is also important because it can be applied to other courses and exams throughout the rest of their time at MU.

A future goal I have to help our students is to create a seminar on life after college. Many students seem to be unaware of how important it is to plan this starting as soon as possible. I would like to be able to get students ready as soon as possible, in order for a greater chance of success after college.

I oversee tutoring for the second half of our Math Unit, Calculus, including Trigonometry and Pre-Calculus. This year, I continued my close relationship with the Business Course Coordinator and expanded it with the Calculus Course Coordinator. In particular, I secured permission to allow the tutors to access the Precalculus and Calculus information on WebAccess. I also started giving exam reviews in Math 1160-Precalculus at the request of the Calculus Course Coordinator, and recorded all exam reviews via Tegrity for later access. We continued our ongoing collaboration with both Residence Life and ROTC to provide site-based tutoring in their locations as well.

With the addition of the Learning Center’s CRLA certification process, our Math tutors attend weekly trainings based on course content (i.e., Algebra, Finite Mathematics, Introductory Calculus and Calculus II) during the semester, and standardized Learning Center tutor training at the beginning of the semester. On a personal note, besides overseeing the Calculus area, I am also the primary tutor for Astronomy courses, Herpetology, and courses on the US Supreme Court.
Over the past eight years, I have built relationships with faculty, administrators, staff, and student groups in an effort to promote The Learning Center and the SPC program; to promote collaboration between people who have common interests on campus; and to support and mentor students as they pursue their academic, career, and personal goals.

For the 2015-2016 academic year, I developed an in-person workshop module for tutors on teaching and role-modeling successful problem-solving, homework completion, and exam preparation. I also created training videos for the online portion of training.

This Spring, Director Deming and I coordinated the Supplemental Instruction (SI) pilot for Chemistry 1320 and Precalculus. I cultivated relationships with professors, trained the Leaders, evaluated and held weekly meetings with them. SI, UMKC’s copyrighted program, provides peer learning sessions, where students work in small groups on projects that are planned in advance by the SI Leader. Pending funding approval, SI is planned to continue and gradually expand to a few other courses in the coming years.

For many people I meet with, incorporating foreign languages, life sciences, and many of the behavioral sciences under a single supervision umbrella seems peculiar. However, as a four-field-trained anthropologist specializing in linguistic anthropology with an additional MA in Russian Studies, these disciplines are not only where my own education is situated; they are also what I find most fascinating.

Collaboration is a key component of successful tutoring for the Life Sciences and Languages Team. Not only are tutors expected to check the available course websites to be stay up-to-date about where their tutees are headed, but I also want tutors to share helpful resources and techniques among themselves in order to better support our Learning Center and TRiO students. For many of the life sciences, particularly the biological sciences, I prof-match tutors and tutees, which means that tutors are scheduled with tutees based not only by course, but also by the particular professor tutors have taken in the past, and tutees are currently taking. I have also found that collaborating with new faculty members to have access to notes or sitting in to take notes for tutors facilitates successful co-curricular support at the Learning Center.

One last note: this year was an extraordinarily difficult one for so many students who I see in the SSC every day, who are on my team, who I work with personally on a weekly basis, who I care about – who we all care about. The resilience, courage, and holistic self-defined success of SSC students this year was inspiring.
This year completes my fifth year at Mizzou and my 13th year working in higher education. It never ceases to amaze me how time flies. It seems like yesterday that I stepped foot on campus as a freshman and received my invitation to join the TRiO program. Through that program I developed a love for academia and working with college students. The TRiO program was instrumental in changing my trajectory from computer programmer at a fortune 500 company to a Student Success Advocate in a variety of capacities. My desire to help others have a positive experience on their higher education path has led me into my current Coordinator role in the Learning Center and TRiO program. It has also driven my interest in contributing to the education field by continuing my education in the PhD program in Educational Leadership and Policy Administration Program and researching how college students with chronic illness build resiliency.

This year was the first year of active collaboration between the Learning Center and the Department of Economics. Dr. Podgursky provided an Economics 1014 TA to help staff open sessions along with my Econ tutors Monday-Thursday. The Econ TAs also trained my Econ tutors on best practices for preparing students for homework assignments and exam reviews according to Econ department requirements.

This theme of active collaboration has continued to my recruitment of new tutors as well. I am actively contacting appropriate faculty and advisors for assistance in recruitment of qualified candidates for the Learning Center. This has led to improved communication and promotion of services between the Learning Center and my team, as well as high caliber applicants.

