Welcome from the Director
The contributions from tutors, faculty, and staff play an integral role in the Academic Learning Center’s success. I want to take this opportunity to highlight these contributions including the tutors’ team goal projects, a new faculty member who provides academic support to students in the ALC, and the involvement of faculty presenters in tutor trainings. I hope you enjoy this behind-the-scenes’ look into the ALC. Have a happy and safe summer!
Rebecca Lemmel, Director of the ALC

Welcome Professor Schott
Professor Richard Schott is a professor in the department of Business, Accounting and Economics and recently celebrated his twentieth year working for Albright College. In addition to being a dedicated professor, he started working at the ALC in September 2014 as a probation and academic support coach. In his role, Professor Schott supports students on probation by meeting with them throughout the semester, working with them on academic skills and techniques, and encouraging them as they navigate a difficult semester.

He enjoys the opportunity to work with young intellectual people at Albright. Professor Schott finds fulfillment in helping students achieve their goals and reach their potential by being able to play a part in achieving their dreams and see them succeed. This interaction further pushes him to find additional ways to help them.

New jobs supply individuals with new learning experiences. For Professor Schott, insights about the new things he has learned are subdivided into three categories: himself, students, and his colleagues. He has learned that he has great motivational abilities. No matter the age of the student, external factors affect students academically. It is difficult to compartmentalize school and students’ social lives. He also learned that students are resilient despite life experiences. He believes his experience in the ALC has made him a better academic advisor to students, and it has helped him learn more about academic policies and procedures.

Professor Schott has learned from his colleagues in the ALC how to navigate the different experiences that students face and he appreciates that the ALC is a great campus resource that students should take advantage of as much as they can.
Team Goals
Every semester, tutors work collaboratively to create team goals, which are semester-long projects specific to each academic discipline. Tutors are grouped into academic disciplines by the subjects they tutor which include Sciences, Social Sciences & Humanities, Math, Foreign Languages, and Accounting, Economics & Business. Team goals strengthen the community of tutors by providing an opportunity for idea sharing, communication, and skill building through this group project. Team Goals are not only important in facilitating the learning of students at Albright, but they also allow the tutors to learn from each other and work together.

Social Sciences & Humanities
The Team Goal for the Social Sciences and Humanities was to put together an accessible list of media resources for students and tutors. This list has the capability to be accessible both in sessions and when the tutee is studying independently. The set of resources collected are sources that are meant to make learning subjects like History, Psychology, and Political Science more engaging. Our list compiles technology resources including Youtube channels, videos, and interactive educational websites like the Livebinders website. This website allows these resources to be accessible to students, which provides tutees easy access to these materials in their dorms, the library, or any other place outside of tutoring sessions. These online resources are also a way for accommodating students who may need extra help, and are applicable for many different learning styles. For example, the Youtube videos can help students who are visual and auditory learners in ways that textbooks or flashcards may not.

Foreign Languages
The team goal for the Foreign Language Discipline was to compile a list of media resources for students to become familiar, and ultimately more comfortable, with the language and culture of the foreign language they study here at Albright. Some resources are Youtube channels and videos, movies, TV-shows, musical artists, as well as writers and visual artists. These online resources are easily accessible and they provide a different outlet to learn more vocabulary and practice listening skills. The online resources allow students to engage in their language, immerse themselves within the culture and better study, practice, and connect with the language.

Math
The Math Discipline created a study guide for math students, particularly those taking calculus. This study guide is geared towards helping tutees better understand the building blocks’ for calculus, and overcome the common areas of difficulty. The study guide was created by tutors who have successfully completed calculus classes. Their personal experiences and struggles with the class allowed for helpful contributions. This study guide is intended to serve as an accessible resource that will help students learn the complicated concepts that are necessary to be successful in calculus.

