



**INSTRUCTIONAL SERVICES  
ANNUAL REPORT  
2019 - 2020**



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<b>INSTRUCTIONAL SERVICES REPORT FOR 2019-2020</b>
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## INTRODUCTION AND OVERVIEW

Instructional Services provides academic support and resources to assist students to achieve their educational goals. Classes in quantitative literacy, English as a Second Language, and communication (reading/writing/speaking/listening/computer) provide a foundation for success in the curriculum. Students access further support during their academic career through the Communication Resource Center and the Daniel M. Soref Science & Mathematics Resource Center, as well as peer and instructor tutoring, course based study groups, and services for non-native English speakers. Seminars and workshops provide instruction in such diverse areas as FORT preparation for School of Education students, graduate and professional school exam preparation, and test taking strategies and medication calculation instruction for School of Nursing students. Support services and accommodations for students with disabilities are also available. Students access these resources based on self-referral or referral from their advisor or instructors.

Instructional Services provides many opportunities for systematic inquiry and discussion about the practices of teaching, learning, and assessment, thereby creating a shared base of knowledge and common purpose and commitment to engaging students in active learning, reflection, and collaboration. The entire department, both full and part-time instructors, meets once each semester for inservices that include discussions of readings in theory and practice and explorations of methodology and pedagogy.

Instructional Services staff members share expertise in the fields of developmental education, accessibility services, second language acquisition, and teaching and learning by collaborating with faculty, staff, and administrators as members of standing and ad hoc college committees affecting curricular design and innovation. Informal inservices are also held multiple times each semester focusing on topics such as one-on-one instructional strategies and subject area concerns.

The 2019 - 20 academic year included course and program development, cross-discipline curricular collaboration, and ongoing review and assessment of services and coursework. Below is a summary list of key department accomplishments. In the following pages, each program area reports on progress toward 2019 – 20 goals and identifies 2020 – 21 goals. Some areas contain a section titled *Unanticipated 2019 – 20 priorities that required response*. Instructional Services prides itself on being responsive to the needs of faculty, staff, and students. When necessary, these needs become priorities that supersede intended goals. These instances are identified under this heading. COVID – 19 shifted many priorities at the end of this academic year.

The COVID-19 pandemic challenged Instructional Services, the College, and the world in the spring 2020 semester. The department responded by moving all courses to remote instruction using Zoom, Google, Moodle, and SmartBoard technologies. Instructors created dozens of instructional videos, held synchronous classes, created asynchronous experiences, and met individually with many students. Support services – peer tutoring, study groups, professional tutoring, and resource centers – continued to operate at a distance. This occurred in an almost seamless fashion. Academic Assistants were trained in technology and strategies for using Zoom for individual and group meetings. The resource centers assisted students by appointment, focusing on the courses of greatest demand. Response from students, faculty, and Academic Assistants was very positive. The online option for tutoring will continue in the future.

Key accomplishments include

- Offering 16 courses and 4 seminars;
- Supporting 15 general education and discipline courses with 8 study groups in summer and an average of 24 study groups each semester;
- Assisting students in 44 courses with an average of 102 peer tutoring arrangements each semester;
- Providing science and math assistance to an average of 73 students making 191 visits each semester in the Daniel M. Soref Science & Mathematics Resource Center;
- Providing writing, reading, and speaking assistance to an average of 91 students making 168 visits each semester in the Communication Resource Center;
- Assisting an average of 86 students each semester with one on one professional instructor assistance in communication, math, ESL, test-taking, reading analysis, and self-management;
- Assisting students for 18 hours per week who are practicing their clinical nursing skills in the Clinical Learning Center;
- Supporting academic and physical access for an average of 137 students with disabilities each semester;
- Providing training, employment, and service learning opportunities to an average of 39 Resource Center assistants, 17 study group monitors, and 43 peer tutors each semester;
- Holding online distance tutoring appointments in the Communication Resource Center in the Fall, and online distance tutoring appointments in the Communication Resource Center and Soref Center in the Spring;
- Maintaining a strong professional development component for department instructors, staff, and Locker Tutors;
- Holding a department inservice on *How to Make Your Class More Engaging: Advice Guide* and text *The Spark of Learning: Energizing the college classroom with the science of emotion* by Sarah Rose Cavanagh, and an inservice on using TutorTrac for record keeping;
- Offering tailored courses, workshops, and seminars for students in Education, Nursing, Music Therapy, Social Work, and those students preparing for graduate and professional school exams;
- Partnering with the School of Nursing & Healthcare Professions to support faculty and nursing students to prepare for the pre-HESI exam, other multiple choice tests, and medication dosage calculations;
- Collaborating with Division of Education and discipline area liaisons on preparing students for the Praxis II, and Foundations of Reading Test;
- Serving on the General Education Committee, Admissions Committee, Graduate School Council, Council on Student Assessment, Status of Students Committee, Diversity, Equity, and Inclusion Council, Center for Academic Excellence Advisory Committee, HSI Committee, Ability Departments, Experiential Learning Committee, and Cultivating Mindful Awareness and Intension Committee;
- Serving as the President, Membership Chair, and Conference Chair of the Wisconsin Teachers of English to Speakers of Other Languages (WITESOL); and
- Attending and presenting at various professional conferences and webinars, including several on online teaching and on equity in education.

## MISSION STATEMENT

Instructional Services provides Alverno students and faculty with resources that promote the personal and academic development of students and support a culture of diversity. To accomplish our mission, we assist students to realize their educational potential through

- engaging students in active learning, reflection, and collaboration;
- providing a foundation for learning by teaching self-regulation processes;
- teaching strategies and processes that promote independence in learning and enable the transfer of learning to multiple contexts;
- giving students meaningful opportunities to demonstrate their knowledge and understanding by providing employment through structured peer assistance programs; and
- collaborating with faculty, staff, and administrators by sharing our expertise in the fields of developmental education, accessibility services, and second language learning.

In accomplishing our mission, we promote student retention and graduation as we support the mission of the college

## INSTRUCTIONAL SERVICES

**Instructional Services** provides academic support for Alverno undergraduate and graduate students.

### **What resources does Instructional Services offer?**

- Courses in quantitative literacy and algebra, English as a second language, and a communication seminar focusing on reading, writing, speaking, listening, and critical thinking
- Daniel M. Soref Mathematics & Science Learning Resource Center - to provide general math and science assistance, including medication calculations, on a drop-in basis
- Communication Resource Center - to provide writing, reading, and speaking assistance on a drop-in, appointment, and on-line basis
- Peer tutoring - to provide one-on-one or small group tutoring by another student who has successfully completed the course.
- Course-based study groups and workshops - to provide an opportunity for small groups of students to study together under the direction of a peer monitor.
- One-on-one professional instruction - to assist students in specific areas of study through individual sessions with an Instructional Services instructor; includes objective test taking strategies
- ESL instruction and tutorial assistance - to provide assistance in English listening, speaking, and writing
- Medication calculation assistance – to provide workshops and one-on-one instruction
- Support services and accommodations for students with diagnosed disabilities - to assist students to develop learning strategies and obtain accommodations

### **What other types of assistance are available?**

- Objective test taking strategies - in class and stand alone
- Referral for diagnostic academic testing
- Graduate & Professional School Exam preparation
- Praxis Core & Content Knowledge Exam preparation
- Nursing workshops and seminars

### **Who is eligible for services?**

Current degree and non-degree students are eligible to receive academic support through Instructional Services.

