

**The Learning Resource Center
Lincoln University, Pennsylvania**

Fall 2009 Report

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**Learning Resource Center
Lincoln University, Pennsylvania**

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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Introduction

The Learning Resource Center (LRC) at Lincoln University supports the Lincoln community in the progression towards academic excellence. The LRC provides three types of tutoring: tutoring laboratories for success courses in reading, writing, and mathematics, drop-in tutoring for reading and writing, and appointment tutoring for math, business management, and Microsoft applications. Student development workshops and Microsoft applications workshops are also held during the semester for all students. The Athletic Study Hall program and the Pennsylvania Act 101 program are also under the auspices of the LRC. This report is an opportunity to conduct a self-evaluation and develop ways to improve services for students and the Lincoln community.

LRC values collaboration with faculty and staff in order to provide exemplary services to the Lincoln community. The LRC wants to thank the English, Education, and Mathematics Departments for their interest and cooperation.

Tutoring Laboratories

The Learning Resource Center (LRC) has successfully been certified by the International Tutoring Program Certification (ITPC) of the College Reading and Learning Association (CRLA) for Levels 1, 2, and 3. This entails 30 hours of training and close supervision. ITPC certification ensures that LRC tutors are knowledgeable about best practices and are professionally competent.

The Learning Resource Center provides laboratory sessions required for success courses in Education, English, and Mathematics. Education 097 and 098 students attended the Reading Lab once per week for 11 weeks, and English 098 and 099 students attended the Writing Lab once per week for 12 weeks. Mathematics 098 and 099 students attended Math Lab twice per week for 13 weeks. In fall 2008 labs for math became mandatory and online tutoring programs were instituted in reading, writing, and mathematics laboratories.

At the beginning of each laboratory session a mini-lesson is facilitated by the professional tutors in order to provide a review of content learned in the classroom. After the mini-lesson, students are then directed to practice the learned skills in an online tutoring program which operates like a computerized workbook. The online tutoring program also provides a diagnostic pretest and posttest, and tracks students' progress in the Gradebook function.

The tutoring laboratories and online tutoring programs prove an opportunity for increased time on task and practice for students. Brophy (1988) found that increased time on task relates to increased learning if the activities are successfully implemented and effectively designed, and the instruction is proficient. Practice resulted in increased knowledge, an increase in critical thinking skills, and increased student

satisfaction/confidence in a review of twelve studies in nursing education (Cant and Cooper, 2010).

Appointment and Drop-in Tutoring

The LRC also provides appointment and drop-in tutoring: Mathematics (by appointment, from 9:00 am to 10:00 pm), and Reading and Writing (drop-in from 3:00 pm to 5:00 pm). Make-up lab sessions for Reading and Writing Labs are at 3:00 pm and Mathematics make-up sessions are at 9:00 pm. Below is a table that shows the attendance for individual math tutoring sessions.

Math Appointment Tutoring

Course	No. of Sessions	No. of Students
MAT 098 Beginning Algebra	12	8
MAT 099 Alg. & Applications	73	21
MAT 106 Math for Liberal Arts	40	13
MAT 107 Finite Math	16	5
MAT 110 College Algebra	21	11
MAT 111 Pre-Calc	2	2
MAT 114 Elem. Stats	3	2
MAT 120 Calc	15	3
MAT 202 Math for Elem. Teachers	9	4
PSY 210	1	1
HPR 207 Health Promo.	1	1
Total	193	71

Drop-in tutoring takes place 3:00 pm to 5:00 pm Mondays, Wednesdays, Thursdays, and Fridays. The table below indicates that sessions were provided in reading and writing and for Act 101 students.

Drop-in Tutoring Attendance

Sessions	No. of Sessions
3-5 Drop-In for Reading/Writing	28
Act 101 Individual 3-5 Tutoring	6
Make-ups	451
Total	485

Tutoring Laboratories

The university offers two levels of developmental courses (Education, English, or Mathematics) that require attendance in a tutoring laboratory. Education developmental course students attend a reading lab for 50 minutes once per week for eleven weeks; English developmental course students attend a writing lab for 50 minutes once per week for twelve weeks. These tutoring lab sessions are facilitated by professional tutors, and consist of a mini review lesson on the topic of the week, and work on exercises and practice tests in an online tutoring program, *My Reading Lab* (Education) and *My Writing Lab* (English). Each online tutoring program includes a pre and post diagnostic assessment. Below is a table that shows the number of students in each tutoring laboratory.

Students Assigned to LRC Tutoring Laboratories Fall 2009

Tutoring Laboratory	First Year Students	Second Year Students
Reading	300	0
Writing	481	2
Math	268	4
Total	1049	6

*Please note that first year students who take one or more developmental courses are advised not to take developmental math the first semester. Actually, 77.2% of incoming first year students place in either developmental Math level I (30.1%, 198 students) or level II (47.1%, 310 students).

Students in developmental Mathematics courses attend two 50 minute tutoring lab sessions per week for a total of 25 sessions. A mini review lesson is facilitated by a professional tutor in each lab session, and students work in an online program. ALEKS, the online math tutoring program, includes a pre and post diagnostic assessment. ALEKS originated from the National Science Foundation and uses artificial intelligence to create math problems tailored to the individual student.

Below is a table that shows the difference between the earned average course grade for students who attended five or fewer session and students who attended 6 or more sessions in each lab. The factors influencing earned course grades included the students' work and effort, the professors' pedagogy, and the practice and time on task in the laboratory. Please note that there are fewer than 30 students in the category "Average Course Grade Five or Fewer Lab Session Attendance." Several factors influence academic achievement, including the work and effort of students and the facilitation of the course by the professor.

Lab Attendance and Average Course Grades

LAB	AVERAGE COURSE GRADE FIVE OR FEWER LAB SESSION ATTENDANCE	AVERAGE COURSE GRADE SIX OR MORE LAB ATTENDANCE	DIFFERENCE
EDU 097	1.5	2.8	1.3
EDU 098	1.9	2.6	.7
ENG 098	.62	2.11	1.49
ENG 099	1.42	2.56	1.14
MAT 098	.74	2.11	1.37
MAT 099	.36	2.2	1.74

First Generation Students in the LRC Tutoring Labs Fall 2009

One hundred eighty-four out of 210 (88%) first generation first year students placed in at least one developmental course that required a tutoring laboratory. The tables below show the number of first generation and non-first generation students in tutoring labs. Please note that first year students are not required to take a mathematics course during the first year of college.

First Generation Students in LRC Tutoring Laboratories Fall 2009

Tutoring Laboratory	All Students in each Lab	No. of First Generation Students	Percent First Generation Students	No. Non-First Generation Students	Percent Non-First Generation Students
Reading	291	107	37%	184	63%
Writing	468	171	37%	297	63%
Math	262	76	29%	186	71%
Total	1021	354	35%	667	65%

Percent of First Generation and Non-first Generations Students taking One, Two, or Three Developmental Courses

Number of Developmental Courses	Percent of First Generation First Year Students	Percent of Non-First Generation First Year Students
1 Lab	29%	46%
2 Labs	50%	39%
3 Labs	21%	15%
Total	100%	100%

Reading Laboratory

Overview

The Reading Laboratory provides academic support to students enrolled in Education 097 and 098. In addition, drop-in hours are scheduled for students who would like to have extra help with course work or help on a special assignment. A new opportunity for students was developed this semester, when the EDU 097 and EDU 098 Study Group for African-American Experience met weekly during drop-in hours, 3-5 pm.

During the fall, 2009 semester, EDU 097 and EDU 098 students used *My Reading Lab* as their primary lab coursework. Pearson's *My Reading Lab* is an online application that combines diagnostics, practice exercises, tests and assessment to help students improve their reading skills and increase their reading grade level (Lexile level/Flesch grade level). Reading skill areas utilized in *My Reading Lab* during the fall semester included the following: Main Idea, Vocabulary, Supporting Details, Patterns of Organization, Purpose and Tone, Inference, and Critical Thinking. In addition to *My Reading Lab* coursework, students participated in tutor-led mini-lessons prior to working on the online program. The mini-lessons introduce and focus on the skill area for the week. There is a pre-diagnostic assessment and a post-diagnostic assessment.

Students and tutors identify skill areas that need improvement based on their pre-diagnostic test results. The students complete multiple practice sets and practice tests so they can achieve mastery of each skill. The skills that are available to students are aligned with the content areas covered in the Education Department's reading comprehension test, the Applegate, as well as the textbooks for EDU 097 and EDU 098.

Below is the weekly agenda for the review mini-lessons and the work in the online tutoring program:

Reading Lab Syllabus

Week 1	Orientation & Registration for <i>My Reading Lab</i>
Week 2	Reading Skills Assessment
Week 3	Reading Skills Assessment
Week 4	Vocabulary/Context Clues/Idioms
Week 5	Main Idea/Supporting Details
Week 6	Patterns of Organization/Sequencing
Week 7	Inference
Week 8	Critical Thinking/Conclusions
Week 9	Purpose and Tone
Week 10	Reading Skills Assessment
Week 11	Reading Skills Assessment

The Reading Level side of *My Reading Lab* consists of reading selections with comprehension and vocabulary questions. The reading selections are categorized according to the reading level by Lexile. The Lexile score of each reading selection can be converted to a reading level. The reading comprehension questions cover all the topics in the reading skills side of *My Reading Lab*: Main Idea, Supporting Details, patterns of Organization, Inference, Critical Thinking, and Purpose and Tone. Below is a list of the topic areas covered in the reading level component of *My Reading Lab*.

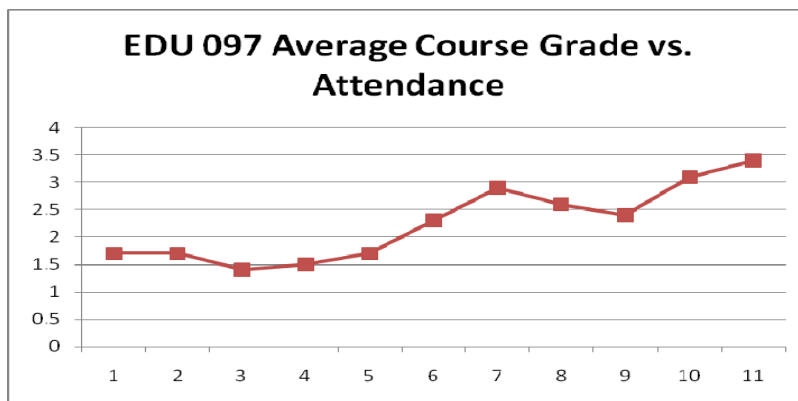
Topics of Contemporary Interest Covered by the Lexiles

Business, Criminal Justice, Biology, Geography, General Interest, Health and Medicine, Hiking, Sociology, Environment, Parenting, History, Political Science, Geology, Religion, Anthropology, Pets, Fashion, Psychology, Photography, Computers, Physical Science, Government, Nature, Sports, Food, U.S. History, World History, Art, Journalism, Environmental Science, Travel.

