

*The Learning Assistance
and Resource Center*

West Chester University

Academic Year Report

2014



2015



Learning Assistance and Resource Center

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The graphic features a central purple rounded rectangle with the text 'Table of Contents' in white. Two dotted lines extend from the top of this rectangle to a small purple dot at the very top center. Below the central rectangle, there are two columns of three dark teal rectangular boxes each. Each teal box contains white text. Large purple arrows point from the central rectangle towards the first two boxes in each column. The background is a light cream color with a repeating pattern of thin, dotted lines forming a diamond or lattice shape.

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Supplemental Instruction

The Supplemental Instruction (SI) model of academic assistance helps students in historically difficult classes master course content while they develop and integrate learning and study strategies. The LARC currently employ 30 SI Leaders who sit in the high risk Biology and Chemistry courses.

"My SI tutor is a very good listener; I feel like she really hears my concerns and addresses exactly what I don't understand and helps to clarify cloudy concepts. She is very friendly and I feel comfortable asking her questions about the material. She does a good job at individualizing sessions based on my specific needs."
~ Anonymous



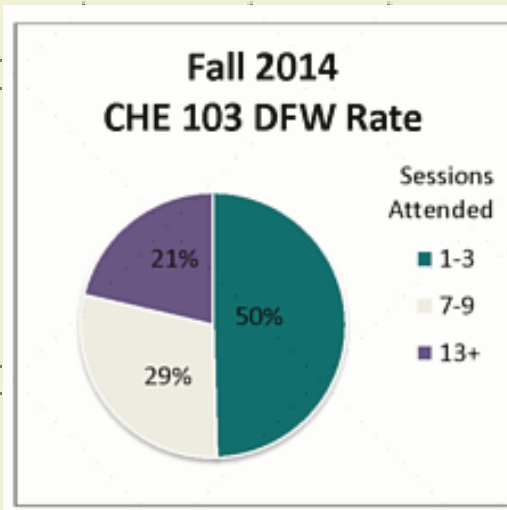
BIO : 100, 110, 230, 259 & 269

CHE : 103, 104, 107, 230, 231 & 232

Duties of SI Leaders:

- Attend all class meetings
- Act as model student
- Schedule and conduct weekly sessions
- Maintain contact with course professor
- Collect attendance data for SI sessions
- Attend bi-weekly SI meetings

The success of the SI program suggests SI has a positive impact on student retention. By continuing and expanding the current SI program, we hope to maintain improvement of the academic achievement of students at risk of poor performance (D, F, or W) in the high-risk courses.



Data on the left shows students who attend 13 or more sessions will have a lower DFW rate compared to their peers who only attend 1-3 total sessions.

THE Academic Development Program

ADP

MATQ01 & MATQ00

ENGQ20 & WRT120

SPK208

"Haley is very friendly and she makes you feel comfortable to ask questions. She is really great at what she does!"
~Anonymous

The Academic Development Program (ADP) is a special admissions program for selected students who do not meet current admissions requirements but who still show the potential to succeed in college. Tutoring is an essential component of ADP services. Tutoring is required for all developmental courses (MATQ00/01 and ENGQ20), WRT120, and SPK208. Students must pass with a C- or higher in the developmental courses. All courses are assessed on students passing with a C- or higher.

Semester	Course	Pass Rate
Fall 2014	ENGQ20	95%
	MATQ01	74%
	MATQ00	73%
	WRT120	95%
Spring 2015	ENGQ20	--
	MATQ01	74%
	MATQ00	69%
	WRT120	92%



Tutoring is integrated into and required for all of the ADP courses taken in the summer and during the academic year. Tutoring sessions emphasize course content but also focus on study and time management skills to help students become independent learners.

Tutors must attend class with the students, and one tutor is assigned to each class, so all students in the class are tutored by the same peer tutor. Tutoring is mandatory for this program, and tutors must attend a six-hour orientation prior to the beginning of each semester.



General Tutoring



MISSION STATEMENT

The Learning Assistance and Resource Center (LARC) strives to provide quality academic support services which help students become independent, active learners who achieve academic success. The LARC aims to promote cognitive development in a diversity of student populations through assessing and teaching the affective skills necessary for achieving academic and personal learning goals.

STUDENT LEARNING OUTCOMES

Students will learn how to effectively apply study skills and learning strategies to become independent, active learners who achieve academic success.

