

Volume 3, Issue 1

Fall 2009



LINCOLN UNIVERSITY
Learning Resource Center
Gazette

Learning Resource Center Lincoln's Success Course Laboratories and CRLA Certified Tutoring Program

Reading Lab Boasts Student Achievement

Kimberly Murray achieved in The Reading Laboratory of the Learning Resource Center by mastering four categories in the Pre-Diagnostic Test before the categories were presented by the professional tutors in the Reading Lab. Kim mastered the topic areas of "Main Idea and Supporting Details," "Inference," "Critical Thinking," and "Vocabulary." Those represent four out of seven categories on which students are tested.

Ms. Murray says that her "work in the classroom of looking up words and using them in sentences compliments her work in the Reading Lab and helps [her] to achieve in class and the lab." She uses the book, "Reading and All That Jazz," in the classroom, and she uses the *MyReading-Lab* program at the LRC as required by her teacher.



Ms. Kimberly Murray

Students Upbeat about Writing in the Writing Lab

The Fall 2009 semester in the LRC Writing Lab has started on such a positive note. Our students are totally engaged in the lab process. Participation in the short mini lessons at the beginning of class is at an all-time high, and students are more willing and eager to join in the discussions. The 10-minute long review lessons have been well received. The exchange and conversation that occurs during these sessions benefits students' academic growth and are enjoyable and entertaining.



Donnell Rojas

Donnell Rojas, a freshman enrolled in a success course (English 099) had only positive things to say about the writing lab. When asked if the writing lab helped him with his class he responded, "Yes – a whole lot." He went on to say that, "It helped me to know what fragments and comma splices are. When I first came I didn't know what a comma splice was." He added, "Now I'm able to spot fragments in my writing and other people's writing." (Continued on page 4)



Students & Tutors Work Together for Success in the Math Lab

Greetings from the LRC Math Tutors as we near the end of another semester and another year! Here we are in our second year of ALEKS (Assessment and LEarning in Knowledge Spaces, the web-based, artificially intelligent assessment and learning system used in the Math Lab). During orientation



Students in Math Lab

for the success courses of Math 098 & Math 099, the professors brought their classes to our labs. Students probably thought, "What am I doing, signing two hours more a week in addition to my busy schedule?" However, most students have made a smooth adjustment. Students in the Math Labs are well motivated and focused on their studies.

This year, the tutors in the Math Labs are doing 10-minute review lessons before the students work on ALEKS program. The math reviews consist of vocabulary and general rules to assist students

with enhancing their basic skills (fractions, decimals, and percents). The "My Pie" chart in ALEKS reminds the students which topics have been mastered and which topics they need to work on next.

Think of the math lab as a *tapes-try* – students and tutors working together to clarify their understanding of math problems, which creates a platform for building stronger skills – all while working together toward the Learning Resource Center's Mission, "...guided by high standards of excellence, cultural competence, and an appreciation for diverse learning abilities.

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Student Development Workshop

“Transitioning from College to the Corporate World”

Tuesday, November 17th

6:15-7:00 P.M.

Dickey Hall Auditorium

Presenter:

Mr. Ralph Simpson

Director, Career Services

Lincoln University

All Students are Invited to Attend!

Microsoft Office Student Workshops Offered



The Learning Resource Center (LRC) at Lincoln University is very pleased to present the first in a series of Microsoft Office student workshops starting on November 4, 2009. The workshops will be held on Wednesdays from 4:00-5:00 p.m. in Room 337 Dickey Hall. Sign up at the LRC, Room 222 Dickey Hall. The initial offering consists of the following sessions:

November 4th Microsoft Word
November 11th Microsoft Power Point
November 18th Microsoft Excel
December 2nd Microsoft Word

The overall objective is to familiarize the participants with introductory skills in working with these products. This also stems from awareness that skills in working with these products are highly desirable for all students during their student tenure as well as their transition into an academic and/or corporate environment.