Education 097

Average Course Grades and Lab Attendance

One hundred and sixty-nine Education 097 students were assigned to the Reading Lab. The average course grade for those attending five or fewer sessions was 1.5 (D+), and the average course grade for students attending six or more sessions was 2.8 (B-). The table below compares the average grade earned per number of labs attended. Please note that there may be fewer than 30 students in each category of lab attendance.



My Reading Lab Diagnostic Assessment

The table below shows the average percent improvement from the pre-diagnostic assessment to the post diagnostic assessment for Education 097 students who attended six or more sessions. Education 097 students improved in Supporting Details, Critical Thinking and Inference Organization, and Purpose and Tone. Please see the table below.

**Education 097 Average Percent Improvement
Attendance Six or More Sessions**

Topic Area	Average Pretest Score	Average Posttest Score	Average % Improvement
Vocabulary	73%	55%	-25%
Main Idea	61%	50%	-18%
Supporting Details	48%	81%	69%
Patterns of Organization	32%	27%	-16%
Purpose and Tone	71%	59%	-17%
Inference	64%	69%	8%
Critical Thinking	53%	65%	23%
Overall	55%	51%	-7%

Flesch Reading Grade Level

As part of the My Reading Lab online tutoring program, students complete a reading level assessment. The table below shows the reading level of Education 097 students at the beginning of the semester.

Education 097 Flesch Reading Grade Level All Students

Flesch Reading Grade Level	Number of Students
4.3	11
5	25
5.6	39
6.7	45
7.7	18
9.5	6
10.4	6

The table below shows the Lexile scores and Flesch grade level for Education 097 students who attended six or more sessions.

**Education 097 Flesch Reading Grade Level
Attendance Six or More Sessions**

Pretest Lexile	Posttest Lexile	Percent Improvement	Pretest Flesch Grade Level	Posttest Flesch Grade Level
807.5	848.6	5%	6.7	6.7

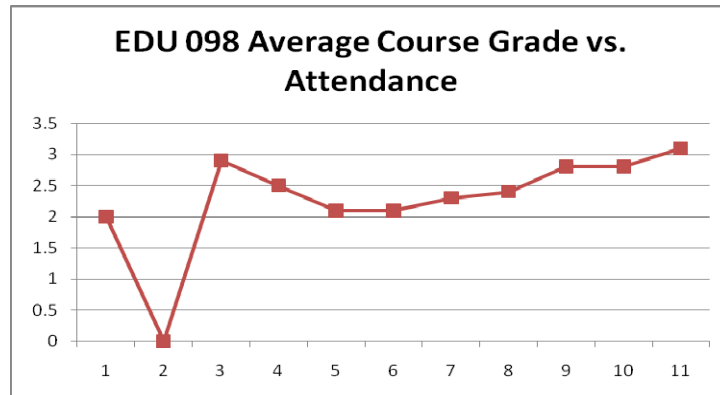
Applegate Reading Comprehension Assessment

The Applegate is a reading comprehension assessment given by the Education Department. The average improvement on the Applegate for Education 097 students who attended six or more labs was 45%.

Education 098

Average Course Grade and Lab Attendance

One hundred and twenty-eight Education 098 students were assigned to the Reading Lab. The average course grade for Education 098 students attending five or fewer lab sessions was 1.9 (C-), while the average course grade for those students attending six or more sessions was 2.6 (C+). The table below shows the average course grade per number of lab sessions attended.



My Reading Lab Diagnostic Assessment

Below is a table disaggregating the percent improvement from pre to post diagnostic assessment by topic area for Education 098 students who attended six or more labs. Education 098 students improved in Vocabulary, Patterns of Organization, Inference, and Critical Thinking with the most improvement in Critical Thinking.

**Education 098 Percent Improvement
Attendance Six or More Sessions**

Topic Area	Average Pretest Score	Average Posttest Score	Average % Improvement
Vocabulary	57%	66%	16%
Main Idea	64%	52%	-19%
Supporting Details	56%	48%	-14%
Patterns of Organization	46%	64%	39%
Purpose and Tone	50%	48%	-4%
Inference	41%	44%	7%
Critical Thinking	39%	64%	64%
Overall	50%	54%	8%

Flesch Reading Grade Level

Students complete a reading level assessment during the pre-diagnostic assessment. The table below shows the entering reading level of Education 098 students.

Education 098 Flesch Reading Grade Level All Students

Flesch Reading Grade Level	Number of Students
5	2
5.6	3
6.7	21
7.7	47
9.5	29
10.4	6
11.9	4

The table below shows the Lexile and Flesch grade level scores for Education 098 students who attended six or more sessions.

**Education 098 Flesch Reading Grade Level
Attendance Six or More Sessions**

Pretest Lexile	Posttest Lexile	Percent Improvement	Pretest Flesch Grade Level	Posttest Flesch Grade Level
977	1006.8	3%	7.7	10.4

Applegate Reading Comprehension Assessment

The average percent improvement on the Applegate for Education 098 students who attended six or more sessions was 26%.

Reading Lab Student Survey

EDU 097

Twenty-three EDU 097 students completed the end of semester survey during the week of November 2, 2009. The majority of students responded in a positive manner to the short answer questions. The table below summarizes their responses.

Question:	Positive	Negative
I found the following helpful:		
Reading Lab	87%	13%
Online Tutoring	69%	31%
Mini-lessons	82%	18%
Tutors	84%	16%
I benefited from:		
Reading Lab	87%	13%
Online Tutoring	60%	40%
Mini-lessons	82%	18%
Help from Tutors	78%	22%

How can we improve the reading lab?

A majority of students said that the reading lab was helpful and needed no improvement. Student comments included the following: “I don’t think it needs any improvement. The classes aren’t too big and everyone gets a computer. I find the tutors make time to help everyone.” “I think it was good because the lessons went along with the teachers.” “Everything in the Reading Lab is beneficial to me. It helped me out in my classes a whole lot.”

Several students wanted more tutors and made these suggestions: “Have more tutors to assist the students. Two or three is not enough because some students need extra help.” “More walk around help and more one-on-one time.”

Two students wanted more mini-lessons and two wanted more computer time.

EDU 098

Forty-six EDU 098 students completed the end of semester survey during the week of November 2, 2009. The majority of students responded in a positive manner to the short answer questions. The table below summarizes the responses to the survey.

Question:	Positive	Negative
I found the following helpful:		
Reading Lab	76%	24%
Online Tutoring	69%	31%
Mini-lessons	78%	11%
Tutors	78%	11%
I benefited from:		
Reading Lab	73%	27%
Online Tutoring	69%	31%
Mini-lessons	78%	22%
Help from Tutors	85%	15%

How can we improve the Reading lab?

Students made positive comments about the lab such as the following: “I don’t think the lab needs improvement. I’m comfortable and think it’s a good educational environment”, and “I feel the reading lab is fine the way it is. The teachers are very helpful.”

Some comments supported the reading lab in very specific ways: “More labs can be helpful”, “Have to come multiple times a week instead of one time”, “By giving more online interaction”, “Have more make up labs for people”, “Personally I don’t think it is enough time in the lab to do the computer lessons, so I don’t get all the required information.” Two students wanted no or fewer lab times.

Several students asked that the Reading Lab be more exciting: “Make it a little more exciting”, “Make it more fun”, “Make the online readings more interesting”, and “Have more exciting activities on the computers, to help us learn, maybe audio.” (Some students already use personal head phones to listen to the audio portions of My Reading Lab.)

Professor Survey

Two Education professors returned the survey, and both responded that they found their students benefitted from the tutoring lab and the online tutoring program. Both professors also responded positively that the LRC had been responsive to their

concerns and needs. One professor commented that “Most of my students certainly needed the lab and the services you provided to them.”

Student Learning Outcomes

The Reading Laboratory staff devised the following goal for the Reading Laboratory: students will demonstrate the ability to read and comprehend on the college level in the skill areas of supporting details, purpose and tone, main idea, and inference. The student learning outcome related to this goal was defined as 60% of the students exhibiting mastery in the above areas in *My Reading Lab* and exhibiting a positive 10% improvement in the post-test as well. The goal is student completion of all practice exercises and tests. The tables completed in the student learning outcomes are below.

Reading Lab Student Learning Outcomes

Student Learning Outcomes	Assessment Method	Findings	Modified Student Learning Outcomes	Action Plan
Students will increase their skills in Vocabulary. EDU 097 students who attend 6 or more sessions will show an improvement of 5% or more from the pretest to posttest in Vocabulary. EDU 098 students will show an increase of 5% from the pretest to posttest in Vocabulary.	Completion in all Vocabulary practice and test sets in the MRL Study Plan for 097 students. Completion of Lexile Reading Level Exercises and Diagnostic sets by 098 students. Students are to improve with MRL Pre and Post Diagnostic Tests.	Education 097 students showed a decline of 25% in Vocabulary from the pretest to the posttest. Education 098 students showed a 16% improvement in Vocabulary from the pretest to the posttest.	Students will increase their Vocabulary skills. EDU 097 students who attend 6 or more sessions will show an improvement of 5% or more from the pretest to posttest in Vocabulary. EDU 098 students will show an increase of 17% from the pretest to posttest in Vocabulary.	Tutors will require all Education 097 students to complete 2 MRL practice and test sets in the Vocabulary skill area and achieve mastery by attaining a score of 80% or more. Education 098 students will complete Lexile Reading Level and Diagnostic sets and attain a 5% improvement in their grade level score.
Students will increase their skills in identifying the Main Idea. Education 097 students who attend 6 or more sessions will show an improvement of 5% or more from the pretest to posttest in Main Idea. Education 098 students will show an increase of 5% from the pretest to posttest in Main Idea.	Completion in all Main Idea practice and test sets in the MRL Study Plan for 097 students. Completion of Lexile Reading Level Exercises and Diagnostic sets by 098 students. Students are to improve with MRL Pre and Post Diagnostic Tests.	Education 097 students showed a decline of 18% in Main Idea from the pretest to the posttest. Education 098 students showed a decline of 19% in Main Idea from the pretest to the posttest.	Students will increase their skills in identifying the Main Idea. EDU 097 students who attend 6 or more sessions will show an improvement of 5% or more from the pretest to posttest in Main Idea. EDU 098 students will show an increase of 5% from the pretest to posttest in Main Idea.	Tutors will require all Education 097 students to complete 2 MRL practice and test sets in the Main Idea skill area and achieve mastery by attaining a score of 80% or more. Education 098 students will complete Lexile Reading Level and Diagnostic sets and attain a 5% improvement in their grade level score.
Students will increase their skills in identifying Supporting Details. Education 097 students who attend 6 or more sessions will show an improvement of 5% or more from the pretest to posttest in Supporting Details, and Education 098 students will show an increase of 5% from the pretest to posttest.	Completion in all Supporting Details practice and test sets in the MRL Study Plan for 097 students. Completion of Lexile Reading Level Exercises and Diagnostic sets by 098 students. Students are to improve from MRL Pre and Post Diagnostic Tests.	Education 097 students showed an improvement of 69% in Supporting Details from the pretest to the posttest. Education 098 students showed a decline of 14% in Supporting Details from the pretest to the posttest.	Students will increase their skills in identifying Supporting Details. EDU 097 students who attend 6 or more sessions will show an improvement of 70% or more from the pretest to posttest in Supporting Details. EDU 098 students will show an increase of 5% from the pretest to posttest in Supporting Details.	Tutors will require all Education 097 students to complete 2 MRL practice and test sets in the Supporting Details skill area and achieve mastery by attaining a score of 80% or more. Education 098 students will complete Lexile Reading Level and Diagnostic sets and attain a 5% improvement in their grade level score.

