

AES Unit Review



AES Unit Review - Learning Resource Center

Unit Review Narratives

2016 - 2017

Chapter 1: History: LRC Unit History – Summary

INTRODUCTION

This Learning Resource Center (LRC) self-assessment document has been written utilizing self-study standards and guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). The CAS standards and guidelines separate the self study process into fourteen parts, each of which poses a number of questions. These standards are endorsed by the National Association for Developmental Education.

Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS)

1. Mission
2. Program
3. Leadership
4. Organization and Management
5. Human Resources
6. Financial Resources
7. Facilities, Technology and Equipment
8. Legal Responsibilities
9. Equal Opportunity, Access and Affirmative Action
10. Campus Community Relations
11. Diversity
12. Ethics
13. Assessment and Evaluation
14. New Services/Service Enhancements

MISSION

The mission of the LRC is to provide academic support services to help meet student learning needs and strengthen academic skills by affording students the opportunity to complete their coursework successfully, be retained, and graduate from BMCC. To this end, the LRC provides a variety of learning assistance services: Supplemental Instruction, Tutoring, Instructional Computer Labs, and non-print materials. All services are designed to supplement the classroom experience and are available free of charge.

PROGRAM

The LRC provides a variety of services to students and faculty. The services provided by the LRC do not duplicate other academic support services in the college. They are specifically designed for those areas where no other support is available. Policies, procedures, and job descriptions that support the institutional mission have been developed.

BMCC offers students a wide range of academic support service programs. In addition to the LRC, tutorial services are provided by several departments. Tutoring in mathematics is available in the Math Lab (S535). Nursing tutors are coordinated by the Nursing Department (S745). The Reading Lab, the Writing Center, the Basic Skills English Lab, the College Discovery Tutoring program, and the English as a Second Language (ESL) Lab are all located in the LRC (S510) and are supported by their respective departments.

LRC tutorial services are offered to meet the needs of students who desire weekly appointments, as well as students who wish to see a learning assistant only when they have a question. LRC tutorial services are designed to assist students with course-specific problems and improve study skills. We also offer a collection of instructional media to supplement classroom instruction. Computer lab services provide students with the instruction they need to accomplish computer-related tasks, develop computer literacy, complete assignments, and practice newly acquired skills.

Tutorial services include course-specific, individual and small group tutoring appointments, and walk-in tutoring. Online tutoring is also available. Students can access tutors online using our WizIQ software. Study skills workshops help students learn how to read textbooks effectively and how to apply these study skills to their coursework. Workshop topics include test-taking skills, listening skills, memory enhancement, study techniques, note taking skills and time management. The Learning Resource Center also maintains a library consisting of texts and audio/visual aides.

The LRC computer labs provide students with a range of instructional, tutorial and support services. The labs are staffed with coordinators, tutors, and student aides who provide lab users with assistance. The Learning Resource Center provides open lab hours for students to work independently, attend computer training workshops, receive support for classroom-related computing activities and course specific software.

The Supplemental Instruction Program

Supplemental Instruction (SI) is a learning enhancement program targeting high-risk courses and offering students assistance by providing out-of-class tutorial sessions. SI is conducted in the LRC, the Math Lab and the Reading Lab. Supplemental Instruction (SI) targets courses that are traditionally difficult for students to pass and have high rates of C-, D, F, and withdrawals. To select SI courses, BMCC's Office of Institutional Research (now known as Institutional Effectiveness and Analytics) conducted a four-semester grade analysis for courses where 30% or more of the students enrolled received grades of C-, F, or W. The primary goal of SI is to facilitate students' mastery of the course concepts; a secondary goal is to encourage students to develop better learning skills and strategies.

1a. Summary: The Learning Resource Center (LRC) self-assessment document has been written utilizing self-study standards and guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). Historically, the mission of the LRC has been to provide academic support services to meet student learning needs and strengthen student academic skills by affording students the opportunity to complete their coursework successfully, be retained and graduate from BMCC. Ongoing assessment in the LRC has assisted in strengthening student learning and has provided necessary feedback for enhancement.

Chapter 2: Unit Profile: This section focuses on the LRC's profile and the operations of the unit.

2a. Unit Mission: The Learning Resource Center (LRC) provides academic support services to meet student learning needs and strengthen academic skills by affording students the opportunity to complete their coursework successfully and increase the likelihood that students will be retained, persist and graduate from BMCC. To this end, the LRC provides a variety of learning assistance services designed to supplement the classroom experience: Supplemental Instruction (SI)/Tutoring, Instructional Computer Lab Services, and Digital/Instructional materials.

2b. Unit Goals and Accompanying Outcomes: The LRC provide the following services to students and faculty:

1. Provide SI/Tutoring sessions for students to meet their learning needs.
 - a. Provide small group tutoring for students.
 - b. Train tutors to provide adequate and appropriate support to students.
 - c. Provide ongoing training workshops for students to strengthen their academic skills.
 - d. Create ongoing mandatory tutor/supplemental instruction leader training sessions to ensure professional development of staff.
2. Provide adequate instructional computer services to supplement tutorial services using computer assisted instruction (CAI).
 - a. Provide student access to interactive and course-specific software applications necessary to complete class assignments.
 - b. Facilitate ongoing computer training workshops for students to improve their technical skills.
 - c. Provide ongoing technical skills trainings for computer lab staff in order to better assist students.

3. Collaborate with faculty and other academic and student support service programs to ensure continuous and effective delivery of services to all students.
 - a. Collaborate with academic support programs and faculty to implement best practices in providing academic support.
 - b. Develop workshops for students on behalf of faculty.

2c. Affiliated Institution/Strategic Goals: Goal 2: Improve the student experience

2d. Affiliated Strategic Planning Outcomes (Press and hold the ctrl key to make multiple selections): 4. Reduced DFW rates in targeted gateway courses, 6. Increased first year retention rates, 12. Increased student support services administrative services and BMCC communications

2e. Affiliated Strategic Planning Objectives (Press and hold ctrl key to make multiple selections): 13. Improve and increase online and hybrid offerings

2f. Unit Functions: Provide a description of the major functions of your unit. Consider how these function align with BMCC's institutional mission.

The LRC provides a variety of services to students and faculty. The services provided by the LRC do not duplicate other academic support services in the college. They are specifically designed for those areas where no other support is available. Policies, procedures, and job descriptions that support the institutional mission have been developed. For more information related to our policies and procedures, please visit the Learning Resource Center's website at: www.bmcc.cuny.edu/lrc.

LRC tutorial services are offered to meet the needs of students who desire weekly appointments and drop-in services. LRC tutorial services are designed to assist students with course-specific problems, as well as those who wish to improve study skills. A collection of instructional media is available for student usage to supplement classroom instruction. For students who wish to receive tutorial services online, the LRC provides students with live online tutorial sessions from anywhere they have internet access. Schedules are available online and within the LRC.

The Learning Resource Center computer labs are staffed with coordinators, tutors and student aides available to assist students with instructional, tutorial and technical support services. Computer lab services provide students with the instruction they need to accomplish computer-related tasks and to develop computer literacy, complete assignments and to improve technical skills. The lab hours provide students with the opportunity to work independently, attend computer based workshops and receive support for course-related material.

2g. What strengths exist in regards to staffing?: - Excellent communication within the department

- Collaboration between peers, student, faculty and staff
- Open door policy for administrators and college community
- Dependability within the unit
- Respect for each others opinions and ideas
- High morale within the unit
- Confidence in each other's abilities
- Resourcefulness to complete task
- Flexibility in work schedule in order to complete assignments

2h. What challenges exist in regards to staffing?: - Increased responsibilities as result of newly implemented programs and services

- Lack of professional development opportunities for grant funded and part-time staff
- Lack of technical skills for lab staff
- Resignations/High turnover with part-time staff (SI Leader/tutors)
- Hiring process length of time (10-15days)
- Lack of customer service training for college assistants
- Lack of opportunities/incentives for growth

2i. What methods are undertaken to ensure effective communication within the unit?: Regularly scheduled staff meetings are held to share information; to coordinate the planning, scheduling and delivery of programs and services; to identify and discuss potential and actual problems and concerns; and to collaborate on decisions and solving problems. A general staff meeting is

held at the beginning of each semester. The LRC supervisory staff meets at least once per month, usually after the Office of Academic Affairs meeting. In addition, the LRC director meets with staff individually on a periodic basis to exchange ideas, formulate plans, provide feedback and discuss concerns.

2j. Please attach your staffing chart as a related document: unit staffing.docx

2k. Identify any gaps between job responsibilities and job descriptions: The incorporation of new services within the LRC has subsequently increased the responsibilities of staff within the LRC. Some of the new responsibilities include: Maintaining a new college wide database, acquiring the responsibility of the College's Early Alert process and managing a thirty-five percent increase in part-time staff. For additional information (please see related document, Unit staff.docx).

2l. List the professional development activities, by staff member, over the last 5 years: The Learning Resource Center staff members are encouraged to participate in professional development activities to stimulate/encourage both personal and professional growth. The Office of Academic Affairs, the Perkins III grant and the faculty union provide funding for professional development activities. LRC staff members have attended tutorial and technology conferences, seminars and workshops. During the last twelve months, the LRC staff members have participated in the following professional development activities:

Janice Zummo, Assistant Dean for Academic Support Services

5/5/2017 - Annual CUNY Coordinated Undergraduate Education (CUE) Conference-Conference Chairperson
Accelerating Progress, Accelerating Equity:
Improving Student Success in Developmental and Gateway Courses
Borough of Manhattan Community College

4/22-25/17 American Association of Community Colleges - 97th AACC Annual Convention

9/27 – 10/1/2016 - National College Learning Center Association Annual Conference - Presenter

4/1 – 4/6/2016 - National Tutoring Association 2016 conference

Gregory Farrell, Director

4/27 – 4/29/2017 - Association of Colleges for Tutoring and Learning Assistance (ACTLA's) 43rd Annual Conference - Presenter

9/27 – 10/1/2016 - National College Learning Center Association Annual Conference - Presenter

4/13 - 4/16/2016 - Redrock Software Corporation 10th Annual Redrock Conference

Leticia Dinkins, Manager

6/12 – 6/14/2017 - UB Tech Conference 2017

5/5/2017 - CUNY Cue Conference 2017

4/28/2017 - Lynda.com Learning Summit 2017

Nandrani Algu, Specialist

5/5/17 - CUNY Cue Conference 2017

4/1 – 4/6/2016 - National Tutoring Association 2016 conference

Howard Harris, Coordinator

4/05- 4/07/2017 - Online Learning Consortium Innovate 2017

4/13 – 4/16/2016 - Redrock Software corporation 10th Annual Redrock Conference

Gia Blackwell, Coordinator

4/1 – 4/6/2016 - National Tutoring Association 2016 conference/Certified Tutoring Trainer

3/16 - 3/18/2017 - Diversity, Learning and Student Success

5/5/2017 - CUNY Cue Conference 2017

The LRC Staff maintains the following professional organization affiliations:

-National College Learning Center Association, Member

-National Tutoring Association, Member

-National Council on Black American Affairs, Member

2m. Identify any other areas of strength of concern regarding structure and staffing: The following is a list of areas of concern:

- Lack of full-time staff within the unit
- Lack of supervisory staff with the unit

2n. Summary: The LRC provides a number of services to students and faculty that aligns with the college's Strategic Goals and Outcomes. Staff within the LRC are trained each semester through a variety of professional development sessions.

3a. List five units your unit works with most frequently as well as the nature of the interactions: -Writing Center - Tutor Development and Training

-Office of Accessibility - Tutor Development and Training

-College Discovery - Tutor Development and Training

-CUNY Edge Program, ASAP (Accelerated Studies in Associated Program), UMLA (Urban Male Leadership Academy), BLA (BMCC Learning Academy) - Tutor Development and Training

3b. Final Internal Review Committee Roster: Gregory Farrell-Chairperson, Nandrani Algu, Leticia Dinkins, Gia Blackwell, Howard Harris, Sidney Askew, Mark Jagai, Christopher Stein, Franklin Winslow, Juliet Emmanuel, Margaret Barrow, Janice Zummo, Joshua Belknap, John Short, Igwe Williams

3c. Internal Review Committee convene date: The internal committee was convened on July 7th, 2016.

Chapter 4: Strengths, Weaknesses, Opportunities, and Threats (SWOT): On November 29th, 2016 the Office of Institutional Effectiveness and Analytics guided the internal committee in the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis (please related document LRC Fall2016 SWOT_Report.docx).

4a. Strengths - What were the most surprising results?: The committee decided to reword this question to read as follows: "What results standout"? The results that stand out are: Collaboration, Communication and Inclusiveness.

4b. Strengths - What are some ways the strengths can be enhanced/better leveraged?: -Communication and collaboration with other departments can enhance internal strengths.

-Increase collaboration with other departments to include technological advancements within academic support service areas.

4c. Strengths - What are the unit's proposed priorities as a result of the strengths analysis: -Participation at academic departmental meetings.

-Communication with the college community.

-Inviting academic departmental tutorial liaisons to participate on the Learning Assistance Committee.

-Create responsibility list for department liaisons.

4d. Weaknesses - What were the most surprising results?: The committee decided to reword this question to read as follows: "What results standout"?

-Lack of customer service training or professional development for front line staff.

-Lack of full times staff results in low productivity.

-The hiring process is too long for tutors and SI leaders.

-The LRC currently does not have strong collaboration with the Sciences (Social Science and Science Department). This is one of the biggest areas of need for tutoring but the LRC has been unsuccessful in reaching faculty for support.

-The LRC has been inundated with ASAP students as the program mandates students to receive tutoring.

4e. Weaknesses - What are some ways that the weaknesses can be mediated/transformed?: -Buy in from departments in which there is little or no collaboration.

-Develop events to promote academic support services.

-Utilize student surveys and information gathered from student and tutor focus groups to solicit ideas for enhancement.

4f. Weaknesses - What are the unit's proposed priorities as a result of the weaknesses analysis?: -Recognition for faculty who participate as Liaisons to tutoring.

-Have college assistants participate in Dynamic Customer Care training provided by the college.

-Submit request for full time staff.

-Request for Academic Support Service Program Coordinators for special programs such as ASAP, UMLA, and BLA (similar to College Discovery).

-Meet with liaisons to discuss their responsibilities to tutoring.

4g. Opportunities - What were the most surprising results?: What results stand out?

-Online tutoring which is a low risk extension of services to students.

-Collaboration with academic departments to educate faculty/adjuncts on services offered through the Learning Resource Center.

-Increase workshop offerings based on student needs.

4h. Opportunities - What are some ways that the opportunities can be realized?: Gather information from students through the use of surveys and focus groups (direct assessment).

4i. Opportunities - What are the proposed priorities as a result of the opportunities analysis?: -Enhance the LRC's online presence to allow students, tutors and faculty to collaborate in a virtual setting.

-Survey students and faculty to see what workshops are of interest.

4j. Threats - What were the most surprising results?: What results stand out?

- LRC operation is grant funded and according to past self studies this has been a consistent threat.
- Lack of staff is straining departmental productivity.
- Limited resources because the LRC is overburdened with additional initiatives (Early Alert Process, Academic Coaching and Embedded Supplemental Instruction) added within the past year. These new initiatives unintentionally impacted the effectiveness of the current operations in the Learning Resource Center.
- Lack of space in the LRC for new employees as a result of new initiatives.

4k. Threats - What are some ways that the threats can be eliminated?: -Need a stable funding source.

- Create and develop additional work space in the LRC (\$510) to include only tutorial and academic support services programs.

4l. Threats - What are the unit's proposed priorities as a result of the threats analysis?: -The college should increase tax levy funding for tutoring.

- Re-access space allocation in the LRC (\$510).

4m. Summary: The committee feels that threats to the Learning Resource Center if not addressed will cause the LRC to lose the effectiveness of current operations.

Chapter 5: Planning and Assessment: Assessment and Planning are elements used to understand the effectiveness of the services provided by the LRC.

5a. Please identify which outcomes have been assessed by the unit: The outcomes that have been assessed are:

1. Tutorial Services (In-Person and Online)
2. Instructional Computer Lab Services

5b. Summary of results and plans derived from previous year(s) results: The LRC Evaluation Process

Evaluation is an ongoing process. Upon review of performance data, we adjust plans and procedures to address performance deficiencies. The goals of our academic support services are to help students master course content while they develop and integrate learning and study strategies, reduce student attrition and increase the graduation rates of students. Our evaluation plan includes the analysis of retention rates, graduation rates, student attendance, final grades received in courses and student evaluation of academic and computer lab services. Student data is forwarded to the Office of Institutional Effectiveness and Analytics at the end of each semester.

