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Spring 2010



LINCOLN UNIVERSITY
Learning Resource Center
Gazette

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

Reading Lab

This semester students in EDU 098 are participating in a new adventure! These students are working on improving their reading level by reading current interest essays in *My Reading Lab* and answering reading comprehension questions. After completing each reading selection, the student's reading level is assessed utilizing the "Lexile" method that can be converted into a reading grade level. Both EDU 097 and EDU 098 students are working on increasing their vocabulary through an activity at the beginning of each lab session called "Word of the Day," which involves discussing the definition of a new vocabulary word and using that word in a sentence.

Harran Holmes is a second semester freshman and one of the Reading Lab's highest achieving students. Harran feels that the Reading Lab benefits him: "It incorporates what we do in class. If we go over something in the lab, I can get a better understanding of the topic in my class."



Harran Holmes

A native of Jersey City, NJ, Harran also has perfect attendance and plans to major in Finance and Entrepreneurship and work on Wall Street after he graduates in 2013.

Congratulations are due to all those students who continue to put forth their best effort!

New to the Writing Lab this Semester

With spring comes renewal In the Writing Lab the tutors are busy revamping lessons to focus more on essay writing. The first mini-lesson, in fact, was on writing a topic sentence. During that session, the tutors presented students with an introductory paragraph, outlined the parts of the primary paragraph of a good essay, and directed students to write topic sentences of their own from writing prompts. The lesson was well-received by the majority of students. The tutors plan to help students learn to structure a five-paragraph essay, and by the end of the semester, students will be writing at least one essay of their own.

The biggest news for students, however, is that this term if they score 60% or above in the pre-test they can take the post-test at mid-term.... And those students who earn a post-test score of 80% or above are exempt from attending the Writing Lab for the rest of the semester.

Ms. Tanikqua Fields is one of the ENG-099 students who will take her post-test at mid-term. (Cont' on page 4)



Tanikqua Fields

Math Lab Advances

Learning Resource Center is pleased to announce the transition of all math labs to Room 124 in the Science Building this semester. This move has given LRC the opportunity to offer more math lab sessions during the day, which students had requested in several survey questionnaires. In addition to the students being able to appreciate the state of the art computers and ergonomically designed work areas, the labs are also in close physical proximity to the regular math classrooms. The proximity encourages the students to be more enthusiastic in using ALEKS, the online math tutoring software.

ALEKS has been synchronized with classroom instruction, which has encouraged students to use it more effectively. The LRC math tutors are happy to note that the majority of the students are be-

coming much more diligent during Math Labs. The math tutors continue to strive for excellence in supporting the students and the faculty.

This semester the math tutors are working on the following handouts: Factoring, How to Read a Math Textbook, and Math Vocabulary. They have also begun working on an online basic math tutorial involving multiplication, division, fractions, percentages, and signs. The math tutors will place the online tutorial and handouts on the LRC website for fall 2010.

Students were informally surveyed about the math labs and the following are some of the comments: Taryn Collins: "Excellent help; proactive math tutors; encourages me to do work." Dashonna Wilson: "I would not do as well without the

Math Lab." Brian Brown: "Help is consistent; I appreciate the availability of the math tutors." Tynasha Russell: "Tutors and ALEKS help explain the solutions to problems; ALEKS shows you the process; tutors help you even more." Mariah Coates: "The Math Lab provides for a good review for material covered in class."



Bianca Constant and Siobhan Ford take advantage of the Math Lab

Student Development Workshop

Dickey Hall Aud.
Tuesday, March 16th
6:30-7:30 p.m.

“Entrepreneurship and Corporate Life”

Presenter:
Lincoln Alumnus
Mr. Michael Young '78

PA State Representative Tom Houghton Heads a Round Table Discussion at the LRC

Students interested in political science met with Tom Houghton, the state representative for the Lincoln University area, on January 14th. Eleven students along with Dr. Bradt, Professor of Political Science, discussed the steps involved in becoming a politician in Pennsylvania.

Rep. Houghton advised students to begin with a grassroots campaign by knocking on doors and engaging residents who are not in agreement with your stance in a respectful conversation. Rep. Houghton began his political career by going door to door to converse with residents in the 13th Legislative District that includes the Lincoln University area. He advised any student who is thinking of entering politics to develop a ‘thick skin.’

Rep. Houghton also shared his background with the students and encouraged students to stay in school.

He explained that his mother was a waitress and that his father left the family when he was ten. Rep. Houghton stayed in college and subsequently graduated from La Salle University. Rep. Houghton, along with his wife and two children, moved to London Grove from Delaware County after several deaths in their families.



Above: Representative Houghton (far right) sits down with a few of Lincoln's political science enthusiasts for an informal talk

Spotlight on Students

Keith Watson, a first semester freshman this spring, has earned perfect attendance in both the Math Lab and the Writing Lab. Keith is a Health Science major who runs track and field for Lincoln. His goal in life is to be an athletic trainer for a sports team. Keith has been interested in health since childhood.