<p>Students will increase their skills in identifying Patterns of Organization. Education 097 students who attend 6 or more sessions will show an improvement of 5% or more from the pretest to posttest in Patterns of Organization. Education 098 students will show an increase of 5% from the pretest to posttest in Patterns of Organization.</p>	<p>Completion in all Patterns of Organization practice and test sets in the MRL Study Plan for 097 students. Completion of Lexile Reading Level Exercises and Diagnostic sets by 098 students. Students are to improve with MRL Pre and Post Diagnostic Tests.</p>	<p>Education 097 students showed a decline of 16% in Patterns of Organization from the pretest to the posttest. Education 098 students showed a 39% improvement in Patterns of Organization from the pretest to the posttest.</p>	<p>Students will increase their skills in identifying Patterns of Organization. Education 097 students who attend 6 or more sessions will show an improvement of 5% or more from the pretest to posttest in Patterns of Organization. Education 098 students will show an increase of 40% from the pretest to posttest in Patterns of Organization.</p>	<p>Tutors will require all Education 097 students to complete 2 MRL practice and test sets in the Patterns of Organization skill area and achieve mastery by attaining a score of 80% or more. Education 098 students will complete Lexile Reading Level and Diagnostic sets and attain a 5% improvement in their grade level score.</p>
<p>Students will increase their skills in identifying Inferences. Education 097 students who attend 6 or more sessions will show an improvement of 5% or more from the pretest to posttest in Inference. Education 098 students will show an increase of 5% from the pretest to posttest in Inference.</p>	<p>Completion in all Inference practice and test sets in the MRL Study Plan for 097 students. Completion of Lexile Reading Level Exercises and Diagnostic sets by 098 students. Students are to improve with MRL Pre and Post Diagnostic Tests.</p>	<p>Education 097 students showed an improvement of 8% in Inference from the pretest to the posttest. Education 098 students showed a 7% improvement in Inference from the pretest to the posttest.</p>	<p>Students will increase their skills in identifying Inferences. Education 097 students who attend 6 or more sessions will show an improvement of 10% or more from the pretest to posttest in Inference. Education 098 students will show an increase of 10% from the pretest to posttest.</p>	<p>Tutors will require all Education 097 students to complete 2 MRL practice and test sets in the Inference skill area and achieve mastery by attaining a score of 80% or more. Education 098 students will complete Lexile Reading Level and Diagnostic sets and attain a 5% improvement in their grade level score.</p>
<p>Students will increase their critical thinking skills. EDU 097 students who attend 6 or more sessions will show an improvement of 5% or more from the pretest to posttest in Critical Thinking, and EDU 098 students will show an increase of 5% from the pretest to posttest.</p>	<p>Completion in all Critical Thinking practice and test sets in the MRL Study Plan for 097 students. Completion of Lexile Reading Level Exercises and Diagnostic sets by 098 students. Students are to improve with MRL Pre and Post Diagnostic Tests.</p>	<p>Education 097 students showed an improvement of 23% in Critical Thinking from the pretest to the posttest. Education 098 students showed a 64% improvement in Critical Thinking from the pretest to the posttest.</p>	<p>Students will increase their skills in Critical Thinking. EDU 097 students who attend 6 or more sessions will show an improvement of 25% or more from the pretest to posttest in Critical Thinking, and EDU 098 students will show an increase of 65% from the pretest to posttest.</p>	<p>Tutors will require all Education 097 students to complete 2 MRL practice and test sets in the Critical Thinking skill area and achieve mastery by attaining a score of 80% or more. Education 098 students will complete Lexile Reading Level and Diagnostic sets and attain a 5% improvement in their grade level score.</p>

<p>Students will increase their skills in identifying Purpose and Tone. Education 097 students who attend 6 or more sessions will show an improvement of 5% or more from the pretest to posttest in Purpose and Tone Education 098 students will show an increase of 5% from the pretest to posttest in Purpose and Tone.</p>	<p>Completion in all Purpose and Tone practice and test sets in the MRL Study Plan for 097 students. Completion of Lexile Reading Level Exercises and Diagnostic sets by 098 students. Students are to improve from MRL Pre and Post Diagnostic Tests.</p>	<p>Education 097 students showed a decline of 17% in Purpose and Tone from the pretest to the posttest. Education 098 students showed a decline of 4% in Purpose and Tone from the pretest to the posttest.</p>	<p>Students will increase their skills in identifying Purpose and Tone. Education 097 students who attend 6 or more sessions will show an improvement of 5% or more from the pretest to posttest in Purpose and Tone, and . Education 098 students will show an increase of 5% from the pretest to posttest.</p>	<p>Tutors will require all Education 097 students to complete 2 MRL practice and test sets in the Purpose and Tone skill area and achieve mastery by attaining a score of 80% or more. Education 098 students will complete Lexile Reading Level and Diagnostic sets and attain a 5% improvement in their grade level score.</p>
			<p>Students will increase their reading skills demonstrated by showing an increase of at least 5% in the overall score from the pretest to posttest for EDU 097 students and an increase of 10% for EDU 098 students.</p>	<p>Tutors will introduce a mini review lesson at the beginning of each lab session based on each of the topics above. Students will then practice the skill they learned in the online tutoring program. Students will practice in all 11-12 topic areas each semester. EDU 098 will work in the Lexile side of <i>My Reading Lab</i> and take both the reading skills and reading content (Lexile) pre and post tests. Just prior to the post test the tutors will present a short review of all topics covered. Each lab session will begin with a ‘Word for the Day’ as a warm-up with a discussion of a vocab word and its definition, and the students will write a sentence using the vocab word. A sheet for this vocab exercise will be designed and kept in each students’ folder.</p>

SWOT Analysis and Action Plan

SWOT

Strengths: What is done well?	Weaknesses: What can be improved?
<p>Certified staff. Professional staff with undergraduate and graduate degrees in English, Education, Journalism, Reading and Educational Administration. Positive rapport and interaction with students and among colleagues. Appropriate learning environment. Flexible program combining mini-lesson taught by tutors and online exercises. Ongoing refinement of resources and technology.</p> <p>Of the EDU 097 students who completed the student survey:</p> <ul style="list-style-type: none">87% found Reading Lab helpful69% found <i>My Reading Lab</i>, the online tutoring program, helpful82% found the mini-lessons helpful84% found the tutors helpful87% felt they benefitted from Reading Lab60% felt they benefitted from online tutoring <p>82% felt they benefitted from the mini-lessons</p> <ul style="list-style-type: none">78% felt they benefitted from help from tutors <p>Of the EDU 098 students who completed the student survey:</p> <ul style="list-style-type: none">76% found Reading Lab helpful69% found online tutoring, MRL, helpful78% found the mini-lessons helpful78% found the tutors helpful73% felt they benefitted from Reading Lab69% felt they benefitted from online tutoring78% felt they benefitted from mini-lessons85% felt they benefitted from help from tutors <p>Small class size allows individualized attention and assistance, and each student to have a computer</p> <p>Individualized instruction based on diagnostic test results.</p> <p>Tutor-led mini-lessons on skill area topics before students began MRL skill sets.</p>	<p>IT network crashes adversely affect student time on task. Insufficient number of tutors. Some tutors work alone one day a week. Limited faculty involvement with the lab. Lack of funding and competitive salaries. Budget cuts. Transient traffic area. Student confusion about the relationship between lab/course, attendance, performance, and final grades. Reading level of MRL still too high for some students. Technology inconsistencies in MRL like these: Sometimes the Lexile Diagnostic test comes before the Reading Skills Diagnostic test (but not always), and sometimes MRL requires 2 practice sets before a practice test (but not always). Some students who mastered a skill area in the pretest did not maintain those mastery scores in the posttest. Lab period time requirement is only 50 minutes, once a week. Number of lab weeks was reduced to eleven by the Education Dept. Inadequate number of administrative positions. Loss of student counselors and opportunities for intervention. Post test scores indicated a loss in the average improvement of some skill areas in both EDU 097 and EDU 098.</p>

<p>Reading Lab syllabus matched/complemented EDU skill order.</p> <p>Access to student performance data through MRL Gradebook.</p> <p>Consistent expectations and delivery of program.</p> <p>Three make up orientation sessions.</p> <p>Two make up labs available to all students.</p> <p>Improved student attendance.</p> <p>Increased number of students attending make up sessions.</p> <p>Good student compliance with expectations and program usage.</p> <p>Student improvement in higher level skills rose:</p> <p style="padding-left: 20px;">Critical Thinking rose by 23 % in EDU 097 and 64% in EDU 098.</p> <p style="padding-left: 20px;">Inference rose by 8% in EDU 097 and 7% in EDU 098.</p> <p style="padding-left: 20px;">EDU 097 students' performance in Supporting Details rose by 69%.</p> <p>Of the responses to the professors' end of semester survey:</p> <p style="padding-left: 20px;">One strongly agreed that his students benefited from the tutoring lab and the online tutoring program and strongly agreed that the LRC has been responsive to his concerns and requests.</p> <p style="padding-left: 20px;">One agreed that his/her students benefited from tutoring lab and agreed that the LRC has been responsive to his/her concerns and requests.</p> <p style="padding-left: 20px;">One stated, "Most of my students certainly <u>needed</u> the lab and the services you provided to them."</p> <p>EDU 098 student growth on the Lexile indicated a 3-year rise in grade level from the pre-test to the post-test.</p> <p>EDU 097 students showed 5% improvement in average Lexile score from the pre-test to the post test.</p>	
<p>Opportunities: What opportunities are open?</p> <p>Continued collaboration with the Education Department.</p> <p>Positive performance-based results.</p>	<p>Threats: What are the obstacles?</p> <p>Insufficient number of tutors.</p> <p>Precarious funding for MRL and staff positions.</p> <p>Inappropriate placement of some students.</p> <p>Reading level of the majority of students is significantly below the average college</p>

