



**INSTRUCTIONAL SERVICES
ANNUAL REPORT
2020 - 2021**



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INSTRUCTIONAL SERVICES REPORT FOR 2020-21
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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 for students whom North American English is a second or additional 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 professional tutoring, course based study groups, and services for non-native North American 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, test taking strategies and medication calculation instruction for School of Nursing and Health Sciences students, and graduate level writing. 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 2020 - 21 academic year included course and program development to meet the needs of educating in the COVID-19 era. Instructors created deliberate online and hybrid courses, building off of the crisis remote courses they created in Spring 2020, while the Support Service Coordinator trained Academic Assistants to work in an online environment, and the Accessibility Coordinator systematically addressed accommodations in the online environment. Below is a summary list of key department accomplishments. In the following pages, each program area reports on progress toward 2020 - 21 goals and identifies 2021 - 22 goals. Some areas contain a section titled *Unanticipated 2020 - 21 priorities that required response*. Instructional Services prides itself on being responsive to the needs of faculty, staff, and students. This is evident in goals that reflect changing needs as disciplinary programs change and expand. Instructional Services took advantage of many professional development opportunities this year. This was made possible because many organizations offered their online webinars free of charge.

Key accomplishments include

- Offering 15 courses and 7 seminars/workshops;
- Supporting 30 general education and discipline courses with 11 study groups in summer and an average of 21 study groups each semester;
- Assisting students in 40 courses with an average of 74 peer tutoring arrangements each semester;

- Providing science and math assistance to an average of 21 students making 44 online visits each semester in the Daniel M. Soref Science & Mathematics Resource Center;
- Providing writing, reading, and speaking assistance to an average of 24 students making 65 visits each semester in the Communication Resource Center (88% online);
- Assisting an average of 70 students each semester with professional instructor assistance in communication, math, ESL, test-taking, reading analysis, and self-management;
- Assisting students for 9 hours per week who are practicing their clinical nursing skills in the Clinical Learning Center;
- Supporting academic and physical access for an average of 135 students with disabilities each semester;
- Providing training, employment, and service learning opportunities each semester to an average of 24 Resource Center assistants (5 in summer), 33 study group monitors (7 in summer), and 27 peer tutors (1 in summer);
- Creating video along with Advising and the Media Hub featuring best student time management practices to disseminate amongst students;
- Maintaining a strong professional development component for department instructors, staff, and Locker Tutors;
- Holding a department inservice on Online Teaching during COVID in the fall, and an inservice on accessibility with a viewing and discussion of *Crip Camp* in the spring.
- Offering tailored courses, workshops, and seminars for students in Education, Nursing, and 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, Enrollment Review, HSI Translation Sub-Committee, Hyflex Task Force, Ability Departments, Experiential Learning Committee, and Cultivating Mindful Awareness and Intension Committee;
- Participating in the year-long Leadership Advancing Character and Cultures in Schools (LACCS) opportunity;
- Participating on the VPAA's task force to explore a 3-year inclusive excellence plan;
- Serving as proposal reviewer for Teachers of English to Speakers of Other Languages (TESOL)
- Engaging in equity affinity groups including the United Way 21-Week Equity Challenge and a department read of *Push Out* by Monique Morris; and
- Attending and presenting at various professional conferences and webinars, including several on online teaching and on equity in education (see Appendix I for complete list).

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 to Alverno undergraduate and graduate students.

Resources available:

- Courses in undergraduate communication, quantitative literacy, English as a second language, and graduate school writing
- Communication Resource Center - writing, reading, & speaking assistance on a drop-in, appointment, and on-line basis
- Daniel M. Soref Science & Mathematics Learning Resource Center - general science and math assistance on a drop-in, appointment, and online basis
- Peer tutoring - individual or small groups tutoring by another student who has successfully completed the course
- Course-based study groups and workshops - opportunity for small groups of students to study together under the direction of a peer monitor
- Professional instructor assistance – broad-based academic support in areas such as writing, academic management, etc. through individual sessions with an Instructional Services instructor;
- Medication calculation assistance – workshops and professional instructor assistance
- Standardized Testing assistance – workshops and professional instructor assistance
- Graduate Writing assistance – course based writing instruction and professional assistance for graduate students
- ESL instruction & tutorial assistance- assistance in English listening, speaking, and writing
- Support services and accommodations for students with diagnosed disabilities - support students to develop learning strategies and obtain accommodations
- Referral for diagnostic academic testing to determine if a learning disability is present

What other types of assistance are available?

Objective test taking strategies - in class and stand alone
Graduate & Professional School Exam Preparation

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. Both new and transfer undergraduate students are placed in the appropriate communication and quantitative literacy courses according to placement criteria that addresses course history and college readiness exams. Graduate students may elect to take an introduction to graduate school writing course. Students for whom North American English is a second or additional language needing American English language development are placed in one or more of three classes.

Communication Seminars (CM 120)

The college's language general education Communication curriculum begins with CM 120. The course concentrates on students in the traditional weekday portion of the college. 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 responding 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 2020 – 21 included

- 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

During the fall and spring semesters, CM 120 sections were taught in multiple modes of delivery. Some sections were completely face-to-face, some were taught synchronously online, and others were hybrid, meeting one day a week face-to-face or synchronously, and the other day asynchronously. Instructors were able to move most if not all assignments online to the individual section's Moodle pages.

- Including current social justice topics in course materials
New assignments were developed to reflect the social issues of the day, including Black Lives Matter and LGBTQ themes.

Unanticipated 2020 – 21 priorities that required response included

- Offering a section of CM 120 for a new cohort of paraprofessional students who were attending the Milwaukee Public Schools University (MPSU)

In addition to the regular set of CM 120 sections, during the Fall term, Instructional Services offered a section of the course for a new cohort of paraprofessional students who were attending the Milwaukee Public Schools University (MPSU). This section was conducted in an accelerated fashion of eight weeks and was set in a synchronous, online format. The students then continued their

Communication general education course work by taking CM 125 during the winter term and CM 225 during the Spring (both of these courses were conducted through the Communication department).

CM course goals for 2020 – 21 include

- Continue adding current social justice topics to course assignments, including critical race theory initiatives;
- Revise the default CM 120 syllabus to take into account issues related to students participating in class through Zoom or other meeting software; and
- Discuss ways to improve students' motivation and participation in hybrid or online sections.

Courses for Students for Whom North American English is a Second or Additional Language (ENG 055/056; ENG 057)

Instructional Services provides two courses for students needing additional English language skills development. Integrating Academic English Skills (ENG 055/056) is a two-level course that fosters critical thinking in all four language domains: academic writing and speaking as well as analytical reading and listening. Providing the two levels in one class allows students to develop language skills at their own pace, completing the course in one or two semesters. Advanced English Pronunciation (ENG 057) provides instruction in English pronunciation, fluency, and interaction patterns. A new version of Introduction to Graduate School Writing (CM 500) will provide support for the development of graduate-level writing skills for bi-/multilingual students, beginning in the Fall semester of the 2021 - 22 school year.

