

A N N U A L R E P O R T

LEARNING
ASSISTANCE AND
RESOURCE CENTER

W E S T C H E S T E R U N I V E R S I T Y O F
P E N N S Y L V A N I A

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Learning Assistance and Resouce Center

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M i s s i o n

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.

V i s i o n

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O u t c o m e s

- Increase services to students proportional to the university's enrollment growth in first and second-year students
- Continue to be certified to help students become independent learners through facilitated peer-interactions
- Tutored students will effectively apply learning strategies and achieve increased academic performance and retention
- Peer student tutors will participate in professional development opportunities

SERVICES



GENERAL TUTORING

The LARC's General Tutoring is purposed to help students recognize their learning styles and develop the skills needed to become independent learners.



SUPPLEMENTAL INSTRUCTION

The Supplemental Instruction (SI) model of student academic assistance helps students in historically difficult classes master course content while they develop and integrate learning and study strategies



ACADEMIC DEVELOPMENT PROGRAM

The Academic Development Program (ADP) is a special admissions program for students who do not meet current admissions criteria but who still show the potential to succeed in college.



EARLY ALERT PROGRAM

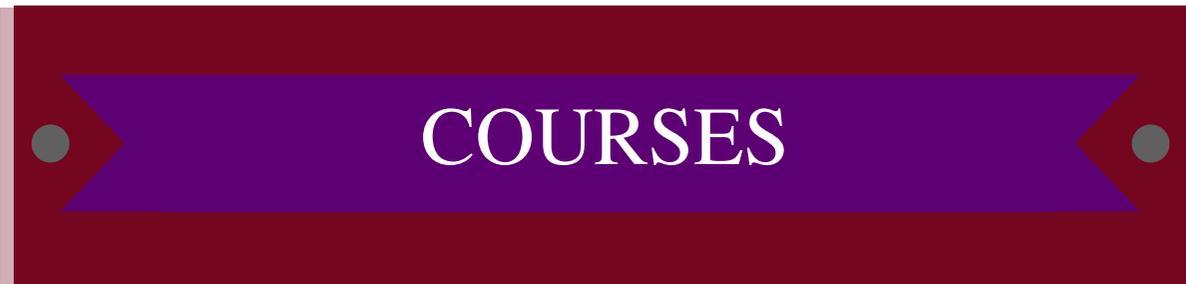
The Early Alert Program is a proactive system of communication and collaboration of professors, program staff, academic advisors, and University students

General Tutoring

Registration for Chemistry and Biology begins the Wednesday of every semester at 8:00 a.m. Registration for all other courses begin the Thursday of every semester at 8:00 a.m.

Students may register throughout the semester until the 12th week.

Students must come to Lawrence Center to register in person for tutoring. We do not offer tutor registration over the phone or online. In person registration allows the LARC to verify student schedules, tutor availability and provide additional referrals to other useful campus resources.



COURSES

Tutor Profiles

The LARC offers tutoring in most 100- and 200-level courses.

Qualifications - Peer Tutors: Undergraduate/Graduate

Be admitted or enrolled in a degree program at WCU.

Have passed with a grade of A- or better in any course he/she intends to tutor.

Undergraduate - minimum 3.0 cumulative GPA; Graduate - minimum 3.25 cumulative GPA

Experience in tutoring, teaching, or conducting study groups preferred.

Two professor references (one must be in the requested subject).



3.71 GPA

The average cumulative grade point average for LARC tutors



51%

Tutoring registration numbers have increased 51% in the past two years

90 - 105

The LARC employs and trains 90-105 tutors each semester for a variety of subject areas



1,367 students were registered for tutoring as of April 1, 2016

Supplemental Instruction

The Supplemental Instruction (SI) model of student 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. 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.

Courses currently offered under SI

<i>BIOLOGY</i>	<i>CHEMISTRY</i>
100, 110	103, 104, 107
230, 259, 269	230, 231, 232

Our highly qualified and trained student leaders have previously earned an A or A- in the course they are assigned to tutor, have above a 3.0 CGPA, and received two faculty recommendation letters. Also, SI Leaders attend class with the students to serve as a model student in all capacities. SI is a completely free service to students, and it is expected students attend their assigned weekly session in addition to attending class



Academic Development Program

The Academic Development Program is a special admissions program for students who do not meet current admissions criteria but who still show the potential to succeed in college.

