

Office of Academic Development
Learning Resource Center
Summary of Services
2002-2003

I. Direct Student Services

The Learning Resource Center continued to provide academic support during the academic year, introducing new and improving existing methods of service. Support was made available through individual and drop-in peer tutoring, learning skills workshops, individualized study skills consultation, writing assistance for ESL students, an ESL conversation group and end of semester review sessions. In addition, the LRC offered Supplemental Instruction for Biology and Chemistry and peer-led study groups for Western Civilization. Beginning spring, 2003, students were given an option to pre-register for math appointments.

Number of students participating in services	1699
Total service	2303

II. Tutoring Component

Direct assistance was provided to students in the form of private tutoring, small group tutoring, walk-in tutoring, satellite tutoring in Physics and Chemistry, peer-led study groups in History, and Supplemental Instruction in Biology and Chemistry. The seeming decline in walk-in and private tutoring can be traced to the addition of schedule-ahead math tutoring. When math appointments are included, there is a very slight increase in service from the 2001-2002 academic year.

Private Tutoring

Number of students	86
Service hours	571

Walk-in tutoring

Number of students	267
Service hours	521

Requested tutors

Number of students	416 (1% increase)
Number of courses	532 (6% increase)

Physics

Number of students	34
Service hours	109

Chemistry

Number of students	52 (67% increase)
Service hours	132 (68% increase)

History – peer leaders

Number of Students	173
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Math (Includes Schedule-Ahead Appointments beginning spring, 2003)

Number of Students	214
Service Hours	282

Supplemental Instruction in Biology

Number of students	97 (18% increase)
Service hours	503

Supplemental Instruction in Chemistry

Number of students	57
Service hours	185

Exam reviews

Number of students	303 (46% increase)
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II. Learning Skills

The Learning Skills Specialist provided assistance through individual student meetings, study skills workshops, faculty requested in-class, course specific presentations, and presentations for orientation leaders, fraternities, and residence hall leaders.

Beginning the fall, 2002 semester, students were asked to pre-register for workshops they wished to attend. Registration could be completed by phone, in person, or on the web.

Individual Student Appointments

Number of students served	60 (18% decrease)
Service hours	88 (48% decrease)

Workshops/Presentations	18
Number of students	213

Summary

During the 2002-2003 school year, the LRC continued its efforts to reach as many students as possible through traditional and new program offerings. Freshman and sophomore students made up 79% of all students requesting individual tutoring. The average cumulative GPA of students who use the Learning Resource Center is 2.60.

Accomplishments

Learning Resource Center Services

The number of students requesting and obtaining service through the Learning Resource Center has remained constant from last semester. More than 50% of the undergraduate students at SJU use the LRC. As would be expected, freshmen and sophomore students make up the majority of students served. Dramatic increases were seen in both the Molloy Chemistry Society walk-in tutoring (68% more students served, 77% more service hours) and end-of-semester exam review, which increased by 47% this academic year.

ESL Conversation Group

A conversation group for ESL students was instituted during the fall, 2002 semester. Beginning as a one group of 4 students, the word soon spread and by the spring, 2003 semester, the interest had grown to 9 students in two groups.

A professional (adult) LRC tutor who has a great deal of education and practical experience in the area of ESL students runs the conversation group. The group is held one hour each week and covers language, culture, and transition issues. The group will continue to be offered on a first-come, first-served basis in order to preserve an intimate learning atmosphere.

Success Seminar

The third Success Seminar was offered in the spring, 2003 semester. The Learning Resource Center and the Office of Retention Services collaboratively offer this program to students in academic jeopardy. This seminar introduces students on academic probation to study strategies and university resources while empowering each student to make better academic decisions.

There were 30 students eligible for this seminar. Of those, 93% attended one of the two workshops offered. As follow-up from the workshops, the Learning Skills Specialist met with 10 of the 30 students for a total of 16 meetings during the spring semester.

Supplemental Instruction

A full-time Coordinator of Supplemental Instruction was hired in January, 2003. The Coordinator will oversee all aspects of the SI program including development, recruitment, promotion and evaluation. The Supplemental Instruction program will increase to 9 sections in 3 subjects beginning in the fall, 2003 semester. This is a 44% increase from previous semesters and will include three sections of SI for Western Civilizations, replacing the Peer Leader group.

Faculty Outreach

The New Faculty Luncheon was held in October to introduce all new faculty to the LRC and its services. Each faculty member was treated to lunch and given a folder of information on the Learning Resource Center to take back to their office.

Conclusions and Future Initiatives

Learning Skills

The number of face-to-face and workshop-oriented learning skills tutoring has declined from last year. Some of this may be explained by the implementation of a new registration process for workshop attendance. Further innovations will be attempted in the 2003-2004 academic year to reach a greater number of students. These may include in-class appearances by the Learning Skills Specialist and greater publicity efforts.

Fall, 2002 Mid-Term Survey

All students who worked with individual tutors during the first half of the fall, 2002 semester were given an opportunity to provide feedback. The students were invited by email to fill out a form on the LRC web page. Each student completing a survey was entered into a drawing for a \$20 gift certificate from the SJU bookstore. Twelve responses were received.

92% of the requests for tutoring were self-initiated

41% wanted to review class concepts

28% wanted to prepare for an exam

66% agree or strongly agree that they can apply what they learned to future assignments

92% agree or strongly agree that they would use the Learning Resource Center in the future

Accutrack

Accutrack Learning Center Tracking Software was purchased for the LRC in December 2002 for the purposes of streamlining the record keeping process. The software has many beneficial features including tutor scheduling, demographic statistics of students and end-of-year reports broken down by subject, tutor, student and professor. The software is structured to have students log in and out when they attend a tutoring session. This log-in log-out procedure will be implemented at some point during the 2003-2004 academic year.

Schedule-Ahead Math Appointments

In an attempt to shorten the time between student request and tutor assignment, math tutors were asked to commit to a “set” number of hours each week (3-10) during which they would staff the LRC for tutoring. Math tutors were available for 50 hours each week with all days (Monday-Friday) covered. Because the tutor schedule was known in advance, a student who came to request a math tutor was able to receive an appointment on the spot. Schedule-ahead tutoring will be implemented for accounting and economics beginning fall, 2003 and will continue until all high-request subjects are covered by the software program.