Missouri Valley College
Service Program
Annual Assessment and Planning Report

Year: 2012-2013

Service Program: Learning Center     Director: Carol Smith
Assistant Director: Kelley McKay Fuemmeler

I. Learning Center Mission Statement

The Learning Center provides personalized academic support and encourages students to achieve their full potential.

II. Goals

(1) Guide students to reach their academic potential while realizing the benefits of academic collaboration

(2) Continual professional training of tutors so that current theories, research, and teaching strategies can be implemented

(3) Enhance student retention

III. Service Outcomes

Clientele will experience:

(1) A culture that supports student academic success and leads to a more confident student

(2) An atmosphere that will accommodate study groups, individual study, tutoring, and test proctoring

(3) Individualized student services in response to student needs

IV. Service Delivery Map

(1) Tutoring services in multiple disciplines – Student tutors were hired in the areas of English, mathematics, history, business, foreign language and sciences. Tutors were available throughout the day and in the evenings at Murrell Library and the Commons on a walk-in basis.
(2) Computer access – Twenty two computers are available for student use. It is the largest lab available on the MVC campus. The majority of times, individuals use computers for studying, research, and printing papers. However, due to the closure of the computer lab in the Tech Center, several teachers have used the Learning Center lab for class projects.

(3) Proctoring of make-up tests – Students use the Learning Center to take make-up tests. Students must make a testing appointment to ensure adequate supervision. A maximum of four students may use this service per hour.

(4) Resources and study materials for exams – Praxis and C-Base Test study materials are available for check out. Other writing and research materials are also available including MLA and APA Style manuals.

(5) Review and assistance with writing assignments – Tutors and staff members assist students with writing assignments and review of term papers. This is done by appointment and on a walk-in basis.

(6) Printing of academic research/assignments – A printer is available to students.

(7) Additional individual instruction – Instruction is available for study skills, note-taking, and time management. The Learning Center also facilitated supplemental conversation groups for English-as-a-second-language (ESL) students. The staff provides these services upon request of students, coaches, and teachers. Personalized study plans were developed to assist students who are on academic probation.
SERVICE DELIVERY MAP

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Tutoring</th>
<th>Computer Access</th>
<th>Test Proctoring</th>
<th>Resources</th>
<th>Review of writing</th>
<th>Printing</th>
<th>Individual instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased academic success</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>Supportive study environment</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>Individualized student assistance</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:

(1) Observation  *(Service Outcome 2)*

Observation is used to assess the culture and atmosphere of the Learning Center. Daily observations were made of:

- the flow of students through the Learning Center
- requests for services and services used
- collaborative student interaction

(2) Daily sign-in and out  *(Service Outcome 2)*

A new, electronic ID scan-in and out program was implemented beginning spring 2013 semester. This measure helps determine if we have enough staff and resources to serve student needs and how frequently our services are being used. It also allowed faculty and coaches to require study time in the Learning Center with easy access at their office computer to monitor student attendance.

(3) Tutor evaluations  *(Service Outcomes 1 and 3)*

Tutor evaluations are completed by students to answer the following:

- What did student need help with?
- How helpful was tutor?
- Why did student seek tutoring?
How many hours are tutors used?
What is the level of knowledge of tutor?
Did student better understand information?
Did student think tutoring would help them be a better student?
Would student recommend tutoring to other students?

(4) Survey  (Service Outcomes 1, 2, and 3)

The electronic survey was used to review the success of the current facility, staff, and services as well as collect ideas for improvement. Questions on the survey included those regarding:
- support for academic success
- atmosphere and quality of services provided
- response to individual needs

VI. Summary of Findings

(1) Observation

The following observations were made throughout the school year:
- Student flow - The greatest numbers of students are in attendance in the mornings between 7:30 a.m. and 12:00 p.m. and again in the evenings between 6:00 -10:00 p.m. for athletic study tables (30-60 students per group). Currently, football, wrestling, soccer, and volleyball teams utilize the Learning Center facilities on Sunday through Thursday evenings. Large groups of students (15-25) periodically use the center during daytime class hours along with their instructors. (Outcomes 2 and 3)
- Request for services and services used – most services are available on a walk-in basis. There are enough computers to accommodate demand, except when an entire class requests usage, which happened 22 times this past year. Any specific tutor requests that were not met by our current staff were filled by contacting faculty for competent
students in the specific content area and adjusting times that tutors were available whenever possible. *(Outcomes 1 and 3)*