LRC evaluation procedures are conducted each semester. They include the following:

- Student evaluation of tutorial program services (please see related document, LRC Tutorial Services Survey.pdf): Students complete evaluation forms during two one-week evaluation periods during the Spring and Fall semesters.
- Supervisor evaluation of learning assistants (please see related document, Supervisor's Tutor Evaluation.doc): Coordinators and SI supervisors evaluate learning assistants each semester.
- On-line computer lab user surveys (please see related document, LRC Instructional Computer Lab Survey.pdf): Computer lab users complete survey forms on-line during two one-week survey periods during the Spring and Fall semesters.
- LRC staff review final grades at the end of each semester (please see related document, 10 Years of LRC Grade Analysis Data.docx, page 2).

How have evaluation results contributed to program enhancements from previous years?

Service changes have been implemented as a result of:

- Data collected from student questionnaire responses
- Faculty and student requests for assistance
- The college-wide Learning Assistance Committee requirements
- Feedback from learning assistant orientations
- Training sessions
- Staff meetings
- External evaluations from 1997 and 2005

5c. Identify changes implemented as a result of implementing plans driven by yearly assessments: Tutorial Services

We increase our tutoring sessions during finals by hiring additional tutors to accommodate the high demand of the influx of students. Tutoring now begins on the first day of classes whereas in the past it started one week into the semester. We added tutors for additional courses such as Theater, VAT, MES, and CRJ to accommodate the request by students and faculty. Students now have the ability to register for tutoring appointments and view their attendance reports online using a new web based application (Tutor Trac).

We will continue our advertising efforts (email, college website, poster boards, social media, pamphlets, digital signage and class visits) as well as provide online tutoring orientation workshops for students during the summer, spring and fall semester. We are looking to change our current online application from WizIQ to Upswing in order to allow students to authenticate into the application to improve assessment efforts. Online tutor training is now incorporated into our New and Experience training sessions.

Instructional Computer Lab Services

We began addressing the students concerns by furnishing computer labs with robust computers and printers. We increased the number of computer labs available to students. A 3-4 year replacement program has been implemented by the College's IT department. Besides offering MS Office workshops for students, we recently incorporated our student attendance database into the workshops to show students how to create tutoring appointments and retrieve their visits online at various tutorial academic centers and instructional computer labs. In addition, we conduct workshops requested by faculty such as digital drawing. A projection screen with a projector was installed in one of our computer labs to enhance the visual presentation of our workshops.

We continue to reach out to faculty to remain informed about software utilization in the classroom. Another major concern for students was wait time. During high peak hours we incurred lines outside all instructional computer labs. To alleviate this issue, we installed 2-minute print only stations in each instructional computer lab and added an express print station outside of the labs for students. In the past, students were allow to print an infinite amount of pages. This too contributed to increased wait time and for print jobs. We now impose a 14 page limit on printing documents as well as 2 copies per document limit.

Earlier in this document, we indicated full-time staffing is an issue. The LRC relies heavily on part-time staff and student aide workers to staff computer labs and the front desk. Once a semester a workshop is conducted for hired staff. We use this time to inform lab staff of policies and conduct expectations for the semester. The LRC understands we may never be able to address every issue reported. However, our goal is to keep complaints to a minimum and maintain a conducive learning environment.

5d. List of important activities and initiatives conducted over the past five years: 1. Computer training workshops - conducted in instructional computer labs for currently enrolled students.

2. English Workshops (Grammar, English 101 final review sessions)

3. Study skills workshops (FYE, faculty, and other BMCC programs)

4. Tutor Training - conducted for newly hired tutors and experienced tutors at the start of each semester.

5. Student Services EXPO - held once a semester and organized to bring academic support services awareness to students.

6. Online Tutoring - supplement face-to-face tutorial services for students who cannot physically come to the center.

5e. Additional information regarding planning and assessment: As a result of the 2005 self-study, the LRC increased its hours to include Sundays, moving from a six day operation to a seven day operation.

5f. Summary: Assessment is an ongoing process within the Learning Resource Center. Assessment is done every semester for in-person tutoring, online tutoring, computer lab services, tutor trainings and workshops. As our department grows, assessment allows us to improve on the services we provide to students.

Chapter 6: Additional Information: In addition to the LRC tutorial services, the LRC collaborates with the other academic support services departments listed in section 6a. (Please see "Student guide to academic support services.pdf")

6a. Summary: BMCC offers students a wide range of academic support service programs. In addition to the LRC, tutorial services are provided by several departments. Tutoring in mathematics is available in the Math Lab (S535). Nursing tutors are coordinated by the Nursing Department (S745). The Reading Lab, the Writing Center, the Basic Skills English Lab, the College Discovery Tutoring program, and the English as a Second Language (ESL) Lab are all located in the LRC (S510) and are supported by their respective departments. Speech tutoring is a collaborative effort between the LRC and the Speech department utilizing the Derfner Foundation Communication Center located in room S635. Additional tutorial services that are governed but not funded by the LRC are catered to students in specialized programs such as ASAP tutoring, UMLA tutoring and BLA tutoring. The LRC introduced two new services in the 2016-2017 academic year. These services are Academic Coaching and Supplemental Instruction (Embedded Tutoring). Academic Coaching is a personalized, one-on-one meeting with a trained academic coach who can help students improve their skills and performance. Working with an academic coach can help students study smarter by developing study skills in Note-Taking, Test-Taking, Memorization Techniques and Time Management. An Academic Coach can

also recommend students for tutoring. Supplemental Instruction (Embedded Tutoring) is a program where SI Leaders work in the classroom under the instructor's guidance to help students understand course concepts and enhance student engagement. Both programs are in pilot mode and will be accessed at the end of the fiscal year 2016-2017.

7a. External Reviewers: CUNY External Evaluator:

Linda Sharib Academic Program Director, Office of Academic Support & College Now at CSI

External Evaluator:

Patricia A. Maher, Ph. D.

NCLCA President

Director, Academic Success Center, USF

7b. External Evaluation Report: Please see "External Evaluation Report and Discussion Notes"

7c. Summary: Learning Resource Center – Internal Committee Meeting

July 12, 2017

Greg, Janice, Leticia, Erica

- 1) Full-time staff – increase number of full time staff to handle multiple functions in the LRC. Certain people are doing full-time jobs but are only working part-time. Historically the LRC has always helped other departments set-up their support programs however, with the increased responsibilities these new programs need coordinators to oversee their support staff. Currently hiring, housing and management falls on the LRC.
- 2) Address issue of tutors tutoring multiple subjects – Make sure tutors are evaluated prior to re-certification
- 3) Create range of tutoring positions such as senior tutors, tutors, - tiered salary ranges
- 4) Increase responsibility of Dean to include tutoring labs
- 5) Reduce reliability on Grant Funding
- 6) Restructure LATC Meetings. There needs to be a liaison from departments present at all LATC meetings
- 7) We need to assess what programs have tutoring

Other thoughts:

- o Tutor pay will be based on credentials and evaluations
- o Promote online tutoring
- o Address issues of tutors tutoring several subjects at one time
- o ESL learning issues should be integrated into core curriculum and tutor/faculty trainings

Sidney's group – Josh, Sidney, and Franklin. From Pat Maher's Review

- 1) Multi language student services – conduct an evaluation of how multi language needs are currently being handled, using surveys to see what students need and want – this data can be used to plan for the future. Look at all multilingual areas and address the gaps. How does the LRC support multilingual learners? We need to collect data on what would students want to see. (There needs to be a sub-committee with a specialist in the area come and observe LRC.)
- 2) Training – expand number of people who go for training – look for additional funding. Tutor trainers should be trained by outside organization. There is a possibility funding can come outside of department budget. Other thoughts: should people from other areas spend more time in the LRC? Should tutor coordinators from other departments be more involved? How many full time staff are in other areas? Take a look at other campuses and their tutoring structure. How would we get full time staff where does that request go since Perkins may go away very soon? Training was included in next year's budget
- 3) Increase full-time workers in LRC, suggestion to look at other models – how would we go about requesting additional full-time staff and how to put this forward.
- 4) Have workshop for working with multi-lingual population
- 5) A proposal is in the making to gradually demises reliance on Perkins. BMCC is looking to create function specific positions.

Margaret and Nandrani – Linda Sharib

- 1) Create a tutor position with benefits. Currently, there is no benefit package for tutors. Most tutors are working between two funds (Perkins and/or Tax Levy). In order to keep tutors we must provide them with competitive salaries.
- 2) Look at recommendation for ASAP to increase online tutoring options. There should be more ASAP tutoring done online. Suggestion: put up 5 minute interactive videos online. Sharing some tutoring ideas with ASAP can possibly get them to utilize their funds.
- 3) Create 5 minute videos for commonly asked questions such as sentence fragments or identify You-tube videos. Having tutors make the video increases their visibility.
- 4) Increase use of LRC
- 5) All 24-hour tutoring before finals – faculty will volunteer
- 6) Use laptops for students to evaluate tutoring at sessions

Howard, Gia and Igwe – Pat Maher

- 1) Inadequate Space for specific services – Redesign LRC to accommodate student needs. The current space within the LRC is inadequate and needs to be redesigned. *Its imperative to get feedback from the tutoring coordinators on ground prior to redesigning the LRC.
- 2) Funding
- 3) Increased responsibility in LRC for example to hire and manage tutors for grant funded programs - suggestion to hire a tutor coordinator- Igwe will provide a list of other programs with tutoring

8a. Final Conclusion: The Learning Resource Center has identified several initiatives that would enable us to improve the services that we offer BMCC students.

1. Collaboration with Academic Departments To provide optimal academic support services for students, the Learning Resource Center (LRC) will work closely with various academic departments in a collaborative effort to provide tutorial and supplemental instruction services outside the classroom. Every academic year we will ask departmental chairpersons to provide us with at least two Faculty Liaisons to assist in Tutor/SI Leader recruitment, certification and in some cases training. Below is a brief description of the responsibilities we will ask faculty liaisons to assist us with:

- a. Tutor Recruitment
- b. Participate on the college-wide Learning Assistance Committee
- c. Promote and advertise tutorial services to students within their departments; share and discuss the tutoring needs of their department
- d. Include tutoring in syllabi – required, suggested, extra-credit etc.
- e. Participate in Tutor/SI Leader Trainings
- f. Provide Textbooks and Syllabi when needed
- g. Blackboard collaboration – Provide access to Blackboard for tutors

Assessment Plan – Develop a faculty satisfaction survey of tutorial services to solicit new ideas and increase awareness of all available tutorial services.

2. Tutor Training The LRC will enhance its training sessions by collaborating with external organizations to incorporate best practices in learning and academic support. The Learning Resource Center in conjunction with members of the LATC committee will begin to research new professional development options including a nationally recognized program certification through the College Reading and Learning Association (CRLA) tutor training curriculum. As mentioned in the evaluator's report, this will require significant professional time as well as expertise in learning theory since the training curriculum must be developed and piloted following the CRLA framework and then reviewed for approval or modification. It is an ongoing process as the curriculum must be updated and re-certified periodically to ensure that content meets up-to-date standards and requirements. Professional development opportunities for CRLA certifications will be provided for LATC members, LRC staff and experienced tutors who facilitate tutor trainings.

Assessment Plan – Survey tutors participating at training using surveys. Use information to make necessary adjustments to

training sessions. Embedded assessment in training sessions.

3. **Space Allocation** The LRC will collaborate with academic departments, administration, and tutorial departments to reallocate space in South 510 that will accommodate new initiatives such as Supplemental Instruction (Embedded Tutoring), Academic Coaching and Online Tutoring. As noted in the SWOT analysis, spacing became an issue when the Learning Resource Center hired three new Academic Coaches, two SI Coordinators, and one Database Coordinator for the Early Alert System and Online Tutoring. We anticipate student utilization of these services increasing over the next few years. We will also reevaluate student utilization in low traffic areas to accommodate areas where an increase in student visits have been observed over the last five years. The LRC will explore options for tutoring outside of the LRC closer to academic departments.

Assessment Plan – Review student attendance records during and at the end of each semester to determine the most effective use of space in S510. Explore industry standards for space utilization per square foot.

4. **Centralized SI/Tutoring and Academic Support Service Collaborations** The Learning Resource Center will coordinate with cohort model programs such as the College Discovery(CD), CUNY Edge Program, ASAP (Accelerated Studies in Associated Program), UMLA (Urban Male Leadership Academy) and BLA (BMCC Learning Academy) to assist with the recruitment, training and certification of tutors within their respective programs. Policies and procedures on best practices will be implemented for all cohort model programs who have been awarded academic support service funding for their students. One of the policies will be to identify an Academic Support Service program liaison to manage all aspects of academic support services for each cohort program including the hiring, timekeeping and supervision of tutors. The LRC will work with the Grants Office to learn which departments have funding allocated to academic support services and to identify newly funded and proposed projects that include academic support.

Assessment Plan – Ongoing assessment will continue at monthly meetings by the Learning Assistance Committee. This committee contributes to and influences the establishment and implementation of academic support services and administrative policies that affect the retention and graduation prospects of BMCC students. The committee is comprised of faculty liaisons from each academic department, the Writing Center Director, the Office of Accessibility Coordinator, liaisons from cohort model programs, and academic support program supervisors and coordinators. Assistant Dean for Academic Support Services, Dr. Janice Zummo, chairperson and the Director of the LRC, Gregory Farrell, co-chair.

5. **Online Tutorial Services** The Learning Resource Center has observed that student attendance for Online Tutoring has fluctuated over the years. Many students and faculty members have expressed great interest and a need for online tutoring. The LRC will expand services to include the following:

- a. The LRC will increase the tutored course list for online tutoring.
- b. The LRC will implement a new online tutoring whiteboard application to allow for authentication and accurate assessment of program utilization.
- c. The LRC will allow for cohort models (such as ASAP and BLA) to incorporate online tutoring for their students.
- d. The LRC will develop and maintain FAQs and video and tutorials online.
- e. The LRC will post on its webpage a list of the available software and instructional media lists, instruction manuals, brochures, study skills handouts, tutorial schedules, newsletters, and learning assistant/tutor manuals and reference materials.
- f. The LRC will allow students to register for tutorial appointments and generate attendance reports online.
- g. The LRC will allow faculty to collaborate with tutors and monitor their student tutoring attendance records online.

Assessment Plan – Develop and administer online tutoring surveys to solicit new ideas for program enhancement. Administer surveys to participants each semester. Conduct focus groups.

6. **Additional Full-Time Staff** - As mentioned in the SWOT analysis and external evaluators report, the Learning Resource Center has been inundated with numerous projects from newly implemented initiatives. Less than twenty percent of the total LRC staff (including managers, supervisors, coordinators, & college assistants) are considered full-time employees, hired on tax levy. The Learning Resource Center will create three full-time non-grant funded positions to assist with the increased responsibilities of the existing staff.

- a. **Learning Skills Retention Coordinator** – This position will be primarily responsible for facilitating tutor training sessions, assist with the coordination of online learning and facilitating study skills workshops for students. The Coordinator will also be responsible for providing instructional materials, developing handouts, and monitoring attendance at all trainings and

workshops. (Currently grant funded, full-time)

b. Evening-Weekend Academic Program Specialist - This position will assist with all Supplemental Instruction services. The Supplemental Instruction (SI) Program's support services benefit students by increasing completion rates in courses for which SI services are received, improving study skills, strengthening overall retention at BMCC, and consequently raising student graduation rates. This is achieved by strengthening academic, vocational, and technical skills while meeting learning needs. Supplemental Instruction Program services included scheduled and drop-in assistance, on-line, and technical assistance. (Currently grant funded, two part-time)

c. Academic Resource Center - Database Coordinator - The LRC will upgrade its computer assisted instruction services by providing course-specific technical support services to better assist students, staff and faculty. With instructional computer lab services increasing, lab hours expanding, additional computer training workshops being introduced, and the increased faculty classroom/lab usage there is a considerable need for an academic support services database coordinator to work during evening and weekend hours. The position is required to provide technical lab support during evening and weekend hours when the Instructional Computer Services Manager is not available. This person will be required to handle technical responsibilities above and beyond those of a computer lab coordinator. This position would be responsible for more technical issues. (Currently grant funded, full-time) The duties are as follows:

- ? Develop and maintain computer labs network infrastructure (includes imaging PCs, configuring network printers and installing course-related applications).
- ? Supervise evening and weekend computer lab staff.
- ? Provide technical training for LRC evening and weekend staff and tutors.
- ? Setup and support attendance, SI and tutor registration programs.
- ? Act as a liaison to the Information Resource and Technology department regarding network compliance and security.

