

**SUNY Potsdam  
Administrative Unit  
Assessment Summary Form**

**Administrative Unit:**     *Student Success Center/ Tutoring*

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**Assessment Year:** *2022-2023*

**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**

Provide tutoring to students to assist them in meeting their overall educational goals

**Desired Outcomes/Objectives**

Objective 1A: ASO (Academic Support Office) will connect students with a tutor in the requested discipline should a tutor be available.

Objective 1B: ASO will connect the tutee and tutor within 3 business days of the request.

**Related Targets/Measures**

Method 1A: Review StarFish report and excel spreadsheet data

Method 1B: Review StarFish report with information on “days to clear” for each request.

Target 1A: 90% of all requests will be connected with a tutor

Target 1B: 85% of all requests will be connected with a tutor within 3 business days

**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.**

1A: 105 requests were made through StarFish for tutoring. These requests were reviewed, recorded in an excel in TEAMS and action was taken based on availability of tutor, referral to various academic resources (ex: Professor, Math Lab). 85.7% of requests were connected with a tutor. Tutors were in place for many courses prior to the start of the semester so those requesting could be connected almost immediately with a tutor/group.

10 students (9%) had a tutor assigned and did not use the service

15 students (14%) no tutor was available

2 students (2%) were referred back to the course faculty

8 students (8%) were referred to the Math Lab

1 student (1%) were referred to the WAYS teams

A discussion was had with the Director of the Student Success Center to allow groups to get started with only 2 student requests. This discussion was based on requests for tutoring in certain courses not reaching the required 3 student to start a group rule in place. If a student was requesting tutoring, it was felt the student should receive assistance, if available.

1B: Two days was the average time for tutoring requests to be cleared from the cache. A received request was recorded in the excel data table in TEAMS. The next step was to determine the action to be taken for the request. A Math request was responded to with information for the Math Lab hours. PATHWAYS leadership directed any tutoring requests be referred to them. Two students were referred to speak directly to their faculty. When a group/tutor was in place, the student would receive an email (the tutor would be copied) so the connection was made for assistance. The tutor would reach out to the student, inviting them to either join a group or get the group started. If a tutor was not in place, the student was notified that a tutor was not in place. The search would then begin for a tutor. If there was a response to the outreach for a tutor, the student would be interviewed and likely hired. That student would then be connected with the student who requested a tutor. Data provided in 1A shows the number of students who were not provided a tutor. 85.7% of requests were connected with a tutor within 3 days.

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

1A: There is a desire to connect a request with a tutor (when possible) with only 1 request in place. Currently, Group Tutoring begins a group with 3 requests. It was decided early in Spring 2023 to begin groups with only 2 requests. This allowed for more students to begin the tutoring process much earlier in the semester. There are a number of courses that students request a tutor early in the semester and those requests grow as student become more aware of academic requirements. Using historical data of what those courses are, tutors have been identified and are prepared to begin tutoring early in Fall 2023.

1B: There were several requests made in Spring 2023 where a tutor was being searched for and not found. This increased the number of days average for connection to be made. A request was not cleared from StarFish until a tutor was found or a connection was made to another academic resource. Given that there are several requests made for courses that don't have a tutor readily available, time will be spent during summer 2023 reviewing tutor requests from previous two semesters. The Coordinator of Group Tutoring will: run class grade reports from previous semesters for courses that tutoring has been requested previously, create a list of currently enrolled students (for Fall 2023) who received a grade of 3.3 or higher in the course, coordinate with faculty of those courses to receive endorsement for each student, and then reach out to students who have been endorsed asking them to become a group or 1:1 peer tutor.

## **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.

Beginning in Fall 2022, special interest program EOP and Spring 2023,TRIO, teamed up with Group Tutoring to provide students in those programs 1:1 tutoring as well as Group Tutoring. Each program lost key players on their team over the course of the fall and spring semester. Through collaborative discussions, the process to request a tutor was consolidated on to the StarFish Platform and tutors were shared to provide tutoring services to students. We found that consolidating the process for requesting a tutor, hiring/training tutors for courses and the promotion of a centralized tutoring hub made it easier for tutees and tutors to connect in a more timely manner. Key players in these areas have met already to create a process for which Group Tutoring will coordinate recruiting/hiring/training for all tutors as well as the processing of all tutor requests and referrals. Specific program requirements will be identified and followed to ensure each program is meeting their specific program necessities.