MATH LEARNING CENTER PROFILE

1) Mission, Key Goals, Key Functions

There is not a formal mission statement for the Math Learning Center. The mission statement for the Tutoring Center would be applicable: The mission of the Math Learning Center is to assist students who need academic support in Mathematics and the Sciences through a variety of strategies and services. The Math Learning Center helps students to become successful independent learners.

The key goal is to help students achieve their academic goals and facilitate their learning process in Mathematics and the Sciences.

Key functions supporting this goal include providing qualified tutors to conduct group tutoring for students on a walk-in basis and having learning tools (computer software, video, books) available in the MLC.

2) Core Programs and Services

The core program of the Math Learning Center is group tutoring. The Math Learning Center (MLC) is open Monday through Friday. Hours are posted each semester. The primary student users are those who are taking math courses ranging from the remedial (developmental) to the higher level (advanced). The secondary student users are those who are taking science courses such as Environmental Science, Physics or Chemistry and need help with the math computations.

3) Organizational Structure

Currently, the Dean for Learning Support Services (LSS) oversees the Math Learning Center. The Dean for LSS reports directly to the Vice President for Academic and Student Affairs. The Center is supervised by a full-time Math faculty member. The tutors report to this supervisor and the supervisor reports and communicates with not only the Dean for Learning Support Services but also with the Math Department and the Dean for Math, Sciences, and the Language Arts.
4) Technologies, Equipment, and Facilities

The MLC is located in the Science Building where the Math and Science Dean and faculty offices are located and most of the Math and Science courses are taught. There is seating for approximately forty-four students. Facilities staff maintains the room for cleanliness and safety issues. The MLC has five computers with Math software, video tapes, and text books.

5) Collaborative Relationships

The students are informed about the MLC in several ways, demonstrating the collaborative nature of the College. Faculty members, Advising and Counseling, Assessment, the Tutoring Center, and the Registrar's Office all refer students to the MLC. The MLC participates in Open House each spring and in new student orientation. The Main Sheet, the CCCC campus newspaper, runs current hours of operation and information about the MLC each semester.

6) Staff Profile

Math Learning Center staff is made up of part-time professional tutors, student peer tutors, and volunteers. The staff varies from semester to semester. For example, this spring 2007 there are five professional tutors (four female and one male), five student peer tutors (four female and one male), and two volunteers. The professional and volunteer tutors must have a bachelor's degree in a related area and student peer tutors must have strong math skills and faculty recommendation. There have been no changes to the general staffing structure for the last five years. Current professional tutors' resumes are available in H.R.

7) Contributions to the College's Academic Enterprise

In addition to supervising the MLC, the Director is a full-time faculty member, serves on college Developmental Education Committee 2006-2007, and attends conferences such as AMATC and NEMATC and other professional development workshops.

8) Financial Overview

The Tutoring Center receives grant funding through the Massachusetts BHE McNair Disadvantaged Student Program to supplement the College funds dedicated to academic support. The McNair Grant Proposal is currently being prepared for the 2008 - 2009 budget years and will be submitted before the
April 2, 2007 deadline. These funds are used primarily to pay the tutors' wages, including the wages of the MLC tutors. In the 2004/05 McNair funding period, funds were substantially cut from this source and the College budgeted more funds toward tutoring services; student academic support remained constant. In the 2006/07 funding period there was some increase but not up to the pre-2004 levels. Again, the College provided funds to continue student academic support at the same level. Funds are managed through individual Cost Centers by the Dean of Learning Support Services. He reviews the budget status reports monthly; passes this information to his assistant and Directors immediately.

9) Key Program, Operational, Resource, and Campus Environment Challenges

The operation of the MLC has been constant. There are no challenges in staffing, space, or equipment in the foreseeable future.

10) Organizational Improvement Approach

Decisions are made by the supervisor of the MLC in communication with the Dean for Learning Support Services and with the Academic Dean over the Department of Math and Science. Having more staff available every hour and opening Monday–Friday for longer hours have increased the effectiveness of the MLC.