### **Is there a fee?**

There is no fee for support services for enrolled Alverno students.

## PROGRAM COMPONENTS

### **COURSE OFFERINGS**

Instructional Services offers entry level courses for students new to Alverno in the three bachelor's degree programs: Weekday, Degree Completion, and Adult Evening and Online. Both new and transfer students are placed in the appropriate communication and quantitative literacy courses according to placement criteria that addresses course history and college readiness exams. ESL students needing English language development are placed in one or more of three classes.

### **Communication Seminars (CM 120)**

The college's Communication curriculum begins with CM 120. The course concentrates on students in the traditional day-time portion of the college. [A second introductory Communication course, GECM 135, had served students in the Adult Evening and Online (AEO) program. This latter course was last offered in the 2018-19 academic year and was put on hiatus as the AEO program was being sunset]. This course focuses on developing the communication modes of reading, writing, listening, speaking, and computer information literacy as meaning making processes and on the connections between and among those modes. Students explore ideas from various sources, identifying related background knowledge, and then respond to those ideas in oral and written formats. They analyze both the content of reading selections and the strategies used by authors to effectively communicate ideas. Students learn to adapt the organizational strategies and stylistic devices used by experienced writers and to experiment with traditional or creative ways to express meaning in their own words. They learn about the importance of elements such as audience, context, focus, structure, and grammar by examining the impact those items have on an individual's ability to comprehend meaning and to communicate one's ideas to others.

CM course goals for 2019 – 120 included

- Reviewing the CM 120 curriculum as it is applied to CM 115, the first Communication course in the AAS program  
AAS students begin their Communication course work in CM 115, which is modelled on CM 120. The CM 115 curriculum was revised to reemphasize scaffolding areas such as time management, extensive calendaring, reading strategies, and vocabulary acquisition. The courses may be combined in the near future to give AAS students a more comprehensive experience beyond the current cohort model.
- Revising instruction on summary writing based on peer review work from 2018-19  
Students practice summary writing of articles and speeches as a way to build their research skills. The strategies for writing summaries were revised, with an emphasis on combining both major divisions of thought and main points. Summary writing was also expanded to take into account media such as Ted Talks videos since more and more of a student's research may involve social media and online content.
- Discussing the continued role of mid-term reading and writing assessments in CM 120  
The instructors of CM 120 have moved away from a unified mid-term assessment model. Instructors are free to offer a variety of mid-semester type assessments that consider the skills necessary to meet the reading and writing skills necessary to meet Level 1 Communication

criteria and to enable the students to possibly demonstrate the beginnings of Level 2 reading and writing.

CM course goals for 2019 – 20 include

- Reviewing current teaching practices to see how CM 120 can effectively move to an online or hybrid format, given the challenges of finishing the Spring 2020 semester completely online;
- Investigating multiple online meeting formats for both synchronous and asynchronous delivery of material; and
- Including current social justice topics in course materials.

### **English as a Second Language (ESL) Courses (ENG 055, ENG 056, ENG 057)**

Instructional Services provides three courses but two classes for ESL students needing additional English language development. Integrating English Usage (ENG 055) and Advanced English Usage (ENG 056) are combined into a single class that develops English speaking, listening, reading, and writing skills and fosters critical thinking. Presenting the two courses as one class allows students to develop language skills at their own pace, completing the course sequence in either one or two semesters. Advanced English Pronunciation (ENG 057) provides instruction in English pronunciation and interaction patterns.

ENG course goals for 2019 – 20 included

- Creating and implementing the new ENG 055/056 curriculum  
The new ENG 055/056 curriculum was created and implemented in the fall semester with plans to gather data and evaluate the new curriculum in the spring semester. However, due to changes necessitated by the pandemic and the instructor's prolonged medical leave, the curriculum evaluation was postponed until the 2020 - 21 school year.
- Using peer review, student feedback, and pre- and post-test data to evaluate the effectiveness of and make revisions to the new ENG 055/056 course  
Due to unanticipated circumstances, this goal is carried over into 2020 - 21.

ENG course goals for 2020 – 21 include

- Revising the ENG curricula to flexibly meet the demands of social distancing; and
- Using peer review, student feedback, and pre- and post-test data to evaluate the effectiveness of the revised ENG courses.

### **Quantitative Literacy Courses (QL 110, QL 120, QL 156, GEQL 130, GEQL 160, QL 301)**

All quantitative literacy courses coordinated through Instructional Services use an application based approach in which students use data from current events to develop their mathematical abilities and use these abilities to describe, understand, and analyze situations depicted by data. Students develop their quantitative literacy ability through the following courses– Applying Mathematical Thinking (QL 110); Applying Algebraic Thinking (QL 120); Quantitative Literacy in the Modern World (QL 122); Quantitative Literacy in Women's Lives (GEQL 130); and Applying Quantitative Strategies (QL 301). Instructional Services also oversees curriculum development for Mathematical Connections (QL 156) and Making Meaning with Data (GEQL 160). QL 110 and QL 120 are courses offered through the



Associate of Arts and Science program. Together, the courses span the content of QL 122. In QL 122 and GEQL 130, students work with concept models including percents, ratios, formulas, variables, and linear equations set within the context of contemporary issues. Although the content criteria are similar in these two courses, GEQL 130 is an online course with a contextual focus on women's issues. QL 301 is offered for students in the RN to BSN Degree Completion Program to help prepare them for Probability and Statistics (BSC 257C). In QL 301, students survey applications of rational numbers, proportions and percents, algebraic relationships, beginning statistics, and graphs of lines using slope and intercept. In QL 156, students continue to develop their problem solving skills as applied to introductory statistics, probability, and measurement concepts. In the online GEQL 160 course, students continue to explore women's issues they began to investigate in GEQL 130 as they apply concepts of introductory probability and statistics to data. All quantitative literacy courses offered by Instructional Services integrate the use of technology, such as calculators, Zoom, Excel, Screencast-O-Matic, etc., to facilitate this problem solving and analysis.

QL course goals for 2019 – 20 included

- Revising QL 122 and QL 156 course textbook and corresponding SMARTBoard documents and solutions  
Most of QL 122 course textbook Unit 1 revisions are complete. Additional revisions were put on hold as everyone prioritized moving courses online. Questions regarding delivery methods for courses in 2020 - 21 and the current inventory of textbooks in the A-Store lowered the priority of this goal during the 2019 – 20 academic year.  
Many QL 156 textbook documents have been updated in the representing data unit. Most of the concept practice sections of the unit have been revamped. Moreover, activities have been updated with new data and a corresponding Excel spreadsheet to help better scaffold students through the activity. Finally, added emphasis on interpreting data and graphs was incorporated into activities.
- Creating more QL 301 Moodle quizzes to motivate student engagement and offer immediate feedback  
QL 301 was not offered in 2019 – 20. A modified form of this goal will continue in 2020 – 21.
- Updating data and information in lessons and activities making them more relevant to motivate student engagement  
All QL courses saw activities updated with more current data and new activities created with more relevant topics this year. Emphasis was put on topics that would engage our diverse student body.
- Continuing to develop facility using Zoom in conjunction with the SMARTBoard and maximize learning opportunities by learning the additional capabilities zoom and/or other technology.  
See discussion of unanticipated priorities below.

