


**Journey to
the Future:
Using
Exemplary
Models as
Guideposts**



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In Search of

EXCELLENCE

Lessons from America's
Best-Run Companies

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Indiana Univ. of Pennsylvania (Indiana, PA)
Department of Developmental Studies
<http://www.iup.edu/devstudies/>

- Four-year public institution with approximately 14,000 students. DDS reports to student affairs.
- DDS provides a wide array of services
 - undergraduate courses in basic skills, graduation credit courses in math and critical reading, first-year seminar courses, and one-credit course to train paraprofessional peer educators
 - peer assistance with walk-in tutoring and SI for entry level historically-difficult courses;
 - developmental advisement program;
 - linked core curriculum course and an applied learning strategies course, and/or SI
 - early entrance first-year student experience before fall term begins
 - state-funded program based on family income and educational background that provides supplemental first-year experience courses, tutoring, workshops
 - urban high school student bridge program.
- A key factor in success of the overall program is that IS remains highly coordinated, centralized, and provides a comprehensive approach to meeting many needs of first-year students. Tutoring program credentialed by CRLA

Penn State University (Univ. Park, PA)
University Learning Centers
<http://www.ulc.psu.edu/>

- Four-year public institution with approximately 34,000 students
- ULC reports to undergraduate education under Office of the Provost.
- ULC is a centralized, integrated network of centers providing free academic assistance and enrichment for students through eight peer tutoring programs to support undergraduate in three locations across the campus. ULC has the following centers: (a) math, (b) writing Center in cooperation with the Center for Excellence for Writing, (c) teamwork, (d) technology, (e) SI, (f) language, (g) learning skills, and (h) tutoring
- A key factor with high student satisfaction, utilization, and benefit lies in the central location of all the coordinated centers. Students who come to the ULC for one service are exposed to the other centers and often take advantage of them as well. The ULC staff serves in a consultant role, facilitate sharing information, and provide training for students who work in programs beyond the ULC.
- Annually serves 12,000 students, 30 percent of the student body.

Univ. of Pennsylvania (Philadelphia)
Weingarten Learning Resource Center
<http://www.vpul.upenn.edu/lrc>

- Private, four-year institution with 20,000 students
- Traditional learning assistance activities including the Office of Disabilities Services. Hosts annual Disabilities Symposium
- More than 40 percent of the students who use WLRC are enrolled in graduate and professional school such as dentistry, medicine, and veterinary science.
 - A two-week writing retreat called 'Dissertation Boot Camp' brings together dissertation writers all graduate schools and provides mentors, project planning, & writing support.
 - The Medical School Transitions workshop attracts nearly every professional school student in dentistry, medicine, and veterinary science to develop learning strategies essential for academic success in the academically-rigorous programs.
 - International students attend A+ Workshops (academic speaking and presentation skills, critical thinking, getting to know the U.S. classroom)

Bryant University (Smithfield, RI)
Academic Center for Excellence
<http://www.bryant.edu/~ace>

- Private, four-year institution with the highest degree conferred a Masters.
- Located within Academic Affairs
- Serves 3,000 student campus through a comprehensive suite of learning assistance services.
- Hosts the disability services unit
- Advising and mentoring of probationary students
- First-Year Experience course
- As a result, nearly every student on campus uses one or more of its hosted services.

Cornell University (Ithaca, NY)
Center for Teaching and Learning
<http://www.clt.cornell.edu>

- Private research university of approx. 18,000.
- Serve students
 - learning strategies center (tutoring, workshops, supplemental classes)
 - student disability services
- Center for Teaching Excellence (reorganized 7/08)
 - international teaching assistance development program (improve communication & pedagogical skills)
 - teaching assistance services (individual consultations and workshops to improve teaching skills)
 - faculty instructional support provides individual assistance to faculty who want to be more effective

St. Thomas Aquinas College (Sparkill, NY)
Academic Services
<http://www.stac.edu/AcademicService.htm>

- Four-year, independent institution of 1,000 students
- Summer bridge program is offered to the Higher Education Opportunity Program students before they begin the fall semester of their first year at the institution. Activities include development of their academic skills and acculturation to the expectations for postsecondary education.
- Support for these and all other students at the institution continues throughout the year through the following services hosted by AC: academic advising, peer tutoring, First-Year Experience course, and other services.