ENG course goals for 2020 – 21 included

- Revising the ENG curricula to flexibly meet the demands of social distancing
Using synchronous high-flex course delivery and asynchronous online one-on-one meetings, the ENG classes were able to meet and build students' language skills, although speaking, listening, and reading skills were emphasized more than writing development.
- Using peer review, student feedback, and pre- and post-test data to evaluate the effectiveness of the revised ENG courses
Due to small enrollment and the constantly shifting methods of course delivery, course evaluation was postponed

ENG course goals for 2021 – 22 include

- Evaluate the ENG 055/056 course using peer review, student feedback, and pre- and post-course assessment data; and
- Develop and pilot the new CM 500 sections for bi-/multilingual students at the graduate level, especially those in the DEMSN program.

Quantitative Literacy Courses (QL 110, QL 120, QL 122, QL 156, QL 301)

The goal of all quantitative literacy courses offered is to assist students in making sound decisions. 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. Furthermore, students are asked to develop skill in creating – through generating their own question prompts, activities, and assessments - the highest level of Bloom’s Taxonomy.

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); and Applying Quantitative Strategies (QL 301). Instructional Services also oversees curriculum development for Mathematical Connections (QL 156). 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, students work with concept models including percents, ratios, formulas, variables, and linear equations set within the context of contemporary 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.

All quantitative literacy courses offered by Instructional Services integrate the use of technology tools, such as calculators, SmartBoard, Zoom, Excel, Screencast-O-Matic, etc., to facilitate this problem solving and analysis. Moreover, COVID-19 has created an opportunity to rethink and identify new ways to aid student learning, engagement, and motivation in online, face-to-face, and hybrid courses. For years, student time available for academics has been squeezed by work and family constraints. The pandemic has forced instructors to address this reality by providing flexible learning options made possible by technology.

QL course goals for 2020 - 21 included

- 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
Because there copies of the current QL 122 and QL 156 books remain in bookstore, printing of new versions of the textbooks was delayed. The books should be ready for printing for the spring 2022 semester. Most revisions are complete, and many new activities have been created for both textbooks. Graphing exponential relationships was added to the QL 122 book. The books will be offered to students in both a printed format as well as on Moodle. This gives students greater flexibility based on individual needs. Many QL 301 activities were updated and created to motivate student engagement. This benefitted QL 301 as well as QL 122 because there is much overlap in the content for both of these courses. These newly created activities were used in both courses.
- Revising or creating assessments for QL 156 based on best practices for online teaching and student independence
Due to COVID-19 and other factors, all three unit assessments (Representing Data, Predicting Data, and Measurement) were significantly changed. To maintain the integrity of the assessments in addition to considering best practices for online learning, students were given the freedom to design their own personalized assessments for each unit, and responded to their self-created questions. Every student assessment was different, which aided in maintaining the integrity of the assessment. More importantly this freedom to create gave students opportunity to deepen their understanding of the criteria based on Bloom’s Taxonomy – moving from applying and analyzing to evaluating and

creating.

- Revising QL 122 assessments to project based assessments, and creating appropriate preparatory activities
A project based assessment was developed and implemented in the Fall. New activities were added so students could practice writing their own questions from data. The activities were helpful in promoting understanding, but the project was a struggle. A new assessment that used a combination of traditional questions and questions that students wrote and answered from the available data was used in the Spring. This seems a better fit for incoming students. The revised unit 2 and unit 3 assessments included asking students to find mistakes in algebraic techniques giving an explanation and translate from an algebraic expression into English sentences. Corresponding preparatory activities were also created.
- Creating and organizing online instructional materials including videos and quizzes
Instructors recreated most of the QL 156 videos and some for QL 122 for use in the flipped synchronous teaching structure.
- Exploring technology tools to assist with hybrid and online delivery formats
Several new tools were investigated while teaching using an online synchronous format. Teachers used a variety of tools, but found Google docs to be a powerful way for students to collaborate during class.

QL course goals for 2021 - 22 include

- Completing revision of QL 122 and QL 156 textbook and online materials and QL 301 course activities including
 - Writing new activities and concept practice for graphing exponential relationships;
 - Adapting QL 156 representing data activities to Google sheets for MPSU;
 - Finalizing details, Excel templates, and SmartBoard files for QL 156 textbook; and
 - Updating QL 301 activities that contain time sensitive data;
- Creating Moodle quizzes for QL 301 and QL 156; and
- Creating new versions of the final assessments. The course final assessments are dated and have been used multiple times during COVID-19.

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		
			18-19	19-20*	20-21*	18-19	19-20*	20-21*	18-19	19-20*	20-21*				18-19	19-20*	20-21*	18-19	19-20*	20-21*	18-19	19-20*	20-21*				18-19	19-20*	20-21*	18-19	19-20*	20-21*			
Summer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Summer	26	17	5	20	12	3	77%	71%	60%	Summer	7	4	10	7	4	7	100%	100%	70%					
Fall	137	121	92	119	109	57	87%	90%	62%	Fall	82	79	47	55	62	31	79%	78%	66%	Fall	124	129	89	105	109	57	85%	84%	64%						
Spring	17	16	29	11	11	16	64%	69%	55%	Spring	24	25	27	20	17	16	83%	68%	59%	Spring	124	97	68	105	75	45	82%	82%	66%						
			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		
			18-19	19-20*	20-21*	18-19	19-20*	20-21*	18-19	19-20*	20-21*				18-19	19-20*	20-21*	18-19	19-20*	20-21*	18-19	19-20*	20-21*				18-19	19-20*	20-21*	18-19	19-20*	20-21*			
Summer	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		Summer	n/a	n/a		n/a	n/a		n/a	n/a		n/a	n/a				
Fall	n/a	1		n/a	0		n/a	0%		Fall	6	4		5	0		83%	0%		Fall	10	5		10	4		100%	80%							
Spring	1			1			100%			Spring	3			2			67%			Spring	7			4			57%								
			Applying Mathematical Thinking (QL 110 - AAS)												Applying Algebraic Thinking (QL 120 - AAS)																				
			# Students			# Met Criteria			Percent						# Students			# Met Criteria			Percent														
			18-19	19-20*	20-21*	18-19	19-20*	20-21*	18-19	19-20*	20-21*				18-19	19-20*	20-21*	18-19	19-20*	20-21*	18-19	19-20*	20-21*												
Summer	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a								
Fall	19	14	6	16	13	6	84%	93%	100%	Fall	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									
Spring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Spring	15	12	6	12	5	5	80%	42%	83%																
			Integrated English Usage (ENG 055)												Advanced English Usage (ENG 056)												Advanced English Pronunciation (ENG 057/657)								
			# Students			# Met Criteria			Percent						# Students			# Met Criteria			Percent						# Students			# Met Criteria			Percent		
			18-19	19-20*	20-21*	18-19	19-20*	20-21*	18-19	19-20*	20-21*				18-19	19-20*	20-21*	18-19	19-20*	20-21*	18-19	19-20*	20-21*				18-19	19-20*	20-21*	18-19	19-20*	20-21*			
Summer	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	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	6	2	2	6	2	2	100%	100%	100%	Fall	7	6	1	7	5	1	100%	83%	100%	Fall	n/a	n/a	1	n/a	n/a	1	n/a	n/a	100%						
Spring	5	2	0	5	2	0	100%	100%	n/a	Spring	5	1	1	5	1	1	100%	100%	100%	Spring	10	1	2	10	1	2	100%	100%	100%						

*College shifted to remote learning in March 2020 due to the COVID-19 pandemic; courses continued in online or hybrid format for 2020 - 21

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.