Unanticipated 2019 – 20 priorities that required response included

- Switching all classes to online delivery in the middle of the Spring 2020 semester  
The move to remote teaching and learning required rapid transition to use of Zoom technology. This involved developing facility using Zoom in conjunction with SMARTNotebook software and the Wacom tablet/SMARTSlate. Group facilitation skills online are more overt than what seems to happen somewhat naturally in a face to face setting. Using the chat feature, hand raising feature, and whiteboard feature were all invaluable tools. Moreover, the same software that

was normally used in the classroom was used online making the transition easier for instructors and was a relief to many students who feared that “everything would be different online.”

QL course goals for 2020 - 21 include

- Finalizing decisions about the format of QL textbooks, including considerations about what should be printed and what should be available on Moodle;
- Completing revision of QL 122 and QL 156 textbook materials and QL 301 course activities for print and/or online format with focus on student relevance and engagement;
- Revising or creating assessments for QL 156 based on best practices for online teaching and student independence;
- Revising QL 122 assessments to project based assessments, and creating appropriate preparatory activities;
- Creating and organizing online instructional materials including videos and quizzes; and
- Exploring technology tools to assist with hybrid and online delivery formats.

*Table 1: Program Course Results - Number of Students who Met Course Criteria* provides data on course enrollment and students who met criteria.

Table 1: Program Course Results - Number of Students who Met Course Criteria

Communication Seminar I (CM 120)										Quantitative Literacy in the Modern World (QL 122)										Mathematical Connections (QL 156)										
# Students			# Met Criteria			Percent				# Students			# Met Criteria			Percent				# Students			# Met Criteria			Percent				
17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	
Summer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	26	17	20	20	12	80%	77%	71%	Summer	n/a	7	4	n/a	7	4	n/a	100%	100%
Fall	182	137	121	157	119	109	86%	87%	90%	Fall	119	82	79	94	55	62	79%	79%	78%	Fall	161	124	129	156	105	108	93%	85%	84%	
Spring	22	17	16	18	11	11	73%	64%	69%	Spring	42	24	25	36	20	17	86%	83%	68%	Spring	111	124	97	101	105	75	94%	82%	82%	
Communication Ability Seminar I (GEQL 135 - AEO)										Quant. Literacy in the Women's Lives (GEQL 130 - AEO)										Making Meaning with Data (GEQL 160 - AEO)										
# Students			# Met Criteria			Percent				# Students			# Met Criteria			Percent				# Students			# Met Criteria			Percent				
17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	
Summer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Summer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Fall	5	n/a	1	5	n/a	0	100%	n/a	0%	Fall	11	6	4	9	5	0	82%	83%	0%	Fall	17	10	5	17	10	4	100%	100%	80%	
Spring	4	1		3	1		75%	100%		Spring	4	3		3	2		75%	67%		Spring	7	7		6	4		86%	57%		
Applying Mathematical Thinking (QL 110 - AAS)										Applying Algebraic Thinking (QL 120 - AAS)																				
# Students			# Met Criteria			Percent				# Students			# Met Criteria			Percent				# Students			# Met Criteria			Percent				
17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	
Summer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Summer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Fall	10	19	14	10	16	13	100%	84%	93%	Fall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Fall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Spring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Spring	8	15	12	8	12	5	100%	80%	42%	Spring	8	15	12	8	12	5	100%	80%	42%	
Integrated English Usage (ENG 055)										Advanced English Usage (ENG 056)										Advanced English Pronunciation (ENG 057)										
# Students			# Met Criteria			Percent				# Students			# Met Criteria			Percent				# Students			# Met Criteria			Percent				
17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	17-18	18-19	19-20*	
Summer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Summer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Fall	8	6	2	8	6	2	100%	100%	100%	Fall	10	7	6	4	7	5	40%	100%	83%	Fall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Spring	n/a	5	2	n/a	5	2	n/a	100%	100%	Spring	10	5	1	8	5	1	80%	100%	100%	Spring	5	10	1	5	10	1	100%	100%	100%	

\*College shifted to remote learning in March 2020 due to the COVID-19 pandemic

## **Student Accessibility Services**

The Student Accessibility Office supports the academic and physical access for students with disabilities by accommodating the disability, promoting student independence, and maximizing academic potential. To facilitate access, the Student Accessibility Coordinator arranges for accessible classrooms/facilities, requests appropriate classroom and assessment accommodations, and works with other Instructional Services personnel to tailor existing academic supports to meet the individual needs of students. Additionally, students suspected of having a learning disability are referred off-campus for an academic evaluation. The Student Accessibility Coordinator also works with students, applicants, faculty, and staff to provide information/referrals and to advocate for student access.

Student Accessibility goals for 2019 - 20 included

- Continuing to collaborate with various campus personnel to forward the integration of accessible instructional materials into both classroom and online venues

The Coordinator collaborated with members of the Alverno Accelerate design team and Technology Services to identify accessible and usable features of Strut, the program's online platform, as well as areas that might present issues for students with various issues accessing the platform. Several action items, including sharing of a template for accessible Word documents with faculty and contact information for Strut developers were identified. Continued collaboration as the program starts up will support further steps to be taken to ensure the platform is accessible.

The Coordinator, in conjunction with the Synergist Team overseeing the Direct Entry to the Master's of Nursing program (DEMSN), connected to discuss how best to work with applicants and accepted students related to disability-related issues. Materials were shared and best practices discussed. Future meetings for continued collaboration are scheduled.

The Coordinator also worked with the Director of Instructional Services and Dawn Helsing-Wolters, Director of Institutional Giving, to explore the viability of including requests for closed captioning resources within the TRIO grant submittal this spring. The Coordinator submitted information the Dawn for this purpose.

- Reviewing new faculty orientation materials and considering first steps towards digitizing and offering the orientation in an online format

The Coordinator was not able to address and work on this goal in 2019 - 20. However, with teaching and learning going online, it becomes imperative for the Coordinator to not only consider how to orient new faculty and staff to Student Accessibility as a resource, but to find an effective way to communicate with incoming and current students about accommodations, services and processes available to them. This will most likely take place this summer in preparation for the fall term.

Unanticipated 2019 - 20 priorities that required response included

- Responding to student needs in light of teaching and learning moving to an online format this spring

The Coordinator reached out several times to all students connected to her office that were enrolled in the spring term once it was announced that the College would be moving classes to a completely online format. She offered assistance with rethinking accommodations, communicating with faculty, and offered opportunities for students to express their concerns and problem solve related to their mostly home learning environments. While not all students

took advantage of this support, several were helped in moving forward despite obstacles presented by the sudden shift.

