



**INSTRUCTIONAL SERVICES  
ANNUAL REPORT  
2021 - 2022**



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<b>INSTRUCTIONAL SERVICES REPORT FOR 2021-22</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, the Daniel M. Soref Science & Mathematics Resource Center and the Academic Nursing Resource Center, as well as peer and instructor tutoring, course based study groups, and services for Linguistic Minority students. Seminars and workshops provide instruction in such diverse areas as Introduction to Graduate School Writing, FORT preparation for School of Education students, graduate and professional school exam preparation, and medication calculation instruction for School of Nursing and Health Sciences (SNHS) students, and test taking strategies for SNHS, Social Work, Music Therapy, and Education 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 2021 - 22 academic year included course and program development to meet the needs of educating as we move out of the COVID era. Instructors worked to create balance between in-person experiences, and online flexibility, and continued COVID restrictions, while the student accessibility coordinator managed the exponentially growing needs of the DEMSN program. Much of the department work centered on identities, bias, and creating inclusive spaces through two inservices and department readings. Team members reflected on their own identities and biases, and then explored implications and strategies for working with our specific students. Below is a summary list of key department accomplishments. In the following pages, each program area reports on progress toward 2021 - 22 goals and identifies 2022 - 23 goals. Some areas contain a section titled *Unanticipated 2021 - 22 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 10 courses and 4 seminars;
- Supporting 33 general education and discipline courses with 24 study groups in summer and an average of 40 study groups each semester;
- Assisting students in 31 courses with an average of 70 peer tutoring arrangements each semester;
- Providing science and math assistance to an average of 17 students making 49 visits each semester in the Daniel M. Soref Science & Mathematics Resource Center;
- Providing writing, reading, and speaking assistance to an average of 31 students making 90 visits each semester in the Communication Resource Center;
- Providing nursing assistance to 3 students in the newly created Academic Nursing Resource Center (pilot opening Spring 2022);
- Assisting an average of 65 students each semester with one on one professional instructor assistance in communication, math, ESL, test-taking, reading analysis, and self-management;
- Assisting students for 19 hours per week who are practicing their clinical nursing skills in the Clinical Learning Center;
- Supporting academic and physical access for an average of 129 students with disabilities each semester;
- Providing training, employment, and service learning opportunities to an average of 25 Resource Center assistants, 23 study group monitors, and 30 peer tutors each semester;
- Holding online distance tutoring appointments in the Communication Resource Center and Soref Center;
- Maintaining a strong professional development component for department instructors, staff, and Locker Tutors;
- Holding a department inservice on *Who are we as Instructors: Identities and Biases* in the fall, and a follow up inservice on *Exploring students' identities, strengths, needs, worries, doubts, and how we can mitigate them in an inclusive classroom* in the Spring;
- Creating the Neurodiversity Committee;
- Responding to Husch Blackwell college compliance audit including forming a digital accessibility taskforce;

- Reading *I'm a Black female DEI executive, and this why I believe it's time to debunk the myth of 'Black girl magic'* by Wema Hoover (FastCompany, 8/09/2021); *BIPOC or POC? Equity or Equality? The debate over language on the left* by Amy Harmon (New York Times, 11/01/2021); *It's time to cancel the word 'rigor'* by Jordynn Jack and Viji Sathy (The Chronicle of Higher Education; 10/15/2021); and *How to make sense of our Covid losses, big and small* by Kathryn Schulz (The New York Times; 1/25/2022). Viewing *Trauma informed teaching in higher education* presented by Lisa Noshay Petro and Annie Rosenthal (AHEAD webinars; 11/8/2021)
- 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 student dissertation committees, 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 Translation Sub-Committee, Ability Departments, Experiential Learning Committee, and Cultivating Mindful Awareness and Intension Committee;
- Serving as reviewer for presentation proposals for the WITESOL 2021 Fall Conference and reviewer for RWL (Reading, Writing, and Literacy) Strand proposals for the TESOL 2022 Convention. Serving on the outstanding journal article award selection committee for *Numeracy Journal* (National Numeracy Network); 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 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
- Academic Nursing Resource Center – opportunity for students to work independently or in small groups with an academic assistant present
- 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. Linguistic Minority (LM) students 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 2021 – 22 included**

- Continuing to add current social justice topics to course assignments, including critical race theory initiatives  
Instructors were encouraged to employ reading and writing assignments that drew from current issues. Articles were accessed from the database *Opposing Viewpoints in Context*, and students were given leeway to choose their own topics with an emphasis on the issues of the day.
- Revising the default CM 120 syllabus to take into account issues related to students participating in class through Zoom or other meeting software  
While many sections of CM 120 returned to face-to-face settings, some sections remained hybrid or totally online. Students were offered more comprehensive instruction in the use of Zoom, the current online media platform.
- Discussing ways to improve students' motivation and participation in hybrid or online sections  
This goal will be an ongoing concern. With the pandemic still holding a grip on college activities and instruction, paying attention to student motivation and participation will be an issue that warrants consideration from all instructors.

### **CM course goals for 2022 – 23 include**

- Aligning CM 120 course criteria with the revised criteria proposed by the Communication Ability Committee

### **Courses for Linguistic Minority (LM) Students (ENG 055/056; ENG 057; CM 500)**

Instructional Services provides three 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. Introduction to Graduate School Writing (CM 500) supports LM graduate students as they develop advanced research writing skills.

### **LM courses goals for 2021-22 included**

- Evaluating the ENG 055/056 course using peer review, student feedback, and pre- and post-course assessment data  
A peer review was completed focusing on the pre-test/post-test design and administration. All students' post-test scores showed overall improvement in most of the language use categories. The pre-test/post-test will be revised slightly to improve ease of scoring and to include a reading comprehension section.
- Developing and piloting the new CM 500 sections for linguistic minority students at the graduate level, especially those in the DEMSN program.  
Due to the small number of students, instructions was individualized rather provided as a course. Still, based on the students' needs, a textbook has been identified to provide a framework for the course next year.