In this particularly unusual year, it is hard to draw conclusions about trends from the numbers listed in Table 2, but the Coordinator notes some changes that may be accounted for by the shift to Covid-era online learning. Of course, there were no semester abroad experiences for students! And interestingly enough, there was not a significant increase in the number of students on leave. The Coordinator did engage with students who sought online access to their otherwise face-to-face courses, but the number was small. There was a continuing decline from Spring 2020 in the number of students accessing support in the form of teacher assistance and peer tutoring. Disability service provider peers locally and through her professional listserv noted a similar shift at their institutions during the shift to online learning and associated quarantine practices. While the number of students accessing support for a learning disability appears to be declining, students requesting accommodations based on Attention Deficit Hyperactivity Disorder (ADHD) seem to be holding fairly steady while those seeking accommodations with a psychiatric disability continues to increase. The total number of students requesting accommodations hasn't fluctuated significantly, however. But it will be important to stay tuned in to any increases in testing accommodations to the degree that it affects the capacities of various departments on campus, such as the Assessment Center, in the administration of those accommodations. Social distancing and cleaning protocols vastly diminished the capacity of the Assessment Center to facilitate testing accommodations, but that reality was mitigated significantly by the increased administration of online assessments (with or without proctoring) by programs such as in the School of Nursing, natural sciences, etc.

Student Accessibility Goals for 2020 - 21 included

- 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.
- Collaborating with Instructional Services, Academic Affairs and other appropriate campus personnel to develop effective online practices that support student learning.

Supported by the technological expertise of other Instructional Services personnel, the Coordinator developed instructions for faculty to use the Zoom closed captioning/transcript function to assist students with various disabilities to improve their access to online instruction. Students with hearing and other processing challenges are able to individually turn on and view captions as a class unfolds and then receive a transcript from those captions that is more usable than the transcript available with just a recording. In response to the need of a student with hearing limitations, the Coordinator contracted with a real time caption vendor and successfully provided captions for her online graduate courses.

In March, the Coordinator received approval to purchase 25 licenses for Glean, a note taking app that allows students to listen and mark recordings of synchronous online courses. A student can then work with the saved recording, on or offline, to fill in notes based on the markings and targeted recorded sections – providing greater student independence than use of peer note takers. Pdfs of

slides can be uploaded into the notes as well. The computer screen can be split so that the student can observe/participate in a class session while still working on developing notes. Some students have found this application helpful and the Coordinator will continue to refine her own knowledge of Glean in order reach out to all students who have access to it to make better use of it. This app can also be used in the classroom as we transition back to face-to-face classes.

In the summer of 2020, the Coordinator was asked by the Vice President for Academic Affairs to participate on a task force to explore a 3-year inclusive excellence plan. In working with five other task force members with various areas of expertise, a plan was formulated and presented for review. Through this process, the Coordinator became more familiar with issues of equity across various areas to include race and religious affiliation, as well as disability. Among the various equity affinity groups and educational experiences she participated in throughout the year, she registered for the webinar “What Does Disability Identity Have to Do with It?” in November. The facilitator Eli Clare emphasized the idea that fostering disability identities among the students supported through disability services fosters more inclusive and accessible campuses even as we work to provide access through accommodations. This experience prompted her to explore avenues for disability awareness and advocacy, among them forming a book group to read and discuss *Brilliant Imperfection: Grappling with Cure*. In coordination with the Director of Instructional Services, she facilitated for the Instructional Services Department a viewing and discussion of “Crip Camp” a documentary about a group of young residents a summer camp for kids with disabilities who went on to become leading advocates for the passage and implementation of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The two also facilitated a break out session at the Equity-themed Alverno Community Conference titled “Exploring Ableism, Disability Identity, and Disability Justice.”

The Coordinator also participated in various educational sessions related to changes with Title IX requirements in an effort to develop best practices/policy in responding to the requests of pregnant and parenting students. In addition, she participated in two Association of Higher Education and Disability (AHEAD) webinars, the first titled “Training Faculty to Create an Accessible and Inclusive Virtual Classroom.” This AHEAD webinar affirmed the shift to online learning during COVID as an opportunity to firmly place disability at the table of equity advocacy. Since many students who connect to Student Accessibility benefit from tools and strategies related to managing their academic lives, the Coordinator also participated in another AHEAD webinar, “Technology Tools to Support Time Management and Organization.” in November. At the request of Student Affairs, the Coordinator, Instructional Services Director Sue Mente, and Advisor Sarah Fandel, along with the support of Media Hub personnel, designed, filmed and edited a brief video featuring students discussing time management best practices. The Coordinator also provided a Zoom opportunity for STEM students at the request of their advisor Angela Frey on mindfulness-based stress management and best practices for completing academic work in a timely fashion.

Goals for 2021 - 22 include

- Continuing to support the efforts of various faculty and staff to provide access for students with disabilities to both face-to-face and online course experiences through appropriate technological applications as well as accessible instructional materials; and
- Exploring with interested faculty and staff the value of a committee to explore neurodiversity in various forms with the intent to create professional development opportunities for committee members as well as the rest of the college.

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

Table 2: Student Accessibility

	Fall			Spring		
	2018	2019	2020*	2019	2020*	2021*
Total number of students served*	142	143	136	139	130	133
Undergraduate	129	134	122	128	121	115
Graduate	13	9	17	11	9	18
Received teacher assistance	32	23	16	27	25	19
Received peer tutoring support	22	19	6	29	10	8
Classroom assistance	0	0	0	0	0	0
Student on leave	19	22	21	22	17	20
Semester abroad	0	0	0	1	0	0
Breakdown of Disability type**						
ADD/ADHD	43	42	39	44	39	46
Asperger's Syndrome	4	4	4	4	3	3
Learning Disability	40	41	28	43	38	31
Medical	22	35	29	22	31	28
Mobility	1	1	2	1	1	2
Psychiatric	57	56	63	58	58	69
Sensory	12	10	9	11	9	8
Other	0	0	0	0	0	0
Students requesting emotional support animals(ESA) and other housing accommodations			21		13	18
Students requesting books in alternative format	28	30	28	22	28	19
Number of books ordered (various sources)	122	99	109	89	105	43
Number of assessment arrangements requiring proctors	20	12	1	14	3	2
Number of assessment arrangements requiring readers	33	16	1	28	3	4
Number of applicants requesting information about Disability-related Services	4	6	2	10	8	7

*College shifted to remote learning in March 2020 due to the COVID-19 pandemic; support services continued online in 2020 - 21

** 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 for Whom North American English is a Second or Additional Language

Bilingual/multilingual students served by Instructional Services' ESL program include undergraduate, graduate, and non-degree students with three distinct backgrounds: U.S.-born bi-/multilingual students; students who immigrated to the US with their families or as adults; and international students. These students' families speak a language other than English, a non-North American variety of English, or a mix of English and another language. Three ENG courses are offered to support bi-/multilingual students' acquisition of academic registers of English. One-on-one support is also provided for students who need more focused work with writing, test-taking, or reading comprehension strategies. Bi-/multilingual students also access the Communication Resource Center, the Soref Center, and peer tutors, including "conversation partners" who provide additional practice with informal spoken English for international students. Finally, bi-/multilingual students are indirectly supported when the coordinator collaborates with faculty, staff, and the wider academic community.

