

Johnson State College Learning Resource Center

**A Commitment To Support
Johnson State College Students
Through Academic Support and Tutoring**

**Report on Learning Resource Center
Enhancement Project**

December, 2001

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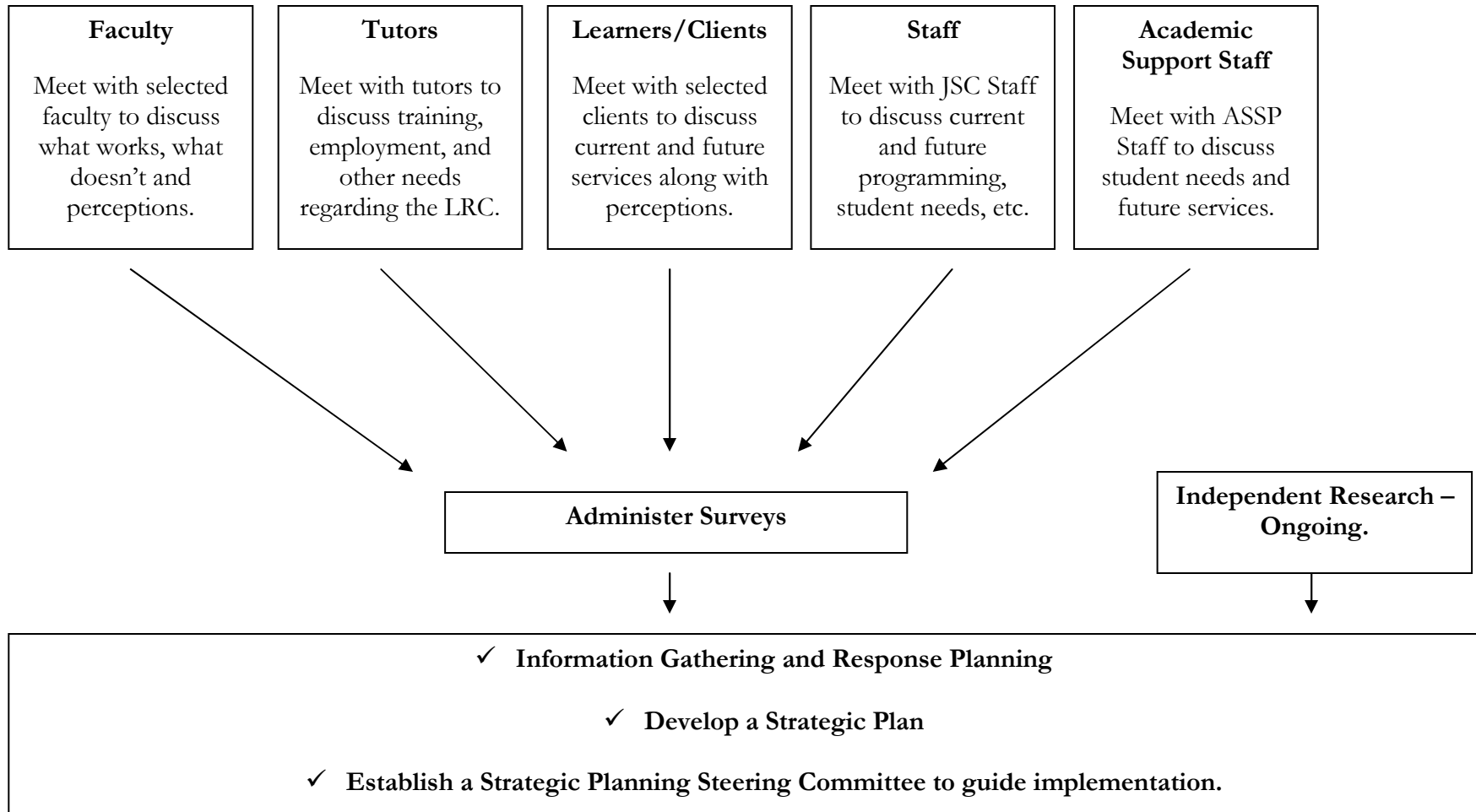
Overview and Statement of the Project

The Learning Resource Center is part of the Academic Support Services Department at Johnson State College. Funded for over 25 years by a Federal TRIO Grant, Academic Support Services and the Learning Resource Center provide services to all Johnson State College Students who are in need of tutoring, personal and career counseling, non-traditional student advising, and first-year at-risk student advising.