### **LM courses goals for 2022-23 include**

- Evaluating the ENG 055/056 course using student feedback and pre- and post-course assessment data;

### **Quantitative Literacy Courses (QL 122, QL 156, QL 301)**

The goal of all quantitative literacy courses offered is to assist students in making sound decisions. In a time when extreme polarization begs the observer to abandon logic, to pick and adhere to the views of one side, tooling students with quantitative literacy skills to navigate life is not only valuable, it is imperative. 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. Beyond this, students are further pushed to examine data and issues to generate and answer their own questions through activities and assessments, giving them the skilled control needed to make informed decisions and take stances based on evidence.

Students develop their quantitative literacy ability through the following courses—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). 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.

While real data is always at the forefront of quantitative investigations, technology such as calculators, Zoom, Excel, Screencast-O-Matic, etc., serve as the tools to facilitate this problem solving and analysis. The quasi-post Covid era has given both students and instructors time to refine and master newly learned tools and strategies that foster student learning, engagement, and motivation in online, face-to-face, and hybrid courses. While for years the complexity and time demands of student lives has made education increasingly difficult to access, the pandemic has forced the hands of all stakeholders to meaningfully engage with flexible and creative learning options.

#### **QL 122 goals for 2021 – 2022 included**

- Writing new activities and concept practice for graphs of exponential relationships.  
Graphing exponential relationships was a topic added to QL 122 in Fall 2021. New concept practice for graphs of exponential relationships and graphing exponential relationships activities were created. Other activities, reviews, and assessments were revised to include exponential relationships.
- Revising and formatting QL 122 course textbook for a new printing.  
Because we want to use all of the copies currently in bookstore before converting to a new version, we pushed back using a new course book until Fall 2022.
- Returning to teaching F2F (while keeping structure flexible for those who need to quarantine, stay at home, etc.) and continuing to offer online sections.  
In summer of 2021, QL 022 was taught online synchronous. In Fall 2021, three sections were taught online synchronous (including one section for MPSU) and three sections were taught face to face. In Spring 2022, QL 122 was only taught face to face.
- Revising assessments to match course changes and can be given at a distance if necessary.  
Assessments were revised to reflect the addition of graphing exponential relationships. Also alternate versions of all assessments were written or revised to match changes made the previous school year.

#### **QL 122 goals for 2022-2023 include**

- Creating/updating both in class quizzes and Moodle quizzes;
- Fine-tuning the textbook update, as needed; and
- Organizing document drives, as needed.

### **QL 156 goals for 2021-2022 included**

- Creating new versions of the final assessments. The course final assessments are dated and have been used multiple times during COVID-19.  
A new version of the final assessment was created. It was used this spring.
- Finalizing the QL 156 textbook (identify sequencing, final edits, include new activities, remove/update old activities, along with Excel templates, SMARTBoard templates, and solutions).  
The QL 156 textbook is print ready. The complete book has been appropriately sequenced, book activities were either updated or removed. Tools corresponding to these activities have been created – Excel templates where appropriate, SMARTboard templates, solutions, and pdf versions. The book activities are in a format that can be uploaded to Moodle for student use if a student is not able to purchase the book. While the book is printed in black and white, color copies of all activities can be accessed through Moodle if needed. The answer key/solutions have been completed for the representing data and predicting data unit.
- Creating Moodle quizzes.  
New Moodle quizzes were not created. This goal will be pushed into 2022-2023.

### **QL 156 goals for 2022-2023 include**

- Continuing to build the bank of assessments for units two and three, along with final assessment forms;
- Organizing and consistently structuring the QL 156 drives (shared google drive, U drive) to match the structure of the textbook. Archive old materials;
- Creating both Moodle quizzes and new in class quizzes; and
- Fine-tuning the textbook update, as needed.

### **QL 301 goals for 2021-2022 included**

- Creating Moodle quizzes.  
Creating additional Moodle quizzes activities did not happen. Only one student was enrolled in the course, so this was approached it as a one-on-one independent study.
- Updating data/activities that are time sensitive.  
Many 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.

### **QL 301 goals for 2022-2023 include**

- Creating Moodle quizzes.

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		
			19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22				19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22				19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22			
Summer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Summer	17	5	6	12	3	3	71%	6%	5%	Summer	4	10	5	4	7	3	100%	70%	60%					
Fall	121	92	78	109	57	65	90%	62%	83%	Fall	79	47	48	62	31	35	78%	66%	73%	Fall	129	89	85	109	57	63	84%	64%	74%						
Spring	16	29	6	11	16	4	69%	55%	67%	Spring	25	27	8	17	16	3	68%	59%	38%	Spring	97	68	45	75	45	36	82%	66%	80%						
			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		
			19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22				19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22				19 - 20*	20 - 21*	21 - 22	19 - 20*	20 - 21*	21 - 22			
Summer	n/a					n/a			n/a		Summer	n/a			n/a			n/a			Summer	n/a			n/a			n/a			n/a				
Fall	1					0			0%		Fall	4			0			0%			Fall	5			4			80%							
Spring											Spring										Spring														
			Applying Mathematical Thinking (QL 110 - AAS)												Applying Algebraic Thinking (QL 120 - AAS)																				
			# Students			# Met Criteria			Percent						# Students			# Met Criteria			Percent														
			19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22				19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22												
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	Summer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Fall	14	6		13	6		93%	100%			Fall	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	n/a	n/a			
Spring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Spring	12	6		5	5		42%	83%		Spring														
			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		
			19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22				19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22				19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22			
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	Summer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Fall	2	2	4	2	2	3	100%	100%	75%		Fall	6	1	2	5	1	2	83%	100%	100%	Fall	n/a	1	n/a	n/a	1	n/a	n/a	100%	100%	n/a				
Spring	2	0	1	2	0	1	100%	n/a	100%		Spring	1	1	2	1	1	2	100%	100%	100%	Spring	1	2	3	1	2	3	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 20 - 21

## **ACCESSIBILITY SERVICES FOR STUDENTS WITH DISABILITIES**

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.

