APEX FELLOW
Brandon Burkey ’18, Philosophy major, 2016 APEX Fellowship recipient to work as an Interpretative Education Intern at Muir Woods National Monument, on how his education thus far contributed to understanding his summer experience:

“[Having the] experience…I did this summer, the skills learned at Wooster appear increasingly necessary. For example, Wooster’s commitment to diversity in and outside the classroom provides a solid foundation from which to approach the visitors of Muir Woods National Monument, who visit from all corners of the globe. These visitors would often look to me for assistance and it is essential to the job to be able to communicate effectively with these individuals.”

The skills that I utilize on a daily basis as a Peace Corps Volunteer – participant observation, problem solving and critical thinking, facilitation, community integration – are all skills I attribute to my Wooster education.” — Kathleen Jackson ’15

APEX FELLOW
Madelaine Braver ’18, self-designed Human-Environmental Interaction major, 2016 APEX Fellowship recipient to intern with Congressman Renacci’s Washington DC office, on what she learned from the challenges she faced over the summer:

“I have learned so much about government and even though I won’t ever work on the Hill, it can and will impact every American’s life so it is important to have at least some knowledge. In the future, I will be more likely to take risks and jump into an unfamiliar field because I know that I can figure it out.”

“I enjoy using the Learning Center as a place to discuss ideas related to academics in order to structure and manage academics for success and reduced stress. Meeting regularly is valuable for maintaining consistent studying and avoiding procrastination as well.” — Learning Center survey, May 2016
A Year of Transitions

This has been a year spent preparing for many transitions in APEX including new leadership and renovated facilities, as well as making plans to sustain our most essential programs. We remain student-centered as we make intentional choices about the ways we serve each class year. The following frames APEX’s Guiding Principles for the next several years:

Guiding Principles

To be recognized as one of the premier student success programs within the liberal arts, APEX must constantly address and adapt to the diverse and changing needs of our student body. APEX is committed to the three following guiding principles that make us unique among student support centers in higher education:

1. Comprehensive Advising
   The combination of academic, personal, and professional support into a single mission to be lived out in a shared workspace allows advisors to work with students in their whole lives, rather than various support centers each within a single silo. Academic support is a feeder to a student’s professional development.

2. Mentored Undergraduate Professional Development
   Mentoring individual students is at the center of most of what we do in APEX. This comes from the mentoring culture established by Wooster’s long history of I.S. and mentored undergraduate research. This personal and customized approach to student support allows APEX advisors to bring students along in developing the initiative and skills needed to be successful professionals and quality citizens.

3. Student-Centered Approach and Space
   There is a palpable synergy in APEX. Energy and enthusiasm are strong and visitors notice it. Students are drawn to it. Students feel welcomed, comfortable and supported whether they are studying, coming for an appointment, or working in collaboration with others on a presentation.

Welcome!

The APEX Leadership Team welcomes Jenni Griffin, Dean of APEX. Her inaugural position is generously supported with a gift from William Longbrake. Welcome Jenni!

John Ramsay Bryan Karazia Peter Abramo
Pam Rose Kate Patch Suzanne Bates
Lisa Kastor Alison Schmidt

Student-centered Space
English Language Learning (ELL)

ELL was a new initiative to the College and Learning Center last year. Its mission is to support students in their use of English as an academic language, with a primary focus on international and global nomad students. In its first year, ELL developed a variety of services, including an introductory curriculum, workshops, tutoring support, and programs. Forty-five students interacted with the ELL Coordinator, Carla Reyes, through workshops, peer tutoring, and 1:1 appointments, resulting in 36% of the first year, international/global nomads using ELL support in the first year!

Learning Center Highlights

- Number of students who made appointments increased by 100 students per year since APEX was created.
- A record number of males used the LC this past year.
- Peer tutoring program supported over 300 students logging approximately 1,500 hours!

Academic Focus Program: Football

Twice a week the Learning Center staff provides academic mentoring that helps first year football players transition to the challenges of managing both a demanding sport and rigorous academic curriculum. This past fall, 24 first year players participated. The average all-team GPA has significantly increased since the implementation of AFP in 2010. At the start of the program, the all-team GPA was 2.75 compared to 3.04 this past fall.

APEX & ARCH

Since the adoption of ARCH in 2010, APEX staff members have played an active role in orienting first years from serving as a Staff Mentor on a team, to participating on a panel for parents, to managing the operations behind the scenes.

To date 19 APEX staffers have received ARCH training and have participated in every ARCH session.

Higher Education Intern Position Launched

APEX created and launched an internship to be filled by a recent graduate who has shown an interest in a possible career path in higher education. The APEX intern is considered a professional staff member and has advising, training, programming, and resource development responsibilities.

