Fulfillment of Mission

Attendance statistics indicate that Learning Services is fulfilling its purpose of providing students with a learning-centered environment where they can receive help in their school work or use computers to complete that work, whether they come in individually or with a class.

Total Logins for All Learning Services Labs, Fall 2013

Hour	Mon	Tue	Wed	Thu	Fri	Total	Average
8:00 AM	395	228	286	151	86	1146	229.20
9:00 AM	402	439	547	629	336	2353	470.60
10:00 AM	921	1140	1072	825	447	4405	881.00
11:00 AM	574	1225	1028	912	466	4205	841.00
12:00 PM	494	583	529	550	246	2402	480.40
1:00 PM	310	336	572	360	101	1679	335.80
2:00 PM	428	255	410	649	17	1759	351.80
3:00 PM	116	254	184	234	1	788	197.00
4:00 PM	105	178	152	120	0	555	138.75
5:00 PM	889	1037	1086	1081	44	4093	1023.25
6:00 PM	325	356	413	499	6	1593	398.19
7:00 PM	7	5	7	4	0	23	5.75
Total:	4966	6035.67	6286.00	6014.44	1699.00	25001	5000.16
Average:	413.81	502.97	523.83	501.20	242.71	2083.40	436.91

Student/Reservation Totals, Fall 2013			
Class	Totals		Average
	Students	Reserva-tions	
008	1355	49	27.65
009	550	21	26.19
010	611	25	24.44
110	520	31	16.77
018	472	23	20.52
019	446	24	18.58
ESL 005	29	1	29.00
Math 119	60	3	20.00
B.Ball	180	13	13.85
Base B.	12	1	12.00
Tennis	27	1	27.00

Totals:	4262	192	22.20

WRITING LAB WORKSHOP RECORD				
Semester		Workshops	Attendance	SLO #
Fall 2013	1	Organizing and Outlining Ideas	4	1, 2
	2	Writing Thesis Statements	7	1, 2
	3	Achieving Coherence	5	1, 2
	4	Developing Ideas	4	1, 2
	5	Everything You Need to Know about Verbs	7	1, 2
	6	Fixing Comma Splices and Fused Sentences	8	1, 2
	7	Writing the Argument	1	1, 2
	8	Using MLA and APA Styles Correctly	7	1, 2, 4
	9	Open Workshop - You Choose the Topic	3	
		Total:	46	

Writing Lab Statistics

Fall 2013

Students Tutored by Class

English Classes (With Slips)

Instructors	051	059	008	009	010	110	102	201
Abubo						2		
Baukholt			14	2	1	12		
Beckett				1				
Bemis				2				
Beope						3		
Cormier	1			1				
Davis		1				1		3
Dorantes			32	61			3	
Guijarro						7		
Heuman				2				
Kemp						3		
Krejci				1				
Lewenstein			11					
Loper								**3**
Martinez				0				
Morris					9			
Patterson				1				
Rapp						5		1
Rowley			1					
Samaniego				6				
Sandoval				11				
Tirado				9				
Williams				3				
Zielinski								12
Total:	**1**	**1**	**58**	**100**	**10**	**33**	**3**	**19**

English Classes	w/Slips	**173**
	wo/Slips	**9**
	Sub Total:	**182**

Other Classes (With Slips)

Instructors	AG 110	BIO 100	CDEV	CSI	ETHICS	GEOG	HIST	LIBS	POLS	SOC	SPEECH
Chevarria				1							
Chien		1									
Diaz										1	
Dollente								1			
Edwards					2						
Landeros									1		
Miller			3								
Mosier											1
Navarro									2		
Pauley	9										
Reyes										1	
Sell					1						
Sheppard			1								
Solomon							1				
Worshan											1
Total:	**9**	**1**	**4**	**1**	**2**	**1**	**1**	**1**	**3**	**2**	**2**

Other Classes	**27**

Total:	**209**

Appointment Stats		Totals	Percentage
Tutoring Slots Available		541	
Tutoring Slots Booked		325	60.07%
No-Shows		50	15.38%
Booked Slots Helped		275	84.62%
In-Person Appointments		250	90.91%
On-Line Appointments		25	9.09%
Walk-In Signups		25	
Walk-Ins Helped		21	84.00%
Total Students Helped		296	

Success of Mission

Student and staff surveys indicate that students consider the services and facilities offered by Learning Services to be helpful in achieving their educational goals.

