

<i>Link to Strategic Plan</i>	<i>Outcome</i>	<i>Assessment/ Measures and Target Performance Levels</i>	<i>Strategies to Achieve Target Performance Level</i>	<i>Result: Data results</i>	<i>Analysis</i>
Strategic Plan Goal 2 Achieve Student Success: Academic, Personal, and Social	Goal 1: Improve the quality of the notes provided to students with disabilities who require notetaking assistance as a reasonable accommodation by increasing the pool of trained note takers.	Measures: 25% of available note takers will be trained during AY 2016-2017. 90% of students will report satisfaction with the quality of notes they receive.	87% of students surveyed at the end of the Fall 2016 and Spring 2017 semesters, reported satisfaction with the quality of the notes they received.	Overall 81% of students reported satisfaction with timeliness of having a note taker assigned, receipt of notes, and quality of notes in the fall semester; 85% reported overall satisfaction in the Spring 2017 semester In the fall semester, students reported requesting note takers for between 1 and 5 courses, with an average of 2.7 courses. 71% of students received all note takers requested. In the spring semester, students requested note takers for between 1 and 5 courses with an average of 3 courses. 87% of students received all note takers requested. Workshop attendees reported feeling better prepared to utilize the WYNN software for reading and writing assignments.	We will continue to offer 3 distinct workshops that target note taking strategies, systems, and review each year. New and experienced note takers will continue to be invited to attend one or more workshops. Due to budget constraints compensation for note takers was not provided for attending workshops. We will explore options for other incentives. Survey results yielded positive feedback and will continue to be sent at the end of semester. WYNN Training Workshops will continue to be scheduled in the Fall and Spring semesters. Information flyers will be distributed to all OSS/SI, OSP, TLC, staff and students.
	Goal 2: Increase use and impact of the WYNN Literacy Software program through workshop presentations to students registered with the Office of Specialized Services (Fall 2016) and students enrolled in English 95/101 (ALP) (Spring 2017)	Measures: 75% of attendees will report satisfaction. 10% of students enrolled in ENG 95/101 will attend at least one training workshop.	WYNN training workshops were offered in October and March. 100% of attendees reported satisfaction with the workshop.		Text/email reminders will be sent to our cohorts using EAB. We will continue this practice going forward. We will also continue to provide surveys to workshop attendees.

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Strategic Plan Goal 2 Achieve Student Success: Academic, Personal, and Social	Goal 3: Increase course success and the number of Supplemental Instruction (SI) sessions attended by students enrolled in gatekeeper Biology and Chemistry courses	Percentage of students attending 4 or more SI sessions in gatekeeper Biology and Chemistry courses will represent at least 50% of session attendees. A comparison of the percentage of students with Ds, Fs, Ws in the course who attend more than 4 SI sessions will be greater than those who attend 4 or fewer sessions.	57% of students attended 3 or more SI sessions in the Fall 2016 semester and 66% attended 3 or more SI sessions in the Spring 2017 semester.	Our findings show students who attend 3 or more SI sessions receive a higher final course grade than students attending fewer than 3 sessions or students who do not attend SI.	Attendance will be recorded for all students attending courses with SI support. Final grade rosters will be used to determine average final grades for those students who did/did not attend SI session(s).

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Strategic Plan Goal 2 Achieve Student Success: Academic, Personal, and Social	Goal 4: Increase the number of trained Supplemental Instruction Leaders (SILs).	A total of 12 students including returning SILs will complete SI training workshops.	We recruited and trained 15 Supplemental Instruction Leaders (SILs) this academic year.	Seven SI leaders were hired to work in Summer I and for the STEM Success Academy. An End of Semester Survey was distributed to students who attended SI. The results indicate 97% of the respondents gave the SIL high marks for their ability to model study skills and strategies, a core component of the program.	We will continue to request faculty to nominate students for consideration. This summer we will query the students in STEM majors and invite students to an SI information session in November.