The ESL Program supports Alverno College's graduate programs in three ways:

- The ESL Coordinator reviews applications for program readiness and/or language support needs of applicants when requested;
- Two new online sections of CM 500 will provide support for the development of graduate-level writing skills, beginning in the Fall semester of the 2021 - 22 school year; and
- The ESL Coordinator arranges for language-related peer tutoring, professional assistance, and/or assessment accommodations for bi-/multilingual students on a case-by-case basis.

ESL services goals for 2020 - 21 included

- Centering the ENG 055/056 course around the new library of ESL-friendly books
The ENG 055/056 course was successfully centered around the new library. The books' titles were entered into a database to which the students and instructors add brief descriptions after reading a book. The database will be cumulative so that future students can use it to select books and then add their own comments.
- 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"
Due to the irregularities necessitated by the pandemic, few "ESL Tip" columns were sent to the *AlverKnow* newsletter. However, as a member of the HSI subcommittee on translation, the ESL Coordinator was able to continue supporting the College's work.

ESL services goals for 2021 – 22 include

- Providing more regular and publicized support for the faculty and staff of all Alverno College programs through the *AlverKnow*, Institute, and department and individual meetings; and
- Contributing to work on diversity and equity by introducing translanguaging concepts and methods that are appropriate to undergraduate and graduate education.

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.

Table 3: *Academic Assistants by Services Provided* illustrates the roles of academic assistants employed by Instructional Services

Table 3: Academic Assistants by Service Provided

	Summer			Fall			Spring		
	2018	2019	2020	2018	2019	2020	2019	2020	2021
Total Number of Academic Assistants employed*			11			76			87
Peer Tutors			1			30			24
Study Group Monitors			7			20			46
Soref Center Assistants			2			13			11
Clinical Learning Center Assistants			n/a			2			2
Communication Resource Center Assistants			3			10			7

*Many Academic Assistants provide more than one service or may not be matched with a tutee. Therefore, the sum of the services will not match the total number of Academic Assistants employed in a semester.

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 students can practice their speeches with the guidance of a trained and experienced peer.

Because of the COVID - 19 pandemic, the CRC offered students the opportunity to meet online rather than in person, with a negligible number of students opting to meet on campus. 41% of all visits to the CRC during the 2020-21 academic year were graduate students with Foundations of Community Psychology & Counseling (MCP 600) generating the most visits (10) overall. Online visits tended to be slightly shorter than on-campus visits as they were conducted by appointment, limiting students to 60 minutes whereas campus visits ran as long as two hours. No students took advantage of drop-in hours; all sessions were scheduled in advance.

Table 4a: Resource Centers - Communication Resource Center provides information on CRC usage.

Table 4a: Resource Centers - Communication Resource Center																		
Communication Resource Center (CRC) Student Use																		
	# Hours			# Visits			# Online Visits			Average Minutes/Visit			# Students			# Hours Open/Week		
	18 - 19	19 - 20	20 - 21	18 - 19	19 - 20*	20 - 21*	18 - 19	19 - 20*	20 - 21*	18 - 19	19 - 20*	20 - 21*	18 - 19	19 - 20*	20 - 21*	18 - 19	19 - 20*	20 - 21*
Summer	n/a	n/a	3	n/a	n/a	3	n/a	n/a	3	n/a	n/a	60	n/a	n/a	2	n/a	n/a	4
Fall	233	437	46	359	253	54	9	2	47	39	104	50	97	89	23	28	27	24
Spring	306	108	62	221	83	56	0	14	50	83	78	66	85	52	25	28	27**	24
*College shifted to remote learning in March 2020 due to the COVID-19 pandemic; support services continued online in 20 - 21																		
** 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 specialized hours.

Like the CRC, the Soref Center offered students the opportunity to meet online rather than in person because of the COVID – 19 pandemic. All visits to the Soref Center were online with no students opting to visit in person. CH 228H, Introduction to Biochemistry, a prerequisite Direct Entry Master of Science in Nursing (DEMSN) course, generated the most appointments (30) and the greatest number of service hours (36) during the academic year. This is a change from previous years when QL 122 or QL 156 used Soref Center resources most frequently.

Table 4b: Resource Centers - Daniel M. Soref Science & Mathematics Resource Center provides information on Soref Center usage.

Table 4b: Resource Centers - Daniel M. Soref Science & Mathematics Resource Center																		
Daniel M. Soref Science & Mathematics Resource Center Student Use																		
	# Hours			# Visits			# Online Visits			Average Minutes/Visit			# Students			# Hours Open/Week		
	18 - 19	19 - 20*	20 - 21*	18 - 19	19 - 20*	20 - 21*	18 - 19	19 - 20*	20 - 21*	18 - 19	19 - 20*	20 - 21*	18 - 19	19 - 20*	20 - 21*	18 - 19	19 - 20*	20 - 21*
Summer	n/a	n/a	11	n/a	n/a	14	n/a	n/a	14	n/a	n/a	48	n/a	n/a	7	0	0	4
Fall	558	400	53	412	270	62	9	2	62	81	90	51	115	99	26	40	40	25
Spring	561	177	25	303	115	26	0	14	26	111	94	57	112	47	15	40	42**	24

*College shifted to remote learning in March 2020 due to the COVID-19 pandemic; support services continued online in 20 - 21

** 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.

Nursing courses represented the largest portion of all peer tutoring services with 60% of all peer tutoring hours during the academic year. Notably, courses within the DEMSN program generated approximately 100 service hours, or 21% of all peer tutoring hours. Looking at individual courses, Nursing Management: Complex Clients (N 400), generated the most referrals for service (34), the greatest number of peer tutoring visits (167), and the most peer tutoring hours (145).

