Report: Learning and Tutoring Center – Faculty Awareness Survey, Spring 2012

This report contains evaluation results for LTC Faculty Awareness Survey Spring 2012.

Emails were sent to 1,213 faculty members asking that they take this survey. We received 157 responses – a 13% response rate.

The global indicators are listed first, followed by the individual average values. In the second part of the analysis the average values of all individual questions are listed.

Finally, all the open question answers are listed.
Greetings GPC faculty member: Please help us improve our services by taking a few minutes to complete the following survey.

1. My position at GPC is:
   - Full-time: [ ] 54.8%  
   - Term-to-term: [ ] 16.8%  
   - Adjunct: [ ] 28.4%

2. How long have you worked at GPC?
   - Less than 2 years: [ ] 25.6%  
   - 2-5 years: [ ] 32.1%  
   - 6-10 years: [ ] 16%  
   - 11+ years: [ ] 26.3%

3. Where do you teach? (check all that apply)
   - Alpharetta: [ ] 6.4%  
   - Clarkston: [ ] 22.3%  
   - Decatur: [ ] 15.9%  
   - Dunwoody: [ ] 41.4%  
   - Newton: [ ] 11.5%  
   - RCA: [ ] 0%  
   - Online: [ ] 17.2%

4. I have heard about Learning & Tutoring Center (LTC).
   - Yes: [ ] 96.2%  
   - No: [ ] 3.8%
6. Source of your information about the LTC:

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of semester received email from LTC.</td>
<td>22.1%</td>
</tr>
<tr>
<td>LTC was recommended by other faculty.</td>
<td>8.7%</td>
</tr>
<tr>
<td>Presentation at a department faculty meeting.</td>
<td>18.1%</td>
</tr>
<tr>
<td>Casual conversation with LTC staff.</td>
<td>2%</td>
</tr>
<tr>
<td>Saw an ad on campus TV.</td>
<td>0%</td>
</tr>
<tr>
<td>Picked up a brochure or bookmark.</td>
<td>0.7%</td>
</tr>
<tr>
<td>Saw a flyer on campus about the LTC.</td>
<td>3.4%</td>
</tr>
<tr>
<td>Part-time faculty campus open house.</td>
<td>6.7%</td>
</tr>
<tr>
<td>Visited the LTC.</td>
<td>18.8%</td>
</tr>
<tr>
<td>Other</td>
<td>19.5%</td>
</tr>
</tbody>
</table>

8. What LTC services are you aware of? (Check all that apply)

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-on-one tutoring</td>
<td>93.6%</td>
</tr>
<tr>
<td>Group tutoring</td>
<td>47.1%</td>
</tr>
<tr>
<td>Computer/software use</td>
<td>55.4%</td>
</tr>
<tr>
<td>Textbooks/solutions manuals</td>
<td>35%</td>
</tr>
<tr>
<td>Handouts</td>
<td>49.7%</td>
</tr>
<tr>
<td>Workshops</td>
<td>54.1%</td>
</tr>
<tr>
<td>Online tutoring assistance for writing, math, computer science, and chemistry</td>
<td>42%</td>
</tr>
<tr>
<td>Supplemental instruction</td>
<td>30.6%</td>
</tr>
<tr>
<td>Software orientation and practice</td>
<td>22.9%</td>
</tr>
</tbody>
</table>

10. Do you feel that you have sufficient information about what the LTC can do for your students?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>75.5%</td>
</tr>
<tr>
<td>No</td>
<td>24.5%</td>
</tr>
</tbody>
</table>

12. I have advised students to use the services of the LTC.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>87.1%</td>
</tr>
<tr>
<td>No</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

14. I believe I have a good understanding of the services provided by the LTC.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>34%</td>
<td>41.7%</td>
</tr>
</tbody>
</table>

15. I believe the LTC, with its current resources and services, is good for student retention and student success.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.2%</td>
<td>39.7%</td>
</tr>
</tbody>
</table>

16. I feel my students benefit from use of LTC services.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.2%</td>
<td>31.4%</td>
</tr>
</tbody>
</table>
17. The feedback I receive from my students who use LTC services indicates it is helpful.

