

# Study Jam Tutoring

Study Jam Tutoring aims to enhance student success and retention by providing high-quality, peer-to-peer tutoring for high DFW (drop, fail, withdrawal) and gateway courses.

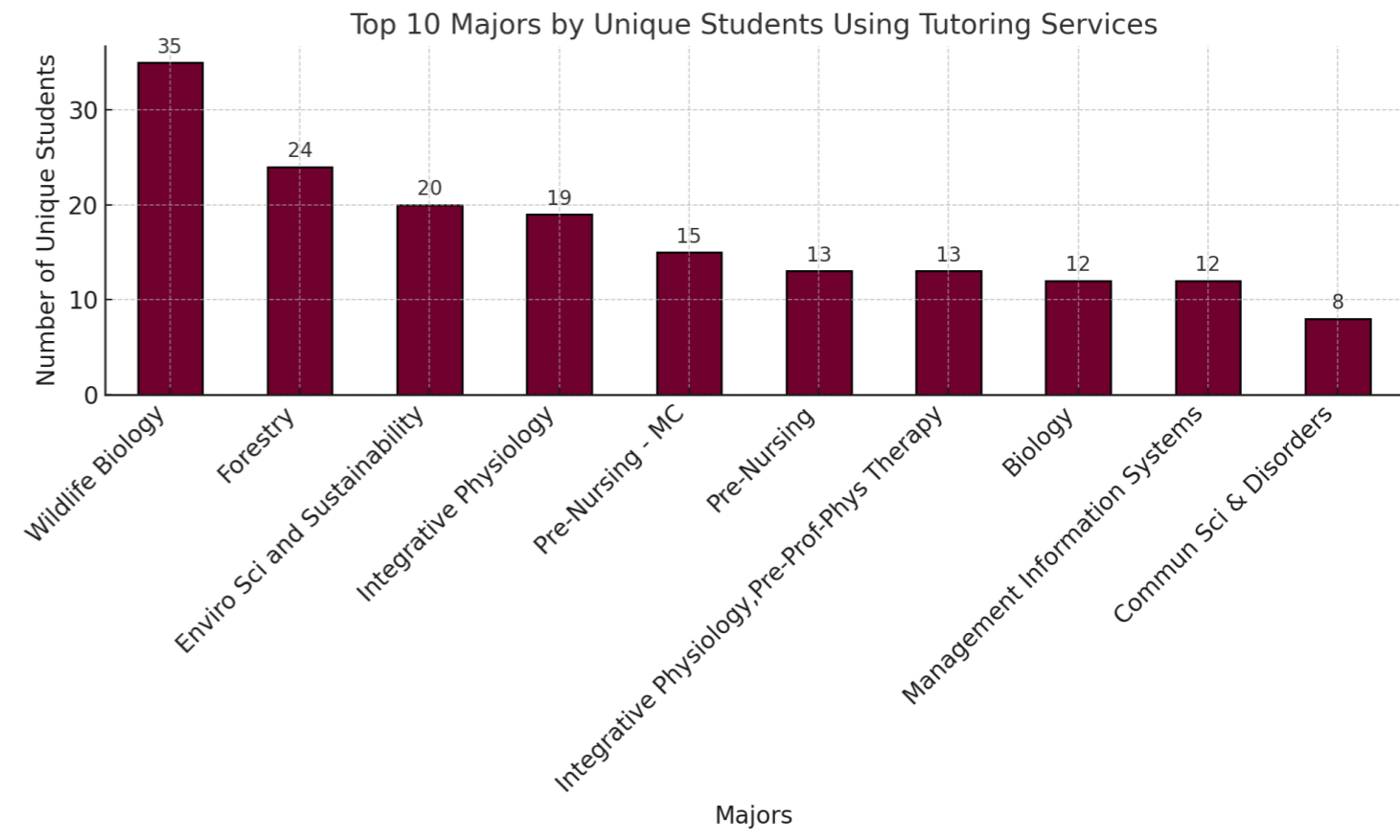