Students admitted to the program complete a five week summer session to assist them in developing academic skills in reading, writing, and mathematics. In addition, the program provides academic support through academic advising, tutoring, mentoring and academic monitoring, and counseling. Students who successfully complete the summer session enter the fall semester with increased academic confidence and familiarity with the campus culture and university procedures.



Act 101

West Chester University provides a comprehensive Act 101 Program. ADP students who qualify for Act 101 receive additional services such as financial assistance for the summer session, access to specialized cultural activities, additional tutoring, and other services

Peer Assistants

Peer Assistants serve as mentors, role models, and resident assistants to students and form links between the students, the ADP, and other resources within the University. Peer Assistants foster an environment that is conducive to the enhancement of academic, social, and personal development of students, and encourage a sense of community in the residence hall.

Chi Alpha Epsilon

Chi Alpha Epsilon was formed to recognize the academic achievements of students admitted to colleges and the universities through non-traditional criteria. Its purposes are to promote continued high academic standards, to foster increased communication among its members, and to honor academic excellence achieved by those students.

EARLY ALERT PROGRAM

The Early Alert Program is a proactive system of communication and collaboration of professors, program staff, academic advisors, and University students



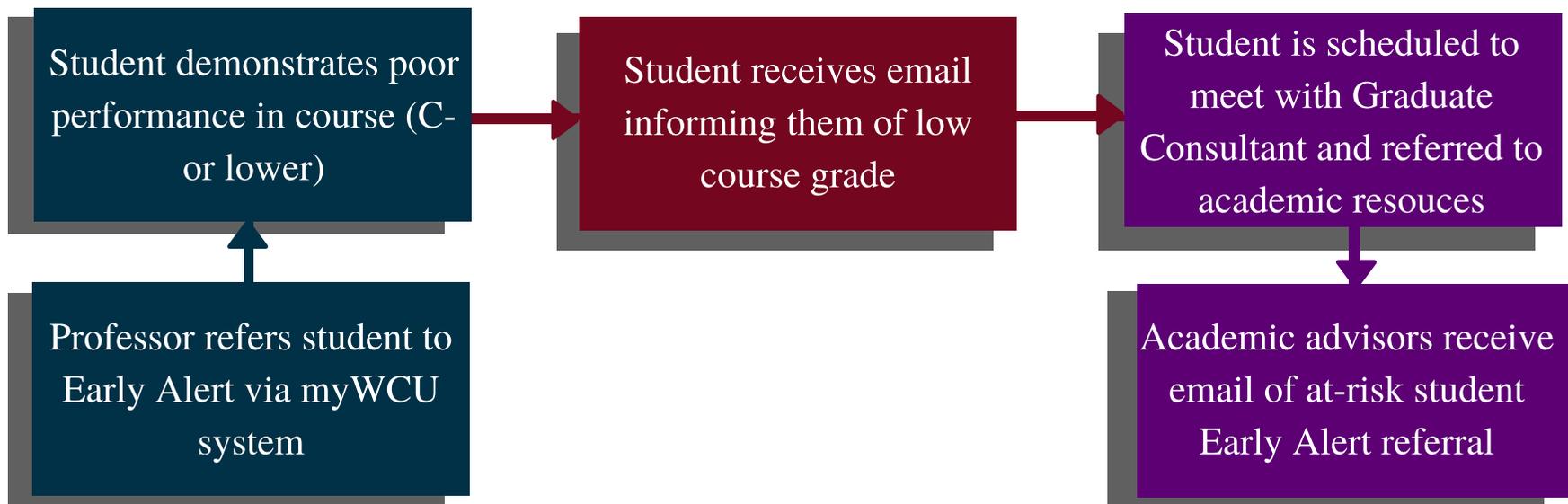
Mission Statement:

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.

Early Alert Program



Students with a grade of C- or lower are identified by the professor and referred. Once students are referred, an email letter is automatically generated to the students informing them of their low grades for the designated course(s) and introducing them to program services. An email is sent to the EAP Coordinator, who schedules a time for alerted students to meet Graduate Consultants. An email is generated to the students' advisors informing them of their assigned students who are in academic jeopardy. Only staff and faculty who have access to grade reports have access to EA grades.



