

**Myers-JHG Tutoring and Academic Support Center  
Texas Woman's University, Institute of Health Sciences Dallas  
Spring 2021 Summary Report**

**Summary of Spring 2021 Accomplishments**

- Center opened in January 2021 offering virtual tutoring services
- Staffed Center with 1 faculty coordinator, 2 undergraduate student paid tutors, 1 graduate student paid tutor, and 13 nurse educator student tutors
- Standardized Center processes for requesting tutoring services, assigning tutors, and evaluating sessions
- Designed and deployed website using Google sites platform:  
<https://sites.google.com/twu.edu/nursing-dallas-tutoring/home>
- Developed and facilitated virtual training sessions for all tutors
- Obtained electronic and print resources of all current textbook and reference materials utilized in undergraduate program for tutor and tutee use
- Designated permanent location on TWU Dallas campus for Center use and commenced planning for redesign of space (Office 7302)

**Tutoring Services Provided**

Undergraduate nursing clinical courses were identified as those where students were in highest need of tutoring and/or academic support services. None of the graduate courses identified as high need were offered on the Dallas campus in Spring 2021, therefore, graduate student tutoring is scheduled to commence during the Summer 2021 semester. Three paid student tutors and 13 nurse educator student tutors were secured to serve as peer tutors. The nurse educator students were able to apply hours tutoring towards their required clinical practicum hours for the semester. This allowed the tutors to work through the educational process in assessing the learning needs of each tutee, developing and implementing an individualized learning plan, and evaluating plan outcomes following implementation.

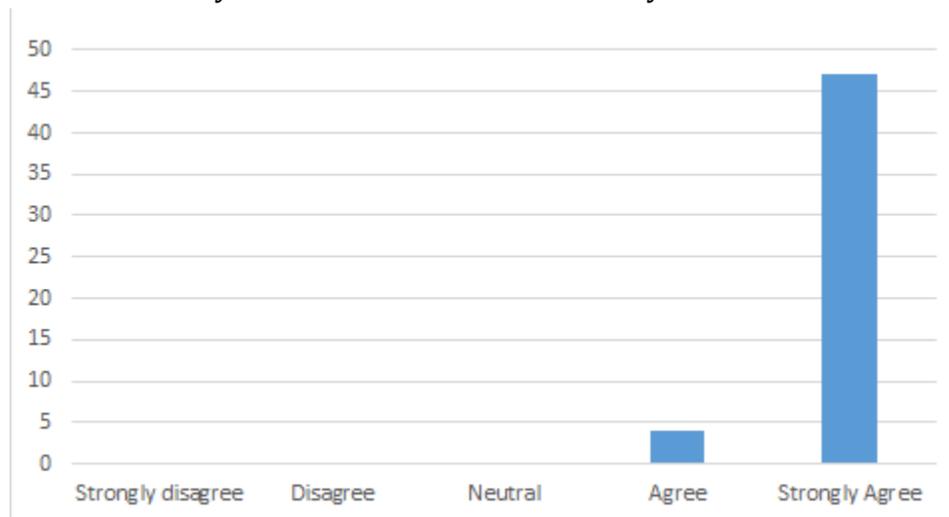
Eighty-six students completed the initial intake process for tutoring and academic support services and were matched with a tutor. 87.8% of students requesting services were enrolled in the traditional undergraduate program, with the remaining 12.2% enrolled in the undergraduate weekend program. Student perceived learning needs included assistance with test preparation, clinical reasoning and analysis, and help with practice problems.

Tutees were matched with a tutor based on the course with which they were requesting assistance and the tutor's level of subject matter expertise. Fifty percent of students requesting assistance utilized tutoring services during the Spring 2021 semester. Tutees facilitated a total of 122.25 hours of individual 1:1 tutoring in a virtual setting utilizing interactive teaching modalities within the Google Meet platform. Junior 1 and Junior 2 students utilized the most tutoring hours for the Pharmacology and Adult Health Competencies 1 courses respectively.