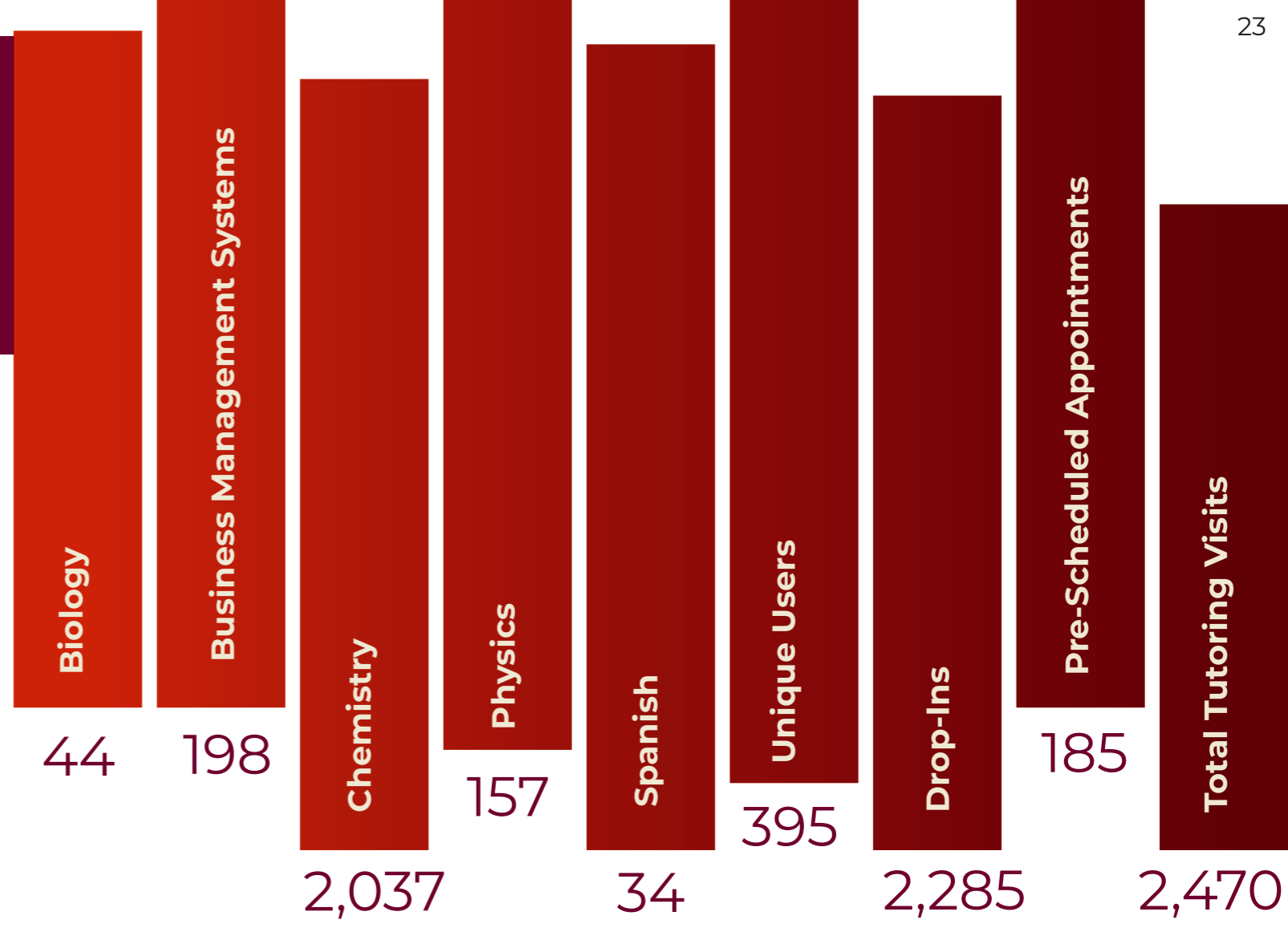
Our mission is to foster an inclusive, supportive, and collaborative learning environment that empowers students from all backgrounds to excel academically and progress toward degree completion.

