

SENATE BILL #1538

Title: University Wide Tutorial Services

Introduced: April 10, 1986

Thesis:

Sponsor: Robert Blair

1. Whereas tutoring has been proven effective to assist students in successfully
2. passing courses; whereas tutoring has been proven to increase the retention
3. rate of our fellow students; whereas the University of Wyoming retention
4. rate stands at only 60%; whereas tutoring costs are reasonable when compared
5. to the other costs of providing and/or obtaining a college degree; whereas
6. a large need for tutoring in fifteen subject areas has been determined;
7. whereas there are basically no tutoring services currently being offered to
8. general University of Wyoming students; and whereas the Division of Student
9. Educational Opportunity has proven their effectiveness to operate an
10. effective tutoring program; therefore be it enacted by the Student Senate
11. of the Associated Students of the University of Wyoming that they support
12. the concept of a University Wide Tutorial Service to be operated by the
13. Division of Student Educational Opportunity by funding the tutorial service
14. for all University of Wyoming students. See attached for a budget, and a
15. more comprehensive justification.

Referred to: _____

Date of Passage: _____

Signed: _____

ASUW Senate Chairperson

"Being enacted on _____, I do hereby sign my name hereto and approve this Senate action." _____

ASUW President

ADULT RE-ENTRY CENTER
EDUCATIONAL TALENT SEARCH
HANDICAPPED STUDENT SERVICES
HIGHER EDUCATION PROJECT
INDIAN EDUCATION OFFICE
LEARNING DISABILITIES RESOURCE OFFICE
MINORITY AFFAIRS OFFICE
MULTI CULTURAL RESOURCE CENTER
SPECIAL SERVICES PROJECT
VIETNAM VETERANS OUTREACH OFFICE
WYOMING CAREER INFORMATION SYSTEM



THE UNIVERSITY OF WYOMING

DIVISION OF STUDENT EDUCATIONAL OPPORTUNITY
UNIVERSITY STATION, BOX 3808
LARAMIE, WYOMING 82071
Phone (307) 766-6189 TDD 766-6523

To: ASUW Student Government Representatives

From: B. Helm, Student Educational Opportunity, Associate Director of Institutional Projects

Re: Proposal for University-Wide Tutorial Services

Date: April 7, 1986

The Freshman Year Subcommittee of the University of Wyoming Coalition for Academic Success has recommended the establishment of an "early warning system" for freshman students, but failed to recommend a cooperative success system to assist students after they have been identified by the early warning system. A University-Wide Tutorial Service for freshman and transfer students would contribute substantially to assisting these students to succeed academically. In addition, a University-Wide Tutorial Service would be available to other students as well. Currently, there is no comprehensive tutorial service offered at the University of Wyoming except through Special Services which is limited to serving only 280 federally qualified students per year.

Steve Lyons, Special Services Tutoring Coordinator, conducted a comprehensive telephone survey in Summer 1985 of tutorial services offered by the University of Wyoming academic departments. The telephone survey explored tutorial services provided by each academic department, type and amount of tutorial assistance, and process used to provide these tutorial services to students. The survey results indicate that most departments and colleges advise students to contact their instructor for tutoring, or they only provide students with a

tutorial referral service in lieu of actual tutorial services. The departments within the Colleges of Agriculture, Education and Engineering have centralized their tutorial referral service out of their College's Main Office for all departments within their college. Below are the results of the academic department tutorial services surveyed for the University of Wyoming.

SUMMARY OF ACADEMIC DEPARTMENT'S TUTORIAL SERVICES

COLLEGE	AGRICULTURE	ARTS & SCIENCE	COMMERCE & INDUSTRY	EDUCATION	ENGINEERING	HEALTH SCIENCES
Number of Departments with Tutorial Services	0	2	0	0	0	0
Number with Related Services	1	0	1	0	1	0
Number with Referral Services	Centralized Referral	25	4	Refer to Academic Advising	Centralized Referral	0

The two tutorial services offered within the College of Arts and Sciences are the English Department's Writing Center and the Statistics open laboratory for Statistics 405 students. The services within the Other Related Services category refer to the Counseling and Testing Extension Office with the College of Agriculture, the Accounting Honorary Beta Alpha Psi within the College of Commerce and Industry, and the Tau Beta Pi Honorary within the College of Engineering. In addition, the Center for Academic Advising provides students with a list of qualified tutors for hire, but provides no other tutoring services.

In summary, there are basically no tutoring services offered through or by any of the academic departments at the University of Wyoming. Tutorial Services

by academic departments consist primarily of referral to other referring services.

Steve Lyons also conducted a study of the Special Services (S.S.) tutorial program for the years of 1980 through 1984. The study measures the effectiveness of the S.S. tutorial program for: (a) grade increase after tutoring; (b) average cost per grade increased; and (c) number and percentage of students earning a C or better as a result of S.S. tutoring services.