### **Accessibility Services Goals for 2021-2022 included**

- 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.

A task force to address digital accessibility was developed. Key priorities will involve reviewing Alverno technologies, from the web site to the Moodle LMS to captioning of films used in courses to set priorities for improvement, develop a comprehensive tech accessible policy and direct training efforts for faculty and staff.

- 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.

A group of interested faculty and staff, prompted by the Coordinator, began meeting in February of 2021 to explore neurodiversity as part of a larger diversity, equity, and inclusion effort. With the ultimate goal to share our collective knowledge with others in the college through educational in-services and materials, the group is currently engaged in its early phase of topic exploration by reading texts on the subjects of ableism and autism.

### **Unanticipated 2021 – 22 priorities that required response**

- Responding to the needs of the DEMSN program

In reviewing Table 2, the Coordinator notes that from the 2016-17 school year forward, the number of graduate students receiving services fluctuated from a low of 9 to a high of 19. Beginning with the second year of the direct entry MSN program this past year, numbers increased to 27 then 35 for fall and spring semesters respectively. Additionally, of the 313 students enrolled in DEMSN, 11 percent are connected to the Coordinator, a significant increase from the 3-4 percent of the overall student population that is connected from year to year. The year-round, intensive program requires the Coordinator to orient new students during historically down periods during the year and find alternative text and administer other supports in small turn around windows between semesters. The Coordinator has worked with various college personnel to address needed improvements in marketing the program, orienting students to services, and responding to student concerns regarding the stressors an intensive program inherently produce for them. She has also participated in support service discussions for a successful open of the Arizona DEMSN site. The Coordinator also notes continuing increases in the number of students who seek accommodations based upon a psychiatric disability, primarily anxiety. A significant percentage of these students are enrolled in the DEMSN program. The Coordinator speculates that the shift to a more intensive program with high stakes testing may be compelling students to seek services they were eligible for but didn't feel the need for in their undergraduate programs.

- Addressing results of Compliance audit

Alverno contracted with the Husch Blackwell law firm in early 2021 to audit policy/procedure documents from a legal perspective in order to identify key issues and prioritize areas for improvement. The Student Accessibility Coordinator engaged in this process starting in the summer of 2021 as the team leader for the Student Disability Accommodations section of the audit. Many best practice recommendations had already been previously implemented by the Coordinator, but unavailable to students on the Student Accessibility web page. Adding materials to the web page has commenced along with collaboration with a number of departments to identify and articulate policies that hadn't previously existed. Perhaps the most significant and far reaching collaboration was the formation of a Digital Accessibility Task Force, a group of faculty and staff members from several departments are meeting to ensure that screen reader users have access to the web site and other tech used at Alverno.

- Facilitating Title IX accommodations for pregnant/parenting students

The Coordinator also assumed the role of facilitator of Title IX type accommodations for pregnant/parenting students and participated in the drafting of policy to share with faculty and staff.

**Student Accessibility goals for 2022 – 23 include**

- Continuing follow through on goals set by the compliance audit, specifically to update the SAC web page and make progress in obtaining digital accessibility on campus; and
- Updating written documentation of key job functions of the Student Accessibility Coordinator for a future succession.



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

**Table 2: Student Accessibility**

	Fall			Spring		
	2019	2020	2021	2020*	2021	2022
<b>Total number of students served*</b>	143	136	127	130	133	130
Undergraduate	134	122	100	121	115	95
Graduate	9	17	27	9	18	35
Received teacher assistance	23	16	22	25	19	15
Received peer tutoring support	19	6	7	10	8	6
Classroom assistance	0	0	0	0	0	0
Student on leave	22	21	32	17	20	29
Semester abroad	0	0	0	0	0	0
<b>Breakdown of Disability type**</b>						
ADD/ADHD	42	39	42	39	46	47
Asperger's Syndrome	4	4	3	3	3	3
Learning Disability	41	28	23	38	31	23
Medical	35	29	28	31	28	26
Mobility	1	2	2	1	2	2
Psychiatric	56	63	62	58	69	68
Sensory	10	9	6	9	8	5
Other	0	0	3	0	0	3
Number of Students Requesting Accommodations			75			72
Students requesting emotional support animals(ESA) and other housing accommodations		21	14	13	18	14
Students requesting books in alternative format	30	28	23	28	19	16
Number of books ordered (various sources)	99	109	116	105	43	117
Number of assessment arrangements requiring proctors	12	1	1	3	2	2
Number of assessment arrangements requiring readers	16	1	1	3	4	4
Number of applicants requesting information about Disability-related Services	6	2	2	8	7	7

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

\*\* 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 LINGUISTIC MINORITY STUDENTS**

Linguistic minority (LM) students served by Instructional Services' ESL program include undergraduate, graduate, and non-degree students with three distinct backgrounds: U.S.-born LM students; students who immigrated to the U.S. 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 LM 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. Linguistic minority students also may access the Communication Resource Center, the Soref Center, professional assistance, and peer tutors, including "conversation partners" who provide additional practice with informal spoken English. Finally, LM 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 LM applicants when requested;
- One online section of CM 500 designed specifically for LM students provides support for the development of graduate-level English writing skills; and
- The ESL Coordinator arranges for language-related peer tutoring, professional assistance, and/or assessment accommodations for LM graduate students on a case-by-case basis.

### **LM Services Goals for 2021-22 included**

- 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  
Continuing issues with the pandemic along with other health-related issues prevented regular dissemination of information.
- Contributing to work on diversity and equity by introducing translanguaging concepts and methods that are appropriate to undergraduate and graduate education.  
Opportunities for introducing translanguaging concepts were limited by the ongoing pandemic.

### **LM Services Goals for 2022-23 include**

- Continuing to support Alverno College's diversity and equity initiatives by presenting about translanguaging methods appropriate to undergraduate and graduate education; and
- Revitalizing the "ESL Tip" column in the AlverKnow.

