

Center for Academic Development and Enrichment

Developmental Ed Dispatch

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Alumni Hall, 2nd Floor, 607-436-3010

New Name, Same Mission— Still Here to Serve You & Your Students!

For many years, we were called *Learning Support Services*. We do support the learning of students on the SUNY College at Oneonta campus, but the name wasn't quite right for us. We sought a name that would express more fully the work we do.

Our mission is to provide support to any student who seeks help from us. From a recent survey, we learned that a majority of the students who sought tutoring were maintaining over a 3.0 grade point

average.

We provide tutoring in writing even for graduate students who are writing their master's theses. We serve students at all levels of achievement and at all stages of their academic careers.

So, we needed a name that would make it clear that what we do is for all students and that our services promote success and excellence. The name we've chosen, **Center for Aca-**

ademic Development and Enrichment, refers to the full spectrum of services we offer. If students need to bolster their basic skills, we can help. If an advanced student wants help with advanced research writing techniques, we are available. If a student with average grades wants to work to achieve excellent ones, we can provide the necessary resources to help them achieve success.

Developmental Education Philosophy

The Center for Academic Development and Enrichment (CADE) provides tutoring, but it also provides basic reading, writing and math courses for students who need further instruction to prepare them for the high standards we hold at

SUNY Oneonta. Once called *remedial*, the courses we offer now follow the model of developmental education. The difference is in pedagogical approach, not just in name.

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Please recommend your exceptional students as tutors!

CADE offers students **free** tutoring in most 100-level courses. We hire (at \$5.50/hour — more for tutors who take the Prof 221-223 training course) exemplary students who come

with faculty recommendations to tutor students one-on-one. We encourage all prospective tutors to take our tutor training course sequence (PROF 221-3).

Please direct your students who have your recommendation (and a B+ or better in your course) to contact Mary Dorn at 436-3010 or at LSS@oneonta.edu.

NOTICE: The College Writing Exam Administration policies have changed.

Both computer and paper exams will be administered in large group sessions. Students must register online for the exam and bring an admission ticket with them to the exam.

UPCOMING DATES FOR THE COLLEGE WRITING EXAM

Handwritten Exam Administration:

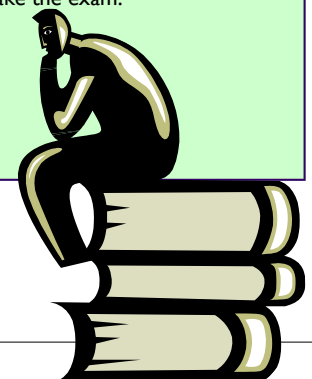
- Thursday Sept 23 at 4:00 in HIRC 3
- Wednesday October 6 at 2:30 in HIRC 3
- Thursday Oct 21 at 4:00 in HIRC 3
- Wednesday Nov 3 at 2:30 in HIRC 3
- Wednesday Dec 1 at 2:30 in HIRC 3

Group Computer Administrations will be given in Alumni Hall. Dates will be announced in next *Developmental Dispatch* issue and on website. Seating is limited.

Allow 3 hours to take the exam.

Students are encouraged to take the CWE after the second semester of their sophomore year.

Have students visit our website <http://cade.oneonta.edu> for more information and to register to take the exam.



NB: CADE is not Student Disability Services. If you have a student who has a registered disability, you will work with Student Disability Services to provide the accommodations the student requires. That office can be reached at 436-2137.

Students can sign up for subject area tutoring at our website!

<http://cade.oneonta.edu>



A Sad Goodbye and a Warm Welcome

CADE is staffed by professional and peer tutors. Our professional tutors assist students with writing, critical reading, developmental math and study skills. In addition to individual tutoring, these professionals also teach courses offered through the center such as Prof 120 or Comp 095.

For many years, we have

had the pleasure of working with Dr. Louise Roberts, a consummate professional. Dr. Roberts' unparalleled expertise in composition and grammar and, especially, her kind, calm disposition will be sorely missed.

This semester, we are pleased to welcome our newest staff member, Ms. Kim Griswold. Like many of the professional staff at

CADE, Kim is an alum of SUNY Oneonta. Most recently, Kim taught eighth grade at St. Mary's School in Oneonta. She will tutor critical reading, developmental math and study skills at CADE. She will also teach two sections of Prof 120: College Learning Strategies.

Welcome!