Reading Lab Class Survey Results, Fall 2013					
Total Responses: **40**		Class Level:	018 = 26 (65%)	019 = 14 (35%)	Class Level Breakdown
Opinion		Representative Responses			
Helpful	39 (97.5%)	It helped me improve my skills. The availability of computers helped those who don't have the luxury at home. I could work at my own pace. It helped me learn on my own and fix my own problems. It helped me to review and understand concepts we covered in class. I was able to finish my homework. It was a quiet place to do work. It gave me time to do my work. When I had concerns, they were immediately addressed. It helped me understand things more clearly. I did my reading labs here; at home I would forget. It was easier to access my work from the Reading Lab. I can ask the teacher for help, and I get things started and finished. I know that I would never have come by myself. When my own computer wasn't functioning, the Reading Lab was always a place that I could rely on to finish my assignments. I learned more every time I went there.			018 = 26 (66.7%) 019 = 13 (33.3%)
Not Helpful	1 (2.5%)	It was confusing, boring, and too long to actually be able to focus. [This seems to relate to the program as well.]			018 = 0 019 = 1 (100%)

Phonics	Helpful (8/100%)	Not Helpful (0)

		It allowed me to review what I already knew. It explained things in further detail. It helped me to pronounce some words better, and I even learned some new words.		
Needed	8 (20%)			018 = 7 (87.5%) 019 = 1 (12.5%)
Not Needed	32 (80%)			018 = 19 (59.4%) 019 = 13 (40.6%)

The purpose of this survey was to see how students felt about coming to the lab to do their lab assignment as a class rather than individually. The comments above address that issue.

However, many students commented on the underline program they used for their lab assignment. Most teachers used Aplia, while two used My Reading Lab. The surveys were done by class level, not individual classes, so which comments relate to which program is impossible to determine. However, all program comments but one were positive. (For the negative comment, see above.)

In general, students credited the programs with helping them
  improve their skills (read and think better)
  understand the class better
  become more independent
  be better prepared for the future

Specifically, they cited
  the exercises
  the examples
  being told immediately if they answered incorrectly
  being given another chance to answer the questions
  seeing the correct answers at the end of the lesson

Overall, it seems that having classes come in as a whole to work on assignments chosen, monitored, and evaluated by the instructor is beneficial to students.

Language Lab Spanish/ESL Survey Results, Fall 2013									
Spanish									
Classes	Responses	Percentage	Programs	Responses	Percentage	Helpful?			Total Responses
						Yes	No	?	25
100	14	56	Imagina			20 (80%)	3 (12%)	2 (8%)	
110			Anda	14	56				
113			Skipper	9	36				
200			?	2	8				
220	9	36							
221									
223									
?	2	8							
Totals:	25				25		20	3	2

ESL									
Classes	Responses	Percentage	Programs	Responses	Percentage	Helpful?			Total Responses
						Yes	No	?	77
001	1	1.29	Eng. Disc.	68	88.3	71 (92.2%)	0	6 (7.79%)	
002			Pro. Pow.	5	6.5				
004	2	2.59	Foc. Grm.	7	9.1				
005	1	1.29	NorthStar	2	2.6				
010	68	88.3	Quia	1	1.3				
011			Q Skills	0					
012			Townsend	0					
013									
014	1	1.29							
015									
025									
031									
032									
042									
052									
?	4	5.19							
Totals:	77				83		71	0	6

Representative Responses To Spanish Survey		
What <u>improvements</u> did you make by using the program?		What <u>aspects of the program</u> helped you make those improvements?
Skipper helped me identify words that need the accent. I learned Spanish verbs and how to use them. How to form sentences in Spanish. I learned how to spell better in Spanish. I improved my Spanish speaking. I learned how to speak Spanish the right way. Also, I learned correct grammar and conjugation. Acvcents and the meanings of words None.		The program marked the wrong words that I wrote, so I learned new words and how to write them correctly. It enabled me to review my Spanish. The practice tests and homework. Lots of fill-in-the blank sentence practice activities. The computers are not good. The learning and written parts, but not the oral ones. Definitions and the examples. The program was limited and repeated itself. After a couple of times, you got bored because it was the same thing over and over again. It was review, not the program, that helped me. We couldn't proceed without the right word. Repetition of words. The program is very good, but is a bit boring and you get angry easily.