### **Tutee Evaluation of Tutor Performance:**

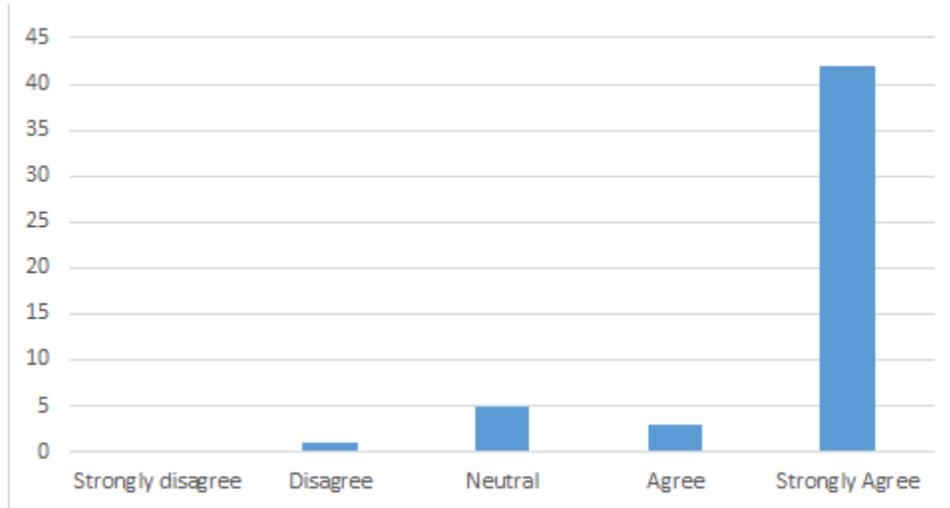
Fifty-one evaluations were completed by undergraduate tutees following their individual tutoring sessions. The evaluation assessed four domains related to tutor effectiveness to which tutees were asked to rate their level of agreement with the following statements using a Likert scale. Overall, the majority of students rated the level of agreement with each statement as agree or strongly agree.

- Statement 1: My tutor communicated effectively with me.



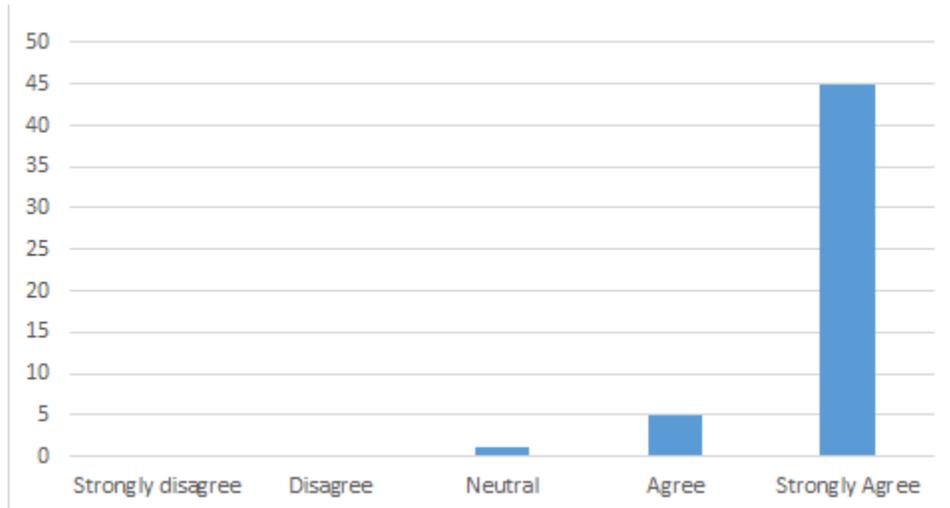
92.2% of tutees strongly agreed that the tutors communicated effectively with them, while 7.8% agreed with the statement.

- Statement 2: My tutor came well prepared for this session.



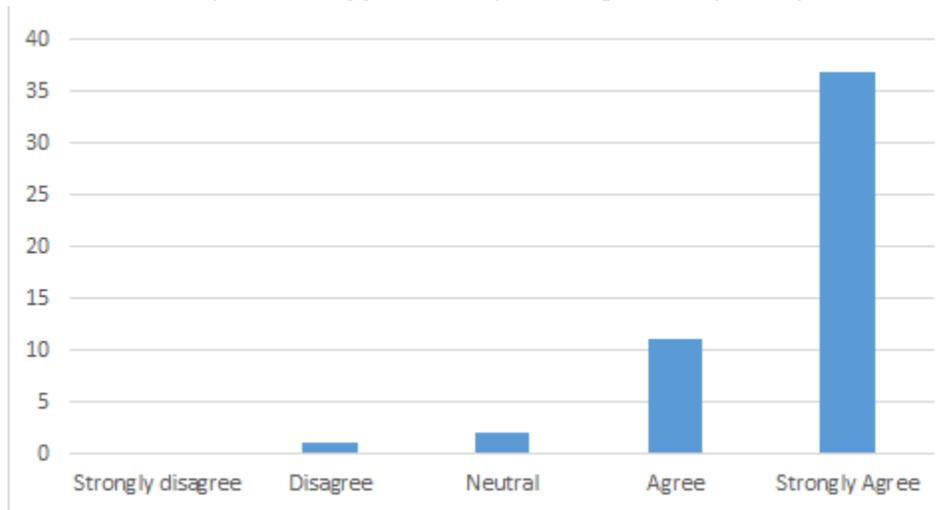
82.4% of tutees strongly agreed that the tutors were well prepared for the tutoring session, while 5.9% agreed with the statement. 9.8% were neutral and 1.9% disagreed with the statement.

