

THE TUTORING AND LEARNING CENTER

Comprehensive Program Review

Lake Tahoe Community College

Spring 2017

Tutoring and Learning Center

PROGRAM REVIEW EXECUTIVE SUMMARY

The Tutoring and Learning Center, known as the TLC, provides a variety of academic support services to LTCC students. The Center offers free tutoring, group and individual study areas, computer access, and proctoring services. The TLC attracts students with a comfortable and relaxing study environment and highly qualified tutors. There are two specialized areas within the TLC that are dedicated to math and English. The Math Success Center (MSC) has math tutoring for all levels and computer assisted learning software program availability. The Writing Center (WC) provides students with support in grammar and the writing process. WC specialists assist students with subject specific writing assignments, providing feedback and guidance on essays and papers. The TLC also provides tutoring in a variety of subjects for students in science, Spanish, sign language, economics, and other areas upon request. Overall, the TLC has been a vibrant and well-utilized service at LTCC. Some of the challenges the TLC has faced are the ability to find enough subject specific tutors to meet the demand, budget limitations which have restricted available tutoring hours, and summer tutoring services due to lack of staff.

Program Overview

Program Purpose and Support of College Mission:

College Mission: *Lake Tahoe Community College serves our local, regional and global communities by promoting comprehensive learning, success, and life-changing opportunities. Through quality instruction and student support, our personalized approach to teaching and learning empowers students to achieve their educational and personal goals.*

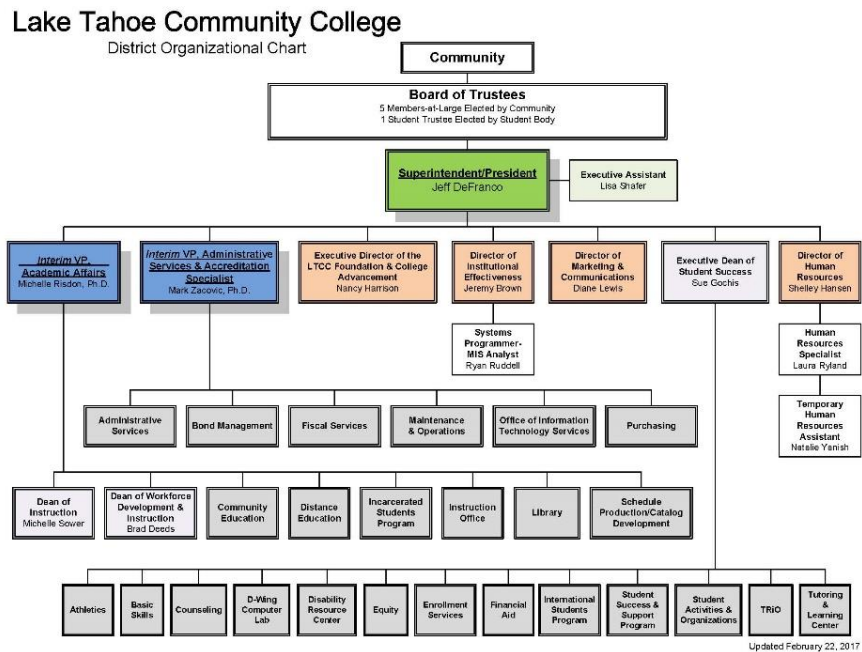
The Tutoring and Learning Center supports the college mission by promoting the personalized approach to learning. The skill and dedication of the tutors and support staff within the Center provide quality service to students, allowing them to achieve their educational goals. The general operating principle of the TLC is to have a student centered approach that recognizes the unique ability levels of each individual.

Program Summary

A. Organizational Structure

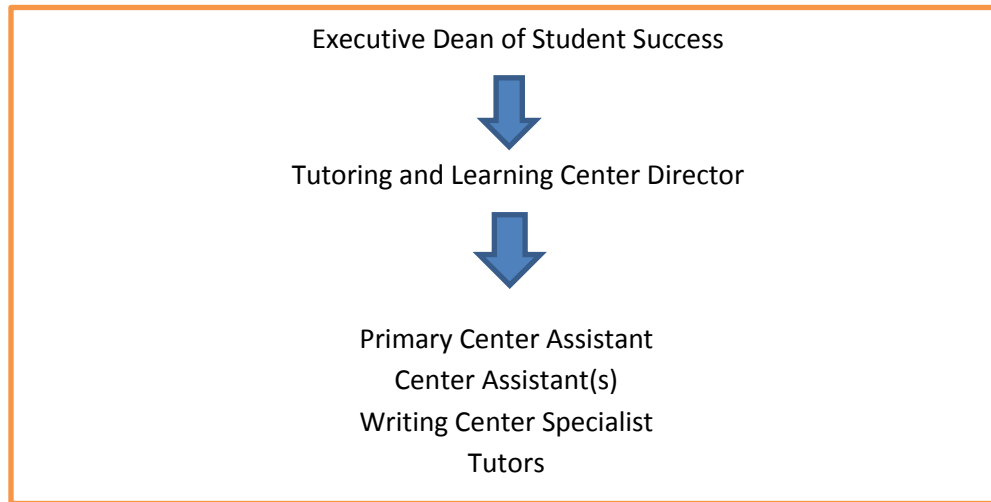
The TLC is part of Student Services at the college and operates under the direction of the Executive Dean of Student Success, who reports directly to the President. The district organizational chart is illustrated in DIAGRAM 1A.

