

Assessment Plan for the Office of Student Achievement

January 15, 2013

Submitted for review by Megan Riedl, Coordinator of Student Achievement

Wells College Mission Statement

The mission of Wells College is to educate students to think critically, reason wisely, and act humanely as they cultivate meaningful lives. Through Wells' academic program, residential atmosphere, and community activities, students learn and practice the ideals of the liberal arts. The Wells experience prepares students to appreciate complexity and difference, to embrace new ways of knowing, to be creative, and to respond ethically to the interdependent worlds to which they belong. Committed to excellence in all areas of its reach, Wells College equips students for lifelong learning and for sharing the privileges of education with others.

Office of Student Achievement Mission Statement

The mission of the Office of Student Achievement is to assist all Wells College students to reach their full academic potential. The OSA supports the Wells College mission statement by offering support to students that experience academic difficulty as well as students with disabilities.

The Office of Student Achievement offers many resources in support of academic and personal success for all Wells College students, such as individual consultations, referrals, and a 1 credit course, WLLS-122. We focus on helping students gain strategies and skills they can apply in a variety of settings and in a variety of ways across the curriculum.

The Office of Student Achievement also helps to ensure equal educational access and opportunity for all members of our community, including students with emotional, psychological, and cognitive disabilities. The OSA staff work individually with each student to understand his or her strengths and limitations in order to develop their most effective and comprehensive accommodation plan. In addition to working in a direct service capacity with our students, the OSA also collaborates with administrators, faculty, and staff to ensure that the facilitation of reasonable and appropriate accommodations for students with documented disabilities is provided.

The Office of Student Achievement has developed five goals to support the mission statement.

1. 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.
2. To provide students with a holistic approach to education, and introduce them to a variety of learning strategies.
3. To develop students' awareness of and access to the tutorial support services provided by the OSA
4. To assist students in determining appropriate academic tutorial support strategies
5. To prepare peer tutors to work with a diverse student population in a variety of tutoring contexts

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: 100% of students disclosing a disability will meet with the Coordinator of Student Achievement to discuss accommodations and develop an accommodation plan if deemed necessary. 100% 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 Coordinator of Student Achievement. 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.

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 two sections of 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 Coordinator 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 (see attached syllabus).

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.

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.

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.

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.

Assessment Forms attached:

Syllabus for WLLS-122

Peer Tutor Evaluation Form

Tutee's Session Evaluation

Tutor Activity Log (individual, study group, Writing Center)

WLLS-122 Learning Strategies
Fall 2012 (First Seven Weeks)
Monday, Wednesday 9:30 – 10:20

Instructor: Megan Riedl
Office: The Office of Student Achievement
Learning Commons, Long Library
Office Hours: M- F 8:30 – 4:30, (appointments appreciated)

Phone: 364-3432
Email: mriedl@wells.edu

Course Overview:

WLLS-122 is designed to help you become more active, responsive learners as you develop the skills and attitudes necessary to reach your academic goals. Over the seven-week course, students will learn and practice strategies that will help them become self-regulated learners, who apply, monitor, and adapt a variety of study techniques in order to successfully complete academic tasks. Ultimately, this course is about maximizing students' ability to learn in the college setting.

Course Objectives:

1. **Have greater self-awareness and understanding of their responsibility for their education.** Students will identify their learning preferences, develop plans and choose learning strategies that facilitate their learning abilities. Additionally, students will explore their motivation for college academic success by describing their motivation and recognizing what influences it.
2. **Know how to develop assessable goals.** Students will practice writing realistic academic goals, plan how to achieve their goals, identify influences on goal attainment and evaluate progress to goal achievement.
3. **Develop effective classroom strategies.** Students will practice active listening, implement strategies for note taking, practice reading strategies and develop their ability to identify the appropriate strategy for various texts.
4. **Develop effective self- and time-management.** Students will develop schedules for classes and study time, evaluate the allocation of time, identify influences on their use of time and evaluate the effectiveness of behavior during scheduled time.
5. **Improve their ability to take tests.** Student will gain an understanding of learning, memory and certain test types, and how this knowledge will lead to more effective strategies for answering test and essay questions.
6. **Improve their written communication.** From e-mails to papers, students will practice writing for generating ideas, writing for organization, and rewriting for understanding and argument.

