

2014-2015 Annual Assessment Report

Office of Student Achievement

I. An "Executive Summary" statement

This year, the Office of Student Achievement focused on academic support such as the Peer Tutoring Program and the Writing Center, as well as collaborating with other departments to further the mission of the OSA. There was an increase in the number of students that requested individual tutoring, although the lack of tutors in Chemistry upset and frustrated some students. The OSA also saw an increase of students wanting one-on-one academic coaching. I've concluded that by advertising the Peer Tutoring program more, I will yield better results. I also think that visiting certain classes will help improve attendance in study groups. I hope to increase the number of peer tutors in the upcoming academic year.

II. A summary of the group's annual Assessment Review and planning meeting

As an office of one, I periodically review my goals and methods to ensure that all of my work is reflecting my goals.

III. The group's plan for what it will focus on in the upcoming year

The focus for the following year will be to continue to grow and improve the Peer Tutoring Program and Writing Center, as well as provide academic coaching for students referred to the OSA.

I will visit all of the SC-101 classes to promote the Peer Tutoring Program and Writing Center. I will have the tutors make flyers and posters to promoting their specific services. This will occur within the first 4 weeks of the semester.

I will meet with all students requesting accommodations, and will develop a survey to track how often they are utilizing their accommodations.

IV. An updated Assessment Plan

Program Goal: To provide a variety of services to students with disabilities, including developing an accommodation plan, assisting in registering for classes, academic and personal support, as well as referrals.

Learning Objectives:

1. Students will recognize alternative learning methods to enhance their education.
2. Students will become self-advocates.

a. OSA Actions:

- OSA staff will meet with all incoming students that disclose a disability, to review documentation and discuss accommodation options.
- OSA will work with the student to develop an accommodation plan by writing up a formal notification form, to be given to each professor that has contact with the student each semester.
- OSA will introduce students to alternative tools, such as Kurzweil Personal Reader, Dragon Naturally Speaking, and text books in alternative media, and will help the student choose which tools will best help the student complete academic tasks.
- OSA will maintain memberships to AHEAD and NYSDSC, and stay up-to-date in regards to changes made to ADA legislation and best practices for students with disabilities.
- OSA will encourage students to disclose their disability to their professors, and to request appropriate accommodations themselves.
- The OSA staff will assist students in discovering which accommodations work best.

Measurable Outcomes: 75% of students disclosing a disability will meet with the Assistant Director of Student Success to discuss accommodations and develop an accommodation plan if deemed necessary. 75% of students requesting accommodations use them in the classes that they deem necessary.

Assessment: OSA will keep a database of all students that have disclosed a disability and compare that to students that have completed an accommodation notification form each semester. OSA will ask students to self-report, and keep a database of which accommodation are being used by students. The OSA will also poll faculty to analyze how many students are requesting and using accommodations regularly. OSA will meet with incoming students to assess their ability to advocate for themselves, and then follow up at the end of their first year.

Utilizing Assessment Data: The OSA will use the data to reach out to students that have disclosed a disability, but have not yet met with the Assistant Director of Student Success. The OSA will use the data collected to determine what new technologies are needed for students with disabilities, and what technologies have become outdated or redundant. The OSA will also determine if a testing center would be beneficial to both the students and the faculty, to help accommodate students with special testing needs.

2014-2015 Outcomes: All new students disclosing a documented disability had an initial meeting with the Coordinator of Student Achievement, a total of 19. Student feedback suggests that those students with a need for accommodations took advantage of them during their first year. I will continue to monitor requests for new accommodations. There was an increase in temporary disabilities due to concussions – a total of 3.

Program Goal: To provide students with a holistic approach to education, and introduce them to a variety of learning strategies.

Learning Objectives:

1. Students will be able to identify and understand the challenges affecting their learning.

2. Students will utilize appropriate learning strategies to become independent learners and achieve academic success.

a. OSA Actions

- The OSA will offer WLLS-122 each semester. Students on Probation 1 must take and pass the course.
- The OSA will meet with students individually to assist in the discovery of academic weaknesses and strengths.
- The OSA will assist student in developing an action plan to improve their academic work.
- The OSA will promote services using social media, the Globe, print media (brochures, flyers), and at least one social even/contests per semester.
- The OSA staff will visit each SC-101, CML and LGI courses to introduce the office and promote resources.
- The OSA will stay abreast of new technology and theories of learning strategies, to better assist students.
- The OSA will refer students to appropriate resources such as the Writing Center, the Math Clinic, and tutorial services.