Conversation/Peer Tutoring for English Language Needs

The Locker Tutoring Program provides assistance for bilingual/multilingual students. Conversation tutors are provided for international and recent immigrant students wishing to improve their informal spoken English. Regular meetings with a conversation tutor help bi-/multilingual students speak more fluently, understand conversational 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 bi-/multilingual students who struggle with the language demands of discipline courses. The most common areas that these students need help with are writing clarity and reading comprehension, but peer tutors also assist in other areas. For example, international students and recent immigrants may need help with background knowledge for U.S. or Wisconsin history courses; non-Western international and immigrant students may need assistance with courses about Western art or music.

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

Table 5a: Peer Tutoring Arrangements

	Summer			Fall			Spring		
	2018	2019	2020*	2018	2019	2020*	2019	2020*	2021*
Total Number of Peer Tutor Referrals**	23	2	3	193	128	80	194	76	68
Referred to Communication Resource Center	n/a	n/a	0	2	0	0	4	0	1
Referred to Soref Science & Math Resource	n/a	n/a	0	9	20	0	20	10	0
Referred to Study Groups	0	0	0	20	16	6	12	9	6
Didn't follow through or dropped course	2	0	0	14	6	16	14	14	13
Peer Tutored in more than 1 subject	0	0	1	18	9	9	10	7	4
Total Number of Peer Tutoring Arrangements	20	2	3	150	92	68	139	60	51
Total Number of Courses/Areas for Which Tutors Were Provided	7	1	3	33	31	26	30	24	26
Number of Referrals Received Before Mid-semester Assessments	n/a	n/a	n/a	144	110	55	144	61	65
Number of Referrals Received After Mid-semester Assessments	n/a	n/a	n/a	49	24	21	50	7	3

*College shifted to remote learning in March 2020 due to the COVID-19 pandemic; support services continued online in 20 - 21

** 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 5b: Peer Tutoring Subjects

Subject	Number of Tutoring Referrals			Subject	Number of Tutoring Referrals		
	Summer	Fall	Spring		Summer	Fall	Spring
Academic/Course Management			1	N 320	1	1	
BI 251		2		N 321		1	1
BI 338/BI 338C		8	4	N 330			1
BSC 255			1	N 340		5	5
BSC 257/BSC 257C		1	1	N 400		16	18
CH 213		5	3	N 521			2
CH 221		3		N 525	1		
CH 228H		2		N 545	1	1	2
Conversation		1		N 556		2	3
GE 220			1	NUR 311		3	
MSN 605			4	NUR 320		1	
MT 123			1	NUR 322		6	1
MT 152		1		NUR 350		4	1
MT 256			1	NUR 354		1	
MU 157			3	PH 231		1	
MU 158		1		QL 122/QL 022		1	1
MU 258		1		SC 119			1
MU 262			1	SC 120			1
N 220		2	6	Spanish			3
N 225		9		Writing		1	1
Total number of Referrals							
2020 - 21					Summer	Fall	Spring
					3	80	68

*College shifted to remote learning in March 2020 due to the COVID-19 pandemic; support services continued online in 20 - 21

Table 5c: Progress Codes for Students Receiving Peer Tutoring

	Summer			Fall			Spring		
	2018	2019	2020*	2018	2019	2020*	2019	2020*	2021*
# of tutoring arrangements	20	2	3	193	92	68	194	60	51
# of course tutorials**	15	0	3	179	83	66	182	53	49
# Course Satisfactory	12	0	3	166	54	42	131	35	28
% Satisfactory	80%		100%	65%	65%	64%	72%	66%	57%
# Course Unsatisfactory	3	0	0	33	17	15	25	8	14
% Unsatisfactory	20%			18%	20%	23%	14%	15%	29%
# Course Unofficial Withdrawal	0	0	0	1	0	0	3	2	0
% Unofficial Withdrawal	0			1%			2%	4%	
# Course Drop/withdrawal	0	0	0	29	11	9	20	5	7
% Course Drop/withdrawal	0			16%	13%	14%	11%	9%	14%

*College shifted to remote learning in March 2020 due to the COVID-19 pandemic; support services continued online in 20 - 21

**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.

Because of the implementation of TutorTrac, this is the first academic year with detailed aggregated records of study group usage. Physiological Mechanisms Disease (BI 338C) and Pharmacology: Nursing Connections (N 521) generated the greatest number of student visits (967 and 861, respectively). Like other Locker Tutoring Program services, study groups experienced high usage from students enrolled in the DEMSN program. 39% of study groups supported DEMSN prerequisite or core courses and 54% of study group visits represented DEMSN courses. Because of the potentially large numbers of students in attendance, all study groups were conducted 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		
	2018	2019	2020*	2018	2019	2020*	2019	2020*	2021*
Number of Study Groups Arranged	9	8	15	27	21	36	29	26	51
Number of Study Groups Cancelled	1	0	0	3	2	1	4	13	8
Number of Student Visits			846			2,182			2,472
Number of Courses supported by Study Groups	5	4	11	15	9	18	12	13	23
*College shifted to remote learning in March 2020 due to the COVID-19 pandemic; support services continued online in 20 - 21									

Table 6b: Study Groups: Number of Groups/Course			
Course	Summer	Fall	Spring*
BI 231/BI 231H	2	3	3
BI 251			4
BI 338/BI 338C	3	4	4
CH 213	1	2	4
CH 221		2	
CH 228H			1
MSN 605		1	
N 220	1	2	1
N 225		2	
N 320	2	3	3
N 321	1	1	3
N 330		2	
N 340		1	2
N 400	1	1	4
N 450			
N 520		2	
N 521	1	1	1
N 525			3
N 527	1		3
N 535	1	2	
N 545	1	1	2
N 556		1	4
NUR 311			1
NUR 322			1
NUR 350			1
NUR 353			1
NUR 354			1
NUR 430			1
NUR 433			1
SC 119		5	2
Total number of Study Groups 2020 - 2021	Summer 15	Fall 36	Spring 51

*College shifted to remote learning in March 2020 due to the COVID-19 pandemic; support services continued online in 20-21

Loacker Tutoring Program goals for 2020 – 21 included

- Implementing the TutorTrac appointment scheduling function for the CRC and Soref Center and exploring its usage for peer tutoring
Instructional Services implemented the usage of TutorTrac during the 2019-20 academic year, making the transition to online academic support during 2020-21 easier. The Loacker Tutoring Program began using the scheduling feature in TutorTrac in Summer 2020, allowing students to schedule appointments through a web-based interface for tutoring through the Soref Center and the CRC. The online appointment process was successful and generated positive feedback from users. After evaluating the structure of TutorTrac appointments, implementing the scheduling feature for peer tutoring would not be efficient. However the addition of a new Google database and new communication protocols with faculty, academic assistants, and tutees improved the process of organizing and sharing peer tutoring arrangements.
- Implementing CRC and Soref Center services to be by 1-hour appointments either at a *safe-distance* on campus or remotely off campus via Zoom, offering online option for peer tutoring, and moving all study groups online
Most tutoring sessions conducted through the Loacker Tutoring Program took place online using Zoom, although a negligible number of students opted to attend CRC appointments in person.
- Training CRC and Soref Center assistants, peer tutors, and study group monitors in best practices and technical skills for online tutoring
Academic assistants participated in special training to learn to host Zoom sessions effectively and to modify their tutoring skills for online discussions. Ongoing training to support online tutoring will continue in future semesters.
- Writing an operation manual for TutorTrac administrative functions
Because of the increased use of TutorTrac, an administrative operation manual now exists and will be updated as features in the web-based tool changes and as departmental needs change. Key stakeholders in Instructional Services have access to the manual and the Support Services Coordinator is responsible for its accuracy.
- Attracting Freshmen to visit the Soref Center
The goal of attracting Freshman students to the Soref Center has been modified to include all new students in the next academic year. As some academic support services move from online to campus, there will be a greater need to communicate these changes to all students.

