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) Increase student academic performance through individualized support
(2) Create a welcoming atmosphere conducive to studying
(3) Cultivate an environment where students will share their needs so we may provide assistance whenever possible

III. Service Outcomes

Clientele will experience:

(1) A culture that supports and increases student academic success and leads to a more successful, 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, business, foreign language and science. Tutors were available throughout the day and in the evenings at Murrell Library on a “walk-in” basis.
(2) Computer access – Twenty two computers are available during the day for student use. It is the largest lab available on the MVC campus. The majority of time, 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 they have missed. Students must make an appointment to take the test to prevent overcrowding of test area. 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. Various 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. The amount of printing has declined over the past several years due to the addition of individual student accounts that allows students to print at multiple sites on campus.

(7) Workshops and individual instruction – Several workshops were offered during fall semester on study skills and time management. Students may request individual support for study skills. In addition, the staff provides assistance on note taking and study strategies for students at the request of coaches and teachers.
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>Workshops and individual instruction</th>
<th>Special events</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>
<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>
<td></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>
<td>x</td>
</tr>
</tbody>
</table>

V. Assessment Tools:

(1) Observation  *(Service Outcomes 1 and 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
- space available
- noise level

(2) Daily sign-in sheets  *(Service Outcome 3)*

Sign-in sheets are tallied to indicate student usage. The sign-in sheets indicate how often the Learning Center is being used as well as times of the day. This measure helps determine if we have enough staff and resources to serve student needs.

(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 is 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 1:00 p.m. and again in the evenings between 7:00 -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 1, 2 and 3)

• Request for services and services used – most services are available on a walk-in basis. There are enough computers to fill demand except when an entire class requests use which happened three or four times. This is due to loss of a computer lab in the Tech Center. At times, other requests which were not filled or created more of a challenge were ones for tutors in subjects we don’t currently have available,
tutors not available at a time the student would prefer, and test proctoring when the schedule was full. *(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 special group presentations (The Purple Patch), Career exploration (Finding My Path) and organization meetings (SMSTA and international reading group). *(Outcome 2)*

- **Noise level** – Observation indicated the center is quiet place to study and conduct research. *(Outcome 2)*

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

The daily sign-in sheets indicated there were 16,267 student sign-ins for fall/spring semesters of the 2011-2012 school year. The totals are reported on a monthly basis on the following chart:

<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>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2383</td>
<td>2530</td>
<td>2299</td>
<td>1479</td>
<td>2430</td>
<td>2037</td>
<td>3101</td>
<td>16,267</td>
</tr>
</tbody>
</table>

(3) **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 78 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:</td>
<td>Extremely Helpful: 90%</td>
<td>Teacher Suggestion: 25%</td>
<td>At least 5 hours: 4%</td>
<td>Excellent: 95%</td>
<td>Definitely: 95%</td>
<td>Absolutely: 94%</td>
<td></td>
</tr>
<tr>
<td>Writing:</td>
<td>Somewhat Helpful: 10%</td>
<td>Wanted to do better: 39%</td>
<td>3 or 4 hours: 15%</td>
<td>Good: 5%</td>
<td>Probably: 6%</td>
<td>Probably: 6%</td>
<td></td>
</tr>
<tr>
<td>Proof Reading:</td>
<td>Hard for me: 33%</td>
<td>1 to 2 hours: 58%</td>
<td>Only when I need a paper proof-read: 23%</td>
<td>Much better than before: 88%</td>
<td>Absolutely: 94%</td>
<td>Absolutely: 94%</td>
<td></td>
</tr>
<tr>
<td>Reading:</td>
<td>I might not pass without it: 3%</td>
<td>I think tutoring will help me: 72%</td>
<td>I can do it with help: 28%</td>
<td>Somewhat better: 10%</td>
<td>Definitely: 95%</td>
<td>Definitely: 95%</td>
<td></td>
</tr>
<tr>
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<td>Teacher Suggestion: 25%</td>
<td>Why did you seek tutoring?</td>
<td>How many hours per week do you use tutoring?</td>
<td>My tutor's knowledge of their subject was:</td>
<td>Would you say you understand the subject tutored?</td>
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<td>Definitely: 95%</td>
<td>Definitely: 95%</td>
<td></td>
</tr>
</tbody>
</table>