While the online learning environment was mostly conducive or adaptable to many accommodations, the Coordinator began to explore online methods of notetaking. She offered a free trial of Glean, a web-based note taking app that reduces distraction, to students connected with Student Accessibility and has begun to seek funding sources for offering this program to students who would benefit from it.

Student Accessibility Goals for 2020 - 21 include

- Collaborating with Instructional Services, Advising and another appropriate campus personnel to offer online resources to students to help them learn effectively from home and online; and
- Collaborating with Instructional Services, Academic Affairs and other appropriate campus personnel to develop effective online practices that support student learning.

*Table 2: Student Accessibility* provides a breakdown of support services received by students and the types of disabilities represented.

**Table 2: Student Accessibility**

	Fall			Spring		
	2017	2018	2019	2018	2019	2020*
<b>Total number of students served**</b>	154	142	143	148	139	130
Undergraduate	137	129	134	130	128	121
Graduate	17	13	9	18	11	9
Received teacher assistance	30	32	23	29	27	25
Received peer tutoring support	28	22	19	26	29	10
Classroom assistance	1	0	0	0	0	0
Student on leave	28	19	22	24	22	17
Semester abroad	0	0	0	0	1	0
<b>Breakdown of Disability type**</b>						
ADD/ADHD	43	43	42	43	44	39
Asperger's Syndrome	5	4	4	5	4	3
Learning Disability	50	40	41	43	43	38
Medical	32	22	35	29	22	31
Mobility	1	1	1	1	1	1
Psychiatric	69	57	56	59	58	58
Sensory	12	12	10	12	11	9
Other	1	0		1	0	
Students requesting emotional support animals(ESA)						13
Students requesting books in alternative format	30	28	30	25	22	28
Number of books ordered (various sources)	90	122	99	89	89	105
Number of assessment arrangements requiring proctors	19	20	12	8	14	3
Number of assessment arrangements requiring readers	42	33	16	28	28	3
Number of applicants requesting information about Disability-related Services	5	4	6	2	10	8

\*College shifted to remote learning in March 2020 due to the COVID-19 pandemic

\*\* Totals reflect higher number than total number of students served due to students receiving more than one type of service and/or having more than one disability.

### **Services for Students with English as a Second Language (ESL)**

ESL students served by Instructional Services' program include undergraduate, graduate, and non-degree students with three distinct backgrounds: U.S.-resident bilingual students, recent immigrants to the U.S., and international students from non-English speaking countries and from countries that speak a regional variety of English. Three ENG courses support multilingual students' acquisition of academic English. Of equal importance is the support provided by ESL instructors, who work one-on-one with second language students on writing, reading comprehension, and speaking. ESL students also have access to the Communication Resource Center, the Soref Center, and peer tutors—including "conversation partners" for international students who want more practice with spoken English. Finally, ESL students are indirectly supported when the coordinator collaborates with faculty, staff, and the wider academic community.

ESL services goals for 2019 – 20 included

- Creating a library of ESL-friendly books for reading enhancement  
The ESL Library was created with grant funds and was housed in a locked cabinet in the classroom used by the ESL class. Students used the library for in-class and out-of-class free reading and furnished material for informal writing; mysteries appeared to be the most popular genre.
- Contributing to strengthening the College's role as a Hispanic Serving Institution  
As a member of the Hispanic Serving Institution Curriculum committee, the ESL Coordinator presented "Bridging the Gap: Bilingualism in Higher Education" for a Fall 2019 Friday Cross-Disciplinary afternoon breakout session.

ESL services goals for 2020 – 21 include

- Centering the ENG 055/056 course around the new library of ESL-friendly books; and
- Supporting the College's role as a Hispanic Serving Institution in an era of social distancing by including ESL-friendly strategies for online instruction in the weekly "ESL Tip."

### **Academic Assistance – Locker Tutoring Program**

Instructional Services offers Alverno students a wide range of academic assistance outlined below. Individual and small group arrangements are initiated by students, instructors, advisors, or Instructional Services staff. Course instructors request study groups to support students in challenging classes, and the Resource Centers are available to all students during open hours. The Locker Tutoring Program recognizes S. Georgine Locker, a key designer of Alverno's ability-based curriculum and assessment as learning. The goal is to provide high caliber academic support to our students and to actively recognize the academic and service accomplishments of our academic assistants. Faculty are asked to nominate students who demonstrate strong interpersonal skills and academic achievement to be Locker Tutors.

### **Communication Resource Center (CRC)**

The Communication Resource Center (CRC) provides assistance with reading, writing, and speaking assignments or projects on a drop-in, by-appointment, or online basis. Purposefully located in the Computer Center, the CRC is easily accessible for a quick question or a detailed discussion. Assistants help with various communication processes including brainstorming, developing ideas, mapping, revising, proofreading, editing, analysis, and comprehension. A breakout room is also available so that students can practice their speeches with the guidance of a trained and experienced peer. The CRC went completely online and open 9 hours/week instead of 27 hours/week in mid-March due to the COVID - 19

pandemic. No student survey was taken in April.

Students seeking assistance with communication (CM, COMM) courses accounted for 18% of the visits, behavioral science (BSC) and social work (SW) courses each accounted for 10% of the visits, graduate courses accounted for 9% of the visits, psychology (PSY) courses and English (EN) courses each accounted for 8% of the visits, and nursing courses (both undergraduate N and graduate MSN) and social science courses (SSC) each accounted for 6 % of the visits. Forty-eight percent of the students who visited the CRC were in the School of Arts and Sciences and 25% were in the School of Nursing. The highest percentage of students using the CRC were seniors (26%), then juniors (24%), then sophomores (21%), then graduate students (18%). Only 7% of the students visiting the CRC were freshman.

CRC goals for 2019 – 20 included

- Implementing TutorTrac for CRC log-on and record-keeping needs; and investigating ways to promote the online service since usage plummeted

In Fall 2019, Instructional Services implemented TutorTrac in the Soref Center and the Communication Resource Center (CRC) as a first step. Academic assistants received training to log payroll hours, enter session notes for meetings with tutees, and assist tutees in logging visits to the Center. In Spring 2020, following the model established in the Soref Center and CRC, TutorTrac usage expanded to all support services, including peer tutoring, professional tutoring, and study groups. TutorTrac allows for more robust and timelier student usage reporting across all support services and improves the accuracy of student employee payroll records.

Unanticipated 2019 - 20 priorities that required response included

- Moving all services to online due to the COVID-19 pandemic in March 2020

All CRC assistance changed to by appointment only and were conducted remotely using Zoom.

CRC goals for 2020 – 21 include

- Implementing the TutorTrac appointment scheduling function; and
- Implementing all services to be by 1-hour appointments via Zoom either *safe-distance* on campus or remotely off campus.



