

**SUNY Potsdam  
Administrative Unit  
Assessment Summary Form**

**Administrative Unit:** *Rebecca V. Sheard Literacy Center*

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**Assessment Year:** *2021-2022*

**PURPOSE**

This annual assessment summary form provides the opportunity for units to follow-up on their previous assessment work and reports and to highlight actions taken to improve processes and/or efficiencies in functioning that lead to outcomes that benefits students, staff, or the college. These could be process changes or improvements in efficiency, skill level of staff, opportunities for the college, or other aspects over which the unit has a certain amount of control.

**SECTION 1: PRIOR YEAR ASSESSMENT PLAN FOLLOW-UP**

**Prior Year Assessment Plan – Desired Goal and Outcome(s)**

**GOAL:** One component of the Rebecca V. Sheard Literacy Center's mission is to provide literacy education to our campus community as well as the greater Northern New York communities.

**OBJECTIVE:** Provide face to face opportunities for our Childhood/Early Childhood Education Students participating in EDLS 207 for engaging with elementary aged children in the components of literacy, fulfilling hours toward their New York State pre-student teaching observation requirements.

**TARGET:**

100% participation in all planning and lesson delivery of college students (mentors)  
At least a 1-1 match of a school aged child (mentee) with each mentor  
Satisfaction generated from parent surveys and communication

**RESULT:**

100% completion of all targets

- All college students in EDLS 207 were provided with the resources and guidance needed for lesson plan creation, delivery and success
- All mentors were able to work with 1-2 school aged children (85 children participated in the program)
- Parent surveys indicated highly satisfied with the program

**Based on the outcomes, collected data/results, and planned actions, please describe what specific actions were taken and the resulting impact, if any.**

- Surveys will also be distributed to college mentors
- A “kid-friendly” modified survey will be conducted with the school-aged children
- Program will continue to grow and flourish as a community resource

## **SECTION 2: ADDITIONAL ASSESSMENT HIGHLIGHTS (optional)**

Assessment activity can take place that is not directly tied to previously submitted plans and reports. Please use this space to share any assessment success stories from this past year. What did you assess and how? What were the results? What did you learn from it and do as a result?

- The Center also provided an after-school “hands on” math program for students in grades 3 & 4 during the fall 21 and spring 22 semesters as a community outreach service and to provide experience for education students.
- 5 college internships were generated - these student interns served as coordinators for this program
- Students from education programs served as assistant volunteers
- 58 school aged students participated in the program
- Parent surveys revealed a high degree of satisfaction
- We plan to continue this program in the future as it is valued by the college student participants as well as our campus community

### **FUTURE CONSIDERATIONS:**

- Expand the assistant volunteer pool to include other education majors
- Survey the assistant volunteers regarding the program
- Survey the 3<sup>rd</sup> and 4<sup>th</sup> grade participants using a modified survey