

**2006–2007 Assessment Impact Report**  
**UNDERGRADUATE TUTORIAL CENTER**  
**Division of Undergraduate Academic Programs**

(Last update: 6/7/07)

**Mission:**

The Undergraduate Tutorial Center (UTC) contributes to NC State students' academic success by hiring and training qualified and motivated students to provide effective and efficient tutorial services and by interacting with on and off-campus partners to share expertise about the tutoring field.

**Objective I: Tutoring**

To provide a variety of high-quality and efficient tutorial services that are grounded in sound educational theory and that promote undergraduate students' responsibility for their own academic achievement

**Outcome 1:** Provide high-quality individual tutoring by appointment.

**Observation/Conclusion:**

This year we piloted a mid-semester survey to students using the individual tutoring programs. This survey provided an opportunity for tutors to receive constructive feedback and for supervisors to gain more insight into tutors' performances. We also continued to administer the usual end-of-semester survey. These sources of information helped to inform rehiring decisions as well as program and space decisions. For example, while we have tried to expand the availability of SU hours, students' concern that the high noise level in the SU area is a study distraction has restricted our efforts.

We also piloted a new tutor recognition program this year. In spring 2007 we received nominations for 43 tutors! We requested nominations from tutees to speak specifically to how their tutors incorporate our tutoring philosophy. Two students wrote of our recipient of the S07 Tutor of the Semester award: "Chris encouraged me to think through the concepts myself, rather than just telling me the answers. I was then able to do this on my test."and "Chris has helped me understand some things that I could not have done on my own yet. Chris helps me slow in down and understand it better. I hope I am able to take the examples & skills he has given me along with me throughout the years. He is a great person and very patient."

Please see objective 2, outcomes 3 and 4 for self-evaluations of tutors in individual tutoring programs.

In line with our belief that consistent tutoring is most effective, we continued to enforce deadlines for applications for individual tutoring. They were: October 11<sup>th</sup> (the Wednesday before Fall Break, 7 weeks into the semester) and March 23<sup>rd</sup> (the second Friday after Spring Break, 10.5 weeks into the semester). These deadlines encourage students to seek assistance before the end of the semester when last-minute help-seeking is unproductive. They also allow for SU appointments to be available for students who applied before the mid-semester deadline.

One goal from the 2005-06 impact report was to provide more direct supervision for returning WA and SU tutors. Our new Coordinator, Joy, made the first effort towards this goal during the S07 semester by directly observing sessions and providing written feedback.

**Action/Decision:**

Joy has planned a peer mentor supervision system beginning in F07 to continue to improve supervision of the WA returning tutors. We will continue our mid-semester survey and tutor of the semester program, although ECI 210 tutors will not be eligible to be selected next year. We will continue enforcing deadlines for applications for individual tutoring.

The UTC staff will be focusing on improving the qualitative assessment of the WA program in 2007-2008. Planned efforts include: administering "The Motivated Strategies for Learning Questionnaire" (MSLQ) in F07 and conducting focused groups in S08.

**Outcome 2:** Advertise and provide individual tutoring by appointment to as many students as possible within the limits of the program budget.

**Individual Tutoring (WA and SU)**

	Fall 2005	Spring 2006	Fall 2006	Spring 2007
<b>Total # of requests (WA+SU)</b>	793	671	985	867
<b># of WA requests</b>	397	367	492	530
<b>% WA requests/Total requests</b>	50.1%	54.7%	49.9%	61.1%
<b># of WA tutors</b>	56	78	84	90
<b># of WA assignments</b>	291	304	321	339
<b>% of WA requests filled</b>	73%	83%	65%	64%
<b># of WA hours tutored</b>	3,111.25	3,911.0	3,758.25	4,690.25
<b>Avg. # of WA hours</b>	10.7	12.9	11.6	13.8
<b>SU Hours Used</b>	710.5	616.75	677.9	560.3
<b>SU No-Show Hours</b>	48	34	78	72
<b>Total SU hours scheduled</b>	758.5	650.75	755.9	632.3
<b>Total SU hours offered</b>	870.5	740.25	796.78	765
<b># of SU tutors</b>	10	10	10	12
<b>% of used SU appointments</b>	82%	83%	85%	73%
<b>% of scheduled SU appointments</b>	87%	88%	87%	86%

**Observation / Conclusion:**

There was a significant increase in individual tutoring requests from F05 to F06 and S06 to S07. This indicates a growing awareness and demand for individual tutoring services. In response to this demand, we continue to expand our ECI 210 course offerings (required of all new tutors) as the budget allows. Although assisting students via the SU program is a more effective use of resources, currently we cannot expand it more because of space restrictions and noise concerns.

This year we revised our WA tutoring policies to make them more explicit and stringent. We also closely monitored WA assignments and switched tutees into the SU program if they were not meeting regularly (once a week) with their WA tutors. This change potentially explains the increase in the number of no-shows in SU this year.

We also provided a "provisional" status for tutees in the S07 to hold them accountable for violating policies. All tutees who had lost their tutoring privilege in F06 due to 2 no shows were required to meet with the Director to earn a provisional status. Students were told if they abused the policy again they would lose their free tutoring privilege for the tenure of their career at NC State. No one with provisional status abused their privilege in S07. This new policy has eliminated "repeat offenders".

Efforts were made to increase awareness and usage of the SU program both semesters, through implementing a non-user SU tutoring survey, as well as emailing all students who were on the waiting lists for a WA tutor. The main themes from the non-SU-user survey were: "you don't have enough SU tutors," to "SU hours do not meet my schedule," to "I just want the option of using SU," and "there are never any appointments open." This is frustrating since the number of overall SU hours offered in S07 were more than S06 and efficiency was lower.

In addition, the UTC advertises **all** programs in numerous ways. This year our website was revised to make the site more user-friendly for those seeking services. Also information about all of our programs is shared via the stateadvisors listserv, FYC classroom visits, and the SYNC newsletter.

**Action / Decision:**

Improving the overall efficiency for the SU program during the Spring semester is a goal. This will be done by continuing the effort to hire and schedule intentionally based on subject demands. We will schedule less SU tutoring hours in the S08 and attempt to add more hours for F07. Furthermore, SU tutors reported in S07 that many students were arriving late and leaving early for their appointments, which affects overall efficiency. New policies will go into effect for F07 to address this. We will continue to enforce the provisional status for students who have previously abused the no show policy.

An outcome regarding advertising all UTC services will be added to the 2007-2008 UTC assessment plan.

**Outcome 3: Provide sufficient number of effective orientations.**

Orientations	Fall 2006	Spring 2007
Total number of orientations held	145	131
Total number of students served	620	405
Average number of students/orientation	4.3	3.1

**Observation/Conclusions:**

SU tutors were trained at the beginning of each semester to conduct orientations; we also created a multi-page script and guidelines when the orientations become more structured in the Spring. In regards to scheduling, we offered majority orientations during the first few days of

each semester of SU tutoring. This seemed to work well in regards to efficiency of resources. The front office and Joy were in frequent communication about the load of requests for orientations; they were scheduled on an over-estimation, based on the requests. However, the day before an orientation, if nobody was signed-up, it would be cancelled so that a student could make a SU appointment with the tutor.

In order to improve the orientation process and subsequent requests for individual tutoring program, in the Spring, we expanded the length to ensure students received pertinent information about our policies and understood our tutoring philosophy. Additionally, we created a structure (Orientation-Tutorial Goal Setting Report and facilitated conversation) for students to self-reflect in regards to their needs, responsibilities, and which tutorial services would be of most benefit.

**Action/Decision:** We will continue to strive to improve efficiency of orientations and better serve students. However, based on demonstrated need and feedback, we will also incorporate a time in orientation for tutors to show students how to make a SU appointment.