Since 1977, The MU Writing Center has provided writing support to MU undergraduates and graduates at any stage of the writing process and for any writing project, from academic essays to personal statements, scholarship applications, literature reviews, creative projects, annotated bibliographies, and even lab reports. In order to provide both face-to-face and electronic assistance in seven different locations across campus, the Writing Center partners with multiple departments, including, among others, Residential Life, Ellis Library, the Total Person Program and Mizzou Online.

This past year the Writing Center had the highest number of contacts in its 39 year history: 13,546. To meet the growing demand for writing support on campus, the Writing Center employed 75 undergraduate or hourly tutors and 24 Grad Fellows, including 1 Writing Center Assistant.

To learn more about the Writing Center’s record-breaking year, please visit our Annual Report on the Writing Center’s website: https://writingcenter.missouri.edu/about/

We often joke that the Writing Center’s motto is #changinglives, but we really believe it.
As the TRiO Academic Advisor, I serve as a bridge to students as they make the transition from high school to the University of Missouri, and I am also the bridge between two units in the Student Success Center: The Learning Center and Academic Exploration and Advising Services. This is my 11th year at MU and I bring over 20 years of TRiO experience working with promising low-income and first-generation college students. I advise approximately 200 students who are Pre-Journalism or Pre-Communication or exploring (undeclared) majors in their first two years on campus. In addition to working with students individually, I also provide instruction and support to our student population through SSC 1150: College Success and Interdisciplinary Studies 2001. Both courses are designed to build relationships between the instructor and peers, teach learning strategies, and focus on the habits of successful students.

In addition to advising, much of my energy focuses on connecting students to important resources. Through my time at MU, I have developed excellent working relationships with Academic Retention Services, The Career Center, Financial Aid, The Disability Center, Cashiers, the School of Journalism and the Associate Dean of Arts and Science. These relationships benefit the TRiO students through increased awareness of university policies and access to key decision-makers. A new initiative was piloted in spring and will be available for fall is the TRiO Mentoring program in which near-peers will be matched with incoming students needing additional support beyond tutoring or advising.

The Learning Center front desk team is comprised of three full-time staff members and nine student staff members who are the first point of contact for students inquiring about our tutoring services. The front office assists coordinators, tutors and tutees by scheduling tutoring sessions in Atlas, answering questions and explaining the various program offerings. The staff members work to effectively schedule students based on their eligibility and availability requirements. Student staff members explain the benefits of the tutoring we offer and assist with data and payroll entry each week. They also assist with scheduling Writing Center appointments and explaining the services that the Writing Center offers.
Appendix

Advisory Board

An internal review completed in early 2015 recommended that we form an advisory board to help develop a strategic operating plan that aligns with the MU Strategic Operating Plan. Once the plan is developed, the advisory board will meet periodically to guide the Learning Center on the best way to achieve the goals outlined in the new plan. Professor John Lannin, Acting Associate Dean and Division Executive Director of Teaching and Learning in the College of Education, has agreed to serve as chair and we would like to begin meeting in early November 2015. The members of the Learning Center Advisory Board are:

Dr. John Lannin (education): Acting Association Dean for Academic Affairs; Division Executive Director; Professor

Dr. Meera Chandrasekhar (physics): Curators' Professor

Teri Christiansen (math): Algebra Coordinator; Associate Teaching Professor

Jill Ford (engineering): Executive Director of Student Programs

Dr. Shari Freyermuth (CAFNR): Associate Teaching Professor of Biochemistry; Director of Undergraduate Advising, Biochemistry; Assistant Dean for Academic Programs, CAFNR

Barb Hammer (Disability Center): Director of the Disability Center

Dawn Heston (Romance Languages): Coordinator, Spanish 1200; Assistant Teaching Professor of Spanish

Rachel Orr (AEAS): Assistant Dean/Director of Advising

Dr. Tyler Page (Res Life): Area Coordinator

Dr. Michael Podgursky (Econ): Professor

Dr. Joel Poor (Business): Associate Teaching Professor

Dr. Larry Ries (Statistics): Associate Teaching Professor; Associate Chair; Lower Division Coordinator

Dr. Bethany Stone (Biology): Teaching Associate Professor of Biological Sciences

Dr. Donna Strickland (English): Associate Professor; Director of Composition
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>
<tr>
<td>Knowledge: The tutor had a clear understanding of the subject.</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization: The tutor was well organized and thorough.</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication: The tutor communicated clearly and helped me understand the material.</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude: The tutor had a helpful and supportive attitude.</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall: I am satisfied with the tutoring sessions provided by the Learning Center.</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></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>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: 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>Organization: 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>Communication: 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>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 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: 

<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 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><strong>Organization:</strong> 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><strong>Communication:</strong> 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><strong>Attitude:</strong> 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><strong>Overall:</strong> 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.
Congratulations on your decision to come to Mizzou! We welcome you and invite you to apply to MU’s TRiO CATS program.