In addition to helping the participants gain a work-

ing knowledge, we plan to choose one additional topic in each of the above products to discuss in further detail. We will also focus on how each participant can obtain additional help from the software suite. In addition, students will be given an opportunity to sign up for individual or small group tutoring by the LRC tutors and staff.

Microsoft Word session will highlight the following functions/features:

Create specific documents, format and navigate
Page set up, print and file documents
Work with tables

Microsoft PowerPoint session will highlight the following functions/features:

Create a presentation, work with templates, view, format and navigate, save and print
Review and add comments to slides

Microsoft Excel session will highlight the following functions/features:

Create workbook; discuss design basics, view, format, save and print
Review and add comments; simple formula concepts

Spotlight on Students—Sinforosa Sina

Originally from Equatorial Guinea in West Africa, Sinforosa Sina entered Lincoln University this fall after graduating from high school in Mt. Vernon, New York. She is a Lincoln Legacy because her father, now a Diplomat to America from his native land, graduated from Lincoln.

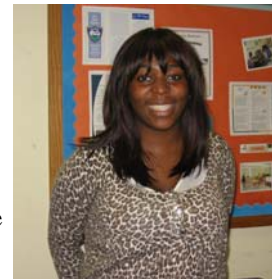
Sinforosa is working toward a career in Law. She is multi-lingual; her native lan-

guage is Spanish, but because she lived in France for a few years she also speaks French. She says that the skills exercises in *MyReadingLab* will help her to read critically in English—something she can already do in her native language.

She is well on her way to reaching her goal. A student with perfect attendance in The Reading Lab, she has mastered two

skill areas with practice sets and tests of 90% accuracy.

Congratulations to Sinforosa from the Learning Resource Center. May she have continued success as she works toward her Lincoln degree.



Ms. Sinforosa Sina

Spotlight on Staff—Liz Womack

For Liz Womack, a reading tutor in the Learning Resource Center (LRC), the field of education has been the other half of a dual career. She is an entrepreneur and founder of LAW Inspiration Enterprises. Her business produces inspirational and religious greeting cards presently sold at stores in Philadelphia and Delaware.

Ms. Womack began her career as a news reporter and editor with the Philadelphia



Tribune, Daily Local News (Chester County) and Courier-Post (Cherry Hill). She transitioned into the realm of public relations and marketing and held various posi-

tions including directorships for non-profit and for-profit companies. As opportunities arose, she lectured and served as an adjunct professor for Temple University's School of Communications and Theater. She taught courses in public relations writing. Over time, her primary career work was also intermingled with substitute teaching in every school in the Chester-Upland School District. Diversely, but still linked to teaching, Ms. Womack spent 10 years as a Sunday school teacher of teens.

“My work in education seems to evolve. While it was not a work I set out to do following high school or college, I have learned how it is an ideal field to positively influence children. For this reason and the growing need to promote educational achievement among the youth, I intend to

somehow remain involved. The LRC is a good place to fulfill such,” says Ms. Womack.

Another connection with the youth is Ms. Womack's former social work as a mentor to at-risk teen girls through the Chester Education Foundation's STEP-UP program in Chester, PA. She has been a volunteer in public and private schools as well. To address education and discipline disparities in the Rose Tree Media School District in Media, PA, Ms. Womack organized the Rose Tree Parent Network, which served as a parent and community advocacy group for students and families.

Ms. Womack holds a Bachelor of Arts degree in Journalism from Temple University. She has also attended Palmer Theological Seminary in Philadelphia. Ms. Womack has been a part-time LRC reading tutor since 2008.

Athletic Study Hall

Through a collaborative effort, the Athletic Department and the Learning Resource Center (LRC) have developed the Athletic Study Hall program at the LRC. The Athletic Study Hall Program was launched on August 29, 2007. LRC staff and coaches from the Athletic Department manage the study hall sessions that meet once a week on Wednesdays from 6:00pm to 9:00pm for 12 weeks per semester. Each athlete completes an Educational Portfolio, including a calendar of work due, as well as quizzes and exams for each course. Coaches Gamble, Middleton, and

Below: Student Athletes bring their laptops or work on computers provided by the LRC



Kyner have generously donated their time to monitor and facilitate the Athletic Study Hall.