18. The LTC staff is consistently courteous and helpful.

19. The LTC hours and staffing are convenient and sufficient to meet student needs.
14. I believe I have a good understanding of the services provided by the LTC. 

15. I believe the LTC, with its current resources and services, is good for student retention and student

16. I feel my students benefit from use of LTC services.

17. The feedback I receive from my students who use LTC services indicates it is helpful.

18. The LTC staff is consistently courteous and helpful.

19. The LTC hours and staffing are convenient and sufficient to meet student needs.
Greetings GPC faculty member: Please help us improve our services by taking a few minutes to complete the following survey.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Unsure</th>
<th>n</th>
<th>Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. I believe I have a good understanding of the services provided by the LTC.</td>
<td></td>
<td></td>
<td>156</td>
<td>2.1</td>
</tr>
<tr>
<td>15. I believe the LTC, with its current resources and services, is good for student retention and student success.</td>
<td>Strongly Agree</td>
<td></td>
<td>156</td>
<td>2.0</td>
</tr>
<tr>
<td>16. I feel my students benefit from use of LTC services.</td>
<td>Strongly Agree</td>
<td></td>
<td>156</td>
<td>2.1</td>
</tr>
<tr>
<td>17. The feedback I receive from my students who use LTC services indicates it is helpful.</td>
<td>Strongly Agree</td>
<td></td>
<td>155</td>
<td>2.7</td>
</tr>
<tr>
<td>18. The LTC staff is consistently courteous and helpful.</td>
<td>Strongly Agree</td>
<td></td>
<td>152</td>
<td>2.6</td>
</tr>
<tr>
<td>19. The LTC hours and staffing are convenient and sufficient to meet student needs.</td>
<td>Strongly Agree</td>
<td></td>
<td>155</td>
<td>2.8</td>
</tr>
</tbody>
</table>
Greetings GPC faculty member: Please help us improve our services by taking a few minutes to complete the following survey.

2. What subject(s)/course(s) do you teach?
   - reading
   - 0098 Reading
   - Advanced Reading Skills
   - All Speech Communication Courses
   - All math courses
   - American Government, POLS 1101
   - Anatomy & Physiology I & II
     - Microbiology
     - Cell Biology and Genetics
   - Anatomy and Physiology Lecture and Lab (BIOL 1611/1612 and BIOL 1611L/1612L). Microbiology lab (BIOL 1913L), Intro Biology (BIOL 2107/2108 and labs)
   - Anatomy and physiology I and II
   - Art
   - Art Appreciation
   - Art History
     - Art Appreciation
   - BIOL 1402, BIOL 1402L, BIOL 2107L, ENVS 1401, ENVS 1401L
   - BIOL 1403/1403L, BIOL 1611/1611L, BIOL 1612/1612L, BIOL 2108/2108L
   - BIOL 2107, BIOL 2108, ENVS 1401, A&P 1611-1612
   - Biology (3 Counts)
   - Biology
     - Environmental Science
     - ISCI
   - Biology 1611 (Anatomy & Physiology) and Biology 2108 (Majors Biology 2)
   - Biology courses
   - Business courses
   - CHEM 1211/1212 LECUTRE AND LAB
     - CHEM 1151/1152 LECUTRUE AND LAB
   - COMM 1201 Public Speaking
   - COMM 1201.
   - COMM1201
   - CSCi-1300
   - Chem 1151 lec and labs
     - Chem 1152L
   - Chemistry (2 Counts)
Children's Theatre Production

Choices for Life and Personal and Community Health

Comm 1201, 2300, 2900.

Communication (2 Counts)

Communication Studies

Communication and Journalism courses

Community Health, Choices for Life

Composition I and II
World Literature
American Literature

Composition II

Composition and American literature

DHYG 1905 Special Needs Patient Care; 1906 Nutrition; 2924 Public Health I; 2925 Public Health II

Dental Hygiene

Developmental English, World and American Literature, Basic Composition, and Introduction to Literature.