Required Texts:

There are no required texts for this class; however, additional reading assignments may be distributed in class.

Requirements:

Class Attendance and Participation – One of the most important aspects of the college experience is to go to class. Class attendance means arriving on time and prepared to participate. You will be allowed one absence without penalty – any additional absence will result in a lower grade. Arriving late more than twice will be counted as an absence. Participation means that you will come to class prepared (i.e. read and complete any assignments). Assignments will be due at the beginning of class.

Demonstration of Learning Strategies – You will be asked to demonstrate the learning strategies we cover in class, using your other academic courses as examples. More specific details will be announced in class.

Weekly Journals – Journals will be a one page, double-spaced personal reflection on your own learning throughout the week. You may reflect on a certain learning strategy, a class you are taking, a specific assignment, something going well, or something going not so well. This assignment is a way for you to take stock of your own strengths and weaknesses as a student, and to help you understand yourself a little better. Journals will be due every Monday at the beginning of class.

Class Presentation – Your group will choose one learning strategy to present to the class. This presentation will be 15 – 20 minutes long. Every member of the group must speak, and you may use any technology that is available. The topic you choose will determine when you will present, as they will coincide with class lectures. More specific details will be announced in class.

Final Paper - The final paper will take the place of a final exam. This is your opportunity to reflect on what you have learned in the course and how you can use this knowledge to move forward in your educational career. This paper will be 3 – 5 pages. More specific details will be announced in class.

<u>GRADING</u>					
Weekly Journals				20%	
Class Attendance/Participation				15%	
Class Presentation				20%	
Demonstrating Strategy Assignments				20%	
Final Paper				25%	
Total				100%	
Grades:					
A+ 97-100	A 93-96	A- 90-92	B+ 87-89	B 83-86	B- 80-82
C+ 77-79	C 73-76	C- 70-72	D+ 67-69	D 63-66	D- 60-62
F 59 and below					

POLICIES:

Late Assignments:

Late assignments will NOT be accepted unless instructor is notified prior to the assignment's due date. It is at the instructor's discretion whether or not to grant an extension. Papers are due on the last day of class – there will be NO EXCEPTIONS to this. All assignments and PowerPoint lessons will be posted on the Globe – students are responsible for turning in assignments whether they are in class or not – being absent is not an excuse for not turning in an assignment. Assignments may be e-mailed to me or dropped off at my office if you are unable to attend class.

Attendance:

Students are expected to attend every class. You may miss 1 class with no penalty to your grade - if you choose to miss additional classes, it will affect your class discussion/participation grade. It is the student's responsibility to determine what constitutes an emergency situation. If an emergency situation occurs, students are expected to notify the instructor of their absence as early as possible. Failure to do so will result in no credit being awarded for missed assignments.

Class "Etiquette"

PLEASE No cell phone usage during class. Phone must be on **silent mode** (not vibrate) while class is in session. If you are expecting an important/emergency call please inform me before class as this is not a problem as long as I am aware. Always be respectful of others. You will not need to take excessive notes in class so, please do not use your laptops during class unless you have an accommodation to do so or you have approved it with me ahead of time.

Disability Accommodations:

Wells College makes reasonable accommodations for qualified students with documented disabilities. If you have a learning disability, a chronic illness, physical or mental health disability that may have some impact on your work for this class and for which you may need accommodations, please notify the Office of Student Achievement, located in the Learning Commons, Long Library by calling x3432 or emailing studentachievement@wells.edu.