Harvard University
Derek Bok Center for Teaching and Learning
<http://bokcenter.harvard.edu/icb/icb.do>

- Most prospective students fail the college entrance examination
- Mandatory testing and placement program
- Weekly tutorial sessions required for all
- Intensive orientation program lasting for nearly two weeks
- On-campus residential living for all undergraduates
- Academic tutors, advisors, and junior faculty members live in the same residence halls and meet with students for academic enrichment
- Frequent interactions among students, advisors, and faculty
- All students enrolled in at least one class of 15 or during 1st year
- Learning center supports students and faculty development
- Nearly everyone graduates in four years with their undergrad degree

Central Carolina Comm. College
(Sanford, NC) http://www.cccc.edu/student_services.html

- Two-year public institution with approximately 4,000 students
- Comprehensive approach of services from both academic and student affairs to meet the needs of students. A strong organizational structure is led by a dean, coordinators, faculty, and paraprofessionals
- Course offerings include developmental courses that are self-paced and mastery-based in the areas of English, mathematics, and reading
- Mandatory assessment and placement policies ensure that students are provided the appropriate starting point for their college coursework
- Courses are delivered in traditional, blended, and distance-learning modes. Evaluation data suggests high success for students who use the distance-learning venue for their developmental courses
- After developmental-level courses, students have multiple academic support systems as they enroll in the core curriculum courses. Some of these services include a learning assistance center as well as availability of online tutoring provided through a commercial company.

Lees-McRae College (Banner Elk, NC)
Division of Student Success
<http://www.lmc.edu/sites/Acaemics/StudentSuccess/>

- Four-year private institution of about 1,000
- Among traditional learning assistance activities, additional services include:
 - Office of Students with Disabilities
 - First Year Experience Programs
 - summer orientation
 - student retention services for students placed on academic probation.

Richland College, Dallas Cty Comm College District (TX)
Center for Tutoring and Learning Connections
<http://www.rlc.dcccd.edu/CTL/index.htm>

- Two-year public institution with approximately 12,000 students
- Services include: self-paced tutorial computer software, study skills workshops, and other services. Mandatory academic assessment guides students into appropriate developmental-level courses in mathematics, reading, writing, and ESOL.
- Key factors cited in success of the college's approach include:
 - developmental courses are offered through a variety of modalities such as traditional lecture, self-paced laboratory, computer-based, online, and connected with learning communities
 - heavy emphasis on staff and faculty development each year
 - uniform exit standards from the courses ensure higher success in the succeeding core curriculum courses
 - careful coordination among the college's academic support programs.

Texas State Univ.-San Marcos
Student Learning Assistance Center
<http://www.txstate.edu/slac>

- Four-year public institution with approximately 27,000 students
- SLAC reports to academic affairs.
- Provides comprehensive suite of services for students: (a) drop in tutoring that serve developmental-level through graduate-level courses; (b) supplemental instruction study review groups for historically-difficult courses throughout the curriculum; (c) outreach presentations to students and parents; (d) scheduled appointments with learning specialists; (e) online tutoring in writing and mathematics; (f) web portal that provides learning resources for students; (g) private tutor referral; and (h) coordination of the Predicted Academic Success at-risk student admission program. The largest service of the SLAC is the drop-in tutoring program.
- Faculty members are an integral part of the SLAC through recommending student tutors and study group leaders as well as assisting with the paraprofessional training program.
- Administrative placement of the program under academic affairs has given additional status as an academic unit as well as the support to help the SLAC grow. The tutor program has been certified at the highest level by the College Reading and Learning Association.
- Approximately 8,500 students, nearly a third of the student body, are served annually by SLAC.

Kirkwood Community College (Cedar Rapids, IA),
Learning Services
<http://www.kirkwood.edu/>

- Two-year public institution with approximately 12,000 students
- LS is an academic unit that is led by a dean that reports directly to the vice president of instruction.
- Many traditional learning assistance services.
- Factors cited as supporting effectiveness include:
 - high administrative placement of the unit places it on equal footing with other academic units reporting to the vice president
 - commitment and skill of the LS staff
 - involvement of the LS throughout the entire campus
 - Culture of the college is deeply impacted and influenced through the work of LS.

College of Saint Mary (Omaha, NE)
Achievement Center
http://www.csm.edu/Student_Life_and_Services/CSM_Achievement_Center/

- Private, four-year institution of 1,000
- Achievement Center in student affairs
- In addition to traditional learning assistance services, additional services provided:
- Provides tutors for student retention efforts for mothers on public assistance. The McAuley Program provides financial aid, mentoring, tutoring, academic monitoring, and academic assistance.