7. Increase Student and Faculty Awareness of Academic Support Services – The LRC will continue to promote academic support services through the following outlets:

- a. E-mail messages to faculty from Dean Zummo, followed up by department liaisons-committee members/tutorial program coordinators/LRC staff
- b. E-mail messages sent to all students regarding available academic support services
- c. Include tutoring in syllabi – required, suggested, extra-credit etc.
- d. Program messages and announcements are run on the electronic message monitors
- e. The distribution of LRC monthly newsletters, brochures, bookmarks and fliers
- f. LRC information is included in campus publications including newsletters, the student handbook, the college bulletin, and on all appropriate bulletin boards
- g. Distribution of LRC materials at registration, Freshman Assembly, and new student orientations
- h. Branded tutoring posters for all college bulletin boards, tutorial program areas, and all classrooms
- i. Flyers and brochures to Freshman Year Experience (FYE) workshop facilitators
- j. Weekly distribution of tutorial information in student cafeteria and lobby
- k. Tutorial services announcements (including Online-tutoring) to be added to department syllabi.
- l. Distribution of student recruitment materials by student aides to classes during the first week of September/February, October/March, November/April
- m. A tutorial table is set up in the lobby during registration and for the first two weeks of the semester to distribute tutorial materials
- n. Learning Assistance Expo (“Learn where to go for academic support”)
- o. Blackboard collaboration
- p. Academic Advisement And Transfer Office

Assessment Plan – the LRC will continue to examine which marketing methods are most effective. This list will be evaluated each semester.

8.1.a. List below the top 3 most important Strengths, Weaknesses, Opportunities, and Threats: Strengths: Collaboration, Communication and Inclusiveness

Weaknesses: Hiring Process, Lack of customer service training or professional development opportunities and Lack of full times staff

Opportunities: Online Tutoring, Workshop Offerings and Collaboration with Faculty

Threats: Elimination of Grant Funding, Full-time Staff for New Initiatives and Reallocation of Space

8.1.b. Four Year Operational Planning - Assessment and Strategic Actions: LRC 2017 4-year Operational Planning (Assessments and Strategic Actions)

8.1.b.1 Year One: Collaboration with Academic Departments ; Tutor Training; Space Allocation; Centralized SI/Tutoring and Academic Support Service Collaborations; Online Tutorial Services; Increase Student and Faculty Awareness of Academic Support Services; Supplemental Instruction (SI) and Academic Coaching; Additional Full-Time Staff

8.1.b.2. Year Two: Collaboration with Academic Departments ; Tutor Training; Space Allocation; Centralized SI/Tutoring and Academic Support Service Collaborations; Online Tutorial Services; Increase Student and Faculty Awareness of Academic Support Services; Supplemental Instruction (SI) and Academic Coaching; Additional Full-Time Staff

8.1.b.3 Year Three: Collaboration with Academic Departments ; Tutor Training; Space Allocation; Centralized SI/Tutoring and Academic Support Service Collaborations; Online Tutorial Services; Increase Student and Faculty Awareness of Academic Support Services; Supplemental Instruction (SI) and Academic Coaching; Additional Full-Time Staff

8.1.b.4. Year Four: Collaboration with Academic Departments ; Tutor Training; Space Allocation; Centralized SI/Tutoring and Academic Support Service Collaborations; Online Tutorial Services; Increase Student and Faculty Awareness of Academic Support Services; Supplemental Instruction (SI) and Academic Coaching; Additional Full-Time Staff

Related Documents:

[LRC 2005 Self-Study.docx](#)

[Learning Resource Center Students Focus Group Notes Dec072016 __FINAL.docx](#)

[Learning Resource Center Tutors Focus Group Notes Dec072016 __FINAL.docx](#)

[5 year Student Use Lab and Tutoring.docx](#)

[Unit Staffing.docx](#)

[10 Years of LRC Grade Analysis Data.docx](#)

[Spring 2017 AES Unit Assessment: Plans and Findings](#)

[Fall 2013 AES Unit Assessment: Plans and Findings](#)

[Supervisor's tutor evaluation.doc](#)

[LRC Instructional Computer Lab Survey.pdf](#)

[LRC Tutorial Services Survey.pdf](#)

[LRC Workshop Survey.pdf](#)

[LRC_Fall2016_SWOTReport.docx](#)

[Student guide to academic support services complete.pdf](#)

[LRC 4-year Operational Planning Assessments and Strategic Actions.docx](#)

[LRC Organizational Chart Update- September 2017.pdf](#)

Priority for Improvement: Collaboration with Academic Departments

To provide optimal academic support services for students, the Learning Resource Center (LRC) will work closely with various academic departments in a collaborative effort to provide tutorial and supplemental instruction services outside the classroom. Every academic year we will ask departmental chairpersons to provide us with at least two Faculty Liaisons to assist in Tutor/SI Leader recruitment, certification and in some cases training. Below is a brief description of the responsibilities we will ask faculty liaisons to assist us with:

- a. Tutor Recruitment
- b. Participate on the college-wide Learning Assistance Committee
- c. Promote and advertise tutorial services to students within their departments; share and discuss the tutoring needs of their department
- d. Include tutoring in syllabi – required, suggested, extra-credit etc.
- e. Participate in Tutor/SI Leader Trainings
- f. Provide Textbooks and Syllabi when needed
- g. Blackboard collaboration – Provide access to Blackboard for tutors

Improvement Status: Active

Timeline: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021



Learning Resource Center: Student Pass Rates over 10 years

Office of Institutional Effectiveness and Analytics

Borough of Manhattan Community College

September 13, 2016

Learning Resource Center: Student Pass Rates over 10 years

Office of Institutional Effectiveness and Analytics

Executive Summary

Each fall semester, course pass rates for students who use the Learning Resource Center (LRC) services to any extent have been routinely tabulated. Courses that were seen to have high enrollment and low pass rates were flagged each fall as “SI” courses, reflecting the grant funding available to support these activities. Students in other classes also had access to the courses, and these results were flagged as “tax levy” supported activities. In different years, different courses were flagged as “SI.” Prior to fall 2014, the LRC provided a list of courses that were earmarked for the grant funded supplemental instruction. However, in fall 2014, the emphasis was shifted and this office selected courses where more than 1/3 of the students failed, withdrew or received a D grade. This resulted in a much reduced list of courses. For fall 2015, the definition again changed to encompass the “Gateway” courses that enroll large numbers of mainly freshmen students. This brought the number of earmarked courses back up to near prior levels.

Learning Resource Center

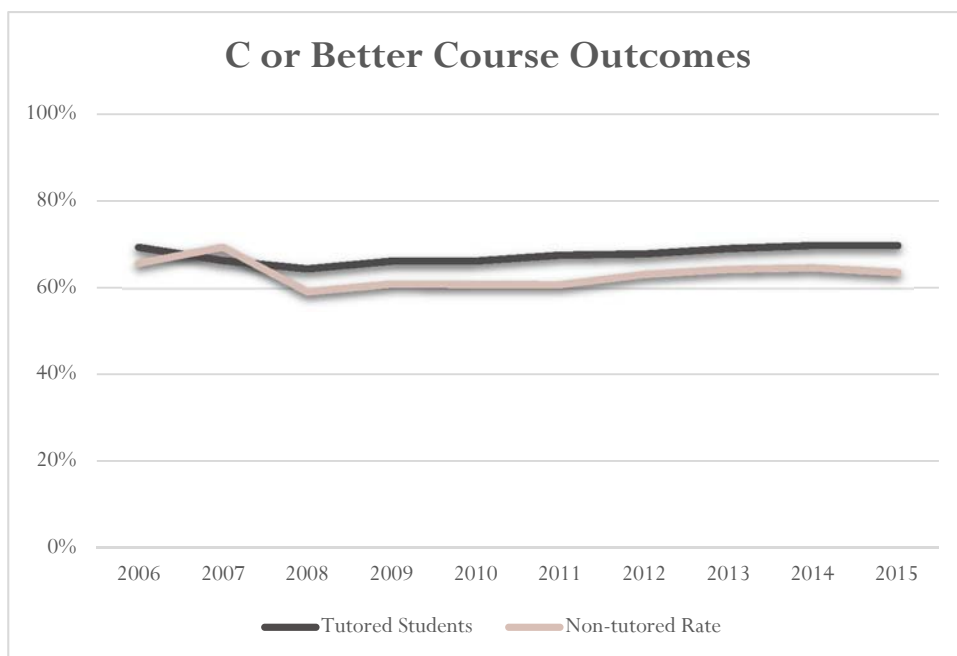
Count of Students Served Each Fall



There is substantial fluctuation each year in the number of students served by the LRC. Students who attend tutoring for more than one class are counted for each class, but for each class, students are only counted once regardless of how many times they visit the LRC.

Course Outcomes for Tutored & Non-Tutored Students

Students who come to the LRC cannot be assumed to be fully comparable to those who do not choose to come. They may be more motivated to succeed and more likely to seek help. Any difference in outcome may relate to these and other factors unrelated to the tutoring itself.



Final Grade Summary among Tutored and Non-Tutored Students for Gateway or "SI" Designated Courses

Year	TUTORED	# STUDENTS	% A to C	% C- to W
2006	Not Tutored	30,245	64.1	35.9
	Tutored	4,240	70.4	29.6
2007	Not Tutored	32,757	59.2	40.8
	Tutored	5,475	66.2	33.8
2008	Not Tutored	39,777	57.5	42.5
	Tutored	8,027	64.8	35.2
2009	Not Tutored	40,303	59.6	40.4
	Tutored	6,460	65.8	34.2
2010	Not Tutored	40,792	59.8	70.9
	Tutored	6,706	66.4	33.6
2011	Not Tutored	44,034	60.9	39.1
	Tutored	7,349	67.6	32.4
2012	Not Tutored	43,840	62.5	37.5
	Tutored	6,615	66.8	33.2
2013	Not Tutored	48,736	63.2	36.8
	Tutored	7,107	69.4	30.8
2014	Not Tutored	14,762	50.4	49.6
	Tutored	4,241	56.2	43.8
2015	Not Tutored	37,188	60.0	40.0
	Tutored	4,848	66.7	33.3

*NOTE: F includes grade R. INC includes grade NC. W includes grades WN/WD.

% Grade is computed on students who received a grade (including S, R), who received an incomplete (including NC) and who received an official or unofficial withdrawal.

Total row represents duplicate headcount of student-courses - i.e., students are counted multiple times if they took more than one SI course.

FINAL GRADE SUMMARY AMONG TUTORED AND NON-TUTORED STUDENTS FOR TAX LEVY TUTORED COURSES FALL 2015

Year	TUTORED	# STUDENTS	% A to C	% C- to W
2006	Not Tutored	17,112	68.7	31.3
	Tutored	2,639	67.9	32.1
2007	Not Tutored	18,223	63.8	36.2
	Tutored	2,511	66.9	33.1
2008	Not Tutored	18,685	63.0	37.0
	Tutored	4,157	63.9	36.1
2009	Not Tutored	18,174	64.3	35.7
	Tutored	2,806	67.3	32.7
2010	Not Tutored	20,711	63.1	36.9
	Tutored	2,959	66.0	34.0
2011	Not Tutored	44,034	60.9	39.1
	Tutored	7,349	67.6	32.4
2012	Not Tutored	25,406	64.5	35.5
	Tutored	3,196	70.1	29.9
2013	Not Tutored	17,693	67.5	32.5
	Tutored	2,032	68.2	31.8
2014	Not Tutored	59,372	68.3	31.7
	Tutored	6,054	79.4	20.6
2015	Not Tutoring	42,006	67.0	33.0
	Tutoring	4,934	72.9	27.1

*NOTE: F includes grade R. INC includes grade NC. W includes grades WN/WD.

% Grade is computed on students who received a grade (including S, R), who received an incomplete (including NC) and who received an official or unofficial withdrawal.

Total row represents duplicate headcount of student-courses - i.e., students are counted multiple times if they took more than one course.

Ten-Year Tutored Student Outcomes for Each Lab

Basic English Lab

FINAL GRADE SUMMARY AMONG STUDENTS WHO ATTENDED STUDY LAB FOR TUTORED COURSES 2006 - 2015

YEAR	# STUDENTS	% A to C	% C- to W
2006	360	64.7	35.3
2007	333	59.5	40.5
2008	259	51.0	49.0
2009	292	54.5	45.5
2010	246	55.7	44.3
2011	302	53.0	47.0
2012	249	69.5	30.5
2013	135	72.6	27.4
2014	262	69.5	30.5
2015	168	60.7	39.3

ESL Lab

FINAL GRADE SUMMARY AMONG STUDENTS WHO ATTENDED STUDY LAB FOR TUTORED COURSES 2006 - 2015

YEAR	# STUDENTS	% A to C	% C- to W
2006	865	53.8	46.2
2007	721	54.4	45.6

2008	824	45.4	54.6
2009	869	54.0	46.0
2010	784	44.9	55.1
2011	1,098	49.4	50.6
2012	981	62.2	37.8
2013	610	63.1	36.9
2014	612	47.7	52.3
2015	464	60.0	40.0

LRC Tutoring

FINAL GRADE SUMMARY AMONG STUDENTS WHO ATTENDED STUDY LAB FOR TUTORED COURSES 2006 - 2015

YEAR	# STUDENTS	% A to C	% C- to W
2006	2,386	78.3	21.7
2007	2,719	78.1	21.9
2008	3,558	73.0	23.0
2009	3,619	79.1	20.9
2010	3,830	78.2	21.8
2011	3,952	78.5	21.5
2012	3,949	79.2	20.8
2013	2,843	78.1	21.9
2014	4,627	80.8	19.2
2015	3,697	78.8	21.2

Math Lab

FINAL GRADE SUMMARY AMONG STUDENTS WHO ATTENDED STUDY LAB FOR TUTORED COURSES 2006 - 2015

YEAR	# STUDENTS	% A to C	% C- to W
2006	2,306	64.0	36.0
2007	1,869	60.8	39.2
2008	2,712	54.9	45.1
2009	2,239	58.4	41.6
2010	2,344	59.0	41.0
2011	2,717	65.9	34.1
2012	2,633	61.3	38.7
2013	2,796	67.1	32.8
2014	2,932	70.0	30.0
2015	3,013	63.7	36.3

Reading Lab

FINAL GRADE SUMMARY AMONG STUDENTS WHO ATTENDED STUDY LAB FOR TUTORED COURSES 2006 - 2015

YEAR	# STUDENTS	% A to C	% C- to W
2006	1,498	57.4	42.6
2007	1,219	55.3	44.7
2008	4,892	70.7	29.3
2009	1,431	57.9	42.1
2010	1,493	61.4	38.6
2011	1,689	56.6	43.3
2012	1,432	61.1	38.9
2013	1,413	58.2	41.8
2014	1,345	60.1	39.9
2015	1,373	66.9	33.1

Writing Lab

FINAL GRADE SUMMARY AMONG STUDENTS WHO ATTENDED STUDY LAB FOR TUTORED COURSES 2006 - 2015

YEAR	# STUDENTS	% A to C	% C- to W
2006	442	86.7	13.3
2007	503	89.3	10.7

2008	435	85.1	14.9
2009	550	86.9	13.1
2010	846	86.9	13.1
2011	908	84.5	15.5
2012	787	89.1	10.9
2013	665	85.7	14.3
2014	517	87.0	13.0
2015	1,316	86.9	13.1

Nursing Skills Lab, Nursing Tutoring

FINAL GRADE SUMMARY AMONG STUDENTS WHO ATTENDED STUDY LAB FOR TUTORED COURSES 2006 - 2012

YEAR	# STUDENTS	% A to C	% C- to W
2006	479	94.8	5.2
2007	453	94.0	6.0
2008	486	96.3	3.7
2009	515	92.0	8.0
2010	372	93.8	6.2
2011	457	82.5	17.5
2012	277	87.0	13.0

Science Learning Lab

FINAL GRADE SUMMARY AMONG STUDENTS WHO ATTENDED STUDY LAB FOR TUTORED COURSES 2006 - 2011

YEAR	# STUDENTS	% A to C	% C- to W
2006	374	76.2	23.8
2007	512	76.3	23.7
2008	301	76.4	23.6
2009	396	76.8	23.2
2010	612	78.4	21.6
2011	669	71.3	28.7

College Discovery

FINAL GRADE SUMMARY AMONG STUDENTS WHO ATTENDED STUDY LAB FOR TUTORED COURSES 2006 - 2009

YEAR	# STUDENTS	% A to C	% C- to W
2006	191	60.2	39.8
2007	199	66.8	33.2
2008	147	61.9	38.1
2009	148	54.7	45.3

*NOTE:

F includes grade R. INC includes grade NC. W includes grades WN/WD.