Table 3a: Resource Centers - Communication Resource Center provides information on CRC usage

**Table 3a: Communication Resource Center (CRC) Student Use**

	# Hours			# visits			Average minutes/visit			# Students			# Hours Open/Week			# Online Appointments		
	17 - 18	18 - 19	19 - 20	17 - 18	18 - 19	19 - 20*	17 - 18	18 - 19	19 - 20*	17 - 18	18 - 19	19 - 20*	17 - 18	18 - 19	19 - 20*	17 - 18	18 - 19	19 - 20*
Summer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Fall	251	233	437	311	359	253	48	39	104	136	97	89	29	28	27	2	9	2
Spring	241	306	108	256	221	83	56	83	78	114	85	52	29	28	27**	8	0	14

\*College shifted to remote learning in March 2020 due to the COVID-19 pandemic

\*\* Weekly hours changed to 9 hr/week when tutoring moved to online due to COVID-19

#### Daniel M. Soref Science and Mathematics Resource Center (Soref Center)

The Daniel M. Soref Science and Mathematics Resource Center provides drop-in assistance for students enrolled in a variety of science and mathematics courses. Soref Center assistants are hired based on faculty recommendations and participate in ongoing training sessions focused on science and math skills as well as tutoring strategies. Soref Center assistants offer assistance primarily in entry level math and science courses, including Human Biology (SC 118), Foundations of Chemistry (SC 119), Foundations of Biology (SC 120), Chemistry of Bioorganic Molecules (CH 213), Quantitative Literacy in the Modern World (QL 122), and Mathematical Connections (QL 156). Additionally, students in intermediate and advanced math and science courses receive assistance during publicized hours. The most common uses for the Soref Center were QL 122, QL 156, CH 213, and SC 119 representing 49% of the visits during the 2019 – 2020 academic year. Freshmen represent only 8% of all students visiting the Soref Center during the academic year. This highlights a need to reach out to new students on campus.

Soref Center goals for 2019 – 20 included

- Implementing TutorTrac log-in and record-keeping tool for support services  
In Fall 2019, Instructional Services implemented TutorTrac in the Soref Center and the Communication Resource Center (CRC) as a first step. Academic assistants received training to log payroll hours, enter session notes for meetings with tutees, and assist tutees in logging visits to the Center. In Spring 2020, following the model established in the Soref Center and CRC, TutorTrac usage expanded to all support services, including peer tutoring, professional tutoring, and study groups. TutorTrac allows for more robust and timelier student usage reporting across all support services and improves the accuracy of student employee payroll records.
- Implementing online math and science tutoring assistance in the Soref Center to meet the needs of students in online and hybrid courses  
In Spring 2020, COVID-19 created a sudden unanticipated need to shift Soref Center tutoring services from a face-to-face, drop-in tutoring center to an online, appointment-only modality. Tutors with experience tutoring historically high-demand courses such as QL 122, QL 156, SC

118, SC 119, and CH 213 were identified and worked with tutees in those and other courses by appointment using Zoom video conferencing tool.

Soref Center goals for 2020 – 21 include

- Implementing TutorTrac appointment functions for the general student population;
- Attracting Freshmen to visit the Soref Center;
- Training academic assistants in best practices and technical skills for online tutoring; and
- Writing an operation manual for TutorTrac administrative functions.

*Table 3b: Resource Centers - Daniel M. Soref Science & Mathematics Resource Center provides information on Soref Center usage.*

**Table 3b: Daniel M. Soref Science & Mathematics Resource Center Student Use**

	# Hours			# visits			Average minutes/visit			# Students			# Hours Open/Week		
	17 - 18	18 - 19	19 - 20*	17 - 18	18 - 19	19 - 20*	17 - 18	18 - 19	19 - 20*	17 - 18	18 - 19	19 - 20*	17 - 18	18 - 19	19 - 20*
Summer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0
Fall	403	558	400	376	412	270	64	81	90	91	115	99	42	40	40
Winter			9			3			178			2			16
Spring	476	561	177	413	303	112	69	111	94	101	112	47	42	40	42**

\*College shifted to remote learning in March 2020 due to the COVID-19 pandemic

\*\* Weekly hours changed to 16 hr/week when tutoring moved to online due to COVID-19

#### Peer Tutoring

Locker peer tutors provide one-on-one or small group assistance to other students in course based areas. In addition, nursing tutors assist students practicing skills in the School of Nursing & Healthcare Professions (SNHP) Clinical Learning Center (CLC). Tutors have successfully completed the course in which they are tutoring and have been nominated by their faculty. The most referrals were for Pharmacology (12%), with Nursing courses in general submitting an average of 27% of the tutor referrals each semester.

#### Conversation/Peer Tutoring for English Language Needs

The Locker Tutoring Program provides assistance for students who speak English as a second language (ESL). Conversation tutors are provided for international and recent immigrant students wishing to improve their spoken English skills. Regular meetings with a conversation tutor help ESL students speak more fluently, understand informal spoken English more readily, and feel more comfortable with American norms of interaction. Peer conversation tutors are already trained in tutoring methods; the ESL Coordinator provides additional training in intercultural conversation strategies. In addition, peer

tutors work with ESL students who struggle with the language demands of content courses. The most common areas that ESL students need help with are writing and reading comprehension, but peer tutors also help in other areas. For example, international students may need help building background knowledge for North American history courses or help with vocabulary development for specialized subjects like art therapy.

Peer tutoring goals for 2019 – 20 included

- Implementing TutorTrac for log-in and record keeping  
In Fall 2019, Instructional Services implemented TutorTrac in the Soref Center and the Communication Resource Center (CRC) as a first step. Academic assistants received training to log payroll hours, enter session notes for meetings with tutees, and assist tutees in logging visits to the Center. In Spring 2020, following the model established in the Soref Center and CRC, TutorTrac usage expanded to all support services, including peer tutoring, professional tutoring, and study groups. TutorTrac allows for more robust and timelier student usage reporting across all support services and improves the accuracy of student employee payroll records.

Unanticipated 2019 - 20 priorities that required response

- Moving all services to online due to the COVID-19 pandemic in March 2020  
All peer tutoring assistance changed to online only and were conducted remotely using Zoom, FaceTime, or another technology.

Peer tutoring goals for 2020 – 21 include

- Exploring the TutorTrac appointment scheduling function; and
- Offering online option for peer tutoring but preparing academic assistants to move all peer tutoring assistance online if needed.

*Table 4a: Peer Tutoring Arrangements, Table 4b: Peer tutoring Subjects, and Table 5: Progress Codes for Students Receiving Peer Tutoring* provide information on peer tutoring referrals, subjects tutored and resulting progress codes.