In August, Marina Rosales was hired as APEX’s first intern. She oversees test management, the Academic Focus program, provides leadership for the Peer Tutors, assists with the planning of ARCH, and participates in a number of APEX-wide events and programs.
CityTrek: Washington DC
CityTrek: Washington DC was a four-day program over spring break designed to provide students with a professional development experience of what it might be like to live and work in Washington. The program had a social and public service theme, potentially allowing us to attract students interested in this field, but to also highlight alumni working in non-profit organizations, law, government, and the public sector. The group of 25 students visited key businesses and organizations, met with alumni, and visited a number of the sites and landmarks which make Washington an attractive destination for young professionals.

Entrepreneurship and Community Impact: New Course
This past year a new course was taught for the first time at Wooster called “Entrepreneurship and Community Impact.” The experiential learning-based course involved students going into the city of Wooster to interview entrepreneurs, investors, city officials, economic developers, and others to gain an understanding of all the resources necessary to support entrepreneurship in a community. Twenty-five students were enrolled in the course and provided very favorable feedback about the experience. Post-class surveys indicate that the students learned many details about how startup businesses operate within a community.

“The opportunities and events within APEX help to expose students to the entrepreneurship field, in which they may draw connections to their personal academic focused area.”

Emily Partika ’19

Mini Grants Awarded
APEX awarded 24 mini-grants, totaling $15,540, for experiences during the academic year related to experiential learning and/or entrepreneurship. Here are a few project examples:

• Michelle Leiby received a grant to fund transporting her FYS class to the Immigrant Workers Project in Canton throughout fall.
• Wes Davis and Geordie Brown were given funds to take a group 17 student-athletes on a weekend cultural immersion and service learning experience with the Appalachia Service Project.

• Linnea Johnson '17 received a mini grant to participate in the Alternative Spring Break program at Cuyahoga Valley National Park.

APEX External Relations Team Created
In order to strategically address external relations constituencies, a team, consisting of members from Career Planning, Experiential Learning, and the Center for Entrepreneurship, was created to streamline our individual and collective work. As a result of their work, the team increased APEX’s capacity to respond to inquiries from external constituents, strengthened our relationship with Alumni Relations to co-develop and implement student programming, and participated in Alumni Networking receptions in Washington D.C., Boston, New York, and Cleveland.

Social and Public Service Fair and Panels
Seven social services agencies plus the FBI and US Customs and Border Patrol participated in our 10th annual fair. A panel was held the first hour of the fair and recruiters from Peace Corps, City Year, and the FBI gave an overview of their respective career paths and application processes. Over 50 students attended this successful event. During second semester we hosted a panel focused on Federal Jobs with over 25 students attending.

“My Wooster education was shaped by great experiences inside and outside of the classroom. Through these experiences, Wooster helped me find my passion—working with senior adults. I spent three years volunteering at West View Healthy Living, a senior living facility close to campus while studying at Wooster. It was there I found my love for working in the geriatrics field.”

Anna Duke ’16

Class of 2015: Where Are They Now?
[Pie chart showing: Attending graduate school – 27%, Entering the workforce – 67%, Still deciding – 1%, Seeking employment – 2%, Other – 3%]

F.I.E.L.D. Shadowing Program
The F.I.E.L.D. Shadowing Program provides students with the opportunity to observe various health care professionals during an average day at work and gain a better understanding of what the profession entails. Students were matched with two health care professionals in areas of interest either locally/regionally or in the student’s home town. Students were paired in teams and gave presentations about their experience at the end of the program. Last year 22 students participated in the program in partnership with Wooster Community Hospital’s health care professionals. This program helps students meet observation requirements and expectations of professional schools in a more formalized, value-added approach.
TREKs

OCS is pleased to announce a re-launch of our faculty-led programs (formerly known as Wooster Ins...); now known as TREKS - Think, Re/search, Engage, Know. TREKs are led by Wooster faculty and vary by theme and location. Some TREKs are embedded in a semester long course at Wooster with the experience abroad taking place during a school break, and some are stand-alone courses where the entire course takes place abroad. The time spent abroad on a TREK program varies from 2-6 weeks, and TREK offerings change each academic year.

Name: **Haley Davis** (International Relations)
Location: Madrid, Spain
“I learned the importance of adaptability and embracing new challenges. Living by yourself in a foreign country while actively speaking a foreign language truly pushed me out of my comfort zone, but ultimately proved to be one of the most rewarding experiences of my educational life.”

Other students had similar experiences:

Name: **Ama Addo** (Africana Studies)
Location: Accra, Ghana
“The most important life lesson I can attribute to spending a semester in Ghana is the value of breathing life into what you believe by acting out your values and morals instead of simply talking about them.”

Name: **Aziza Moore** (Religious Studies)
Location: Bodh Gaya, India
“The most influential place I travelled was Sikkim, India for my Independent Study Project. I studied Himalayan Buddhists’ relationship to the landscape due to their beliefs of natural spirits/protectors, while I was part of a travelling puja for the wellness of all sentient beings including spirits.”