## Overview of Key Programs and Services

- **Study Jam Group Tutoring:** A collaborative learning environment for students, accounting for 92% of total tutoring check-ins.
- **Study Jam Individual Tutoring:** Personalized one-on-one tutoring for students needing focused academic support.
- **Course-Specific Support:** High-demand courses like CHMY 121 (Intro to Chemistry) receive targeted resources to meet student needs.
- **Flexible Scheduling:** Services are available during peak hours (e.g., evenings), with staffing tailored to high-demand times like midterms and finals.

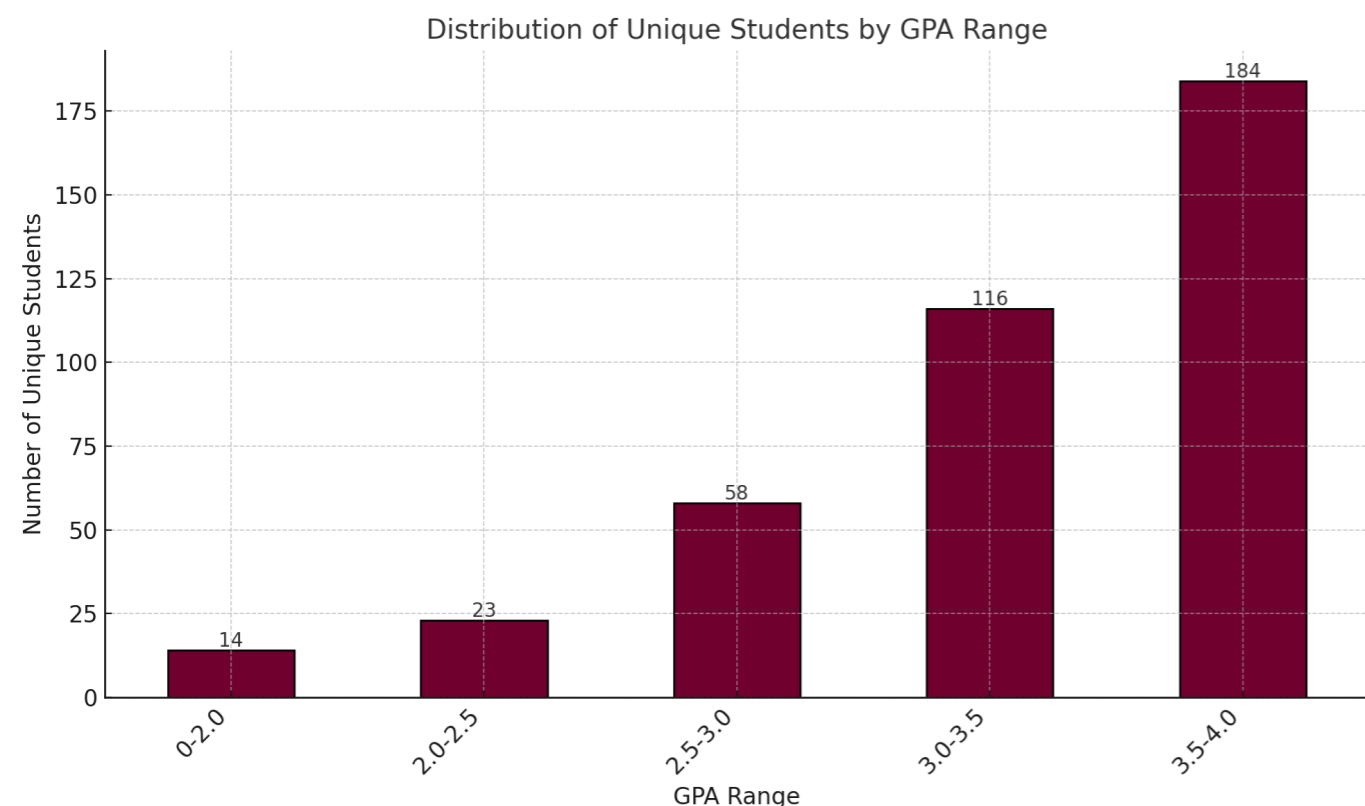
## Key Accomplishments

- **High Utilization:** Tutoring services supported a broad spectrum of students, including high-performing students seeking academic excellence.
- **Peak Period Success:** Managed significant check-in surges during critical weeks (e.g., midterms, project deadlines).
- **Course Impact:** Provided critical support for courses with high tutoring demand, such as CHMY 121, ensuring students received necessary resources.
- **Tutor Training:** All tutors are required to complete FERPA Basics and FERPA for Instructors to ensure compliance and professionalism.
- **Tutoring Recommended Alert:** Successfully implemented a triaged alert system managed by the OSS Associate Director, handling 36 cases for AY 23-24, and established new partnerships with faculty to identify and recruit tutors for their classes.