**Table 4a: Peer Tutoring Arrangements**

	Summer			Fall			Spring		
	2017	2018	2019	2017	2018	2019	2018	2019	2020*
<b>Total Number of Referrals**</b>	20	23	2	248	193	128	197	194	76
Referred to Communication Resource Center	n/a	n/a	n/a	2	2	0	0	4	0
Referred to Soref Science & Math Resource Center	0	n/a	n/a	12	9	20	4	20	10
Referred to Study Groups	1	0	0	12	20	16	6	12	9
Didn't follow through or dropped course	3	2	0	7	14	6	18	14	14
Peer Tutored in more than 1 subject	0	0	0	31	18	9	17	10	7
Worked with instructor	0	1	0	1	0	0	1	1	0
<b>Total number of Peer Tutoring Arrangements</b>	18	20	2	196	150	92	153	139	60
<b>Total Number of Peer Tutors who Assisted Students</b>	13	11	1	75	54	50	64	53	35
<b>Total Number of Courses/Areas for Which Tutors Were Provided</b>	5	7	1	26	33	31	28	30	24
<b>Number of Referrals Received Before Mid-semester Assessments</b>	n/a	n/a	n/a	193	144	110	167	144	61
<b>Number of Referrals Received After Mid-semester Assessments</b>	n/a	n/a	n/a	55	49	24	30	50	7

\*College shifted to remote learning in March 2020 due to the COVID-19 pandemic

\*\* The discrepancy between number of referrals, the number of students, and number of arrangements can be explained by three significant factors: some students are tutored in more than one subject; some students are referred but never meet with tutors because they drop the course or do not show up for tutoring; students are referred to other Instructional Services resources when appropriate.

**Table 4b: Peer Tutoring Subjects**

Subject	Number of Tutoring Referrals		
	Summer	Fall	Spring*
Academic/Course Management		1	3
BI 222			1
BI 231		8	1
BI 251		3	1
BI 338/BI 338C		11	9
BSC 255		2	2
CH 213		6	9
CH 221		5	
Conversation	2	5	3
ED 343			1
MGT 201		1	1
MGT 210		1	
MGT 250		3	
MGT 310			1
MGT 600		2	
MT 124		1	
MT 148			1
MT 152		3	
MU 157			2
MU158		2	
MU 257			2
MUY 273			1

Subject	Number of Tutoring Referrals		
	Summer	Fall	Spring*
N 220		16	9
N 225		6	3
N 320		4	2
N 321		5	2
N 330			1
N 340		1	
N 420		1	
N 450		2	
N 460		2	
N 521			2
PH 231		2	
PSY 110		1	2
QL 110		2	
QL 120			2
QL 122/QL 022		6	3
QL 156/QL 156C		8	4
SC 118		2	
SC 119		8	2
SC 120		1	3
SSC 101		2	
Spanish		1	
Writing		4	3

Total number of Referrals 2019 -20	Summer	Fall	Spring
		2	128

\*College shifted to remote learning in March 2020 due to the COVID-19 pandemic

**Table 5: Progress Codes for Students Receiving Peer Tutoring**

	Summer			Fall			Spring		
	2017	2018	2019	2017	2018	2019	2018	2019	2020*
# of tutoring arrangements	20	20	2	246	193	92	198	194	60
# of course tutorials**	12	15	0	220	179	83	185	182	53
# Course Satisfactory	9	12	0	155	166	54	131	131	35
% Satisfactory	75%	80%	0%	70%	65%	65%	70%	72%	66%
# Course Incomplete	0	0	0	0	0	1	4	3	3
% Incomplete	0%	0%	0%	0%	0%	1%	2%	2%	6%
# Course Unsatisfactory	3	3	0	42	33	17	31	25	8
% Unsatisfactory	25%	20%	0%	19%	18%	20%	17%	14%	15%
# Course Unofficial Withdrawal	0	0	0	2	1	0	1	3	2
% Unofficial Withdrawal	0%	0%	0%	1%	1%	0%	1%	2%	4%
# Course Drop/withdrawal	0	0	0	21	29	11	16	20	5
% Drop/withdrawal	0%	0%	0%	10%	16%	13%	9%	11%	9%
# Course Audit	0	0	0	0	0	0	2	0	0
% Audit	0%	0%	0%	0%	0%	0%	1%	0%	0%

\*College shifted to remote learning in March 2020 due to the COVID-19 pandemic

\*\*The difference between the total number of arrangements and the # of course tutorials is the number of students tutored in other areas such as conversation tutors, academic management or general writing.

### Study groups

Study groups, primarily arranged to supplement difficult courses, are established at the request of course instructors. Meeting on a regular basis and led by a trained Locker peer monitor, students review, discuss, and practice course content. The monitor provides practice problems and activities while sharing and modeling successful learning and study strategies.

Study group goals for 2019 - 20 included

- Implementing TutorTrac for log-in and record keeping; and
- Using electronic session and attendance forms in the Summer semester so that study group monitors can send this information to both the instructor and the Support Services Coordinator immediately after each study group

In Fall 2019, Instructional Services implemented TutorTrac in the Soref Center and the Communication Resource Center (CRC) as a first step. Academic assistants received training to log payroll hours, enter session notes for meetings with tutees, and assist tutees in logging visits to the Center. In Spring 2020, following the model established in the Soref Center and CRC, TutorTrac usage expanded to all support services, including peer tutoring, professional tutoring, and study groups. TutorTrac allows for more robust and timelier student usage reporting across all support services and improves the accuracy of student employee payroll records. The electronic forms were an effective way to keep the instructors and Support Services Coordinator informed in the Summer semester. Attendance could be monitored remotely and the *scan then email* Support Services Coordinator piece was eliminated.

Unanticipated 2019 - 20 priorities that required response included

- Moving all services to online due to the COVID-19 pandemic in March 2020.  
All study groups changed to online only and were conducted remotely using Zoom.

Study group goals for 2020 - 21 include

- Preparing study group monitors to move all study groups online.

*Table 6a: Study Group Arrangements* and *Table 6b: Study Groups: Number of Groups/Courses provide information on established study groups.*

**Table 6a: Study Group Arrangements**

	Summer			Fall			Spring		
	2017	2018	2019	2017	2018	2019	2018	2019	2020*
Total Number of Study Groups Set up	9	9	8	43	27	21	33	29	26
Number of Groups Cancelled	0	1	0	9	3	2	4	4	13
Total Number of Study Groups Going All Semester	9	8	8	34	24	20	29	25	13
Total Number of Student Monitors	5	5	4	30	23	18	24	22	19
Total Number of Courses for which Study Groups were Provided	6	5	4	18	15	9	15	12	13
Number of Groups Converted to Peer Tutor Arrangements after being Canceled	0	0	0	3	1	1	1	1	0

\*College shifted to remote learning in March 2020 due to the COVID-19 pandemic

**Table 6b: Study Groups: Number of Groups/Courses**

Course	Summer	Fall	Spring*
BI 231			1
BI 251	2		2
BI 338/BI 338C	2	3	4
CH 213	2	2	4
CH 221		1	
N 220	2	2	3
N 225		3	2
N 320		2	2
N 321		2	2
N 340			1
N 400			1
N 450		1	
N 521			1
SC 119		5	2
SPI 320			1

Total number of Study Groups	Summer	Fall	Spring*
2019 - 20	8	21	26

\*College shifted to remote learning in March 2020 due to the COVID-19 pandemic



### One on One Professional Assistance

The Professional Assistance Program provides intensive, one-on-one, instructor-based assistance to students with significant and specific academic needs. Key areas of assistance include writing at the undergraduate and graduate levels, reading, math, ESL related reading and writing, self-management and planning strategies, test taking strategies for Praxis II and WI-FORT for education students, and reading analysis, test taking strategies, N 470 NCLEX predictor exam and NCLEX preparation for nursing students.

