

## **LEARNING CENTER ANNUAL REPORT 2006-2007**

### **I. Major Goals Accomplished for 2006-07**

- Completed a Program Review using the Self-Assessment Guide for Learning Assistance Programs from the CAS Standards and developed an action plan (including a timeline) for the current practices that required change
- Adopted new goals for the department that were published on the website
- Identified eight learning outcomes (including measurements to assess if the outcomes are achieved) for next year
- Revamped the department's website to meet university policies regarding ADA accessibility
- Made all assessment reports accessible to the public via the website
- Students utilizing the Study Skills Program increased their knowledge of effective study skills by 31% as measured by the Learning and Study Skills Inventory (LASSI)
- Students utilizing the Speed Reading Program increased their average reading comprehension by 26% while increasing their average reading speed by 182 words per minute as measured by the Ultimate Speed Reader program
- Students attending Supplemental Instruction earned a .39 higher GPA in the fall and a .42 higher GPA in the spring than those students not attending
- Students attending Supplemental Tutoring in the spring passed MATH 1010 at a 23.33% rate higher than those students not attending
- The average rating of all programs was 4.42 on a 5-point Likert scale
- Had over 52,764 student and parent contacts
- Trained and supervised over 160 student tutors who had 16,013 contact hours
- Presented 137 outreach programs to 7,241 students and 5,424 parents
- Implemented the Academic Alert Assistance Pilot Program which received an average rating of 4.59 for the program and an average rating of 4.76 for the instructors on a 5-point Likert scale; additionally, anecdotal feedback was consistently positive

## **II. Success in Managing Resources**

- Continued relationship with Housing by having 996 student contacts through the Learning Center Too (additional space located in Kerr Hall)
- Continued relationship with Math Department to assess a course fee for MATH 1010 to fund the Supplemental Tutoring Program
- Remained in continual contact with our online tutoring vendor, Smarthinking.com, to negotiate a more economical means of payment
- Remained under budget

## **III. Goals We Set and Failed to Accomplish for 2006-07**

- Goal: Students utilizing the Speed Reading Program will increase their average reading speed by 200 words per minute

Explanation: Students increased their average reading speed by 182 words per minute; therefore, additional emphasis will be placed on increasing reading speed through improved lecture, more comprehensive handouts and increased use of the Ultimate Speed Reader program for next year

- Goal: Students attending Supplemental Instruction will earn a .50 average GPA higher for that course than those students not attending

Explanation: For the fall semester, students attending SI earned a .39 higher GPA for the course than those students not attending; for the spring semester, students attending SI earned a .42 higher GPA for the course than those not attending; therefore, the Coordinator of Supplemental Instruction will initiate different procedures for the upcoming year including: revising and improving the interview and hiring process to ensure better informed and more highly qualified employees, revamping of the ongoing training process to include techniques designed to enhance both peer and self evaluation, increased presence at training and office hours by the program coordinator, and improved communication with university faculty

- Goal: Students attending Supplemental Tutoring will pass MATH 1010 at a 20% rate higher than those students not attending

Explanation: For the fall semester, students attending ST passed at a 3.64% rate higher than those not attending; therefore, the Coordinator of Supplemental Instruction will initiate different procedures for the upcoming year including: revising and improving the interview and hiring process to ensure better informed and more highly qualified employees, revamping of the ongoing training process to include techniques designed to enhance both peer and self evaluation, increased presence at training and office hours by the program coordinator, and improved communication with university faculty

**IV. Other Meritorious Performances**

- Recognized as the Outstanding Department from Student Development at the President's Sack Lunch
- Coordinator for Learning Success Programs (Joshua Adams) received the Outstanding Staff Member of the Year award at the Division Recognition Luncheon
- Two student employees (Office Assistant Johannah Edwards and Supplemental Instructor Kate Colin) received the Outstanding Student Employee award at the Student Employee Recognition Luncheon

**V. Major Goals for 2007-08**

- Continue to grow and improve the Academic Alert Assistance Program by securing permanent funding
- Assess the newly identified learning outcomes related to independence, effective communication, intellectual growth, and collaboration