% Grade is computed on students who received a grade (including S, R), who received an incomplete (including NC) and who received an official or unofficial withdrawal.

Total row represents duplicate headcount of student-courses - i.e., students are counted multiple times if they took more than one SI course.

TUTORING PROGRAM / STUDENT CONTACT HOURS

	2011-12	2012-13	2013-14	2014-15	2015-16
Total Hours	39,782	44,151	47,414	44,840	53,340
Students Served	8295	8184	8755	8271	8763

COMPUTER LABS / HOURS OF USE

	2011-12	2012-13	2013-14	2014-15	2015-16
Total Hours	201,877	228,698	199,880	160,107	198,708
Students Served	23,130	23,885	24,441	21,850	23,189

Learning Resource Center Focus Group Notes: Students

Date and Time:	Wednesday, December 07, 2016 — 2:30 pm – 4:00pm
Number of Students:	Eight students participated. Lively discussion. Two students were also employed by the LRC.
Key Factors:	<ul style="list-style-type: none"> • All students agreed that tutoring services are a positive factor. • Tutoring particularly helped with writing, especially for students where English is a second language. • Provide enhanced training for tutors. <i>[Training for tutors was also a concern for the tutors.]</i> • Need more effective tutors. • More tutors for more subjects.

THE FOCUS GROUP MEETING NOTES

1. What are some positive things about your tutoring experience at BMCC?

S1	I haven't used tutoring services while I have been here, but I can assume based on seeing other people's results on their grades that it helps you to be better in your class. Tutoring helped my friend pass her Science classes.
S2	It helps with my essays → grammar and sentence structure.
S3	I never knew about LRC department until recently. It provides me with what to do with my classes and it helps me focus more on my class. It improves my grammar. I found more information about my major.
S4	When I go to the writing center, I can receive an "A" instead of a "B".
S5	I see a remarkable difference going to the LRC.
S6	Tutoring helped me improve my English. English is my second language. It helped with my math too. I passed MAT 056 without any problem. I see a positive outcome from this Center.
S7	English is my second language. Tutoring helps me a lot. It has improved my essay structure. I passed my ESL class. The same thing with math. I know math very well but not used to math questions in English.

2. Give an example of a time when tutoring has positively impacted your experience in a course.

S6	Tutoring helped me pass MAT 056, and also my English has also improved.
S8	I was struggling in my Psychology class. Failed first exam. I was discouraged. Went to tutoring. I passed my midterm and was pleasantly surprised. Tutoring is exceedingly effective. Also depends on the tutor. Right tutor makes a world of a difference.
S7	Some tutors cannot explain the _____, but some people do very well. So you have to go to the <u>right</u> person.

❖	Tutor stayed passed shift. Not getting extra pay. Made sure I was on the right track for my paper. Gave me brief outline for paper of what to do. Step-by-step how to improve my writing skills in both my English 101, 201, and Criminal Justice classes. For my major xxxxxx we have a lot of papers to write and I am a bad writer but tutor helped me with ideas. We talk to each other and come up with new ideas. Helped me develop better paper. Therefore, when I gave a revision to my Professor, the Professor said "Wow, there is a huge improvement to in your writing". I think that if it wasn't for the tutoring offered at BMCC my grades would be much lower. LRC is helping me a lot.
❖	I think that that the LRC improves the environment in the school overall during times like mid-term and finals. Some students just don't get it or because of anxiety, some students become frustrated. And by coming to the LRC they have some type of reassurance. And it eases the pressure and their frustration, and they are not so upset. It helps a lot. Reassures them academically.
S7	I passed my ESL and math classes.
❖	Sometimes I procrastinate. Bring assignment to tutor sometimes last week before the paper is due or sometimes the day before, and the tutor explains to us what we need to do and helps us develop a better paper. Think "wow" that paper wasn't that hard.
S5 & S6	LRC offers a wide variety of services tutoring, College Discovery, ESL, writing center and multitude of subjects. LRC needs more money because it is understaffed, underfunded. The students do rely on services, particularly near the end of the semester. We have phenomenal tutors that are overwhelmed.
S3	My tutor worked with me overtime without pay. My tutor sat with me on the carpet with me to help me get it right. Helped me understand _____. Crammed three weeks into one hour.
S7	More tutors in programming.
❖	More tutors in Ethnic Studies. Students asking for more tutors in Ethnic Studies.
S1	Like I mentioned I have not used the LRC tutoring services. But I have a close friend that is graduating at the end of this semester and she is transferring to become a Physician's Assistant at City College. She has been struggling with science. And she needs that in order to pass and go to another school. Every day she faithfully goes to see Xxxxxxx and that helped her a lot, because she is passing everything and graduating on time. So through my friend's experience, the tutoring services are very helpful. She complains that there are not enough effective tutors there to help her with science majors.

3. My overall impression of the tutoring services available to me as student is _____ (Please explain).

❖	Phenomenal. This is not my first rodeo with college. When I was younger I wasn't aware that they had a multitude of programs that would help students successfully complete college. And BMCC offers it. They give you everything from metro cards to vouchers for your text books. There is really no reason why you can't do it.
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S2	Progressive. Going toward a positive path. Trying to make it better. See progress than when I started.
S3 & S4	LRC is vital. Time we spend in class is not enough to get everything at the same time. Not everything can be explained in class. So you have to go somewhere to find out yourself. That is where LRC comes in. Tutors don't tutor all the subjects. We need more tutors for more subjects. Tutors who can do multiple things.
S4	It is great that they have the video chat. They don't have that at the City College where I went.
S6	I think the tutoring center is very, very important. I was able to pass all my classes. Most of them I got help from tutoring. They just need to improve. BMCC should be a four year College. It can be because it has everything. They can do it.
S8	Phenomenal. Tutoring should be as important as going to the cafeteria. There are multiples services offered at the LRC.

4. The student tutoring experience at the college would be improved if _____. (Please explain).

S5	If there was more funding, and if tutors were paid more.
❖	Way to make sure that they stay.
❖	More effective tutors. More availability as well.
❖	Methods of learning. Maybe you think the students doesn't get it but the student could be a visual learner. Have tutors who could _____.
S5 & S7	LRC should borrow laptops or tablets for students to take home (for maybe a week). 24 hour library.
S6	If the school closes at 11:45pm, the LRC should close at 11:45pm too.
S1	Scheduling on-line needs to be updated. The BMCC website needs to be updated. Everything is on-line now. Students need to have easier access to scheduling.
S2	Students use services at the beginning of the semester. Students usually use services toward the end of the semester.
S3	We need cooperation with other students.
S4	More effective and available tutors. We need tutoring for all courses. I have help in writing, modern languages, sociology but not in science classes.
S5 & S6	We need more time for tutoring.

5. If you were the College President, what would you change about tutoring at BMCC?

S8	I'll increase the pay for tutors. Every textbook should be available for tutors because many of them complain about not having the current textbook that students are using. Better way to disseminate information. Make sure all tutors are on the same page.
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S4 & S8	Tutors need to collaborate with the professors from the beginning of the semester. The syllabus should be given to tutors too.
❖	Have the syllabus on the CUNY web-site to see what you are signing up for.
❖	Have tutors that specialize in visual learning and other that specialize in audio learning.
❖	Figure out how to get the effective tutors. See people who are making a difference and pay them more.
❖ & S8	Student evaluations (of tutors).
❖	More effective tutors coach other tutors.
S6	Tutors have to get training, maybe every month. Evaluations from students.
S8	If each group — ASAP, etc. — had its own tutors, we would have more tutors to allocate to the regular students.
S1	Offer more training to tutors to work with disabled students. The best tutors can coach the other tutors to be on the same page.
S2	More information should be given to freshmen.
S5	Improve computer system.

Learning Resource Center Focus Group Notes: Tutors

Date and Time:	Wednesday, December 07, 2016 — 1:00 pm – 2:30pm
Number of Tutors:	Eight tutors participated. Lively discussion.
Key Factors:	<ul style="list-style-type: none"> Tutors need more training → particularly training in working with special needs students or students with disabilities. <i>[More training for tutors is also a concern with students.]</i> Students come to the tutoring sessions unprepared. <ul style="list-style-type: none"> Don't do the reading before the session. Don't have a draft needed to prepare an essay. Don't have a copy of or information about the actual assignment. Better interaction and cooperation between tutor and faculty is needed. Students expect tutors to do the work.

THE FOCUS GROUP MEETING NOTES

1. What are some positive things about working as a tutor at BMCC?

T1	Interaction with student while taking class. I get to learn again. Refresh the memories of a certain subject or particular process. Positive thing.
T2	Reinforcing the material. Flexibility in working hours.
T3	Serving as a guide to students. For example, a student may want to go to John Jay. As I am currently going to John Jay, I give them tips about what courses to take, who to talk to and internship opportunities.
T1 & T4	It's fun. I love to learn about people from other countries. I've learned about the English language, new phrases and words.
T5	BMCC has a wide variety of students coming from all over the world.
T6	The students being in a smaller group works effectively.
❖	I am currently getting a Bachelor's and I want eventually to be a Professor. This opportunity gives me an idea of how to deal with students. Gives me insight how the student is thinking in a classroom about a certain project.

2. As a result of being a tutor at BMCC, I am better at_____.

T1	Approaching problems and how to solve them. Focusing.
T2	Explaining complicated topics. Requires a lot of focus. Have to be very creative sometimes.
T3	Diagnosing grammatical errors students are making. Identify what kind of remedial work they need.
T4	Dealing with personalities. Helping students understand and see exactly what issues they're having. Able to use my skills better.
❖	Compartmentalizing certain subjects of the major.
T1	Better at dealing with various personalities. Able to direct students to figure out what is the root of their issue. Better able to help students understand and see what they are having an issue with, and help them go into the direction they need to go.
T5	Able to focus at what I'm doing.

T6	Learning to work with students of different abilities. Working with students who may have some sort of learning disorder. In addition, to ESL issues.
T1	Working with students one-to-one I am able to be more effective with my skills.

3. Talk about issues or concerns you have as a tutor at BMCC.

T1	Students don't come prepared. They did not read the story ahead of time. If they have an essay to write, they don't come with a draft. They want the tutor to do the work and sometimes complain about tutors. They don't do their work.
T2	Students don't come with the actual assignment so you can know what the professor wanted them to do.
T3	Sometimes their skill level is too low for the class. Students are under their level. The actual level is too high for them.
❖	There must be hundreds of sections of Eng.101, and there must a range of how teachers approach what they want the students do. So it's very hard to generalize about how to approach things. Assignments are not thought out. They don't have enough guidance of what to do. A hundred different people assigning different readings. So I am having to spend time going through the readings, so I have a sense what they are having difficulty with or having problems with reading.
T1	Assignments are so varied. But students are not getting the basics of what they need to know. They have no understanding of how to organize their essay, what a topic sentence is. Eng 101 students are not getting the fundamentals. How are the Professors preparing the students?
❖	Students come in right before a test.
T4	Students lack information and knowledge. It seems they don't practice.
T5	I believe the pressure is more on tutors than on Professors. They want tutors to actually teach them. They expect you to do the work.
T1 & T6	Title is Supplemental Instructor → tutors should be in the classroom so they know what's going on in the classroom.
T7	If I see the student really struggling, I'll reach out to the Professor. I'll advise them to go see the professor. Try to get an indication of what is going on. So far that has helped me regarding the student and solving their problems. Because of what I have learned is that a lot of students become too passionate and too dependent on your word. Because they come to you and expect a sure-fire "A" almost. "Are you sure if you give me this, I will get an "A" on the final? Or if you tell me this and I write this down, I will get an "A.""
T8	They want you to tell them what they should study. They want you to tell them what kind of questions will be on the exam. I cannot give them that kind of information, I don't know. They want you grade their papers.
T4	Caution students when it comes to grades. I tell the students, I am not the one grading your paper. So don't ask me what I would give you on this paper. Don't ask me if it's going to be an "A" paper or a "B" paper. My marking and the Professor's

	marking are two different ways. I am just giving you the basics of what you need to know, and that should suffice.
T7	I have always said that I will help you with your paper. I'll help dissect certain information you have but at the end of the day go to your Professor to see if you are on the right track. Because that is the person grading you.
❖	Essay paragraph perfect → knew that they just lifted it from the Internet. So what do you do? I just don't want to confront them. Plagiarism is very serious.
T4	It's a conversation you are going to have with them. Tell them when you are writing it has to be <i>your</i> words. Go in to the whole argument of plagiarism.

4. The quality of training for tutors at BMCC is _____. (Please explain why).

T1	Good. Problem with tutoring students with special needs. No training. Lack the experience. Regular training that they give us is pretty good. They explain everything in detail. If we are going to get students with special needs, we need to know how to provide that.
T2	I wasn't getting any special training.
T3	The little training is good.
T1, T2, & T7	We need more training to tutor students with disabilities. It's important.
T4	Training should start early, in the start of the semester. Classes start and tutoring doesn't start until a week later.

5. If you were in charge of tutoring at BMCC, what would you change?

T1	I'll change the air conditioning system.
T2	Raise the pay and show appreciation to tutors.
T3	I will have students start the tutoring early.
❖	Have them do training before the tutoring date. Classes start on the 7 th and tutoring starts on the 14 th , then should have training somewhere between the 7 th and the 14 th . Not have training start the 21 st or the next month because that defeats the purpose. Have training before they start the tutoring. Training should be very extensive → every aspect of what tutoring entails: <ul style="list-style-type: none"> ○ proper hygiene ○ proper deportment ○ proper dress All those things to be sure we have a good tutoring service.
T4	Inform students about LRC. Some students don't know about LRC.
❖	Some students don't know that tutoring is free.
❖	Class visits.
T5	Professors should give more information about tutoring. Tutors should have their personal space. We need lockers for example to put our bags. Should have a Tutor Appreciation event.
T6	Some professors are not considerate. They just interrupt us when we come to give LRC information to students during class.

T7	I'll educate professor about LRC. Professors should inform students that tutoring is available. Make sure tutors are up to date with the books.
❖	Annual Orientation Day where all the tutors get to know each other. Know where to direct students if they have questions.
T8	Students get wrong directions to the LRC. The front desk should help.
T3 & T8	Being able to use our own books. Tutors should have their own book. Make sure all students have their books. Not all students have their books when they come to tutoring.

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**Learning Resource Center
Self-Study Report April
22, 2005**

James Tynes

Contents

Introduction	
1. Mission	1
2. Program	1
3. Leadership	6
4. Organization and Management	7
5. Human Resources	8
6. Financial Resources	10
7. Facilities, Technology, and Equipment	10
8. Legal Responsibilities	11
9. Equal Opportunity, Access, and Affirmative Action	11
10. Campus Community Relations	12
11. Diversity	13
12. Ethics	13
13. Assessment and Evaluation	13
14. New Services /Service Enhancements	16

INTRODUCTION

This Learning Resource Center (LRC) self-assessment document has been written utilizing self-study standards and guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). The CAS standards and guidelines separate the process into thirteen parts each of which poses a number of questions. A copy of the CAS Learning Assistance Program Standards and Guidelines is contained in the appendix: These standards are endorsed by the National Association for Developmental Education

1. MISSION

The mission of the LRC is to provide academic support services to meet student learning needs and strengthen student academic skills by affording students the opportunity to complete their coursework successfully, be retained, and graduate from BMCC. To this end, the LRC provides a variety of learning assistance services- Supplemental Instruction, tutoring, instructional computer labs, and non-print materials to students. All services are designed to supplement the classroom experience and are available free of charge.

2. PROGRAM

The LRC provides a variety of services to students and faculty. The services provided by the LRC do not duplicate other academic support services in the college. They are specifically designed for those areas where no other support is available. Policies, procedures, and job descriptions that support the institutional mission have been developed.