### **ACADEMIC ASSISTANCE – LOACKER TUTORING PROGRAM**

Instructional Services offers Alverno students a wide range of academic assistance outlined below. Course instructors request study groups to support students in challenging classes and students can access three Resource Centers in person and online. Additionally, under unique circumstances, individual and small group arrangements are initiated by students, instructors, advisors, or Instructional Services staff. 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		
	2019	2020	2021	2019	2020	2021	2020	2021	2022
Total Number of Academic Assistants employed*		11	16		76	71		87	100
Peer Tutors		1	0		30	33		24	26
Study Group Monitors		7	12		20	18		46	27
Soref Center Assistants		2	2		13	12		11	9
Clinical Learning Center Assistants		n/a	2		2	5		2	5
Communication Resource Center Assistants		3	2		10	5		7	9
Academic Nursing Resource Center**		n/a	n/a		n/a	n/a		n/a	4
Student Accessibility Services***		n/a	n/a		n/a	n/a		n/a	15

\*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. Because courses no longer follow a strict semester schedule, many academic assistants begin employment mid-semester.

\*\*Academic Nursing Resource Center opened Spring, 2022

\*\*\*Academic Assistants are more frequently used to work as readers, proctors, etc to support student accessibility needs

### 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.

During the academic year, the CRC experienced an increase in the number of hours of visits (from 111 to 219) and in the number of visits (113 to 184). This is a promising sign that promotions highlighting the services in the CRC were effective, particularly among graduate students. These promotions included targeted emails, in-person and online class presentations, and digital media advertising. Students accessed CRC services in person and online in unpredictable patterns, underscoring the need to continue offering services in both modalities.

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		
	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22
Summer	n/a	3	2	n/a	3	3	n/a	3	3	n/a	60	45	n/a	2	2	n/a	4	2
Fall	437	46	142	253	54	107	2	47	44	104	50	80	89	23	32	27	24	25
Spring	108	62	75	83	56	74	14	50	44	78	66	61	52	25	29	27	24	29

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

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

The Daniel M. Soref Science and Mathematics Resource Center provides assistance for students enrolled in a variety of science and mathematics courses on a drop-in, by-appointment, or online basis. 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.

Unlike the CRC, the number of hours of visits and the number of visits in the Soref Center have not rebounded and are well below pre-pandemic numbers. The Soref Center serves undergraduate students only, so it does not benefit from the growing graduate population in the same way the CRC does. To better use tutoring resources, peer tutor requests from students in courses served by the Soref Center were frequently filled by Soref Center assistants who willingly changed the day or time of their shifts to accommodate peer tutees.

*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		
	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22	19 - 20*	20 - 21	21 - 22
Summer	n/a	11	2	n/a	14	2	n/a	14	2	n/a	48	53	n/a	7	1	0	4	4
Fall	400	53	68	270	62	56	2	62	15	90	51	73	99	26	20	40	25	25
Spring	177	25	35	115	26	41	14	26	25	94	57	38	47	15	14	42	24	25

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

**Academic Nursing Resource Center (ANRC)**

The Academic Nursing Resource Center is the newest support service, opening mid-semester in Spring 2022. The ANRC provides in-person, drop-in academic assistance to students enrolled in a variety of nursing courses. Academic assistants working in the ANRC are hired based on faculty nominations and participate in specialized training to prepare to assist their peers one-on-one or in small groups in undergraduate- and graduate-level coursework.

Four academic assistants supported five nursing courses in the second half of the spring semester: Pharmacology (N 220, NRS 319, and N 521); Nursing Management A/Nursing Science I (N 320, NRS 351, and N 525); Nursing Management B/Nursing Science II (N 321, NRS 356, and N 527); Nursing Management C (N 330 and N 535); and Nursing of Complex Clients (N 400 and N 556). Support offerings will increase in future semesters to encompass more nursing courses and the hours of operation will expand to attract more students in need.

*Table 4c: Resource Centers - Academic Nursing Resource Center provides information on Soref Center usage.*

**Table 4c: Resource Centers - Academic Nursing Resource Center**

**Academic Nursing Resource Center Student Use**

	# Hours			# Visits			Average Minutes/Visit			# Students			# Hours Open/Week		
	19 - 20	20 - 21	21 - 22*	19 - 20	20 - 21	21 - 22*	19 - 20	20 - 21	21 - 22*	19 - 20	20 - 21	21 - 22*	19 - 20	20 - 21	21 - 22*
Summer															
Fall															
Spring			3			3			60			3			5

\*Center opened mid-semester in Spring 2022

**Peer Tutoring**

Peer tutors provide one-on-one or small group assistance to students in specific course. 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 courses generating the greatest number of peer tutor requests included N 400 Nursing Management of Complex Clients (14), CH 213 Chemistry of Bioorganic Molecules (12), and SC 119 Foundations of Chemistry (12). These and many other courses generating peer tutor requests are well-supported by the Soref Center and the new ANRC. As noted earlier, students requesting assistance in courses supported by Resource Centers were often matched with an academic assistant already scheduled in those centers rather than scheduled with a peer tutor.

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

The Locker Tutoring Program provides assistance for linguistic minority (LM) students. Conversation tutors are provided for international and recent immigrant students wishing to improve their informal spoken English. Regular meeting with a conversation tutor helps LM 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 LM students who struggle with the language demands of discipline courses. The most common areas that LMs 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 and Table 5b: Peer tutoring Subjects, provide information on peer tutoring referrals, subjects tutored and resulting progress codes.