Measurable Outcomes: 75% of students developing an action plan will see an improvement (2.0 or better) in their GPA for the semester. 25% of Wells students will use an academic resource. 80% of students enrolled in WLLS-122 will pass the course.

Assessment: All students with an academic sanction will meet with the Assistant Director of Student Success at the beginning of the semester to develop an action plan, and again near midterm to review their progress. A final review will be held at the end of the semester. Students will be asked to complete a survey to determine their level of confidence, effort, and achievement. Every student on Probation 1 will take WLLS-122. The OSA will track the number of students seeking individual consultation, as well as students using tutoring services and the Writing Center. Students enrolled in WLLS-122 will be assessed by weekly journals, weekly strategy assignments, a group presentation, and a final paper.

Utilizing Assessment Data: The OSA will use the data collected to improve and expand upon academic resources, such as tutorial services and the Writing Center. Growing number of students requesting tutorial services will lead to hiring more tutors, and improving upon the location of a centralized tutoring program. Sections of WLLS-122 can be added if there is a large demand for the course.

2014-2015 Outcomes: The number of students utilizing the Peer Tutoring Program and Writing Center has continued to increase. There were 555 attendees of study groups and individual tutoring, and 411 visits to the Writing Center. This number would be higher if there had been tutors in Chemistry and Organic Chemistry. There were a total of 966 “hits” this year (students that signed in to a study group or the Writing Center). There were 15 requests for individual tutoring, 12 of which were filled and followed through.

WLLS-122 Learning Strategies was successful this year. 25 students enrolled, and 20 successfully completed the course.

With the creation of SC 100, Learning Strategies will be formatted a bit differently, with more emphasis on academic recovery.

Students with an academic sanction met with the Director of Advising and Success, making a separate meeting with the Assistant Director of Student Success when needed.

Program Goal: To develop students’ awareness of and access to the tutorial support services provided by the OSA.

Learning Objectives:

1. Students will have knowledge of the different tutoring options available (i.e. drop-in, individual, and group study sessions).
2. Students will become acclimated with and benefit from a centralized tutoring center.
 - a. OSA Actions:
 - Market tutoring options to students through Wells Daily News and the daily blog, as well as through the deployment of fliers.
 - Attend faculty and staff meetings to introduce the tenets of the program to professors and staff that can pass the option on to interested students.
 - Create a centralized space on campus devoted to peer tutoring activities. The center should house the following amenities and services:
 - Drop-in writing and math tables (center / clinic)
 - Cubicles for individual tutoring sessions
 - Office / cubicle space for OSA staff
 - Current textbooks for use in the center only
 - Easy access to technology specifically for students with learning disabilities
 - 5-8 computers for student use
 - Tutorial Coordinator will maintain all tutoring schedules and availabilities, including the writing and math centers.
 - Tutorial Coordinator will field inquiries and requests from students and faculty.

Measurable Outcomes: 25% of student population will use the space provided. 25% of student population will access tutorial services.

Assessment: The OSA will track the number of students through drop-in and individual tutoring logs, as well as study group logs.

Utilizing Assessment Data: The collected data will be used to further promote the Peer Tutoring program, Writing Center, and Math Clinic.

2014-2015 Outcomes: Please see tutoring data above. I believe that including the Math Clinic into the newly improved Learning Commons space will increase these numbers. Math is the most requested subject for tutoring, and the Peer Tutors have seen overwhelming numbers. The Math Clinic could function much like the Writing Center – a drop in space where students could get support while they independently work on math. There is no tutorial coordinator position at Wells College, and the tasks fall on the Assistant Director of Student Success. The program can only continue to grow with additional staff and more support.

Program Goal: To assist students in determining appropriate academic tutorial support strategies.

Learning Objectives:

1. Students will analyze their current academic status, develop goals, and consider multiple tutoring options before choosing a course of action.