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All students have strengths and weaknesses, as we all know. But beyond mere subject-area weaknesses, most students — even extremely competent ones — reach points in their development when the task placed before them is beyond their reach. Often, the reason is lack of specific prior preparation for that specific task, other times, the reason is that the expectations the student holds was formed based on experiences from high school learning that do not apply to the college learning environment. Russian educational theorist Lev Vygotsky called that which is just beyond the reach of a learner the “zone of proximal development.” Our goal is to provide support for learners at their own pace as they work with the concepts or skills within that zone until they have achieved mastery.

The students who come through the developmental program are usually indistinguishable from other students you teach. Students who come to college needing developmental work are *near* the same developmental level as their peers and simply need assistance to work at an optimal level in this specific learning environment. CADE provides that assistance. Moreover, when students come to us

seeking help, they typically dedicate a great deal more time and effort than their peers to utilize the help we provide.

The National Association of Developmental Educators' goals, outlined below, are reflected in the courses we teach and the ways in which we manage our centers:

- To preserve and make possible educational opportunity for each postsecondary learner.
- To develop in each learner the skills and attitudes necessary for the attainment of academic, career, and life goals.
- To ensure proper placement by assessing each learner's level of preparedness for college coursework.
- To maintain academic standards by enabling learners to acquire competencies needed for success in mainstream college courses.
- To enhance the retention of students.
- To promote the continued development and application of cognitive and affective learning theory.

Students experience developmental gaps at all points of their academic careers. Whether the student is a freshman or junior, it is our mission to provide the necessary assistance to bridge gaps they encounter.

Questions and Answers

In Spring 2004, we conducted a survey of campus faculty to determine what needs faculty had that Center for Academic Development and Enrichment could serve. To thank the many faculty who took the time to answer our survey, we compile here a list of many of the questions that they asked and offer our reply.

What are all of the courses/tutoring that are available? How often are the courses available to the students?

We offer a wide range of courses and tutoring options. Our courses are

Prof 111 College Reading Strategies

Prof 112 Study Skills: Resource Management (mini)

Prof 113 Study Skills: Textbook Reading (mini)

Prof 114 Study Skills: Test-Taking (mini)

Prof 120 College Learning Strategies

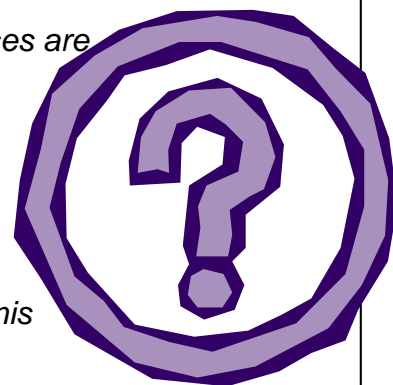
Prof 221, 222 & 223 Becoming a Master Tutor I, II & III minis

Comp 095 Introduction to College Writing

Math 001 Basics

Math 002 Algebra I

We have different options for tutoring. Professional tutoring for writing, critical reading and study skills is done one-on-one by our professional staff, most of whom have at least a master's degree. Peer tutoring is content-area tutoring for most 100-level courses. We hire and train exceptional students for this important function.



What is the content of the writing help? I wasn't clear what aspects you cover. I suspect many students passively wait for you to "fix" stuff for them; rather than go there to learn general concepts.

Our mantra is "we are not a proofreading service." Our goal with each student is to help him or her develop skills and strategies that they will be able to apply to all writing situations they encounter. All of our writing tutors are also instructors. For more information about our services, please go to our website (<http://cade.oneonta.edu>) and click on the green button at the very top labeled "Prof Permission."

It is my understanding that every student that would like a tutor or who reading; writing or math support must go to 225 Alumni Hall to register for services - is this true? or can they register on line from their own computers at this point? What would you say is the average time frame (days) in which the CADE gets stu-

dents a tutor when a tutor is requested?

Applying for a tutor is easy. Go to <http://cade.oneonta.edu> and click on the green button at the top that says "Get a Tutor." This directs you to the instructions on how to enter your application in our database, Tracktion (an amazing web application designed by the TLTC's Diana Moseman).

When a student requests a tutor, s/he fills out a survey that helps us identify all the needs that student may have. The survey is designed to "flag" any student who expresses concerns about study skills or learning difficulties. So when the application is input, one of several things will happen:

- 1) *If no concerns are noted, the student will be matched with an available, appropriate tutor.*
- 2) *If a concern is noted on the survey, the student will automatically receive an appointment to meet with a professional tutor to discuss the needs expressed. The professional tutor will match the student with a peer tutor and arrange for any other necessary services.*
- 3) *If no concerns are noted but no peer tutor is currently available, the professional staff will immediately begin searching to hire a tutor for the student.*
- 4) *If no peer tutor is located in a timely manner and if we have a professional tutor available who has appropriate background expertise, we will assign the student to work with the professional tutor for the course material. For example, a number of our tutors have master's degrees in English, so they could tutor Literature 100 if necessary.*



Approximately how many students are served each year by CADE?

