

LEARNING ASSISTANCE

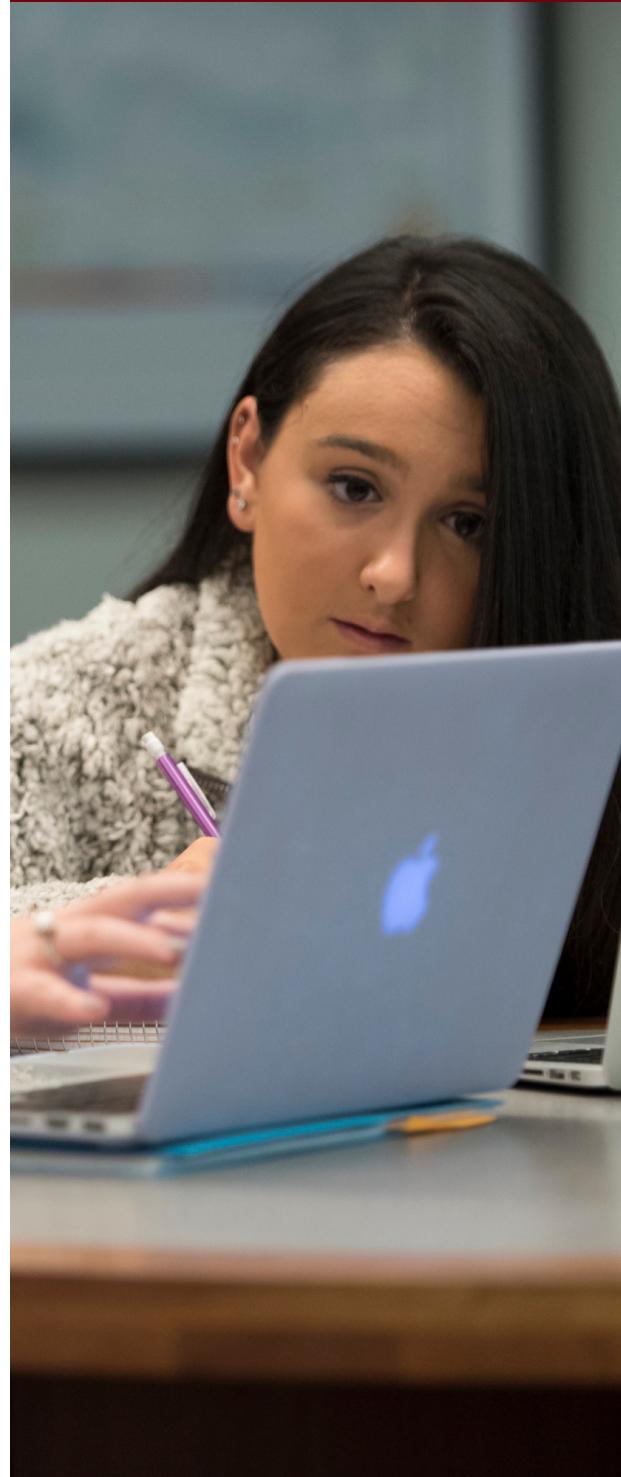
Annual Report
2018-2019

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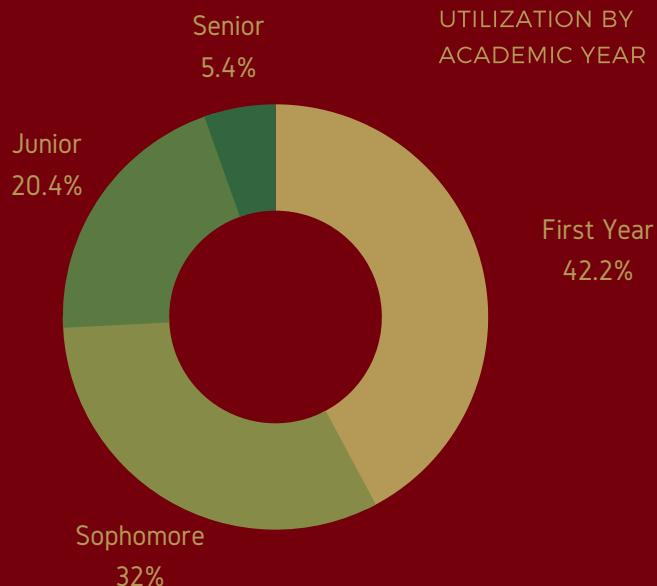
OVERVIEW

Learning Assistance has undergone several dramatic changes in the past year. We re-imagined and expanded tutor training, instituted an application process to attract a more diverse group of potential tutors, and adopted new hiring practices to ensure that the best candidates are brought on board. We also made strides in unifying previously disparate tutoring programs and expanded peer support for students with disabilities. Finally, we instituted targeted assessment strategies to improve tutoring and better meet the needs of students who utilize our services.

