

**Plan 2008 Phase II Programs & Initiatives
Outcomes Reporting Form
January 2007**

Your Institution: University of Wisconsin-Milwaukee	
Program/Initiative: Supplemental Instruction & Tutoring, TARC (Tutoring & Academic Resource Center)	
Year Established: 1996 for Supplemental Instruction, and 1995 for TARC	
Target Audience (check all that apply): Administration: <input type="checkbox"/> Faculty: <input type="checkbox"/> Academic Staff: <input type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: <input checked="" type="checkbox"/> Campus Community: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify:	
Race/Ethnic Groups Affected by this Program/Initiative (check all that apply): African American/Black: <input checked="" type="checkbox"/> American Indian: <input checked="" type="checkbox"/> Latino/Hispanic: <input checked="" type="checkbox"/> Southeast Asian: <input checked="" type="checkbox"/> Other Asian: <input checked="" type="checkbox"/> European American: <input checked="" type="checkbox"/> Other: <input checked="" type="checkbox"/> If other, please specify: International and NA students	
Cost of Program/Initiative: SI: \$1500 per course Tutoring: \$8 - \$10 per tutor	
Funding Sources: 101, 402 funds	
Description: Supplemental Instruction (SI) is offered to help students in at-risk courses in which there is a 30% or higher rate of D's, F's and W's. These include large, introductory-level lecture courses. SI leaders attend all lectures and hold four review sessions per week. They are advanced students who were previously enrolled in the course and received no lower than a B+ in the course. These SI sessions review, reinforce, and clarify course content, and incorporate study strategies appropriate for that course. Students can attend any or all of the sessions per week, and are encouraged to come at least once a week. In Fall 2005 and Spring 2006, Supplemental Instruction was offered for 15 courses: Art 106; Biology 202, 203; Business 201, 210, 230; Chemistry 100, 101/103; Comparative Literature 133; Math 211; Philosophy 211; Physics 110, 120/122; and Spanish 103, 104. A total of 58 separate sessions were offered. In Spring 2007, a total of 108 SI sessions are being offered in 27 courses. They include: Art 106, Anthropology 101; Biology 202, 203; Business 101, 201, 210, 230, 311; Chemistry 100, 102, 103, 104; Economics 100, 103, 104; Math 090, 211; Math Stats 215; Physics 110, 120; Psychology 101, 210, 254; Political Science 104; Sociology 101; Spanish 103, 104; Philosophy 211; and Comp Lit 133. In addition, TARC tutoring is offered to students enrolled in 100- and 200-level courses. Small group tutoring is available in a total of 126 courses in Business, Fine Arts, Foreign Languages, Humanities, Information Sciences, Math, Natural Sciences, and Social Sciences.	
Point Person(s): Director Johanna Dvorak	Department/Unit(s): Tutoring & Academic Resource Center (TARC)
Departments/Units/Groups Involved: TARC works closely with Advising & Counseling Network, Academic Opportunity Center, Student Accessibility Center, Med Prep, Student Support Services, African American Student Academic Services, American Indian Student Services, Southeast Asian-American Student Services, Roberto Hernandez Center, and the Multicultural Student Center. There are satellite tutoring/SI centers in the College of Nursing, the Golda Meir Library, Sandburg Residence Halls, and the Department of Music. Other collaborations or close working relationships exist with the Lubar School of Business Administration, College of Letters & Science, College of Health Sciences, School of Education, Peck School of the Arts, and the School of Information Studies.	
Goals & Expected Outcomes: Increase retention rates of students of color. Increase course grades of students of color. Increase student engagement in the first two years, and help students improve college study strategies. Provide leadership opportunities for tutors of color.	

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof:

Supplemental Instruction:

For targeted students of color* who participated in SI sessions in fall 2005, 71.4% (n=21) were retained to the following fall semester, as compared to 55.3% retention rate for students who did not participate in SI sessions (n=613).

Tutoring:

Although the retention rate of students of color who participated in tutoring was not as high as those in SI sessions, tutoring does help students succeed. For example, 65.6% of the 125 targeted students of color who participated in tutoring in Fall 2005 were retained after one year, as compared to 53.4% of the 509 student who did not participate in tutoring services.

While SI seems to be more effective in improving student retention, both achieved better results than those who did not participate.

Note: The tutoring data above reflects an aggregate of all tutoring services. While TARC's primary tutoring service is individual or small group weekly appointments throughout the semester, they also offer walk-in assistance and one-time appointments. Other services included in the above retention figures are walk-in homework-based tutoring in the Math, Physics, and Chemistry Departments; and appointment-based tutoring sessions in the English Department, College of Engineering and Applied Science, the Lubar School of Business Administration, and the Athletic Department.

Intersections Across Plan 2008 Goals:

Goal 3: close achievement gap, improve retention and graduation rates

Goal 4: provide financial opportunities for tutors

Goal 6: improve campus climate - students learn in groups and get to know one another better

Goal 7: Document student success

Assessment Practices and Program Changes in Response to Challenges:

Data on students who participate in tutoring programs/initiatives are tracked for assessment purposes. If SI is proven to be effective, then more sessions in more classes should be offered to students, particularly students of color. Only 21 targeted students of color participated in SI sessions in fall 2005.

Prepared by: Johanna Dvorak

Contact Info: 414-229-5672, jdvorak@uwm.edu

* Targeted students of color include African American, American Indian, Latino/a, and Southeast Asian groups.