ECON-2105 and 2106

EDUC 2110, EDUC 2120, EDUC 2130

ENGL

ENGL 0099
ENGL 1101
ENGL 1102

ENGL 0099, ENGL 1102, ENGL 2131 & 2132 (special topics)

ENGL 1101 and 1102

ENGL 1101, 1102, 2111, 2600

ENGL 1101, ENGL 1102, ENGL 2111

ENGL 1102

ENVS 1401, BIOL 1407

ENVS and GEOL

Economics

Eng 1101, Eng 1102

English (7 Counts)

English reading
HEDS

English (Learning Support, Composition, American and World Literature, Creative Writing)

English (all areas)

English 0099, 1101, and 1102.

English 1101, 1102, 2111
- English 1101, 1102, 2111, 2600
- English 99, English 1101, and Research Strategies and Technology
- English Composition
- English and Humanities
- English, Research Strategies (2 Counts)
- English: all levels.
- Every English course offered at GPC
- Fine Arts
- Geology; Environmental Science
- HEDS (2 Counts)
- Health and PE
- Human Anatomy and Physiology I and II
- Human Anatomy and Physiology I and II, Diversity in the Living World
- Human Anatomy and Physiology
- I teach education courses online.
- Introduction to Engineering/ENGR 1603
- Introduction to Social Work
- Introduction to Statistics 1431-360
  Quantitative Skill and Reasoning 1001-361
- Learning Support Reading
- Learning Support, English
- Library and Information Science Technology and bibliographic instruction as requested
- Library instruction classes, RSCH 1203
- MA 97, MA 98, MA 1111, MA 2008
- MUSC 1301, MUSC 1303, MUSC 1754, MUSC 1756
- Math (6 Counts)
  - Math 0097
  - Math 0097 and Math 0098
  - Math 1111 (3 Counts)
  - Math 1113, Math 2431
  - Math 1431 98 97
  - Math 97 (2 Counts)
  - Math 97, 98, and 1111 online.
  - Math 97, Mth 98, Mth 1001, Mth 1111
  - Math 97, Stat, Calc I
- Mathematics (4 Counts)
  - Mathematics - Math0097, Math0098, Math1101, Math1111
- POLS, HEDS, GPCS
- Philosophy
- Philosophy: Survey of Phil; Intro to Ethics; Logic and Critical Thinking.
- Physical Education
- Political Science (2 Counts)
- Political Science American Government
- Precalculus and Calculus I
- Psychology
- Psychology
  HEDS
- Psychology 1101, 2621, 2103
- READ 0098
- READ 0098 -Advanced Reading Skills
- READ0098
- RSCH 1203
- Reading (2 Counts)
- Reading 098
- SOCI 1101 Introduction to Sociology
- SURB 1105-005, and 1105-008.
- Spanish (4 Counts)
- Spanish 1001 and 1002
- Spanish, ESL
- Statistics, Precalculus
- Tennis, Choices for Life
- Theatre
- World History 1111
  World History 1112
  U. S. History 2111
- chemistry and biology
- computer science
- csci1100, csci1300, csci1301, csci1302
- mathematics & statistics
- physics (2 Counts)
- psychology
- world and American history surveys--all of them

7. If you selected "Other" in the previous question, please elaborate in the box below.
- Actually, I have heard about LTC in many of the ways listed...email from LTC, have had tutors speak to my classes, it was recommended by faculty, etc.
All of the above

All of the above choices

Before I was hired in tenure-track position, I worked as adjunct AND tutor at the Lawrenceville ISS. So, I taught there before I heard about it.

Department Chair announced it during department meeting.

Faculty Development Day

Faculty in-service before semester began - Newton

Have been a here a long time and used services before

Have read about the LTC online

Heard about it from my boss.

I am the Newton LTC writing supervisor.

I can't exactly pinpoint when I learned about the LTC. I have worked at GPC since 2008 and I suppose I heard about it from faculty or it might have been from my students.