**Table 5a: Peer Tutoring Arrangements**

	Summer			Fall			Spring		
	2019	2020	2021	2019	2020	2021	2020*	2021	2022
<b>Total Number of Peer Tutor Referrals**</b>	2	3	3	128	80	84	76	68	56
Referred to Communication Resource Center	n/a	0	0	0	0	3	0	1	0
Referred to Soref Science & Math Resource Center	n/a	0	0	20	0	6	10	0	7
Referred to Academic Nursing Resource Center	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2
Referred to Study Groups	0	0	2	16	6	15	9	6	8
Didn't follow through or dropped course	0	0	1	6	16	19	14	13	13
Peer Tutored in more than 1 subject	0	1	0	9	9	7	7	4	4
<b>Total Number of Peer Tutoring Arrangements</b>	2	3	0	92	68	43	60	51	43
<b>Total Number of Courses/Areas for Which Tutors Were Provided</b>	1	3	0	31	26	30	24	26	31

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

\*\* 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
BI 231/BI 231H		2		N 330		1	1
BI 251/BI 251H			2	N 335		2	
BI 325			1	N 340		2	1
BI 338/BI 338C		4	4	N 400		11	3
BSC 255		2		N 520		2	1
BSC 256/BSC 257		1	4	N 521		4	1
CH 213/CH 213L		10	2	N 527			1
CH 228H			1	N 545	2	1	1
CH 322			1	N 546			1
MGT 201		1	2	N 556	1	6	
MGT 202			1	NRS 319			2
MGT 250		2		PH 231		1	
MSN 605		2	3	QL 122/QL 022		5	2
MT 123			1	QL 156		1	1
MT 152		1		SC 112L		1	1
MU 158		1	1	SC 119		7	5
MU 257			1	SC 120		1	4
N 225		1		Academic Mgt			1
N 320		1	2	Conversation		4	3
N 321		2	1	Technology		1	
				Writing		4	
<b>Total number of Referrals 2021 - 22</b>					<b>Summer</b>	<b>Fall</b>	<b>Spring</b>
					3	84	56

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

### 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.

The DEMSN program and its prerequisite courses continue to generate the greatest number of study groups, up from 39% of all study groups in 2020-2021 to 47% in 2021-2022. Table 6a shows a decrease in the number of students attending study groups in the fall and spring semesters; however, this data is misleading. Students and study group monitors report an increase in the use of online study group video recordings over attending the sessions in real time. This is particularly true in the DEMSN program. Additionally, SC 119 in-class study groups moved from online to in person in the 2021-2022 academic year. When sessions were conducted online, attendance was logged and reported to instructors. Because instructors are often present during in-class study groups, attendance is not recorded. The increased usage of study groups recordings and the change in attendance logs for in-class study group account for much of the attendance drop.

*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		
	2019	2020	2021	2019	2020	2021	2020*	2021	2022
Number of Study Groups Arranged	8	15	24	21	36	45	26	51	34
Number of Study Groups Cancelled	0	0	4	2	1	2	13	8	8
Number of Student Visits		846	1,834		2,182	1,191		2,472	1,132
Number of Courses supported by Study Groups	4	11	17	9	18	27	13	23	33

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

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

Course	Summer	Fall	Spring
BI 231/BI 231H	2	4	3
BI 251/BI 251H	2	2	2
BI 338/BI 338C	2	5	3
CH 213	1	1	1
CH 221/CH 221L		2	1
MSN 605	1	1	1
MUY (guitar)			1
N 220	1	2	1
N 225		1	1
N 320		1	1
N 321			
N 330		1	1
N 335	1		1
N 340		1	1
N 400		2	1
N 520	2	2	
N 521	2	2	1
N 525	2	1	1
N 527	2		1
N 535	2	1	1
N 545	2	3	2
N 556	2	2	1
NRS 319		2	1
NRS 323		1	1
NRS 351			1
NRS 371			1
PH 231/241		1	
PH 232/242			1
SC 119		5	2
SC 120		2	1

Total number of Study Groups 2021 - 2022	Summer 24	Fall 45	Spring 34
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## Loacker Tutoring Program goals for 2021 – 22 included

- Returning CRC and Soref Center services and peer tutoring arrangements to in-person while maintaining online meeting options when appropriate  
The CRC and Soref Center schedules changed to include services that were available before the COVID-19 pandemic, specifically in-person assistance offered by appointment or on a drop-in basis. Additionally, both Resource Centers continued to offer online appointments using Zoom which proved to be popular even after COVID-19 restrictions eased. The Resource Centers' web pages listed hours of operation, including location of services, and instructions on how to access services in person and online.
- Evaluating the delivery modality of study groups as determined by the number of students in attendance and each course's need  
With input from instructors, study group monitors, and students, the Support Services Coordinator evaluated the modality of study group sessions for each course. Most study groups continued online with a small number returning to in-person sessions. Anecdotally, student appreciate the flexibility to attend online study groups from home. And, because online study groups using Zoom can be recorded and shared for future review, online sessions continue to be very popular.
- Configuring record storage features in TutorTrac for Loacker Tutoring Program student records  
In order to store records such as peer tutor request forms and new employee documents, TutorTrac must be configured to protect the privacy of academic assistants and their tutees. In lieu of programming TutorTrac, the Loacker Tutoring Program Moodle page was updated, and many documents are now stored on Moodle.
- 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  
In collaboration with faculty in the College of Nursing and Health Sciences, the number of academic assistants nominated, hired, and trained to support DEMSN courses approximately doubled each semester between Spring 2021 and Spring 2022 (from 10 in Spring 2021 to 22 in Fall 2021 to 40 in Spring 2022). Instructional Services will continue to monitor high-need graduate nursing courses and work with DEMSN faculty to identify academically strong students qualified to work as academic assistants.
- Increasing means of informing students of tutoring services, in-person and online, with a special focus on new students  
Instructional Services posted more study group and Resource Center schedules throughout campus, improved signage outside and within Resource Centers, advertised other tutoring services in physical centers (shared CRC schedules and bookmarks in the Soref Center, for example), used digital signage campus-wide to share Resource Center hours, worked with the residence halls to promote general tutoring services and specific service hours, met with Alverno Student Government representatives to brainstorm promotional opportunities, discussed academic support services in First Semester Seminar and first-semester nursing courses, advertised services in the Student e-News, sent targeted emails to students enrolled in key courses, improved departmental web pages to differentiate tutoring services and how to access them in person and online, and added text on TutorTrac to promote tutoring services and aid in scheduling appointments.

