I. LEARNING CENTER MISSION STATEMENT

The Learning Center provides academic support in an inspirational environment encouraging students to achieve their full potential.

II. Goals

(1) Students seeking academic assistance will utilize free peer tutoring made available for them by way of requests, walk-ins, or appointments.

(2) Students will apply basic computer skills as an integral part of completing assignments by viewing on-line courses, accessing class assignments, or retrieving information from Moodle.

(3) Students will demonstrate an understanding of time management, test-taking strategies, and individual study skills plans through workshops and individual instruction provided by the Learning Center.

(4) Students will receive academic support from the Learning Center by assisting other departments and programs on campus through study halls, make-up testing, and tutoring services.

(5) Students will receive materials and instructional sessions in the Learning Center in order to pass the Praxis and C-Base examinations.

III. Service Outcomes:

(1) Students seeking academic assistance will utilize free peer tutoring made available for them by way of requests, walk-ins, or appointments.

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IV. Service Delivery Map

Functions:

(1) Academic Support
(2) Technology Assistance
(3) Writing Samples
(4) Testing
(5) Supervise study groups
(6) Free printing of academic research/assignments
(7) Peer tutoring in multiple disciplines
(8) C-Base and Praxis Preparation
(9) Writing Lab

The Learning Center service outcomes are listed below on the Service Delivery Map Table.
# SERVICE DELIVERY MAP

**Learning Center**  
**Missouri Valley College**

## FUNCTIONS

<table>
<thead>
<tr>
<th>Service Outcomes</th>
<th>Academic Support</th>
<th>Technology Assistance</th>
<th>Writing Samples</th>
<th>Testing</th>
<th>Supervise Study Groups</th>
<th>Printing of academic research/assignments</th>
<th>Peer Tutoring in multiple disciplines</th>
<th>C-Base &amp; Praxis Preparation</th>
<th>Writing Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve Student academic performance</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Proctor Make-up testing for course work &amp; testing for correspondence/distance learning courses</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Provide study guides, example tests, &amp; one-on-one assistance</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Proof drafts &amp; assignments with student</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Access to on-Line course testing &amp; on-line class assignments</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Study Skills &amp; Time Management</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Proctor Academic/Athletic required Study Hall</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
V. Assessment Tools:

Assessment will be accomplished by using one or more of the following assessment methods:

(1) *Analyze daily sign-in reports and/survey instrument for tutoring service usage & effectiveness (indirect measure)*

- Information from data retrieval from daily sign-in sheets will indicate usage preference
- A survey given to students to evaluate the quality, efficiency, and significance of the tutoring program
- Employ the exit survey each semester to help improve the quality of services and to increase the number of tutors in specific disciplines in the Learning Center

(2) *Compile raw data concerning individual and group usage of the Learning Center facilities and services (direct measure)*

- Information from this assessment will:
  - Help maintain high consistency in the number of Learning Center sign-ins, academic/athletic study halls and make-up testing by the number of students signing in each day
  - Hours from study hall groups will be calculated each week and totaled at the end of the semester to encourage student feedback on ways to improve study hall
  - Analyze the number of faculty testing folders used for make-up tests given by the Learning Center throughout the semester to provide assistance to college faculty and students with academic support
VI. Summary of Findings

Instruments of assessment and evaluation have been in place in the Learning center for the academic school year 2009-2010. The assessments used are the daily sign-in sheets, make-up testing requests and hours logged for study halls during the first/second semesters. The use of student surveys on tutoring services was implemented during the second semester of the school year.

The first assessment tool was in place during both the fall and spring semesters of 2009-10. The Learning Center proctored study halls for seven different athletic teams and two academic study halls. The total number of student athletes that signed in for study hall was 3995 and 2469 academic/work study/tutors.

A second instrument used for assessment purposes was the 2009-2010 daily sign-in sheets for 29,717 students. Approximately 20 per cent or 5943 students signed in indicating a need for help with a course they were taking or requesting assistance with writing or proofreading an assigned paper. The numbers listed below are for the 2009-2010 school year. (Excluding study hall/tutors/work study)