Loacker Tutoring Program goals for 2021 – 22 include

- Returning CRC and Soref Center services and peer tutoring arrangements to in-person while maintaining online meeting options when appropriate;
- Evaluating the delivery modality of study groups as determined by the number of students in attendance and each course's need;
- Configuring record storage features in TutorTrac for Loacker Tutoring Program student records;

- Increasing the number of academic assistants supporting the DEMSN program to meet the growing need locally and in Arizona, including soliciting nominations from key faculty and training interested students; and
- Increasing means of informing students of tutoring services, in-person and online, with a special focus on new students.

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/quantitative literacy, ESL related reading and writing, self-management and planning strategies, test taking strategies for Praxis II and WI-FOR preparation for education students, and reading analysis, test taking strategies, and N 470 NCLEX predictor and NCLEX exam preparation for nursing students. All professional assistance was conducted remotely during 2020 - 21.

Professional Assistance goals for 2020 - 21 included

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

Graduate student support continues to be an area of growth across all Instructional Services support areas. The Director worked with Graduate School Council to discuss needs and to ensure that they were aware of existing services. The re-establishment of the CM 500 course is a result of these discussions.

Professional Assistance goals for 2021 - 22 include

- Working with the Support Services Coordinator to expand the use of TutorTrac for support documents; and
- Investigating digitizing previous support arrangement documents.

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

Table 7: Professional Assistance

	Summer			Fall			Spring		
	2018	2019	2020*	2018	2019	2020*	2019	2020*	2021*
Number of Students Receiving Assistance	9	2	9	106	95	76	110	81	63
New	1	1	2	41	41	28	49	28	20
Continuing from previous semester	8	1	7	65	54	48	61	53	43
Primary Area of Assistance									
Academic management & Study strategies	0	0	1	13	12	14	19	14	18
ESL	0	0	1	10	3	3	10	4	3
Math/Quantitative Literacy	0	0	2	16	20	12	15	18	14
Quantitative Literacy/Academic management			0			1			0
Nursing - Test Taking/Rdg/Writing/Med calc	0	1	0	16	8	6	20	3	2
PRAXIS/Test taking strategies	0	0	0	4	0	0	4	0	0
Reading	0	0	0	0	1	2	0	0	0
Reading/Academic management									2
Reading/Writing	0	0	0	6	5	3	4	1	2
Speaking		0	0		1	2		1	0
Writing - Undergraduate	6	0	0	24	25	9	24	10	6
Writing - Graduate	3	1	5	17	11	13	14	16	7
Writing/Academic management			0		3	8		8	5
Writing/ESL			0		6	4		6	4
Assistance complete/No follow through	5	1	0	45	42	33	56	33	23
Continuing Next Semester	4	1	9	61	53	43	54	48	40

*College shifted to remote learning in March 2020 due to the COVID-19 pandemic; support services continued online in 2020 - 21

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 professional assistance, Instructional Services offers the specialized support for nursing students described below and in the 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 2020 - 21 included

- Building the bank of medication calculation instructional videos to include daily maintenance fluid administration and heparin dose changes based on clotting time
The spring 2020 shift to teaching online highlights the need for asynchronous learning materials. A video that contains both information relating to maintenance fluids and heparin was created. This video can be used as reference material in a face-to-face learning format or for an asynchronous online format.
- Creating fictitious patients with corresponding orders, drug packaging images, and questions that mirror the new assessment format.
Several activities which focus on interleaving concepts were created. One activity, focuses on the complexity medication care required for a vulnerable 13 year old patient. It forces the student to pull out and use relevant information and disregard information that is not relevant. Similar, additional practice activities including maintenance fluids and heparin dosing were also created.

Medication calculation goals for 2021 - 22 include

- Creating Moodle quizzes;
- Continuing creating activities that provide students the opportunity to work on interleaving concepts; and

- Creating activities that push the student to identify whether or not a result is reasonable to better match the need for number sense and estimation in the hospital setting.

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/N152) & (% of all)	# of classroom presentations/ number of students assisted individually	# of classroom presentations/ number of students assisted individually
Fall 2020	3	65	8 sessions	9 students (14%)	0 student (0%)	1 students met individually	2 students met individually
Spring 2021	3	63	8 sessions	8 students (12%)	0 students (0%)	2 classroom presentations	3 zoom presentations

WE 143		
Semester	Number of Students	Number of Successful students
Fall 2020	8	8 (100%)
Spring 2021	6	6 (100%)

GRADUATE WRITING SUPPORT

Instructional Services staff maintain contact with graduate faculty from programs around the college in order to discuss observed obstacles to student learning and success within graduate programs. These discussions aid staff in designing and providing access to relevant support programming. At present, Instructional Services provides direct support for graduate student writing development through the Communication Resource Center (CRC), professional assistance, and the CM 500: Introduction to Graduate Writing workshop.

CM 500: Introduction to Graduate Workshop

This online seminar-style workshop provides an introduction to general standards for graduate writing, as well as source handling, APA fine points, and bias-free language guidelines, resources, and best practices. At the request of graduate faculty from several programs, the education support services coordinator expanded the curriculum in Spring 2021 to include a focus on understanding, managing, and writing literature reviews. The workshop ran in August 2020 as a three-week workshop (12 students from MCP) and twice consecutively in Spring 2021 as a six-week workshop (sec. one enrolled one music therapy and two MCP students; sec. two enrolled two MBA and ten EdD students). Each version of the course includes asynchronous, independent skills development and three synchronous Zoom practice sessions.

Graduate Writing Support Goals for 2020 - 21 included

- Designing curriculum for CM 500 and offering course in August 2020
Curriculum for CM 500 was create based on needs of the students. The course was offered in August 2020.
- Creating online content (videos, materials, assignments, online components)
Enough materials were developed to allow the asynchronous elements to run between Zoom meetings in both the three- and six-week courses. This task will be ongoing, however, due to new student populations who may join the class as their discipline faculty learn of it.
- Evaluating and revising curriculum as needed
The August 2020 course was populated fully by twelve Masters of Community Psychology students. Subsequent runs of the course saw the population expand to include music therapy, business, and education graduate students, which required redesign to incorporate work standards and models for those programs. Faculty from each of the represented programs wanted students to learn more about literature review, so the curriculum was redesigned to use literature review as the key writing form.
- Establishing communication with admissions and with stakeholders in graduate programs
The Instructional Services director and the education support services coordinator contacted faculty from each program that includes graduate education to describe the CM 500 course and invite departmental participation.

