

## MEMORANDUM

**DATE:** September 10, 2001

**TO:** Jo Allen

**FROM:** Ken Gattis

**RE:** Tutorial Center Contributions to Positive NSSE Results

An analysis of the NSSE results suggests that the Undergraduate Tutorial Center (UTC) contributed to NC State's favorable overall rating by students, especially to ratings on areas affected by the services provided by UTC. NC State seniors' ratings of many of their experiences were substantially and even significantly (at the  $\alpha = .05$  level) higher than those of seniors from the other Doctoral/Research Extensive (hereinafter referred to as DRE) universities sampled.

First, under **Academic, Intellectual, and Social Experiences**, NC State seniors indicated that they "tutored or taught other students" substantially (but not significantly) more often than the DRE seniors (1.95 to 1.76). The NC State seniors' rating on "Worked with other students on projects outside of class to prepare class assignments" was significantly higher than that of the DRE group (2.99 to 2.72). It is likely that many of these seniors worked with other students on projects and homework in SI sessions sometime during their academic experiences with chemistry, physics, and computer science at State. We know this because of the sheer numbers of students (about 1500) that participate in SI sessions each semester.

Second, in **Educational and Personal Growth**, our seniors compared favorably with the DRE seniors in four categories that involved developmental skills targeted by our tutoring and SI programs. The NC State group scored higher than the DRE group in two categories, "Speaking clearly and effectively" (2.89 to 2.78) and "Thinking critically and analytically" (3.27 to 3.24), and produced significantly higher ratings in two others-- "Analyzing quantitative problems" (3.10 to 2.88) and "Working effectively with others" (3.23 to 3.03).

Finally, the seniors' ratings of NC State's **Institutional Emphases** may point to UTC influences. Their rating of the emphasis placed on "Providing the support you need to help you succeed academically" was substantially higher than the DRE group (2.74 to 2.62), but fell short of significance. The perceived emphasis on "Spending significant amounts of time studying and on academic work" was rated significantly higher by NC State seniors (3.24 to 3.06). Tutoring and SI programs that empower students and emphasize the importance of hard work and persistence may have contributed to this perception on the part of our seniors.