

# STUDENT SUCCESS ADVISORY COUNCIL: A STRATEGY FOR STUDENT ENGAGEMENT

## Center for Learning and Student Success (CLASS)

014 Bird Library  
class.syr.edu  
class@syr.edu

## Introduction

The Center for Learning and Student Success (CLASS) used the individual tutoring schedule and payment platform Tutor Matching Service (TMS) for many years. Unfortunately, the platform changed ownership this year. CLASS, after much platform consideration and institutional research, decided to bring individual tutoring in house with some support from a scheduling platform. A Student Success Advisory Council (SSAC) was created consisting of three students (two tutors and one tutee), three representatives from CLASS, and two cross-campus partners who engage with our tutoring processes frequently. This team assessed the impact of this transition through data collection and assessment and individualized interviews. These efforts align with an operational 2024 academic year outcome for CLASS "to create or update programming to enhance learning".

## Motivations for engaging students in assessment projects

- To provide students with firsthand experiential learning opportunities directly related to assessment and assessment project processes.
- To utilize firsthand student-centered experiences to implement process improvements. Learning from the experts.

## Results

- Additional training materials to increase tutors' awareness of diverse learners and helpful strategies to assist in their tutoring
- Improvements in the tutoring session sign up process including the addition of a course syllabi request and specific topics to cover
- Adjusting locations for tutoring sessions to allow for staff support helping tutors and tutees find one another
- Hiring additional tutors for popular courses with limited tutors
- Enhancing tutor profiles to include pictures and a comprehensive list of the subjects they tutor

*I did not know the amount of care and consideration put into conducting assessments and evaluations. Honestly, it seemed to me to be a relatively simple thing; just ask team members/employees what they thought needed to be changed, and then change them. After working on this team, however, I learned that a lot of thinking needs to be done about major themes that an assessment needs to address, how to word specific questions targeting those themes, and how to analyze the answers from said assessment to figure out if said themes were addressed. - Gary Shteyman, tutor and SSAC member*

## Student Learning Operational Outcome

Create or update programming to enhance learning.

### Student-Centered Assessment Activities

1

### Specify & Plan

- Reviewed quantitative and qualitative program data to identify effective tutor process improvement strategies
- Provided reflection opportunities for tutor and tutee feedback based on personal experiences
- Co-created interview questions for tutors and tutees to identify bottlenecks and potential solutions

2

### Collect & Analyze

- Conducted one-on-one tutor and tutee informational interviews based on student created questions.
- Reviewed and bucketed interview and survey responses to identify themes for process improvement.
- System comparison analysis.

3

### Action & Follow Up

- Modify tutoring sign-up process for efficiency and holistic understanding. Including individual syllabus requests, effective follow up questions, tutor course identification, and more.
- Implemented training documents based on identified needs of students with diverse learning styles.

## Student Success Advisory Council

Eadin Block, Class of 2026, Physics and Spanish Language, Literature, and Culture major with a minor in Mathematics, tutors PHY 101 & PHY 102, Major Concepts of Physics, and PHY 211 & PHY 212, General Physics

Margot MacKechnie, Class of 2026, Entrepreneurship and Emerging Enterprises major, Information Technology, Design, and Startups, tutee

Gary Shteyman, Class of 2026, Psychology and Neuroscience major with a minor in History, tutors MAT 221: Elementary Probability and Statistics and PSY 252: Statistical Methods II

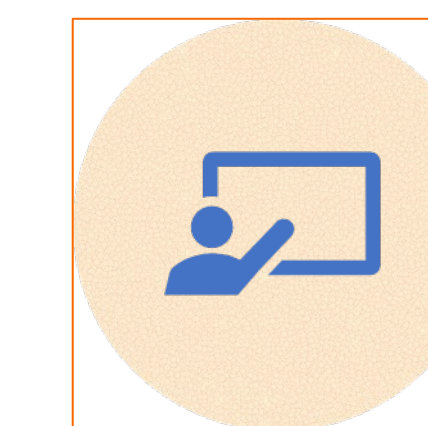
Karen Toole, Assistant Director, Center for Disability Resources

Tasha Terzini, Academic Advisor, College of Arts and Sciences

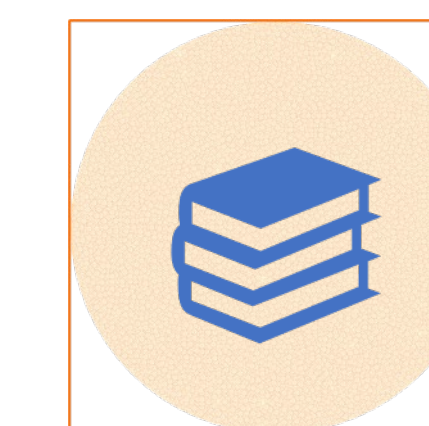
Kate Bussell, Assistant Director of Academic Expectations, CLASS

George Athanas, Associate Director, CLASS

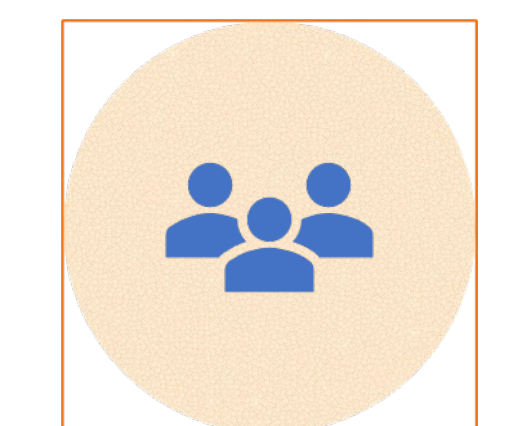
## Individual Tutoring by CLASS



49  
tutors



285  
courses



1,342  
sessions



Gary Shteyman

"The most meaningful part of this experience was learning how to conduct assessment and evaluate trends in survey responses. That type of work taught me how to identify said trends, how to think about them in terms of problems that can be solved, and how to present these solutions in a concise manner."



Eadin Block

"I learned that assessment isn't a linear process. It involves research, patching, effort, and time. ... This project has furthered my skills in analyzing data in the form of feedback to generate trends and increased my ability to critically examine the work I do and the impact it has on mine and a tutee's experience during a tutoring session."



Margot MacKechnie

By practicing the utilization of assessment and data collection programs, I am not only preparing myself for my future in the business world in terms of dealing with data, but practicing and improving my ability to closely and thoroughly analyze data to find and solve problems.

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