BMCC offers students a wide range of academic support service programs. In addition to the LRC, tutorial services are provided by several departments. Tutoring in mathematics is available in the Math Lab (S511). Nursing tutors are coordinated by the Nursing Department (N785). The Reading Lab, the Writing Center, the Basic Skills English Lab, the College Discovery Tutoring program, and the English as a Second Language (ESL) Lab are all located in the LRC and are supported by their respective departments. The Science Learning Center (N734) provides science tutors and interactive science software.

LRC tutorial services are offered to meet the needs of students who desire weekly appointments, as well as students who wish to see a learning assistant only when they have a question. LRC tutorial services are designed to assist students with course-specific problems, as well as those who wish to improve their study skills. A collection of instructional media is available for student use to supplement classroom instruction. Computer lab services provide students with the instruction they need to accomplish computer-related tasks and to develop computer literacy, complete assignments, and practice their newly acquired skills.

Tutorial services include individual and small group tutoring, course-specific study skill tutoring appointments, and walk-in tutoring. E-tutoring is also available. Students can e-mail their tutoring questions to an e-tutor who will respond within 24 hours Monday through Friday. Questions submitted during the weekend, if not answered within 24 hours, will be answered the following Monday. Students can go to the e-tutoring Webpage at: www.bmcc.cuny.edu/etutoring. Study skills workshops help students learn how to read textbooks effectively, and how to apply these study skills to their coursework. Workshop topics include test-taking skills, listening skills, memory enhancement, study techniques, note taking skills, and time management. The Learning Resource Center also maintains a library consisting of texts, audiotapes, videotapes, and microcomputer software

The LRC computer labs provide students with a range of instructional, tutorial, and support services. The lab is staffed with coordinators, tutors, and student assistants who provide lab users with assistance, whatever their level of need. The learning resource Center provides open lab hours for students to work on their own, computer training workshops, and support for classroom-related computing activities, study skills, and course specific software.

During the fall and spring semesters our operating hours are: Monday- Thursday, 8am-10pm; Friday, 8am-7pm; Saturday, 9am-5pm; and Sunday, 10am-5pm. The LRC also provides tutorial services at the college's two uptown campuses, Inwood and Theresa Towers. The uptown campus hours are shown in the following table.

Campus		
Inwood	Tuesday/Thursday Monday/Wednesday	10:15am-5pm 1-5pm
Theresa Towers	Monday/Wednesday Tuesday Thursday	11:45am-5:15pm 11:45am-5:00pm 1-5pm

The Learning Resource Center's previous self-study was conducted in November 1997. As a result of this study, we implemented several policy changes and new programs.

1. A City University New York card based attendance and registration program was developed and is now in use by all tutorial programs and several offices to track student attendance.
2. We introduced a drop-in tutorial service for students who did not wish to make a weekly appointment.
3. Computer lab seating in S502 (24-30 computers) and S500C (10-20 computers) was increased and a new glass wall was erected around the S500A lab.
4. In addition to the new tutors, we also provide training for experienced tutors.
5. Staff members began to be encouraged to participate in professional development activities.

- **Enrollment trend**

This self-study covers the period 1998-2004. Over this period, the tables below reveal a trend of increasing hours of service and the number of students served by the LRC's tutorial and instructional computing areas. With the exception of a slight drop in results for 2001-2002, we attribute the increase in hours to the introduction of Internet access in the computer labs, the loss of the computer labs in

Fiterman Hall, the increase in the student population, and student use of on-line registration and the Blackboard program

TUTORING PROGRAM /STUDENT CONTACT HOURS

	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-4	2004-5
Total Hours	20,630	23,471	25,895	22,672	27,164	25,263	34,082
Students Served	4,716	4,194	4,444	5,385	7,031	6,094	7,013

COMPUTER LABS / HOURS OF USE

	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-4	2004-5
Total Hours	44,789	43,786	30,967	29,157	39,390	58,183	62,059
Students Served	10,235	11,053	7,553	6,768	8,841	10,017	10,089

- **Other Administrative Tasks**

The LRC is responsible for coordinating the following administrative services for the college's academic support services programs:

- ❖ processing of learning assistant personnel forms
- ❖ distribution and processing of student evaluation forms
- ❖ technical support for the computer-based student attendance program which is used by all programs (Basic Skills English Lab, College Discovery Program, ESL Lab, Math Lab, Nursing Lab, Reading Lab, Science Learning Center, and Writing, Center)
- ❖ data collection and forwarding to Institutional Research Office for evaluation analyses

- **The Supplemental Instruction Program**

The Supplemental Instruction (SI) targets courses that are traditionally difficult for students to pass, and have high rates of C-, D, F, and withdrawals. To select SI courses, BMCC's Office of Institutional Research conducted a four-semester grade analysis for courses where 30% or more of the students enrolled received grades of C-, F, or W. Supplemental Instruction (SI) is a learning enhancement program targeting high-risk courses and offering students assistance on an outreach basis in regularly scheduled, out-of-class sessions. The primary goal of SI is to facilitate students' mastery of the course concepts; a secondary goal is to encourage students to develop better learning skills and strategies. SI is conducted in the LRC, the Math Lab, the Reading Lab, and the Science Learning Center. The table below summarizes the development of our SI program.

<u>Semester</u>	<u>Courses Supported</u>	<u>Services</u>
Fall 2001	31 courses (D to W)	Class visits, e- tutoring, web page, dial-a-tutor, and faculty developed FAQs for each course.
Fall 2002	72 Courses (C-to W)	e-tutoring becomes a college-wide initiative
Fall 2003	72 courses(C-toW)	Internet and PowerPoint workshop begins
Fall 2004	76 courses (C-to W)	Live online tutoring offered, compile FAQs and e-tutoring questions into a single searchable database, and develop student surveys of e-tutoring service.

3. LEADERSHIP

- **participate in institutional planning**

The Senior Vice President meets monthly with all Division of Academic Affairs Deans and Directors. These meetings are used to discuss projects, reports, trends and issues, identify and discuss potential and actual problems and concerns, and collaborate on making decisions and solving problems. The LRC director "attends these meetings and has the opportunity to participate in the discussions.

- **collaborate with professional constituents in the learning assistance field and related professions**

Learning Resource Center staff members are encouraged to participate in professional development activities to stimulate/encourage both personal and professional growth. The Office of Academic Affairs, the Perkins III grant, and the faculty union provide funding for professional development activities. LRC staff members have attended tutorial and technology conferences, seminars, and workshops. During the last twelve months, the LRC staff members have participated in the following professional development activities:

James Tynes	9/30-10/1/2004	National College Learning Center Association Annual Conference
	Fall 2004	CUNY Instructional Technology Conference
	3/6-9/2005	League for Innovation in the Community College/Innovations 2005 Conference
Gregory Farrell	1/12-1/16/2004	Pacific Telecommunications Council 2004 Annual Conference
	Fall 2004	CUNY Instructional Technology Conference
	4/4-6/2005	Tech Ed Int'l Conference and Exposition
Nandrani Algu	5/23-25/2004	Supplemental Instruction Program Supervisor Training
	4/15-19/2005	National Tutoring Association 2005 conference

The LRC Director maintains the following professional organization affiliations:

- Member, National College Learning Center Association
- Member, New York College Learning Skills Association
- Member, National Tutoring Association
- Member, the Association for the Tutoring Profession

During the last year, the LRC Director served on the committees listed below:

- Chair, Upward Bound Project Director Search Committee
- Chair, Testing Coordinator for Distance Learning and Freshman Year Programs Search Committee
- Chair, Assistant Director of Partnerships for High School Programs/College Now Coordinator Search Committee
- Member, Freshmen Year Experience Committee
- Member, College-wide Learning Assistance Committee
- Member, Technical Directors Committee

Gregory. Farrell, the LRC's Instructional Computer Lab-Coordinator served on the following committees:

- Member -College-wide
- Member, Assistant to the Director of Instructional Technology Search Committee
- Member, LRC Tutorial Coordinator Search Committee
- Member, Coordinator for Instructional Labs and Technology Training Search Committee

4. ORGANIZATION AND MANAGEMENT

Regularly scheduled staff meetings are held to share information; to coordinate the planning, scheduling and delivery of programs and services; to identify and discuss potential and actual problems and concerns; and to collaborate on decisions and solving problems. A general staff meeting is held at the beginning of each semester. The LRC supervisory staff meets at least once per month, usually after the division deans' and directors' meeting. In addition, the LRC director meets with staff individually on a periodic basis to exchange ideas, formulate plans, provide feedback and discuss concerns.

The LRC organization chart is shown below:

Dr. Michael Gillespie
Associate Dean, Academic Affairs

James Tynes
Director, Learning Resource Center

Shalita Walker
CUNY Office Assistant

Nandrani Algu
Tutorial Coordinator

Gregory Ferrell
Instructional Computer Services Coordinator

Clifford Salmon
Distance Assistance Services Coordinator

Jennifer Russell-Felix
Asst, SI Coor. -Evg

Travis Powell
Day Lab Coord.

Edward Rivera
Evening Lab Coord

Jacqui Forde-Stewart
Asst. SI Coordinator-Weekend

Roberto Moran
SI Supervisor

Suanny Then
Day Lab Coord

Mihai Stociha
Evening Lab Coord

Patrick Hendricks
SI Supervisor

Wing Ng
SI Supervisor

Robert Caldwell
SI CIS/CSC Lab
Coord

Stephanie Liew
SI CIS/CSC Lab Coord

Nigel Paraigh
Day Prog. Assist.

Yessica Paulino
Day Pgrm Asst.

Work Study
Student Aides

Jairo Reyes
Weekend Lab Coord

Carroll Turner
Evg. Pgrm Asst.

Lourdes Figueroa
Evg. Pgrm Asst.

Work Study
Student Aides

Tutor
SI Leaders

5. HUMAN RESOURCES

Professional staff are involved in major college committees and attend workshops and seminars (on and off campus), and review current professional periodicals and journals on a regular basis.

Training for LRC learning assistants consists of pre-semester orientation, meetings and evaluation by the tutoring coordinator during each semester. They also participate in the college-wide learning assistant training program during their first two years at BMCC. Topics include cognitive aspects of tutoring, sexual harassment, services for students with disabilities, and the role of the BMCC learning assistant, managing a group tutoring session, cultural diversity, teaching skills, and learning styles. Additionally, SI leaders are required to attend a four-hour training session before they can meet with students. This training covers an overview of the SI program, SI leader tasks, conducting SI sessions, collaborative learning techniques, visual techniques, and the qualities of a good SI leader.

To become a learning assistant, individuals must have at least a "B" and be interviewed and certified by the appropriate department chairperson. Professional staff are hired through the search committee screening process. Applicant resumes are reviewed and candidates with potential are invited to be interviewed. Successful candidates are referred for a second interview by the appropriate dean who will make the final decision.

LRC Staffing

The Learning Resource Center services are supported by both tax levy and grant funds. A summary of staff responsibilities and positions by funding source of are shown below:

Staff Member	Title	Responsibility
James Tynes	Director	Supper, plan, and implement LRC activities.
Gregory Farrell	Instructional Computer Services Coordinator	Coordinates LRC computer support services including: internet access, open access labs, training workshops, network connectivity, equipment maintenance, and supervision of lab staff.
Nandrani Algu	Tutorial Coordinator	Coordinates LRC tutorial services including: recruits, hires, trains, schedules, and evaluates tutors; maintains appropriate student and tutor records; conducts study skills workshops; and coordinates student recruitment.
Shalita Walker	CUNY Office Assistance	Performs clerical and daily office operational activities including: typing, filing, time sheet preparation, inventory and supply procedures, calendar, minutes, reports, proposals, scheduling tutorial appointments, and assisting in the computer labs
Clifford Salmon	Distance Assistance Services Coordinator	Responsible for coordinating distance assistance services (e-tutoring, dial-a-tutor, etc.).
Jennifer Russell-Felix	Assistant SI Coordinator Evenings	Assist SI Coordinator with program implementation and evaluation, SI leader training and supervision, and schedule SI class visits.
Jacqui Forde-Stewart	Assistant SI Coordinator, Weekends	
Roberto Moran	SI Supervisor, Day	
Patrick Hendricks	SI Supervisor, Evening/Weekend	
Wing Ng	SI Supervisor, Evening	
Travis Powell	Computer Lab Coordinator, Day	The staff members cover the LRC computer labs (S500A, S500R, and S502), conduct training workshops, maintain student databases, and provide technical and user support services for students, tutors/SI leader, and faculty.
Suanny Then	Computer Lab Coordinator, Day	
Mihai Stociha	Computer Lab Coordinator, Evening	
Edward Rivera	Computer Lab Coordinator, Evening	
Jairo Reyes	Computer Lab Coordinator, Weekend	

Full-time positions

LRC full-time positions are shown below:

Tax Levy

LRC Director
Instructional Computer Service Coordinators
LRC Tutorial Coordinator
CUNY Office Assistant

Perkins III

Asst. SI Coordinator-Evenings

Part-time positions

LRC part-time positions are shown below:

Tax Levy

Computer Lab Coordinators
Tutoring Program Assistants/ (clerical staff)

Perkins III

Asst. SI Coordinator-Evenings
Asst. sic OORDINATOR-Weekends
SI Supervisor
SI Leaders

6. FINANCIAL RESOURCES

The LRC budget provides sufficient funds for the achievement of its mission and goals. Our budget allows funds for

- staff and learning assistant (writing assistants, tutors, and SI leaders salaries)
- instructional supplies (reference texts, software, audio, video, etc.)
- office and computer lab supplies
- equipment
- hardware and software service contracts
- professional development/travel activities
- student evaluation surveys
- learning assistant training activities

7. FACILITIES, TECHNOLOGY, AND EQUIPMENT

Instructional Computer Labs

The LRC computer labs provide students with a range of instructional, tutorial, and support services. The labs are staffed with coordinators, tutors, and student assistants who provide lab users with help. The services offered include:

- support for course-specific software (Speech, Multi-Media Programming and Design, Art, Computer Information Systems, Computer Science, Science, Nursing, Modem Languages,

Accounting)

- on-line services that allow students to conduct instructional research, check their BMCC student e-mail accounts, access course materials, register for BMCC classes, and use thee- tutoring service
- computer training workshops for students and classes.
- support for interactive software for learning and computer skills improvement (i.e. Study Skills, Keyboarding, Microsoft Office training)
- open lab hours for students to work on their own class-related assignments

Students are required to swipe in with their BMCC ID card to utilize the instructional computer labs. They are then given access to software for classes in which they are enrolled. (For example, students who are not enrolled in the MMP program are not allowed to use the MMP software.) A one-hour time limit is imposed on the use of lab computers when demand becomes very high. The LRC maintains four instructional computer labs:

LAB	Computers	Printers
S500A	30 Dells	2
S502	30 Dells	2
S500C	20 Dells/4 HPs/4 MACs	3
S500R	30 Dells	2

8. LEGAL RESPONSIBILITIES

To the degree that legal issues arise or are needed to implement assigned responsibilities, LRC staff members have access to the Vice President of Legal Affairs when needed

9. EQUAL OPPORTUNITY, ACCESS, AND AFFIRMATIVE ACTION

Borough of Manhattan Community College (BMCC) is committed to a program of Affirmative Action and Equal Opportunity. We recruit, employ, retain and promote employees without regard to race, color, religion, sex, age, national origin, veterans' status, disability or sexual orientation. BMCC also affirms its commitment to maintain a fair and equal environment for both its employees and student body, consistent with the requirements of Title IX of the Education Amendments Act of 1972 and federal regulations.

Moreover, the college adheres to a policy of non-discrimination and equal access in the operation of educational programs, activities, and services. The Learning Resource Center (LRC) is in full compliance with the college's affirmative action and equal opportunity policies

The LRC is accessible to the entire student body, seven days a week, with convenient service hours to accommodate day, evening, and weekend students. The tutoring services and computer labs are available to students regardless of age, color, disability, gender, national origin, race, religious creed, sexual orientation and/or veteran status

10. CAMPUS COMMUNITY RELATIONS

The LRC communicates to faculty, students and others through the following activities:

- The LRC tutorial coordinators and supervisors serve as members of the BMCC College-wide

Learning Assistance Committee. This committee contributes to and influences the establishment and implementation of academic support services and administrative policies that affect the retention and graduation prospects of BMCC students. The committee is composed of faculty liaisons from each academic department, the Writing Center Director, the Disabled Students Services Director, and academic support program supervisors and coordinators. Associate Dean of Academic Affairs, Michael Gillespie and Dean Erwin Wong co-chair the committee.