<p>Students receive daily feedback during individual and small group instruction.</p> <p>Revision of mini-lesson activities to provide new materials for second-semester students.</p> <p>Multi-layer program with specific requirements for EDU 097 students and different, yet complementary, ones for EDU 098.</p> <p>Redefining the online experience from skill-based to application through the use of the Lexile activities for EDU 098 students.</p> <p>Alignment of Reading Lab syllabus with EDU syllabi for explicit connections to EDU coursework.</p> <p>Continued availability of tutors for extra help with class work during the Drop-In hours from 3-5pm, 4 days a week.</p> <p>Continued tutoring in the one-hour, weekly study group for the African-American Experience course.</p>	<p>reading level.</p> <p>Lack of current, supplemental reading resources from which to develop mini-lessons.</p> <p>The actual lab period of 50 minutes once a week is insufficient time on task for reading lab students.</p>
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Action Plan

Improvement	Based on this Evidence
<p>To avoid repetition of the MRL materials, EDU 098 students will apply knowledge of reading skills from the fall semester to the Lexile exercise and diagnostics component of MRL in the spring semester. Those skills include Vocabulary/Context Clues, Main Idea and Supporting Details, Patterns of Organization, Inference, Critical Thinking, and Purpose and Tone. Students will be required to complete both the Reading Level Exercise and Reading Level Diagnostic set in each assigned reading selection of the Lexile component. Mastery will be shown by improvement from pre to post tests. Tutors will present mini-lessons according to the skill areas.</p>	<p>Recommendations from the Education Department faculty.</p> <p>Boylan's <i>What Works: Research-based Best Practices in Developmental Education (2002)</i></p> <p>Boylan (2002) & The Center for Student Success (2007):</p> <p>Align lab work with course work, Small instructional groups, teach learning strategies in a variety of contexts, teach theories behind strategies, self-monitoring of comprehension through immediate feedback to students, active learning: group learning that is task or problem-centered.</p>
<p>The MRL reading level for the EDU 098 students will adjust automatically and individually for each student with each Lexile set.</p> <p>For the EDU 097 students, the reading grade level for the MRL Reading Skills component will be more aligned with the students' reading grade level.</p>	<p>Boylan's <i>What Works: Research Best -based Practices</i></p> <p>My Reading Lab Curriculum</p> <p>Diagnostic Testing</p> <p>Brophy (1988) found that increased time on task improved students' skills.</p>
<p>Tutors will require EDU 097 students to complete 2 practice and test sets in each skill area in the Reading Skill component of MRL. The MRL skill areas, also found in the Applegate, are the following: Vocabulary/Context Clues, Main Idea and Supporting Details, Patterns of Organization, Inference, Critical</p>	<p>Boylan's <i>What Works: Research Best -based Practices</i></p> <p>My Reading Lab Curriculum</p> <p>Diagnostic Testing</p> <p>Cant and Cooper (2010) found that practice increased nursing students' skills.</p>

<p>Thinking, and Purpose and Tone. Success will be defined as when students' average score improves from pre to post tests. Tutors will introduce a mini review lesson at the beginning of each lab session based on each of the topics above. Students will then practice the skill they learned in the online tutoring program. Students will practice in all 11-12 topic areas each semester. EDU 098 will work in the Lexile side of <i>My Reading Lab</i> and take both the reading skills and reading content (Lexile) pre and post tests. Just prior to the post test the tutors will present a short review of all topics covered. Each lab session will begin with a 'Word for the Day' as a warm-up with a discussion of a vocab word and its definition, and the students will write a sentence using the vocab word. A sheet for this vocab exercise will be designed and kept in each students' folder.</p>	<p>Mini-lessons will be based on best practices and recommended texts:</p> <p>Langan, J. (2003). <i>Ten Steps to Improving College Reading Skills</i>. NJ: Townsend Press.</p>
<p>Education Department faculty will be invited to meet with Reading Lab staff and are invited to attend and observe Reading Lab sessions. Reading Lab tutors will attend EDU classes during the first week of the Spring semester, thus strengthening the course-lab connection.</p>	<p>Boylan's <i>What Works: Research-based Best Practices in Developmental Education (2002)</i></p> <p>Align lab work with the course</p> <p>Professors and tutors work closely</p> <p>Lab work should supplement instruction</p>
<p>To encourage continued high levels of attendance and participation, students will be reminded of make-up opportunities and Drop-In Lab assistance.</p>	<p>Lab attendance figures</p> <p>Make-up lab attendance figures</p> <p>Drop-in hours attendance figures</p>

Writing Laboratory

Overview

The Writing Laboratory provides academic support to students fulfilling a course requirement (ENG 098, ENG 099), students requesting help with specific assignments, and students needing a quiet place to read, write and study. Although most students frequent the lab to fulfill their course requirement, many students take advantage of the opportunity to drop in or schedule a time to work with a tutor on coursework.

At the onset of each semester, students complete the online diagnostic pre-test which is an assessment divided into four parts: Sentence Grammar, Usage and Style, Punctuation and Mechanics, and Basic Grammar; the content of these four areas are directly addressed in the heart of the program, a progressive learning tool called My Study Plan. Once students have completed the pre-test, they are then able to move through the subject areas of concern based on individual needs generated by the results of their pretests. Students address their needs by progressive learning in the Recall, Apply and Write exercises within each module of My Study Plan, moving from literal

comprehension (Recall) to critical comprehension (Apply) to demonstrating concepts to their own writing (Write) as shown below:

My Study Plan

- Part 1 – **Getting Started** encompasses prewriting, writing, revising, and editing in three progressive steps: *Exploring the Writing Process, Prewriting to Generate Ideas and Getting Started.*
- Part 2 - **The Paragraph** helps students develop successful paragraphs in four areas: *Recognizing a Paragraph, The Topic Sentence, Developing and Organizing a Paragraph and Revising a Paragraph.*
- Part 3 – **Paragraph Development** aids students in fully developing their ideas across the writing spectrum. These comprehensive exercises cover *Illustrating, Narrating, Describing, Process, Definition, Comparing and Contrasting, Division/classification, Cause and Effect and Argument.*
- Part 4 – **The Essay** helps students to focus on a specific subject, a single purpose, and a particular audience in the following areas: Recognizing the Essay, Essay Organization, Editing the Essay, Revising the Essay, Illustrating, Narrating, Describing, Process, Definition, Comparing and Contrasting, Division and Classification, Cause and Effect, Argument, Essay Introduction, Conclusions and Titles, and Research Process.
- Part 5 – **Sentence Improvement** enhances and expands a student’s ability to construct a more expressive sentence through the following exercises: *Consistent Verb Tense and Active Voice, Parallelism, Varying Sentence Structure, Combining Sentences, and Misplaced or Dangling Modifiers.*
- Part 6 – **Sentence Basics** cover the mechanics of sentence structure: Parts of Speech, Phrases and Clauses, Subjects and Verbs, Run-Ons, Fragments, Subject-Verb Agreement, Tense, Regular and Irregular Verbs, Noun, Pronoun Reference, Pronoun Antecedent Agreement, Prepositions, Adjectives, Adverbs, Apostrophes, Commas, Capitalization, Quotation Marks, Final Punctuation, and Semicolon, Colons, Dashes, and Parentheses.
- Part 7 – **Spelling** discusses basic rules and commonly misspelled and easily confused words in two sections: *Spelling and Easily Confused Words.*

A typical writing lab session begins with a mini lesson followed by reinforcement exercises via the *MyWritingLab* online program or by tutorial assistance that is made available in the form of one-on-one or small group instruction. Tutors also assist with revision and editing of student writing, as well as providing clarification of online topics covered. Mini lesson content includes grammar, usage, mechanics, and the process of organizing, drafting, revising and editing a paragraph. A sample schedule of these lessons is shown below:

Writing Lab Syllabus

Week	Topic
1	Orientation
2	Pre-test
3	Introductory Paragraph: Topic sentence and Thesis statement
4	Summarizing/Paraphrasing
5	Parts of Speech
6	Identifying Subj/Verb, Fragments, Subj/Verb Agreement
7	Pronouns: Ref, Case, Antecedent Agreement Midterm Post-test
8	Run-ons/Comma Splices, Semi-colons Midterm Post-test
9	Revising: using specific, colorful, strong language
10	Commas
11	Using Concise language
12	Editing/Proofreading
13	Post-test

The course is concluded when students complete the online post test which assesses student progress in the four areas initially covered in the pre test: Sentence Grammar, Usage and Style, Punctuation and Mechanics, and Basic Grammar. Students are honestly encouraged and delighted by the progress they have made during the semester.

While not a panacea for all writing ills, and certainly not a substitute for either classroom or individualized instruction, *MyWritingLab* provides valuable review and practice. It has proven to be an advantageous addition to the tools used in the LRC to assist students in improving their grammar skills.

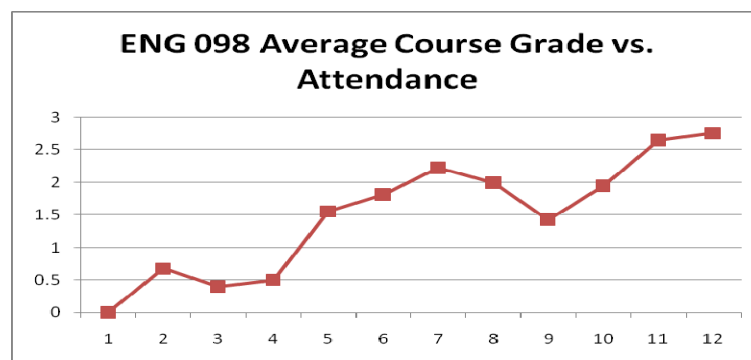
The Writing Lab is not a static environment; on the contrary, ongoing changes to improve the effectiveness of the lab are continually being reviewed and implemented. The ultimate goal of a writing lab is to produce better writing, and the broad spectrum of individual reading and writing skills in large, understaffed labs continue to present challenges in achieving this goal; nonetheless, tutors maintain a positive view of the

writing lab and the LRC, enjoy their work, and continue to meet their responsibilities and duties with care and pride.