Graduate Writing Support goals for 2021 – 22 include

- Improving communication with graduate program faculty and leadership to a) maintain and communicate current, accurate information about curricula for programs within DOE, b) monitor changes to state federal, and college testing or related licensure requirements, and c) to facilitate timely design of and student referrals for assistance;
- Evaluating and revising curriculum of CM 500 course(s) as needed to include and serve new disciplines;
- Creating and presenting a new section of CM 500 designed to serve the needs of graduate student writers for whom North American English is a second or additional language; and
- Collecting examples of student writing that represent both excellent work and common writing problems that interfere with graduate student success.

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 qualifying scores. 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. At present, the following disciplines receive testing assistance services: education, music therapy, nursing, and social work. Additional programming supports GRE, LSAT, and other graduate program admissions testing.

General Standardized Testing Support Goals for 2020 - 21 included

- Reviewing the need for and scope of standardized testing services
The education support services coordinator expects to monitor the need for Praxis II services for Montessori licensure students, to redesign FOR services in collaboration with DOE, to assist in creating support for social work students, and to expand services for music therapy at the undergraduate and graduate levels. Many testing requirements were paused during the pandemic, so it will be necessary to revisit this goal once educational programs and licensing agencies return to regular service levels and confirm requirements moving forward.
- Determining whether certain skills could be provided through general asynchronous workshops
Pandemic-related interruptions to and revisions of testing requirements disrupted testing services. Because of a number of concurrent revisions to discipline curricula and both governmental and departmental testing requirements, the education support coordinator will address this goal with relevant partners in 2021 - 22.
- Collaborating with CRC and Soref Center coordinators to track faculty and student requests for standardized testing support services
No students at the CRC or Soref Center requested assistance related to licensure testing preparation.
- Determining the need for and availability of resources for standardized testing support
The education support services coordinator maintains an archive of resources in past Moodle courses related to Praxis II and FOR tests and regularly scans for new or updated resources that provide direct digital assistance to students facing licensure testing. These resources represent a supplement to, rather than a replacement of, those materials and services designed in-house as specific student needs. Because other instructors within Instructional Services and in discipline departments have developed and maintained their own significant collections of relevant and useful testing support materials, combining these for review, organizing, and sharing will be an ongoing goal.
- Increasing awareness of standardized testing services among faculty, staff, and students.
Methods of marketing support services to students and to their home departments will be updated in the 2021 - 22 academic year.

Education and Music Therapy

Instructional Services supports Division of Education (DOE) and music therapy 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, live workshops, and one-on-one

professional assistance for general test question analysis, study strategies, and testing anxiety.

Music Therapy CBMT Seminar and Workshop

In Fall 2020, the education support coordinator presented a new workshop geared toward assisting registered and prospective graduate-level music therapy students as they prepare for the CBMT licensure examination. The seminar, partly designed to attract students from around the country to Alverno's graduate music therapy program, served 24 attendees.

The education support coordinator also provides a yearly workshop to graduating seniors in music therapy to help them prepare for the CBMT licensure examination. In Spring 2021, the workshop was presented on Zoom because of campus COVID-19 closure. Five students attended, which represents 100% of Spring 2021 music therapy graduates.

Both the seminar and the workshop focused on test question analysis and general critical reading and reasoning strategies for the CBMT, with an additional component designed to highlight the professional dispositions tested on the examination. In this session, the education support coordinator piloted cross-disciplinary test content as a tool to focus students on strategy.

General support goals for education and music therapy services in 2020 - 21 included

- Combining licensure testing services for Music Therapy with those for Education
First, the Instructional Services annual report for 2020 - 21 now includes a section expressing the connection between services for music therapy and education licensure. Next, some discipline-specific resources have been revised to serve both education and music therapy students. These resources now focus on strategy, rather than test content, making them usable with students across disciplines. The education support coordinator piloted the use of strategy-focused cross-disciplinary test content in two music therapy sessions and with a professional assistance tutee.
- Collaborating with CRC and Soref Center coordinators to track requests and design services for licensure testing
Students seeking peer tutoring or services in the Soref Center or CRC did not request services related to licensure testing during the 2020 - 21 academic year.

Education and music therapy goals for testing support services in 2020 - 21 included

- Redesigning FOR test question analysis and testing anxiety support for an asynchronous online environment
Requirements for Foundations of Reading were paused during COVID, so this goal has been deferred to 2021 - 22 pending the DOE redesign of FOR services, which will place content knowledge support directly within relevant coursework and leave test question analysis and testing anxiety support to be determined by the education support coordinator in collaboration with DOE.
- Pursuing a meeting with Instructional Services, Admissions, Advising, and education stakeholders regarding admissions and testing requirements for education majors

This is deferred to 2021 - 22.

- Collaborating with Education and Admissions to enact professional review of ESL/ELL/EFL paraprofessional candidates by ESL/ELL/EFL Coordinator

This is deferred to 2021 - 22.

- Designing and promoting access to a general asynchronous workshop focused on techniques to reduce test anxiety.

Deferred to the 2021 - 22 academic year. This workshop, which may become synchronous if the demand exists, will serve not only music therapy students, but also students in education, nursing, and social work.

General support goals for education and music therapy services for 2021 - 22

- Planning a roster of digital, accessible, asynchronous and synchronous testing support to serve students from all programs in which licensure testing is required;
- Collaborating with DOE and Admissions to enact professional review of ESL/ELL/EFL paraprofessional candidates by ESL/ELL/EFL Coordinator;
- Monitoring requests and student needs related to licensure testing support in education and music therapy;
- Scheduling an annual meeting between Instructional Services, Admissions, Advising, and education stakeholders regarding admissions and testing requirements for education majors; and
- Creating and revising services to reflect post-pandemic requirement changes.

Nursing

Test Taking Strategies for Nursing Students (WE 137)

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.

Goals for 2020 - 21 included

- Designing an online version of WE 137 and moving course materials to Moodle
- Adding an August section of WE 137
WE 137 was offered in all time-frames of the 2020-21 academic year. The first summer term section ran during August, 2020, then a section ran again in the Fall. For the second year in a row, a winter term section of the course was offered in January 2021, and then a final section for the year ran in Spring. All sections this year were online and asynchronous.
- Increasing advertising for the course to increase enrollment
Nursing instructors were made aware of all changes to try to increase enrollment.

Goals for 2021 - 22 include

- Returning Fall and Spring sections of WE 137 to face-to-face delivery; and
- Reviewing August and Winter term online sections to facilitate more participation by students.