Representative Responses to ESL Survey		
What <u>improvements</u> did you make by using the program?		What <u>aspects of the program</u> helped you make those improvements?
I feel more confidence because my English is improving. I have more vocabulary. Better pronunciation and differentiation of sounds. I am better at reading and listening. I have improved my reading, writing, and speaking. I learned to identify relative clauses. I have improved my grammar. I learned to write verbs. I understand more when people are speaking, and I can write more words. I understand my other classes better. The practice reminded me of what we did in class. I improved my vocabulary and listening, so I am doing better in my classes. Better comprehension and vocabulary. I learned many phrases and how to write sentences.		The practice. The pronunciation. The exercises and comparing of words. Reading and listening. Vocabulary and listening exercises. Listening and speaking exercises. Having to analyze the questions to choose the best answer. The stories and drawings. Lessons where there were texts.

Study Skills Center Survey, Fall 2013 Total Responses: 48							
	Question	Very Well		Somewhat		Needs Improvement	
		Number	Percentage	Number	Percentage	Number	Percentage
Tutoring Services	How well does your tutor know the subject	44	91.67%	2	4.17%	0	0.00%
	Has your tutor been supportive to your educational progress?	43	89.58%	4	8.33%	0	0.00%
	How would you rate the tutor's punctuality?	46	95.83%	0	0.00%	0	0.00%
	Has the time of your tutoring session been well managed by the tutor?	45	93.75%	2	4.17%	0	0.00%
	Question	Excellent		Moderate		Little	
		Number	Percentage	Number	Percentage	Number	Percentage
	Has the tutor shown enthusiasm while tutoring?	44	91.67%	1	2.08%	0	0.00%
	Would you recommend this tutor to someone else? Why?	46	95.83%	0	0.00%	0	0.00%
	Would you be interested in being tutored by the same tutor again? Why?	42	87.50%	0	0.00%	0	0.00%
	What constructive criticism or praise do you have for your tutor? (Representative responses)	She explained Math 91 very well. She is excellent. Excellent all around. She is good at what she does. Great tutor! She is: very helpful, very knowledgeable; explains the subject well. He's a very friendly and helpful tutor. He is a great tutor! Keep up the excellent work. . . .I will be back for more tutoring. Very nice, easy to understand.						

	Program:	EOPS:	12	26.09%	DSP&S:	2	4.35%	?:	3	6.52%
Learning Services		LRNA 800	1	2.17%	Walk-in:	23	50.00%	Total Responses:		46
	What services have you used?	Tutoring:	43	93.48%	Workshops:	0	0.00%	Test Proctoring:	0	0.00%
		Other:	0	0.00%						
	How would you rate the service(s) you used?	Very helpful:	42	91.30%	Somewhat:	0	0.00%	Not helpful:	0	0.00%
	How many hours of tutoring per week have you had?	1 = 8 (17.4%) 2 = 23 (50.00%)			3 = 7 (15.21%) 4 = 0			5 = 0 ? = 5 (10.86%)		
	Has tutoring been beneficial to your studies?	Very beneficial:	39	84.78%	Somewhat:	2	4.35%	Not helpful:	0	0.00%
	How would you rate the services provided by our staff?	High Quality:	43	93.48%	Regular:	1	2.17%	Need Improvement:	0	0.00%
	Do you have any complaints? (Representative Responses)	No (33); No complaints whatsoever; No, everything went well.								
	What classes would you like to have tutoring in next semester in the S.S.C.?	History; Math 71, 81, 91; Calculus; Stats; Admin. of Justice; Bus. 220, Eco 101 &102; All courses required for a business major; Nursing; Biology 100; Chem. 100, 200; Eng. 009, 010, 201.								