**Outcome 4:** Provide high-quality SI sessions that exemplify the core components of the SI model, resulting in increased student success.

The following regression analysis was produced in Microsoft Excel and uses only those students for which all information was available (Number of students included is listed as "observations" in the tables.)

#### Fall 2006 Results

SUMMARY OUTPUT								
<i>Regression Statistics</i>								
Multiple R	0.406947							
R Square	0.165606							
Adjusted R Square	0.164885							
Standard Error	1.190837							
Observations	3476							
ANOVA								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	3	977.21229	326	229.701	6.068E-136			
Residual	3472	4923.6209	1.42					
Total	3475	5900.8332						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	-3.522784	0.2325974	-15.1	3.2E-50	-3.9788255	-3.06674	-3.97883	-3.06674
SIAtt	0.034451	0.0055218	6.24	4.9E-10	0.02362515	0.045278	0.023625	0.045278
HSGPA	0.967673	0.0556765	17.4	6.1E-65	0.85851045	1.076835	0.85851	1.076835
SATM	0.003154	0.0003055	10.3	1.3E-24	0.00255463	0.003753	0.002555	0.003753

In the fall we use only SAT Math scores and High School GPA as control variables, since the majority of students attending do not have previous GPA's. As a result, correlation is low,

meaning a lot of the variability in scores is not explained by our variables. However, we do have a very small  $p$ -value for SI attendance which indicates **there is a relationship between SI attendance and course grade**. The coefficient of 0.034 suggests that going to SI each time should increase a student's grade by 0.034 grade points. Equally, going 10 times should increase the student's grade by 0.34, which is the difference between an A/A+, A/A-, etc.

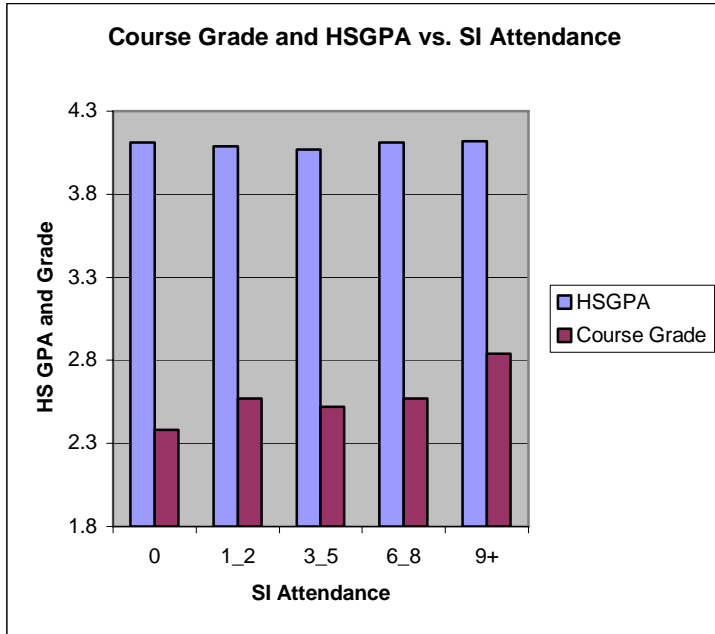
### Spring 2007 Results

SUMMARY OUTPUT								
<i>Regression Statistics</i>								
Multiple R	0.640603							
R Square	0.410372							
Adjusted R Square	0.409332							
Standard Error	0.954376							
Observations	2273							
ANOVA								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	4	1437.742455	359	394.62	3.196E-258			
Residual	2268	2065.770695	0.91					
Total	2272	3503.51315						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	-2.2267	0.216534552	-10	3E-24	-2.6513228	-1.80207	-2.65132	-1.80207
SI Att	0.030809	0.005436547	5.67	2E-08	0.02014797	0.04147	0.020148	0.04147
HSGPA	0.132263	0.056575618	2.34	0.0195	0.02131761	0.243208	0.021318	0.243208
PrevGPA	0.896225	0.029264669	30.6	1E-172	0.83883671	0.953613	0.838837	0.953613
SATM	0.002191	0.000301021	7.28	5E-13	0.00160049	0.002781	0.0016	0.002781

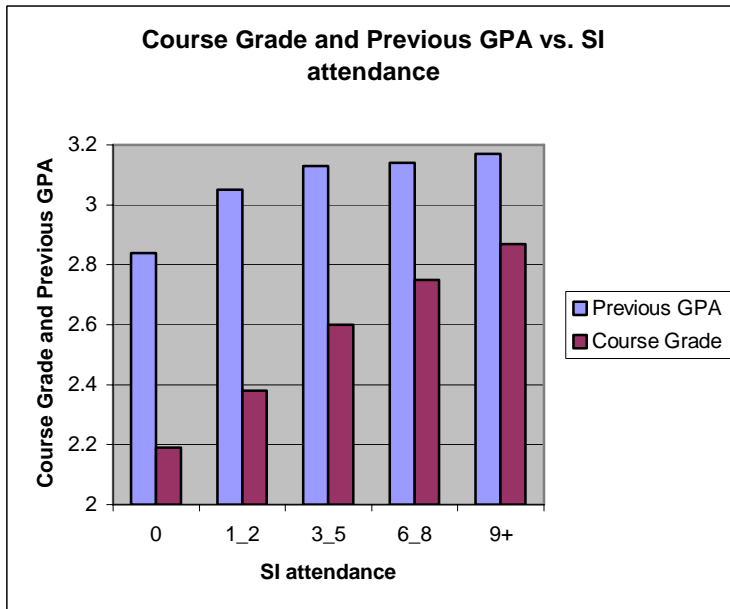
Spring data is somewhat easier to analyze since previous GPA's are available for most students and are a fairly good predictor of course grades. Our regression analysis for spring produced a correlation of 0.41, meaning 41% of the variability in the data can be explained by the variables we are examining. As with fall data, **SI attendance is a significant factor** and our model indicates that going to SI 10 times will increase course grade by 0.31. Similarly, going to SI 20 times will increase course grade by 0.62.

The charts below show a comparison of students' grades by the number of times they went to SI sessions. We notice a general trend – the more times a student goes to SI, the higher their course grade. HS GPA and Previous GPA are also displayed to assure the reader that this is not a result of only strong students choosing to attend SI. Particularly in the spring semester, we can see that the gap between GPA in other courses and grade in the SI course narrows significantly with more SI attendances. (Note that grades in SI-supported courses are lower than other courses inherently because SI targets historically difficult courses.)

Fall 2006



Spring 2007



The following results are from an online survey completed by students in SI-supported courses. 500 students responded in the fall, and 248 responded in the spring.

Scale: 1-5, percentages are for number of students responding 4 or 5 (agree or strongly agree)				
<b>Questions relevant to Cooperative Learning</b>	<b>Fall 2006</b> All attenders	<b>Fall 2006</b> Attended 6 or more times	<b>Spring 2007</b> All attenders	<b>Spring 2007</b> Attended 6 or more times

"My SI leader encouraged me to meet and work with other students in the sessions."	77.0%	93.4%	83.1%	89.5%
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55 students from Fall 2006 and 15 students from Spring 2007 voluntarily responded to either "What do you like best about your SI leader?" or "What is most helpful to you about attending SI sessions?" with a comment regarding getting to know classmates or working problems in groups in SI.