DIAGRAM 1A. District Organizational Chart



The staffing for the TLC is limited and consists of only part-time staff. The college reduced all staff to part-time due to budget restrictions. Because of the small size of the college, The Director of the TLC is also the Director of the Disability Resource Center. These two positions are currently combined and held by one full-time non-instructional faculty member. There is one primary part-time center assistant who is supported by one to two other part-time assistants. The number of tutors varies each quarter depending upon the need, but typically there are ten tutors on staff. Diagram 1B identifies the detailed organizational chart for the TLC.

DIAGRAM 1B. Tutoring and Learning Center Organizational Chart



B. Personnel

Personnel for the Center has decreased over the past six years due to budget restrictions and declining enrollment. The Center has managed to maintain quality services despite the reduction in staff; however, the number of hours the center is able to be open has been greatly reduced over the years.

TABLE 2. FTE changes from 2013 to 2016 for the Tutoring and Learning Center

Position	Headcount 2016	Headcount Change from 2013 (+ / -)	FTE 2016	FTE Change From 2013 (+ / -)
Director	1	None	.4	(-.6)
Center Assistants	1	None	.5	(-.5)
Writing Center Specialist	1	None	.2	(-.8)
Tutors	10	-5	1.0	(-1)
Student Workers	2	-2	.2	(-.5)

C. Key Functions

The Tutoring and Learning Center assists students in achieving their educational goals at LTCC. The TLC provides the following services

- *Free Tutoring in all subjects
- *Writing and grammar support
- *Support for Canvas platform
- *NetTutor software program for online students
- *Referrals to LTCC support services
- *Assistance with general computer navigation
- *Proctoring of tests for LTCC students
- *Proctoring service for other students (there is a fee for this)
- *Math Success Center
- *Writing Center
- *Printer access
- *Calculator checkout

D. Facilities, Equipment and Technology

The TLC is located on the second floor of the main educational building at the college. and shares this space with the International Student Program and the Student Equity Program. The TLC has three separate secured areas for the Math Success Center, the Writing Center, and the Proctoring Lab. The Math Success Center contains 12 computers for computer aided instruction, three large tables for group tutoring, and three large white boards for the tutors to use. The Writing Center has one computer station and one table for small groups. The Proctoring Lab has ten testing stations, five of which have computers. The common area outside of the three secured areas has 22 computer stations in various arrangements as well as seven tables for small group work. There is a seating area with sofas and lounge chairs for students as well. In addition, the reception desk for the center assistant and a small three walled cubicle for more private group work.

E. Budget

The college faced significant reductions in the general fund beginning in 2012 due to enrollment declines. The TLC budget has gone from \$166,269 in 2012 to \$70,345 in 2016. The primary reductions in budget resulted in fewer tutoring hours and reducing all full-time positions to part-time. The majority of the current budget is in personnel to operate the Center. Supplies and other costs are very minimal.

DIAGRAM 1C. Tutoring and Learning Center Budgets, 2012-2016

Expense Description	2011-12	2012-13	2013-14	2014-15	2015-16
Salaries/Benefits	165,613	145,798	77,277	62,648	68,670
Supplies/Other	656	640	279	745	1,675
TOTAL	166,269	146,438	77,506	63,393	70,345

Program Analysis:

A SWOT analysis was performed by the Director, staff, and the administrator for the area. Information used in the analysis was also obtained from the Student Engagement Survey administered in the spring of 2016. The results are listed in TABLE 3.

TABLE 3: SWOT Analysis for the Tutoring and Learning Center

Strengths	Weaknesses
Vibrant Atmosphere Friendly and welcoming staff Good Tutors Adequate student space Student talking is acceptable (Noise) Good space for different functions (Proximity) Comfortable reading area (Couch and bookcase) Middle of campus location Other student programs on site	Getting students to log in Limited hours open Noise level from lower level and vice versa Crowded proctoring space (poor desks) Limited camera system Small staff and all PT Resources accessible (textbooks for loan) Line of Sight for Director Temperature control
Opportunities	Threats
Expand the hours of operation Improved tutor training and position elevation Resources accessible (textbooks for loan) Grow with Library	Low pay for tutors Technology Challenges Constant changeover in qualified tutors Shrink with Library