Writing Lab Class Survey Results, Fall 2013						
Total Responses:	**123**	Class Level:	008 = 65 (52.8%)	009 = 36 (29.26%)	010 = 11 (8.9%)	110 = 11 (8.9%)
Benefit		Representative Responses				
Helpful	122 (99%)	It helped me to access research sources and improve my writing skills. It helped me finsih assignments by providing a computer for me. It helped me chatch up on extra work. Computers are never easy to handle; tutors know their way in the lab. I was able to finsh class assignments on time. It helped me improve the way I read and analyze. It gave me a schedule and order to do instead of doing it at home where I was more prone to distractions. Coming to the lab helped me do what I needed to do. It was helpful for typing essays, searching research, and doing online homework when I don't have internet at home. I had time to catch up on assignments I couldn't do at home. If I had questions about my homework online, I had my teacher there to help me out. I could do my homework and receive help from tutors. It gave me quick Internet access since the computers in the library are never free. It helped me get ahead on my Aplia. It's something different than just sitting in class. It made our witing assignments more efficient. I didn't have to bring my laptop to school. My writing skills got better. It helped us do assignments we can't do in class. It helped me do my work and stay more focused. It made the quizzes easier to answer. The lab has all of the resources you need to do your work. I have been learning a lot, and I have more time on doing homework. I developed my English techniques and learned more skills.			I was able to start my homework and know what was going to come in the next test. I could practice, and improved in the class. I felt comfortable to be with my class and ask questions. If I came to the lab alone, I would've been shy and afraid to ask questions. It helped me in being able to rewrite my essays and use the internet to help me figure out synonyms and spelling errors. The Lab taught you what you didn't understand. The teacher was very helpful and patient with us. She was very open that we should always ask for help. It gave me time and experience to type faster. It also helped me to learn how to type up an essay. It is more quiet than the library. Everything is much easier and organized. If your teacher is sick, [the lab staff] are willing to sub for your teacher. Working in class saves time and enables me to do other work at home. If we didn't have to come as a class, I would have honestly never showed up.		
Not Helpful	4 (3.25%)	I was distracted by other students. I would rather work on my own at home. The computers are slow and freeze up constantly. It's too cold. The only disadvantage it had was that since we came together as a class, we had to leave together as a class.					

The percentages for "Helpful" and "Not Helpful" are off because three students had both positive and negative comments. Only one student (in Eng 010) had nothing good to say. Of the four negative comments, only two relate to the point of the survey: the benefit of coming to the lab as a class rather than individually.

There were a few favorable comments about the Aplia program and specific assignments:

Aplia
  interesting lesson content
  the practice that the program allowed them to do
  immediate grading of exercises
  improvement in English and writing skills
  better understanding of things that were confusing in class
  improved grades in class

Other assignments
  the journal exercises helped them write better essays
  typing essays on the computer helpd them develop computer skills
  typing on the computer helped them learn how to format an essay
  typing on the computer helped them develop research skills

Overall, it seems clear that most students felt that they benefitted when the whole class came to the lab to work on an assignment.

Writing Lab Student Survey Results, Fall 2013											

Classes Tutored

| Tutor | Classes | | | | | | | | | | Total |
| | Writing | | | | | | Other | | | | |
	008	009	010	110	201	220	CSI 206	PHIL 102	CDEV	?	
Stephanie	6	2	2	5	1		1	2		2	21
Sonia	1					1			1		3
Dan				1							1
Alma	4	1		1							6
Total:	11	3	2	7	1	1	1	2	1	2	31

Evaluation of Service

| Tutor | Categories | | | | | | | | |
| | Organization and Preparation | | | Clarity | | | Support and Interest | | |
	Very	Somewhat	Not at All	Very	Somewhat	Not at All	Very	Somewhat	Not at All
Stephanie	95.24%	4.76%	0	95.24%	4.76%	0	95.24%	4.76%	0
Sonia	100%	100%	0	100%	100%	0	100%	100%	0
Dan	100%	100%	0	100%	100%	0	100%	100%	0
Alma	100%	100%	0	100%	100%	0	100%	100%	0