Scale: 1-5, percentages are for number of students responding 4 or 5 (agree or strongly agree)				
Questions relevant to Developing Study Skills	Fall 2006 All attenders	Fall 2006 Attended 6 or more times	Spring 2007 All attenders	Spring 2007 Attended 6 or more times
"My SI leader helped me learn how to prepare for tests."	60.6%	86.4%	70.0%	90.4%
"My SI leader helped me use my textbook more effectively."	43.6%	67.9%	51.6%	74.6%
"My SI leader helped me use my class notes more effectively."	45.2%	65.8%	58.5%	79.0%

Scale: 1-5, percentages are for number of students responding 4 or 5 (agree or strongly agree)				
Questions relevant to Levels of Student Satisfaction	Fall 2006 All attenders	Fall 2006 Attended 6 or more times	Spring 2007 All attenders	Spring 2007 Attended 6 or more times
"I am satisfied with the SI experience I have had this semester."	64.0%	91.3%	79.4%	97.4%

A significant number of students in the fall semester were unhappy with their experience in SI and therefore chose not to return. Upon examination of student comments, the most common reason for dissatisfaction was because of one of two factors. Either students did not like the collaborative learning environment that SI provided, or they felt that not enough material was covered during the session(s) because of not getting direct answers to their questions. Some examples of common responses follow:

*"I just think it would have been more helpful for me if the sessions had been set up as more of a review session in which the leader actually reviews by teaching material again first before letting the tutees lead the session"*

*"SI did not help me because our SI focused on group work and example problems done by students but the students do not know how to do the problems themselves. I wish SI was more lecture."*

*"I stopped going to SI because instead of the SI leader help me with problems she told us to work with the other students."*

*"If a question is asked, i would rather get an answer than have to find it myself in the book when i could do that in my dorm easily"*

*"It would be useful to be able to bring specific problems from homework and get help on a more individual basis."*

**Observation/Conclusions:**

SI sessions at NC State are now in line with the SI model. In most sessions, students are working together and are focusing on strategies that help them "learn how to learn." Many students are developing better study habits and forming study groups as a result of attending SI sessions. Consequently, we can see a positive relationship between SI attendance and course grade. We also see some opposition from students to the SI model. There is an apparent need to both educate students about the purpose of SI and to help SI leaders get better at implementing techniques so that students see the sessions as a worthwhile use of their time.

**Action / Decision:**

The SI Coordinator will put more emphasis on the purpose of SI when doing initial classroom introductions so that students will know what to expect in sessions. SI leader training at the beginning of the semester will be extended to allow more time to model the strategies leaders are expected to use. These strategies will continue to be discussed and practiced in bi-weekly staff meetings.

**Outcome 5:** Advertise and provide SI to as many students as possible within the limits of the program budget.

<b>SI Attendance for Fall 2006 by Course</b>							
	Enrollment	# Attending	Total Attendances	Sessions Offered	% Attending	Avg Att Per User	Avg Session Size
CH 101	2523	801	2899	371	31.7	3.62	7.81
CH 201	467	274	1428	100	58.7	5.21	14.28
CH 221	664	270	830	121	40.7	2.96	6.86
CE 214	210	96	496	44	45.7	5.17	11.27
CSC 116	138	39	112	38	28.3	2.87	2.94
MA 107	280	49	93	40	17.5	1.90	2.33
MA 241	220	67	296	41	30.5	4.42	7.22
TOTAL	4502	1596	6154	755	35.5	3.86	8.15

<b>SI Attendance for Spring 2007 by Course</b>							
	Enrollment	# Attending	Total Attendances	Sessions Offered	% Attending	Avg Att Per User	Avg Session Size
CH 101	1092	351	1478	157	32.1	4.21	9.41
CH 201	629	254	851	84	40.4	3.35	10.13
CH 221	610	251	1215	122	41.1	4.84	9.96
CH 223	475	108	361	80	22.7	3.34	4.51
CE 214	203	73	413	42	36.0	5.66	9.83
MA 114	210	47	122	40	22.4	2.60	3.05

PY 211	166	38	122	38	22.9	3.21	3.21
TOTAL	3385	1122	4562	563	33.1	4.07	8.10

**Observation / Conclusion:**

Beginning Fall 2006, all SI leaders were required to send an email to their class at least every other week to advertise sessions, which boosted SI attendance. At the same time, SI leaders were discouraged from holding and advertising review sessions before tests. (While these sessions brought in a lot of students, they were, for the most part, unproductive and frustrating for the leaders.) Therefore, we are pleased that we are maintaining overall attendance.

SI is a very cost-effective form of academic assistance. Note that in both semesters, average session size is over 8 students (to 1 SI leader). There are courses which have a significantly lower average session size, particularly CSC 116, CH 223, MA 107, MA 114, and PY 211. These might not be best supported through SI; however, since the instructor and SI leader play such a crucial role in whether students choose to attend, some of these courses may be offered in the future if the budget allows and there is an SI leader who the SI Coordinator feels will draw in students.

SI was piloted in CE 214 in Fall 2006. It was very successful and implemented again in the spring semester.

SI was successful in MA 241 in Fall 2006 but was not offered in the spring because there was not one instructor teaching multiple sections.

**Action /Decision:**

PY 211 and MA 114 will not be supported in Fall 2007 due to low attendance in 2006-2007. Offering SI in MA 107 and CSC 116 will depend on the availability of SI leaders and arrangement of instructors.

SI will be expanded in the College of Engineering. We will offer SI in CE 214 and 215 as well as MAE 206 in Fall 2007.

We will offer SI in MA 241 in the Fall semester.

Offerings in CH 223 will depend on budget and availability of SI leaders, but priority will be given to CH 101, 201, and 221. Group tutoring may be offered instead of SI for some sections of CH 223.

**Outcome 6: Provide high-quality tutoring in WSTS.**

**End-of-session Surveys**

Questions relevant to Outcome 6	Results
<i>If the need arises in the future, will you use WSTS again?</i>	100% responded yes (n=658)
<i>How well did the session meet your needs?</i>	2.79 (on a scale of 0-4)

Open-ended response included a high percentage of students saying they enjoyed reading the

paper aloud to the tutor. We have used this data to encourage those who are resistant.

The major dislikes include needing more time.

### End-of semester surveys

Scale: 1-5, 1= strongly disagree, 5=strongly agree		
Questions relevant to Outcome 6	Fall 2006	Spring 2007
<i>I am satisfied with the WSTS tutoring that I received this semester.</i>	4.2	4.5
<i>Overall, how well did WSTS meet your needs this semester?</i>	4.2	4.4

### Staff Observations

All tutors are progressing in their skills. The main area for improvement based on observations is focusing on higher-order concerns.

**Observation / Conclusion:** Students remain satisfied with our services. Some disgruntlement comes from students who expect the tutor to “fix” their paper.

**Action / Decision:** Work on establishing clearer expectations during classroom visits. Continue to observe and model techniques for tutors.

**Outcome 7:** Advertise and provide WSTS tutoring to as many students as possible within the limits of the program budget.

### Advertisements:

The WSTS tutors and coordinator completed 266 classroom visits during the academic year. We reached over 5,800 students. We also met with 100 RAs in Central Campus to describe our services. In addition, many messages were sent to specific populations with the residence halls.

