

**SUNY Potsdam  
Administrative Unit  
Assessment Summary Form**

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**PURPOSE**

This annual assessment summary form provides the opportunity for units to follow-up on their assessment plans, track progress toward goals, 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: ASSESSMENT PLAN FOLLOW-UP**

A key component of the continuous improvement assessment process is regularly following up on [your assessment plan](#). Please review your plan and select one-third of your unit goals, along with related desired outcomes and objectives to report on the progress made.

**Selected Goal**

To continue to support teacher candidates' development of their skills as writers and as teachers of writing and build their capacity for reflection and self-assessment.

**Desired Outcomes/Objectives**

- 3A: Students who begin either program will complete the program.
- 3B: Students will reflect on current skill level, set goals for building skills, and reflect on progress.
- 3C: Students who complete either program will report satisfaction with the program.
- 3D: Upon completing either program, students will report growth in writing skills.
- 3E: Where appropriate, faculty will use the Write Well / Teach Well program as part of students' PDPs (Professional Development Program).

**Related Targets/Measures**

3A1: Method: Student engagement will be measured by percent of students who complete either assigned program within two semesters: Target = 75%

3B1: Method: Assigned students will complete pre- and post-session reflections for each tutoring session and workshop they take part in. Target = 80%

3C1: Method: During their culminating experience (the Reflective Conversation) students will report writing strategies they learned or had reinforced that they will continue to use and/or plan to teach. Target = 80%

3D1: Method: Student growth in writing skills will be self-reported. Target = Of those who complete, 80% will identify specific learnings and support with evidence.

3E1: Method: Faculty will refer students who are underperforming in writing to the Write Well / Teach Well program in the first half of any semester, so the student has time for adequate support. Target: 80% of referrals to the WW/TW program will occur in the first half of any given semester.

**Describe the progress made toward the selected goal and the related desired outcomes and objectives. Be sure to include steps taken and any information/data collected and results.**

3A1: METHOD: STUDENT ENGAGEMENT WILL BE MEASURED BY PERCENT OF STUDENTS WHO COMPLETE (FULLY ENGAGE IN EITHER ASSIGNED PROGRAM) WITHIN TWO SEMESTERS. TARGET = 75%

- WYWI Badge: 8 required hours (Orientation, Tutoring sessions, Workshops, Pre and Post session Reflections, Reflective Conversation)
- WW/TW Referral program: Orientation with Writing Specialist, a minimum of 3 meetings with tutor, completion of Pre and Post Session Reflections

**“Writing Your Way In” Badge**

Fall 2022 81% Undergrads (EDLS 320), 83% Graduate (GRED 561)

Spring 2023 90% Undergraduates (EDLS 320)

**Write Well / Teach Well Referral Program**

Fall 2022 Start 75% (Undergrads and Graduates) Spring 2023 (one semester in program) 57% of referred students started the program

3B1: METHOD: ASSIGNED STUDENTS WILL COMPLETE PRE- AND POST-SESSION REFLECTIONS FOR EACH TUTORING SESSION AND WORKSHOP THEY TAKE PART IN. TARGET = 80%

**“Writing Your Way In” Badge**

Fall 2022 81% Undergrads (EDLS 320), 84% Graduate (GRED 561)

Spring 2023 90% Undergraduates (EDLS 320)

**Write Well / Teach Well Referral Program**

Fall 2022 – Spring 2023 50% Graduates and Undergrads

3C1: Method: During their culminating experience (the Reflective Conversation) WYWI Badge students will report writing strategies they learned or had reinforced that they will continue to use and/or plan to teach. Target = 80%

**“Writing Your Way In” Badge**

Fall 2022 81% Undergrads (EDLS 320), 83% Graduate (GRED 561)

Spring 2023 94%\* Undergraduates (EDLS 320)

\*One student was allowed to complete the Reflective Conversation while still owing 1 tutoring session.

**Write Well / Teach Well Referral Program** – Not applicable in 2022-23 beyond the Pre and Post Reflections

3D1: METHOD: STUDENT GROWTH IN WRITING SKILLS WILL BE SELF-REPORTED. TARGET = OF THOSE WHO COMPLETE, 80% WILL IDENTIFY SPECIFIC LEARNINGS AND SUPPORT WITH EVIDENCE.

**“Writing Your Way In” Badge**

Fall 2022 100% Undergrads (EDLS 320), 100% Graduate (GRED 561)

Spring 2023 100% Undergraduates (EDLS 320)

**Write Well / Teach Well Referral Program**

Fall 2022 100% Undergrads and Graduates, with 75% completing within one semester

Spring 2023 None have completed the program within one semester

3E1: METHOD: FAULTY WILL REFER STUDENTS WHO ARE UNDERPERFORMING IN WRITING TO THE WRITE WELL / TEACH WELL PROGRAM IN THE FIRST HALF OF ANY SEMESTER (BY WEEK 8), SO THE STUDENT HAS TIME FOR ADEQUATE SUPPORT. TARGET: 80% OF REFERRALS TO THE WW/TW PROGRAM WILL OCCUR IN THE FIRST HALF OF ANY GIVEN SEMESTER.

### **Write Well / Teach Well Referral Program**

Fall 2022 100% by week 8

Spring 2023 – 57% by week 8, 86% by week 9

### **Based on the assessment data and information shared above, what planned actions were or will be taken as a result?**

The “Writing Your Way In” Badge was designed based on the principles of the Write Well / Teach Well (WW/TW) program. It is functioning well across all assessment measures. Perhaps ironically, it is more successful than the WW/TW program it arose from. One reason for this success is that the Badge has been tied to a class, which facilitates communication of expectations and creates a cohort of students who can support each other, for example by attending workshops together and presenting together.

- To build on that success, it will be necessary to maintain good communication about the Badge between participating faculty, the College Writing Center (CWC) and the Center for School Partnerships and Teacher Certification.
- A key area of needed improvement for the WW/TW program is student engagement. While the population the WW/TW program draws from – students who have been identified as struggling with their writing – offers some explanation for the lesser degree of engagement, it doesn’t change the goal of serving these students and helping them thrive in the college environment. Students’ lack of skill in time management is a real hinderance to their completing the program. Unlike the Badge program, the WW/TW program has not had the parameters of a semester calendar to provide structure. The culminating Reflective Conversation has proven to be a powerful tool for student evaluation (of self and the program), and the WWTW program currently has no culminating experience.

To better address the needs of the students who have been identified as struggling, the WW/TW program will:

- Introduce a culminating activity students can apply for (as they do for the Badge Reflective Conversation)

- It will need to be clear that the culminating experience evaluates and celebrates an accomplishment and is not an indication that the student has met all PDP requirements
- Establish time limits, requiring that the set of experiences (Orientation, tutoring sessions, assessment activity) be required during the semester in which the student was referred.
- Provide programs with CWC workshop topics and schedules and ask them to consider requiring workshops as part of the PDP process.
  - The peer-tutoring process is wonderfully effective, but it is not a cure-all. The CWC has developed workshops that address many areas that students struggle with in writing, including time management.

## **SECTION 2: ADDITIONAL ASSESSMENT ACTIVITY**

Please use this space to share an example from this past year when you used assessment and data to plan and/or take action. Be sure to include any available information relating to the results and impact. Your example for this section does not need to be directly tied to your previously submitted administrative unit assessment plan.