We serve approximately 3400 students per year through our various services. About 800 of these receive one of our tutoring services. Our courses serve approximately 400 students per semester. We administer placement tests to all incoming first year and transfer students, which is approximately 1000 per year. The other 1200 take the College Writing Exam that we administer and grade.

Would it be possible to have subject specific writing support from CADE (i.e. a staff member designated to help with History, Political Science etc.)?

Absolutely. In fact, we have designed very subject-specific writing workshops in with professors. For example, we have given workshops in History courses to help students pre-write for and organize a major term paper, and then the tutor who presented the workshop later provided one-on-one-help with revision and reference citation to the students. We have professional tutors with a wide variety

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of backgrounds. Give us a call and we can arrange to serve your specific need.

Is it possible for CADE to be more involved during Orientation (perhaps even the first campus tours before students start classes?). I have numerous students who have no idea about LSS and the fact that they can go to a specific place for help with research and study skills.

We are very much involved in Orientation and Open Houses. We provide information to students about our services in many ways during Orientation. We talk with students when we administer placement tests, and we also meet with parents. This year, information about our services and a permission form for writing consultation were included in the orientation booklet. Although we are not a "stop" on the Open House tours, we do have a representative available to talk with parents and students at the Field House.

Do you contact students that are having academic problems, maybe a possible dismissal, to help them before they have to leave? Are you allowed to get student's academic information in order to send them letters and suggest that they come to you?

We do not contact individual students. Our services are offered for students to take advantage of on a voluntary basis. We find that when students seek our services willingly, they are more invested in taking part. If students are forced to take part, they are less inclined to participate in tutoring in a substantive way.

Instead, we advertise as widely as possible in hopes that students will come get the help they need. We ask that faculty continually provide reminders that our services are available. In August, we sent out advertisement flyers to all on-campus students and mailed a flyer to all transfer students at their permanent addresses.

Are the computer programs such as "Problem solver" and "Potato Factory" still available? Can a student come for a lab program only, as was once possible? Are there still programs to be used to prepare for GRE's, the LAST, MBA, etc.?

We have had several computer upgrades over the past few years, and our computer programs have changed substantially. We do not have "Problem Solver" or "Potato Factory" any longer, but we still have several math programs and videos and test-prep computer programs. Mainly, our students use our website that has links to a wide range of interactive tutorials for a variety of subjects. The website is available at <http://cade.oneonta.edu>. Click on the button that says "Study Skills."



How are referred students held accountable? Are there procedures to ensure they go and get the help they need?

Students are not required to come for tutoring. If they do not show up for or properly cancel appointments, they lose their tutoring privileges. If you refer a student for help in writing, you are welcome to call for an

update on the work they do with us. If you suggest that a student come for any other kind of tutoring, we will only be able to share information with you if they have signed a waiver allowing us to do so.

How often are the sessions (such as the test taking skills) offered? Do you have a brochure that we could distribute at the beginning of the semester?

Our Study Skills mini-courses are offered every semester. This semester, Prof 112 Resource Management mini is offered during the first five weeks, the Prof 113 Textbook Reading mini is offered during the second five weeks, and the Prof 114 Test-Taking Strategies is offered during the final five weeks. We also occasionally offer a non-credit workshop on test anxiety. Watch for announcements for that workshop.

The flyer we have sent to all on-campus students includes information about these mini courses and the other courses we offer.

What time limits do the staff have placed on them vis a vis helping students?

A student who signs up for a peer tutor for a 100-level course or for a professional critical reading or study skills (Prof 090) tutor remains in the tutor's schedule once a week for an hour for the remainder of the semester. The student can withdraw from tutoring if he or she chooses. A student who signs up for Comp 090 will have tutoring for two half-hour sessions weekly for five weeks. In some cases, if one hour a week is not sufficient and if we have the resources available, the student may be assigned to meet with the tutor more than one hour per week.

I suggest you send around an e-mail or web address first week of classes every semester so new and old faculty know what's available and how to refer kids. Lots of them need it.

*We send out The Developmental Dispatch, other flyers, and posters. If you need handouts for your students, give us a call. And our website, with a wide range of helpful resources, is always available at <http://cade.oneonta.edu>.**