What is TRiO CATS?
MU’s TRiO Community for Academic and Tutorial Support is a part of a federal program called Student Support Services. MU’s TRiO CATS program is designed to help promising undergraduates from underrepresented groups meet the academic, financial, and social demands of a college education.

What can TRiO CATS do for you?

- **Advising**
  Whether you have a major, are searching for a major, or are considering changing majors, TRiO staff members can help you to identify academic and career goals that fit your talents and aspirations. They can also work with you to develop a plan for achieving your goals.

- **Free Tutoring**
  TRiO CATS can help get your college career off to a solid start with free tutoring in a wide range of courses in math, science, and many other disciplines.

- **Financial Literacy**
  The TRiO CATS program connects students with information designed to improve their understanding of their financial aid award and help them formulate a plan to meet the financial demands of college. We work with MU’s Student Financial Aid Office and the Office for Financial Success to provide students with advice concerning financial aid, loans, tax preparation, budgeting, and debt management.

- **Scholarships**
  Each year, up to fifty MU sophomores are selected to receive $2,000 TRiO Scholarships. We select recipients based on financial need, academic achievement, and TRiO CATS participation during their first year at MU. To be considered a potential candidate for the scholarship, you must be an active TRiO CATS participant, a Pell Grant recipient, and have at least a 2.5 cumulative GPA.

- **Academic Success Strategies**
  TRiO CATS offers several opportunities to help students acquire the skills and confidence to be successful at MU:
  - A Residential Freshman Interest Group focused on Leadership and Identity
  - A Non-Residential Freshman Interest Group focused on freshmen transition to college
  - College Success Seminar (SSC 1150)
  - Study Plan Consultations
  - Student Service Coordinator Consultations

**Applying for the TRiO CATS Program**
1. Go to [http://bblearn.missouri.edu](http://bblearn.missouri.edu) and log in with your MU pawprint and password.
2. From the menu bar at the top of the page, select My Organizations.
3. Under the My Organizations menu, choose TRiO CATS Program. You should see an announcement with a link to the TRiO CATS Application.
4. Complete the application form and select Submit. A TRiO CATS staff member will contact you to follow up on your application.

**Connecting with TRiO CATS**
- **Address:** 100 Student Success Center
- **Phone:** (573) 882-2493
- **Website:** [http://TRiO.missouri.edu](http://TRiO.missouri.edu)
- **Twitter:** @MizzouTRiOCats
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
CRLA LEVEL 1 Tutor Training Agenda

Saturday, January 23, 2016: 9:00 a.m.– 4:30 p.m.

8:45-9:00  Registration - Middlebush Hall 142 (in front of Walter Johnston Auditorium)

9:00- 9:30  Introductions - Middlebush Hall 142 (Walter Johnston Auditorium)
            Professional Standards Agreement Discussion

9:30-10:00  FERPA Tutorial - Middlebush 8

10:00-10:10  Break

10:10-11:20  Ethical Scenarios in Tutoring – Do’s and Don’ts (Group A) Middlebush 205
            Tackling the “What ifs” of Tutoring (Group B) Middlebush 206

11:20-12:00  Lunch

12:00-1:15  Ethical Scenarios in Tutoring – Do’s and Don’ts (Group B) Middlebush 205
            Tackling the “What ifs” of Tutoring (Group A) Middlebush 206

1:15-1:25  Break

1:25-2:40  Modeling Problem Solving Techniques (Group A) Middlebush 207
            Collaborative Group Management – 7 Steps to Success (Group B) Middlebush 208

2:40-2:50  Break

2:50-4:05  Modeling Problem Solving Techniques (Group B) Middlebush 207
            Collaborative Group Management – 7 Steps to Success (Group A) Middlebush 208

4:05-4:30  Meetings with Individual Coordinators
            April - Middlebush 205
            Doug/Trey - Middlebush 206
            Lisa - Middlebush 208
            Yve - Middlebush 207
Definition of tutoring and tutor responsibilities

STANDARDS
- The tutor understands tutoring theory and is able to demonstrate an understanding of the tutor’s role before, during and after a session. They are also able to understand the differences between tutor, instructor, mentor and SI leader on campus.

OUTCOMES
- The tutor has a firm understanding of the Learning Center’s policies and procedures.
- The tutor understands the data collection process and policies regarding recording contact information for the TRiO grant. The tutor understands the evaluation process for the Learning Center.