Test Taking Strategies for Pre-Nursing Students (AC 120, 121, 122, 123, and 124 Prep Sessions)

All incoming prospective nursing students, from new first-time, full time students to advanced transfer students, are required to take and pass the HESI Admission Assessment Examination. The exam assesses students in three areas: vocabulary, grammar, and reading comprehension. Students need to achieve a 75% average in the three areas. Instructional Services provides targeted test-taking strategy workshops to help students prepare for the exam. Most workshops consist of five one-hour sessions that review possible vocabulary choices, common grammar errors, and the various types of reading comprehension questions. Workshop sessions also offer students practice questions and answer rationales in all three areas. Workshop sessions for advanced transfer students have generally been offered in an abbreviated face-to-face format (one multi-hour session) followed up by online sessions and resources. For the 2020-21 academic year, all instruction was provided in an online format. A goal for future terms is to move as many resources as possible to online platforms to better serve students both during face-to-face workshops and as an alternative to traditional settings. The hope is that prep sessions will return to face-to-face instruction for the 2021 - 22 school year.

Social work

Test Taking Strategies for Social Work students to prepare for the national boards

Instructional Services presented a workshop to SW 400 students in Fall and Spring to help the students develop their test-preparation strategies to be successful on the national ASWB (Association of Social Work Boards). The examination primarily employs content based questions, and test-taking strategies have been adapted from other content areas, primarily from Nursing. The goal for the 2021 - 22 is to continue to be able to have the sessions in face-to-face delivery mode in the 400-level Social Work classes.

Graduate/professional school

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 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 2021 had seven students enrolled. The workshop was opened to any student, no matter what year they were scheduled to graduate, who wished to add and review the content at any time in the semester; students are also encouraged to reenroll in subsequent years to review the materials just in time for taking their admission tests. 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.

Appendix: Professional Development

Appendix I: Presentations and Professional Development

Presentations and consultations:

- *Courageous Conversations* (Cottey College – August 2020 – ML Cogar with Tracy Stockwell)
- *Learn English Like a Foreigner* (Exceptional Learner class at Western Illinois University - September 2020 – Sheryl Slocum)
- *Providing a Frame of Reference for Our Students' Stories* (WITESOL Conference - November 2020 – Sheryl Slocum)
- *Teaching Freshman Writing to Bilingual/Multilingual Students* – Consultation provided to Dr. Ron Clohessey (English Department, MATC - December 2020 – Sheryl Slocum)

Professional Organization Memberships:

- AHEAD – Association on Higher Education and Disability
- CRLA – College Reading and Learning Association
- ILA – International Literacy Association
- NCTM – National Council of Teachers of Mathematics
- NNN – National Numeracy Network
- NOSS – National Organization for Student Success
- TESOL – Teachers of Speakers to Other Languages
- WCLCA – Wisconsin College Learning Center Association
- WITESOL – Wisconsin affiliate of TESOL
- WIAHEAD – Wisconsin Affiliate of AHEAD
- WMC – Wisconsin Mathematics Council

Professional development conferences:

- Leadership Advancing Character and Cultures in Schools (LACCS) year-long professional development
- WAICU Disability Services Providers group professional development meetings (2)
- ASU REMOTE Summit (July, 2020)
- TESOL Virtual Convention (July 2020; March 2021)
- WITESOL Virtual Conference (November 2020)
- NNN Virtual Conference (February 2021)
- Pear Deck Pear Fair Conference (February 2021)
- Hispanic Serving Institution Network of Wisconsin Conference: *Advancing Racial Equity in our Colleges and Communities* (March 2021)
- Wisconsin Mathematics Council Green Lake Virtual Conference (May 2021)

Professional development webinars:

- *Aiming for Inclusivity in Academic Support* (WCLCA – June 2020)
- *GoBoards* (WCLCA – June 2020)
- *Lessons Learned & Using Those to Plan in Uncertain Times* (WCLCA – June 2020)
- *Online Tutoring Tools and Troubleshooting* (WCLCA – June 2020)
- *Ibram X Kendi: How to be an antiracist* (Prince George's County Memorial Library System - July 2020)

- *Marketing Services and Training Tutors* (WCLCA – August 2020)
- *Virtual Tutor Training* (WCLCA – August 2020)
- *Advocating for Student of Color: There's More You Can Do* (American Mathematical Society – September 2020)
- *How to make your teaching more inclusive* with Viji Sathy and Kelly Hogan (Chronicle of Higher Education – September 2020)
- *Antiracism and Universal Design for Learning: Building Expressways to Success* (CAST – October 2020)
- *Corequisite Math Classes* (Wisconsin College Learning Center Association – November 2020)
- *In Their Own Words: Student Challenges in the Pandemic* (Inside Higher Ed - November 2020)
- *Technology Tools to Support Time Management and Organization* (AHEAD – November 2020)
- *What Does Disability Identity Have to Do with It?* with Eli Clare (AHEAD – November 2020)
- *Getting Started with KDP* with Maria Del Mar (Amazon Kindle - December 2020)
- *Upload, import or create: Three easy ways to get started with EdApp* with Chris Lemmon (EdApp. - January 2021)
- *Virtual Networking* (WCLCA – January 2021)
- *Bridging the Digital Divide* (Inside Higher Ed – February 2021)
- *Training Faculty to Create an Accessible and Inclusive Virtual Classroom* (AHEAD – February 2021)
- *From Hidden Figures to Human Flourishing: Humanity, Community, and Justice in Mathematics* with Francis Su and Ranthony Edmonds (Ohio Math & Science Coalition – March 2021)
- *Let's Get Technical — How to Plan and Edit Content about Technology* with Jess Lulka. (ACES: The Society for Editing - March 2021)
- *Mission First: Creating a sense of belonging* (Pharos – March 2021)
- *The Next-Gen virtual classroom: Transforming teaching and learning* (The Chronicle of Higher Education – March 2021)
- *The Science of Reading Comprehension Instruction* with Nell K. Duke (International Literacy Association (ILA) - March 2021)
- *The Truth about Mindfulness and Trauma: How to Mitigate Risks and Promote Healing for Trauma Survivors* with David Treleaven (Center for Contemplative Mind in Society – March 2021)
- *Vocabulary and Grammar for Topic Sentences* by Jeff Zwiers (Center for Applied Linguistics (CAL) – March 2021)
- *Building an Employee Recognition Program with Digital Credentials* (Credly – April 2021)
- *Higher Ed & Technology during the CoVID-19 pandemic* (Inside Higher Ed – April 2021)
- *Journey to Responsiveness: A Focus on Culture and the Instructional Benefits* with Sharroky Hollie (LACCS/Alverno College – April 2021)
- *Teacher Education in the Post-COVID Era of Digital Learning* (Center for Applied Linguistics (CAL) - April 2021)
- *Engaging Students and Critical Consumers and Producers of Knowledge* (International Literacy Association (ILA) - May 2021)
- *Flipped Classrooms: Two Sides of the Coin* by Dr. Kymberli Barker (Hawkes Learning Webinar – May 2021)
- *Social Justice and Language Equality in the Classroom* (TESOL - May 2021)
- *Where Have We Been and Where Are We Going?* (Jane Jarrow's Accessibility Pandemic Pop Up Professional Development – May 2021)