- Engaging students during tutorials by asking questions and asking the students to take notes encourages active participation in the learning process.
- Modeling problem solving, critical thinking, and study/learning strategies equips students with the tools they need to work independently and become successful learners.
- Students will demonstrate persistence in higher education to successfully complete coursework and fully matriculate.

PROGRAM OUTCOMES

Structural:

Goal: Developing the structure and resources needed to serve our growing program.

Objective: To have sufficient infrastructure (policies, practices, collaborations, and establish connections, reporting, and organizational structure) and resources (space, personnel, and operating budget) to increase services each year proportional to the population growth in first- and second-year students.

Educational:

Goal: Developing learning tools: Current best practices in student learning theory. Students can recognize their learning styles and reinforce the tools they need to become independent learners.

Objective: To help tutors and program facilitators shape sessions based upon the specific learning styles of each student and the intra-group dynamics of each session or workshop. Students serviced by the LARC will develop as independent learners through facilitated peer-interactions and individualized skills acquisition as a result of tutor education and training.

Professional:

Goal: Professional development of all employees: Peer Tutor Coordinators (PTC), tutors, and professional staff

Objective: To ensure all {leadership/employees (PTCs, tutors, and staff)} is respectful, appropriate, and completely accurate in exhibiting the professional demeanor required of them. An emphasis is placed on interpersonal sensitivity issues (diversity, LGBTQ, etc.) by cross-training designated academic and operational policies and offering networking opportunities with on-/off-campus colleagues.



General Tutoring Courses

Accounting - ACC 201/202

Computer Science - CSC 110/141/142

Economics - ECO 111/112/251/252

French - 101-202

German - 101-202

History - 101/102/150/151/152

Italian - 101-202

Mathematics-101-121/161-162

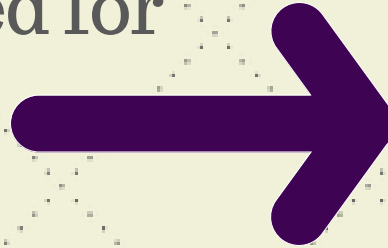
Philosophy - 100/101

Psychology - 100/245/246

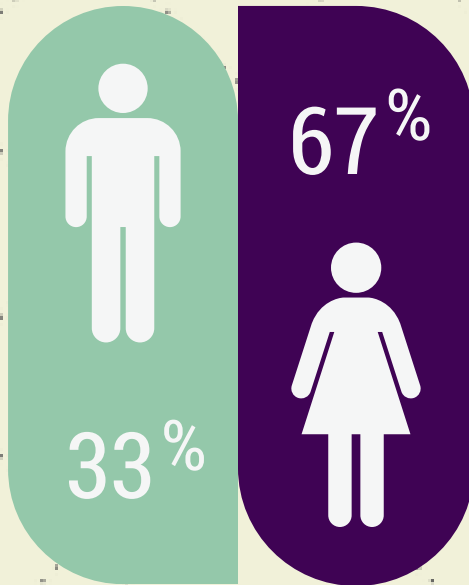
Physics - 100/130/140/170/180

Spanish - 101-202

In Fall 2014, 1,023 First-Year students registered for tutoring! That's...



**43.6% of the
total first-year
population!**



3,199 students registered for tutoring in the 2014-2015 academic year

**2014-2015 Academic Year
Tutoring Contact Hours:
27,375!!**

EAP

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Early Alert Program

The mission of the Early Alert Program (EAP) is to provide early intervention through early indicators to students identified through multiple collegiate channels as needing additional academic and social support. The program works by identifying students, contacting them, and scheduling regular meetings to allow them to achieve their academic goals, as well as improve the retention and graduation rates at West Chester University.



The Early Alert Program is a proactive system of communication and collaboration of professors, program staff, academic advisors, and University students. The goal of this program is to promote academic success for students by:

- Identifying students having trouble with targeted course material
- Providing students timely support and direction to appropriate campus resources
- Encouraging students to utilize campus resources and to also, communicate with professors, advisors and department chairperson
- Helping students learn useful self advocacy skills
- Making the college transition process more enjoyable by providing more opportunity for academic success

152% increase in the number of
faculty participating in EAP
referrals when comparing Spring
2012 to Spring 2014!