English 098

Average Course Grade and Lab Attendance

One hundred and ninety English 098 students were assigned to the Writing lab. The average course grade for students attending five or fewer lab sessions was .62 (F), and for students attending six or more sessions was 2.11 (C). Please note that there may be fewer than 30 students in each category of lab attendance.



My Writing Lab Diagnostic Assessment

The table below shows the average improvement from pre-test to post-test in the Writing Lab topic areas for English 098 students who attended six or more labs. English 098 students improved in all categories, with the most improvement in Usage.

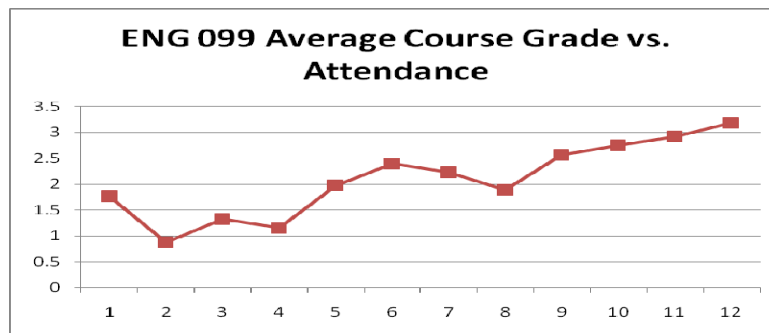
English 098 Average Percent Improvement Attendance Six or More Sessions

Category	Average Pretest Score	Average Posttest Score	Average % Improvement
Sentences	45%	67%	49%
Punctuation	64%	74%	16%
Usage	55%	83%	51%
Basic Grammar	61%	74%	21%
Overall	56%	74%	32%

English 099

Average Course Grade and Lab Attendance

Two hundred and seventy English 099 students were assigned to the Writing Lab. The average course grade for students attending five or fewer lab sessions was 1.42 (D), and for students attending six or more sessions the average course grade was 2.56 (C+). Please note that there may be fewer than 30 students in each category of lab attendance.



My Writing Lab Diagnostic Assessment

The table below shows the average percent improvement from pre-test to post-test in the Writing Lab topic areas for English 099 students who attended six or more labs. English 099 students improved in all categories, with the most improvement in Sentences.

English 099 Average Percent Improvement Attendance Six or More Sessions

Category	Average Pretest Score	Average Posttest Score	Average % Improvement
Sentences	50%	73%	46%
Punctuation	69%	76%	10%
Usage	61%	85%	24%
Basic Grammar	67%	82%	22%
Overall	61%	78%	28%

Student Survey

Eighty-nine ENG 098 students and one hundred forty-six ENG 099 students completed the end-of-semester Writing Lab survey. The table below shows the majority of students found the Writing Lab beneficial.

Writing Lab Student Survey

Question	ENG 098 Agree	ENG 098 Disagree	ENG 099 Agree	ENG 099 Disagree
I found the following helpful:				
Writing Lab	87%	13%	84%	16%
Online Tutoring	77%	20%	83%	18%
Mini-lessons	81%	19%	91%	9%
Tutors	94%	6%	93%	6%
I benefited from:				
Writing Lab	89%	10%	86%	14%
Online Tutoring	81%	19%	76%	24%
Mini Lessons	89%	12%	86%	14%
Help from Tutors	88%	12%	89%	11%

How can we improve the Writing Lab?

Out of a total of 96 English 098 students surveyed, 65 students offered various suggestions:

Twenty-five students felt that no improvement was necessary, citing that the labs “are fine as they are” and that we “should not make any changes”. Many wrote that “the tutors are great”, and “they (the tutors) make the lessons smooth and helpful”. Twelve students requested that we extend tutor/student time before the computer, citing that “more in-depth mini-lessons”, “longer mini- lessons”, and more time with direct instruction would help the students “to gain a better understanding” of the lesson content. Eight students requested that we “shorten the mini-lesson” and give “more computer time”. Eight students requested that we make the lessons “more fun” and “more interesting”, stating that sometimes they were “a little bored” during lab.

Seven students suggested having more tutors in the lab, stating that more “one-on-one” help was needed so the tutors can “assist every child to make sure they are getting it” and to make sure that tutors “read all the students’ writing”. Two students suggested

that we synchronize lab mini lessons with the class lessons because “working on the same material” would aid in reinforcement of the lessons. Two students felt that we should allow “more make-up labs”

Out of a total of 146 English 099 students surveyed, 72 students offered various suggestions:

Twenty-seven students felt that no improvement was necessary, citing that the labs “are fine as they are” and that we “should not make any changes”. Many wrote that “the tutors are great”, and “they (the tutors) make the lessons smooth and helpful”. Twenty-four students responded that they felt that they would benefit from less time on the computer and longer mini-lessons. They stated that there should be “more hands-on tutoring,” and that “...if the tutors taught more I think I will learn more.” Thirteen students stated that they wanted the mini-lessons to be more interesting. They commented that [the tutors] should “make the mini-lessons a little more interesting and creative to get our attention,” and that [tutors] should “make the mini lessons more active.”

Only two students felt that the mini-lessons should be skipped altogether. One of the students stated, “Skip the sit down sessions when we first come in the lab, they take...,” and the other said, “Make the mini lessons shorter because students get distracted by sitting and talking for too long.” Two students felt that there were not enough tutors in the lab stating that “Some days there are not enough teachers assisting students on the computers. Sometimes there is information that we do not know.”

Professor Survey

Three professors responded to the survey. Two agreed that their students benefitted from the tutoring lab and one professor disagreed. Two professors agreed that their students benefitted from the online tutoring program and one indicated that he or she was not sure. All three professors agreed that the LRC had been responsive to their concerns and requests. One professor commented that the orientation session appeared disorganized, and requested that the lab: “...lose the ‘rules’ and the punch clock. Wearing a hat has little to do with a first year student learning to write.”

Student Learning Outcomes

The Writing Lab reviewed and modified the student learning outcomes devised for fall 2009 in order to improve effectiveness. The table below describes the student learning outcomes and their assessment.

Writing Lab Student Learning Outcomes

Student Learning Outcomes	Assessment Method	Findings	Modified Student Learning Outcomes	Action Plan
<p>Students will increase skills in the area of sentences. Success in the Writing Lab is defined when the following objectives are met in the area of Sentence Grammar for students attending six or more sessions: English 098 students who show a 65% improvement from the pre test to the post test. English 099 students who show a 35% improvement from the pre test to the post test.</p>	<p>Results of individual study plans of <i>MyWritingLab</i> online program.</p> <p>Results of pre and post diagnostic tests.</p>	<p>For students who attended six or more sessions:</p> <p>English 098 students show a 49% improvement in <i>Sentence Grammar</i>.</p> <p>English 099 students show a 46% improvement in <i>Sentence Grammar</i> exceeding our goal by 11%.</p>	<p>Students will increase their skills in the area of sentences. English 098 students will show a 50% improvement from the pre test to the post test in Sentence Grammar for those who attend six or more sessions. English 099 students will show a 50% improvement from the pre test to the post test in Sentence Grammar for those who attend six or more sessions.</p>	<p>Students who prefer personalized tutoring will be given extra time with tutors for direct instruction followed by reinforcement exercises on <i>MyWritingLab</i>. This will provide active learning opportunities that are task centered and address a variety of learning styles.</p>
<p>Students will increase skills in the area of usage. Success in the Writing Lab is defined when the following objectives are met in the area of <i>Usage and Style</i> for students attending six or more sessions: English 098 students who show a 40% increase from the pretest to the post test. English 099 students who show a 65% improvement from pretest to post test.</p>	<p>Results of individual study plans of <i>MyWritingLab</i> online program.</p> <p>Results of pre and post diagnostic tests.</p>	<p>For students who attended six or more sessions:</p> <p>English 098 students show a 51% improvement in <i>Usage and Style</i> exceeding our goal by 11%.</p> <p>English 099 students showed a 24% improvement in Usage and Style.</p>	<p>Students will increase their skills in the area of usage. English 098 students will show a 50% improvement from the pre test to the post test in <i>Usage and Style</i> for those who attend six or more sessions. English 099 students will show a 30% improvement from the pre test to the post test in <i>Usage and Style</i> for those who attend six or more sessions.</p>	<p>Students will continue to use <i>MyWritingLab</i> as an aid to their individual progress. Students will be required to write one short essay during the semester from a prompt provided by the Writing Lab. This essay will be reviewed during a student/tutor conference with emphasis on editing, proofreading, and individual areas of concern.</p>

Writing Lab Student Learning Outcomes

<p>Students will increase skills in the area of mechanics. Success in the Writing Lab is defined when the following objectives are met in the area of Punctuation and Mechanics for students attending six or more sessions:</p> <p>English 098 students who show a 10% improvement from the pre test to the post test. English 099 students who show a 5% improvement from the pre test to the post test.</p>	<p>Results of individual study plans of <i>MyWritingLab</i> online program.</p> <p>Results of pre and post diagnostic tests.</p>	<p>For students who attended six or more sessions:</p> <p>English 098 students show a 16% improvement in <i>Punctuation and Mechanics</i> exceeding our goal by 6%.</p> <p>English 099 students show a 10% improvement in <i>Punctuation and Mechanics</i> exceeding our goal by 5%.</p>	<p>Students will increase their skills in the area of Punctuation and Mechanics. English 098 students will show a 20% improvement from the pre test to the post test in Punctuation and Mechanics for those who attend six or more sessions. English 099 students who attend six or more sessions will show a 20% improvement.</p>	<p>The Writing Lab staff will aid in connecting the English classes with the lab by attending the first class of the semester for each section. This introduction will enhance communications among professors, tutors and students.</p>
<p>Students will increase skills in the area of grammar. Success in the Writing Lab is defined when the following objectives are met in the area of <i>Basic Grammar</i> for students attending six or more sessions:</p> <p>English 098 students who show an improvement of 15% from the pre test to the post test. English 099 students who show an increase of 25% from pre test to post test.</p>	<p>Results of individual study plans of <i>My Writing Lab</i> online program.</p> <p>Results of pre and post diagnostic tests.</p>	<p>For students who attended six or more sessions:</p> <p>English 098 students show a 21% improvement in <i>Basic Grammar</i> exceeding our goal by 6%.</p> <p>English 099 students show a 22% improvement in <i>Basic Grammar</i>.</p>	<p>Students will increase their skills in the area of grammar. English 098 students will show a 25% improvement from the pre test to the post test in <i>Basic Grammar</i> for those who attend six or more sessions. English 099 students will show a 25% improvement from the pre test to the post test in <i>Basic Grammar</i> for those who attend six or more sessions.</p>	<p>A post test will be added at midterm. Students scoring 80 percent or more will be exempt from further lab attendance.</p> <p>Lab attendance requirements will change from 12 to 13 labs per semester.</p> <p>ENG 099 Students will be required to write one to three short essays during the semester from a prompt provided by the Writing Lab. This essay will be reviewed during a student/tutor conference with emphasis on editing and proofreading skills as well as addressing individual needs. An example of good writing</p>

Writing Lab Student Learning Outcomes

				will be introduced to the student.
				Tutors will teach mini lessons on a rotating basis so that students are recipients of diverse teaching methods and personalities.
				Revise and shorten the LRC guidelines in an attempt to portray a friendlier, more casual learning environment.