Fall 2015 Tutors Wanted
Apply Today!
See page 5
The Science Discipline team goal was to compile a vocabulary and media list that could then be shared and utilized as a resource by tutors and tutees in the science department. Many of the topics in biology, chemistry, and physics can be abstract and difficult to understand. Therefore, the use of flowcharts, YouTube videos, and various other forms of media will be used to illustrate these concepts visually and orally in a way that students may not experience in class.

Furthermore, the vocabulary aspect of our Team Goal is aimed to strengthen students’ ability to understand and use the language of the sciences, which can sometimes be a difficult and daunting task to do on one’s own. The tutors who are compiling this list have firsthand experience with the classes.

**Accounting, Economics & Business**

With the majority of Accounting and Economics tutors graduating within the next year, our team goal is to recruit new tutors. To achieve this, our team made class presentations about the application process and the requirements to be a tutor. We hope to recruit new tutors by the end of the semester, with new tutors to be hired by the fall. We are looking forward to a great outcome and hopefully many new faces in next semester’s tutoring staff!

**What do many of these team goals have in common? TECHNOLOGY**

Technology is an increasingly important aspect of our society and when done right, it can effectively be incorporated into many learning styles and teaching methods. It has increasingly become a more common practice to supply high school students with laptops or tablets in an effort to integrate technology into the education curriculum. Though some may see the use of technology as a distraction, there are a multitude of ways to utilize advances in technology to a student’s benefit:

- Videos on YouTube illustrate hard-to-grasp concepts
- Digital flashcards help with vocabulary
- Websites are dedicated to giving tutorials on math and science subjects.

Online resources, such as videos, webinars, and blogs, also provide more visual, auditory, and kinesthetic ways to learn. Technology opens up different ways in which students can learn, especially those who may experience difficulties learning in a traditional classroom setting.

Online tools can be utilized in tutoring sessions and during independent studying. These online resources provide opportunities for students to incorporate unique learning platforms into their daily lives. Since many students have access to smartphones or other devices, mobile apps make studying on the go more convenient. These new accessible apps and websites offer innovative, entertaining and captivating ways to learn, study and provide resources for students to refer to when they are not accompanied by a teacher, tutor, or classmate outside of the classroom.
Faculty Assistance With Tutor Trainings

Each semester, the ALC is fortunate to have Albright faculty willing to share their knowledge, expertise, and experiences with new tutors during the ALC tutor trainings. Faculty-lead trainings help new tutors feel comfortable, prepared, and armed with necessary skills to provide quality tutoring support to Albright students.

Dr. Maria Mogford is an English professor at Albright College. She has specific experience working with English as a Second Language (ESL) students and has taught ESL students for over 15 years in public schools, colleges, and in the United Kingdom. Dr. Mogford was also a part of Albright’s previous ESL program and attends Teachers of English to Speakers of Other Languages conferences regularly and has even hosted one at Albright. With this experience, Dr. Mogford has been a valuable contributor and presenter to the ALC’s ESL and Cross-Cultural training session and assists new tutors by teaching them the skills needed to tutor ESL students.

Her favorite part about the ESL training is the international student panel because it allows new tutors to hear from current ESL students and offers them an insider’s perspective. Dr. Mogford said that she is very impressed with the Tutor Managers and their communication and organization skills during these training sessions and that they are an excellent representation of the ALC.

Dr. Mogford envisions a second ESL & Cross Cultural training. This new training would be an extension of the current ESL & Cross Cultural training session, focusing more on cultural differences rather than tutor strategies. This would allow for a refresher training for current tutors and would be beneficial to the tutoring program.

She believes that the ALC trainings, specifically the ESL & Cross-Cultural training, help the ALC tutors become more effective tutors by bringing awareness of different cultures and how to work best with their peers.

Dr. Brenda Ingram-Wallace has been involved in the Referral and Counseling Skills training for over 5 years. She has worked with the Counseling Center and past interns to present the training.

During trainings, Dr. Ingram-Wallace says that getting students involved through role playing is her favorite aspect of the training. She takes on the role of the tutee that exhibits behaviors associated with different disabilities such as Asperger’s, ADHD, and borderline personality disorder, and then has the new tutors react to tutoring scenarios. After receiving authentic responses from the tutors, she gives advice on how to appropriately approach a situation and more aptly work with tutees who may need additional assistance.