Staff Site Visits

**Australia & New Zealand** — OCS staff visited five universities to set up partnerships for our Wooster students to directly enroll into institutions in these countries.

**Morocco** — Four study abroad programs were reviewed this summer in Rabat, Morocco. These programs have seen increased numbers of students and in order to align with study abroad practices, reviews were conducted to evaluate the academic quality of the program, the housing options, as well as the health and safety of the neighborhoods and cities where our students live and study.

Health and Safety Abroad Workshop
Off-Campus Studies hosted an OHIO 5 (Denison, Kenyon, Oberlin, Ohio Wesleyan and Wooster) Health and Safety Abroad workshop which brought together leadership among all five campuses in order to strengthen policies on how our offices respond to students emergencies and risk abroad. OCS now implements best practices in the field of international education to ensure the safety of our students no matter where they travel and study abroad.
National Conferences, Presentations and Awards

Advising
- NACADA: The Global Community for Academic Advising, Conference, Las Vegas, NV
- Alison Schmidt has been awarded Certificate of Merit of the Outstanding Advising Award - Academic Advising Administrator.
  Established in 1983, the NACADA Annual Awards Program for Academic Advising honors individuals and institutions making significant contributions to the improvement of academic advising.

Career Planning
- Liberal Arts Career Network, Claremont, CA
- National Society for Experiential Education, Tampa, FL
- Shepherd Alliance on Poverty, Opening Conference, Washington, D.C.
- Great Lakes College Association, Maumee Bay, OH
- Mid-West Association of Pre-Law Advisors, Chicago, IL

Entrepreneurship
- Global Consortium of Entrepreneurship Centers Annual Conference
- Deshpande Symposium on Innovation, Entrepreneurship and Higher Education
- Lilly Conference on College and University Teaching and Learning
  - Presentation, “Engaging the Local Community to Support Student Outcomes”
- National Science Foundation, Grant Reviewer

Experiential Learning
- National Society for Experiential Education, Tampa, FL
- John Ramsay was awarded Outstanding Leader in Experiential Education in Higher Education.
  This award recognizes an individual who has demonstrated innovative uses of experiential learning in their institution. John was honored for his work with Applied Methods Research Experience (AMRE).

Learning Center
- NACADA Conference, Las Vegas, NV
- Postsecondary Disability Training Institute, Boston, MA
- Hot Topics for Disability Providers, Baldwin Wallace College, Berea, OH
- NAFSA Region IV Conference presentation: A Comprehensive Language Plan for Small School
- NAFSA Conference F-1 Advising for Beginners Workshop

TESOL International Convention, Listen Again: Strategies for an Integrated Approach to Listening Skills
- International Christian University, Tokyo, Japan: Student Exchange Program meeting
- Shawnee State University, Portsmouth, OH, regarding Wooster’s start-up and implementation of in-house ELL support

Off-Campus Studies
- Generation Study Abroad Summit, U.S. Department of State, Washington, D.C.
- Great Lakes College Association, International and Off-Campus Education Committee, Ann Arbor, MI
- Annual Forum for Education Abroad, Atlanta, GA
- Arcadia Guild Member Annual Meeting

What’s Next for APEX?: Academic Year 2016-2017
- Plan to be involved with the College-wide conversations about the curriculum redesign.
- Prepare for the transition for both Associate Dean positions.
- Increase efforts in APEX data collection and assessment.
- Possibly expand, up to 3 positions, the Internship in Higher Education in partnership with the Center for Diversity and Inclusion.
- Evaluate the student staff structure.
Thank You
for your generous support of APEX.

Andrew Family supports third year of Edward J. Andrew Fellowships
On October 11, 2013, the College announced the creation of the Edward J. Andrew Fellowships. These fellowships are supported each year with a gift of $100,000 from the Andrew Family Foundation and the BARKLEE Foundation. During the summer of 2016, the Edward J. Andrew Fellowships were awarded to 35 students, and the Andrew Fellowships for Excellence were awarded to 6 students. We are grateful to the Andrew Family for their generous support.

Wilson APEX Fellowships Awarded
In 2014, James R. Wilson ’63, Trustee Emeritus and former Chairman of Wooster’s Board of Trustees, and his wife, Linda R. Wilson, gave $1 million to endow the Wilson APEX Fellowships. Now in its second year, income from the Wilson APEX Fellowship Endowment was awarded to 15 students during the summer of 2016. We thank the Wilsons for their generous support.

Gifts to APEX and the APEX Endowment
We are very grateful to those individuals who supported APEX and the APEX endowment during the 2015-2016 academic year. Gifts to the APEX Endowment will continue to support APEX, the APEX Fellowships, and other experiential opportunities for Wooster students. We also give a special thanks to the members of the Class of 1962, who established the APEX Endowment in 2012, and to members of the Class of 1963 and the Class of 1965 for their gifts to this fund and their support of our students and programs.

APEX Fellowship 2016

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APEX helps you put the pieces of your college experience together.