

Teaching and Learning Center (TLC)
Usage Survey Results
2007-2008

Background

The TLC Usage survey was administered twice during the 2007/8 school year: Dec 4-19, 2007 (n=13) and May 21, 2008 (n=19). The survey was mounted on *Survey Monkey*, and as students walked into the TLC, the lab coordinator asked them to fill it out and continued to do so throughout the day. The survey took approximately 5 minutes to complete.

Survey Respondent Demographics

Gender:

- In December, twice as many women (67%) as men filled out the survey.
- In May, the gender was more evenly balanced, with women making up 58% of the sample.

Declared Majors:

- Nursing - 31%, Undecided - 19%, Education - 9% and Business - 3%, and Math - 3%
- Other majors: Microbiology, Business Economics, Psychology, Communication, and Computer Science

Ethnicity:

- Latino/a - 50% (Chi Square = 29.96, df = 5, $p < .001$), Mixed Ethnicity - 19%, Other - 16%, Asian - 13%, African American - 3%, and Native American - 3%

TLC Program Members:

- .XL - 34%, Math Path - 28%, Future Teachers - 6%, Math Jam - 6% and Future Nurses - 3%

TLC Program Start Date:

- Fall 2007 - 34%, Summer 2007 - 22%, Spring 2008 - 13%, Summer 2006 - 3%, Fall 2006 - 3%, and Fall 2001 - 3%

Time Spent in TLC (see Figure 1)

All respondents spent a minimum of one hour in the TLC the day they filled out the survey. There was no significant difference between the two iterations of the survey on time spent in the TLC.

- 1-2 hours - 38%, 2-3 hours - 22%, 3-4 hours - 13%, 4 or more hours - 28%

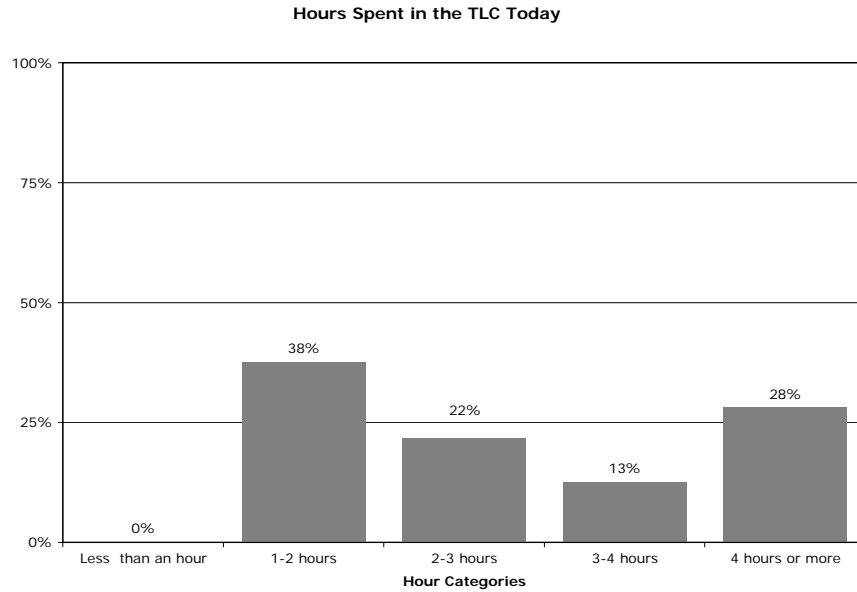


Figure 1

Reasons for Coming to the TLC (see Figure 2)

- Study or do homework - 75%, do schoolwork with friends/classmates - 59%, meet with a tutor - 31%, hang out with friends - 28%, meet with a mentor - 9%, meet with a counselor - 6%
- Other reasons for coming to the TLC: “talk,” use a computer, work on Math Zone, fill out and get help with the FAFSA
- When asked why they usually came to the TLC, the percentages were not significantly different from the two groups of respondents.

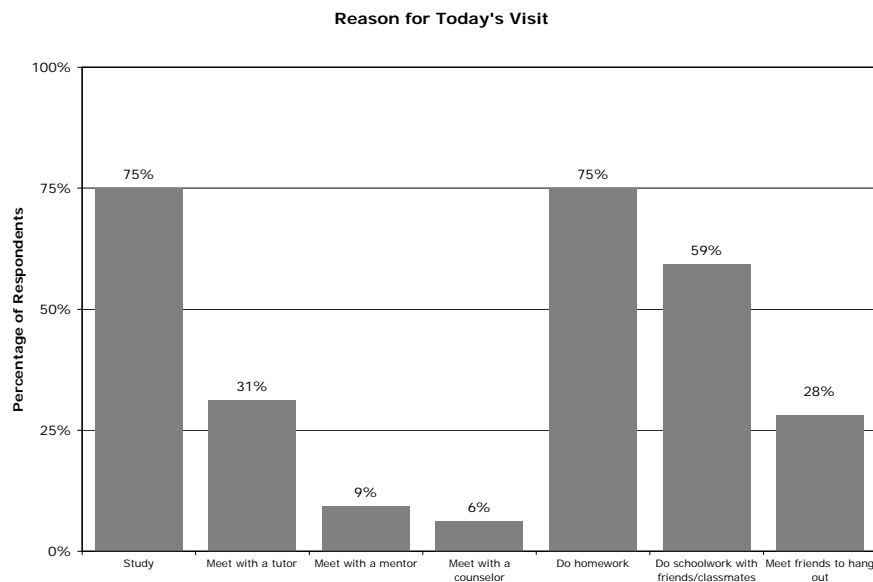


Figure 2

Course for which Students Sought Tutoring

- Theater Arts 7B - 3 students, Math 131 – 3 students, English 1A – 2 students, Pre-Calculus – 3 students , MathPath, Math 402, and Math 9 - 1 student each
- Math - 58%, English - 11%, No response - 31%

Conclusions

- The students came to the TLC for a variety of reasons, perhaps supporting the continuation of its role as a multi-purpose center.
- The most common reason students gave for coming to the TLC was to do homework, either alone or with classmates and/or friends.
- More students came to the center for tutoring than for any other support service (counseling, mentoring, workshops).
- More students sought tutoring in math (58%) than any other subject.

Implications/Recommendations for the TLC

1. Continue to nurture the multi-purpose nature of the TLC. Survey students for additional academic, support services, and social events that will build community and promote student success.
2. Continue to monitor student activity in the TLC, keeping students more focused on homework and tutoring than less productive activities, such as surfing and chatting on the Internet and hanging out while waiting for a class to begin.
3. Identify non-users to ascertain why they don't use the center and what might induce them to use the center more often and more productively.
4. Continue the attempt to correlate TLC use (including counseling and tutoring) to student success. Monitor card swiping and counselor and tutor visits; input data on TLC use of services into the database.