### Writing & Speaking Tutorial Services

WSTS: Total Visits to all Five Locations				
	Fall 2005	Spring 2006	Fall 2006	Spring 2007
# of users	265	283	351	272
# of visits	637	556	662	553
Avg. visits/user	2.4	1.96	1.89	2.03
Efficiency (# hours used/# hours available)	68.19%	59.89%	61.29%	52.35%

WSTS: Total Visits at Ricks Hall				
	Fall 2005	Spring 2006	Fall 2006	Spring 2007
# of users	165	202	232	198
# of visits	460	399	470	423
Avg. visits/user	2.79	1.98	2.03	2.13

Efficiency (# hours used/# hours available)	74.22%	66.07%	67.15%	58.70%
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WSTS: Total Visits at Avent Ferry Residence Hall				
	Fall 2005	Spring 2006	Fall 2006	Spring 2007
# of users			31	10
# of visits			33	13
Avg. visits/user			1.06	1.30
Efficiency (# hours used/# hours available)	Not open	Not open	44.56%	31.33%

WSTS: Total Visits at Lee Residence Hall				
	Fall 2005	Spring 2006	Fall 2006	Spring 2007
# of users	32	46	50	35
# of visits	43	48	56	43
Avg. visits/user	1.34	1.04	1.12	1.23
Efficiency (# hours used/# hours available)	65.49%	41.33%	46.61%	37.73%

WSTS: Total Visits at North Hall				
			Fall 2006	Spring 2007
# of users			11	10
# of visits			11	13
Avg. visits/user	Not open	Not open	1.00	1.30
Efficiency (# hours used/# hours available)			22.59%	19.38%

WSTS: Total Visits at Tucker Hall				
	Fall 2005	Spring 2006	Fall 2006	Spring 2007
# of users	67	55	79	46
# of visits	83	80	92	56
Avg. visits/user	1.24	1.45	1.16	1.22
Efficiency (# hours used/# hours available)	59.05%	65.55%	57.55%	40.90%

***Observation / Conclusion:*** We have increased the number of students served, especially in the fall semesters, perhaps because we visited almost all of the First Year Writing Program (FYWP) courses during the beginning of each semester.

Residence halls continue to be more problematic, especially on East Campus. This year we conducted three focused groups in North, Avent Ferry, and Wood residence halls (all on East Campus) to determine what on-site academic help would be useful, if any.

We also started tutoring online for DE courses in the spring. This service was advertised to all DE instructors. Contrary to expectations by WSTS staff and DE instructors, the service was not

highly used.

**Action / Decision:** Continue to visit as many FYWP courses as possible. Do not increase the number of hours offered at Ricks hall until our efficiency is up. Open the online tutoring to all students, but continue to prioritize DE courses. Increase advertisements of DE tutoring. We plan on focusing on one residence hall exclusively on east campus. We will alter the hours offered, alter the location of the tutoring, and increase visibility in the residence hall.

**Outcome 8:** Provide high-quality tutoring in the PMTC.

**Observations/Conclusions:** Student users are invited to provide a comment online when logging out at the end of each visit. Students are also invited to complete an online survey at the end of each semester. The theme of comments includes too few computers, more tutors needed during busy times, and great help. The average number of visits per user was 4.78 in fall 2006 and 4.97 in spring 2007, which indicates that students who visited the PMTC returned multiple times during the semester for further assistance.

In the PMTC drop-in center several tutors work at any given time. A strength of this model is that new tutors are able to observe and model experienced tutors. The proximity of their work allows for immediate conversation and feedback. This environment is conducive for nurturing and supporting new tutors. New tutors frequently report liking the team atmosphere and the opportunity to learn from the seasoned tutors.

All tutors were required to complete an individual meeting with Barbie during the mid-semester point each semester. This allowed for reflection about strengths and weaknesses of both the tutor and program.

The physics department provides support via graduate students. The UTC requires that all new candidates are interviewed to ensure that they are willing to participate in tutor-training and have the appropriate attitude towards helping undergraduate students. Last year 3 PY grad students were accepted. While effective English language communication was initially a barrier, all 3 students received high praise from their fellow PMTC tutors and students users. Grad students who were not accepted exhibited desire for a research position or were not committed to maintaining the UTC philosophy.

**Actions/Decisions:** New computers were recently purchased with ETF funds from PAMS to keep pace with technology standards. In the future we will investigate the feasibility of measuring the correlation between the PMTC attendance and course grades. Continue to screen PY grad students for the role of PMTC tutors. Continue mid-semester individual meeting requirement.

**Outcome 9:** Advertise and provide tutoring to as many students as possible in the PMTC within the limits of the program budget.

**Physics and Mathematics Tutorial Center (PMTC)**

	Fall 2005	Spring 2006	Summer 2006	Fall 2006	Spring 2007
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# of attenders	854	792	249	866	682
# of attendances	4747	4130	926	4139	3394
# hours staffed/week	118	164	84	153	130
Total # hours staffed	1435.75	2288	820	1843	1703.25
Efficiency (# hours used/# hours staffed)	528%	297%	230%	383%	325%

**Observation / Conclusion:** The PMTC was open during summer 2006 for the first time to address the lack of physics and calculus support available during summer sessions. The PMTC tutors had many concerns about the limitations of assisting M&I students in the drop-in tutoring format due to the nature of the course material. In November 2006 it was learned that the physics department was offering TA help sessions Monday-Thursday for M&I physics classes.

Gliches with Tutortrac, the attendance tracking software continue to compromise the data. In addition, some students do not log in/out when the center is busy. Both these issues result in numbers that are too low.

The physics department contributed \$18,000 and 3 PY grad students and the math department contributed \$7,000 and PAMS replaced the aging computers in summer 2007. The UTC cost to operate this program was an all time high.

**Action / Decision:** It was mutually agreed between UTC staff and M&I faculty that the PMTC would no longer offer M&I tutoring in spring 2007. The center was more efficient than last spring even though M&I sections were supported. We plan to continue this arrangement next year. The PMTC will be open in summer 2007 to continue to meet the need of summer session academic support for physics and calculus courses. Continue discussion with the DUAP and PAMS administration about continued financial support for the PMTC.

**Outcome 10:** UTC's tutorial services will have a diverse clientele.

### Tutoring by Appointment (WA and SU):

Ethnicity	Fall 2006		
	Overall Undergraduate Enrollment (% of total registered enrollment)*	Number Served (% of total)	Avg. Hours Tutored WA/SU
White	18,069 (80.12%)	302 (63.58%)	8.67
African Am.	2,091 (9.27%)	123 (25.89%)	10.75
Asian Am.	1,234 (5.47%)	28 (5.89%)	10.00
Hispanic	586 (2.60%)	14 (2.95%)	10.37
Am. Indian	148 (0.66%)	2 (0.42%)	0.46

<b>Not Reported</b>	424 (1.88%)	6 (1.26%)	8.8
<b>Gender</b>			
<b>Female</b>	9,550 (42.35%)	301 (63.37%)	9.37
<b>Male</b>	13,002 (57.65%)	174 (36.63%)	9.13
	<b>Spring 2007</b>		
<b>Ethnicity</b>	<b>Overall Undergraduate Enrollment (% of total registered enrollment)*</b>	<b>Number Served</b>	<b>Avg. Hours Tutored WA/SU</b>
<b>White</b>	18,084 (79.12%)	278 (60.57%)	11.26
<b>African Am.</b>	2,143 (9.38%)	121 (26.36%)	11.13
<b>Asian Am.</b>	1,418 (6.2%)	22 (4.79%)	13.78
<b>Hispanic</b>	602 (2.63%)	23 (5.01%)	13.81
<b>Am. Indian</b>	149 (0.65%)	4 (0.87%)	7.44
<b>Not Reported</b>	460 (2.01%)	11 (2.40%)	10.28
<b>Gender</b>			
<b>Female</b>	9,959 (43.57%)	291 (63.40%)	11.16
<b>Male</b>	12,897 (56.43%)	168 (36.60%)	11.86

\* Totals represent all undergraduate students. The SU and WA Programs target only first and second year undergraduate students.