The committee has developed the student evaluation of tutorial services surveys, created the tutor evaluation forms, created and conduct the new and experienced learning assistant training workshops, assisted in the development of the e-tutoring service and associated web page, and development of the FAQs. Committee members also served as liaisons between tutorial programs and their respective departments, provide course-specific certification of learning assistant applicants, and provide department-specific training. In addition, the committee has developed the learning assistant orientation manual and a series of learning assistant training videotapes (the role of the BMCC learning assistant, managing a group session, cultural diversity, assisting CIS students, and working with students with disabilities). The committee has suggested several new tutorial services for the 2005-6 year. They include: in-class study skills workshops, faculty referral forms for tutoring, and student progress reports for students referred

- E-mail messages to faculty from Dean Gillespie
- followed up by department liaisons-committee members/tutorial program coordinators/LRC staff
- E-mail messages are sent to all students regarding available academic support services
- In addition, tutorial services announcements will be added to department syllabi
- Program messages and announcements are run on the electronic message monitors
- The distribution of LRC monthly newsletters, brochures, bookmarks and fliers
- LRC information is included in campus publications including newsletters, the student handbook, the college bulletin, and on all appropriate bulletin boards
- Distribution of LRC materials at registration, Freshman Assembly, and new student orientations
- Branded E-tutoring posters for all college bulletin boards, tutorial program areas, and all classrooms
- Placement of an E-tutoring poll question on the college web page for students
- E-tutoring bookmarks to Freshman Year Experience (FYE) workshop facilitators
- Through the use of a quick time movie on the BMCC web page
- Club Hours showing of videotape in LRC, Main Lobby and other locations
- E-tutoring video is made available for showing at Freshman Orientation, Freshman Assembly, and FYE sessions
- Weekly distribution of tutorial information in student cafeteria and lobby
- Tutorial services announcements (including E-tutoring) to be added to department syllabi.

- Distribution of student recruitment materials by student aides to classes during the first week of September/February, October/March, November/April
- A tutorial table is set up in the lobby during registration and for the first two weeks of the semester to distribute tutorial materials

11. DIVERSITY

The college is committed to offering quality education in a pluralistic urban environment. The college administration moves affirmatively and systematically to promote diversity and understanding. Every semester the President circulates a memorandum to the college community that speaks directly to the issue of tolerance and diversity. Diversity training is part of the experienced training program that all learning assistant must attend during their third semester.

12. ETHICS

LRC policies and procedures are consistent with the college's ethical standards. All students are provided with academic support services on a fair and equitable basis. The LRC provides students with tutorial and instructional computer lab services and does not generate confidential records. Learning assistants and computer lab coordinators are not provided with access to confidential student information. Several staff members have access to the Student Information System. They are required to comply with New York State Code of Ethics section 74, which states that the unauthorized use of Student Information System could lead to disciplinary action and criminal prosecution

13. ASSESSMENT AND EVALUATION

CUNY has adopted a performance measures system to ensure colleges are accountable. Each year, colleges are required to report progress on the achievement of their goals and targets. The LRC's 2003-4 performance goals and targets are shown below:

Goal	Objectives	LRC Targets	Outcomes
Raise Academic Quality	2. Use Program reviews and assessment outcome effort to enhance and update programs, pedagogy and use technology to improve instruction.	The Learning Resource Center will begin the self-study process	The LRC began the self-study process during the spring semester.
Improve Student Success	Increase retention and graduation rates	The Learning Resource Center will expand student's utilization of tutorial services by 3% from 15,484 to 16,323. The LRC will also provide instructional computer lab services for students to work on their own. Student utilization of our instructional computer labs will increase by 3% from 34,446 to	Exceeded. The LRC provided 6,085 students with 24,865 contact hours of tutorial assistance. The instructional computer labs provided 9,984 students with 57,290 hours of assistance.

		35,479. During the fall and spring semesters these services will be available seven days a week on the downtown campus and five days a week on the uptown campus.	
	Improve quality of student support services.	The LRC will access student satisfaction rates for academic support services including tutorial and instructional computer lab services. 80% of student responses from the student Evaluation Forms/Questionnaires will be favorable	Exceeded. 80% of student responses from the Student Evaluation Forms/Questionnaires were favorable

The LRC Evaluation Process

Evaluation is ongoing. Upon review of performance data we adjust plans and procedures to address performance deficiencies. Since the goals of our academic support services are to help student's master course content while they develop and integrate learning and study strategies, reduce student attrition, and increase the graduation rates of students, these serve as evaluation measures. Our evaluation plan includes the analysis of retention rates, graduation rates, student attendance, final grades received in courses, and student evaluation of academic and computer lab services. Student data is forwarded to the Office of Institutional Research for analysis at the end of each semester.

LRC evaluation procedures are conducted each semester. They include the following:

- Student evaluation of tutorial program services (Appendix 2)
Students complete evaluation forms during two one-week evaluation periods
- Supervisor evaluation learning assistants
Coordinators and SI supervisors evaluate learning assistants each semester
- On-line computer lab user surveys
Computer lab users complete survey forms on-line during two one-week survey periods
- Final grade analyses (Appendix 1)
LRC staff review final grades at the end of each semester. As a result of this major effort, 80% of students receiving services will receive passing grades in courses in which they received assistance
- Student retention analysis
Student enrolled in SI courses will be in the next semester at a 5% higher rate than non-participants.

How have evaluation results contributed to program enhancements?

Service changes have been implemented as a result of data collected from student questionnaire responses, faculty and student requests for assistance, the college-wide Learning Assistance Committee requirements, feedback from learning assistant orientations, training sessions, and staff meetings. In recent years, several service enhancements have been implemented such as e-tutoring, telephone tutoring (Dial-A-Tutor), and extended program hours. A number of changes were made as the result of our 1997 external evaluation. We developed the current computer-based attendance and registration program, upgraded and

increased the computers available for student use in the SSOOC and S502 computer labs, and developed college-wide training for all experienced learning assistants. The table below contains other service changes that we have implemented.

Semester	Services
Fall 1998	Drop-in tutorial service
Spring 1999	Computer-based student attendance program begin.
Spring 2001	Internet access and laser printing begins in computer labs
Fall 2001	The Supplemental Instruction program was introduced. It was designed to assist 3,000 students to complete their courses successfully, remain in college, and eventually graduate by providing them access to a multifaceted learning assistance program. SI services targeted thirty-one courses that were traditionally difficult for students to pass, and had high rates of D grades, failures and /or withdrawals. Weekend college program tutorial services. Dial-a-tutor service begins
Spring 2002	Off site tutorial service, e-tutoring, SI web page, and frequently asked questions begin
Fall2002	The Supplemental Instruction program was expanded
	To serve 5,000 students and support seventy-three courses. E-tutoring service was introduced.
Fall 2003	MultiMedia programming courses added to the SI program. Internet and PowerPoint training workshops introduced for students.
Fall 2004	Live on-line tutoring offered, compile FAQs and e-tutoring questions into a single searchable database, and develop student surveys of e-tutoring service

What evidence is there that support services are working?

Lab usage hours, instructional computing workshops for students and classes, and student visits have increased over the last five years. Student grades in subjects tutored continue to show over 80% success rate. Over 80% of the students rated program services as good/excellent.

14. NEW SERVICES/SERVICE ENHANCEMENTS

The Learning Resource Center has identified several initiatives that would enable us to improve the services that we offer BMCC students.

1. We will implement a comprehensive study skills service that would offer students one-on-one, group, and on-line assistance. The main component of this service would be the introduction of an in-class study skills workshops (Workshops-to-Go) service which will include the following topics:

Beginning of Semester Topics	Middle to End of Semester Topics
Effective Note-Taking	Test-Taking Techniques
Common Study Problems and Suggestions	How to Keep Calm During Exams
Procrastination	

The Learning Resource Center has observed that student attendance at study skills workshops has been low. Yet, many students and faculty members have expressed a continuing need for such workshops. To address this need, we are proposing the creation of a service to provide BMCC students with support and learning strategies in areas related to academic skills enhancement. The Workshops-to-Go (in-class workshop) service will offer faculty the opportunity to have a Learning Skills specialist make a thirty-minute study skills/learning strategies presentation to their class. The Learning Skills Coordinator will also work with college-wide tutorial programs, College Discovery, the Immersion Program, and FYE to implement in-class services to these programs.

2. We will expand our E-tutoring service
 - a. The LRC will compile FAQs and e-tutoring questions into a single searchable knowledgebase. The LRC staff will work with e-tutors to submit frequently asked questions into a database that students can search at any time. The LRC staff will print out the FAQs and have learning assistants distribute them to students.
 - b. The LRC will develop surveys that would be included with e-tutor responses. Students' feedback can help us to gauge how effective e-tutoring services are and identify areas in need of improvement.
 - c. The LRC will implement chat/electronic whiteboard feature where students can interact with tutors in real time.
 - d. The LRC will make available to students FAQs for all SI-supported courses.
3. The LRC will post on the LRC web page a list of the available software and instructional media lists, instruction manuals, brochures, study skills handouts, tutorial schedules, newsletters, and learning assistant/tutor manuals and reference materials.
4. The LRC will expand its training offerings to include on-line training for new learning assistants and advanced training for experienced learning assistants. Topic to be covered will include: tutoring strategies for specific content areas, interpersonal communication skills, advanced multicultural awareness, active learning techniques, etc.
5. The LRC will continue to expand its instructional media collection. This service should offer audio cassette listening, video/DVD viewing, and CAI materials designed for students to use at their own pace. We will also explore the option of providing on-line and computer-based learning assistant training services.
6. The LRC will provide a study tip of the week on the LRC webpage. This will be a new on-line service that students can use to enhance their study skills.
7. The LRC will offer faculty the opportunity to introduce their students to instructional

computing. Our lab coordinators will conduct one-hour computer workshops for classes on Microsoft Office and related software.

8. The LRC will develop and implement a faculty referral procedure and form for students who are at risk of failing a course. We would follow-up by sending faculty a progress report on the students referred every four weeks.
9. The LRC will develop a tutorial session videotape to be placed on-line, so that students can see what a session looks like and they can also learn specific course content.
10. The LRC will upgrade instructional computer lab student services by increasing available support staff to better assist student lab users. With instructional computer lab services increasing, lab hours expanding, additional computer training workshops being introduced, and the increased faculty classroom/lab usage has led to a considerable need for an Instructional Computing Assistant to work during evening and weekend hours. The position is required to provide technical lab support during evening and weekend hours when the Instructional Computer Services Coordinator is not available. This person will be required to handle technical responsibilities above and beyond those of a computer lab coordinator. This position would be responsible for more technical issues. The duties are as follows
 - Develop and maintain computer labs network infrastructure (includes ghosting PCs, setting up network printers, and installing course-work)
 - Supervise evening and weekend computer lab staff
 - Provide technical training for LRC evening and weekend staff
 - Setup and support attendance, SI and tutor registration programs
 - Manage the LRC network: backup server, provide security and anti-virus updates
 - Act as a liaison to the Administrative Computer Center regarding network issues
 - Submit weekly IT Form to the Office of Instructional Technology, informing them of the status of each lab to ensure network stability.
 - Monitor network activity for potential harmful activity.

APPENDIX 1
FINAL GRADE ANALYSIS
FALL 2003 SEMESTER

APENDIX2
STUDENT EVALUATION OF SUPPLEMENTAL INSTRUCTIONS SERVICES FALL
2004 SEMESTER

Name	Job Title	Primary Responsibilities	Additional Responsibilities	Responsibility/Job Descriptions Aligned (Y/N)
Gregory Farrell	Director	Supervise, plan, and implement LRC activities.	Guide the LRC through the AES Unit review process. Oversee the implementation of the LRC new initiatives; SI and Academic Coaching	Y
Leticia Dinkins	Instructional Computer Services Coordinator	Coordinates LRC computer support services including: internet access, Instructional labs, training workshops, network connectivity, equipment maintenance, and supervision of lab staff.	Database administration •TutorTrac, LabTrac and SAGE Products •Early alert process	Y
Nandrani Algu	Tutorial Specialist	Coordinates LRC tutorial services including: recruits, hires, trains, schedules, and evaluates tutors; maintains appropriate student and tutor records; conducts study skills workshops; and coordinates student recruitment.	Coordinate Supplemental Instruction Program; -Hire, train, supervise and assess SI Supervisors and SI leaders -Collaborate with faculty -Supervise LRC Academic Coaching Program	Y
Joanne Esposito	CUNY Office Assistance	Performs clerical and daily office operational activities including: typing, filing, time sheet preparation, inventory and supply procedures,		

		calendar, minutes, reports, proposals, scheduling tutorial appointments, and budget monitoring		
Howard Harris	Coordinator for Online Tutoring	Responsible for coordinating online tutoring services and maintaining the LRC webpage.	Database administration •TutorTrac and SAGE Products •Early alert process	Y
Gia Blackwell	Instructional Learning Skills Retention Coordinator	Facilitating tutor training sessions •Coordinating e-tutoring functions/Maintain e-tutoring webpage •Facilitating study skill workshops for students •Develop instructional materials	Facilitate study skills workshops for Special Programs •Present at Peer Mentors Trainings •Assist with Academic Warning Forms •Assist with supervision of SI program	Y
Jennifer Russell-Felix	Assistant SI Coordinator Evenings	Assist SI Coordinator with program implementation and evaluation, SI leader training and supervision, and schedule SI class visits.	Design framework for Academic Coaching: Design coach training and assist with coaching early alert students	Y
Igwe Williams	Assistant SI Coordinator, Weekends			Y
Jennifer Springer	SI Supervisor, Day			Y
Arielle Ransome	SI Supervisor, Evening/Weekend			Y
Howard Dunkley	SI Supervisor, Evening			Y
Candasie Williams	Computer Lab Coordinator, Day	The staff members cover the LRC computer labs (S510F, S510G, and S510H), conduct training workshops, maintain student databases, and		Y
Ginell Tait	Computer Lab Coordinator, Day			Y
Massiel Martinez	Computer Lab Coordinator, Evening			Y

Wilson Albarracin	Computer Lab Coordinator, Evening	provide technical and user support services for students, tutors/SI leader, and faculty.		Y
Raphael DeSouza	Computer Lab Coordinator, Weekend			Y

Learning Resource Center - Instructional Computer Lab Survey

* 1. Please select how much you agree with the following statement: The lab hours are convenient.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

2. What computer lab hours would be most helpful to you?

* 3. Please select how much you agree with the following statement: The lab staff provided timely and complete information concerning lab activities and availability.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

* 4. Please select how much you agree with the following statement: The lab staff was professional and helpful.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Learning Resource Center - Instructional Computer Lab Survey

5. Please explain how the lab staff did not provide timely and complete information concerning lab activities and availability.



Learning Resource Center - Instructional Computer Lab Survey

* 6. How long did you have to wait to use a computer?

- ☐ No wait
- ☐ 5-10 minutes
- ☐ 11-15 minutes
- ☐ 16-20 minutes
- ☐ 21-25 minutes
- ☐ Longer than 25 minutes

* 7. How long did you have to wait to use a printer?

- ☐ No wait/Did not use printer
- ☐ 5-10 minutes
- ☐ 11-15 minutes
- ☐ 16-20 minutes
- ☐ 21-25 minutes
- ☐ Longer than 25 minutes

8. What additional programs or features would you like to see provided by the computer lab?

* 9. Did you encounter any problems with the lab hardware (i.e. printer, disk drivers, monitor, keyboards, system unit)?

☐ Yes

☐ No



Learning Resource Center - Instructional Computer Lab Survey

* 10. What problems did you encounter with the lab hardware (i.e. printer, disk drives, monitor, keyboards, system unit)?



Learning Resource Center - Instructional Computer Lab Survey

* 11. For the workshops listed below, please select how useful they were to you. If you did not attend a specific workshop, please select N/A.

	Extremely useful	Very useful	Slightly useful	Not at all useful	N/A
Introduction to Word	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduction to PowerPoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduction to Excel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduction to Computer Basics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 12. Overall, how would you rate your experience with the Learning Resource Center Computer Lab?