Evaluation of Tutor

| Tutor | Categories and Responses | | |
	Most Helpful Part of the Session	Recommendations for Tutor	Recommendation of Tutor
Stephanie	She gives me good advice for how [to] do my essay. The Thesis and topic sentences. She gives me examples to help me understand. She helped me correct my mistakes and write an amazing essay. She pointed out my errors and then let me correct them myself in order to learn from my mistakes. Structure. The tutor explained each each correction that was made and suggested better alternatives. Topic sentences and conclusion. Feedback and advice. She made me understand how in-text citations work. How to make my topic sentences relate to the thesis. She helped me to improve my introduction. She helped me understand how to write my thesis statement to support my topic sentences. Organizing the structure of the essay, and grammar errors.	No. I think that she explains well. No. She did great. Longer tutoring sessions. Keep doing your great job! Explain in more detail other aspects of material that is being reviewed. Take more time in reviewing students' essays. No. She was doing exactly what I asked help for.	Yes: She is very patient and explains very well. She is a nice person. She is very helpful. She was well organized. She taught me the correct way of writing. She was very helpful and knowledgeable. She is very understanding and helpful. . . .if your work needs to be just briefly inspected. She is very helpful and clear on what you need to do to fix your essay.
Sonia	How to use "a" with a person. Don't use too many semicolons. How to be clear in the conclusion. Help with grammar and sentences.	No. She was very helpful.	Yes: She provides examples and explains clearly. She explains everything very clearly.
Dan	When he told me what else to improve [besides what I asked help with].	No. He is a great tutor.	Yes. He gives you good examples and clarifies things so you understand.
Alma (in training)	She explained clearly. She helped me make my essay more conhesive. The way she explained how to do a works cited [page] correctly. Helping me with my thesis.	No. Not at all.	Yes: She was clear. She explained everything in a very good way. She explains in detail. She gave clear instructions on following the promp. Of course. Most definitely.

Learning Services Staff Survey, Results, Fall 2013							
Semester	Staff Member	Center	Position		Total Responses:	10	
Fall 2013	All	R/W/L Lab	Tutors		Analysis		
						# Resp.	%
Overall evaluation of Center operations. Check one:					Effective	7	70
	1. Effective		7		Satisfactory	2	20
	2. Satisfactory		2		Needs Impr.	1	10
	3. Needs Improvement		1				

Explain your answer to the previous question: (Summaries)

The Reading and Writing Lab is doing its job to improve students skills, especially in phonics this semester.

Fewer students had to work on phonics this semester, and those who did put in a lot of effort.

The Reading and Writing Lab functions effectively because students are able to ask tutors questions about any assignment they are working on, whether reading (including phonics) or writing.

Students are really taking advantage of the programs the Lab offers. They show enthusiasm when they come to the Lab to work on assignments for their classes.

Tutors should be trained on any software that teachers use for their classes.

The procedures and rules keep things organized, orderly, and focused on learning.

We minimize distractions, provide bilinual assistance for beginning ESL students, and tutors understand and can explain all of the programs the Lab offers.

We offer good service to students, but the computers do not allow them to get as much as possible from the programs.

Students have been able to catch on to the programs for ESL (in spite of problems with the computers).

The Language Lab provides software programs, computers, internet access, printers, and tutor assistance. Only 30% of the computers are fully functional, but they are assigned according to student needs. Therefore, the Lab is functioning satisfactorily with the resources that are available.

Have you noticed an improvement in student learning among students who use the Center? Please explain. (Summaries)

Students who needed phonics work were more involved in the exercises and improved this semster over previous semsters.

In addition to the improvement in phonics, there were fewer requests for resets in My Reading Lab, indicating that students had improved their reading skills in previous classes.

Students who are interested in improving their skills have improved. Those who are not interested, haven't.

I have seen improvement in each student: Most [ESL] students now speak English instead of Spanish, and they have learned how to login to the computer and use the programs; before, they would always be asking for help.

I have seen improvement in students being able to work on their own, after being shown how to login, print, etc.

Students who come in wanting help correct their mistakes, and the more they come in, the better their writing gets.

Students who come to the Lab more often have shown better vocabulary and assignment grade improvement.

Students have shown improvement with using the ESL programs and are practicing English more.

Students who practice writing, reading, speaking, and listening through the Spanish and English software programs are helped in their classes.

What suggestions do you have for improving how the Center contributes to student learning? (Summaries)

The Writing Lab and the services it offers (tutoring and workshops) needs to be advertised more.

Reading tutors should be trained in other programs that are used in the Lab (i.e. Aplia), not just My Reading Lab.

The writing teachers and students should be made more aware of the writing services that are available.

We need new computers, and the rooms/carpets need to be cleaned more often.

Asking a student who is not working to leave. That will lessen distractions and provide more room for students who are actually serious and dedicated to their studies.

We have received complaints from both students and teachers about the few computers that are in good condition. Also, the head phones are either broken or cannot be adjusted because they are fixed with adhesive tape.

Having computers that worked would help students complete their work, and teachers would be able to bring their students for tests in the Language Lab.