Students indicate what subjects they will be working on when they sign-in and attendance is tracked. Attendance in the study hall is compared with the earned term GPA, with the goal of keeping students eligible to play. A math tutor from the LRC is available to the student athletes during the study hall. Student learning outcomes of the Athletic Student Hall include assisting students to maintain a GPA of 2.0 or above, encouraging students to attend at least ten sessions, and providing a professional math tutor for student athletes in the Athletic Study Hall.

African American Experience Course Study Group

Freshmen enrolled in the African American Experience class have a helping hand in the Learning Resource Center (LRC). In the fall semester 2009, every Thursday at 4:00 p.m., a study group began to meet in Dickey Hall, Room 222.

Dr. Patricia Fullmer, LRC Interim Director, initiated the idea for the study group. Reading Tutor Liz Womack facilitates the study group and responds to questions and challenges students encounter when preparing for their African American Experience class.

Students first complete a questionnaire that helps them to pinpoint their needs and inter-

ests in participating in the study group. According to the questionnaire, most students say they are seeking support in succeeding in the course. Most students say they did not have an African American Studies or African American History course in high school.

The African American Experience course utilizes the Lincoln University published



Small study groups allow more in-depth coverage of many of the topics.

textbook, "Exploring the African American Experience." The textbook presents a broad view of African Americans' contributions, influences and historical and current journey in the United States. Students that attend the LRC study group use the textbook to locate answers to their questions and identify discussion topics.

A fundamental focus of the LRC study group is an overview of study skills. Students are encouraged to apply specific study strategies that can complement what is being covered in the course. Approaches for participating in the course that can enhance their outcomes are imparted as well.



STARS Program



STARS, Students Taking Action Reaching Success, is a program for incoming Act 101 students that was implemented in fall 2009. The goals of STARS are to increase retention and graduation rates of Act 101 students, prevent academic suspensions, develop academic skills, and increase grade point averages through supporting study skills and behaviors that are correlated with academic success. STARS is based on an academic coaching model that has arisen out of the development of executive coaching in the world of business.



Shakeerah Plummer waits to learn her specific learning style and receive study tips.

The objectives of STARS include supporting

behaviors that contribute to graduation, assisting with challenges to academic excellence, and developing skills that enhance academic performance. The eight sessions of workshops took place from August 31 through October 26, on Mondays from 4:00 – 5:00 pm. STARS began with a session on self exploration, where students determined their *academic locus of control*, the belief in whether or not academic hard work and effort will lead to success. Act 101 students also clarified their learning styles and reviewed study tips for visual, auditory, and kinesthetic learning styles. Students also discovered analytical or global learning styles and received study tips for each style.

Workshops on setting goals, time management, and active learning have augmented the skills of Act 101 students. The workshop on critical thinking included Bloom's "Hierarchy of Thinking," and the workshop

on choosing a major incorporated a questionnaire on multiple intelligences that led to information on career options for each student. In the workshop on conflict management, students learned which conflict resolution style they tended to use: Competing shark, collaborating owl, avoiding turtle, accommodating teddy bear, or compromising fox. The final session on motivation integrated the two types of motivation, intrinsic and extrinsic, with the self-regulatory strategy of determining rewards and consequences for oneself.



Darnell Coles determines the best route for his individual road to success.



Lincoln University, PA

Learning Resource Center

Vision Statement

Lincoln University's Learning Resource Center will become known nationally for its superior assistance to students in need of academic enrichment and student development by providing competent, professional, student-centered service which resonates with high standards of excellence.

