SUNY Potsdam
Administrative Unit
Assessment Summary Form

Administrative Unit: Student Academic Services (tutoring)   *Unit Contact Name: Bethany VanderWoude*   *Date: 7/26/2024*

Phone: x3447   *Email Address: vanderbl*   *Assessment Year: 2023-2024*

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. Units should select a goal that has not yet been reported on during the '22-'26 cycle.

Selected Goal
GOAL #3 Services provided by tutoring will have a positive impact on students' academic performance.

Desired Outcomes/Objectives
Objective 1A: Students receiving tutoring services will perform better than class average Objective 1B: Students receiving tutoring services will receive credit for the course.

Related Targets/Measures
Method 1A: Compare individual tutee grade to overall class average- did student achieve final grade at or above class average.
Method 1B: Assess through BearPaws if student earned credit for course
Target 1A: 70% of students who utilized a tutor will have a final grade at or above class average
Target 1B: 50% of courses that utilized tutoring will earn credit for the course

NOTE: Once completed, administrative unit leaders should submit this form to their direct supervisor for review and approval.
Supervisors, upon approving the form, should submit it to the assessment committee via email at adminassessment@potsdam.edu for their review.

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.

Method 1A & 1B: I used Starfish to track student tutoring activity and compared their final grades/credits earned to course averages in BearPaws.
Target 1A: In Spring 2024, 73% of students who utilized a tutor earned a final grade at or above class average
Target 1B: In Spring, 2024, 100% of students who utilized tutoring earned credit for the course

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

Having exceeded our targets in Spring 2024, I hope to expand on this success by connecting our tutors with more students in courses with high DFW rates. I also plan to use Starfish retention scores to actively seek out and offer tutoring to "high risk" students.

SECTION 2: DATA INFORMED DECISIONS & UNPLANNED ASSESSMENT (OPTIONAL, BUT VALUABLE)
The experiences of every administrative unit contribute to our collective narrative as a campus. We encourage you to share an example from this past year where you leveraged data or assessment type activities. This could involve planning, taking action, and/or solving a problem. Unlike section 1, there's no need for a formal reporting structure for this section. Instead, focus on a narrative that highlights what was done, the results and the impact of your efforts. Please include any related data and information when available and appropriate.
In Spring 2024, I removed the "group" requirement from group tutoring. This was based on feedback gathered from students, tutors, and faculty/staff. In doing this, I was able to immediately connect students seeking help with an appropriate tutor. Additionally, I'm investing more time in tutor training, as research shows that tutoring programs with a strong training component yield higher GPAs and higher retention rates than their counterparts (Boylan, Bliss,

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& Bonham, 1997). In July 2024, I attended a 3-day intensive tutor training institute offered through the College Reading & Learning Association. I plan to use the knowledge I gained there to bolster our tutor training and certify our campus through CRLA. Finally, tutors and students have relayed a need for basic study skills, time management, and support for "learning to learn." In Fall 2024, tutors will be trained and made available for general academic skills sessions that are not necessarily related to a specific content area.

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