Student Testimonials

Taken from EAP email and end of semester/satisfaction surveys

“Thanks again for emailing a few times. So happy I saw this.”

“Gregory was very helpful and informative. He was very personable, and I think I have a better idea of how to prepare for the rest of the semester.”

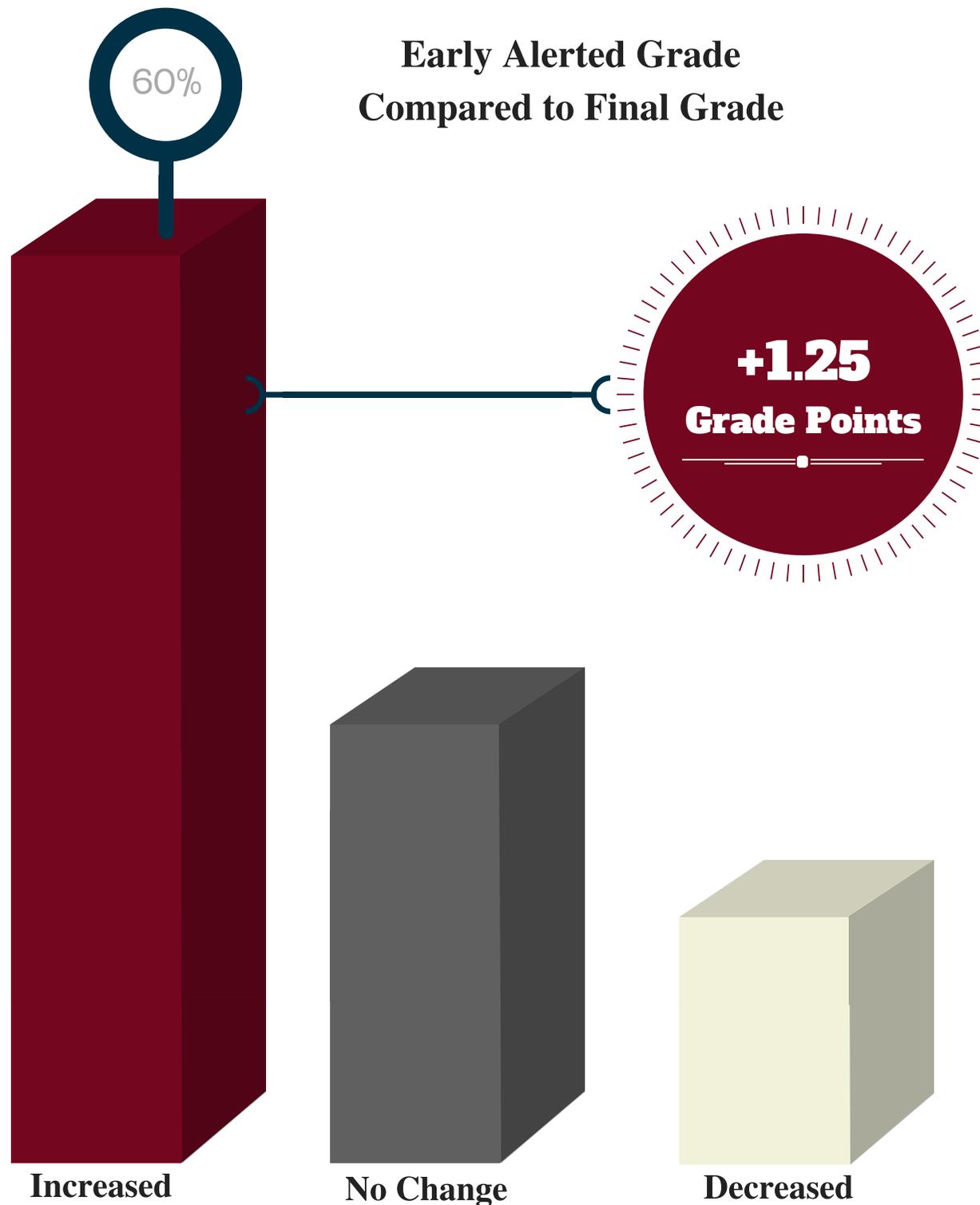
“I felt safe and welcome and eager to improve as much as I can over the course of the semester”

"[Without Early Alert], I would have struggled more often, and would of counted my self out for the rest of the semester. Early alert does assist with getting me back on track with school and a better understanding of where I need to be and what I can do.