<table>
<thead>
<tr>
<th></th>
<th>Aug/Sept</th>
<th>October</th>
<th>Nov/Dec</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April/May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td>2339</td>
<td>2385</td>
<td>3407</td>
<td>1397</td>
<td>1873</td>
<td>1613</td>
<td>1898</td>
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<tr>
<td>Printing</td>
<td>282</td>
<td>323</td>
<td>600</td>
<td>170</td>
<td>333</td>
<td>574</td>
<td>936</td>
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<tr>
<td>Studying/Tutoring</td>
<td>574</td>
<td>685</td>
<td>605</td>
<td>312</td>
<td>401</td>
<td>533</td>
<td>225</td>
</tr>
<tr>
<td>Reading</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td>9</td>
<td>18</td>
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<tr>
<td>Testing</td>
<td>75</td>
<td>193</td>
<td>134</td>
<td>192</td>
<td>349</td>
<td>336</td>
<td>93</td>
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<tr>
<td>Miscellaneous</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>50</td>
<td>292</td>
</tr>
</tbody>
</table>

With an increasing demand for tutoring services, the need to identify important features about the program was completed through a third assessment, an exit survey. Students completed a questionnaire at the end of their tutoring session to indicate their reasons for seeking academic support. The completed results of the surveys are reported on page 6:
Make-up testing is a fourth area of assessment. The numbers were acquired from the daily sign-in sheets. The Learning Center will process, on average, ten tests per day. This may also include writing samples of students who wish to enter the Education program. In one academic year, the Learning Center will process more than 1300 make-up exams.

**VII. Level of Achievement of Goals**

Statistical data collected from tutor survey, sign-in sheets, and login materials, suggest that awareness and improvement is being made in the following service outcomes:

(1) Students seeking academic assistance will utilize free peer tutoring made available for them by way of requests, walk-ins, or appointments.

(4) Students will receive academic support from the Learning Center by assisting other departments and programs on campus through study halls, make-up testing, and tutoring services.
In addition to the above level of achievements, the study group from the sign-in sheets included students who received materials and instructional sessions in the Learning Center in order to pass the Praxis and C-Base examinations. Additionally, over 15,000 students used the Learning Center computers as an integral part of completing assignments/on-line courses/viewing class assignments/retrieving information from Moodle.

(2) Students will apply basic computer skills as an integral part of completing assignments by viewing on-line courses, accessing class assignments, or retrieving information from Moodle.

(5) Students will receive materials and instructional sessions in the Learning Center in order to pass the Praxis and C-Base examinations.

VIII. Staff/Clientele/Program Information

The area that houses the Learning Center at Missouri Valley College was renovated in 2002 and has steadily increased in the number of students using the Center over the past eight years. The Learning Center is located on the third floor of Baity Hall. There are two full time Directors and one Assistant Director overseeing the day-to-day operation of the Learning Center. Work-study and student tutors are also available to help students.

Clientele of the Learning Center include the entire college student body, faculty, staff, and administrators. The services that the Learning Center offer are academic assistance, computer facilities, workshops, study halls, make-up testing, tutoring services, and instructional sessions in test taking—Praxis and C-Base.

Staff: Two female and one male

Spencer Fricke
- Second year as Co-Director of Learning Center
- Credentials: ED Spec in Administration/Higher ED; M.S. in Guidance/Counseling; B.S. in Social Studies
- Works collaboratively with Dr. Bonnie Humphrey, faculty and staff
- Permanent Part-Time 2000-2010
- Over 40 years of professional experience in education
Carla Fricke
- Second year as Co-Director of Learning Center
- Credentials: M.Ed. in Elementary Classroom Teaching; B.S. in Education
- Works collaboratively with Dr. Bonnie Humphrey, faculty and staff
- Permanent Part-Time 2000-2010
- Over 40 years of professional experience in education

Kelley McKay Fuemmeler
- Second year as assistant director of Learning Center
- Credentials: M.A. in English; B.A. in English and History
- Works collaboratively with Dr. Bonnie Humphrey, faculty and staff
- Lecturer 2008-2010
- Over 8 years of professional experience in education

IX. Analysis/Interpretation

Analyzing the sign-in results, the goals of the Learning Center have exceeded expectations in several areas. (Computer use, make-up testing, tutoring) Faculty and students have provided input through surveys and questionnaires about programs already in place. An important area that has some limitations would be the tutoring program because of the lack of availability of student tutors in some academic spectrums.

X. Action Plan

- Increase workshops and instruction for students on time management, test-taking strategies, and individual study skills
- Schedule make-up testing by having students arrange a day and time for testing and insuring that the testing is done in a specific area of the Learning Center
- Provide designated areas for study hall students
- Increase the number of student tutors in more academic areas
- Addition of two to four computers for additional stations in the Learning Center