- ☐ Excellent
- ☐ Good
- ☐ Poor
- ☐ Terrible

Learning Resource Center Tutorial Services Survey

1. Please select a course for which you received tutoring.

- | | | |
|------------------------------|--------------------------------|------------------------------|
| <input type="radio"/> ACC122 | <input type="radio"/> CSC230 | <input type="radio"/> MMP200 |
| <input type="radio"/> ACC222 | <input type="radio"/> CSC310 | <input type="radio"/> MMP220 |
| <input type="radio"/> ACC321 | <input type="radio"/> CSC330 | <input type="radio"/> MMP240 |
| <input type="radio"/> ACC330 | <input type="radio"/> CSC410 | <input type="radio"/> MMP260 |
| <input type="radio"/> ACC350 | <input type="radio"/> CSC430 | <input type="radio"/> MMP350 |
| <input type="radio"/> ACC360 | <input type="radio"/> ECE102 | <input type="radio"/> MMP460 |
| <input type="radio"/> ACC421 | <input type="radio"/> ECE201 | <input type="radio"/> NUR112 |
| <input type="radio"/> ACC430 | <input type="radio"/> ECE292 | <input type="radio"/> NUR211 |
| <input type="radio"/> ACR094 | <input type="radio"/> ECE301 | <input type="radio"/> NUR313 |
| <input type="radio"/> ACR095 | <input type="radio"/> ECE302 | <input type="radio"/> NUR411 |
| <input type="radio"/> AFN123 | <input type="radio"/> ECE401 | <input type="radio"/> NUR415 |
| <input type="radio"/> ART100 | <input type="radio"/> ECO100 | <input type="radio"/> PHY110 |
| <input type="radio"/> ART103 | <input type="radio"/> ECO201 | <input type="radio"/> PHY210 |
| <input type="radio"/> ART110 | <input type="radio"/> ECO202 | <input type="radio"/> PHY215 |
| <input type="radio"/> AST110 | <input type="radio"/> EDU201 | <input type="radio"/> PHY220 |
| <input type="radio"/> BIO110 | <input type="radio"/> EDU202 | <input type="radio"/> PHY225 |
| <input type="radio"/> BIO210 | <input type="radio"/> ENG088 | <input type="radio"/> POL100 |
| <input type="radio"/> BIO220 | <input type="radio"/> ENG095 | <input type="radio"/> PSY100 |
| <input type="radio"/> BIO240 | <input type="radio"/> ENG100.5 | <input type="radio"/> PSY200 |
| <input type="radio"/> BIO425 | <input type="radio"/> ENG101 | <input type="radio"/> PSY240 |
| <input type="radio"/> BIO426 | <input type="radio"/> ENG201 | <input type="radio"/> PSY250 |
| <input type="radio"/> BUS104 | <input type="radio"/> ENG300+ | <input type="radio"/> PSY260 |
| <input type="radio"/> BUS110 | <input type="radio"/> ESC113 | <input type="radio"/> RTT100 |
| <input type="radio"/> BUS210 | <input type="radio"/> FNB100 | <input type="radio"/> RTT101 |

- | | | |
|------------------------------|------------------------------|-------------------------------|
| <input type="radio"/> BUS311 | <input type="radio"/> FNB101 | <input type="radio"/> RTT301 |
| <input type="radio"/> CHE110 | <input type="radio"/> FRN102 | <input type="radio"/> RTT302 |
| <input type="radio"/> CHE118 | <input type="radio"/> FRN200 | <input type="radio"/> RTT310 |
| <input type="radio"/> CHE121 | <input type="radio"/> FRN210 | <input type="radio"/> RTT320 |
| <input type="radio"/> CHE201 | <input type="radio"/> HED100 | <input type="radio"/> SCI120 |
| <input type="radio"/> CHE202 | <input type="radio"/> HIS101 | <input type="radio"/> SOC100 |
| <input type="radio"/> CHE230 | <input type="radio"/> HIS102 | <input type="radio"/> SPE100 |
| <input type="radio"/> CHE240 | <input type="radio"/> HIS125 | <input type="radio"/> SPE102 |
| <input type="radio"/> CHI101 | <input type="radio"/> HUM101 | <input type="radio"/> SPN101 |
| <input type="radio"/> CHI102 | <input type="radio"/> HUM201 | <input type="radio"/> SPN102 |
| <input type="radio"/> CHI200 | <input type="radio"/> HUM213 | <input type="radio"/> SPN103 |
| <input type="radio"/> CHI210 | <input type="radio"/> HUM411 | <input type="radio"/> SPN200 |
| <input type="radio"/> CHI400 | <input type="radio"/> ITL101 | <input type="radio"/> SPN210 |
| <input type="radio"/> CIS100 | <input type="radio"/> ITL102 | <input type="radio"/> SPN400+ |
| <input type="radio"/> CIS345 | <input type="radio"/> ITL200 | <input type="radio"/> VAT100 |
| <input type="radio"/> CIS395 | <input type="radio"/> MAR100 | <input type="radio"/> VAT142 |
| <input type="radio"/> CRT100 | <input type="radio"/> MES152 | <input type="radio"/> VAT171 |
| <input type="radio"/> CSC110 | <input type="radio"/> MES153 | <input type="radio"/> VAT271 |
| <input type="radio"/> CSC210 | <input type="radio"/> MMP100 | <input type="radio"/> VAT301 |



Learning Resource Center Tutorial Services Survey

2. I attended tutoring ____ times.

- ☐ 1-2
- ☐ 3-4
- ☐ 5 or More

3. How would you rate the tutorial services you received for this course?

- ☐ Excellent
- ☐ Good
- ☐ Poor
- ☐ Terrible

4. The tutor helped me to better understand my coursework.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

5. In addition to course work, attending tutoring helped me to develop the following study skills (choose all that apply):

- ☐ Note Taking
- ☐ Test Taking/Exam Prep
- ☐ Time Management/Eliminating Procrastination
- ☐ Collaborative Learning
- ☐ The importance of Study Groups
- ☐ Reading and Marking my Textbook
- ☐ Memory Techniques
- ☐ Effective Listening
- ☐ Qualities of a Master Student

6. Do you have any additional comments?

LRC Workshop Survey 2017

1. Workshop Name

2. I will be able to use what I learned in this workshop for my class

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

3. The presenter was knowledgeable about the topic.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

4. The presenter was helpful.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

5. The content was beneficial.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

6. How would you improve this workshop? Check all that apply.

☐ Increase the content covered in the workshop.

☐ Decrease the content covered in the workshop.

☐ Improve the instructional methods.

☐ Improve workshop organization.

☐ Slow down the pace of the workshop.

☐ Speed up the pace of the workshop.

☐ Allot more time for the workshop.

☐ Shorten the time for the workshop.

☐ Other (please specify)

7. Any additional comments:

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Report: Learning Resource Center Institutional Effectiveness and Analytics

The Learning Resource Center staff met to discuss strengths, weaknesses, opportunities, and threats (SWOT) to their unit. The Learning Resource Center is an almost entirely grant-funded program that offers several services to students, including: in-person tutoring, online tutoring, academic coaching, computer labs and instructional media. They are open and available to students seven days a week, including weeks where there are no scheduled classes.

Strengths:

Strengths the Learning Resource Center (LRC) identified during their staff discussion were numerous. Staff were proud of their intra-department and inter-department collaboration successes. They agreed that they are leveraging this strength and learning from their collaboration efforts. Working with other tutorial units has allowed the LRC to learn more about the tutoring process, and it has afforded them with the opportunity to share practices (e.g. responsibilities to students and tutors). Communication within the unit is promoting an inclusive work environment. The staff is inter-connected and there is a sense of team spirit within the unit. Everyone is involved in the decision making process for the policies and procedures – this strengthens the culture of family and togetherness that is salient within the unit. Staff at the LRC have self-described themselves and their colleagues as flexible, adaptable, resourceful, and knowledgeable about the college. The team respects their colleagues' boundaries; staff are left to be creative in their work with very little micromanaging. This process has allowed them to see growth among their colleagues. The ongoing professional development (e.g. workshops, conferences, trainings) has also been heavily influential on the success of the staff and in turn, the success of the program.

There are several successes the staff noted from the student's perspective. The large diverse population at BMCC has allowed the tutors to be more adept at working with a diverse student population. The interdisciplinary knowledge of staff within the unit is a key contributor to student success. If students want help with their writing for example, they have several options. The LRC offers them English tutors, basic skills, ESL lab tutors, etc. If students cannot find assistance in one area, they can go to another area to find help. Students are less likely to fall through the cracks because they always have an outlet available to them. One of the main components to the ongoing success of the LRC are the continuous assessments throughout the semester on each component of the program. They will make adjustments and enhancements as they see a student need. The roles of the staff, and how the roles are developed are essential to the success of the program. As they see a need, they hire people and the role expands with the person hired.

Weaknesses:

Weaknesses within the program were also identified. The staff discussed the lack of customer service training for the front desk staff and college assistants. These individuals are hired and receive very little training and almost no customer service training before being asked to start the position. In addition, professional development for some areas within the LRC is needed. Although the staff are trained, they likely receive the training once and there is a need for ongoing training to improve performance of the unit. Also, there is a lack of full-time staff. The majority of the staff are part-time. This allows for flexibility among staff but the flexibility can be counter-productive.

The hiring process of tutors and the recruitment of tutors is an area identified for improvement. It takes approximately 3-4 weeks for a tutor to be hired – this is a direct result of hiring under a grant as the tutoring program is grant funded. The lengthy hiring process and the pay for tutors has become problematic

for the program. The LRC staff is seeing tutors accept positions and then decline due to the slow hiring process and pay rate offered. This leaves the LRC without tutors for certain courses.

In addition, there are not enough tutors across the curriculum, for example, there are currently no theater tutors. The Sage Early Alert Program is utilized to notify instructors that the LRC does not have tutoring services for their course, however they do not hear back from all departments. There are training committees that meet monthly but all academic departments are not represented. The LRC currently does not have strong collaboration with the sciences (Social Science and Science Department). This is one of the biggest areas of need for tutoring but they have not been successful in reaching faculty for support of the services they offer. They identify a need to sit down together and collaborate. Faculty are teaching one thing to students, and tutors are tutoring from their knowledge – these are not necessarily one and the same. They want to make sure tutors are tutoring the same material as the faculty but cannot verify without the collaboration of the departments. Currently, the tutor-student ratio is 5:1 and students have been reporting that they are not getting enough attention, this is especially true for the sciences.

The LRC has been inundated with ASAP students as the program mandates students to receive tutoring services. The LRC has recognized that the ASAP students will all come in at the same time to get their required hours in for the week. There's a form that the tutor signs to track the amount of hours the student has logged in the tutoring center which seems to be working. The space and design of the LRC was also brought up in their discussion. They are limited on space, and the space they do have is set up in a way that the tutoring spaces have an influx of noise that can be interruptive. They would like to see enclosures for these spaces created. Additionally, the HVAC does not work properly in the LRC. It is consistently 5-10 degrees warmer in their building during the summer than the rest of the college buildings. The staff agree this is problematic as a staff work environment but also for students. The LRC staff has several ideas for improvement but they do not have the space to expand.

Opportunities:

LRC staff discussed the opportunity to reach more students through the use of virtual tutoring and the virtual learning center. The services that Blackboard offers could be leveraged to assist with this. The utilization of technology, and training on technology and software can be improved. Collaboration is still an opportunity; for example, more involvement with academic departments could prove beneficial to students. Educating faculty, especially adjunct faculty, on the services that are being provided by the LRC lab is needed for the continued success of the program. If faculty (fulltime and adjunct) know the entire spectrum of services offered through the LRC, they would be able to reach more students and in turn faculty would see better performance of their students on assignments.

The LRC staff see an opportunity to expand on the current workshops that are offered to students. The staff has identified certain areas that would warrant workshops based on their observations while working with students. However, they also believe it would be beneficial to survey students about what their greatest issues are and in turn, address those issues in workshops.

Finally, an area of concern is the lack of training in dealing with a multilinguistic student population. According to recent CUNY-wide statistics, within the student population there are 186 languages spoken, and approximately 44.5% of students go home and speak a language other than English¹. LRC staff discussed the reorientation of faculty and tutor thinking in regards to language and linguistics as being essential to assisting the student population they're dealing with on an everyday basis. There is a potential benefit in an across the curriculum training of faculty and tutors for how to deal with multilingual issues within student work. Additionally, adding language into the policies and procedures of the classes would prove beneficial. This curriculum design and redevelopment warrants further discussion according to the LRC staff.

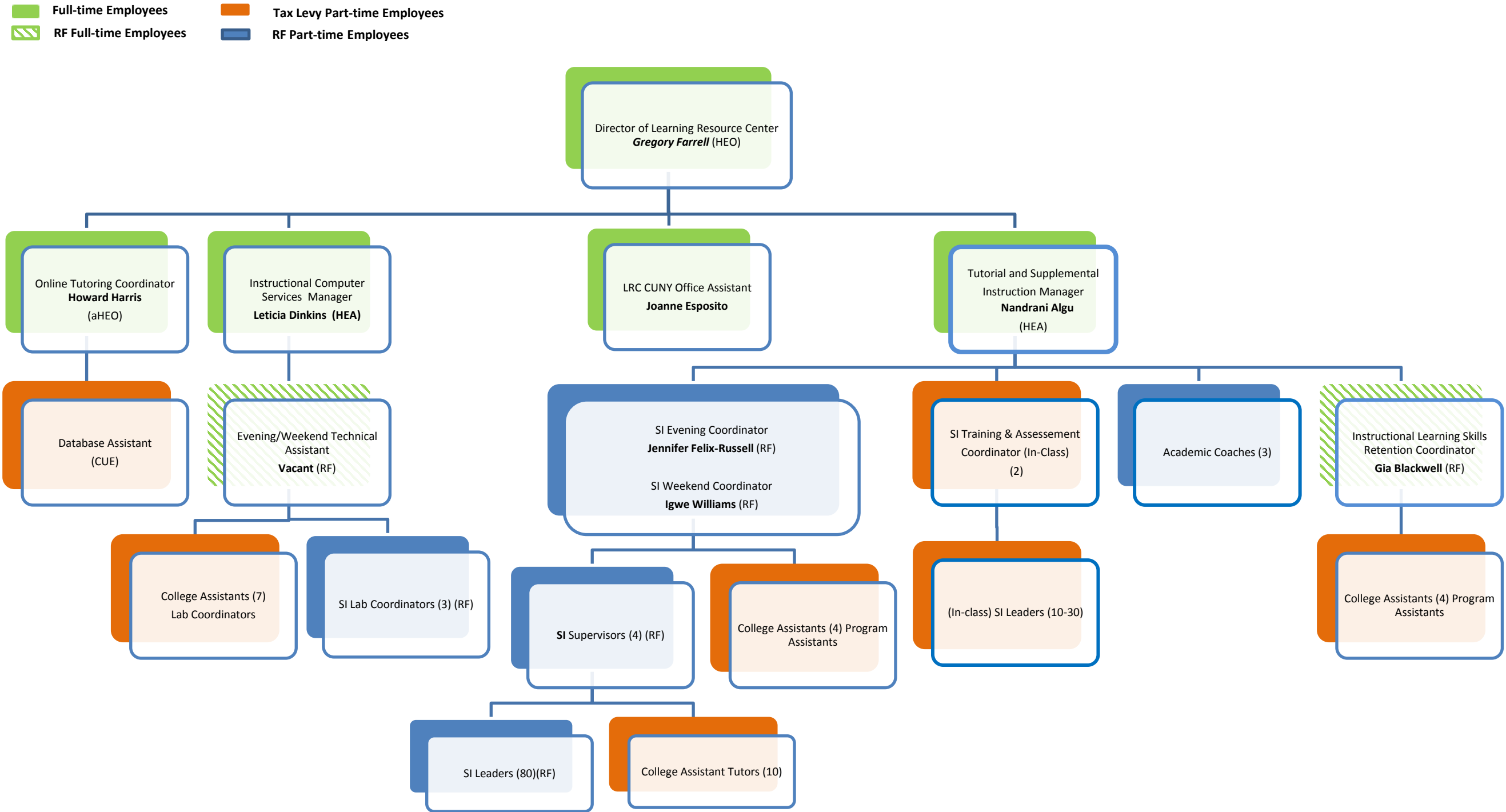
Threats:

The biggest threat identified throughout the discussion was the fact that the LRC program and services offered by the program are almost entirely grant-funded (roughly "80%"). There is a need for institutional funding. If the grant funding ends, there is a concern that the college does not have enough resources to continue to support the services offered through the Learning Resource Center. This has been an ongoing issue, addressed previously in 1997 and then again in 2005 and it needs to be an institutional priority.