Fall 2014 - 694 EAP referrals

Spring 2015 - 707 EAP referrals



Academic Success Workshops



The Academic Success Workshop (ASW) is a four-week session developed to provide diverse learners with proven methods enhancing student success and retention. In order to improve the quality of learning students receive at West Chester University, these workshops are designed to highlight the necessary skills set students need to succeed at the post-secondary level.

217

students attended ASW sessions this year!

11%

student participation increase from 2013-2014



Workshop Sessions:

Note Taking: College Edition

No Fear Test Taking: Reducing Test Anxiety

Get It WRITE: Short Essay Skills and APA Format

Don't Put This Workshop Off Until Tomorrow: Time Management Strategies



Diversity 411



The Diversity 411 Program is sponsored by the LARC and supported by the Campus Climate Intervention Team. Diversity 411 Workshops are based on Dr. Maura Cullen's "35 Dumb Things Well-Intended People Say," and gives students an opportunity to engage in diversity dialogues, build healthy communication alternatives, and broaden their perspectives about diversity issues.

"I think this is an extremely valuable workshop and so grateful it is a campus resource. I really liked the dynamic of having 2 speakers and it was nice to have Charifa share a few humorous examples about some of the questions she encounters. Having the discussion led by fellow peer students makes it a more comfortable environment to share. After the presentation, I asked my students for feedback. They all said it was enjoyable and very applicable to life situations. I would definitely request this program again and refer other colleagues to do the same." ~ Professor Kuffner

Vision/Learning Objectives:

- Help students build healthy communication alternatives when interacting with individuals from different cultural backgrounds.
- Create an atmosphere where students from underrepresented groups feel welcomed and accepted in higher education.

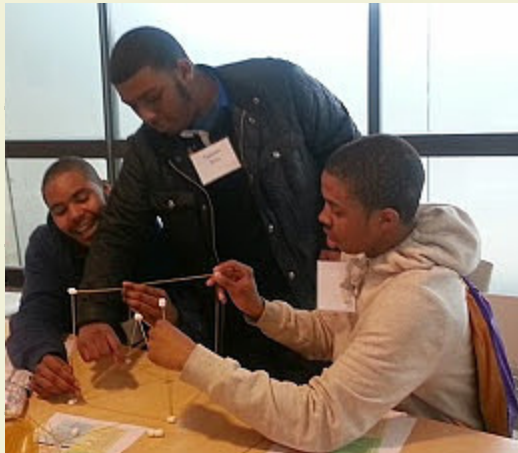




Brother II Brother



The Brother II Brother (BIIB) program is a WCU initiative focused on positively leading, empowering, and influencing minority males on campus. BIIB utilizes Academic Ambassadors, upper-class minority male students committed to academic excellence, to provide individualized and unique academic support to other minority male students. Our Academic Ambassadors help BIIB achieve its overall goal of increased WCU minority male retention, campus involvement, and academic success..





Smarthinking



Smarthinking "strives to assist students in developing successful learning and problem-solving strategies that will help them succeed in the classroom." The addition of Smarthinking to the services currently offered by the LARC allows students the opportunity to access free online tutoring 24/7 in the comfort and convenience of any space where internet access is available.

Accounting

Algebra

Biology

Calculus

Economics

Gen. Chemistry

Intro. Finance

Human A & P

Liberal Arts Math

Org. Chemistry

Spanish

Statistics

Smarthinking Data for 2014-2015 Academic Year:

292 New Registrants

46 Distinct Users

242 Total Sessions

154 Hours Used

Tutor Testimonials

"Tutoring has not only allowed me to help others but myself as well. I've become more confident in my abilities as a tutor throughout my 3 semesters working at the LARC and have gained more leadership skills. Being a tutor has helped me learn how to work with people from all shapes and backgrounds. It's rewarding when tutees improve throughout the semester and let me know that the sessions helped them out tremendously."

- Samantha J.

"Tutoring at the LARC has been one of the best opportunities in my undergrad career. Being able to meet more students through the school year and helping them with their courses to develop better study skills has been rewarding. Not only have my tutees developed better coursework skills, but I have seen them grow in other aspects such as involvement, overcoming learning disabilities, and becoming proud Golden Rams. At the end of the semester wrapping up the final tutoring session of the year, the students I have tutored overwhelmed me with thank-yous for the semester and that just made the job all that much more meaningful. The LARC is a hub for positive involvement and hard work on campus and I am glad to have been a part of such a wonderful service at West Chester University."