SWOT Analysis and Action Plan

SWOT

<p>Strengths: What is done well?</p> <p>Tutors will attend the first meeting of the English 098 and 099 classes demonstrating unity of purpose between the English department and the writing lab.</p> <p>LRC tutors are equipped with Bachelor's degrees in addition to a majority holding Master's degrees in the schools of Education, Education Administration, English Literature, Creative Writing, Journalism and Computer Science.</p> <p>The tutors bring work experience from K-12 instruction, school administration, adult literacy, information system corporate experience and entrepreneurship.</p> <p>Significantly improved communication and understanding of goals between Eng 098 and 099 professors and writing lab tutors.</p> <p>Improved lab attendance based on English professors' enforcement of lab attendance as a requirement of course grade.</p> <p>The revision and extension of mini lessons based on student survey comments has resulted in a more focused and task-oriented student.</p> <p>Increased number of students completing the lab make-ups and making serious attempts to master the online topic area.</p> <p>Tutors responded positively to student survey comments requesting more small-group help in specific areas of need.</p> <p>Improvement as indicated by percent improvement from the online pre test to the post test: Eng 098/099 – 32%/28%</p> <p>Improvement as indicated by percent improvement from the online pre test to the post test in Sentence Grammar: Eng 098/099 – 49%/46%; in Usage and Style – 51%/24%; in Basic Grammar – 21%/22% and Punctuation – 16%/10%.</p>	<p>Weaknesses: What could be improved?</p> <p>Labs not being listed on the student's printed scheduled reduces the writing lab's credibility.</p> <p>Some students' unwillingness to use time productively in the lab.</p> <p>Students are present in the lab only 50 minutes per week and this time constraint along with the low tutor/student ratio limits instruction in actual writing; thus, teaching grammar is the most practical method of reaching a large group of students where improvement can be achieved and more accurately measured. However, improved grammar skills do not necessarily evolve into improved writing skills.</p> <p>Limited time in a weekly 50-minute lab session to complete all activities, specifically, to do more writing and address individual needs.</p> <p>The insufficient number of tutors available to provide students with the individual attention they have requested and need.</p> <p>Even though the LRC now only employs degreed professionals, it appears that the reputation of non-professionalism and unstructured labs from previous years may still be prevalent.</p> <p>Some students have negative attitudes about reading and writing.</p> <p>The wide range of reading and writing skills among students intensifies the challenges of addressing these individual needs in a group setting.</p>
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<p>Opportunities: What opportunities are open? Hiring of more tutors to meet the needs of the large writing lab class sizes. Plans for a Supplemental Instruction program are still being discussed as a viable option as early as the 2010-2011 school year.</p>	<p>Threats: What are the obstacles? LRC budget constraints and the availability of competitive salaries prohibit the attraction and recruitment of the targeted number of tutors. Large classes prevent tutors from addressing individual student needs. Lack of credit given for lab attendance promotes negative student attitudes.</p>
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Action Plan

Improvement	Based on this Evidence
<p>Students who prefer personalized instruction will be given extra time with tutors for direct instruction followed by reinforcement exercises on <i>MyWritingLab</i>. This will provide active learning opportunities that are task centered and address a variety of learning styles.</p>	<p>Boylan's <i>What Works: Research-based Best practices in Developmental Education (2002) & The Center for Student Success (2007)</i>: Accommodate diversity through varied instructional methods. Use technology with moderation. Student survey.</p>
<p>Students will continue to use <i>MyWritingLab</i> as an aid to their individual progress. ENG 099 Students will be required to write one to three short essays during the semester from a prompt provided by the Writing Lab. This essay will be reviewed during a student/tutor conference with emphasis on editing and proofreading skills as well as addressing individual needs. An example of good writing will be introduced to the student.</p>	<p>Boylan's <i>What Works: Research-based Best practices in Developmental Education (2002) & The Center for Student Success (2007)</i>: Positive feedback related to a specific task/activity. Brophy (1988) found that increased time on task improved students' skills. Cant and Cooper (2010) found that practice increased nursing students' skills.</p>
<p>Revise mini-lesson activities to more fully meet the students' needs; i.e. rather than using single independent sentences for reinforcement of a concept, use a full paragraph of good college writing so the students can "see how it's done".</p>	<p>Boylan's <i>What Works: Research-based Best practices in Developmental Education (2002) & The Center for Student Success (2007)</i>.</p>
<p>The Writing Lab staff will aid in connecting the English classes with the lab by attending the first class of the semester for each section. This introduction will enhance communications among professors, tutors and students.</p>	<p>Boylan's <i>What Works: Research-based Best practices in Developmental Education (2002) & The Center for Student Success (2007)</i>: Teachers, students and lab personnel work closely. <i>Developmental education and its practitioners should engage in collaboration with other campus academic units.</i></p>
<p>Lab attendance requirements will change from 12 to 13 labs per semester.</p>	<p>Increased time on task requested by students and agreed upon by tutors and professors. Student survey.</p>

<p>A post test will be added at midterm. Students scoring 80 percent or more will be exempt from further lab attendance.</p>	<p>Boylan's <i>What Works: Research-based Best practices in Developmental Education (2002) & The Center for Student Success (2007): Provide frequent testing opportunities</i> Results of the pre and post tests.</p>
<p>Tutors will be scheduled to teach mini lessons on a rotating basis so that students are recipients of diverse teaching methods and personalities.</p>	<p>Boylan's <i>What Works: Research-based Best practices in Developmental: Education (2002) & The Center for Student Success (2007): Accommodate Diversity Through Varied Instructional Methods.</i> Share Instructional Strategies. Individual student reports from <i>MyWritingLab</i>.</p>

Mathematics Laboratory

Overview

The fall semester of 2009 has ended, which was our second year of utilizing ALEKS Program for our Math Lab. This year was another exciting year with the developmental students and their courses. This semester, there were 280 students signed up for math lab and were given ALEKS access codes, and were required to come to Math Lab between the hours of 3:00 pm and 9:50 pm, Monday through Thursday, two times a week. The Math Lab met with a great number of students and addressed the process of working with the professors of their courses instilling math as an important part of their success at Lincoln University. Most students who attended greatly improved their knowledge and confidence in math.

When students attended their first week of lab, they registered and were given a pretest, or assessment. Once students were tested, tutors explained the results of their individual ALEKS pie chart, showing students the areas of topics that they understood and the areas that they needed to work on. This test places students directly at a point that they can start their work in the online program. Our students who attended the math labs were motivated, pleasant, and worked very hard in the course of study, MAT 098 and MAT 099.

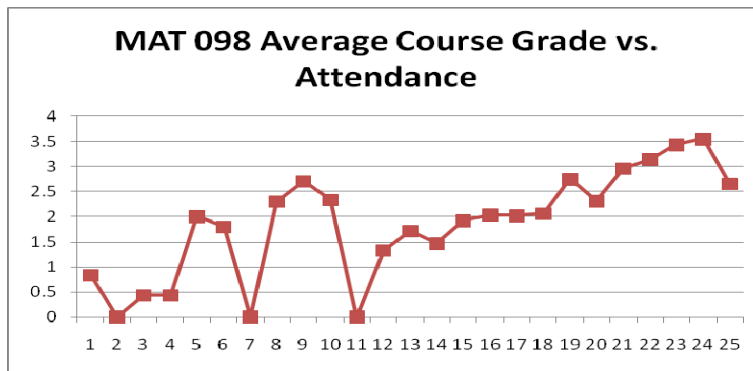
The Math Lab tutors, who are trained in ALEKS and have received training in tutoring, continue to be very helpful in the improvement of the students' Math skills and overall scores. They were constantly reminding students that they need to work diligently in their labs, that there are NO "dumb questions", to take class notes, attend assigned math labs, and seek assistance in specific areas and the semester will be a productive one for them. The areas that the math tutors were focusing on with respect to

the ALEKS programs included the pre and post test (Arithmetic; Real Numbers, Variables; Linear Equations & Inequalities).

Mathematics 098

Average Course Grade and Lab Attendance

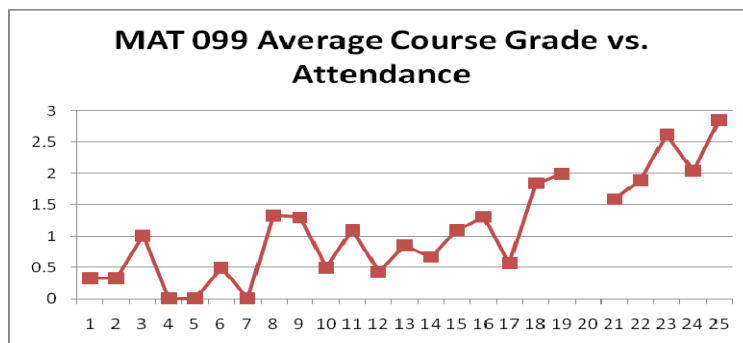
One hundred and seventeen MAT 098 students were assigned to the Math Lab. The average course grade for students attending five or fewer sessions was .74 (D-), and for six or more sessions 2.11 (C). The table below shows the average course grade per number of lab sessions attended. Please note that there are less than 30 grades in some of the categories.



Mathematics 099

Average Course Grade and Lab Attendance

One hundred and forty-three Mat 099 students were assigned to the Math Lab. The average course grade for students attending five sessions or fewer was .36 (F), and for students attending six or more sessions was 2.2 (C). The table below shows the average course grade per number of sessions attended. Please note that some categories have less than 30 grades.