Furthermore, the addition of work and services (e.g. Starfish Early Alert, ASAP, BLA, MECA, UMLA, College Discovery, ATB, etc.) through the LRC is causing the unit to suffer in other areas. The new services could potentially be beneficial but they are having a negative impact on the current services offered through the LRC. There are not enough staff members to be able to provide the services at an optimum level of performance. Finally, there is a continued lack of communication between administration and the LRC staff. They are not consulting with the Learning Resource Center to see if there are resources available prior to implementing a new mandate. Having to respond the mandates by other specialized programs, areas, and faculty is diminishing the effectiveness of the program.

¹Office of Institutional Research, The City University of New York, (Fall 2015). *A Profile of Undergraduates at CUNY Senior and Community Colleges*. Retrieved from http://www.cuny.edu/about/administration/offices/ira/ir/data-book/current/student/ug_student_profile_f15.pdf

Learning Resource Center Organizational Chart 2017



LRC 2017 4-year Operational Planning (Assessments and Strategic Actions)

Table Year (1-4)	Activity Anticipated	Resources Required	Outcomes Assessment (Y/N)	Unit Goal	Strategic Objective	Strategic Plan Outcome
2017 - 2021	Collaboration with Academic Departments	Faculty Liaisons	Yes Develop a faculty satisfaction survey of tutorial services to solicit new ideas and increase awareness of all available tutorial services.	Collaborate with faculty and other academic and student support service programs to ensure continuous and effective delivery of services to all students.	4 – Reduce DFW Rates in Targeted Gateway Courses 6 – Increase First Year Retention Rates 7 – Increase 3- and 4- Year Graduation Rates	6 – Improve Student Outcomes in Gateway Courses, Including Integration of Developmental Skills
2017 - 2021	Tutor Training	Professional Development Funding	Yes Survey tutors participating at trainings. Use information to make necessary adjustments to training sessions. Embedded assessment in training sessions	Collaborate with faculty and other academic and student support service programs to ensure continuous and effective delivery of services to all students.	21 – Strengthen Professional Development for Faculty and Staff to Support Improved Teaching and Learning; To Support Professional Growth Including Research, Scholarship and Creative Activity and To Improve Organizational Effectiveness	18 –Increased staff satisfaction with work/life balance and with BMCC offerings for personal/professional growth
2017 - 2021	Space Allocation	Administration and Planning Funding for new furniture	Yes Review student attendance records during and at the end of each semester to determine the most effective use of space in S510. Collaborate with academic departments, administration, and tutorial departments to reallocate space in South 510.	1) a. Provide small group tutoring for students both in-person and online. 2) b. Provide student access to interactive and course-specific software applications necessary to complete class assignments	22 - Complete BMCC's Master Plan to identify and address learning, working and congregational space needs	18 – Increased staff satisfaction with work/life balance and with BMCC offerings for personal/professional growth
2017 - 2021	Centralized SI/Tutoring and Academic Support Service Collaborations	Cohort Programs' Liaisons to Academic Support Services	Yes Ongoing assessment will continue at monthly meetings by the Learning Assistance Committee.	Provide SI/tutoring sessions for students to meet their learning needs	12 - Increase Student Satisfaction with Advertisement, Orientation, Student Support Services, Administrative Services and BMCC Communications	6 – Improve Student Outcomes in Gateway Courses, Including Integration of Developmental Skills
2017 - 2021	Online Tutorial Services	Online Tutoring Platform – annual	Yes	Provide SI/tutoring sessions for students to	4 – Reduce DFW Rates in Targeted Gateway Courses	6 – Improve Student Outcomes in Gateway Courses, Including

LRC 2017 4-year Operational Planning (Assessments and Strategic Actions)

		license, tutors, equipment	Develop and administer online tutoring surveys to solicit new ideas for program enhancement. Administer surveys to participants each semester. Conduct focus groups.	meet their learning needs Provide adequate instructional computer services to supplement tutorial services using computer assisted instruction (CAI).	6 – Increase First Year Retention Rates 7 – Increase 3- and 4- Year Graduation Rates 8 – Enhance Timely, Concise and Targeted Communication with Students	Integration of Developmental Skills
2017 - 2021	Increase Student and Faculty Awareness of Academic Support Services	Funding for Promotional Items and Distribution Materials Public Affairs	Yes The LRC will continue to examine which marketing methods are most effective. This list will be evaluated each semester.	Provide SI/tutoring sessions for students to meet their learning needs	12 - Increase Student Satisfaction with Advertisement, Orientation, Student Support Services, Administrative Services and BMCC Communications 8 – Enhance Timely, Concise and Targeted Communication with Students	6 – Improve Student Outcomes in Gateway Courses, Including Integration of Developmental Skills
2017 - 2021	Supplemental Instruction (SI) Academic Coaching	Faculty SI Leaders SI Coordinators Academic Coaches	Yes The LRC will use comparison data; SI vs Non-SI courses to determine effectiveness. Coached students will be assessed by retention rates and grade analysis data.	Provide SI/tutoring sessions for students to meet their learning needs	4 – Reduce DFW Rates in Targeted Gateway Courses 6 – Increase First Year Retention Rates 7 – Increase 3- and 4- Year Graduation Rates	6 – Improve Student Outcomes in Gateway Courses, Including Integration of Developmental Skills
2018 - 2021	Additional Full-Time Staff	Funding for full-time Staff <ul style="list-style-type: none"> • Learning Skills Coordinator • E/W Academic Program Specialist • Database Coordinator 	N/A	3) c. Develop and conduct ongoing mandatory tutor/supplemental instruction leader training sessions to ensure professional development of staff.	4 – Reduce DFW Rates in Targeted Gateway Courses 6 – Increase First Year Retention Rates 7 – Increase 3- and 4- Year Graduation Rates 21 – Strengthen Professional Development for Faculty and Staff to Support Improved Teaching and Learning; To Support Professional Growth Including Research, Scholarship and Creative Activity and To Improve Organizational Effectiveness	6 – Improve Student Outcomes in Gateway Courses, Including Integration of Developmental Skills 18 –Increased staff satisfaction with work/life balance and with BMCC offerings for personal/professional growth

Contact Information

John Burdick
(212) 220-8173
Room S340

jburdick@bmcc.cuny.edu

Monday-Thursday.....9am-8pm
Friday.....9am-6pm

Reading Lab

ACR-Academic Literacy and Linguistics

- Helps students strengthen their reading ability and prepare for the CUNY-ACT reading test
- Provides students with computers, textbooks, teacher-prepared assignments and audio/video materials to help them develop and improve their reading performance

Contact Information

Joseph Johnson
(212) 220-1410
Room S510E

jjohnson@bmcc.cuny.edu

Monday-Thursday.....8:30am-8:30pm
Friday.....8:30am-7pm
Saturday.....10am-5pm
Sunday.....10am-2pm

Writing Center

- Helps students to develop and revise writing in all subject areas except remedial courses
- Assists students in understanding assignments, generating ideas, organizing papers, learning grammar, and citing sources

Contact Information

Franklin Winslow
(212) 220-8000 Ext. 5167
Room S510

fwinslow@bmcc.cuny.edu

Monday-Thursday.....10am-8pm
Friday.....10am-5pm
Saturday.....10am-3pm

Online Tutoring

- Online Tutoring is one of the many innovative ways that BMCC is expanding its academic support services to students to make their educational journey a success
- Online Tutoring is live, free of charge, and available to all BMCC students. Using online tutoring is simple and easy. You can participate by using any computer, laptop, or mobile device that has internet access
- Students can register for a virtual appointment, participate in live chat sessions or submit a question for e-tutoring (email tutoring). Please submit your questions at www.bmcc.cuny.edu/etutoring

Contact Information

Howard Harris
(212) 220-8359
Room S510

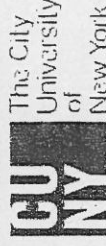
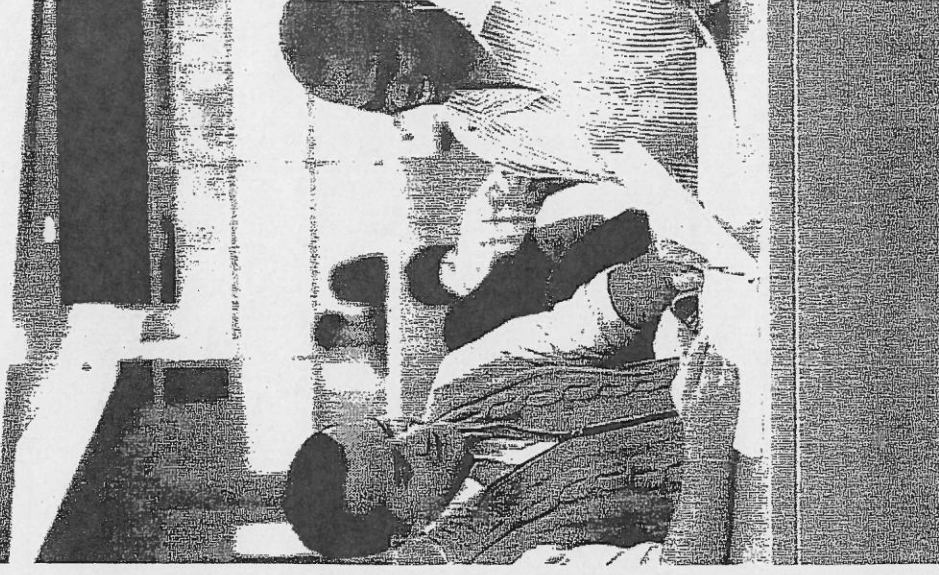
hharris@bmcc.cuny.edu

Please visit www.bmcc.cuny.edu/online tutoring for a list of subjects and available sessions.



Borough of Manhattan Community College

Student Guide to Academic Support Services



Need to find help?

The academic support services listed in this flyer are designed to help students succeed in their course work and to become independent learners. All academic support services are free of charge.

How can I get more information?

A short description of each program is provided below. For additional information, please contact the appropriate program coordinator/director.

Basic Skills Lab

- Assist students in ENG 088 and ENG 095 to achieve fluency in their writing and also gives them strategies that will help them find and fix their own errors
- Offers strategies to prepare students for the CATW and English 088 final

Contact Information

John Short, Director
(212) 220-8295
Room S510
jshort@bmcc.cuny.edu

Monday-Thursday.....10am-7pm
Friday.....10am-6pm
Saturday.....10am-3pm

Learning Resource Center

- Provides small group tutoring
- Conducts study skills workshops in test-taking skills, note-taking skills, procrastination and common study problems
- Offers instructional computer labs that support course-specific software, computer training workshops, and instructional software

Contact Information

Nandrani Algu
(212) 220-1383
Room S510
nalgu@bmcc.cuny.edu

Monday-Thursday.....8am-10pm
Friday.....8am-7pm
Saturday.....9am-5pm
Sunday.....10am-5pm

English as a Second Language

- Offers weekly tutoring sessions for all ESL courses in addition to walk-in tutoring and conversation groups
- Provides computer programs for practice in grammar, writing and speaking/listening for students enrolled in ESL classes
- Provides books and audio CDs for use in the lab (some books may be borrowed)

Contact Information

Joshua Belknap
(212) 220-1422
Room S510J
jbelknap@bmcc.cuny.edu

Monday-Thursday.....9am-9pm
Friday.....10am-4pm
Saturday.....10am-2pm

Math Lab

- Provides tutoring, which is offered on a drop-in basis
- Provides a collection of computer programs for various math courses, and worksheets to supplement classroom instruction

Contact Information

David E. Lorde
(212) 220-1366
Room S535
dlorde@bmcc.cuny.edu

Monday & Tuesday.....10am-9pm
Wednesday & Thursday.....10am-8pm
Friday.....10am-4pm in S535/4-7pm in S51
Saturday.....10am-4pm
Sunday.....10am-5pm in S51

Nursing Tutorial Lab

- Provides assistance in pharmacology and other required nursing courses
- Helps students provide nursing care plans
- Offers reference guides for students

Contact Information

Heather Evans-Tracey
(212) 220-8390
Room S707C
hevanstracey@bmcc.cuny.edu

Lab hours are posted on the bulletin board outside of room S745.

College Discovery Academic Support Program

- Provides individual and small group tutoring for College Discovery students in remedial and content level courses
- Prepares CD students to retake the CUNYReading, CATW, and Maple exams
- Provides CD students with open lab hours to complete class assignments and improve computer skills

Fall 2013 AES Unit Assessment: Plans and Findings



Fall 2013 LRC Comparative Grade Analysis and Findings

AES - Learning Resource Center

Mission: The Learning Resource Center (LRC) provides academic support services to meet student learning needs and strengthen student academic skills by affording students the opportunity to complete their coursework successfully and increase the likelihood that students will be retained, persist and graduate from BMCC. To this end, the LRC provides a variety of learning assistance services designed to supplement the classroom experience - Supplemental Instruction (SI)/Tutoring, instructional computer lab services, and digital/instructional materials to students.

Division: Academic Affairs

Unit Outcome: Small Group Tutoring

Provide small group tutoring for students.

Outcome Status: Archived

Planned Assessment Cycle: 2013 - 2014

Outcome Type: Student Learning Outcome

Assessment Methods

Other - Comparative grade analysis. (Active)

Criterion: Increased retention rate for tutored students when compared to their non-tutored counterparts.

Related Documents:

[Fall 2013 LRC Comparative Grade Analysis.pdf](#)

[Fall 2013 LRC Comparative Grade Analysis_Case Processing](#)

[Summary.pdf](#)

Findings

Update Period: 2013 - 2014

04/26/2017

Status: Satisfactory

Tutored students have a higher retention rate than their non-tutored counterparts.

Most students not retained were non-tutored.

Most of the students who were retained were not tutored.

Discussion of Findings: The LRC collaborated with the former Office of Institutional Research to perform comparative grade analyses. The grades of students who attend tutoring were compared to the grades of students in the same classes who did not attend tutoring. It was determined that students who attended tutoring in the Learning Resource Center were more likely to be retained at the College than students who did not attend tutoring. However, most students who were retained at BMCC were not tutored.

Related Goals

AES - Learning Resource Center

Provide SI/tutoring sessions for students to meet their learning needs.

Spring 2017 AES Unit Assessment: Plans and Findings



Spring 2017 ASAP Tutoring Policy Update

AES - Learning Resource Center

Mission: The Learning Resource Center (LRC) provides academic support services to meet student learning needs and strengthen student academic skills by affording students the opportunity to complete their coursework successfully and increase the likelihood that students will be retained, persist and graduate from BMCC. To this end, the LRC provides a variety of learning assistance services designed to supplement the classroom experience - Supplemental Instruction (SI)/Tutoring, instructional computer lab services, and digital/instructional materials to students.

Division: Academic Affairs

Unit Outcome: Implement Best Practices

Collaborate with academic support programs and faculty to implement best practices in providing academic support

Outcome Status: Active

Planned Assessment Cycle: 2016 - 2017

Outcome Type: Support Outcome

Assessment Methods

Other - Policy review (Active)

Criterion: Encourage ASAP students to begin mandated tutoring earlier in the month for remedial courses.

Related Documents:

[ASAP Tutoring Policy Draft 1.5.17.pdf](#)

[ASAP Tutoring Policy Proposal Minutes, Meeting of January 9, 2017.pdf](#)

[Spring 2017 ASAP Student Calendar \(002\).pdf](#)

Findings

Update Period: 2016 - 2017

04/26/2017

Status: Satisfactory

Students may not complete more than two hours of required hours for the month during the last week of the month.

Discussion of Findings: LRC and ASAP administrators convened in January 2017 to address a growing issue in tutoring centers on campus, in particular the Math Lab, located in Room S535. In some cases, ASAP students who were mandated to attend tutoring did not distribute their visits throughout the month, instead waiting until the last week, or last days, of the month to fulfill the requirement. This tendency placed a burden on Math Lab staff to meet a demand for services that was greater in size, amount, intensity.

After meetings, discussion, follow-up, and review, an updated tutoring policy was developed and distributed to ASAP students.

Related Goals

AES - Learning Resource Center

Collaborate with faculty and other academic and student support service programs to ensure continuous and effective delivery of services to all students.