ANTELOPE VALLEY COLLEGE: LEARNING CENTER

Erica Cruz, Master Tutor
Elizabeth Meza, Master Tutor
LAC 299, Spring 2015
QUESTIONS FOR THE AUDIENCE

1. What is learning?
2. What is learning assistance?
3. What is the difference between tutoring and teaching?
HISTORY OF TUTORING

• Original Roles of Tutors
• Progressive Evolution of the Tutor
• Significance of Tutors Now

Multiple Associations Have Been Created to Support Tutors and Encourage Their Advancements – CRLA, ClADEA, ACTLA, NCLCA, etc…

HISTORY OF LEARNING CENTERS IN THE USA

• Main Events
• Changing Demographic of the College/University
• GI Bill of Rights (1944)
• Higher Education Act of 1965
• Desegregation
• Growing number of students placing in "Developmental Education" (Higbee 20)

• Prominent People (CLADEA Fellows)
  - Martha Maxwell
  - David R. Arendale
  - Hunter R. Boylan
  - Frank Christ
  - K. Patricia Cross
  - Russ Hodges

• Integral Organizations
  - CRLA (Formally Known as WCRA)
  - CLADEA (Formally Known as ACDEA)
LEARNING ASSISTANCE ASSOCIATIONS

National College Learning Center Association

Council of Learning Assistance and Developmental Education Associations

Association of Colleges for Tutoring & Learning Assistance

International Tutor Training Program Certification
As According to Roy A. Knapp

In June 1934, there were no graduates of the junior college. One year of foreign language was a requirement for junior college graduation, and French was the only foreign language offered in the college. Mrs. Gladys A. Loel, the French teacher, failed all of the students in her class, and thus no one was eligible for graduation in June 1934.

Introduction of the GI Bill

A Growing Need for Specialized Learning and Tutoring Ultimately Leads to the Learning Center

Once Separate divisions (Beginning from 1976)

According to the AVC Catalogue (1985-1986)

General Tutoring—Our Current Gymnasium

Math—Room 661

Writing—Room 701 in the Language Arts Building

Reading—Room 707-708 in the Language Arts Building

Later, General Tutoring and Math were combined first in our current Student Lounge

Writing was then moved into the Library

Once our current Library building was created in 1995, the Learning Center was created using the former building

It consisted only of the Writing Center and General Tutoring

After 1999, the Math Center, Academic Skills Center and Reading Center were all added

HISTORY OF AVC'S LEARNING CENTER
TOUR OF THE LEARNING CENTER
Welcome to General Tutoring and SI

- This area is reserved for General Tutoring/Sl only.
- As a courtesy to others, please hold your cell phone conversations outside of the Learning Center.
- In order to maintain a clean and healthy environment, FOOD is not permitted.
• Learning Center Goals and Involvement in the Academic Community
  • Student Learning Outcomes for LAC 900, Supervised Tutoring
  • Attendance at Conferences and Presentations

• Basic Skills Initiative

• Courses taught by faculty learning specialists:
  • Math 020: Managing Math Anxiety
  • Math 021: Math Study Strategies
  • LAC 020: Managing Writing Anxiety
  • LAC 099: Dosage Calculation
  • LAC 098: Math for Nursing
  • LAC 100: Introduction to Tutoring
  • LAC 200: Advanced Tutoring
  • LAC 299: Master Tutor
  • LAC 900: Supervised Tutoring
  • LAC 901: Supervised Learning Assistance
ORGANIZATION OF THE LEARNING CENTER

• Dean of Language Arts and Academic Development
  • Dr. Charlotte Forte-Parnell

• Learning Specialists (Faculty)
  • Dr. Magdalena Caproiu (Math Center/General Tutoring & Supplemental Instruction)
  • Professor Diane Flores-Kagan (Writing Center/General Tutoring & Supplemental Instruction PD)
  • Morenike Adebayo-Ige (Reading Instructor, overload Reading Learning Specialist)

• Adjunct Learning Specialists (Faculty)
  • Wendy Rider (Writing Center)
  • Kristie Jorris (Academic Skills)
  • Regina Tillman (Academic Skills/Reading/Writing/Math)

• Tutorial Specialists (Classified)
  • Michele Lathrop (Writing Center)
  • Tammy Lopez (Reading Center)
  • Tasakyna Raper (Math Center/Computer & Media Check-Out)
  • Raquel Trejo (General Tutoring & Supplemental Instruction)

• Their Roles and Relationships with Tutors
## Writing Center Services Evaluation