Supplemental Instruction:

Fall 2006			
Ethnicity	Percentage of Students Enrolled in SI-supported Sections	Percentage of SI participants	Average Number of Sessions
White	3397 (79.1%)	1194 (77.8%)	3.67
African Am.	356 (8.3%)	147 (9.6%)	5.89
Asian Am.	292 (6.8%)	109 (7.1%)	3.23
Hispanic	99 (2.3%)	32 (2.1%)	4.03
Am. Indian	21 (0.5%)	9 (0.6%)	2.33
Gender			
Female	1692 (39.4%)	703 (45.8%)	3.82
Male	2602 (60.6%)	832 (54.2%)	3.92
Spring 2007			
Ethnicity	Percentage of All Students Enrolled in SI-supported Sections	Percentage of all SI participants	Average Number of Sessions
White	2480 (76.5%)	819 (74.8%)	4.20
African Am.	295 (9.1%)	122 (11.1%)	4.11
Asian Am.	269 (8.3%)	92 (8.4%)	3.99
Hispanic	88 (2.7%)	24 (2.2%)	3.75
Am. Indian	23 (0.7%)	5 (0.5%)	3.17
Gender			
Female	1605 (49.5%)	608 (55.6%)	4.03
Male	1637 (50.5%)	486 (44.4%)	4.24

PMTC:

Fall 2006			
Ethnicity	Overall Undergraduate Enrollment (% of total enrollment)*	Number Served (% of total)	Avg.# of Visits
White	18,069 (80.12%)	642 (74.1%)	4.61
African Am.	2,091 (9.27%)	113 (13.0%)	5.82
Asian Am.	1,234 (5.47%)	62 (7.16%)	4.39
Hispanic	586 (2.60%)	25 (2.89%)	6.00
Am. Indian	148 (0.66%)	3 (0.35%)	4.67
Not Reported	424 (1.88%)	21 (2.42%)	4.19

<b>Gender</b>			
Female	9,550 (42.35%)	347 (40.07%)	4.61
Male	13,002 (57.65%)	519 (59.93%)	4.89
<b>Spring 2007</b>			
<b>Ethnicity</b>	<b>Overall Undergraduate Enrollment (% of total enrollment)*</b>	<b>Number Served</b>	<b>Avg. # of Visits</b>
White	18,084 (79.12%)	512 (75.1%)	4.99
African Am.	2,143 (9.38%)	85 (12.5%)	6.12
Asian Am.	1,418 (6.2%)	41 (6.01%)	5.20
Hispanic	302 (2.63%)	20 (2.93%)	2.75
Am. Indian	149 (0.65%)	7 (1.03%)	2.14
Not Reported	460 (2.01%)	17 (2.5%)	2.29
<b>Gender</b>			
Female	9,959 (43.57%)	320 (46.92%)	4.98
Male	12,897 (56.43%)	362 (53.08%)	4.98

\* Totals represent all undergraduate students. The PMTC targets only 100 and 200-level PY and MA courses.

### Writing and Speaking Tutorial Services:

<b>Fall 2006</b>			
<b>Ethnicity</b>	<b>Overall Enrollment (% of total enrollment)*</b>	<b>Number Served (% of total)</b>	<b>Avg. Hours Tutored</b>
White	23,593 (75.8%)	185 (53.0%)	1.1
African Am.	2,773 (8.9%)	77 (22.19%)	1.2
Am. Indian	182 (0.6%)	3 (0.9%)	1.2
Asian Am.	1,473 (4.7%)	18 (5.2%)	1.6
Hispanic	721 (2.3%)	8 (2.3%)	3.9
Not reported	497 (1.6%)	8 (2.3%)	1.4
International	1,891 (6.1%)	50 (14.3%)	1.8
<b>Gender</b>			
Female	12,719 (44.1%)	217 (62.2%)	1.4
Male	17,411 (55.9%)	132 (37.8%)	1.2
<b>Spring 2007</b>			
<b>Ethnicity</b>	<b>Overall Enrollment (% of total enrollment)*</b>	<b>Number Served</b>	<b>Avg. Hours Tutored</b>
White	22,216 (75.5%)	129 (47.8%)	1.3
African Am.	2,642 (9.0%)	80 (29.6%)	1.3

<b>Am. Indian</b>	180 (0.6%)	1 (0.4%)	0.9
<b>Asian Am.</b>	1,380 (4.7%)	17 (6.3%)	1.2
<b>Hispanic</b>	676 (2.3%)	5 (1.9%)	5.0
<b>Not Reported</b>	476 (1.6%)	7 (2.6%)	1.5
<b>International</b>	1,846 (6.3%)	31 (11.5%)	2.5
<b>Gender</b>			
<b>Female</b>	13,719 (44.1%)	158 (58.5%)	1.6
<b>Male</b>	17,411 (55.9%)	112 (41.5%)	1.3

\* WSTS serves both undergraduate and graduate students. Faculty members who used our services have been omitted for this report.

**Observation/Conclusion:** All programs met or exceeded the goal that they would have a diverse clientele as measured by gender and ethnicity. In addition, the average GPA of users this year was a 2.9. This indicates that UTC programs are not remedial services and are used by a diverse group of students as measured by academic achievement.

**Action / Decision:** Continue to promote diversity among staff and users.

## Objective II: Training

To hire qualified students to work as peer tutors and to train them to apply effective, research-supported tutoring methods with the goal of helping tutees become independent learners.

**Outcome 1:** The UTC will employ a diverse group of tutors.

<b>Ethnicity</b>	<b>2006-2007</b>	
	<b>All undergraduates with GPA &gt;= 3.0* (%)</b>	<b>Tutors and SI Leaders employed by the UTC (%)</b>
<b>White</b>	8327 (83.74%)	144 (75.0%)
<b>African Am.</b>	552 (5.55%)	11 (5.73%)
<b>Asian Am.</b>	594 (5.97%)	23 (11.98%)
<b>Hispanic</b>	236 (2.37%)	6 (3.13%)
<b>Am. Indian</b>	39 (0.39%)	0 (0.00%)
<b>Not Reported</b>	196 (1.97%)	8 (4.17%)
<b>Gender</b>		
<b>Female</b>	4993 (50.21%)	105 (54.7%)
<b>Male</b>	4951 (49.79%)	87 (45.3%)

\* at the beginning of spring 2007 semester

**Observations/Conclusions:** It is a requirement of employment for students to have a minimum GPA of 3.0 and at least a B+ in the course(s) they wish to tutor. The above table indicates that the UTC is employing a diverse staff given the constraints of the eligible pool.

The UTC recruits tutors through multiple email lists, including the stateadvisors listserv, all BAE, BLS, BCH, CE, CH, CHE, MA, MAE, and PY undergraduate majors (to target tutors for high-demand courses), CHASS faculty, and 5 student affairs multicultural listservs: Hispanic/Latino, Native American, Black/African American, Asian/Asian American, and the general. We have also met with staff members from New Student Orientation to explore new ways to advertise and recruit tutors and were given several suggestions we will implement in the fall.

**Action / Decision:** Next year we will strive to have more face contact during our recruiting efforts. We are targeting visiting ALS103 and E100 orientation classes in the fall. The recruitment email will also be modified to “sell” tutoring as an opportunity to solidify subject knowledge for future courses and GRE preparation and to develop communication and leadership skills.

**Outcome 2:** The UTC will offer continued employment opportunities to tutors and SI leaders with demonstrated competence.

**Observations/Conclusions:** In previous semesters nearly all tutors were rehired if they requested to work again for the UTC. It was challenging to maintain high standards when some employees did not meet expectations. Therefore, the following was enforced this year:

The many responsibilities of tutors working for the Undergraduate Tutorial Center (UTC) include the following:

- ❑ keeping the UTC informed of the status of tutoring assignments and any problems related to those assignments, including copying your supervisor on all email correspondence;
- ❑ meeting with students consistently, being on time for sessions, and notifying students of any cancellations or changes well in advance;
- ❑ following UTC policies regarding allowed tutoring hours;
- ❑ filling out timesheets correctly and turning them in on time;
- ❑ successfully completing ECI 210 with an 85% or better; and
- ❑ putting to use the tutoring techniques learned in ECI 210 in order to provide students with a positive and productive tutoring experience.

The UTC staff monitors compliance with these responsibilities through direct observation, assignments in ECI 210, informal reports from students, and student feedback on tutor evaluations.

Please see Objective II: Outcome 8 chart to see that approximately 10% of our staff earned the status of “not rehireable” at the end of a semester during this year.