Mission Statement

The mission of the Learning Resource Center is to increase student retention by fostering a holistic approach to student development. To this end, we provide academic support for all Lincoln University students who seek resources to enhance achievement, specifically in reading, writing, and math. Using a student-centered approach, support is provided through tutoring, academic advising and counseling, student development workshops, and campus referrals. Collaborating with the university community, we provide supplemental instruction in an engaging and scholarly learning environment inspiring students to become independent while adjusting to college life. Our support for students and the university community is implemented by a committed and caring staff guided by high standards of excellence. Best practices, ongoing systematic assessment, collaboration and alignment with academic departments, current technologies, cultural competence, and an appreciation for diverse learning abilities are utilized to provide the best services to the constituents of Lincoln University's Learning Resource Center.

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*Dr. Patricia Fullmer,
Interim Director*

We're on the web:
<http://www.lincoln.edu/lrc/>

Student Development Workshops

The purpose of the student development workshops is to assist the transition into college life for all students of Lincoln University. Two workshops were held in September, Note-taking and Test-taking. Over one hundred students attended, with sizeable representations from the EMAP program and the CHAMPS program of the Athletic department. A third workshop will be held on November 17 when Mr. Ralph Simpson will address students about: "The Transition from College to the Corporate World." Student development workshops are held on three Tuesdays a semester from 6:00 pm to 7:00 pm in Dickey Auditorium.

Note-taking, presented by Dr. Fullmer, Interim Director of the LRC, involved information on five ways of taking notes: The Cornell method, the outline method, the mapping method, the charting method, and the sentence method. Students practiced the Cornell note-taking method on a short essay on the differences between men and women. Pens and highlighters were handed out to aid in the practice exercises.

The focus was on the Cornell note-taking

method, developed by a professor at Cornell University in the 1950's. The Cornell method includes a 2.4 inch column on the left side of the paper next to a six inch column that is the note-taking area. In the left hand column, called the cue column, the student is to write down cues, key words, concepts, and questions. The student can use the cue column to quiz him or her self when covering up the note-taking area. In addition, about six lines are left at the bottom of the page so that the student can write a short summary of page to aid in understanding.

Test-taking, presented by Dr. Fullmer, included anxiety reduction exercises, tips on reading a textbook, and study strategies. Additionally, the "7 Day Study Plan for Exams" was presented, and tips were provided on beginning an exam and taking objective and

Below: Students at a recent workshop



essay exams. Note cards, highlighters, and pens were distributed.

Positive self-talk, deep breathing, and progressive relaxation techniques were practiced. Furthermore, students experienced imagination techniques utilized by professional athletes, and all students practiced a short anxiety-reducing strategy: Toe tensing. Students also determined their memory style after completing a questionnaire, and examined study techniques to increase their memory. The Cornell note-taking method, applied to a textbook, was presented, and all students made a note card with a question on one side and the answer on the opposite side to aid in a self-testing study strategy.

Several study strategies were reviewed: Concept mapping, charting, and summary notes. Additionally, creating study sheets, reciting notes out loud, and rewriting/typing notes were incorporated into the workshop. Bloom's taxonomy of thinking was explained, as well as the types of questions on college exams.

Writing Lab (Continued from Page 1)

Donnell also stated that he, "learned that you can never put two independent clauses together, you either need a semi-colon or a comma and a coordinating conjunction. In order to have a complete sentence you separate the two [parts] with a comma."

He reported that the he, "liked learning new writing styles" in writing lab; he also stated, "I learned about figurative and literal language in reading lab, and I can apply it to my writing – and it helps me with my writing." His other favorite thing about the writing lab was the tutors; he said, "They are very helpful; they're understanding." When questioned as to what he would change about the writing lab he asserted, "I think it's good the way it is."

LRC Services—Dickey Hall, Room 222

Drop-In Tutoring—Reading & Writing
3-5 P.M. on Monday, Wednesday, Thursday, Friday

Math Tutoring by Appointment

Microsoft Office Student Workshops
Wednesdays—4-5 P.M. (must sign up)

African American Experience Study Group
Thursdays—4-5 P.M. (all students welcome)

Student Development Workshops (See Schedule)

Athletic Study Hall—Wednesdays—6-9 P.M.