Summary of SWOT Results:

The SWOT exercise served as a comprehensive and objective tool to help gain a thorough analysis of the effectiveness of the Tutoring and Learning Center. Another instrument used for program analysis was the LTCC Student Engagement Survey. In the spring of 2016, the college implemented a customized survey which captured student feedback for all service programs. The results from the survey related to the Tutoring and Learning Center are recorded below:

TABLE 4. Student Engagement Survey 2016

**Percentages have been rounded to the nearest whole percent so a slight variation from 100% total is possible.*

Statement	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
I am satisfied with the services provide by the Tutoring and Learning Center	0%	1%	8%	29%	61%

Statement	No Impact	Some Impact	A Great Deal of Impact
The use of the Tutoring and Learning Center had an impact on my personal/professional growth	10%	46%	43%

Statement	Not at all aware	Somewhat aware	Moderately aware	Extremely aware
I am aware of the Tutoring and Learning Center and the services it provides.	10%	14%	27%	49%

A third measure of program analysis is the Student Learning Outcome (SLO) data for the TLC. There are two Student Learning Outcomes for the program and they were assessed in 2016. Results of the SLO's are summarized in TABLE 5. Most recently, SLO's have been converted to Service Area Outcomes (SAO)'s to align more closely with reporting standards.

TABLE 5. Tutoring and Learning Center SLO/SAO Data

SLO	Measured By	Goal	Outcome
SLO/SAO #1. Students who have utilized the TLC will demonstrate that the program met or exceeded their needs	<i>Student Engagement Survey</i>	90% of the students will respond favorably	90% of the students surveyed were satisfied with the TLC services

SLO/SAO #2. Students will demonstrate that the tutoring program has enhanced their personal or professional development as a result of using the service.	<i>Student Engagement Survey</i>	90% of the students will respond favorably.	89% of the students surveyed indicated that the program enhanced their personal or professional development
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Two other methods of program assessment include internal surveys for student who utilize the service and student forums for campus improvement initiatives. Both of these assessments indicate the desire for additional hours and days for tutoring. Additionally, in the SES, there is a section for student comments about campus improvement suggestions and all of the comments about the TLC indicated a desire for increased hours and days. The college supports a class called Tutoring Lab EDU550 and tracks the number of students who enroll each year in this non-credit course. Table 8 illustrates the last four year of enrollment for the course. EDU550 enrollment numbers are a final measure used in TLC evaluation. Enrollment dropped from a high of 877 enrollments in 2012 to 739 in 2016. The enrollment decline in EDU 550 is related to the overall enrollment decline at the college.

TABLE 8. Enrollment for EDU550: Supervised Tutoring

Year	2012-13	2013-14	2014-15	2015-16
Enrollment	877	788	718	739

Goals and Recommendations

The goals from the 2010 CPR are listed below. Many of the goals have been operationalized into the institution, but the college is always striving to improve the service overall. The only goal which has not been met was to move assessment into the TLC. Assessment needs have grown due to the new Student Success and Support Program requirements and there is now a separate assessment center. The goals, status and comments are listed on the following page.

Recommendations and Outcomes from 2010 CPR for TLC

Recommendation	Status	Comments
Continue to provide tutorial assistance with mathematics, writing across the curriculum, and other subjects.	Ongoing	Each year, the TLC continues to provide free tutoring to all students in a variety of subject areas based on student demand.
Establish the TLC as a vital part of college services for students	Completed	The TLC is fully integrated into the Student Services division.
Ensure student awareness of services of the TLC	Ongoing	All new students are told about the TLC at orientation and it has a prevalent space on the college website under Resources
Provide qualified tutors and appropriate staffing of the TLC	Ongoing	The EDU110/110M tutor training course is used; however, this is an area where the college can improve by expanding the training of student tutors.
Provide assessment testing	No longer in TLC	Assessment testing has moved out of the TLC and into the D-Wing assessment lab. This was necessary for both space and service hours to provide maximum assessment opportunities.

Based on the information provided through the analysis and overview from 2016, four new TLC program recommendations have been established to improve the quality and effectiveness of the program. They are as follows:

#1. To continue to examine new technology as it relates to providing online tutoring and proctoring services and implement technology appropriate for LTCC students.
(Ongoing)

#2. To add hours of tutoring to include weekend tutoring (Fall, 2017)

- #3. To add additional learning resources for students to access in the center. (Summer, 2017)
- #4. To improve and increase the marketing efforts in recruiting student tutors. (Ongoing but heavily in Spring for upcoming school year)
- #5. To grow the Writing Center use to be proportionate to the number of students enrolled in English courses. (ongoing)
- #6. To partner with existing support programs to market the TLC and the services provided. (Quarterly)
- #7. To provide summer tutoring. (summer 2018 and continuing)