SSC NEWSLETTER #3

The Student Success Center has much to be proud of this academic year. In addition to the move to the first floor of Plassmann, we have:

- created new opportunities for our international students to engage with each other;
- found a way to match tutors and tutees more efficiently;
- better tracked use of our support services;
- and expect ALL HEOP students who entered as freshmen in fall 2014 will be participating in commencement exercises together.

FYE is also busy planning for Orientation and Welcome days. Those events are just around the corner. As we all begin planning for the 2018-19 academic year, Adriane Spencer has information below on Universal Design for Learning, some of which instructors may wish to incorporate into their classes.

HEOP CELEBRATES

As we wrap up the spring 2018 semester, HEOP would like to welcome Patrick Crosby as our new academic counselor. Patrick comes to us from the University at Buffalo where he previously served as an EOP senior counselor. Patrick has a Master’s in Higher Education Administration from the University at Buffalo.

We would also like to recognize our graduating seniors. This cohort of 20 students started their journey at St. Bonaventure in the summer of 2014. When I think about the individuals in this class, a few words instantly come to mind: persistent, resilient, and fearless. Statistically speaking, less than half of them should be walking across the stage in May. Instead, all 20 of them will graduate. That is exceptional. That is a testament to each one of them, their hard work, their strength, and their ability to overcome any obstacle life has thrown at them. They never let the naysayers get the best of them or let the words or doubts of others become their reality. And for that, these students are truly inspirational.
I would like to thank these students for allowing us to be a part of their incredible journey; it has been a true honor. I am sure I can speak for our staff and others at the university when I say you have taught us so much about life and resiliency in the time that we have known you and for that we will be forever grateful.

Thank you to the faculty, staff and administration for your continued support of all of our HEOP students. Without you we would not be able to do what we do.

TUTORING ON TRACK

Academic assistance flourished this spring in the Learning Center’s Student Success Center abode.

Spring 2018 peer tutoring across the curriculum superseded spring 2017 peer tutoring by 59.3 percent: 128 students were tutored in spring 2017 while 204 were tutored in spring 2018. Fifty-five tutors logged more than 900 tutoring hours this spring.

Separate from one-on-one tutoring, myriad students took advantage of drop-in tutoring in accounting, chemistry, psychology, and statistics. Drop-in sessions afford students need-be-assistance flexibility. Learning Center staff members offered additional aid in mathematics and writing via the Math Lab and the Writing Lab; both of these labs’ support staff members created repeat visits by loyalists.

Thanks to intense behind-the-scenes work from several SSC colleagues, spring tutoring arrangements were electronically orchestrated via AccuSQL. Tutees selected tutoring options from their phones, tablets, and/or personal computers; this gave tutees ownership of their tutoring arrangements and enhanced the speed of confirmed tutoring arrangements.

Additional academic help was offered via Supplemental Instruction - a peer-facilitated group review model designed to assist students in historically difficult courses. This spring, 21 Supplemental Instruction Leaders provided out-of-classroom assistance for 27 courses.

All Learning Center tutors and SI leaders were certified via TutorLingo, an Innovative Educator product employed to enhance and unify tutoring quality.

Check out these photos of our Study in the Sun event from April 24:
ONLINE AND INTERNATIONAL STUDENT SERVICES

SBU’s online graduate programs keep us busy with six separate seven-week sessions per year. New cohorts of students start their program each session, and we help guide them through the enrollment process. We work closely with the success coaches to ensure new and continuing students register and connect with other departments such as financial aid, the registrar, and the business office when needed. The online counseling programs have grown exponentially and we look forward to having the fall 2017 cohort on campus this June for their first residency.

Our more central location in the Student Success Center has proven to be more convenient for international students, who stop in much more regularly to ask questions, seek guidance, or just visit. We meet with every international student at least once per semester and have new students check in multiple times during their first year to be sure they are doing well academically and assimilating into life in the United States. We held a dinner in November to provide an opportunity for our students to experience a traditional Thanksgiving meal, and meet and mingle with other international students. This spring our office hosted over 50 international students and their guests at a pasta dinner. Nine international students are graduating this May with the majority staying in the United States to pursue a master’s or participate in the one-year post-completion work benefit available to them.
As the class of 2018 begins to say their goodbyes to St. Bonaventure, the First-Year Experience department has begun its preparations to welcome the class of 2022 to campus for freshmen Orientation.

Orientation is a day-and-a-half immersion into St. Bonaventure for new students highlighted by icebreakers, informational sessions, learning about campus and spending a night in the residence halls. Parents and families are invited to Orientation as well to participate in a full program separate from students.