Honor Code

Community Honor shall be the basis of student government at Wells College. The principle of Community Honor is based upon the pledge of each member of the student body to be honest and trustworthy in the conduct of her collegiate life as it is defined or encompassed by the Collegiate Rules. Wells College students are under community obligation and pledge not to lie, cheat, steal, deceive or conceal in the conduct of their collegiate life as defined or encompassed by the Collegiate Rules. Each student is obligated to report violations of community honor involving herself or himself to a member of the faculty or member of the appropriate judicial body within 24 hours. A member of the student body, member of the faculty, or member of the administration or staff who is a witness to a violation (or an admission of a violation) of community honor has responsibility to urge the offender to report herself or himself. If the offender fails to do so, the obligation falls to the witness.

Tentative Schedule (subject to change)

Monday 8/27	Intro to Learning Strategies	
Wednesday 8/29	Goal Setting	Learning Preferences Due
Monday 9/3	Time Management	Journal Due
Wednesday 9/5	Time Management	Schedules and Goals Due, group #1 presents
Monday 9/10	Reading Strategies	Journal Due
Wednesday 9/12	Reading Strategies	Reading Assignment Due, group #2 presents
Monday 9/17	Note Taking	Journal Due
Wednesday 9/19	Note Taking	Notes Due, group #3 presents
Monday 9/24	Test Taking Strategies	Journal Due
Wednesday 9/26	Test Taking Strategies	Study Aides Due, group #4 presents
Monday 10/1	Stress Management	Journal Due
Wednesday 10/3	Goal Reflection	Meeting with teacher/advisor due
Monday 10/8	NO CLASS	
Wednesday 10/10	Final Class	Final Essay Due

Recommendations: Please check the appropriate box:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believe any student working as a tutor or TA should participate in tutor training					
I believe that Wells students would benefit from a centralized tutoring center					
I would recommend tutorial services to Wells students					
I believe that Wells students would benefit from a qualified Tutorial Coordinator					



Wells College

Tutee's Session Evaluation

Your Name:

Date:

Name of Tutor:

Length of Session:

Subject / Course:

Circle the service provided: Individual Tutoring Study Group Writing Center

Availability & Accessibility: Please check all that apply:

My tutor...

- Was present during her / his scheduled hours and able to help me
- Was present during her / his scheduled hours, but busy helping other students
- Was present during her / his scheduled hours, but busy chatting with friends
- Was absent
- Alerted me to any changes to her / his schedule

Skills & Professionalism

My tutor...

- Was polite, attentive, and helpful
- Seemed knowledgeable on the topic
- Made helpful suggestions
- Seemed to understand my concerns with the topic / course / professor
- Interacted appropriately with me and other students
- Was visible and ready to assist me
- Gave me the tutor activity sign-in /out sheet to complete

Session Expectations & Evaluation: Please check all that apply:

I sought tutorial support services...

- To get feedback on a particular assignment
- To establish a weekly meeting with a tutor
- To improve my grade in a particular course
- To maintain my grade in a particular course
- Because my professor or advisor recommended tutoring

- Because a friend suggested tutoring
- Because I received a poor grade on a previous assignment or exam
- Because I received a midterm warning

1. What kind of assistance did you expect your tutor to provide when you began attending sessions?

2. What kind of assistance did your tutor provide? (Please be specific)

3. Did your tutor meet, exceed, or fall short of your initial expectations? How?

4. Did your tutoring experiences have a positive or negative effect on your confidence in and knowledge of the subject matter? Please explain:

Please rate your overall tutoring experience: _____

3—exceeded my academic needs

2—met my academic needs

1—failed to achieve my academic needs

*Please see the Tutorial Coordinator if you have additional comments, questions, or concerns

Tutor Activity Log

INDIVIDUAL TUTORING SESSION

***Submit at the end of the week to the Tutorial Coordinator**

Tutor Name:	Total Hours:
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Print Student's Name:	Student's Signature:	Course / Professor:	Session Length:	Mark here if student did not show
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Tutor Activity Log
WRITING CENTER

***Submit at the end of shift to Tutorial Coordinator**

Tutor Name:	Date:	Time Worked: (Prep time + Session time)
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Print Student's Name:	Student's Signature:	Course / Professor:	Assignment:	Time In / Out:
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