Only 30% of the computers in the Languae Lab are fully functional.   All computers need to be fully functioning for students to take advantage of all of the services that the Language Lab provides.

Learning Services Staff Survey, Results, Fall 2013
Summary
While the assessment of R/W/L Lab operations varies among individual staff mentbers, the majority (70%) of those who deal directly with students feel that the Lab is functioning well. While all staff acknowledge areas that need improvement, they also note recognizable progress among students who use the Lab. The primary area of concern for improvement is technology/equipment. The computers are six years old and showing their age. As noted in the survey responses, they need to be replaced in order to give students a better opportunity for success. That replacement is scheduled to occur in December/January. Headphones are another crucial issue. Since they are used daily by many students, they suffer wear and frequent breakage. We have been trying to make do with those that are still (mostly) functioning, but there are not enough good ones left to provide a quality learning experience to all students who use the Lab to do required assignments. Fortunately, new headphones have been ordered and, with the new computers, will enhance the Lab's effectiveness considerably.

Learning Services Staff Survey, Results, Fall 2013							
Semester	Staff Member	Center	Position		Total Responses:		7
Fall 2013	All	SSC	Tutors		Analysis		
						# Resp.	%
Overall evaluation of Center operations. Check one:					Effective	7	100
	1. Effective	7			Satisfactory	0	0
	2. Satisfactory	0			Needs Impr.	0	0
	3. Needs Improvement	0					

Explain your answer to the previous question: (Summaries)

Tutors here have a real interest in helping studetns learn, leading to an organized and comfortable work environment. Also, the supervisors understand the students and turors very well, so they maximize the time and appointments everyone has.

Students who have received tutoring have said that they did well on a test or received a good grade on their essay.

Students are always prepared to work and willing to learn new methods of study.

Students are learning to have discipline for their accademics and an interst in learning rather than just passing their classes.

All students can receive help with the subjects they are studying. Some of them have regular appointments, but those who don't have time for appointments can receive walk-in tutoring.

The Center helps students to the best of its ability, and with the resources available to it.

In spite of the lack of resources and staff, the Center is doing what it can to give students the help they need, even if it means that tutors are required to tutro small groups instead of individuals.

Have you noticed an improvement in student learning among students who use the Center? Please explain. (Summaries)

The students that I have tutored have not only shown improvement with every visit, but they say that their grades have improved and that coming to tutoring has helped them. They have not only learned several processes and formulas, but also show confidentce in solving problems by themselves. The can recall what they worked on the previous weeks as well.

Students not only report better grades, but are able to remember what was covered in previous tutoring sessions.

Students have shown significant improvement in their learning. One way they have demonstrated this progress is by their improved grades. Most importantly, students were committed until the end of thier sessions.

Most of the English students are now able to understand the concept of an essay format and are improving their writing skills.

Also, students have demonstrated more interest in the tutoring sessions. Most of them have come prepared with their materials and are eager to do the work.

I have had three students who received "F's" on their first month's exam, but after receiving tutoring are passing their classes.

One math student recently said that she finally understood some concepts she had been having trouble with. ALso, I have seen students in general become independent learners.

Improvement is most noticeable among students who come regularly and never miss their appointments.

What suggestions do you have for improving how the Center contributes to student learning? (Summaries)

Letting students know that they must come to their appopintments would be effective in maximizing the time tutors can work.

Making sure that students have their notes and books would help tutors know what the students needed help with.

ESL students could benefit from more conversation classes.

I would suggest more individual tutoring sessions for sutdents under the DSP&S program.

More individual tutoring sessions for students in the DSP&S program. They need more hours and individual [attention], as the students from the EOPS program receive.

We need more tutors to handle all of the students who need help.

There are a few things that would improve the Center's contribution to student learning: 1) A new login system. The current system is slow and takes time away from tutoring. 2) Posters around the room reminding students of the rules so they don't disturb students who are receiving tutoring. 3) Computers. Many students (especially CIS students) need access to computers. There is only one in the Center, and it needs to be updated.

Learning Services Staff Survey, Results, Fall 2013
Summary
All of the SSC staff agree that the Center is working efficiently. This is demonstrated by the improvemetns that students who use the Center have made in their understanding of the learning process and in their class grades. The staff does, however, note that the Center could function better with more resources, such as tutors and equipment.