- **Demand Management:** Navigated unprecedented demand for Chemistry 121 tutoring by reallocating funds to reduce tutor-to-student ratios, ensuring quality support during high-demand periods.



## Assessment

- **Utilization Trends:** Facilitated 2,470 (29% increase from 22/23 AY) tutoring sessions with 395 students (3% decrease from 22/23 AY) for the 23/24 AY.
- **Time Patterns:** The busiest check-in day was Monday, with peak hours at 6:30 PM. Usage patterns reveal a strong preference for evening sessions versus late afternoon sessions early in the week.
- **Demographic Insights:** Most students served were high-achieving (GPA 3.5-4.0), but engagement with lower GPA students remains an area for growth.



## GPA Utilization Analysis and Distribution

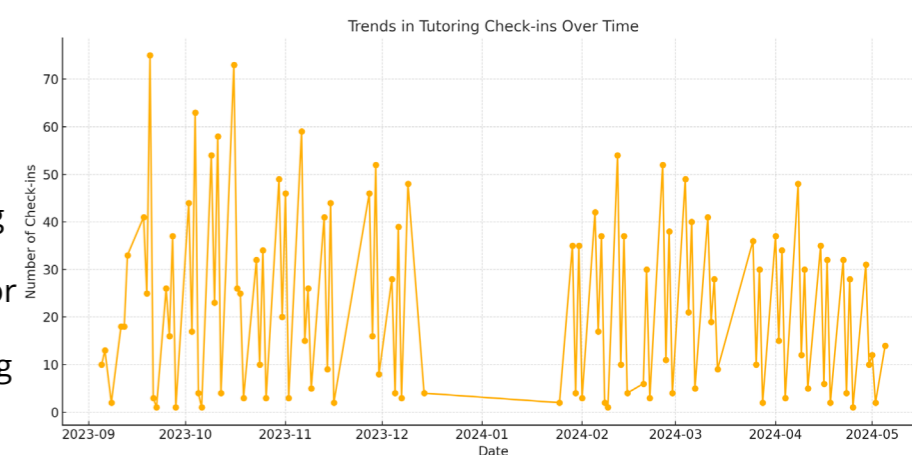
The GPA utilization analysis reaffirms that high-achieving students (GPA 3.5-4.0) represent the majority of unique students utilizing Study Jam tutoring services, accounting for 47% of the total. This trend aligns with previous observations that motivated, high-performing students frequently seek out Study Jam tutoring to maintain or enhance their academic success.

To ensure equitable access and impact, targeted messaging continues to be a key strategy. All students are informed about Study Jam services through direct communications, and faculty teaching Study Jam-supported courses receive schedules and information about tutor selection. Tutors are selected based on faculty recommendations, ensuring they are well-suited to the courses they support.