*78 students responded to the Tutoring Exit Survey

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

During the month of March 2012, an electronic survey was made available to and completed by 119 students enrolled at Missouri Valley College regarding their experiences in the Learning Center. Students taking the survey included:

**Respondent characteristics**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>60%</td>
</tr>
<tr>
<td>Female</td>
<td>40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<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

- Printing papers 85%
- Completed homework in the facility 82%
- Research 81%
- Computer programs 76%
- Computer entertainment (email/Facebook) 75%
- Make-up testing 54%
- Tutoring 35%
- Study materials 32%
- Small group instruction 28%
- ADA accommodations 15%

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 the desire for the Learning Center to be open longer hours in the evenings for the general population. Currently, the Learning Center is open and used by athletic teams for study tables in the evening but not available to the general population. Also, a concern with tutoring was the need for more tutors in a variety of subject areas. We currently provide tutoring in English, math, some of the
sciences, accounting, and French. Occasionally, several students ask for tutoring in other specific areas such as anatomy, religion, or an upper level history course. Finally, it was noted that 11% of the students were concerned with lack of staff friendliness staff and 11% with personalized assistance. Comments indicated a desire for tutors to be available during more hours and that we hire tutors in a wider variety of subject areas.

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).
In the open-ended questions sections, several suggestions were made for improvement. Lighting for test taking was mentioned as well as the request to allow drinks at the tables during study times.

**VII. Level of Achievement of Service Outcomes**

As a first year Director, I am working to identify more clearly the level of success I want to achieve. The main objective this year has been to observe and gather baseline data.

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

1. A culture that supports and increases student academic success and leads to a more successful, 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. Using the Learning Center is always an option, not a mandate. Sign-in numbers and observation would indicate that the Center is providing an inviting, accommodating atmosphere for use for the students 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.

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 and student tutors are available throughout the day to help students. Throughout the 2011-12 school year, the Learning Center recorded 16,275 student “sign-ins.” Clientele of the Learning Center include the entire college student body, faculty, staff, and administrators. The services that the Learning Center offers are academic assistance, computer facilities, a student accessible copy machine, study halls, make-up testing, tutoring services, and instructional sessions in subjects such as time management, organization, and study skills. The Learning Center is also used for special student presentations and, in February of 2012, hosted the “Finding My Path” event to assist students in exploring and declaring a major. Seventy students attended this event to examine their interests, intended major and career possibilities after graduation.

Staff employed at the Learning Center included the following:

   Carol Smith

   • First 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

- Fourth year as assistant director of Learning Center
- Credentials: M.A. in English; B.A. in English and History
- Lecturer 2008-2012
- 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 on the daily sign in sheet 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. Using the Learning Center is a choice, not a mandate. Therefore, the high level of usage would indicate that the students find the atmosphere conducive to meeting their goals.

The survey taken in March 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 can be readily resolved such as additional lighting, allowing drinks at the study tables, and moving test tables to areas with less traffic and distractions.
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.)

- Change room arrangement to better accommodate test taking (completed 4/2012). Tables were moved to a visible yet more secluded area for added privacy. *(Outcome 2/Observation/Survey)*
- Review hours open and consider alternative schedule. Athletic study tables are a good use of the Learning Center in the evening. I will investigate if we can allow others to attend or other options for extending hours. *(Outcome 3/Survey)*
- Supply tutors in more academic areas per student request. Some tutors do not qualify for Work and Learn funds or international scholarship. This year a tutor was paid for out of Learning Center budget. Additional resources will be requested as current budget will not allow for tutor salaries. *(Outcome 3/Survey)*
- 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)*
- Improve lighting. Currently, there is an electrical problem with an overhead light that should be repaired this summer. May also consider window tinting for east windows to shade morning sun glare. *(Outcome 2/Survey)*
- Allow lidded drinks. Respondents had multiple requests by students to have drinks during study time as they are allowed in the other two libraries. *(Outcome 2/Survey)*
- Continue to use newly established Facebook page for study tips and educational information as well as to receive ongoing feedback from students on ideas and needs. *(Outcomes 1 and 3/Survey)*
- Explore and expand the use of the on-line tutoring program. This program is currently used by online students. I will investigate to see if availability
may be expanded to the general student population. *(Outcomes 1 and 3/Survey)*

- Explore using the Center for other special campus events that align with the Learning Center mission. The events added this year were well attended. I will investigate other events that would work well with our current goals and still preserve the learning/study atmosphere. *(Outcome 1/Observation)*