The Learning Resource Center is an important resource on campus. While the current LRC functions well, our per user cost is high. In order to continue to provide quality services, the LRC must increase student use of the Center's services. The goal of increasing student use will become a reality by reviewing current programs, tutoring models, hiring practices, and office structure. Through a defined strategic planning process all members of the JSC Community will have the opportunity to serve as stakeholders in a discussion about the LRC's services, programs, and future direction. What follows is the roadmap that was utilized for strategic planning and the final results of this process.

Phase One: Information Gathering

The following stakeholder focus groups have been identified. During Phase I all stakeholder groups will be met with and information gathered using formal and information methods including surveys, conversations, and anecdotal notes. Research will also be conducted regarding best practice, office models, and operational costs and structure.



Recommendations

A review of surveys, informational interviews, and research prompted the following recommendations. These recommendations will be implemented in phases over the next several semesters.

- ✓ Improve tutor training.
- ✓ Collaborate with academic departments and faculty to offer specialized supplemental instruction.
- ✓ Address noise issues related to current office and tutoring room setups.
- ✓ Update forms so that they are consistent with college forms and those used at other tutoring centers within the Vermont State Colleges.
- ✓ Procure new resources for tutor and student use.
- ✓ Upgrade technology for students and staff.
- ✓ Create a filing structure for office documents.
- ✓ Track student progress.
- ✓ Create resource guides for students and tutors.
- ✓ Create a marketing plan to advertise services to students, faculty, and staff.
- ✓ Redefine the Peer Tutor Coordinator position by removing tutor-tutee matching responsibilities and replacing them with content specialist responsibilities.
- ✓ Move tutor-tutee matching responsibilities to a professional staff employee (JSC Employee instead of students).

Phases Implementation Results

Phase One: (completed May 2001)

- ✓ Streamlined the matching process
- ✓ Streamlined and updated all paperwork used in the LRC

- ✓ Created "Form Central" where all forms and paperwork can be found.
- ✓ Offered tutor training twice weekly instead of once monthly.
- ✓ Reorganized the physical space within the LRC to address confidentiality and noise issues.
- ✓ Created a formal resource library that contains (will contain) all necessary resources.
- ✓ Instituted a "NEW" Math Lab in collaboration with the Math Department.
- ✓ Formally evaluated the New Math Lab and modified as needed.
- ✓ Developed and implemented a new tutor orientation session.
- ✓ Developed and implemented a tutor messaging system for tutors/tutees.
- ✓ Updated office publications.
- ✓ Piloted a basic skills workshop series with the Academic Skills Advisor.
- ✓ Administered a faculty survey regarding attitudes and beliefs about services offered and the effectiveness of recent changes.

Phase Two: (Completed August 2001)

- ✓ Restructured the Peer Tutor Coordinator position – renamed Peer Learning Coordinator. Position now focuses on developing professional development sessions that address teaching, learning, advising, and mentoring techniques for tutors within each PLC's content area.
- ✓ Purchased additional technology, resources, manipulatives, etc. for the Resource Library.
- ✓ Created major-specific resource guides.
- ✓ Created a new filing system to monitor tutor and tutee contract and progress.
- ✓ Evaluated academic skills workshop series and implemented an expanded series for the Fall 2001 semester.
- ✓ Reviewed old files and discarded unnecessary materials.

Phase Three: (Completed December, 2001)

- ✓ Recreated the tutor training manual to reflect new tutor training model.
- ✓ Acquired textbooks for commonly tutored courses.
- ✓ Revitalized and enhanced the Supplemental Instruction Program.
- ✓ Created a "how to" guide for faculty on how to use LRC services.
- ✓ Implemented a new professional development series for tutors.
- ✓ Created a plan of operation for the LRC which addresses operating procedures, protocols, and new job descriptions.

- ✓ Developed a formal marketing plan for the Learning Resource Center.
- ✓ Surveyed faculty, staff, students, tutors, to assess overall improvements to the LRC services.

Phase Four: (Projected Completion August 2002)

- ✓ Collaborate with the Writing and Literature Department to implement a Writing Workshop.
- ✓ Develop strategies for integration of LRC services within regular courses.
- ✓ Offer a Peer Tutoring Course through the Education Department as an elective.
- ✓ Establish a Faculty Mentoring Council to serve as a permanent steering committee for the Learning Resource Center's programs and activities.
- ✓ Develop a comprehensive four year plan that addresses evaluation, continued success, and expansion of services.