Please answer each question below by circling the appropriate number or N/A:

### I. Tutoring

<table>
<thead>
<tr>
<th>Question</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has writing tutoring helped prevent you from dropping a class?</td>
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<td>N/A</td>
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<td>(very much)</td>
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<tr>
<td>Has writing tutoring helped you improve your grade in a class?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
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<tr>
<td>(very much)</td>
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<tr>
<td>Has writing tutoring helped prepare you to advance to a higher-level class?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
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<tr>
<td>(very much)</td>
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<td>Has writing tutoring helped increase your self-confidence?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
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<tr>
<td>(very much)</td>
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<td>Has writing tutoring helped reduce your writing anxiety?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
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<tr>
<td>(very much)</td>
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</tbody>
</table>

### II. Additional Services

Have you found the following Writing Center resources helpful?

<table>
<thead>
<tr>
<th>Resource</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Workshops and one-on-one sessions with the instructor</td>
<td></td>
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<td>1</td>
<td>N/A</td>
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<tr>
<td>(very helpful)</td>
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<td>Handouts</td>
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<td>4</td>
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<td>N/A</td>
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<tr>
<td>(very helpful)</td>
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<tr>
<td>Instructional Videos</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
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<tr>
<td>(very helpful)</td>
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<tr>
<td>Online Materials (including the Writing Center Web site)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
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<tr>
<td>(very helpful)</td>
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<tr>
<td>Books (writing handbooks, Dictionaries, etc.)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>(very helpful)</td>
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<td>Sample Papers at the library circulation desk</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
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<tr>
<td>Assistance from the Writing/ESL Desk</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
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</tbody>
</table>

### III. Referrals

Would you encourage other students to use Writing Center services?

<table>
<thead>
<tr>
<th>Answer</th>
<th>5</th>
<th>4</th>
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<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>(strongly)</td>
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</table>

If you wish to comment about Writing Center services, please use the other side of this form.

Thank you for participating in our survey!
LAC 100: “This course is an introduction to the basic principles of tutorial theory and practice. It covers tutorial ethics and philosophy, the steps of the tutorial (the tutor cycle), the basics of tutorial communication, the development of effective study behaviors, and strategies for tutoring students with special needs.”

LAC 200: “This course is a description of the theory and practice of group communication in educational settings. It covers a review of LAC 100, learning styles, characteristics of adult cognitive development, probing questions, and tutoring in the subject/skills area, cultural awareness and intercultural communication, identifying and using learning resources and learning inventories.”

LAC 299: “This course is designed to prepare professional tutors to mentor, train, and supervise other tutors in tutorial programs. It begins with a review of LAC 100 and 200, and continues with mentoring, training, and supervising skills; brain-based learning; tutoring special populations of students; structuring the learning experience; and developing group management skills.”
AVID PROGRAM

• “AVID assists higher education professionals in analyzing existing student support initiatives and data, identifying barriers and needs, and establishing and assessing student learning outcomes.”
• Divided into Three Initiatives: Student Success Initiative, Teacher Preparation Initiative and Career and Technical Workforce Initiative
• Tutors help Tutees achieve “College Readiness”
• Implementation of AVID at AVC
• Socratic Questioning
FUTURE OF THE AVC LEARNING CENTER

Our Goals for the Future

- Spread awareness about the Learning Center and its services
  - Encourage more students to come in for help
  - Encourage more students to enroll in Tutor Training classes
- Renew/Apply for recertification with CRLA
- Incorporate AVID in tutor training
- Continue to apply for grants
- Expand DLAs and in-class tutoring
- Increase tutoring opportunities in other departments
  - EOPS
  - STAR
- Start the process of a local area certificate for tutoring

“There is a dream I have had for a long time—a lifelong learning center in every community.” (Malcom Knowles, PH.D.)


QUESTIONS?

KEEP YOUR THOUGHTS POSITIVE
BECAUSE YOUR THOUGHTS BECOME
YOUR WORDS.

KEEP YOUR WORDS POSITIVE
BECAUSE YOUR WORDS BECOME
YOUR BEHAVIOR.

KEEP YOUR BEHAVIOR POSITIVE
BECAUSE YOUR BEHAVIOR BECOMES
YOUR HABITS.

KEEP YOUR HABITS POSITIVE
BECAUSE YOUR HABITS BECOME
YOUR VALUES.

KEEP YOUR VALUES POSITIVE
BECAUSE YOUR VALUES BECOME
YOUR DESTINY.

~ MAHATMA GANDHI