Missouri Valley College
Service Program
Assessment and Planning Report

Year: 2010-2011

Service Program: Learning Center
Supervisor: Spencer & Carla Fricke
Assistant: Kelley McKay Fuemmeler

I. LEARNING CENTER MISSION STATEMENT

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

II. Goals

The Learning Center staff will strive, on behalf of the students at Missouri Valley College, to provide:

(1) Free peer tutoring by way of requests, walk-ins, or appointments.

(2) Assistance with basic computer skills; access to public computers dedicated to completing assignments, viewing online courses, accessing class materials, and retrieving information from Moodle.

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

(4) Assistance with completing student obligations to academic departments and athletic programs through study halls, make-up testing and tutoring services.

(5) Materials and instructional sessions in the Learning Center for students requiring assistance to pass the Praxis and C-Base examinations.

III. Service Outcomes:

(1) Free peer tutoring by way of requests, walk-ins, or appointments.

(2) Assistance with basic computer skills; access to public computers dedicated to completing assignments, viewing online courses, accessing class materials, and retrieving information from Moodle.

(3) An understanding of time management, test-taking strategies, and individual study skills plans through workshops and individual instruction provided by the Learning Center.
(4) Assistance with completing student obligations to academic departments and athletic programs through study halls, make-up testing and tutoring services.
(5) Materials and instructional sessions in the Learning Center for students requiring assistance to pass the Praxis and C-Base examinations

IV. Service Delivery Map

Functions:
(1) Academic Support
(2) Technology Assistance
(3) Access to on-line course testing & on-line class assignments
(4) Testing
(5) Provide MLA & APA formatting assistance
(6) Printing of academic research/assignments
(7) Peer tutoring in multiple disciplines
(8) Writing Lab

The Learning Center Service outcomes are listed on the Service Delivery Map Table.

**SERVICE DELIVERY MAP**

**Learning Center**

**Missouri Valley College**

<table>
<thead>
<tr>
<th>Service Outcomes</th>
<th>Academic Support</th>
<th>Technology Assistance</th>
<th>On-line testing &amp; class assignments</th>
<th>Testing</th>
<th>Provide MLA &amp; APA formatting assistance</th>
<th>Printing of Academic Research/assignments</th>
<th>Peer Tutoring in multiple disciplines</th>
<th>Writing Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free peer tutoring</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>Computer Usage</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>
</tr>
<tr>
<td>Study Halls &amp; Make-up Testing</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>C-Base &amp; Praxis Preparation</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 and effectiveness (indirect measure).**

- Information from data retrieval from daily sign-in sheets will indicate Learning Center usage preference;
- Implementation of information from the exit survey taken voluntarily by students after tutoring session will identify:
  - Whether the quality, efficiency and significance of the tutoring program are of significant value and academically supportive to the student;
  - Whether the numbers of tutors in specific academic disciplines are adequate for student demands.

(2) **Gather information from monthly summaries concerning individual and group usage of the Learning Center facilities and services (direct measure).**

- Information from this data will:
  - Allow the Learning Center to review the volume of usage for the services offered in the areas of academic tutoring, use of computers, printing, and studying/reading;
  - Assist the Learning Center in analyzing the number of make-up tests given during the semester through the use of the faculty referral forms to establish monthly testing trends and patterns;
  - Allow the Learning Center to determine the greatest area of need during the semester through student selection of resources so improvements and upgrading can be implemented and expansion of the Learning Center services enhanced.
VI. Summary of Findings

Instruments of assessment and evaluation have been in place in the Learning Center since the fall semester of 2009. The instruments used are the daily sign-in sheets, make-up testing requests, faculty test referral forms, student exit survey for tutoring, and log-in sheets for study halls. Athletic study hall is presently held during the evening hours in the Learning Center and averages around 250 student athletes per month for a supervised study hall.

An assessment tool that was implemented in 2010 has been the use of the Faculty Referral Form which accompanies each make-up test in the Learning Center. It has been possible to pinpoint trends during the semester as to when the Learning Center might expect a higher volume of make-up testing. To help with the volume of students making up tests, the Learning Center now requires that students make an appointment for testing. This allows the Learning Center Supervisor better control of the testing environment while keeping the number of tests given at one time to a maximum of four.