I have been aware of the excellent LTC service for students since I began teaching at Decatur in January 2008.

I have known about it since I arrived in 1986

I have supported LTC from its infancy stage at Rockdale Center.

I have worked as a tutor in the LTC.

I know about the LTC from all the items listed on question 6.

I learned about the LTC from several sources and could not choose just one: presentations have been made at department meetings; I was referred there by my mentor when I began my teaching career at Dekalb College; I have received numerous emails from the LTC.

I saw something online about the center.

I used to send students to tutoring center when I was an onground instructor.

I used to tutor in the LTC when I was an adjunct.

In 1991 when I came tot the college and taught Learning Support English, it was a regular part of the courses.

Just very aware of them and their services...who isn't????

Some of my students go to the tutoring center.

Volunteer at LTC

Word of mouth by another professor.

You are our upstairs neighbor and were around the corner from us in B building.

a combination of visiting LTC, recommendations by other faculty, announcements by LTC officials.

9. What other services would you like the LTC to offer?

Bank of Supplementary Material based on Student Learning "Type"

Be open at the start of the day's first class 7am. That way those students will have the opportunity to go as a class to use the services.

College study skills for students

Current offerings seem more than sufficient.

Exam Support

Final Exam review
- Help with writing of science lab papers.
- How to get a job.
- I have students who say they have sought tutoring on campus, but I have not had feedback from the service itself or notice that my students are visiting. I would like a way to know whether the students are, indeed, seeking tutoring.
- I think the LTC does enough!
- I think they do a great job.
- I think you are doing a perfect job as is!
- I would like for the LTC to have more reading materials.
- I would like the LTC not to offer "services" like doing student projects for them and doing homework problems for them. Students need guidance, not complete solutions or documents. Students need to do their own work, not hand in work done by the tutor.
- I would love to see the LTC collaborate with faculty to create instructional materials that can be used in iCollege, including grammar quizzes that could be uploaded into sections.
- It would be beneficial if representatives from the LTC would visit classes at the first of the semester to explain what services are available to the students.
- LTC does a wonderful job of offering an array of services.
- Mentoring.
- More budget to increase number of tutors available each semester
- More sessions on how to edit papers in workshops.
- More software programs
- More tutoring hours for accounting students....much needed...they need more $$$ in their budget to offer this.
- More workshops: calculator, study skills, test taking, etc.
- N/A (2 Counts)
- NA
- None (4 Counts)
- None at this time
- None. Get students to take advantage of the services already offered.
- Not sure (2 Counts)
- Online tutoring via Wimba (archived sessions for students to view later), online grammar workshops
- Reading tutor
- Resume assistance
- Scientific Calculator usage
- Services are fine, but rarely is there a tutor available for economics.
- Specific workshops on improving writing skills
- Specific writing & grammar workshops: commas, thesis development, citation, etc.
- Sufficient
- Support for COMM 1201 Public Speaking
- That should be plenty.
- The current services are just fine and excellent. However, it would be nice if students could print LTC online exercises from current
software free of charge.

- Tutoring for Foreign languages and ESOL

- maybe a flyer to be posted in each class (as an announcement in online classes) specifically describing the resources LTC offers (the list of items in #8 above)

- n/a

- none

- tutors dedicated to reading to assist students in the software being used in the classroom

11. If you answered "No" in the previous question, please further explain your response.

- Based on the list above I am afraid I am unaware of many of their offerings.

- Basic information, cost ?, where, when, how.

- College Success - How to study- Set Expectations and goals- Time management

- Could you guys do an email and/or faculty development day session about when it's appropriate to refer students to you, what you offer, etc?

- Distribution of handouts into faculty mailboxes informing us of the services and presentations at departmental meetings would be helpful.

- First, it has been some time since I browsed that information, so I can help myself by reviewing!

- I am just not aware of the services offered.

- I am still not sure of the hours or the majority of services rendered by the LTC

- I believe LTC offers more than I am aware of

- I did not know that the LTC had several of the services mentioned above.