For those of you who are unfamiliar with the Special Services project, its purpose is to increase the retention and graduation rates of First Generation college (neither parent has graduated from college), physically and learning disabled, and economically disadvantaged students who are enrolled at the University of Wyoming. Under federal guidelines, all participants in Special Services must meet at least one of the eligibility population criteria and need assistance to successfully achieve satisfactory progress toward graduation.

The Special Services tutoring program screens tutors in each subject area by requiring a 2.80 cumulative grade point average, a 3.0 grade point average in the subject area, and least junior standing. Special Services trains the tutors to work with special populations, special disabilities, and special learning problems. The training includes such topics as the student's responsibilities while receiving tutoring; the tutor's role; the difference between tutoring and instructing; how to tutor disabled students; what should be included in the first tutoring session; how to tutor textbook study, lecture notes, and homework; and how to enhance test taking skills, general study

skills, and SQ3R. Tutors are also provided with a Special Services Tutoring Manual for reference.

RESULTS FROM THE SPECIAL SERVICES TUTORIAL PROGRAM

FOR 1980 TO 1984

1. Three hundred and sixty seven (367) Special Services students used the Special Services Tutoring Program during the four year study period. Comparisons between the grades before tutoring and after tutoring are possible for only 187 students, because grades before tutoring for 180 of the total students were not available.

34 (18%) students jumped two or more grades after tutoring
75 (40%) students jumped one grade after tutoring
40 (22%) students maintained the same grade after tutoring
38 (20%) students withdrew or dropped a grade after tutoring
187 (100%) students
2. The approximate average cost per grade increase in 1980-1984 was \$58.00.
3. The number of students who received a grade of C or better was 224 or 61% of the 367 students. According to the study, students who obtained a tutor at mid-semester because they had a failing mid-semester grade did not usually pass the course with a C or better. Students who obtained a tutor at mid-semester because they had a mid-semester grade of D did usually pass the course with a C or better.

4. Students, Sessions, Time and Cost Breakdown by College.

COLLEGE	AGRICULTURE	ARTS & SCIENCE	COMMERCE & INDUSTRY	EDUC.	ENGINEERING	HEALTH SCIENCES	UNIVERSITY
Number of Students	8	285	36	13	25	0	367
Number of Sessions	53	1903	179	34	153	0	2,322
Time in hours	67	3304	296	48	274	0	3,989
Cost	\$275	\$13,888	\$1,134	\$152	\$1,162	0	\$16,609

5. Cost by Major and College.

AGRICULTURE		ARTS & SCIENCE		COMMERCE & INDUSTRY		EDUCATION		ENGINEERING		HEALTH SCIENCE	
Ag.	64.00	Anthro	13.50	Acct	481.14	BusEd	29.25	Civil	528.42	0	
BioC	46.13	Art	600.09	BusAd	15.75	Educ.		EnSci	633.23		
Home		Astron	468.92	Econ	45.53	Fnd.	54.47				
Ec.	55.42	Biol	1065.13	Gen.		Indus					
		Chem	1881.38	Bus.	12.45	Arts	7.30				
		Commun	431.67	Mngmt	30.46						
Micro		CoSci	1340.98	Stat	502.33	PEPro	32.95				
Bio	109.00	Econ	247.71			Study					
		Engl	25.20			Skls	28.13				
		French	255.77								
		Geogr	-0-								
		Geolog	73.63								
		German	161.85								
		History	149.50								
		Latin	28.13								
		Math	4185.00								
		Music	59.75								
		Philos	78.75								
		Physics	624.67								
		Physiol	157.50								
		PolySci	77.12								
		Psych.	578.73								
		ROTC	87.85								
		Sociol	339.90								
		Spanish	524.18								
		SpchPath	292.70								
		Zoology	7.30								
TOTALS	274.55		13,887.67		1,134.08		152.00		1,161.65		0
% of Total	1.7%		83.5%		6.8%		1.0%		7.0%		0%

The results of the survey of tutorial services at the University of Wyoming and the study of the Special Services Tutorial Program indicate the following conclusions:

1. The University of Wyoming basically provides no tutorial services for students.
2. The Special Services Tutorial Program has made a marked grade difference for its students.
3. The cost of providing tutorial services is reasonable when compared with the other costs of providing or obtaining an education.

A University-Wide Tutorial Service would greatly improve the success rate of students achieving academic satisfactory progress and, therefore, the retention of potentially successful students to graduate from the University of Wyoming.

The Special Services Tutorial Program has retained 81% of its students over the past five years as compared with a 60% retention rate for the University of Wyoming (UW Dean of Students Office Five Year Study on Retention). Although Special Services works with the most academic high risk students, the project has reduced the attrition rate for its students from the university average of 40% to a Special Services average of 19% over the past five years.