**Action/Decision:**

Continue to enforce high standards for the continued employment opportunity with the UTC.

**Outcome 3:** Tutors and SI leaders will improve their understanding of course material.

**Tutor Self-Evaluation Form:**

Scale: 1-5, 1 = strongly disagree, 5 = strongly agree		
Questions relevant to Outcome 3	Fall 2006	Spring 2007
<i>1. I have a good understanding of the subjects that I tutor.</i>		
<i>ECI 210 tutors</i>	4.38	4.4
<i>Weekly Assigned returning tutors</i>	4.77	4.74
<i>Sign-up tutors</i>	4.44	4.25
<i>PMTC tutors</i>	4.31	4.36
<i>SI Leaders</i>	4.54	4.61
<i>WSTS tutors</i>	4.50	4.22
<i>2. My own knowledge of the subject improved as a result of tutoring.</i>		
<i>ECI 210 tutors</i>	4.40	4.78
<i>Weekly Assigned returning tutors</i>	4.48	4.57
<i>Sign-up tutors</i>	4.56	4.58
<i>PMTC tutors</i>	4.75	4.45
<i>SI Leaders</i>	4.64	4.54
<i>WSTS tutors</i>	4.88	4.33

**Observation / Conclusion:** On average most tutors agree or strongly agree that they have a good understanding of subjects tutored and that their own subject knowledge has improved as a result of tutoring. It is not surprising that SI leaders and weekly assigned returning tutors report the highest score on statement #1 since they are experienced tutors working with a small number of courses. In addition, SI leaders are paid to attend class and complete assignments. Tutors in ECI 210 tend to feel that their own knowledge has improved during their first semester of tutoring, while they are less confident about their understanding of the material. Sign-up, PMTC, and WSTS tutors work with a variety of subjects and students during the semester, so it is more challenging to have a confident understanding of so many different subjects.

**Action / Decision:** Continue to monitor. Use the positive results about "my own knowledge of the subject improved as a result of tutoring" as an advertising tool for recruiting new tutors.

**Outcome 4:** Tutors and SI leaders will improve their communication skills.

**Tutor Self-Evaluation Form:**

Scale: 1-5, 1 = strongly disagree, 5 = strongly agree		
Questions relevant to Outcome 4	Fall 2006	Spring 2007
<i>I have improved my ability to communicate as a result of tutoring.</i>		
<i>ECI 210 tutors</i>	4.33	4.66
<i>Weekly Assigned tutors</i>	4.68	4.54
<i>Sign-up tutors</i>	4.44	4.58
<i>PMTC tutors</i>	4.75	4.36
<i>SI Leaders</i>	4.36	4.54

<i>WSTS tutors</i>	4.75	4.56
<i>In general, my abilities as a tutor have improved this semester.</i>		
<i>ECI 210 tutors</i>	4.48	4.73
<i>Weekly Assigned tutors</i>	4.39	4.54
<i>Sign-up tutors</i>	4.22	4.58
<i>PMTTC tutors</i>	4.69	4.45
<i>SI Leaders</i>	4.29	4.15
<i>WSTS tutors</i>	4.63	4.44

**Observation / Conclusion:** Tutors report that they agree or strongly agree that they have improved their ability to communicate as a result of tutoring. On average, more new tutors strongly agree that their abilities to tutor have improved this semester than returning tutors (particularly SI leaders).

**Action / Decision:** Continue to monitor. Use the positive results about “I have improved my ability to communicate as a result of tutoring” as an advertising tool for recruiting new tutors.

**Outcome 5:** SI leaders will improve their group facilitation skills.

**From SI Leader Self Evaluation:**

Scale: 1-5, 1 = strongly disagree, 5 = strongly agree		
Questions relevant to Outcome 5	Fall 2006	Spring 2007
<i>I have improved my ability to facilitate groups as a result of leading SI sessions.</i>	4.36	4.31

**Observation / Conclusion:** Group facilitation is a skill that SI leaders are now consistently reporting that they gain from their working in their position. Very few leaders, if any, feel uncomfortable leading sessions at the end of the semester. Supervisors also report that most leaders are significantly better at group management after working for a semester.

**Action / Decision:** Continue to monitor and measure.

**Outcome 6:** Tutors will improve their awareness and use of study skills strategies during tutoring sessions.

Scale: 1-5, 1 = strongly disagree, 5 = strongly agree		
Questions relevant to Outcome 6	Fall 2006	Spring 2007
<i>I promote good study skills with my tutee by discussing effective behavior.</i>		
<i>ECI 210 tutors</i>	*	3.67
<i>Weekly Assigned tutors</i>	4.03	4.26
<i>Sign-up tutors</i>	N/A	N/A
<i>PMTTC tutors</i>	N/A	N/A
<i>WSTS tutors</i>	N/A	N/A

<i>I use activities in my sessions that help my tutees develop better study skills.</i>		
<i>ECI 210 tutors</i>	*	3.24
<i>Weekly Assigned tutors</i>	3.65	4.09
<i>Sign-up tutors</i>	N/A	N/A
<i>PMTTC tutors</i>	N/A	N/A
<i>WSTS tutors</i>	N/A	N/A

\* this data was measured but not recorded for Fall 2006

*Note: SI Leaders' use of study strategies is discussed in Objective 1, Outcome 4.*

**Observation / Conclusion:** Tutors' awareness and use of study skills strategies was only measured in the ECI 210, WA, and SI self-evaluations. This reflects the extreme importance of this skill in these programs. Tutors and SI leaders who see the same students each week for an extensive period of time have many opportunities to model effective study skills during their interactions with students. Better study skills is a long term benefit of tutoring. Many times tutors struggle with promoting this long term benefit when the short term benefits of tutoring (completing homework or preparing for the test tomorrow) are in conflict. The staff continues to examine the effectiveness of the tutorial goal setting report used at the beginning of every weekly assigned tutoring relationship. ECI 210 students were continually challenged during the semester to reflect on the goals set at the beginning of the semester with each student. They completed a tutorial goal setting report II at the end of the semester to reflect on whether the goals of the relationship were met and how their tutees' study skills improved.

**Action / Decision:** A revised comprehensive Tutorial Goal Setting Report will be piloted in the summer and implemented in the fall. The first tutoring session for weekly assigned tutors will be dedicated to completing this report and discussing the student's study habits. Activities and ECI 210 assignments will continue to be modified to assist tutors in promoting good study skill behaviors and activities.

This outcome will be moved in the 2007-2008 assessment plan so that it is placed with the appropriate programs.

**Outcome 7:** ECI 210 will be an effective course for tutor training.

### ECI 210 Course Evaluation Results

Scale: 1-5, 1 = strongly disagree, 5 = strongly agree		
The ECI 210 course helped me or encouraged me to:*	Fall 2006 (n=50)	Spring 2007 (n=49)
Learn about the Undergraduate Tutorial Center's policies and procedures.	4.55	4.57
Understand the tutor-student relationship and my role as a tutor.	4.89	4.76
Differentiate between direct	4.46	4.49

and indirect tutoring techniques.		
Use positive reinforcement in my tutoring sessions.	4.42	4.65
Use questioning in my tutoring sessions.	4.66	4.69
Encourage tutee verbalization through listening in my tutoring sessions.	4.60	4.59
Encourage my tutees to become independent learners.	4.42	4.53
Analyze my strengths and areas of improvement as a tutor.	4.60	4.55
Encourage my tutees to set goals.	3.92	4.00
Understand my learning preferences and how they impact my work with students.	4.50	4.33
Employ assertive approaches to dealing with problems within the tutoring relationship.	4.06	4.09
Increase awareness for working with student differences.	4.18	4.24
Apply strategies that accommodate student differences.	4.14	4.24
Promote study skills with my tutees by modeling and discussing effective behavior.	4.38	4.33

\*Each measurement represents a course objective.