- Space available – Observation supported that the Learning Center provides enough room for current demand. In addition to day-to-day individuals and small groups, the Learning Center been used for organization meetings (SMSTA and international reading group). *(Outcome 2)*

(2) Daily sign-in *(Outcome 2)*

The daily sign-in/out data indicated there were 16,659 student sign-ins for fall/spring semesters of the 2012-2013 school year. The totals are reported on a monthly basis on the following chart. The significant increase in the spring semester is most likely attributed to the efficient electronic scanning system and coaches/faculty requiring students to use the Learning Center service to improve their grades.

<table>
<thead>
<tr>
<th>Aug/Sept</th>
<th>October</th>
<th>Nov/Dec</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April/May</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>1904</td>
<td>1863</td>
<td>2073</td>
<td>2652</td>
<td>2370</td>
<td>3797</td>
<td>16,659</td>
</tr>
</tbody>
</table>

(3) Test proctoring *(Outcome 2)*

A total of 942 exams were proctored in the Learning Center during the 2012-13 school year. Forty-four out of 122 faculty used our services for test proctoring.

(4) Tutor evaluations *(Outcomes 1 and 3)*

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 67 students rated the tutoring service they received 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: 40%</td>
<td>Extremely Helpful: 90%</td>
<td>Teacher Suggestion: 23%</td>
<td>At least 5 hours: 6% 3 or 4 hours: 17% 1 to 2 hours: 55% Only when I need a paper proof-read: 22%</td>
<td>Excellent: 92% Good: 8%</td>
<td>Much better than before: 90% Somewhat better: 6% About the Same: 4%</td>
<td>Definitely: 93% Maybe: 7%</td>
<td>Absolutely: 95% Probably: 5% Definitely not: 0%</td>
</tr>
<tr>
<td>Writing: 25%</td>
<td>Somewhat Helpful: 10%</td>
<td>Wanted to do better: 33%</td>
<td>Hard for me: 39% I might not pass without it: 6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proof Reading: 35%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*67 students responded to the Tutoring Exit Survey

(4) Survey (Outcomes 1, 2 and 3)

In March 2012, an electronic survey completed by 119 students enrolled at Missouri Valley College regarding their experiences in the Learning Center.

Students taking the survey included:

<table>
<thead>
<tr>
<th>Respondent characteristics</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>• Male</td>
<td>60%</td>
</tr>
<tr>
<td>• Female</td>
<td>40%</td>
</tr>
<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>• Freshmen</td>
<td>14%</td>
</tr>
<tr>
<td>• Sophomores</td>
<td>25%</td>
</tr>
<tr>
<td>• Juniors</td>
<td>32%</td>
</tr>
<tr>
<td>• Seniors</td>
<td>28%</td>
</tr>
</tbody>
</table>

Replies came from students in 25 different major areas with the most (28%) from the business department. When asked about usage of the Learning Center, the following responses were given as reasons for using the center sometimes and/or frequently:
### Reasons for using the Learning Center

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing papers</td>
<td>85%</td>
</tr>
<tr>
<td>Completed homework in the facility</td>
<td>82%</td>
</tr>
<tr>
<td>Research</td>
<td>81%</td>
</tr>
<tr>
<td>Computer programs</td>
<td>76%</td>
</tr>
<tr>
<td>Computer entertainment (email/Facebook)</td>
<td>75%</td>
</tr>
<tr>
<td>Make-up testing</td>
<td>54%</td>
</tr>
<tr>
<td>Tutoring</td>
<td>35%</td>
</tr>
<tr>
<td>Study materials</td>
<td>32%</td>
</tr>
<tr>
<td>Small group instruction</td>
<td>28%</td>
</tr>
<tr>
<td>ADA accommodations</td>
<td>15%</td>
</tr>
</tbody>
</table>

The following percentages indicated satisfaction levels for each service below:

<table>
<thead>
<tr>
<th>Satisfaction for Services</th>
<th>Excellent/Good</th>
<th>Fair/Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comfortable/inviting study area</td>
<td>92%</td>
<td>4%</td>
</tr>
<tr>
<td>Staff helpfulness</td>
<td>89%</td>
<td>7%</td>
</tr>
<tr>
<td>Staff friendliness</td>
<td>85%</td>
<td>11%</td>
</tr>
<tr>
<td>Personalized assistance</td>
<td>81%</td>
<td>11%</td>
</tr>
<tr>
<td>Test proctoring</td>
<td>68%</td>
<td>11%</td>
</tr>
<tr>
<td>Tutoring services</td>
<td>65%</td>
<td>15%</td>
</tr>
<tr>
<td>Hours open</td>
<td>64%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Areas for improvement that were mentioned most often were extending hours (31%) and tutoring (15%). Eleven percent of students also mentioned need for improvement in make-up test procedures, personalized assistance and staff friendliness.

The most common request was for the Learning Center to be open longer hours in the evenings for the general population. Currently, the Learning Center is open from 7:30 a.m. – 4:00 p.m. Monday through Friday and used by athletic teams for study tables Sunday through Thursday from 6:00 – 10:00 p.m. Quiet, evening study areas are available at two other locations on campus: Murrell Library and the Murrell Library Commons. These locations are available to individuals and small groups until 11 p.m.
weeknights and are open on Saturday and Sunday. Tutors are available by appointment from 7:00 – 9:00 p.m. in the Commons. We are also investigating the use of online tutoring programs so tutoring will be available 24/7 for most subject areas. We currently provide face-to-face tutoring in English, math, history, philosophy, sciences, accounting, and French. If a student requests tutoring in a specific course, such as Business Calculus or Anatomy and Physiology, the director searches out a tutor by contacting faculty for assistance in locating a knowledgeable student. In addition, a nursing tutor has just been hired and is available at the Fitzgibbon Complex. This past academic year, all known tutoring requests were met by locating additional competent tutors and using flexibility in scheduling tutors. These needs were approached on an individual basis.

Additionally, it was noted that 11% of the students were concerned with lack of staff friendliness staff and 11% with personalized assistance. Training is in place for customer service skills for work study staff as well as tutors.

Finally, the students were asked if use of the Learning Center services helped them improve their skills, increase their grades, and help them become a more confident student. Approximately 80% of the students stated that the Learning Center support had helped them in these three areas (see graph below).
VII. Level of Achievement of Service Outcomes

As a second year director, I made several improvements from the student survey input, tutor evaluations, and observation. I continue to seek ways to meet student needs on case-by-case requests.

Data collected from observation, sign-in data, tutor surveys, and the online survey suggests the following in response to the three Learning Center Service Outcomes:

1. A culture that supports student academic success and leads to a more confident student

Responses to the survey indicated that approximately 80% of the 119 respondents believed the services of the Learning Center helped improve their skills, grades, and made them a more confident student.
(2) An atmosphere that will accommodate study groups, individual study, tutoring, and test proctoring

Students chose to use the Learning Center over 16,000 times throughout the past academic year as indicated by our sign-in sheets. The services they used were a combination of tutoring, test-make up, computer-based research, resource materials, and printing. A significant change made this spring was the use of the electronic sign in program. Students who were in jeopardy of academic probation or failure were required to spend time in the learning center by their coaches and faculty. Sign-in numbers and observation would indicate that the Center is providing a much utilized, accommodating atmosphere for student use at MVC.

(3) Individualized student services in response to student need

Individualized student services include assistance with writing term papers, homework, computer skills, and accommodating test make-up. Results from the survey indicate 80% of the respondents rated providing personal assistance as good/excellent. Some of those services included tutoring (65% good/excellent) and test proctoring (68% good/excellent). However, 15% reported tutoring services to be poor/fair and 11% of test proctoring in the poor/fair category.

In light of this information, tutor training was implemented in the spring of 2012 using the CRLA (College Reading and Learning Association) requirements for their national tutor certification program. Each tutor received eight hours of small group training. Training for test proctoring was also implemented as well as the strategic placement of signs to alert students of proctoring rules.