Even though the average GPA for Special Services students of 2.55 is below the U.W. average GPA of 2.76, this is to be expected because Special Services students typically have low GPAs during their freshman and sophomore years due to their poor academic backgrounds. By the time they are juniors

and seniors they are performing as well as most students at the University of Wyoming, many of them receiving academic scholarships and being named to Dean's lists. This achievement speaks well for the S.S. Tutorial Program as well as for the competence level of the S.S. staff and the quality of services offered by them.

The credit hours earned by Special Services students of 12.1 credit hours earned per semester is also below the U.W. average of 13.6 credit hours earned. However, attempting fewer credit hours during their early semesters is recommended for the academically underprepared and returning adult students in the project. This type of personal academic advising by the Special Services staff has allowed students to foresee and avoid academic overloads, get themselves firmly stabilized into the academic environment, and then proceed to successfully attempt bigger course loads when they are more ready to do so.

The U.S. Alumni Office and the U.W. Placement Office report that 9.6% of the University of Wyoming graduates pursue graduate or professional degrees. In contrast, 20.3% of the Special Services graduates pursue graduate or professional degrees.

In summary, Special Services clearly has not only increased the retention and graduation rates of First Generation college, physically and learning disabled, and economically disadvantaged students attending U.W., but Special Services has also increased the enrollment of those students into graduate and professional programs. Much of this success is due to the extra assistance provided through the Special Services Tutorial Program.

PROPOSED DESIGN OF OPERATION AND BUDGETARY NEEDS

The Special Services Tutorial Program which provides tutoring services on a one-to-one basis has proven itself to be cost effective. However, by changing the tutoring model slightly it can be even more cost effective - particularly for a University-Wide Tutorial Service.

Scheduled group tutoring could be provided in the fifteen largest usage areas (Math, Computer Science, Biology, Chemistry, Physics, Art, Psychology, Spanish, Statistics, Engineering Science, Civil Engineering, Astronomy, Accounting, Communications, and Sociology). Combinations of group tutoring, study groups and individualized tutoring could be mixed with continuing, or ongoing tutoring.

The Special Services Tutorial Program could be expanded to accommodate a University-Wide Tutoring Service with additional resources. The need to do this can be demonstrated by the following:

REQUESTS FOR TUTORS IN 1985 TO DATE

<u>Number Referred to SS by Instructors</u>	<u>Number Self- Referred to SS</u>	<u>Total Number of Requests</u>	<u>Number Accepted</u>	<u>Number Rejected</u>
53	580	633	280	353

Students were rejected not only because Special Services can only serve 280 students; but also because Special Services by federal regulations can not assist graduate students, students who do not meet the qualifying criteria, or students who are currently experiencing satisfactory progress toward graduation.

Even though Special Services does not advertise its tutoring services to

the general University student population, the project still received 53 referrals from instructors; and more than 300 self-referred students had to be rejected services. This speaks well for the reputation of the quality of program services provided through the Special Services Tutorial Program.

To expand the Special Services Tutorial Program to a University-Wide Tutorial Service the following proposed budget would be necessary. The projected number of students and tutors has been arrived at arbitrarily. These numbers would have to be adjusted according to the actual dollars provided.

1. PERSONNEL:	
(a) Half-time Permanent Tutorial Coordinator	\$ 8,082.00
(b) 15 Tutors x 10 hrs/wk x 5.50/hr. x 31 wks	<u>25,575.00</u>
TOTAL PERSONNEL	\$ 33,657.00
2. FRINGE BENEFITS:	
(a) Tutorial Coordinator (\$8,082 x 20%)	\$ 1,616.40
(b) Tutors (\$25,575 x 10%)	<u>2,557.50</u>
TOTAL FRINGE	\$ 4,173.90
3. OTHER:	
(a) Computer Database (provided by S.S.)	\$ 0.00
(b) Supplies (litrhead, envelopes, chalk, paper, student files)	500.00
(c) Duplicating and Graphics (Tutor Reference Manual, Study Skills, Tutor & Tutee Applications & Evaluations)	500.00
(d) Copier	200.00
(e) Telephone (\$15.05/monthly x 12 mo)	180.60
(\$6.00 access fee/mo x 12 mo)	<u>72.00</u>
TOTAL OTHER	\$ 1,452.60
4. EQUIPMENT (None requested FY 86-87; provided by S.E.O.)	\$ 0.00
5. TOTAL AMOUNT REQUESTED	<u>\$ 39,283.50</u>

The total amount requested of \$39,283.50 is reasonable and cost-effective when coupled with the projected assistance that will be available to ALL University students to help them achieve satisfactory progress toward graduation.