### **Locker Tutoring Program goals for 2022 – 23 include**

- Reinstating expanded, ongoing training opportunities for academic assistants that existed pre-pandemic, potentially including test-taking strategies, writing skills, working with linguistic minority students, and managing groups of tutees; and
- Building academic support services for nursing students at Mesa campus.

### **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, reading and writing for Linguistic Minority students, self-management and planning strategies, test taking strategies for education, nursing, social work, and music therapy students. The area of most need continues to be academic management support. Professional assistance was conducted both in person and remotely.

### **Professional Assistance goals for 2021 - 22 included**

- Working with the Support Services Coordinator to expand the use of TutorTrac for support documents.  
This continues to be a goal. Logistics that ensure student privacy have put this on hold this year.
- Investigating digitizing previous support arrangement documents.  
Some professional tutoring forms have been converted to fillable pdf forms. The next step is to investigate using Wufoo forms for more efficiency.

### **Professional Assistance goals for 2022 – 23 include**

- Investigating the use of Wufoo forms for support arrangements; and
- Investigating consolidating peer and professional tutoring coordination.

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

Table 7: One-on-One Professional Assistance									
	Summer			Fall			Spring		
	2019	2020	2021	2019	2020	2021	2020*	2021	2022
Number of Students Receiving Assistance	2	9	4	95	76	75	81	63	54
New	1	2	1	41	28	35	28	20	10
Continuing from previous semester	1	7	3	54	48	40	53	43	44
Primary Area of Assistance									
Academic management & Study strategies	0	1	3	12	14	21	14	18	20
ESL	0	1	1	3	3	3	4	3	8
Math/Quantitative Literacy	0	2	0	20	12	14	18	14	8
Quantitative Literacy/Academic management		0	0		1	3		0	8
Nursing - Med calc	1	0	0	8	6	4	3	2	1
Reading	0	0	0	1	2	1	0	0	0
Reading/Academic mangement			0			3		2	0
Reading/Writing	0	0	0	5	3	4	1	2	1
Speaking	0	0	0	1	2	0	1	0	0
Test taking strategies	0	0	0	0	0	2	0	0	2
Writing - Undergraduate	0	0	0	25	9	4	10	6	0
Writing - Graduate	1	5	0	11	13	8	16	7	6
Writing/Academic management		0	0	3	8	3	8	5	0
Writing/ESL		0	0	6	4	5	6	4	0
Assistance complete/No follow through	1	0	3	42	33	35	33	23	20
Continuing Next Semester	1	9	1	53	43	40	48	40	34
*College shifted to remote learning in March 2020 due to the COVID-19 pandemic; support services continued online in 20 - 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 225, N 325, N 345, N 529, 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 2021-2022 included**

- Creating Moodle quizzes.  
New Moodle quizzes were not created. This goal will be pushed into 2022-2023.
- Continue creating activities that provide students the opportunity to work on interleaving concepts.  
Activities were updated and used in such a way to provide students the opportunity to work on interleaving concepts. For example, most prompts contained several pieces of information relevant to the scenario, but not all pieces of information were needed to answer the question posed. After answering the question posed, a different question was posed with the same provided information as the initial prompt. This was effective in getting students think on their feet and change gears, to interleave concepts. Moreover, this helped impulsive students engage in deeper reflection. Rather than hastily succumbing to the desire of anticipating the question without actually reading it, this encouraged patience and careful reading.
- Creating activities that push the student to identify whether or not a result is reasonable. Since medication dosing is becoming more automated in hospital settings, more emphasis can be put on developing number sense and estimating.  
Students in WE 143 and in review sessions were consistently exposed to common models of typical units (mL, L, gtt, etc.) used in dosing. This was done to help them to develop similar abstract models in their brains to refer to when applying their dosing skills. This helped them to visualize the results of their calculations and whether or not they were reasonable. Models for rounding tablets were used to also build on their number and spatial sense, rather than rote rules. These models also pushed greater understanding and estimation when dealing with

concentrations and diluting. For example, when diluting, this helped students to understand that the amount of medication in a container remains the same even when water is added.

**Unanticipated goals that required response**

- Creating assessments for DEMSN program  
Six new medication dosing assessments were created for DEMSN students in N 529, N 632 and N 776. New forms needed to be created because the current assessments had been used frequently and because some of the forms were not appropriate for the level of student being assessed. All forms of these assessments were created in the spirit of applying dosing skills in various ways.

**Medication Calculation goals for 2022 – 2023 include**

- Creating Moodle quizzes for WE 143; and
- Discussing/planning with nursing faculty how to best allocate assistance resources to both undergraduate and graduate students. Because of the dramatic shift in student enrollment from the undergraduate program to the graduate program resource shifting may need to follow.

Medication Calculation Support

Semester	Support for Students in N 325 and N 345					Support for Students in N 225/N323	Support for DEMSN Students in N 529, N 632 and N 776
	Number of pre-semester review sessions	# of pre-semester review session students	# of medication calculation workshops	# of students in medication calculation workshops	# of students enrolled in semester long course	# of classroom presentations	# of classroom presentations
Fall 2021	5 zoom sessions	38 students	8 sessions	17 students	1 student	1 classroom presentation	5 zoom presentations
Spring 2022	5 zoom sessions	29 students	6 sessions	4 students	0 students	3 classroom presentations	5 zoom presentations

WE 143		
Semester	Number of Students	Number of Successful students
Fall 2021 – section 1	5	5
Spring 2022 – section 1	6	6



## **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), one-on-one professional assistance, and the Introduction to Graduate Writing workshop (CM 500/500C; EDD 750).

### **Introduction to Graduate Writing Workshop (CM 500; CM 500C; EDD 750)**

The 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 to include a focus on understanding, managing, and writing source-heavy texts, such as literature reviews.