These changes were necessary steps to achieving our primary goal for the academic year. In the spring semester we applied for and were awarded Level 1 International Tutor Training Certification through the College Reading & Learning Association (CRLA). Not only will this certification aid in improving the quality of tutoring at Elon, but it will also enhance our image on campus and help us attract and retain high quality peer tutors.

The data that follow offer measures of what we've achieved this year and serve as a starting point for locating areas where we can improve (see the final section of this report, which looks ahead to the 2019-2020 academic year).



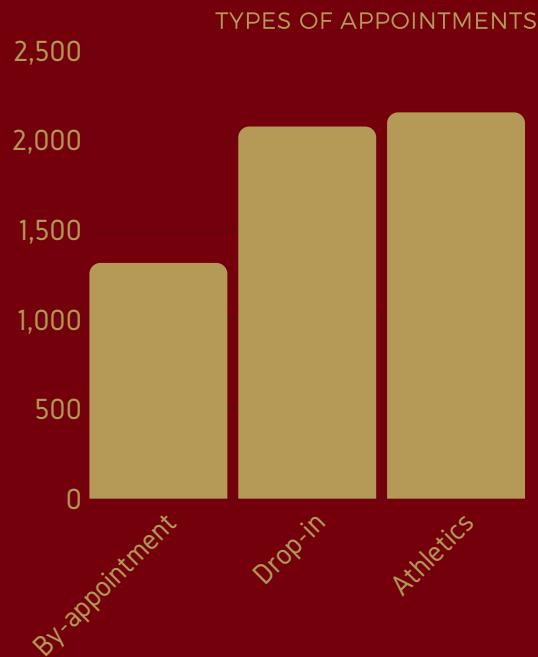
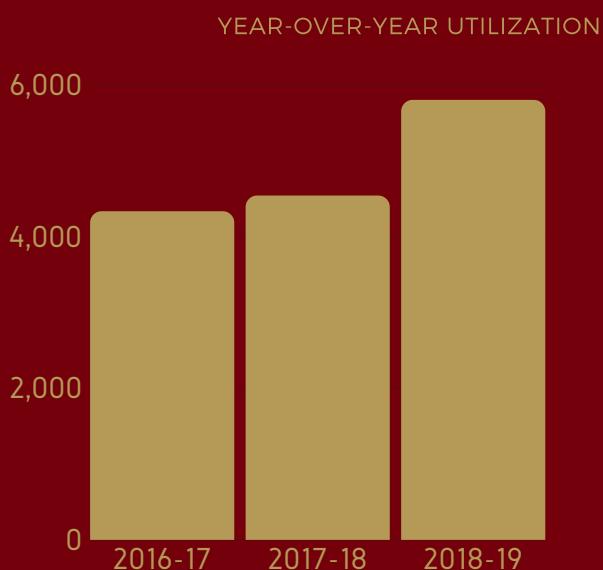


USAGE DATA

- 5,792 total visits (a 27.83% increase from 2017-18 usage)
- 1,115 students served
- 31.39% of First-Year students used our services
- 27.14% of Sophomores used our services
- 17.99% of all undergraduates used our services

CRLA CERTIFICATION

- 10 hours of face-to-face training for all newly hired tutors
- 88 tutors completed CRLA Level 1 training this academic year
- 32 tutors earned CRLA Level 1 certification this academic year (requires completion of training and at least 25 hours of tutoring)