"[Without Early Alert}, I think I would have failed my first year of college but Early Alert helped me accomplished my goals"



Early Alerted Grade Compared to Final Grade



Impact on Student Performance

Early Alert Program data analysis results indicated positive trends in student performance and achievement after an EAP intervention took place. Of the students who received an early alert since Fall 2013, 60% earned a course grade higher than their early alerted grade, and of this group the average increase was +1.25 points (a full letter grade). In the past (2009), EAP courses typically report lower DFW results, which signify more students are being retained at the University.

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 the students an opportunity to engage in diversity dialogues, build healthy communication alternatives, and broaden their perspectives about diversity issues.

D411 Program Goals:

- 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.

88%

percentage of participants agreed they learned skills which can be used in both professional and personal capacities

550

STUDENTS REACHED
BY D411 IN 2015-2016

Brother II Brother

The Brother II Brother (BIIB) program is a West Chester University 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



BIIB Program Goals:

- Utilize Academic Ambassadors to build structured relationships with students in efforts to increase their potential for academic success by offering individualized and unique academic support.
- Provide persistent and intentional support to minority male students on campus to assist and encourage their academic and social transition to West Chester University.
- Promote the personal and professional growth of Academic Ambassadors by providing them the opportunity to be role models for collegiate success, as well as to collaborate with other ambassadors, support offices and campus organizations.

Academic Success Workshops

245 Students Attended Academic Success Workshops in the 2015-2016 academic year



81%

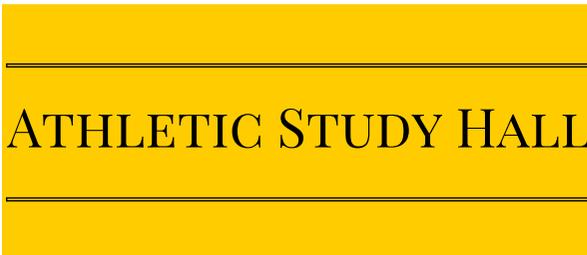
Of participants agreed applying methods learned during an ASW Workshop would improve their academic performance

The Academic Success Workshop (ASW) is a program designed to teach students general study skills, class participation, and time management methods which are applicable to all courses and programs of study. It consists of four one-hour workshops facilitated by experienced graduate students at various times over the course of four weeks.





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 will allow students the opportunity to access free online tutoring 24/7 in the comfort and convenience of any space where internet access is available. 384 students were registered for Smarthinking in 2015-2016 logging over 130 hours of tutoring time.



The Athletic Study Hall (ASH) Program is designed to provide a structured study environment to support the academic success of West Chester University student-athletes. The ASH sessions have included Academic Success Workshops, D411 Diversity training, as well as meetings with Athletic Mentors. The total number of hours attended reached over 1,300 during the 2015-2016 academic year.



The Women's Softball group consisted of 24 team members and 2 LARC facilitators. Over the course of 5 sessions structured around three key themes identified in the beginning of the semester the team was able to engage in open discussion in a safe environment and participate in team building activities to build chemistry and cohesiveness.

Semester Highlights

Graduating Seniors

Summa Cum Laude

Nicole Hearn and Grace DiDomenico

Magna Cum Laude

Allison Gatta and Nicole Locorriere

Grace DiDomenico received the
Debora-Lu Yepremian Award Overall
Outstanding Student Award



Tutor Testimonials



"The Peer Assisted Learning seminar combined with my tutoring experience truly expanded my knowledge on multiple topics."

"After tutoring for one semester, I already grew in multiple facets, becoming a more confident, knowledgeable individual."



"Who would've thought five semesters of Organic Chemistry I and a Summer Session of Writing would give me some of my favorite experiences throughout my college career? Being employed through the LARC has helped me grow a lot during my time at West Chester. Learning to interact with so many different types of people and at so many different levels, whether academically, administratively, or professionally, has been so rewarding. ."

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