Professional Assistance goals for 2019 – 20 included

- Implementing TutorTrac for log-in and record keeping

In Spring 2020, following the model established in the Soref Center and CRC, TutorTrac usage expanded to all support services, including professional tutoring. TutorTrac allows for more robust and timelier student usage reporting across all support services and greatly reduces paper records.

Unanticipated 2019 - 20 priorities that required response included

- Moving services to online due to the COVID-19 pandemic in March 2020.

All professional tutoring arrangements changed to online only and were conducted remotely using Zoom and email.

Professional Assistance goals for 2020 – 21 included

- Reviewing support for students at the graduate level to ensure appropriate and timely assistance.

*Table 7: Professional Assistance* provides information on the number of areas of professional assistance.

**Table 7: One-on-One Professional Assistance**

	Summer			Fall			Spring		
	2017	2018	2019	2017	2018	2019	2018	2019	2020*
Number of Students Receiving Assistance	7	9	2	106	106	95	118	110	81
New	3	1	1	42	41	41	63	49	28
Continuing from previous semester	4	8	1	64	65	54	55	61	53
Primary Area of Assistance									
Academic management & Study strategies	0	0	0	18	13	12	16	19	14
ESL	2	0	0	10	10	3	12	10	4
Math/Quantitative Literacy	0	0	0	13	16	20	19	15	18
Nursing - Test Taking/Rdg/Writing/Med calc	0	0	1	12	16	8	15	20	3
PRAXIS/Test taking strategies	0	0	0	2	4	0	6	4	0
Reading	0	0	0	2	0	1	5	0	0
Reading/Writing	0	0	0	6	6	5	7	4	1
Speaking						1			1
Writing - Undergraduate	4	6	0	21	24	25	20	24	10
Writing - Graduate	1	3	1	21	17	11	20	14	16
Writing/Academic management						3			8
Writing/ESL						6			6
Other	0	0	0	1	0	0	2	0	0
Assistance complete/No follow through	0	5	1	43	45	42	53	56	33
Continuing Next Semester	7	4	1	69	61	53	65	54	48

\*College shifted to remote learning in March 2020 due to the COVID-19 pandemic

## **NURSING SUPPORT**

Instructional Services works closely with the School of Nursing and Healthcare Professions (SNHP), providing significant support for both faculty and students. Resources are allocated to support students throughout their undergraduate and graduate studies with an emphasis on updating and creating services to respond to student needs. The Director, Assistant Director, and Support Services Coordinator routinely meet with SNHP faculty to review services and identify concerns. In addition to resources centers, peer tutoring, study groups and one on one professional assistance, Instructional Services offers specialized support for nursing students in medication calculations and test taking strategies (see Standardized Testing section).

### Medication Calculations (N 050, N 150, N 151, N 152, WE 143)

Instructional Services collaborates with the School of Nursing & Healthcare Professions to provide general medication dosage calculation support. Services provided include general review for nursing students and more intensive support for students who need additional assistance with medication dosage calculations. A sequence of services is offered beginning with pre-semester review sessions, followed by workshops for students who are unsuccessful on their medication calculation tests, and ending with a semester long course for students who need ongoing intervention, review, and practice. The wellness course, *WE 143 – Medication Dosing – Must Know Math for Nurses*, is a course recommended to nursing students before they begin clinical coursework or while they are taking clinical courses. Each of these services focuses on assisting students with becoming proficient in determining IV rates, careful reading, problem solving, estimation, and accuracy – all core mathematics concepts as they relate to medication dosage calculations. Students are encouraged to work together to gain insights and strategies from their peers as well as develop confidence to address potential dosage errors made by peers. While skills are emphasized, students are also reminded of their critical role and professional duty in the chain of the safe administration of medications.

Medication calculation goals for 2019 - 20 included

- Updating and revising foundational WE 143 handouts to include more interleaving  
Several new handouts and instructional materials were created for WE 143, the pre-semester review sessions for N 325 and N 345, and the N 529 DeMSN students. Activities focused on interleaving dosing skills which included new practice with adjusting heparin doses and corresponding flow rates based on blood clotting time and calculating daily maintenance fluid requirements based on body weight and administering them via IV. More handouts were created based on drugs that are administered in non-routine ways such as titrating up or down based on therapeutic response and drugs that tend to have “lots of working parts” forcing students to discern information in terms of when the information is relevant and when it is not for a particular calculation.
- Creating a WE 143 course review Jeopardy game that will build teamwork among nursing students and confidence in their new skills.  
Instead of a review game, a maintenance fluid Excel spreadsheet was developed for students to check their calculations and build their confidence. Moreover, a new activity was created based on Basaglar insulin. The point of this class one activity was to help students recognize that they would need to respond to common patient questions relating to drugs and that they already had some of the skills like dimensional analysis that would help them answer questions like this.

Medication calculation goals for 2020 - 21 include

- Building the bank of medication calculation instructional videos to include daily maintenance fluid administration and heparin dose changes based on clotting time; and
- Creating fictitious patients with corresponding orders, drug packaging images, and questions that mirror the new assessment format in which the student is forced to sift through and keep track of several patients at one time along with the individual patients' medications.

#### Medication Calculation Support

	Support for Students in N 325/N 345/N 455					Support for Students in N 225	Support for Students in N 529
	Number of pre-semester review sessions	# of pre-semester review session students	# of medication calculation workshops (N 050)	# of students in medication calculation workshops	# of students enrolled in semester long course (N 150/N151/N 152) & (% of all)	# of classroom presentations/ number of students assisted individually	# of classroom presentations/ number of students assisted individually
Fall 2019	3	77	8 sessions	24 students (20%)	0 student (0%)	3 classroom presentations/4 students met individually	NA
Spring 2020	3	42	8 sessions	45 students (94%)	2 students (4%)	3 classroom presentations	1 presentation/1 student assisted (spring)  3 zoom presentations/2 students assisted individually (summer cohort)

WE 143		
Semester	Number of Students	Number of Successful students
Fall 2019 – section 1	10	9 (90%)
Spring 2020 – section 1	14	14 (100%)

#### **STANDARDIZED TESTING SUPPORT**

Instructional Services staff provide direct support for students facing admissions, curricular, and licensure testing across the curriculum. Forms of professional support include one-on-one, small group, workshop, and registered courses within standard curricula at the undergraduate and graduate levels. Instructors learn and maintain current knowledge about test content, design, preferred/recommended study methods, curricular support and timing of testing, and Alverno and State of Wisconsin policies for passing credit. Additionally, instructors serve as resource officers for others in the department and across the college.

As programs are added to the curriculum, Instructional Services will monitor the need for additional areas of standardized testing support.

Standardized testing support goals for 2020 - 21 include

- Reviewing the need for and scope of standardized testing services;
- Determining whether certain skills could be trained through general asynchronous workshops;
- Collaborating with CRC and Soref Center coordinators to track faculty and student requests for standardized testing support services;
- Determining the need for and availability of professional development for standardized testing support; and
- Increasing awareness of standardized testing services among faculty, staff, and students.