Keith chose to earn his college education at Lincoln because Lincoln was the first HBCU and he wanted to study, “...where it all started.” He is the first male to attend college in his family.

In high school Keith was a track star for four years and competed in state and national events. At Cheltenham High School, Keith was voted “Mr. Cheltenham” in 2009. Six judges, three school officials and three parents, chose him to

represent the school and the community. In addition to an interview, Keith presented a speech and sang “A Whole New World” for the talent competition. Keith is also artistic and enjoys drawing.

Keith is an exemplary student in the Math Lab and recommends the Math Lab because, “The Math Lab gives me a chance to better understand ALEKS. The Math Lab has helped me get better scores on my homework, and move through my chapters at a faster pace.”



Above: Keith Watson

Spotlight on Staff—James Chikwem

The Learning Resource Center welcomes James Chikwem, Math Lab tutor. Born and raised in Nigeria, Africa, Mr. Chikwem moved to the United States in 1995. Mr. Chik-



wem graduated from Lincoln in 2006 with a B.A. in Computer Science and a GPA of 3.6: “I’m happy that I chose Lincoln to get my higher education because I’ve been around a lot of educators in my life but none compare to the staff and faculty at Lincoln. They really cared about their students as though they were their children, always

spending extra time and effort to make sure our small village prospers.”

Ever since Mr. Chikwem was young he had a love for problem solving and taking on challenging tasks, including hobbies like art, sports, video games, and math. Following on the path of his childhood dream of becoming a video game developer, he decided to major in Computer Science and a minor in Japanese. Through Lincoln’s study abroad program Mr. Chikwem studied Japanese in Tokyo. He has also studied at the University of Pennsylvania for a master’s degree in Computer Graphics and Game Technology.

Mr. Chikwem channels his efforts into using effective tutoring strategies and best practices to help Lincoln students graduate and increase retention—a goal of President Nelson’s

“Advance to the Top” Initiative. Mr. Chikwem advises, “Set your goals to the impossible and always think positively no matter what obstacles stand your way, and you’ll be truly surprised that the impossible can be possible when we believe. It’s time for a change in the state of our minds, universities, and villages, to take it to the Next Level.”



Left: Dr. Fullmer presents James with the CRLA certificate for tutor training in Levels I and II. He will be completing Level III by mid-March.

Recognition Program Implemented in Labs: Collaboration with Dominos

To express appreciation for those students who have regularly come to lab and have perfect attendance up until midterms, the reading, writing, and math labs have implemented a recognition program. Writing Lab publicly acknowledged 59 students who have perfect attendance by presenting the students with a token of appreciation: a highlighter, pen, pencil, eraser, and candy.

Reading Lab is recognizing students with perfect attendance with a highlighter and a pen, and the Math Lab will recognize students with a highlighter, pen, pencil, and candy. Math Lab students are also earning a ticket for every lab session they attend. The tickets

are placed in a container and names will be drawn for incentives.

Local businesses are being requested to donate coupons, etc., as incentives for students. Robin McNeil, District Manager of Dominos, has enthusiastically volunteered coupons for free sides to be used as recognition of perfect attendance and completion of work in the online tutoring programs this semester. Ms. McNeil wants to form a collaborative relationship with the LRC and provide other recognitions next year, such as key chains, pens, coupons for money off specifically imprinted for the LRC.



Above (l-r): Chelsea Baines, Fatima Fofana, Tiffany Murray & Ambrose August—Perfect Attendance

Math Basic Skills Study Group

This semester the math tutors started a pilot Math Study Group, being held on Tuesday and Thursday evenings from 6-7 pm in Dickey Hall. The study group is a non-threatening small group, encouraging students to come and get extra help in basic math skills and fractions. Students can stop in to do homework, brush-up on the areas that need review, or attack those problem areas that build on mathematical concepts.

The thing that makes this study group different is the individualized instruction that enhances learning in a positive atmosphere. A guideline for study skills encourages students to be responsible, diligently working with their goals in mind. As students get set and focus on these strategies, realization makes the fear of math diminish. The excitement is the students believing in themselves. The math tutors ask the students to accept that fact that, given the proper tools, the student can learn math. The math tutors continue to work with all students that desire a stronger and more re-directed approach in mathematics. The three P's for the Math Study Group are: Practice, Participation, and Persistence.

Testing Out of Writing Lab

In collaboration with the English Department, the Writing Lab instituted a new procedure that has been motivating students to put in their best effort in lab. Students who scored a 60% or above on the pretest are then eligible to take the posttest at midterm time. If a student scores 80% or above on the posttest, the student is exempt from attending any more labs. More than 60 Writing Lab students were eligible to take the posttest at midterm time. Fifty-one students took the test, and thirty-one students tested out.



Rear (l-r): No more labs for Casey Williams, Sinforosa Sima and Ambrose August
Front (l-r): Writing Tutors Sally Paulson, April Evans & Deidre Young

AAE Program Study Group

Students can't miss the half-flyers promoting the African American Experience Study Group. "Help! Help! After the Mid-term" or "Before the Final Exams: Get Help Now!" If students are enrolled in the course, snatching up a flyer just might make their day.