- I did not realize that you all offered the solutions manuals/textbooks and workshops for student use.

- I didn't know about most of your current services.

- I do not recall ever receiving information about the tutoring center that I could pass on to my students.

- I do not see any brochures in the Science department office, that would assist students who have struggling with either the teaching style of a professor and/or struggling with the material

- I don't feel our students are well informed about your services. I recommend that my students use your writing center services for papers.

- I have very mixed feelings about what I understand the LTC to be.

- I mostly teach Spanish courses, but I do not believe there is a tutor at Clarkston's LTC; however, I do believe there are Spanish tutors at Decatur and Dunwoody. I would like to know for sure about this info.

- I need to be reminded of how students contact LTC for tutoring

- I need to learn more about what they offer students so that I can share this information with them.

- I put the LTC info on each of my syllabi so that my students are aware of assistance they can received, particularly as it relates to improving writing skills. I would like to know more about several areas as listed above including computer/software use, textbooks, workshops, supplemental instruction and software orientation and practice. Also, are services available to adjunct faculty? (I teach in a classroom directly across from the LTC- I guess I should just walk over and inquire about these things!!)

- I think I need TLC to come to my classes to give a presentation. I have had students tell me that TLC requires written confirmation from the faculty that the student needs tutoring, whereas I thought students could stop by and receive assistance.

- I was not aware of the services I did not check above. I would like to know more about them if it would help my students write stronger essays.

- I was not aware that LTC existed, therefore I am not able to properly advise students.

- I was only aware of its existence due to a flyer, but not of what they offer
I was only aware of ne-on-One tutoring.

I would like some flyers to have available in my office, so when I counsel students who are experiencing writing difficulties, I can physically hand them a flyer.

I would like to visit the center personally and learn firsthand what is available to students.

I'm sure you probably do a brochure with extensive information, but I don't think I've ever seen one. Knowing where you are is good, too. I know you've moved with renovations.

If all of the LTC services in question 8 are available to students, then apparently I was not aware that the LTC has textbooks/solution manuals, online tutoring assistance, supplemental instruction (precisely what is meant by that?), and software orientation. Some of these gaps in my knowledge may be semantics (like supplemental instruction). Maybe I should refresh my knowledge of the LTC by re-reading your bookmark and website!

Insufficient knowledge of specific services.

It would be good to know if the students were oriented to the LTC upon entering GPC.

Many of my students are fully online students and don't come to campus. Some of them take both online and face-to-face classes. It would be nice to know, each semester, if and where an economics tutor is available, even if it is just posted on a web site. Thanks!

Perhaps an e-mail outlining the services or a handout would be good.

Students seem clueless as to the existence of the LTC concerning Environmental Science. They resist getting a tutor until it's too late.

Tell me about what you offer.

Would like handouts for students to distribute in classroom

13. If you answered “No” in the previous question, please further explain your response.

I don't know enough about what's offered. Will have to go look at your website; may need to make referrals for my cohort advisees.

I advise them to use SmarThinking, an 24/7 online tutoring service provided by GPC Online (since most of our students never come to campus).

I am new to GPC and unaware of their services.

I am not aware of what it has to offer.

I am not aware that the Clarkston LTC offers tutoring in Spanish. When teaching ESL, I have mentioned the LTC to students.

I am not totally aware of the resource. Also, my class is a health class and we rarely discuss topics that would relate to mentioning the LTC.

I don't know that much about what you provide.

I really hadn't remembered that it existed until filling out this survey.

I teach online.

I usually teach activity courses which don't require tutoring.

I was not aware that LTC existed, therefore I am not able to properly advise students.

I wonder if the LTC does "too much" for the students. For example, when I give students the option to rewrite an exam essay in order to learn to identify errors and fix them, and improve their grade, sometimes the rewrites are "remarkably" better than the one written in class. But I haven't seen much evidence of commensurately sustained improvement.

I work closely with students and provide them the assistance they need. I expect them to seek out resources, if necessary.