Improvement from Pretest to Posttest

Below are tables that show the average percent improvement for MAT 098 and MAT 099 students. MAT 098 students improved in all categories, and MAT 099 students improved in Arithmetic, Linear Equations, and in their overall score.

MAT 098 Average Percent Improvement

Topic	Average Pretest Score	Average Posttest Score	Average % Improvement
Arithmetic	19	40	108%
Real Numbers	7	18	139%
Linear Equations	7	16	139%
Overall	24	59	143%

MAT 099 Average Percent Improvement

Topic	Average Pretest Score	Average Posttest Score	Average % Improvement
Arithmetic	23	46	97%
Real Numbers	23	18	86%
Linear Equations	9	17	105%
Overall	18	41	125%

MAT 098

Forty-one MAT 098 students completed the end of semester survey during the week. The majority of students responded that they found helpful and benefitted from the Math Lab, online tutoring, the mini-lessons, and the tutors. The table below summarizes their responses.

Question:	Positive	Negative
I found the following helpful:		
Math Lab	98%	2%
Online Tutoring	89%	11%
Mini-lessons	81%	19%
Tutors	92%	8%
I benefited from:		
Math Lab	97%	3%
Online Tutoring	87%	13%
Mini-lessons	73%	27%
Help from Tutors	90%	10%

How can we improve the Math Lab?

A majority of students commented that the Math Lab is a: “Great help” and they had a positive experience. Most students would like more individual help in the Math Lab, and seventeen students would like smaller Math Lab classes. Twenty-five students indicated that they would like Math Lab to be available during day time hours. Twenty students would like to be able to come to Math Lab three times rather than two times per week. Many students indicated that they would like more exciting sessions, and forty students would like “Cookies, milk, and lounge chairs.” Thirty-nine students want to be allowed to listen to music during Math Lab. Thirty students commented that they would like the freedom to come when they want and also earn credit for lab work.

Math 099

Fifty-seven MAT 099 students completed the end of semester survey during the week. The majority of students responded that they found helpful and benefitted from the Math Lab, online tutoring, the mini-lessons, and the tutors. The table below summarizes their responses.

Question:	Positive	Negative
I found the following helpful:		
Math Lab	93%	7%
Online Tutoring	76%	24%
Mini-lessons	81%	19%
Tutors	89%	11%
I benefited from:		
Math Lab	93%	7%
Online Tutoring	76%	24%
Mini-lessons	74%	26%
Help from Tutors	82%	18%

How can we improve the Math Lab?

A majority of students indicated that they thought the Math Lab was helpful and had a positive experience, with many students commenting that more individual help and more tutors are needed. Most students commented that they would like Math Lab to be available during more times, such as day hours. Thirty-five students would like more mini-lessons. Forty-eight students commented that the computers need work because they: “Freeze a lot.” Fifty students want to be able to use calculators at all times, 46 students want to be allowed to listen to music, and twenty-eight students want to be provided with beverages and snacks.

Professor Survey

One professor responded to the survey. This professor indicated that he or she believed that their students benefitted from the tutoring lab and the online tutoring program. The professor also agreed that the LRC had been responsive to their concerns and requests.

Student Learning Outcomes

The Math Lab reviewed the student learning outcomes for fall 2009. The table below indicates the revised student learning outcomes.

Mathematics Lab Student Learning Outcomes

Student Learning Outcomes	Assessment Method	Findings	Modified Student Learning Outcomes	Action Plan
<p>Students will increase their skills in the area of Arithmetic. 80% of MAT 098 students will show an improvement of 90% and 65% of MAT 099 students will show an improvement of 60% in Arithmetic Readiness. MAT 098 students who attend 6 or more lab sessions will show an improvement of 135% in Arithmetic and MAT 099 students will show an improvement of 80%.</p>	<p>ALEKS</p>	<p>MAT 098 students who attended 6 or more labs showed an improvement of 108% from pre-test to post-test in Arithmetic Readiness.</p> <p>MAT 099 students who attended 6 or more labs showed an improvement of 97% from pre-test to post-test in Arithmetic Readiness.</p>	<p>Students will increase their skills in the area of Arithmetic. MAT 098 students who attend 6 or more lab sessions will show an improvement of 75% in Arithmetic and MAT 099 students will show an improvement of 65%.</p>	<p>Tutors will continue to give 10-15 minute Mini-lessons but starting earlier in the semester.</p>
<p>Students will increase their skills in the area of Real Numbers. 30% of MAT 098 students will show an improvement of 100%, and 30% of MAT 099 students will show a 60% improvement in Real Numbers. MAT 098 students who attend 6 or more sessions will show an improvement of 80% in Real Numbers and MAT 099 will show a 70% improvement</p>	<p>ALEKS</p>	<p>MAT 098 students who attended 6 or more labs showed an improvement of 139% from pre-test to post-test in Real Numbers.</p> <p>MAT 099 students who attended 6 or more labs showed an improvement of -25% from pre-test to post-test in Real Numbers.</p>	<p>Students will increase their skills in the area of Real Numbers. MAT 098 students who attend 6 or more lab sessions will show an improvement of 70% in Real Numbers and MAT 099 students will show an improvement of 65%.</p>	<p>Tutors will give more graphical and visual hand-outs/worksheets covering the first three topics which would include vocabulary, step by step explanations and sample questions for students. Tutors will focus on Real Numbers in the mini-lessons. Tutors will provide additional graphical and visual worksheets and handouts in integers, powers, and math vocab. Individual scores in Real Numbers will be analyzed.</p>

Mathematics Lab Student Learning Outcomes

<p>Students will increase their skills in the area of Linear Equations. 15% of MAT 098 students will show an improvement of 95%, and 15% of MAT 099 students will show an improvement of 55% in Linear Equations. MAT 098 students who attend 6 or more sessions will show an improvement of 165%, and MAT 099 students will show an improvement of 75%.</p>	<p>ALEKS</p>	<p>MAT 098 students who attended 6 or more labs showed an improvement of 139% from pre-test to post-test in Linear Equations.</p> <p>MAT 099 students who attended 6 or more labs showed an improvement of 78% from pre-test to post-test in Linear Equations.</p>	<p>Students will increase their skills in the area of Linear Equations. MAT 098 students who attend 6 or more lab sessions will show an improvement of 65% in Linear Equations and MAT 099 students will show an improvement of 60%.</p>	<p>Coming up with similar questions on ALEKS that involve linear equations and including them into our mini lessons and having the tutors show and explain step by step how linear equations are done. Also allowing the students to answer and explain their answers in front of their peers to help boost their confidence.</p>
<p>Students will increase their overall mathematics skills and their overall scores from the pretest to the posttest.</p>	<p>ALEKS</p>	<p>MAT 098 students who attended 6 or more labs showed an improvement of 143% from pre-test to post-test assessments. MAT 099 students who attended 6 or more labs showed an improvement of 125% from pre-test to post-test assessment.</p>	<p>Students will increase their overall mathematics skills and their overall scores from the pretest to the posttest. MAT 098 students who attend 6 or more lab sessions will show an improvement of 125% in Overall assessment and MAT 099 students will show an improvement of 110%.</p>	<p>Providing additional activities and worksheets to help students remember what they have covered, and to make sure they fully understand the topics in their course prior to the posttest.</p>
<p>The number of students who complete their pie in ALEKS will increase.</p>	<p>ALEKS</p>		<p>The number of students who complete their pie in ALEKS will increase. MAT 098 students who attend 6 or more lab sessions will complete 70% of the Total Pie and MAT 099 students will complete 60% of the total course Pie.</p>	<p>Rewarding the students with recognition if they complete ALEKS would help students maintain interest in the program and increase their lab attendance, i.e. certificates for completing a pie of the pier, candy, and/or coupons to McDonalds, etc.</p>

SWOT Analysis and Action Plan

Through a SWOT analysis, the Mathematics Laboratory staff determined the following are the strengths of the Mathematics Laboratory. Below is the SWOT analysis and Action Plan.

SWOT

Strengths: What is done well?	Weaknesses: What could be improved?
Constant practice of problem solving in ALEKS.	Early identification of problem areas in basic skills and effective instructions and drill.
Personal bond with students to the extent that they feel free to ask any questions.	Communicating the importance of rapid skill building to pass the course and also the dire need to READ the text.
Individual tutoring and Mini-lessons.	Helping students identify and overcome their fear or anxiety of math.
Encouraging students to persist on problems.	Helping students with weak skills and understanding the need for building BASIC elementary skills.
Think of ALEKS as a game and want to finish it and through that they learn more.	Helping students see the need for early and intensive work to get enough skills to pass the classes.
Tutors that nicely step in and help, when help is needed.	Computers that don't work properly at times.
Being required to come in twice a week.	Late scheduled labs and make-up hours.
Students learning the basics through practice and ALEKS would greatly help their understanding of topics in class.	Friends sitting together and disrupting the class or helping themselves the wrong way instead of asking tutors.
Tutors knowledgeable about ALEKS and Math.	Lack of the knowledge of math basics, makes it harder for students to work with ALEKS.
Professional lab atmosphere.	Differences between topics on ALEKS and student's course syllabus.
Student's course grade being tied to the ALEKS program helped with the lab attendance and students' interest.	Students learning to use ALEKS more effectively. (reading the explanations, click on links , etc).

Opportunities: What opportunities are open?	Threats: What are the obstacles?
Math professors communicating more with tutors.	Short staffed.
Working to get students out of their areas of weaknesses on the Pie early in the semester.	Tutors not communicating well about certain student behavior.
Holding lab in the new Science building.	Updated computers or browsers so ALEKS doesn't crash.
Having lab during the day time.	Budgeting / staffing constraints.
Better organization of topics in ALEKS made by the professors.	Lincoln continuing to accept students with low SATs and math skills.
Students having a better understanding of math before coming to Lincoln.	Teachers not utilizing the use of ALEKS in their classes.
Make-up hours being a little earlier in the evening.	Students just showing up to lab for attendance and possibly disrupting the lab.
Having more hours for regular and individual labs.	
Professors adding homework and quizzes on ALEKS for better monitoring and guidance.	