The tutor evaluation is also an indicator of individualized student services. The tutors were evaluated at a high level of success by their peers. Eighty-eight percent of the respondents indicated they understood their subject much better than before and 95% indicated tutoring helped them be a successful student.
VIII. Staff/Clientele/Program Information

The Learning Center employs a full time director and a part-time assistant director overseeing the day-to-day operations. Work-study (eight students) and student tutors (13 students) are available throughout the day to help students. Throughout the 2012-13 school year, the Learning Center recorded 16,659 student sign-ins. Clientele of the Learning Center include the entire college student body, faculty, staff, and administrators. The services offered by the Learning Center are academic assistance, computer usage, a student accessible copy machine, study halls, make-up testing, tutoring services, and instructional sessions in subjects such as English language (for ESL students), time management, organization, and study skills. The Learning Center is also used for small groups such as SMSTA and the international reading group.

Staff employed at the Learning Center included the following:

Carol Smith
- Second year as Director of Learning Center
- Credentials: Ed.D. in Educational Administration and Policy Analysis; M.S.E. in Behavior Management; M.Ed. in Human Services Management
- Full-time
- Over 30 years of professional experience in education

Kelley McKay Fuemmeler
- Fifth year as assistant director of Learning Center
- Credentials: M.A. in English; B.A. in English and History
- Lecturer 2008-2012; Instructor 2012-2013
- Over 10 years of professional experience in education

IX. Analysis/Interpretation

Service Outcome one of building a culture that supports and increases student academic success is the focus of the Learning Center. Based on the results of the
survey, approximately 80% of the respondents indicated that services provided by the Learning Center helped them improve their skills, grades, and made them a more confident student.

The numbers of sign-ins indicates a high level of usage of the facility and the services available to students. Over 16,000 student sign-ins this academic year indicates a high level of attendees using the Learning Center services. The high level of usage would indicate that the students find the atmosphere conducive to meeting their goals.

The survey taken in March of 2012 indicated the majority of students were getting their needs met and rated the services received in a positive light. However, it did indicate need for improvement, specifically in the areas of:

- hours the Learning Center is available
- tutoring services (wider variety of subject areas)
- test proctoring (more privacy, less distractions)
- staff friendliness
- personalized assistance (variety subjects tutored, times tutors are available)

Students also made suggestions that have been resolved such as additional lighting, allowing drinks at the study tables, and moving test tables to areas with less traffic and distractions. Although students indicated the desire to have the Learning Center open longer hours, it is heavily used in the evenings for athletic study tables. Study areas for individual and small groups are available on campus later in the evening and on weekends at the Murrell Library and Commons. Our priority is to extend the hours that we provide tutoring and use those facilities or online programs for implementation.

X. Action Plan/Closing the loop

Based on the information from the observations, sign-in sheets, tutor evaluations, and surveys, the action plan for 2012-2013 includes the following: (Each action below includes the service outcome it addresses and the instrument used to gather the data.)

- Continue to supply tutors in more academic areas per student request.  
  (Outcome 3/Survey/Tutor evaluation)
• Implement an online tutoring program to fill in the gaps of tutor requests in less frequently requested subject areas, to increase accessibility for those with disabilities and for late or unusual hours. (*Outcomes 1 and 3/Survey*)

• Continue to provide professional training for student tutors and work and learn staff. Online training modules are available and face-to-face training of student staff is planned for the fall. (*Outcomes 1 and 2/Survey/Tutor evaluation*)

• Add a quiet testing room to better accommodate students with ADA accommodation needs. (*Outcome 2 and 3/Survey*)

• Install window tinting for east and south windows to shade sun and reduce glare. (*Outcome 2/Survey*)

• Continue to use newly established Facebook page for study tips. Add two weekly informational links and educational information. Encourage ongoing feedback from students on ideas and needs. (*Outcomes 1 and 3/Survey*)

• Expand services provided to ESL student groups with input from students and ESL instructor (*Outcome 1 and 3/Survey/Tutor evaluation*)

• Add laptop bar as need for electricity and space for personal computer increases (*Outcome 2/Survey*)