It escapes my mind sometimes.

It hasn't crossed my mind.

Monologue coaching isn't on your list.

Thus far, there have been no issues requiring a discussion about the services of the LTC.

not familiar with the services
20. What suggestions do you have to increase awareness of the services of the LTC or to improve the services provided by the LTC?

- A blitz to all students, banners, handouts, SIGNS around the school. You are too hidden from view. Just sayin'

- Again, they have budget constraints to pay for more and much needed tutoring hours for accounting students.

- Alas. The students fail to seek help on a timely basis. I'm sure you are already present at orientation for the students, but this is the first step. Reinforcement by each and every faculty member. Term to term and adjunct, too. This may be a weak link I the continuum of services.

- As I stated flyers for faculty offices with an electronic version, so faculty can print more for their classes. Also a written blurb with a website address that could be included in the syllabus.

- Cannot think of any.

- Classroom orientations

- Come to Department meetings and make a short (5min) info-mercial for your services.

- Facebook, send out an email, host a LTC information fair on campus where students can win prizes. Giving away something free might be good. On a warm day give away free hot dogs and while they are getting the food tell them about the LTC.

- Give bookmarks/handouts at orientation sessions; visit ENGL 1101 (and other required freshman level) courses with introduction to the students about what the LTC does.

- Have the information posted in the class syllabus.

- Help the students learn the material, not just give them answer to assigned homework. Do NOT do the students homework for them!

- I actually volunteer in the Newton LTC several hours a week. I think that increases my students' awareness of the services.

- I am not sure new employees or adjunct faculty know enough about LTC. Our Clarkston LTC has far fewer reading materials than other campuses. Decatur seems to have many reading materials. I am not sure the Clarkston LTC has materials to prepare the students for The Compass Reading Exam.

- I did have a student who was steered wrong on one of my assignments by a LTC staffer. So I would suggest that if you're not sure what the assignment is asking for, send the student to office hours instead. But generally I appreciate the fact that we have an LTC and plan on sending students in the future!

- I have not received enough feedback to know what is working and what is not working.

- I know it's difficult, but more one-on-one tutoring/reviewing papers. And more publicity that there's online help.

- I think they've done a great job of promoting the LTC services, and they do a wonderful job with students. The only students who don't know about it are the ones don't listen. I devote two paragraphs of my syllabus to LTC, I read that portion of the syllabus out loud in class, I pass out bookmarks and pull up the web page in class, and there are some students who, when I ask if they've been to LTC, say, "what's that?"

- I'm not sure... Viral ads maybe? More students need to use these services because a lot of students, especially with regards to science and math, end-up failing.

- Increase student awareness and motivation to visit the LTC.

- Keep up the good work! You are a great support to those of us teaching English.

- Keep up the great work!

- LTC should present their services directly to students in a short presentation during HEDS courses, or the new version of HEDS, that soon will included all new incoming students. This should take place each semester. Send out requests for invitations from instructors teaching these courses. Presentations should take place within the first month of starting class.

- Link into iCollege

- Make it easier for students to find quickly on the college website. Currently, it takes some searching on the webpage.

- Many adjuncts may miss emails. My suggestion would be to communicate via department chairs anything that might be department specific.

- Many students in general think LTC is for dummies and are embarrassed about going there--especially for writing help. I suggest changing the name (again). Perhaps something more positive, such as "Center for Success" or even just "Success Center."

- Maybe each Adjunct professor could be given an orientation packet with the LTC described in detail and its benefits. Or maybe I didn't get one if they do exist.
Maybe emails about specific offerings such as workshops or group tutoring. Maybe just more data about how to access LTC resources. For example, a big sign outside your office or a flyer that details all of the above services. I was only aware of several of them. Is someone from the LTC available to come to my classes the first week of class to promote services directly to students?

More advertisement.

More hours is always better. Tutors need to learn how the teachers teach so as not to confuse students.

More outreach to faculty, perhaps a time slot during the faculty development day.

More prominent advertising on the GPC web site, and prominent colorful posters in ALL classrooms.