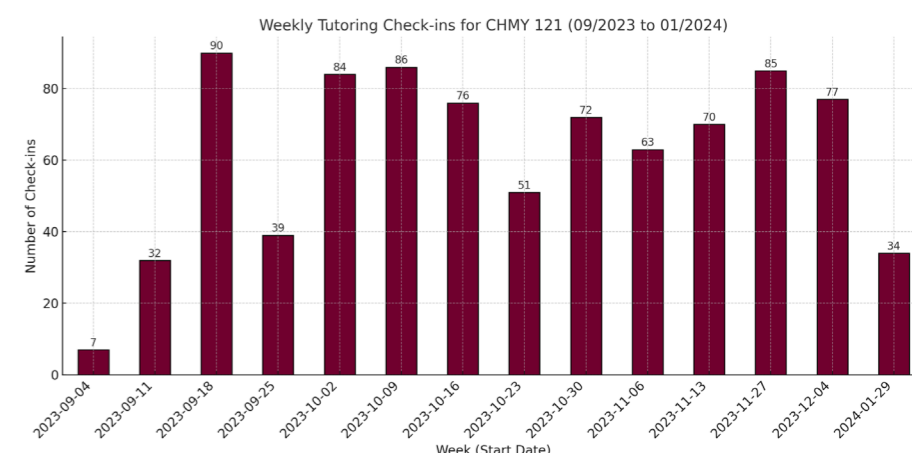
A notable enhancement has been the visible tutoring recommendation flags in Navigate, allowing instructors to identify and recommend tutoring for specific students. This feature is coupled with a communication plan, ensuring timely outreach to students identified for additional support.

## Chemistry 121/123 Utilization and Trends

In an effort to incentivize students to utilize Study Jam tutoring services, the instructor for CHMY 121 offered extra credit to students who attended tutoring sessions. This initiative led to a significant increase in tutoring check-ins, culminating in a record-high number of CHMY 121 sessions. The total number of check-ins for CHMY 121 reached a program record of 833 check-ins, with 141 students attending tutoring throughout the semester.

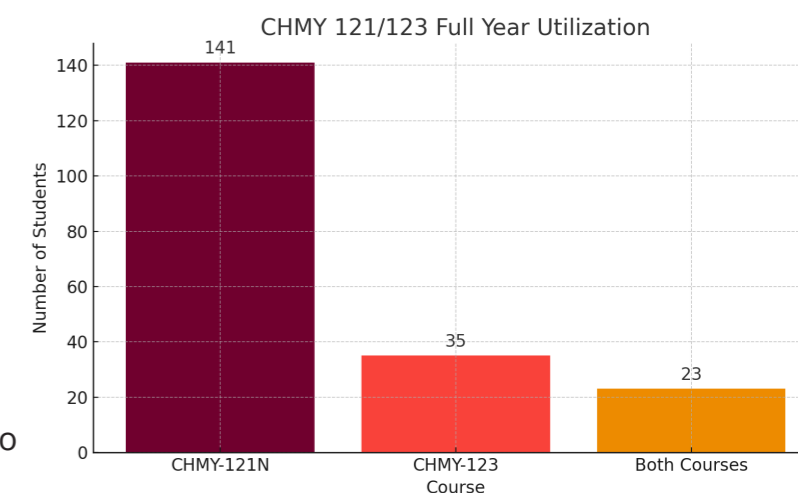


To further understand the impact of this extra credit incentive, we tracked the number of students who attended CHMY 121 tutoring to see how many would continue utilizing Study Jam tutoring services for the subsequent course in the series, CHMY 123. We found that only 23 of the 141 CHMY 121 tutoring users returned to Study Jam for CHMY 123 the following semester.



## Analysis and Interpretation

While it is clear that the incentivization strategy was effective in increasing tutoring utilization for CHMY 121, the low retention rate of 23 students (approximately 16% of CHMY 121 users) returning for CHMY 123 raises important questions regarding student engagement and retention between courses.



## Relevant Updates

- **Outreach Opportunities:** Focused campaigns driven by the Navigate alerts will target students in lower GPA ranges to enhance program inclusivity.
- **Capacity Planning:** Adjustments will be made to ensure adequate staffing and resources during peak periods, especially for group tutoring sessions.
- **Diversification of Services:** Through the Tutoring Recommended Alert in Navigate, we are promoting individual tutoring services for students needing personalized academic support.
- **Relocation:** Study Jam is moving to the Mansfield Library.
- **Service Expansion:** Accounting tutoring is being reintroduced to meet the needs of students in this discipline, addressing a key area of academic support.