ASSESSMENT
- The tutor is required to write a written reflection describing their role as a tutor, what constitutes appropriate communication and why the tutor evaluation criteria are important to promote a professional learning environment and positive outcomes.

Basic tutoring guidelines (Do’s and Don’ts)

STANDARDS
- The tutor understands how to create a positive and professional learning environment, as well as demonstrate understanding of appropriate and inappropriate behaviors for the position.

OUTCOMES
- The tutor should be able to develop a positive tutoring relationship in the initial session.
- The tutor should be able to identify resources in the Learning Center and on campus that enables the tutee to have an optimal learning experience.
- The tutor is able to identify what constitutes professional and unprofessional behavior during the tutoring session.

ASSESSMENT
- Tutor is able to actively role model appropriate and inappropriate behaviors during role play and explain why the behaviors are either appropriate/inappropriate for the training-developed scenario.

Techniques for successfully beginning and ending a tutor session

STANDARDS
• The tutor understands how to initiate collaborative and productive learning with an early assessment of multiple tutees’ needs. Additionally, the tutor understands how to close the session with a clear plan for next steps with tutees.

OUTCOMES
• The tutor should exhibit professionally welcoming behavior at the outset of the session as a means of establishing an environment of open and comfortable communication between all parties.
• The tutor should seamlessly incorporate any new members in order to decrease stress and strengthen collaborative learning.
• The tutor should be able to close the session with time enough to provide a brief overview of the next session and suggestions for what to study between sessions.

ASSESSMENT
• When tutors are paired or grouped in ratios comparable to what they will experience on the floor and given typical tutor-tutee scenarios to role-play, they are able to demonstrate strategies for opening and closing a session that adhere to Learning Center policies and are appropriate for the field in which they tutor.

Setting goals and/or planning

STANDARDS
• The tutor is able to effectively assist learners in setting academic goals for the tutoring sessions and for the semester.

OUTCOMES
• The tutor can explain what constitutes effective goal setting using a sample from one of the many goal-setting models taught in the training session.

ASSESSMENT
• Through written reflection, the tutor is given scenarios similar to those faced during a tutoring session and must write up their ideas for assisting the tutee with academic goals at the beginning of the semester, after a bad test, or for the long term.

Assertiveness and/or Handling Difficult Situations

STANDARDS
• The tutor can identify a variety of effective strategies and resources for handling difficult situations that may arise during a tutoring session or in the Learning Center.

OUTCOMES
• The tutor should recognize potentially difficult situations and use learned strategies to control the situation with authority while being sensitive to the needs of the individual and/or group
• The tutor should be able to address tutees who appear unmotivated or unwilling to take control of their academic success in a way that promotes active learning.
ASSESSMENT
- When tutors are paired or grouped in ratios comparable to what they will experience on the floor and given typical tutor-tutee scenarios to role-play, they are able to observe variations of possible interactions and verbally discuss diverse strategies for improvement.

Active listening and paraphrasing

STANDARDS
- The tutor demonstrates active listening and paraphrasing skills in the tutoring process.

OUTCOMES
- The tutor will incorporate active listening and paraphrasing strategies into the tutoring session, based on the content being tutored.

ASSESSMENT
- Through an online listening activity, tutors are able to practice active listening. They will then use the corresponding written activity to practice paraphrasing and analyze how body language plays into active listening.

Modeling Problem Solving

STANDARDS
- The tutor models and can instruct the tutee in how to incorporate appropriate problem solving skills.

OUTCOMES
- The can not only demonstrate problem-solving skills through a variety of techniques and “like problems,” but can also instruct the tutee how to use the technique to solve a variety of problems.

ASSESSMENT
- The tutor is able to identify steps for solving like and analogous problems and is able to demonstrate these steps through role-play scenarios typical for the area in which they tutor.

Compliance with the ethics and philosophy of the tutoring program, sexual harassment, Title IX training, and/or plagiarism

STANDARDS
- The tutor understands the ethical standards of tutoring behavior for the Learning Center, and the University’s FERPA and Title IX policies.

OUTCOMES
- The tutor can explain the ethical policies for interactions with tutees in the Learning Center.
- The tutor understands what FERPA is and how it applies to the sharing of tutees’ contacts, grades and other personal information.
• The tutor understands what Title IX is, how it protects students and what behaviors are inappropriate according to Title IX. They also understand what it means to be a mandatory reporter and the reporting process, as well as resources for students who may have been a victim of discrimination or violence.

ASSESSMENT
• All tutors must take and pass the mandatory FERPA and Title IX trainings online and pass the online quizzes at the end of each module.