The workshop ran in August 2021 as a three-week workshop (10 students enrolled) and twice consecutively in Spring 2022 as a six-week workshop (sec. one enrolled 2 students; sec. two enrolled 10 students). Each version of the course included asynchronous, independent skills development and three synchronous Zoom practice sessions.

The new CM 500 course for language minority students ran in Fall 2021 (2 students enrolled) and Spring 2022 (1 student enrolled). This course runs for the entire semester and provides an introduction to APA formatting; instruction on how to integrate sources into a document; and work with language-related issues such as writing about quantitative data, expressing causal relationships, creating cohesion; qualifying ideas; etc. CM 500 is a continuous enrollment course; students may join at any time in the semester. Currently, the small number of students has allowed for individualization; in the future, a newly-selected course text will provide a more structured approach as enrollment grows.

### **Graduate Writing Support Goals for 2021-2022 included**

- 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

Graduate Writing Coordinator (GWC) attended a Graduate Council meeting, and Instructional Services department director represented graduate writing concerns to Graduate Council during remaining meetings. GWC compiled and reviewed information about Masters in Community Psychology, Masters in Music Therapy, and graduate programming in Education and Nursing. Ongoing: Continuous monitoring of testing requirements and delivery modes is necessary and included in department goals.

- Evaluating and revising curriculum of CM 500 course(s) as needed to include and serve new disciplines

A large number of DEMSN students joined the class, necessitating the inclusion of additional nursing-related literature review and writing resources.

Ongoing: As additional graduate programs arise (e.g., social work), GWC will revise the course resources and live examples to include those disciplines.

- Creating and presenting a new section of CM 500 designed to serve the needs of linguistic minority graduate student writers  
Full-semester sections of ESL/EFL Introduction to Graduate Writing ran during fall and spring semesters.
- Collecting examples of student writing that represent both excellent work and common writing problems that interfere with graduate student success.  
Faculty from psychology and music therapy shared student work.  
Ongoing: As programs arise, GWC will seek further examples of current student work from Alverno graduate students as part of establishing and maintaining contact with faculty in those disciplines.

#### **Graduate Writing Support goals for 2022-2023 include**

- Piloting 3-week asynchronous August and January term “deep dives” into APA documentation and source management;
- Piloting 6-week writing intensive during semesters that includes abbreviated APA and draws on existing, professional, bias free voicing;
- Communicating with program faculty to assess student needs related to reading and writing;
- Revising Introduction to Graduate Writing as needed to support changing documentation procedures and identified obstacles to student writing success;
- Creating and delivering workshops to address significant challenges that arise during the semester or related to a specific class or program or study (example: managing a large research project, using Zotero or RefWorks, building and filling a research matrix, synthesis writing);
- Participating in Graduate Council conversations, including those related to selecting an editor for graduate writers as they complete capstone pieces (theses, dissertations); and
- Using the newly selected textbook creating a structure for the linguistic minority section of CM 500 using the newly selected textbook that is flexible enough to accommodate continuous enrollment

#### **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 2021-2022 included**

- Reviewing the need for and scope of standardized testing services  
The testing support services coordinator expects to monitor the need for licensure testing services in collaboration with DOE, to assist in providing support for social work students, and to continue providing services for music therapy at the undergraduate and graduate levels. Disciplinary, State, and Federal agencies paused or changed testing requirements during the pandemic, so review of those requirements and the needs of our students will continue.
- Determining the need for and availability of resources for standardized testing support  
Standardized testing resources through Instructional Services are at present separated into Moodle-housed sites related to courses and workshops for which students must register. The testing support services coordinator will continue to review the ability of Soref and CRC assistants to access and refer students to those materials, as well as the potential need for access beyond course registration.
- Increase awareness of standardized testing services among faculty, staff, and students.  
This is an ongoing goal.

### **Current Support Areas**

#### **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.

DOE-related testing services offered include Praxis II support for Montessori program students and others who choose to demonstrate content knowledge requirement through a standardized test and Foundations of Reading test support for referred students. The testing support services coordinator may also visit disciplinary courses to review test question analysis strategies at the request of faculty. Once the post-pandemic testing requirements stabilize, the coordinator will review the need to reestablish further support programming in these areas.

Since Fall 2020, the testing support services coordinator has been presenting digital workshops to assist registered and prospective graduate-level music therapy students as they prepare for the CBMT licensure examination. This year's seminar, partly designed to attract students from around the country to Alverno's graduate music therapy program, served 31 attendees.

The testing support services coordinator also provides a yearly workshop to graduating seniors in music therapy to help them prepare for the CBMT licensure examination. In Spring 2022, the graduate workshop was recorded and shared with the undergraduate seniors, and the testing support services coordinator made time available to meet individually with any music therapy senior who wanted to practice test question analysis.

### **General support goals for education and music therapy services in 2021-2022 included**

- Planning a roster of digital, accessible, asynchronous, and synchronous testing support to serve students from all programs in which licensure testing is required  
This goal was revised. Per exploration, a “roster” of services does not seem to be useful without guidance per examination for how to use those; for example, certain tests are better prepared via content practice, while others are better prepared via reading or strategy practice, and any may benefit from work related to test anxiety mitigation. The testing support services coordinator concluded that video instruction related to determining mode of support/practice is necessary in the event that Instructional Services decides to create and maintain resources to be accessed beyond courses/Moodle.
- Collaborating with DOE and Admissions to enact professional review of Linguistic Minority paraprofessional candidates by ESL/ELL/EFL Coordinator  
The ESL/ELL/EFL coordinator would like to institute this practice, but it goes beyond DOE and Admissions and may require further coordination between the testing coordinator, discipline departments, Admissions, and the ESL/ELL/EFL coordinator. We will defer this goal indefinitely.
- Remaining aware of discipline department, state, and federal changes regarding related to licensure testing  
This is an ongoing goal.
- Monitoring requests and student needs related to licensure testing support in education and music therapy  
This is an ongoing goal.
- Scheduling an annual meeting between Instructional Services, Admissions, Advising, and education stakeholders regarding admissions and testing requirements for education majors;  
The testing support services coordinator will seek to communicate and coordinate separately with these parties in order to accommodate varied schedules.
- Collaborating with CRC and Soref Center coordinators to track requests and design services for licensure testing  
Students have not been seeking assistance for licensure testing in the resource centers. The testing support services coordinator will monitor for changes, but at present, other pathways to communicating and providing these services are more likely to be accessed.
- Creating and revising services to reflect post-pandemic requirement changes.  
There is still pandemic “fall out” where licensure testing is concerned, both in changes to modes of delivery and in governing body requirements. The testing support services coordinator anticipates that those changes will continue.