**Observation / Conclusion:**

In Fall 2006, we implemented a restricted section of ECI 210 for WSTS tutors only. While the class is smaller than normal ECI 210 sections, it is still very effective. In previous semesters comments on ECI 210 evaluation echoed the following statement from spring 2006: "Most course topics did not pertain to WSTS." With the implementation of the WSTS course only, we have seen an increase appreciate for the course. One comment was "'I really loved the atmosphere in ECI 210. I felt encouraged and enlightened without feeling any undue pressure to be perfect right away" (Fall 2006). There is still room for growth, especially incorporating more literature from the writing center field, but the course is much better.

We have made significant changes to the course content since the last academic year. Tutors indicated last year that the study skills and learning styles topics were interesting but not necessarily practical in the way they were presented. To change this, we had added an

additional day to discuss study skills and have narrowed the focus of learning styles to the particular scale that most effects student learning. Thirteen students in the fall and nine students in the spring listed learning styles on the end-of-semester survey as being one of the most helpful topics to their development as a tutor. However, only two students in the fall and one student in the spring mentioned study skills in this category.

ECI 210 instructors met regularly to share ideas and ensure curriculum and assignment quality. Our new coordinator, Joy, co-taught with Barbie in the fall. She also co-taught the communications/culture class with Marcia in the fall and spring. They made revisions to the class based on student feedback. One such example is utilizing scenarios that are tutoring and learning specific.

**Action / Decision:**

Continue to offer a section of ECI 210 restricted to WSTS tutors; incorporate more articles from writing center field. Continue to explore ways to address assertiveness when dealing with tutoring problems. Continue to refine the tutoring goal setting report to help the tutors encourage their tutees to set goals.

Joy will continue to co-teach the communications/culture class with Marcia; they will aim to making the class one in which all students examine their own culture, and understand why this topic is relevant to tutoring. The weekly instructors meetings will continue to be held. All tutors will be assigned to take the MSLQ.

**Outcome 8:** UTC staff will provide ample training opportunities for individual tutors.

Certification Level:	2005-2006 academic year (n=178)	2006-2007 academic year (n=192)
Level I (10 training hours, 25 tutoring hours)	51 (28.7%)	32 ( 16.7 %)
Level II (20 training hours, 50 tutoring hours)	75 (42.1%)	75 ( 39.0 %)
Level III (30 training hours, 75 tutoring hours)	35 (19.7%)	57 ( 29.7 %)
Tutor quit during the semester*		8 ( 4.2 %)
Tutor was not rehirable at the end of the semester based on supervisor recommendation*		20 ( 10.4 %)
<b>Total:</b>	<b>178 (100 %)</b>	<b>192 ( 100 %)</b>

\* new measure this year

**Observation / Conclusion:** The UTC employed 14 more tutors and SI leaders in the 2006-2007 than in 2005-2006. Reasons for this include: a pilot summer section of ECI 210, separate sections of ECI 210 for WSTS (which resulted in more available seats in other sections), and training PY grad students working in the PMTC. We also had more returning tutors in 2006-2007 than in 2005-2006 as a result of offering more ECI 210 sections in the past two years. The numbers of tutors and SI leaders awarded Level I certification went down significantly from previous years for two reasons: tutors who were not eligible for rehire or who quit during the semester were not awarded any CRLA certification this year. Eligibility rules for rehire from supervisor recommendation were made more rigorous. Also, all new ECI 210 students were

required to tutor at least three tutees this year, as opposed to a minimum of two assignments in previous years. This new rule resulted in many ECI 210 students successfully reaching Level II certification after 1 semester of employment. Also, we did waive the ECI 210 requirement for any new employees.

Our new Coordinator of Individual Tutoring put additional continued training requirements in place this year. She offered 7 continued training opportunities each semester. Based on student feedback, a roundtable format became an option and a guest speaker presented on working effectively with students with disabilities. Overall, 89 UTC tutors attended these workshops.

**Action/Decisions:** Beginning in fall 2007, students successfully completing ECI 210 will be awarded 18 training hours (instead of 20). This decision has been made due to budget restrictions and to challenge the ECI 210 tutors to go above and beyond their peers to reach Level II certification during the first semester of employment. It will also promote participating in continued training opportunities by returning tutors. It will continue to be a requirement of employment that all new tutors accept at least three tutees. It is hoped that these changes will allow us to reward the tutors who excel while being mindful of budget limitations and not compromising the efficiency of the WA program assignments.

Continue to solidify the continued training requirements and opportunities for returning tutors. For budget reasons, tutors who decide to go above the training requirements will not be paid for their time in attendance at workshops, as this goes towards their pay increase.

### **Objective III: On-Campus Initiatives**

To develop partnerships and share expertise with on-campus constituents

**Outcome 1:** The UTC staff will develop partnerships with members of the campus community.

**Observation/ Conclusion:** The UTC partnered with FYC in the fall 2006 semester to provide PackStudy. A CH/MA tutor was available several nights per week in the FYC classroom. Due to supervision and budget restrictions, we mutually agreed to turn the program over to the FYC in spring 2007. The UTC provided suggestions for staffing, but the supervision, advertising and money was the FYC's responsibility.

WSTS continued its partnership with Housing to provide writing tutoring in several dorms. The UTC provides the training and supervision while Housing supplies the space and money.

The UTC partnered with the math department in several important ways: conducting graduate TA training before the fall 2006 semester, offering a VSI\* section of MA 111 in spring 2007 (the VSI leader was our Coordinator of SI), and offering the PMTC with some financial support from the math department.

\* See appendix for data about MA 111 VSI.

The VSI section was very time-intensive. Reports from students are varied and indicate there needs to be a selection process to be enrolled in a VSI section. Additionally, it is likely that VSI may produce a greater impact on students in higher-level courses.

**Action/Decisions:** Continue the current arrangement for PackStudy. Possibly add a math/chemistry tutor in Avent Ferry Dorm (paid by Housing). If SI in engineering continues to expand, discuss a financial partnership with them.

The UTC will continue to partner extensively with the math department. Future plans for VSI will target a different math course. An outcome about VSI will be added to the 2007-2008 UTC Assessment Plan. Discussions are still in progress for future funding for the PMTC.

Efforts to partner with the FCTL training workshops are being developed for fall 2007.

**Outcome 2:** The UTC staff will share their expertise in content area with members of the campus community through consultations, presentations, and workshops.

FALL 2006					
	Consul- tations	Classroom Presen- tations	Student Group Presen- tations	Faculty Presentations	Fall Total
# of Events	7	3	16	2	28
# of Attendees	10	48	711	205	794
SPRING 2007					
	Consul- tations	Classroom Presen- tations	Student Group Presen- tations	Faculty Presentations	Spring Total
# of Events	0	4	4	2	10
# of Attendees	0	77	160	32	269

**Observations / Conclusions:** WSTS continued to offer numerous classroom, student group, and faculty presentations upon request (see the 2006-2007 annual report for a complete listing). Forty Academic Support Program for Student Athletes (ASPSA) tutors attended the continued training workshops held for individual tutors this year.

**Actions / Decisions:** Continue to monitor the WSTS offerings and continued training workshops. The UTC will offer a study skills workshop as part of Wolfpack Welcome Week in August 2007. UTC study skills information will be included in the African American Symposium Handbook for fall 2007. The database to capture consultations and presentations will be revised for 2007-2008.

### Objective IV: Engaging in the Tutoring Field

To engage in the tutorial field through promotion and development of UTC tutor training products as well as active participation in other professional development opportunities.