More software programs. I'm aware of the Compass tests and Reading for Understanding practice. I'd like to know if there are others.

My composition students report that some tutors merely provide them with writing handouts rather than work with them on a written assignment. This is why I responded as I did to question #18. Although I know that students sometimes exaggerate, I have heard this complaint too often to believe that it is entirely an exaggeration.

My students have commented that the LTC is too busy so they do not receive enough one on one time to make it worth while. I have also been told that some tutors do not know the Unit Circle and other basics in Precalculus so they were unable to help my students. This may have happened, but a presentation during the convocation or Faculty Development Day would be helpful.

N/A

NA

Need more staffed hours to accommodate student schedules/lives.

None (5 Counts)

None at this time

None at this time.

None, sounds like a great program I will use it in the future when I teach lecture courses

None.

Not convinced of the pedagogical benefits.

One suggestion I have to increase awareness of the services of the LTC is the one I practice. I continuously refer students to the LTC. I also invite the staff to my classroom to give the students an orientation since many of my students are freshmen and nontraditional students.

Perhaps a brief visit from someone from LTC during a discipline meeting.

Place LARGE fliers/ads in every classroom with color so that it's easy for students to see.

Please design something that we can post online for education courses. We all currently use smarthinking for our courses.

Please send another email outlining the specifics of your services. It seems I must have overlooked the one sent at the beginning of the semester.

Regular emails to students and faculty regarding services provided by LTC.

Representatives of the LTC perhaps could visit classrooms at the beginning of the semester as I have already mentioned in this survey. I also believe that teachers should help to increase awareness of the services of the LTC.

Sad to say, a class assignment with a signed document from the LTC is the best way to increase awareness with students...

See above.

Send out a power point or video demonstrating all the ways you can help students in specific subjects.

Send out email blasts, flyers, phone calls, and text messages to LS students to keep them abreast of the tutorial services, workshops, and study jams.

Several of my statistics students wish there were more tutors with statistics knowledge or more hours when the existing ones were available.

My answer to question 14 is explained in my response to question 11.

Several of my students have complained about at least one tutor who only gives out a worksheet and sends students on their way. I have
encouraged students to fill out comment cards about their dissatisfaction; however, I believe that the writing lab supervisor needs to observe and correct this approach to tutoring. For the most part, I think tutors are trying to do a good job, but they need more training.

- Students have stated that typically their are too many students and not enough tutors.
- Students sometimes ask for our help when you are closed. Additional hours would help.
- The LTC should send periodic updates directly to students informing them of new enhancements, technology, etc., that is available to them.
- The LTC staff should not undermine instructors by negative comments to students. I have had students report that someone in the LTC said that I was "rigid, unreasonable, too hard." The students objected to those comments as did my department heads when I reported the comments to them. Obviously, I also object.
- There was an option earlier to state that I had heard about LTC by email, but I have no memory of having received an email dedicated to LTC. I also keep my emails in a folder and have 278 dating from 1/6/2011, but I see none with a subject line or address indicating it is information about the LTC.
- We need a Reading tutor.
- Weekly notification of students using the LTC rather than end of semester notification. In this way, we can stay on top of the students. I have tried my own "Signature Sheet" but it does not work ("I forgot it," "I forgot to get it signed," "I lost it," forged signatures, etc.). It helped to take my Learning Support classes in for a short tour to dispel the unknown.
- Biggest problem is the unmotivated student who will not go the extra mile to learn.
- Worshops (in different time options) on all resources that LTC provides or faculty guide
- Writing tutors needs to be more critical of Grammar and Mechanics.
- Yes, but some students would like Sunday hours at all of the centers and feel it is difficult to get to the location that is open on Sunday.
- doing a great job
- faculty can suggest it to each class
- i have many students complain about the "helpfulness" of the chem tutors on the decatur campus and say that they have to go to clarkston of dunwoody to get accurate help. They complain that they "rush" them through the session and that they dont adequately answer their questions.
- n/a
- see #9 above.