Action Plan

Improvement	Based on this Evidence
Pretest for MAT099 had an average of 18% and the posttest had an average of 41%. Pretest for MAT098 had an average of 24% and the posttest had an average of 59%. This shows an improvement of 125% for MAT099 and 143% for MAT098. We could improve this even more if we get more students interested or rewarded for finishing more of ALEKS Pie before the posttest.	Pre & Post Diagnostic test from ALEKS program. Brophy (1988) found that increased time on task improved students' skills. Cant and Cooper (2010) found that practice increased nursing students' skills.
Tutors implemented mini-lessons covering vocabulary, real numbers, arithmetic, and linear equations. Plan on using more Graphical or	Boylan's <i>What Works: Research-based Best practices in Developmental Education (2002)</i> & <i>The Center for Student Success</i>

visual presentation and handouts that cover the basics early and have the students do some practice questions to refresh their memory on topics.	(2007): Improve Math Vocabulary Post test average in the Arithmetic, Real Numbers, and Linear Equations in Math 098 & Math 099.
ALEKS conducts an individual assessment and gives students topics to cover based on what they know and what they don't. If Lincoln used ALEKS as placement software for incoming students, the initial assessment scores may be higher.	Boylan's <i>What Works: Research-based Best practices in Developmental Education (2002)</i> & <i>The Center for Student Success (2007)</i> : Individual student diagnostic reports.
Using ALEKS as placement software for incoming students would improve the student's self-evaluation of their math skills. The initial survey or expectation of grades of students did not come to par with their final Grades.	Boylan's <i>What Works: Research-based Best practices in Developmental Education (2002)</i> & <i>The Center for Student Success (2007)</i> . Student Survey

Student Developmental Workshops

The goal of the Student Developmental Workshops is to provide an opportunity to all students to improve their study skills and to support students' adjustment to college life. The LRC made available three workshops in fall 2009: Test Taking, Note Taking, and Transitioning from college to the Corporate World. One hundred and five students from several First Year Experience classes, Act 101, the Athletic Department, and the Early Monitoring Academic Program attended these workshops.

Student Learning Outcomes

The student learning outcomes for the Student Developmental Workshops include helping students increase their study skills, helping students improve their time management skills, and helping students develop their skills in conflict resolution. The tables below indicate the results for the 2009 Spring Semester goals, objectives, and student learning outcomes for the Student Developmental Workshops.

Student Learning Outcomes

Student Learning Outcomes	Assessment Method	Findings	Modified Student Learning Outcomes	Action Plan
100% of students completing an evaluation form will report that student development workshop was helpful .	Session evaluation	100% of students who completed the survey for the workshops responded in a positive manner.	100% of students completing evaluation forms will respond positively to the workshop.	Students will be encouraged to fill out evaluation forms at the end of each workshop. All suggestions for improvement will be considered.

Athletic Study Hall Program

The purpose of this program was to help athletic students remain eligible to play in Division II athletics, and the LRC devised the program in collaboration with the Athletic Department. Student Athletes attended the weekly study halls for two hours on Wednesday evenings from 6:00 pm to 9:00 pm for 13 weeks each semester. A professional math tutor from the LRC Math Lab was available for the student athletes. Forty-nine athletes were originally assigned to the Athletic Study Hall in fall 2009, and 37 student athletes attended at least one or more sessions.

Student Learning Outcomes

The purpose of the Athletic Study Hall was to provide an opportunity for student athletes to study in a quiet area at a scheduled time that was monitored. The student learning outcomes are outlined in the tables below.

Student Learning Outcomes

Student Learning Outcomes	Assessment Method	Findings	Modified Student Learning Outcomes	Action Plan
40% of attending Athletes will attend 10 sessions or more.	Review the Attendance Data for each Athletic Study Hall session.	No student athlete attended 10 or more sessions. The average was 3.6 sessions.	Increase student athlete attendance to an average of four sessions.	Coaches and LRC staff will encourage each athlete to attend additional study sessions.
100% of all Athletic Study Hall attendees will indicate what they will study during a session and this will be recorded.	Review the documentation of the Athletic Study Hall binder for each student athlete.	Each participating student athlete indicated what work they would complete at the time they signed in.	100% of all Athletic Study Hall attendees will indicate what they will study during a session and this will be recorded	At the time of signing in student athletes will be requested to indicate what work they will be completing.
LRC will make math tutors available to the Athletic Study Hall.	Collect information concerning which professional tutors have provided services to the Athletic Study Hall at each session.	A professional math tutor was available for student athletes.	LRC will make a professional math tutor available to the Athletic Study Hall.	A professional math tutor will be scheduled to be available for the student athletes.

Act 101 Achievement Program

The Honorable K. Leroy Irvis, the first Black Speaker of the House for the Commonwealth of Pennsylvania as well as in the country, created a legislative Act number 101 known as the “Higher Education Equal Opportunity Act.” The programs created as a result of this legislation are called Act 101 programs.

The Act 101 Achievement Program is designed to provide highly motivated, low-income, Pennsylvania residents with SAT scores and/or high school grade point averages (GPAs) below the University’s admission criteria a chance to attend Lincoln University. Prospective students are required to participate in a personal interview prior to acceptance into the program. Students are provided with academic, professional, and personal counseling to assist them with their adjustment to the rigors of college life.

Program benefits include:

- Preferential scheduling of Tutoring Appointments
- Advocacy
- Letters of Recommendation
- Chi Alpha Epsilon Honor Society

The goals and objectives of the Act 101 Achievement Program are:

Goal 1: To help students resolve life issues that can interrupt successful academic progress.

Objectives:

- Provide 4 counseling appointments throughout the semester to identify and address issues
- Provide workshops that address common problems on a college campus
- Provide Intrusive Advising

Goal 2: Students will have a GPA of 3.3 and above.

Objectives:

- Provide tutoring in Reading, Writing, and Mathematics
- Make referrals for tutoring in Academic Departments
- Periodic Academic Monitoring throughout the semester

Overview

Fifty-eight student applicants were accepted by the Pennsylvania Department of Education into the Act 101 program for the fall 2009 semester. The fall semester began with an orientation for the new freshman. At that time, the students also read and signed the Institutional Agreement. This orientation included a review of the program, student expectations, and the counseling sessions.

Intrusive Developmental Advising and Counseling

To meet the program goals, each semester the students are required to attend counseling sessions, the student development workshops, and complete study hours. The counseling sessions include: the Semester Planning Session, the Early Monitoring Session, the Mid-Term Review session, and the End of Semester Planning Session. The counseling sessions are required because research has shown that contact with a significant person at the institution is a major factor in a student's decision to stay in college (Heisser, 2002; Chickering & Gamson, 1987; Glennen, Farren & Vowell, 1996). According to Tinto (1993), there are three stages that students move through as they matriculate through college: separation, transition, and incorporation. Separation begins with leaving home and living on the college campus. Transition involves adjusting to a new environment where they may or not feel that they belong. The incorporation stage is complete when a student feels that he or she is a part of the social and academic community.

The Act 101 Achievement Program utilizes developmental and intrusive advising. Developmental advising provides advising to the whole student: "Developmental advising is a decision making process by which a student realizes his or her maximum education potential through dialogue with advisors" (Cornett-Devito and Reeves, 1999). Crookston (1972) created the term Developmental Advising, which allows for the student to increase his or her independence through the improvement of decision making and problem solving skills (Heisserer & Pparette, 2002). Earl (1988) defines intrusive advising as getting to the heart of what is causing trouble for the student and forming a plan of action. This requires intentional contact with the student to create a working relationship between the counselor and the student.

STARS Program

The STARS program is an intensive academic coaching program for incoming students implemented fall 2009. Students were requested to schedule a career personality test and counseling session in Career Services, attend eight workshops on Mondays, August 31 through the end of October, attend the Student Developmental Workshops, attend three Microsoft Office workshops, and come to study hall with professional tutors. The eight Monday workshops included: Self-exploration (three questionnaires: Locus of Control, Learning Styles, and Brain Dominance, setting goals, and time management. Additional sessions included workshops on: Critical thinking, active learning, conflict management, choosing a major, and motivation.

Student Learning Outcomes STARS

The table below outlines the student learning outcomes of the Act 101 program.

STARS Student Learning Outcomes Fall 2009

Student Learning Outcomes	Assessment Method	Findings	Modified Student Learning Outcomes	Action Plan
Students attending the STARS program will be able to describe the 7-Day study process.	Quizzes and exercises in STARS sessions. Monitoring of use of steps in Academic Coaching Appointments, attendance to STARS sessions, and individual appointments.	All students who attended the STARS program and/or the Test-Taking Workshop became knowledgeable of the Seven Day Test Taking Study Plan.	Students attending the STARS program will be able to describe the 7-Day study process.	Act 101 staff will encourage students to attend the STARS program and utilize the Seven Day Test Taking Study Plan.
Students attending the STARS program will be able to create a time management schedule that is adaptable to a rigorous college schedule.	Quizzes and exercises in STARS sessions, monitoring of schedule, attendance of STARS sessions, and individual appointments. End of semester Survey.	All students who attended the STARS program completed a time management schedule.	Students attending the STARS program will be able to create a time management schedule that is adaptable to a rigorous college schedule.	Act 101 staff will encourage students to attend the STARS program and utilize the time management tools.

SWOT Analysis and Action Plan

A SWOT analysis was conducted by the Act 101 staff and an action plan was developed to improve services.

SWOT

<p>Strengths: What is done well?</p> <p>The STARS program was implemented.</p> <p>Services were provided on a basic level</p>	<p>Weaknesses: What could be improved?</p> <p>Students' participation was not optimum. The lack of any counseling/advising staff reduced services offered to students, reduced contact with students, and, thus, students' participation was reduced.</p>
<p>Opportunities: What opportunities are open?</p> <p>Possibility of the hiring of a counselor in spring 2010.</p>	<p>Threats: What are the obstacles?</p> <p>Funding was reduced by more than half, reducing the number of students served and reducing the services to students.</p> <p>The new split academic advising system reduces the contact of Act 101 students with the Act 101 counselor.</p>

Action Plan

Improvement	Based on this Evidence
<p>Increase student participation in the services provided by hiring a counselor to provide individual contact and services for Act 101 students.</p> <p>Students will be encouraged to attend the STARS program, individual counseling sessions, tutoring, and the student development workshops.</p>	<p>According to Tinto (1993) there are three stages that students move through as they matriculate through college: separation, transition, and incorporation. Separation begins with leaving home and living on the college campus. Transition involves adjusting to a new environment that Students may or may not feel a part of. The incorporation stage is complete when a student feels that he or she is a part of the social and academic communities. This event will assist with the creation of a sense of belonging to a group, thus likely increase retention. The deliberate contact made by staff is used to show care and concern for the student and his or her academic success which research shows is paramount (Heisser, 2002; Chickering & Gamson, 1987; Glennen, Farren & Vowell, 1996, Tinto, 1994).</p> <p>Tinto (2002) writes “High expectations is a condition that promotes student retention.”</p> <p>Lotkowski, Robbins, Noeth (2004) <i>The role of academic and non-academic factors in improving college retention.</i></p>

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