Donnelly College (KC, KS)
Developmental Studies Department
<http://www.donnely.edu>

- Roman Catholic-affiliated two-year institution of about 500 students, 'Second Chance U'
- Focus on serving the urban poor. Nearly 70 percent enroll in developmental courses
- Courses part of campus-wide learning communities that make the connections among the courses and reinforce the development of essential learning skills.

Community College of Denver (CO)
Center for Educational Advancement
<http://www.ccd.edu/LAA/LAAcea.html>

- Two-year public institution with approximately 2,000 students
- Comprehensive services: academic support center, student support services, special learning support, reading/study skills; courses in math, writing, and ESOL language support labs, testing center
- Key factors cited by institution in supporting positive outcomes
 - institutional commitment
 - assessment and placement policies
 - careful articulation between exit competencies in developmental-level courses and their subsequent core curriculum courses
 - appropriate use of computer-based learning (high tech & high touch)
 - professional development of the staff and faculty
 - case management approach to meet the needs of the whole student
 - integrated use of campus learning assistance resources

Adams State College (Alamosa, CO)
First Year Experience & Engagement (FYEE) Program
<http://www.adams.edu/students/fyee/>

- Public, four-year institution with approximately 2,500 students
- Learning assistance activities are located within the FYEE
- This approach places all programs that serve first-year students together into an integrated program.

Stanford University (Palo Alto, CA)

Center for Teaching and Learning
<http://ctl.stanford.edu/>

- Private research university of 15,000
- Began as primarily training unit for teaching assistants
- Expanded to provide comprehensive suite of faculty development opportunities as well as services to students
 - tutoring
 - learning skills workshops
 - academic coaching.



*What have
we seen
and
learned?*

Reoccurring Features

- Comprehensive approaches to supporting students
- Diversity of placement within the institution
- Certification of program activities
- Extensive training and professional development for para and professional staff
- Disability services often included in services
- Diversity of program names

Names from Road Show

- | | |
|--|--|
| ● Academic Center for Excellence | ● Developmental Studies Department (2) |
| ● Academic Services | ● Division of Student Success |
| ● Achievement Center | ● First Year Experience and Engagement Program |
| ● Center for Educational Advancement | ● Learning Resource Center |
| ● Center for Teaching and Learning (3) | ● Learning Services |
| ● Center for Tutoring and Learning Connections | ● Student Learning Assistance Center |
| | ● University Learning Centers |

Common Names of Academic Units

Departmental Mail Addresses

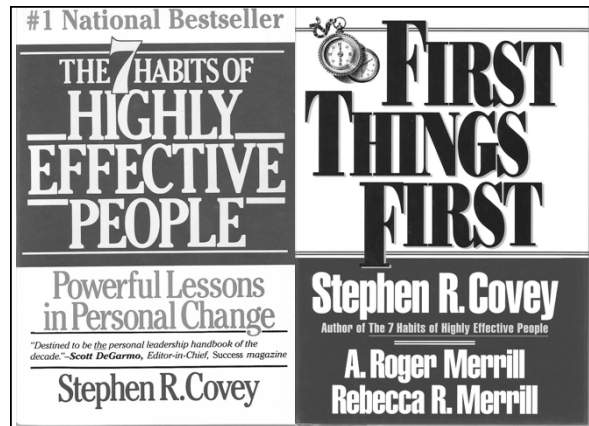
- developmental education
- academic department or divisions in English, humanities, or mathematics
- academic support
- learning center
- learning assistance center
- student success center
- learning resource center

Less Common Names

- | | |
|-------------------------|-----------------------------------|
| ● College Prep | ● Academic Instructional Services |
| ● Transitional Studies | ● Academic Partnership |
| ● Academic Achievement | ● College Readiness |
| ● Basic Skills | ● Early School Leavers |
| ● Learning Enhancement | ● Educational Equity |
| ● College Skills | ● Learning Acceleration |
| ● Learning and Teaching | ● Parallel Studies |
| ● Introductory Studies | ● Pathways Program |
| ● Learning Place | ● University Division |
| ● Academic Foundations | |

More Features

- Serving upper classman, graduate, and professional school students
- Integration with student retention services
 - First year experience courses
 - Serving targeted student populations
- Continuous program assessment and evaluation

A circular logo containing three arrows pointing up, left, and right, with the word 'ONLY' repeated below each arrow.

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