In Dr. Ingram-Wallace’s opinion, this type of role playing allows students to freely react as they normally would in a given situation. This makes it less intimidating and allows the tutor to process the situation and subject matter as a group. It also provides tutors with training so that they can best help all students based on their specific needs.

Though the Referral and Counseling Skills training currently seems to resonate with students, Dr. Ingram-Wallace would like to expand upon it in the future including adding training topics on drug and alcohol abuse. She brings a lot of energy and excitement to the training which makes for an incredible learning experience.
Professor Rachel Liberatore has been involved in the ESL & Cross Cultural trainings since Spring of 2010. Professor Liberatore is the director of the Writing Center and is a professor in the English department. She believes that the skills learned in the ESL & Cross Cultural training are applicable to any discipline or career in life. She expressed that this training is a great way for tutors to be exposed to different cultures. The advice and experiences from the ESL and international students help decrease tutor stress and anxiety, helping them feel more confident. She also notes that the CRLA certification is useful for tutors’ future resume building and applications to jobs.

During the trainings, Professor Liberatore enjoys hearing the wide range of perspectives and ideas from around the world. Over the years, Professor Liberatore has recognized an increase in student involvement in the trainings, and believes that the student-centered discussion rather than hearing from directors and professors helps the tutors better relate to their peers’ experiences and perspectives. The opportunity for Tutor Managers and other tutors to lead and present these trainings enables the students to gain professionalism and practice presenting.

Professor Liberatore has a Masters degree in teaching ESL and a Masters degree in English. She also has experience teaching English as a second language and a special interest in cultural issues, specifically studying how to reach learners from different linguistic backgrounds.

Professor Liberatore concludes that the ALC trainings help the ALC tutors and Writing Center tutors broaden their perspective of tutoring and improve their philosophy and approach to the situation. Ultimately, she appreciates how the major principles of tutoring are stressed at these trainings. This includes taking on a variety of tutoring roles, empowering the tutee, building rapport, and setting boundaries in a tutoring session. She appreciates how the trainings boost tutor self-confidence and help them recognize their own talents and wisdom.

Welcome Fall 2014 & Spring 2015 New Hires

- Racheal Ahimbisibwe
- Toe Aung
- Christa Beveridge
- Gwenievere Birster
- Chloe Bleyer
- Tia Camarata
- Danielle Cech
- Adam Dalesandro
- Chris Dimitriou
- Natacha Dubuisson
- Kaela Edwards
- Shirley Guo
- Parco Lee
- Kathleen Lukens
- Ludjelie Manigat
- Nani Marz
- Kayla McGrail
- Shauna Meaffey
- Shannon Miller
- Jaya Minhas

- Kyleigh Moyer
- Marissa Murdock
- Emma Musto
- Jessica Otgonkhuyag
- Amelia Perry
- Eric Pun
- Atul Rawal
- Emily Rickett
- Meliza Sanchez
- Sydney Saylor
- Maura Sheehan
- Elizabeth Smith
- Tyler Street
- Francheska Taveras
- Vincent Torres
- Aaron Trujillo
- David Vargas
- Joanne Yeager
- Melissa Zillhardt
- Jordan Zuber

How to Apply to Become a Peer Tutor!