Orientation plays an important role in the transition process from high school to college for incoming students, giving them the first taste of life at St. Bonaventure. The facilitators of this transition to Bona’s are the members of the Orientation Team.

Taking charge of Orientation Team this summer are sophomores Charity Hammond and Rebekah Liszewski. Hammond, a sport studies major from Hamden, Conn., and Liszewski, an accounting and finance major from North Syracuse, N.Y., were Orientation Leaders last summer and have taken over the role of Orientation Coordinators. Ryan Signorino, a junior journalism major from Erie, Pa., will help with planning Orientation and creating the Welcome Days program as the New Student Services Coordinator. Chelsea Didas, entering the school counseling graduate program from Brockport, N.Y., will return to the team as the graduate intern.

Also coming back from last summer are Geoffrey Broadbent, a junior biology and political science major from Olean, N.Y., while Destinee Johnson, a sophomore sport studies major from Henrietta, N.Y., and Matthew Tyssee, a sophomore early childhood and special education major from El Cajon, Calif., return as Student Leaders.

Joining the team this summer as Student Leaders are eight new orientation leaders: Harriet Acheampong, a freshman biology major from Bronx, N.Y.; Ava Bianchi, a sophomore finance major from Novi, Mich.; Calsey Bump, a sophomore secondary
education major from Friendship, N.Y.; Colleen Corrado, a junior biology major from Freehold, N.J.; Kane Jordan, a freshman management major from Ogdensburg, N.Y.; Ky Mangulis, a freshman theology major from Middle Grove, N.Y.; Shannon McNulty, a sophomore strategic communications major from Clarence Center, N.Y.; and Ethan Pryor, a freshman journalism major from Owego, N.Y.

Training for the Orientation Team starts July 1. Three Orientation sessions will be held on July 12-13, July 16-17 and July 19-20. More information about the program can be found on the website at www.sbu.edu/orientation.

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**Universal Design for Learning**

According to the National Disability Authority (NDA), Universal Design is “the design and composition of an environment so that it can be accessed, understood, and used to the greatest extent possible by all people regardless of their age, size, ability, or disability.” Think about automatic doors at a grocery store; these are helpful when pushing a shopping cart, a baby stroller, using crutches or using a wheelchair. It is not a special accommodation, but benefits many people. While preparing syllabi for the upcoming year, here are a few ideas to incorporate Universal Design for Learning into the classroom.

The classroom climate should be welcoming and inclusive while maintaining standards. This is an example of a statement to include on each syllabi.

- **Include a syllabus statement**: “Students with Disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Disability Support Services in Plassmann Hall 100D at 375-2065 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.”

The Universal Design for Learning (UDL) is a way for instructors to provide all learners with different ways to be successful. Applying universal design principles to college classrooms can provide flexibility and some levels of customization to all students, regardless of their learning preferences or abilities.

UDL encompasses three main principles:

1) Provide materials and content in different ways,

2) Give students the opportunity to show what they know in different ways, and

3) Use different methods to motivate learners. Incorporating UDL into classroom (and online) communities is a more inclusive way of providing instruction.

While UDL is most commonly associated with helping student with disabilities, it also benefits English language learners and students who prefer different modes of instruction. UDL also provides support for students who may have undiagnosed learning needs. Below are some ways to incorporate the Nine Axioms of Universal Design into classrooms.

**Equitable Use - All Learners Benefit**

- Notes on-line for everyone to access.

**Flexibility in Use - Evaluation**

- Group projects
• Take-home exams that focus on application
• Class presentations vs. formal exams
• Flexibility assumes diversity

**Simple and Intuitive**
• Presented in a straightforward and predictable manner
• Use concept maps
• Online syllabus
• Online notes available before class
• Offer tips on note taking
• Present grading criteria at beginning of course

**Perceptible Information**
• Use laptops in the classroom
• Choose texts and reading materials that are available in a computerized format
• Provide captioned videos

**Tolerance for Error**
• Provide several opportunities for feedback and revision prior to a final grade
• Offer opportunities for practice
• Use online quizzes to help assess reading comprehension
• Tailor lectures based on quiz results

**Low Physical Effort**
• Minimize unnecessary physical activity
• Consider lighting, noise, and temperature
• Allow students to take essay exams on a computer

**Size and Space for Approach and Use**
• Arrange classroom in a circle or semi-circle
• Allow for cognitive space - build breaks into a lecture to allow students to review notes and ask questions

**A Community of Learners**
• Provide feedback quickly
• Build community in the classroom
• Offer online office hours

Syllabus statement provided by: Jeanne M. Kincaide, J.D.

Resources:
Fostering Inclusion with Universal Design for Learning by Kevin Kelly

Universal Design for Instruction Project, University of Connecticut Center on Postsecondary Education and Disability