- Statement 3: My tutor explained the subject matter so I could understand it.



88.2% of tutees strongly agreed that the tutors explained the subject matter in a way that was understandable, while 9.8% agreed with the statement. 2% of students were neutral.

- Statement 4: My tutor suggested ways to improve my study habits.



72.5% of tutees strongly agreed that the tutors were well prepared for the tutoring session, while 21.6% agreed with the statement. 3.9% were neutral and 2% disagreed with the statement.

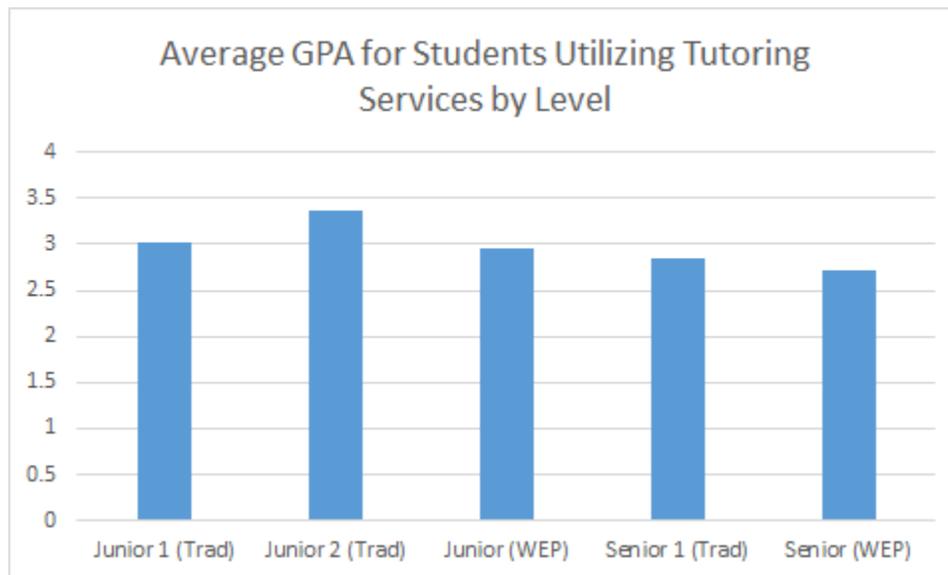
Tutees were also asked to enter comments related to specific study skills recommended by tutors and additional free form comments as applicable. Narrative comments included the following:

- Loved this format! She was very friendly and gave great strategies.
- Amber was great!
- She's great!
- I really like Marissa, she was helpful and funny. The tutoring session really helped ease my anxiety about the exam.
- Kelsey was great and very informative!
- Ms. Joy was so extremely helpful. The information I didn't understand after review she was more than willing to explain and give application based suggestions. I appreciated the session so much.
- Bernadette is great!
- Great tutor, explained concepts very well and was very well prepared. Will be booking another session with her!
- Bernadette willingly accommodated my schedule and addressed my needs for my upcoming test.
- Bernadette explained topics very easily and understandable to me. She was very knowledgeable and improved my confidence with the material.
- I think the way she presented information through the quiz and being able to think through the rationales was very helpful.

- Amber was really helpful in condensing the material into simpler terms and gave helpful hints as to how to approach questions on the tests.
- I appreciate the way the tutor took the time to explain everything to me, I really did not realize how hard I was making the topic on myself. Simplified the topic very well.
- Bernadette is a great teacher and cares about those she tutors.
- Very thorough in explaining rationales for each question and answer.
- Excellent tutor. Helped me understand the concepts of bipolar and schizophrenia.

### Tutee Outcomes:

Tutee performance was also assessed by reviewing overall grade point average (GPA) for the Spring 2021 semester in all coursework (didactic and clinical). The overall average GPA for all students from all levels receiving tutoring services in Spring 2021 was 3.045. The GPA was also calculated by program level as shown below. It was also noted during review that students who completed the initial intake requesting services, but not utilizing services during the semester, performed at lower levels as evidenced by a lower overall GPA by level—suggesting that active participation in tutoring and academic support services may have been helpful as a student remediation and retention strategy.



**Future Plans:**

- Complete redesign and dedication of IHSD 7302 as permanent space on campus for the Myers-JHG Tutoring and Academic Support Center.
- Facilitate summer tutoring sessions for weekend program students enrolled in the undergraduate program.
- Facilitate summer tutoring sessions for graduate level advanced practice and nurse educator students.
- Collaborate with coordinator of nurse educator track to recruit graduate nurse educator student tutors for Fall 2021.
- Complete a manuscript focused on development of the Myers-JHG Tutoring and Academic Support Center for submission to a refereed nurse educator journal.