The flyers are meant to capture the attention of students who want to get the best grade in the course, but need a source of study support during their semester in the African American Experience course. When students attend the study group, they receive a heartfelt welcome by LRC Reading Tutor Liz Womack, who leads the group.

She requires each student, most of whom are freshmen, to complete a questionnaire so she can primarily determine each student's area of need. Womack provides guidance on the value of having a preparedness attitude. She implores students to reap the benefits of class participation such as reviewing notes, reading prior to class, and developing questions from the reading. Thereafter, she works with each student to address their questions about the textbook.

The study group is held weekly on Thursdays at 4 p.m. in room 222 of Dickey Hall. As finals approach, watch for a flyer.

Peer Tutoring at the LRC

In collaboration with the Department of Student Services, the LRC is offering peer tutoring, open to all students, Mondays, Tuesdays, and Thursdays from 5:00 pm to 11:00 pm in 222 Dickey Hall.

Peer tutors have at least a 3.0 to 3.5 GPA and tutor the courses in which they have expertise, including mathematics. There are several peer tutors available each evening. Students are requested to bring their ID cards so that the student's computer ID numbers can be available.



On duty tonight are (l-r) Eva Ovadje, Crislove Igeleke, Lenora Codrington & Timothy Thornton

Athletic Study Hall

The Athletic Study Hall is a collaborative effort involving the Athletic Department and the Learning Resource Center. The goal of the Athletic Study Hall is to assist student athletes in remaining eligible to play in Division II athletics events. Student athletes are invited to attend two hours of study hall between the hours of 6:00 pm and 9:00 pm every Wednesday for 13 weeks each semester. A LRC professional math tutor is available to tutor the student athletes. The Athletic Study Hall provides an opportunity for student athletes to study in a quiet area at a scheduled time with access to computers and with monitoring. Thirty-five student athletes have been invited to participate in the Athletic Study Hall this semester.



Jamaal Martin and Phillip Tomsic work in the LRC computer lab



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

State Rep. Houghton Conducts Workshop on Public Government

As part of LRC's continuing series of student development workshops, Rep. Tom Houghton addressed students and faculty on February 4th regarding current issues and public policy. When several students brought up the issue of the LU Library, Rep. Houghton vowed to investigate the delay and immediately emailed Harrisburg. Rep. Houghton also said that a student intern from Lincoln in his office is involved in the federal lawsuit about the denial of a voting place on the LU campus.

Rep. Houghton congratulated LU students for standing in line and insisting on exercising their voting rights. He explained that when he was told about the lines at the polls, he came to support LU students. Rep. Houghton further stated that, unfortunately, residents as well as Lincoln students were disenfranchised due to the long lines at the polls.

Students brought up the question of the relationship between Oxford and the Uni-

versity, and recommended that there be closer connections between the town and Lincoln. Rep. Houghton encouraged LU students to reach out to the town, and supports Oxford reaching out to LU. A student from Boys to Men commended Rep. Houghton for reaching out to Lincoln University students.

Rep. Houghton answered questions concerning the process of becoming a lawyer; he stated that one can work full time and go to law school at night as he did. He advised students to major in an area that includes a lot of reading because law school demands reading about 150 pages of case law per night. Houghton also recommended pacing oneself through the bar exam by dividing the questions into groups according to time. This helped relieve test anxiety associated with time for Rep. Houghton.

Rep. Houghton offered to help any students interested in public government, and explained that his law office is in West Grove and that his local government office is in Cochranville.

Two LU students are interning in Rep. Houghton's office. Rep. Houghton served seven years as a supervisor of London Grove Township, chairing the Board of Supervisors for five of those years.

November 2010 is an election year for Rep. Houghton and he plans to return to Lincoln University in the fall.



Above: Veronica Waddington (left) and Yetunde Olayinka were pleased to have had the chance to meet Representative Houghton (middle)

New to the Writing Lab (Cont' from Page 1)

When tutors asked Tanikqua what she thought about this opportunity, she stated, "I like it because it [the program] shows you what you need to work on, and it gives you the opportunity to learn what you don't know. So, once you learn it [the material] you shouldn't have to come to lab because [by] then you'll already have come to an understanding of what the material is."

Tutors often take into consideration feedback from the students. When asked whether he liked the new emphasis on writing, specifically producing an introductory paragraph, Freshman Chris Ceophas said, "Yes, because of the editing of the paragraph; it helped me learn how to write an introductory paragraph if I have a paper in the future."

And so, with a renewed commitment to looking to the best for their students, the writing tutors plant the seedlings of understanding in their tutees through grammar review via *MyWritingLab* and through a change in the mini-lessons.

LRC Services—Dickey Hall, Room 222

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

Math Tutoring by Appointment

Peer Tutoring—5-11 P.M.

Monday, Tuesday, Thursday, Friday

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

Math Study Group—Tues/Thurs 6-7 P.M.

Instruction for Microsoft Office Applications by Appt.

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

Student Development Workshops (scheduled each semester)