**Outcome 1:** The UTC staff will promote and develop the UTC tutor-training products.

Tutor training product	# sold (between 7/1/06-5/20/07)
<i>Group Learning Series (DVD)</i>	21
<i>Group Learning Series (VHS)</i>	5
<i>A Look at Productive Tutoring Techniques (DVD)</i>	66
<i>A Look at Productive Tutoring Techniques (VHS)</i>	5
<i>Users Guide</i>	48

**Observations/Conclusions:** The current tutor training products have continued to sell well this year. The new distribution agreement and payment schedule with OTT, Allied Vaughn, and Reg.Net has been very smooth this year. The UTC staff held a staff retreat in May 2007 to brainstorm future goals for the unit. Much discussion was centered around the topic of developing future tutor-training products to market to other learning institutions since NC State's tutor training program is an acclaimed model. We also recognize that the revenue generated from the current products continues to be essential to promote staff development opportunities.

**Actions/Decisions:** The contract between Allied Vaughn and the UTC will be renewed for 2007-2008. It was decided not to hire an outside consultant to assist in the development of future tutor-training products. The current Users Guide will be revised and distributed to all purchasers since September 2005 (when the product price was increased 50% due to a change in distributors). The staff will begin work on constructing instructor/tutor guides (a new product) that reflects material from our ECI 210 class.

**Outcome 2:** The UTC staff will share and develop their expertise in the tutoring field through professional development opportunities.

FALL 2006			
	Consultations	Professional Presentations/Participation	Fall Total
# of Events	4	2	6
# of Attendees	6	30	36
SPRING 2007			
	Consultations	Professional Presentations/Participation	Spring Total
# of Events	4	6	10
# of Attendees	5	145	150

**Observations/Conclusions:** More professional development is able to take place during the spring semester due to the rigorous demands of the fall academic schedule. One new professional development opportunity this year was participating in an online training workshop. Later in the year we created a module for the online training format. A complete listing of professional development highlights is listed in the 2006-2007 UTC annual report.

**Actions/Decisions:** Continue to monitor professional development opportunities and share information as requested. The database for capturing professional development opportunities will be revised for 2007-2008.

## Appendix

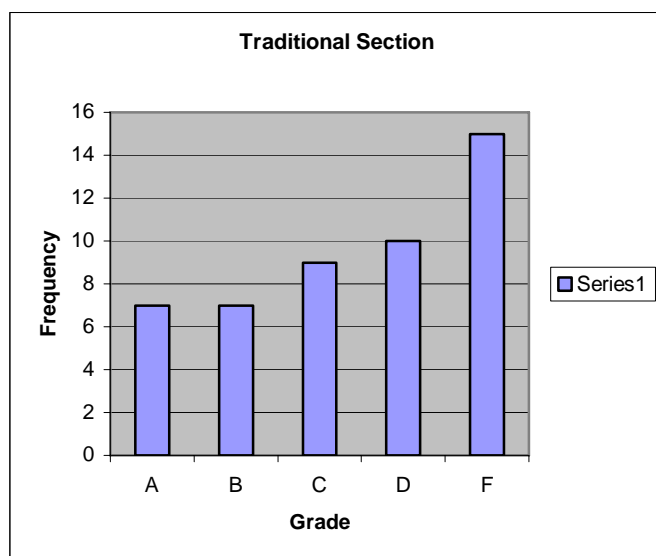
### Video-based Supplemental Instruction:

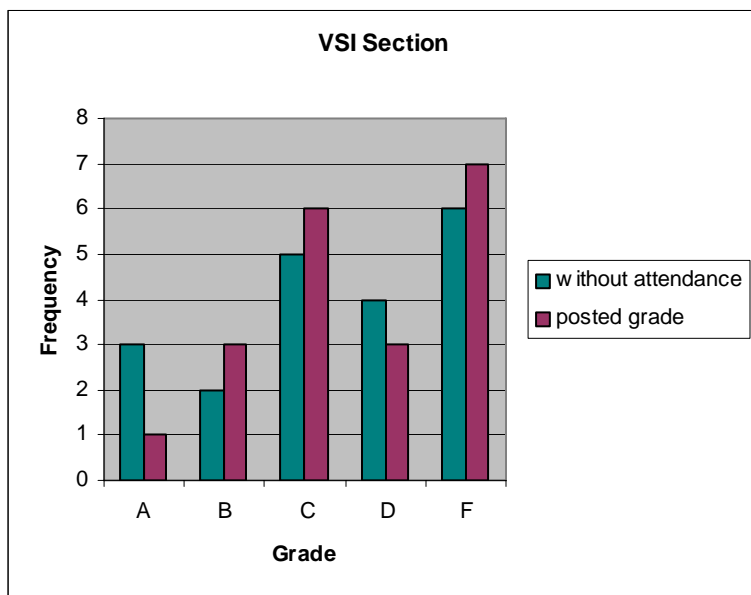
Grade Distributions for MA 111, Spring 2007					
	A	B	C	D	F
<b>Traditional</b>	7 (14.6%)	7 (14.6%)	9 (18.8%)	10 (20.8%)	15 (31.3%)
<b>VSI</b>	1 (5%)	3 (15%)	6 (30%)	3 (15%)	7 (35%)
<b>VSI (w/o attendance)</b>	3 (15%)	2 (10%)	5 (25%)	4 (20%)	6 (30%)

	A/B/C	D/F	Previous GPA	Semester GPA	Average Course Grade
<b>Traditional</b>	23 (47.9%)	25 (52.1%)	1.87	1.89	1.57
<b>VSI</b>	10 (50%)	10 (50%)	1.47	1.58	1.37
<b>VSI (w/o attendance)</b>	10 (50%)	10 (50%)	1.47	Not available	1.55

Note that 5% of VSI students' grade was attendance – only 4 of 20 students received any of these 5 points (only 1 student received all 5 points). Several students' grades were higher when calculated the way the traditional section's grades were calculated (w/o attendance); this grade is a more accurate measure for comparison.

We see that grade distributions in the two sections are comparable, despite lower previous GPA's and lower semester GPA's for the VSI section.





#### End-of-Semester Survey Results:

9 out of 20 enrolled students were present during the last three days of class when the survey was administered.

- 4 students said they would have transferred to a traditional section if they could have.
- 3 students said they knew the class met for more hours than traditional sections. 1 of these 3 was one of the 4 that would have transferred to a traditional section if he/she could have.
- 6 students said they would recommend a VSI course to another student
- 5 students had taken MA 111 at NC State before. 4 of these 5 said they would recommend VSI to another student.

When asked how their two experiences compare, they responded:

*"This semester was much better paced and open in regard to asking/answering questions during class time."*

*"I did a little better this semester." (student who would not recommend VSI)*

*"This semester I was able to understand the material easier."*

*"Learned a lot more. Better overall experience. Easier to ask questions."*

*"Better classroom setting, could really concentrate better. Being able to work with others in class helped to make sure I was on the right track."*

Comments from students that would not recommend VSI:

*"The facilitator of the class was terrific; I just don't learn by watching a DVD. TV to me is when you want to shut your mind off. Never found too educational and probably never will. I would have been more successful in a conventional class."*

*"I did not like the fact that the person who made all the tests and taught the class was not personally in the room because if the students don't know the teacher they are less likely to get after class help. Also it makes absolutely no sense to pay exactly the same amount of tuition as everyone else and get a DVD instead of a math teacher."*

*"I did not like watching taped lecture. I felt that it slowed the class down and that I didn't get enough practice that I could have."*

Responses to "Which of the following have hindered your success? (check up to 3)"	
I did not begin studying early enough before the tests	4
I did not spend enough time studying	3
I missed material by not coming to class regularly	2
I have not tried to get extra help when I needed it	2
The instructor and/or course facilitator did not explain the material well	1
I could not get extra help when I needed it	1
The tests were too hard	0
This course required too much work outside of class	0
There are concepts from algebra that I do not understand	0