2. Students will evaluate their experiences through reflection.

a. OSA Actions:

- Require students to submit a “tutor request” form.
- Schedule meetings with inquiring students to explain the different services, to assess the level and type of need, and to pair students with the appropriate peer tutor and strategy.
- Schedule weekly meetings with peer tutors to discuss tutees’ progress.
- Require tutees to submit a “tutee’s evaluation” form.

Measurable Outcomes: 75% of tutor request submissions are fulfilled. 80% positive feedback from the tutee’s evaluation forms.

Assessment: Students requesting tutors will fill out a form. Tutors will meet weekly with the Tutorial Coordinator for an informal assessment. Please see attached assessment forms.

Utilizing Assessment Data: The OSA will use the data collected to understand which areas have a greater demand for tutors, and adjust hiring rates accordingly. Student satisfaction is

instrumental in developing this program, and gaging where the program needs to be improved will be a top priority.

2014-2015: More students requested one on one tutoring. I created a Google doc to make the process smoother for students. With the addition of new tutors next year, I believe we will increase the number of requests filled.

Program Goal: To prepare peer tutors to work with a diverse student population in a variety of tutoring contexts.

Learning Objectives:

1. Students who become peer tutors will:

- Develop an understanding of all OSA administrative policies pertaining to peer tutoring
- Have knowledge of types of tutoring they can offer
- Develop an understanding of different learning styles and types of tutoring
- Model effective study strategies to tutees
- Develop a tutoring strategy that best fits their qualifications and the demands of the course or discipline

a. OSA Actions:

- Develop and implement peer tutor training program through the College Reading and Learning Association requiring peer tutors to:
 - Participate in a 6 hour foundational training seminar (paid) covering:
 - Administrative policies / Orientation
 - Communication skills
 - Types of Tutoring
 - Study Skills
 - Learning Strategies / Expectations
 - Mock Tutoring
 - Complete 4 hours of supplemental training activities (paid)
- Supplement foundational training through:
 - Weekly tutoring meetings
 - Collection of tutor's evaluations of their experiences at term's end
 - Direct oversight of drop-in writing and math centers

Measurable Outcomes: 100% peer tutors complete 10 training hours. 100% peer tutors comply with administrative policies. 75% current TAs participate in tutor training. 75% peer tutors attend weekly meetings. 75% peer tutors work in either the math or writing centers. 80% positive feedback on tutor's evaluation forms. 50% increase in peer tutor-lead study groups.

Assessment: Tutors will be expected to fill out evaluation forms (please see attached). They will also be assessed informally on a weekly or bi-weekly basis.

Utilizing Assessment Data: Students failing to complete 10 hours of training will not be eligible for certification and may face termination.

2014-2015: The Peer Tutoring Program was certified as a Level 1 CRLA program, and I have submitted the documents to renew the certification for 3 more years. The study groups that were held this year had sufficient attendance, and 8 of 18 tutors received certification. I hope to add more tutors for next year.

V. A summary of the data used by the group

Overview of students utilizing the Office of Student Achievement

Fall 2014:

Students with Disabilities – 26 returned accommodation form

8 weekly meetings

Spring 2015:

Students with Disabilities – 26 returned accommodation form

7 weekly meetings

Other

This year, I became the staff sponsor of Access for All Abilities. The club gain a more active membership, and hosted a number of well-attended events. Cara Lebowitz, a disability rights activist, came to speak in the spring. 55 students attended the event. AAA partnered with the Office of Student Achievement to run a workshop during Activism Symposium. The workshop was entitled “It’s Not That Hard” and featured 4 stations that respectfully simulated different disabilities, include Autism Spectrum Disorder. It was well received. Furthermore, the officers of AAA will join me in presenting at the semi-annual New York State Disability Service Council Conference in Canandaigua, NY.

Lisa Hoff and I presented a workshop on plagiarism that was well attended. Over 50 students came to the workshop, which far exceeded our expectations. We plan on hosting more workshops, and focus on different aspects of plagiarism, as well as good writing and research techniques.

I was elected to the Executive Board of the New York State Disability Service Council, and have served one year of a two year term as secretary. NYS DSC is an affiliate of the AHEAD organization, and is instrumental in changes to legislation that affects students with disabilities. This position has kept me well informed of best practices in regards to students with disabilities, as well as given me a large network of support and information in this ever changing field.