**Group management skills (group interaction and group dynamics)**

**STANDARDS**
• The tutor is able to effectively plan and facilitate learning in a collaborative group environment.

**OUTCOMES**
• The tutor understands the Collaborative Learning process and is able to explain the collaborative process to tutees as well as facilitate a collaborative learning session.
• The tutor is able to address group challenges during the session in an appropriate manner.
• The tutor is able to assess learning of the group through a variety of assessment strategies.

**ASSESSMENT**
• Through role play, a tutor is able to demonstrate a collaborative learning session in a small group, explain challenges that may come up during group tutoring, and propose feasible solutions for those challenges.
Master Schedule Tutoring Offerings: 2015-2016

**acctcy, econ & stat help** began Mon, Jan 25
Room 24 in the SSC (BASEMENT)

<table>
<thead>
<tr>
<th>Course</th>
<th>Days</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCTCY 2036 &amp; 2037</td>
<td>MON</td>
<td>5 - 7 PM</td>
</tr>
<tr>
<td>ECON 1014, 1015 &amp; 1051</td>
<td>MON–THU</td>
<td>6 – 8 PM</td>
</tr>
<tr>
<td>STAT up to 1500</td>
<td>MON–THU</td>
<td>4 – 6 PM</td>
</tr>
</tbody>
</table>

**stat exam reviews**

<table>
<thead>
<tr>
<th>STAT 1300</th>
<th>STAT 2500</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Thu, Feb 18</td>
<td></td>
</tr>
<tr>
<td>2: Thu, Mar 10</td>
<td></td>
</tr>
<tr>
<td>3: Thu, Apr 14</td>
<td></td>
</tr>
<tr>
<td>Final: Fri, May 6 (Reading Day)</td>
<td>5:30 – 7:30 PM in Ellis Auditorium</td>
</tr>
<tr>
<td>2 – 4 PM in Ellis Auditorium</td>
<td></td>
</tr>
</tbody>
</table>

**math help** began Mon, Jan 25
MON – TUES – WED – THU 6 – 8 PM in Strickland Hall

<table>
<thead>
<tr>
<th>Course</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALGEBRA &amp; FINITE</td>
<td>0110, 1100, 1300</td>
<td>Rm 307</td>
</tr>
<tr>
<td>PRECALC &amp; CALC</td>
<td>*1160, 1400, 1500, 1700</td>
<td>Rm 318</td>
</tr>
</tbody>
</table>

**also in 4 res halls:**

- Bingham (Room 133)
- Hawthorn (Room 1330)
- Center (Mail Conference Room)
- Tiger Reserve (Education Center in Apt. on Old E5 Hall)

*ALSO SI Sessions for Pre-Calc (1160): Tue/Thu 4-6 PM in Math Sci Bldg 105
Math Dept. Alge, Trig & Pre-Calc Help: Mon-Thur 4-6 PM in Math Sci Bldg 105
Math Dept. Calc I, II & III Help: Mon-Thur 7-9 PM in Strickland 222A

**science help** began Mon, Jan 25
in MIDDLEBUSH HALL

**BIOLOGICAL SCIENCES**
Sun/Tue/Thu 5–7 PM

- 1010 GEN, 1500 * INTRO, 2200 GENETICS, 2300 CELL BIO, 3700 ANIM PHYSIOLOGY
- MICROBIO 2800 & MPP (PHYSIO) 3202

* BIO 1500 Tue 4-6 PM in MIDD 309 in lieu of Tues 5-7 PM
* ALSO SI Sessions for BIO 1500: Tue 6-8 PM in Lefevre 112

**CHEMISTRY**
T/R 5–7 PM

- 1000, 1100, 1330
- 1200/2110 ORGANIC I / II

**PHYSICS**
M/T 5–7 PM

- 1210/2750 COLLEGE I / UNIV I
- 1220/2760 COLLEGE II / UNIV II

* ALSO SI Sessions for CHEM 130A: Tue/Thu 8-9 PM in Rollins Classroom

**french, german & spanish help**
Room 236 of Arts & Science Bldg began Mon, Jan 25

- DEUTSCHE up to 2100 **SUNDAY ONLY**
- ESPAÑOL up to 2100
- FRANÇAIS up to 2100

**also EXTRA EXAM PREP SESSIONS** for Spanish I and II

We'll announce via email... or check our website for dates and times!
## Subject Area Definitions

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New and Improved Website

Our website received a major upgrade in 2015. The new site, developed by Josh Hughes, is compliant with MU standards and significantly improves the user experience. It may be viewed with any device (computer, tablet, smartphone, etc.) to get the most recent information about what the Learning Center has to offer.
Bibliography