We are looking for enthusiastic and caring students for the Fall 2015 semester. Applying is simple:

→ Go to the Albright webpage and click on Academics
→ Under Academic Support, click on Academic Learning Center
→ Click on Peer Tutoring Program
→ Select Apply to Become a Tutor

Once you complete the application, follow up with your faculty about the recommendation forms for the courses you are interested in tutoring. We plan to complete our hiring process by the second week of the fall semester.
Graduating Tutor Managers

Tess Adgie, Sciences
Best part of being TM: The best part of being a TM is developing a relationship with the rest of the tutors in the discipline. The Science Discipline is a really large and diverse group, and coming into this position was a bit daunting. But, everyone has been really great and supportive, and I'm grateful to be a part of such a group.
Future Plans: I'll be taking off from school for this year before applying to grad school. I'm currently in search of an internship in the agriculture field and hopefully my efforts pay off!
What You'll Miss Most: I will miss the camaraderie amongst the TMs the most. Over the past year, we have worked together on countless things, and I feel like we've all really gotten to know each other. It's been challenging, but I've had a lot of fun this year!
Words of Wisdom: If you can, don't leave things until the last minute. Treat yourself to chocolate often. And above all else, do your best to enjoy everything you do.

Sarah Crothers, Foreign Languages
Best part of being TM: The best part about being a TM is training the new tutors. It is always very exciting to meet new tutors who are enthusiastic about their discipline and excited to help students improve.
Future Plans: After graduation, I have a summer internship with the Berks Conservancy. I also plan to take Spanish classes at RACC to further my speaking skills, and I will eventually attend graduate school.
What You'll Miss Most: Because Albright is a small school, I was able to form close relationships with friends, peers, organizations and professors, and I will miss their encouragement and support.
Words of Wisdom: I believe that education is one of the most valuable things in the world. In addition to traveling, education is something you pay for that makes you richer. I advise all students to take advantage of the opportunities that are available, stay organized, and accept challenges as an opportunity to grow and become a better person.

Heather Palmer, Social Sciences & Humanities
Best part of being TM: The best part of being a TM was helping out with workshops like the Foreign Language Workshop with my fellow Tutor Manager Sarah Crothers. I felt it was really rewarding to be able to put together a program with fellow tutors in order to help students learn certain study skills, which will enable them to make learning another language easier.
Future Plans: My future plans include taking a year off from school and teaching English abroad in Germany for Fulbright. After a year away, I then plan on going to graduate school in order to obtain a Master's degree in Modern European History.
What You'll Miss Most: In all honesty, the thing I will miss most about my time at Albright will be the chance to take naps in the Theatre Lobby's sun patch. It's full of sunshine and friendships that will be dearly missed for sure.
Words of Wisdom: Know your limits, but also know when to push them in order to achieve the unachievable.

Nicole Huber, Math
Best part of being TM: Definitely the staff of team members. Everyone that I worked with as a TM was extremely supportive. The attitudes of all the tutors helped keep me going to help contribute to the ALC’s success.
Future Plans: I want to become a teacher to help change the lives of children. Hopefully I can work my way up to become a school principal.
What You'll Miss Most: The atmosphere. I loved the learning environment and the willingness to learn and teach that the ALC offered to all tutors and tutees.
Words of Wisdom: Never give up. No matter what the circumstances, keep your head up and strive to achieve your goals.
# New Tutor Managers