### **Standardized testing goals for 2022-2023 include**

- Establishing a clear roster of testing requirements at the disciplinary, State, and Federal levels related to our programs;
- Establishing a clear expression of where these testing requirements fall within the curricula of our programs;

- Clarifying and communicating the support programming and resources available to our students through the testing support services coordinator and other means; and
- Beginning to cut, consolidate, and build resources appropriate to the new testing environment and requirements.

## **Nursing**

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 the specialized support for nursing students described below.

### **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.

### **WE 137 goals for 2021-22 included**

- 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. Given that a mask mandate continued for all of Fall and most of Spring 2021-22, WE 137 did not return to face-to-face instruction. Sections of the course were offered in four terms: August, Fall, Winter, and Spring. Enrollment actually tipped up this academic year, and participation increased as students became more comfortable with online class discussions.

### **WE 137 goals for 2022-23 include**

- Returning to offering Test Taking Strategies for Pre-Nursing Students (AC 120, 121, 122, 123, and 124 Prep Sessions)  
These test prep sessions were not offered in 2021-22. Rather, individual students were offered instruction on an as needed basis. The hope is that prep sessions can return to face-to-face instruction for the 2022-23 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 employed content based questions, and test-taking strategies were adapted from other content areas, primarily from Nursing. The goal for the 2021-22 was to continue to be able to have the sessions in face-to-face delivery mode in the 400-level Social Work classes, and this was the case both semesters.

## **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:

- *Adapting Shakespeare: An Anyone-Can-Play Game* (presentation with Tom Reed); Sharon Lynn Wilson Center (April 2022)
- *Passing the First Time: Strategies for CBMT Success*; Alverno College's Music Therapy Program; (April 2022)

#### 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:

- WAICU Disability Services Providers group professional development meetings
- ASU REMOTE Summit (June, 2021)
- WCLCA – Networking (August, 2021)
- IUPUI Assessment Institute (October 2021)
- WITESOL Virtual Conference (November 2021)
- WWHEL Annual State Conference: Authentic Leadership in a Pandemic World (April 2022)

- WI-AHEAD Mid-Morning Coffee Conversations to discuss relevant topics to Disability Service Providers including but not restricted to testing methods, case management software, the RISE Act, etc. (Spring 2022)
- WCLCA - Collaboration and Coordination: Lessons from Merging the Writing Center and Peer Tutoring (May, 2022)

Professional development webinars:

- *WI-AHEAD Book Club – Four session discussions about Timothy Dolmage’s Academic Ableism* (Summer 2021)
- *Create an Anti-Racist Campus: A Step-By-Step Framework for Leaders to Embed Equity and Promote Racial Justice*; EAB (June 2021)
- *Disrupting Instructional Paradigms by Embracing Culturally Responsive Pedagogy*; International Literacy Association (June 2021)
- *Future of Online Learning*; Inside Higher Ed (June 2021)
- *Back to School Series: Welcoming Faculty and Students Back*; The Association of College and University Educators (ACUE) (August 2021)
- *The New Normal: HyFlex Modules for Student Engagement*; Insider Higher Ed (August 2021)
- *Authentic Leadership*; Wisconsin Women in Higher Education Leadership (WWHEL) (October 2021)
- *Equity in the College Classroom: Educating Ourselves as Educators*; WAICU (October 2021)
- *Ignoring and Avoiding Communication Skills: Exploring the Impact on Students with Disabilities* ; Present Pal Webinar: (October 2021)
- *Festival Roundup: The Ideas Shaping Higher Ed*; The Chronicle of Higher Education (November 2021)
- *Teaching Information Evaluation with Lateral Reading, Session #1: The What and the Why*; infobase; (November 2021)
- *Optimizing Executive Functions in Children and Adults with ADHD*: ADDitude (December 2021)
- *Our Experiences, Our Truths: Understanding the Intersectional Lives of Disabled People*; The Network (January 2022)
- *Talking About Teaching: The Changing Professor-Student Dynamic*; The Chronicle of Higher Education (January 2022)
- *Elements for Successful Courses*; Hawkes Learning (February 2022)
- *Exploring the Link between Digital Equity and Student Experience: 5 Higher Ed IT Leaders Share*



*their Insights*; The chronicle of Higher Education (February 2022)

- *Preparing for the New Normal: Upskilling Faculty for Hybrid Learning*; Inside Higher Ed (February 2022)
- *Scaffolding: Helping Every Student Succeed*; W. W. Norton & Company (February 2022)
- *Trauma-Informed Teaching Strategies*; AHEAD webinar (March 2022)
- *Using A Universal Design Framework to Underpin DEI Initiatives That Address Issues Related to Students with Disabilities*; AHEAD webinar (March 2022)
- *5 Critical To Dos for Academic Leaders to Support Student Success and Mental Health*; EAB (April 2022)
- *A Trauma-Informed Approach to Accelerate Learning with Social-Emotional Learning*; Education Week; (April 2022)
- *Drafting and Enforcing Dismissal, Suspension and Leave Policies*; Paperclip Communications Webinar (April 2022)
- *Reflecting: Metacognitive Teaching for Student Success*; University of Illinois – Chicago; (April 2022)
- ATI software training (May 2022)