

Memorandum

DATE: October 13, 2016

TO: Marketing & Creative Services

FROM: Wail Eltag

SUBJECT: Feasibility Project Proposal

PURPOSE

This memo serves as a request to preform a study; in which I wish to determine whether it is feasible for Hamline to increase the number of students who utilize academics resources, such as tutoring. I am requesting approval to conduct research and prepare a feasibility report for submission no later than May 5, 2016.

SUMMARY

Developing good study habits during a student's time in college plays a crucial role in their academic success. All universities offer resources such as libraries and tutoring centers. The problem is; the scarce numbers of students who actually use the tutoring center. These resources were designed to help students better understand the material covered in their classes. I believe that if the tutoring opportunities at Hamline were properly marketed to students, we would see and increase in the utilization of the tutoring center by students. Eric Cooper, a graduate from the university of Oregon with a degree in phycology and neuroscience conducted a study on the effectiveness of drop-in tutoring (Cooper, 2010). The result of this study concluded that students who utilized tutoring centers 10 times more a quarter had 10% higher rates of persistence and 0.2 points higher GPA than students who did not utilize drop-in tutoring (Cooper, 2010). Eric's study also found that student who used drop-in tutoring were also in good academic standing which made them less likely to face academic probation (Cooper, 2010). The benefits of tutoring are clear, and if these benefits are marketed correctly students will realize, and begin to use tutoring center more often. I plan to conduct a survey to find out the best ways to reach students on and off campus to inform them about the tutoring center.

INTRODUCTION

Universities offer a wide range of academic resources. These resources help students achieve their academic goals; whether it is extra help studying for a calculus exam, or finding the right journal article in the library to help finish their English paper. Students who utilize tutoring on average have 0.2 points higher grade point averages, and 10% higher retention rate than those who do not use the tutoring center (Cooper, 2010). Properly marketing the tutoring center will not just increase the number of students who utilize the tutoring center. It will also increase a student's grade point average, and as a result, increases a student's chances of academic success.

To increase the number of students who use these academic resources we need to promote our tutoring centers. In order to do this properly, I must first conduct a survey at Hamline to see how students prefer to be contacted about information regarding scheduling tutoring appointments and offering them incentives for using these resources.

PROPOSED PROCEDURE*Completed research*

- I have been utilizing the Hamline Library database in order to find peer reviewed articles on:
 - The effectiveness of drop-in tutoring.
 - The correlation between freshmen class retention rate and the use of academic resources.

I have also had the opportunity to informally ask some of my peers' whether or not they utilize the school library and academic resources such as the tutoring center to get a general idea of how many students are actually using these resources.

Proposed Research

- I will create a survey that will allow me to get a feel for how many students utilize tutoring at Hamline.
- This survey may include questions like: "how often do you use the tutoring center?" "Where do you go when you seek extra help with homework assignments, and studying for exams?" and "the times that you have utilized the tutoring center, did you find it helpful?"
- I will use the results from this survey to help answer my criteria questions
- I will conduct more research to find:
 - The correlation between utilizing tutoring centers, and the graduation rate of college students.
 - How to better promote the use of academic resources among college students.
 - Reasons behind students not seeking tutors when they should.

CRITERIA

- If student support programs were promoted more, will this increase the number of students who utilize tutoring resources?
- Does the utilization of resources such as the tutoring center correlate with the academic success of a college student?
- Is it possible to make tutoring more accessible to students who do not live on campus?

QUALIFICATIONS AND EXPERIENCE

Currently in my sophomore year at Hamline University pursuing a business degree in marketing. I've had the opportunity to take a creative writing course, in this class, we were taught how to write persuasive essays and conduct research, as well as identifying credible sources. I've also had the opportunity to take a communications course, which helped refine my skills in public speaking, along with showing me the right way to structure a presentation depending on the audience, content, and circumstances.

SCHEDULE

TASK	BEGINNING DATE	DUE DATE
Conduct additional research	October 18	-
Conduct library research	October 18	-

Create poll	October 20	October 20
Distribute poll to Hamline students	October 22-23	October 23
Analyze results from polls	October 24	October 24
Progress reports submission	October 25	October 30
Report final draft		November 27

REFERENCES

Cooper, E. (2010). Tutoring center effectiveness: The effect of drop-in tutoring. *Journal of College Reading and Learning*, 40(2), 21–34.