<table>
<thead>
<tr>
<th>Name</th>
<th>Discipline</th>
<th>Why You Wanted to be a TM</th>
<th>Goals as TM</th>
<th>Interesting Fact</th>
<th>Advice for Academic Success</th>
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</thead>
<tbody>
<tr>
<td>Khushabu Patel</td>
<td>Foreign Languages</td>
<td>I really enjoy tutoring and being able to not only help my peers, but also train new tutors.</td>
<td>To continue to help make the Academic Learning Center as successful as it has been and to be a resource for my peers and tutors.</td>
<td>One interesting fact about me is that I learned how to walk in India when I was a year old.</td>
<td>Don't waste your time. Take advantage of every opportunity that you are offered and you will be successful in more ways than one.</td>
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<tr>
<td>Angela Barella</td>
<td>Math</td>
<td>I wanted to become a bigger part of the ALC and become more of a leader. I have learned a lot from the graduating TMs. I hope to help others the way they have helped me.</td>
<td>Expand the math discipline by getting more math tutors into the ALC and leave an everlasting impression by helping tutees and tutors.</td>
<td>I've started my own business selling drawings and logos, and can solve a Rubik’s Cube.</td>
<td>Don't procrastinate more than you can handle, and always have time devoted to eating, sleeping and de-stressing.</td>
</tr>
<tr>
<td>David McCarrick</td>
<td>Sciences</td>
<td>I wanted to be a TM because I enjoy the whole tutoring structure and want to help enable learning for both the tutors and the tutees.</td>
<td>Expand the study groups to include the science course for non-science majors and expand the science-specific workshops such as practice for the biology practicals.</td>
<td>I can identify almost all bird and tree species in PA, and I love learning languages.</td>
<td>Manage your time and respond to emails promptly (even if it’s hard sometimes).</td>
</tr>
<tr>
<td>Ashlyn Alessi</td>
<td>Social Sciences &amp; Humanities</td>
<td>I've been a tutor for the past two years now and thought it was finally time to take all the knowledge and leadership I obtained from the ALC and help the newer staff gain as much as I have from it.</td>
<td>Organize fun events for the tutoring staff and come up with interactive team goals.</td>
<td>I studied abroad in Hawaii last winter and am going to be studying in Italy this summer - putting me ahead to graduate a semester early!</td>
<td>Make a list of things you need to complete every day and don't be afraid to ask for help!</td>
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Let’s hear from students around campus —

Did tutoring help you improve in the subject and reach your learning goals?

“IT did. When I was tutored in Social Theory I was able to reach my goals. I definitely would have had a lot more trouble understanding everything. My tutor helped break the subject down and helped me understand everything at my own pace.”

Would you recommend the ALC tutoring program to a peer?

“Yes, they really help you get your grades up and they give you great study skills that apply to many different classes. Plus, they're super nice!”

Have you ever had a tutor?

“I am a sophomore and never had a tutor before this semester. Now I currently have two tutors. At first I was not about ‘needing help,’ but decided recently to get a tutor and have not regretted it ever since.”

How did you hear about tutoring?

“It's nearly impossible to be orientated in freshman year without learning about the different student resources. I heard about tutoring through POPs.”

Farewell and Thank You to Our Graduating Tutors!

| Therese Adgie 190 tutoring hrs | Dan Manderewicz 233.5 tutoring hrs | Sam Rushworth 231.25 tutoring hrs |
| Sara Barr 64.5 tutoring hrs | Milca Mendez-Ceballos151 tutoring hrs | Cristina Santiago 149 tutoring hrs |
| Kaitlyn Chappell 124 tutoring hrs | Sharon Sealy 123.5 tutoring hrs | Steven Schaeffer 147 tutoring hrs |
| Sarah Crothers 264.5 tutoring hrs | Chelsea Overley 118 tutoring hrs | Emma Spade 193.25 tutoring hrs |
| Alma Guijon 145.5 tutoring hrs | Heather Palmer 109.25 tutoring hrs | Ashleigh Weidner 179 tutoring hrs |
| Johneise Jackson 172.75 tutoring hrs | Amelia Perry 35.5 tutoring hrs | — |
| Courtney Konchan 162 tutoring hrs | Jessica Reidmiller 53.75 tutoring hrs | — |
| Pak Ho Lee 55 tutoring hrs | Sophia Rivera 134 tutoring hrs | — |
| Nicole Huber 199.25 tutoring hrs | Victoria Ruprecht 139.25 tutoring hrs | — |

Congratulations Class of 2015!

STATISTICS!

Tutor Requests: To date, we had 953 requests for the fall 2014-spring 2015 academic year. Tutors have had over 3,883 hours of tutoring (and counting!)

Tutee Satisfaction: For the end-of-semester evaluation during the Fall 2014 semester, the Peer Tutor program received outstanding reviews from Albright tutees.

→ 96% would recommend tutoring services to their friends
→ 95% said that through tutoring, they gained the knowledge needed for the course
→ 93% said the tutoring experience helped them prepare for quizzes, tests, and papers
→ 99% felt their tutor was patient with them

KEEP CALM and GET A TUTOR