#### Education - Testing support for Praxis II Subject Assessments (PST 329) & WI- FORT (FORTify your Testing)

Instructional Services provides direct support for Division of Education (DOE) majors as they proceed through their course work and prepare for licensure tests mandated by federal and state governments. This support is provided through the CRC and Soref Resource Centers, One on One Professional Assistance for general test question analysis, and through two specific seminar courses - Praxis II Preparation Seminar to assist students with their preparation for the Praxis II Subject Assessments and FORTify Your Testing seminar to assist student with their preparation for the Wisconsin Foundations of Reading Test (WI-FORT). In these seminars, students learn strategies, review content and are provided with resources relevant to the abilities required on the tests.

Education Support goals for 2019 – 20 included

- Coordinating with Education faculty to identify and register students for PST 329 (Praxis II) or ED 400 (FORT) with a full year to prepare  
The admissions testing requirement is no longer an issue due to additional options for students to meet this criterion with their entry GPA and within their existing program work.
- Separating Praxis II resources from PST 329 and presenting resources in an ONG Moodle course
- Building and running online version of PST 329 to replace the face-to-face version of the course
- Registering automatically Education majors for PST 329 if midterm progress reports from core content course faculty indicate a student will/may receive under a 3.0 for the course  
As of May 2020, students are no longer required to take the PST 329 course because Wisconsin students are no longer required to take Praxis II or any other standardized test to meet the content knowledge requirement for licensure. Advisors from Education are waiving Praxis II requirements and promoting DPI's alternatives, including GPA of content knowledge courses or an online tutorial with multiple choice assessments.
- Working with Education and Admissions to apply admissions standards to paraprofessional program candidates  
New education students are no longer required to take a standardized test to meet admissions requirements because of changes to DPI's requirements. Education reports that the program is

revising standards for program admission to maintain alignment with DPI.

- Collaborating with Education, and Admissions to enact professional review of ESL/ELL/EFL paraprofessional candidates by ESL/ELL/EFL Coordinator  
The Instructional Services Education Services Coordinator discussed this need with Education. It will enter into discussion in Fall 2020.
- Planning information-based marketing for ONG Praxis II resource, Praxis II, and FORT courses.  
With the discontinuation of Praxis II as a licensure requirement and the conflicts with the current course schedules for education students, faculty of the required literacy courses will promote concurrent registration in FOR support. This arrangement will allow students to pursue test preparation with a full year before they must pass the test and will connect the workshop to course content in an appropriate required course. As an additional note, as of fall 2019, students pursuing a special education license no longer need to pass the FOR.

Education support goals for 2020 - 21 include

- Combining licensure testing services for Music Therapy with those for Education;
- Redesigning FOR test question analysis and testing anxiety support for an asynchronous online environment;
- Pursuing a meeting with Instructional Services, Admissions, Advising, and education stakeholders regarding admissions and testing requirements for education majors;
- Collaborating with CRC and Soref Center coordinators to track requests and design services for licensure testing;
- Collaborating with Education and Admissions to enact professional review of ESL/ELL/EFL paraprofessional candidates by ESL/ELL/EFL Coordinator; and
- Remaining in contact with Education regarding new and ongoing student support needs.

Nursing - Test taking strategies for Nursing students (WE 137) & Pre-HESI review sessions

WE 137 offers instruction in test-taking and anxiety reduction strategies, including reading analysis, vocabulary review, error analysis, and research-based study strategies, to nursing students throughout the curriculum. These strategies are bolstered by continued introduction of practice questions. This course was developed in response to the high demand for test-taking assistance and offers one section each semester. Increasingly, more students at the beginning level of the nursing curriculum are taking the class. This is a positive sign since developing test-taking skills early should assist students as they move into intermediate and upper level classes. The course also informs students about opportunities they have across campus to improve their test-taking strategies. Students are encouraged to take advantage of study groups, which routinely provide test-taking practice, the Communication and Soref Resource Centers, and the Clinical Learning Center. As more and more students are enrolled in the course early in their studies, their preparation is showing a positive effect on their first nursing courses.

Nursing test taking support goals for 2019 - 20 included

- Revising current handouts to take into account the expanded variety of levels of Nursing

students taking WE 137 and adding more practice questions that consider the diversity of students in the workshop

Students enrolled in WE 137 come from second, third, and fourth year Nursing classes. While the content for these students varies greatly, the skills for test-taking are essentially the same. Students were encouraged to bring sample and practice test questions from their various courses and the class examined the questions as a group to build on previously developed strategies.

· Including more early information from the old N 260 seminar on topics such as active reading strategies, time management, and study habits

Several scaffolding practices such as time management, vocabulary building, reading strategies, and study strategies were incorporated in WE 137 this year.

· Offering an additional section of WE 137 during the Winter term.

During the spring semester, a section of WE 137 was offered in a two-week format the second and third weeks of January; seven students enrolled in the class.

Nursing test taking support goals for 2020 - 21 include

- Designing an online version of WE 137 and moving course materials to Moodle;
- Adding an August section of WE 137; and
- Increasing advertising for the course to increase enrollment.

Pre-HESI exam review sessions

	AC 120 New and transfer students	AC 122 New and transfer students	AC 123 Advanced Nursing transfer students
Summer 2019			Face-to-face introductory session and online sessions/resources:  7 students
Fall 2019	Average attendance for five sessions:  6 students	Average attendance for five sessions:  12 students	
Spring 2020	Average attendance for five sessions:  2 students	Online sessions and resources:  7 students requested information	

### Social Work - Test taking strategies for students to prepare for the national boards

In Spring of 2020, Instructional Services received a request to develop a workshop of test-preparation materials Social Work students to help them be successful on the national ASWB (Association of Social Work Boards). It was decided that this workshop would be best if it were embedded in advanced junior and senior level Social Work courses since the examination primarily employs content based questions. The plan was to adapt test-taking strategies from other content areas, primarily from Nursing, and meet with the students twice in their courses: once to conduct a diagnostic assessment and a second time to review test-taking strategies. Unfortunately, with the movement to online instruction due to the COVID - 19 outbreak, the face-to-face sessions were cancelled, and all instruction took place online. The goal for the Fall 2020 semester, and all subsequent terms, is to be able to move the sessions back to face-to-face instruction in 400-level Social Work classes.

### Graduate/professional school exam preparation (PP 250)

Instructional Services supports students who are considering going on to graduate or professional school after completing their baccalaureate studies by offering assistance to help them prepare to take graduate entrance examinations and to understand the graduate school application process. This assistance is primarily provided through one-on-one professional assistance and focuses on test-taking practice, test-taking strategies in verbal and quantitative literacy, writing analytical essays, and content review as appropriate.

The department, in conjunction with the Center for Academic Excellence, offers the workshop PP 250 Graduate and Professional School Exam Preparation in an online format during the college winter term; the online version of the workshop offered in January 2020 had four students enrolled. This semester, given the effects of the COVID -19 response, the workshop was opened to any student who wished to add and review the content at any time in the semester; two students took advantage of this opportunity. Instructional Services will continue to offer PP 250 during subsequent winter terms each academic year, and these workshops will continue to be open-enrollment throughout the spring term.