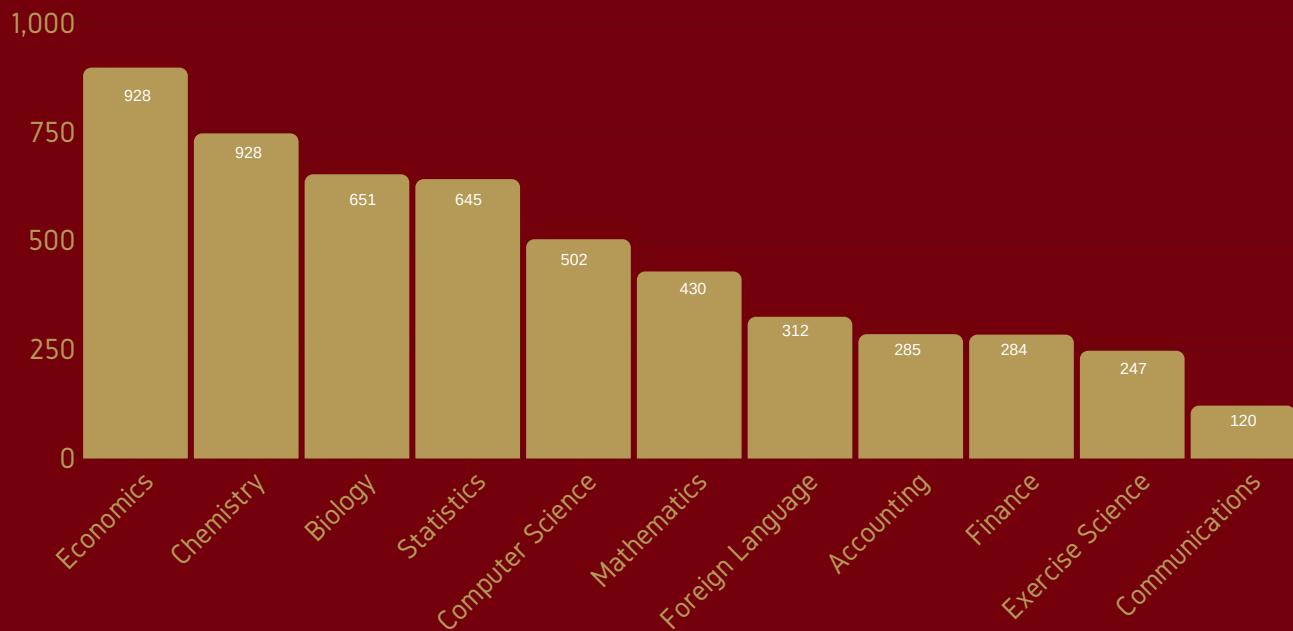


STUDENT SATISFACTION

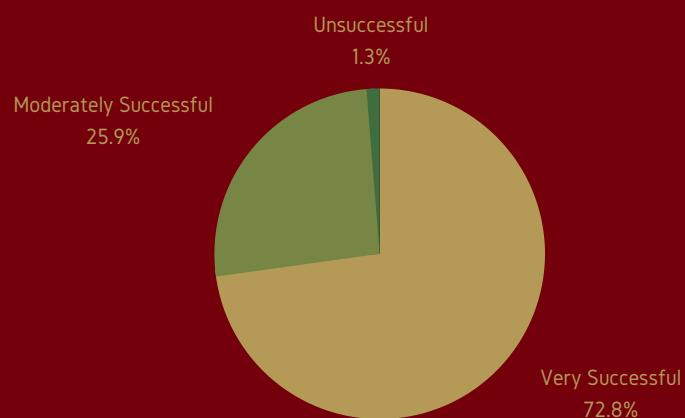
- 90% of respondents who used our services would recommend Learning Assistance to peers
- 88% of respondents had a better understanding of subject material after their tutoring session
- 87% of respondents felt more confident after their tutoring session

2018-2019 LEARNING ASSISTANCE ANNUAL REPORT

UTILIZATION BY DISCIPLINE
(FOR DISCIPLINES WITH AT LEAST 100 SESSIONS)



SESSION SUCCESS
RATINGS BY TUTORS



UTILIZATION BY MONTH



SAMPLE STUDENT FEEDBACK

- "The tutor had her own notes neatly displayed to use when I asked a question. She was patient and understanding, and I felt comfortable throughout the session."
- "She was very firm with what she wanted me to do to better utilize my time with her but not in a way that was discouraging."
- "My tutor was very helpful and patient with me as I tried to work through the assignment. She let me do the work and corrected me in a nice way if I moved in the wrong direction. Great tutoring experience."
- "She explained one concept and then let me struggle a bit on my own rather than just giving me the answer, which I appreciated."
- "My tutor was able to explain concepts in a different way than my professor."

LOOKING AHEAD

As we look ahead to the 2019-2020 academic year, there are several key goals that we hope to achieve:

- Submit the Stage 2 (Reflection and Renewal) application for CRLA Level 1 certification, which, once approved, will be good for 3 years.
- Begin the process of making necessary additions to tutor training to enable application for Level 2 CRLA certification.
- Transition to online scheduling for all by-appointment sessions for greater efficiency and accessibility.
- Implement outreach initiative to graduate programs so that we can better serve the graduate population on campus.
- Implement a tiered organization structure (i.e. lead tutors for specific disciplines) to encourage professional development and help with administrative tasks.
- Increase utilization through a combination of social media, promotional materials, and class visits.
- Continue the overhaul of our website to meet the needs of all audiences (students, faculty, parents).
- Gather information on populations at Elon that might be particularly at risk and adjust programming to reach these students.

Data-driven goals for the 2019-2020 academic year:

- Further refine the way we track utilization to meet the needs of students in high demand courses and to limit unnecessary spending on offerings for courses that aren't in high demand.
- Survey faculty regarding what information they would like to receive after a session, and revise the post-session report to increase its usefulness for tutors and faculty.
- Increase response rate for post-session survey and use this data to inform training practices.
- Increase utilization by First Year students and Sophomores, while also investigating opportunities to better support Juniors and Seniors.