- Megan V.



"As far as the LARC goes, being a tutor is so rewarding. Not only do you help a lot of students do better in one class, you also become sort of a role model for your tutees. They look to you to be a good example of how to do well in college, and it pushes me to be better. It's a win-win situation!"

- Nicole L.



"Originally what I thought would just be a job related to my future profession in education has turned out to be a job that is preparing me for my profession. Although tutoring focuses on the benefits for the students, the benefits I've seen for myself as a tutor have been unprecedented. Through my work in the LARC I am now able to communicate much more effectively with students, and am able to better cater to students with different learning styles. Both of these skills are essential for educators, and I didn't even have to step foot in the classroom to learn them."

- Matthew D.

"Becoming a tutor for the LARC was one of the best decisions I have made at college so far. The benefits to both me, the staff, and to my fellow colleagues here at school are endless. Not only do I get a rewarding feeling for helping people understand a certain subject that I like, but I also get to relearn the material myself by talking it through and make corrections to my own work as I go along. The staff at the LARC was more than appreciative of me and my work, and they made me feel as comfortable as I would be right at home. The best part about the job is that it can fit right into your schedule. This list can go on, but for my conclusion I must say that I love my job there and hope to keep throughout my entire college career."

- Jared J.

Tutor Highlights

Dina Bicking was recognized by West Chester University College of Arts and Science and received the Research Award. She also received the Department of Psychology student award and was a recipient of an Undergraduate Research Grant. For the past two years she was a recipient of the Golden Ram's Society scholarship.

Dina will be attending George Mason University in Fairfax, Virginia to pursue a Master of Arts in Women and Gender Studies.



Katy DeLong and Dina Bicking
Psychology Tutors

Megan Van Vliet participated in research with Dr. Tim Starn. They brewed a vitamin beer and tried to develop a method to be used in tracking the vitamin content throughout the fermentation process. They were looking to see how the yeast would affect vitamin content and the goal was to use High Performance Liquid Chromatography to create a calibration curve to determine concentration (or more importantly your Daily Values for vitamins in the beer!). Unfortunately their separation technique was not able to do so quantitatively in the preliminary studies.

Megan will be attending Temple University in Fall 2015 for a Doctorate in Chemistry Ph.D. She also graduated with Honors, GSE Honors (the Chemistry Honors cord) and with an American Chemical Society certification.



Denston Carey, Organic
Chemistry SI Leader

Denston Carey, pre-med student, is one of only 10 students accepted into Thomas Jefferson University's Summer Training and Enrichment Program for Underrepresented Persons (STEP-UP).

The sophomore from Trevoze, Pa., joined WCU's pre-med program last fall and is majoring in cell and molecular biology. Denston is the current recipient of WCU's pre-med program scholarship and is maintaining a 4.0 GPA. Denston has tutored for the LARC since Fall 2014 and has tutored Biology and will be a Supplemental Instruction Leader for Organic Chemistry in Fall 2015.

Lauren Leonard will be attending Philadelphia College of Osteopathic Medicine (PCOM) in Fall 2015 for a Doctor Osteopathic Medicine. Lauren was our Genetics tutor from Fall 2013-Spring 2015

Brandon Messick will be attending Lake Erie College of Osteopathic Medicine at Seton Hill for a Doctor of Osteopathic Medicine degree in Fall 2015. Brandon was a tutor in General Chemistry and Organic Chemistry. This past year, Brandon was selected to become the Supplemental Instruction Peer Tutor Coordinator. Brandon was employed by the LARC Fall 2012-May 2015.

Nicole Locorriere participated in research with two different psychology professors this year. In the Fall, she worked with Dr. Kerr, and researched what type of environment best facilitated student learning (in class, online, or hybrid). Spring semester she was accepted into Dr. Brown's ECCEL program, where she had the opportunity to go into Philadelphia every week to do research on how music, dance and art classes benefit the development of underprivileged preschoolers. Nicole has been a Psychology tutor during Fall 2014-Spring 2015.



Lauren Leonard, Genetics SI
Leader and Brandon Messick,
SI Peer Tutor Coordinator

To request collaborations, workshops, or tutoring,
please contact the LARC at 610-436-2535 or email
LARC@wcupa.edu.

Visit us online at www.wcupa.edu/larc