A second instrument used for assessment purposes is the daily sign-in sheets totaling 15,408 students for fall/spring semesters. Approximately 20 per cent or close to 1800 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 all sign-in students for the 2010-2011 school year. (Excluding tutors and work study)
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 voluntarily completed a questionnaire at the end of their tutoring session to indicate their reasons for seeking academic support and their overall learning experience. Although the survey was available at each tutoring session, not all students completed the exit survey every time. The following table reveals how the 128 students, who did take the survey, rated the tutoring service they receive in the Learning Center and Library.
Tutor Exit Survey*

<table>
<thead>
<tr>
<th>Today I needed a tutor's help with:</th>
<th>My tutor was:</th>
<th>Why did you seek tutoring?</th>
<th>How many hours per week do you use tutoring?</th>
<th>My tutor's knowledge of their subject was:</th>
<th>Would you say you understand the subject tutored?</th>
<th>Do you think tutoring will help you be a successful student?</th>
<th>Would you recommend tutoring to a friend?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework:</td>
<td>Extremely Helpful: 98%</td>
<td>Teacher Suggestion: 9%</td>
<td>At least 5 hours: 2%</td>
<td>Excellent: 95%</td>
<td>Much better than before: 98%</td>
<td>Definitely: 98%</td>
<td>Absolutely: 98%</td>
</tr>
<tr>
<td>Writing:</td>
<td>Somewhat Helpful: 2%</td>
<td>Wanted to do better: 34%</td>
<td>3 or 4 hours: 10%</td>
<td>Good: 5%</td>
<td>Somewhat better: 84%</td>
<td>Probably: 1%</td>
<td>1%</td>
</tr>
<tr>
<td>Proof Reading:</td>
<td>Hard for me: 43%</td>
<td>Only when I need a paper proof-read: 63%</td>
<td>1 to 2 hours: 63%</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>I might not pass without it: 14%</td>
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</tr>
</tbody>
</table>

*128 students responded to the Tutoring Exit Survey

VII. Level of Achievement of Goals

Statistical data collected from tutor surveys, sign-in sheets, professor referrals forms, and exit surveys suggests that awareness and improvements are being made in the following service outcomes:

(1) Tutoring services providing help in academic areas that were requested.

(2) Students receiving academic support from the Learning Center through evening study halls, make-up testing, and free tutoring services.

(3) Students used the Learning Center for their source of learning materials and instructional sessions for passing the Praxis and C-Base examinations (average of 20 Education Students per month).

(4) Students applied basic computer skills as an integral part of completing assignments by viewing on-line courses, accessing class assignments, and retrieving information from Moodle (average of 800 students per month).

(5) Students benefited from study skills, time management and test-taking strategies through workshops and individual instruction provided by the Learning Center.
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 nine 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, writing 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
- Third 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 2000-2011
- Over 40 years of professional experience in education

Carla Fricke
- Third 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 2000-2011
- Over 40 years of professional experience in education
Kelley McKay Fuemmeler
- Third 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 2008-2011
- Over 10 years of professional experience in education

IX. Analysis/Interpretation

Analyzing the daily sign-in facts, the Learning Center has shown a deviation from previous semesters in the preference of services that students take advantage of when in the Learning Center. Some of these changes can be attributed to the free printing policy that was in effect in the Learning Center until the fall semester of 2010. Students now have a print account with a specified value and as a result, they print not only in the Learning Center but in other campus facilities as well. The information from the sign-in preference sheets shows that students this year are utilizing the Learning Center for more individualized/group studying sessions, peer tutoring, computer usage, and make-up testing.

The number of make-up tests taken in the Learning Center this year has seen a slight increase over last year’s numbers. The Learning Center has given over 1200 make-up tests during the 2010-2011 school year as compared to approximately 1000 make-up tests in 2009-10. This difference is partly due to a better data collection system this past year that determines the exact number of tests given each week. Professors are
asked to attach a make-up test referral form to each test along with instructions so that each test given can be proctored accurately. From these referral forms, the Learning Center is able to accurately record the number of tests, area of subject matter, and volume pattern during the semester. Students must also make an appointment to take a make-up test so those numbers are also taken into consideration when tabulating the total. In addition, the Learning Center proctors on-line testing, scholarship exams and distance learning classes taken by some of the students at Missouri Valley College from other colleges.

X. Action Plan

- Increase workshops and instruction for students on time management, test-taking strategies, and individual study skills
- Increase the number of student tutors in more academic areas
- Provide professional training for student tutors especially in the area of writing and developmental English.
- Provide monetary compensation for student tutors.
- Send out monthly emails to students on study skills, test taking, what is available in the Learning Center, and a monthly newsletter.
- Initiate an on-line chat room where tutors could work with students via the Internet.