The Student Success Center, Plassmann Hall, is dedicated to providing St. Bonaventure University undergraduates with the tools and resources to be successful college students.

TUTOR DEVELOPMENT FLOURISHES

Tutor development and skill enhancement is critical to the success of the tutoring functions in the Student Success Center. Tutors have engaged in the following developmental activities over the course of the semester.

CALM

Early in the spring semester, Adam Brown and Althea Need Kaminske – co-directors of St. Bonaventure’s Center for Attention, Learning, and Memory – offered tutor development workshops highlighting how tutees’ negative or positive classroom habits should shape tutoring sessions.

Althea and Adam coached the tutors via animated discussions so tutors could better help their tutees maximize their academic efforts. For example, although many tout multi-tasking as a badge of honor, after tutors participated in multi-tasking role-playing, they concluded multi-tasking is a practice in which they worked less efficiently and task completion took longer.

Additional discussions required tutees to explore tutoring atmospheres to combat distractions as well as promote productive studying and note-taking behavior. Tutors concluded cell phones have no place in either studying or tutoring. Current tutoring practice is both tutees’ and tutors’ cell phones should be tucked away during sessions; tutors lead by example so ideal tutoring is a phone-free setting.

PICTURED: TUTORING SESSION IN THE SSC WITH RICHARD LESEUR (LEFT) AND SPENCER CARBONE

Tutoring Bonaventure Style

In February, veteran tutors Sabrina Basile, Spencer Carbone, and Chandler Pocziwinski collaborated with Jean Trevarton Ehman to create Bonaventure-based tutor development workshops. Their
purpose was to tailor tutoring advice to Bonaventure’s unique learning atmosphere: Tutoring Bonaventure Style was an exercise in interactive learning.

Points of emphasis included the importance of setting a professional yet helpful tone during initial sessions to set an atmosphere conducive to productive learning throughout the semester. In an interactive setting, engagement opportunities were discussed such as the importance of peppering a session with questions so tutees are guided into discovering solutions.

TutorLingo

TutorLingo, a stalwart in our Tutor Development arsenal, is an Innovative Educator product we employ to enhance tutoring quality and equity. Our tutors independently complete TutorLingo’s nine modules; among the topics covered in the on-demand video units are learning theories, critical thinking, and study skills. TutorLingo complements our in-person tutor development as it assures all our tutors receive uniform pedagogical tutoring education.

In most cases, the notices were sent out at the beginning of the semester.

The Student Success Center will be open 8:30 a.m. to 5 p.m. each exam day (Saturday, May 11, and Monday, May 13 to Thursday, May 16). We will have two time blocks for finals: 8:30 a.m. to 12:30 p.m. and 1 to 5 p.m. If a class exam is scheduled for 8 or 10:35 a.m., the student will take the exam in the morning block. If a class exam is scheduled for 1:10 or 3:45 p.m., the student will take the exam in the afternoon block. This allows for the extended time many students use.

To receive accommodations for finals, students are expected to:

- schedule their exams as close to the class exam as possible.
- speak to their professors about a solution if there is a conflict; for example, if a student has an exam at 8 a.m. and another at 10:35 a.m., they will take one in the morning and one in the afternoon.
- complete the Final Exam online form during the correct time. The online forms will open on Sunday, April 29, and close on Wednesday, May 8. Students will not be able to schedule finals after May 8.

Professors can help this process by:

- reminding students of the deadlines and correct procedure. Here is a suggestion for what you could say when you begin discussions about finals: “Students who need accommodations for finals, please make sure you complete the online exam form so you can take your test in the Student Success Center to use the accommodations you need.”
- completing the online exam form once you receive it. This gives me the proper method of delivery and return of the exam. There is a
place to note special instructions on the form. I work under the assumption that all tests/exams are closed book/no notes or outline; if this is not the case for your exam, please let me know so the student has the same resources as the rest of the class.

If you have questions or concerns, please contact Adriane Spencer at ext. 2065 or aspencer@sbu.edu.

**ONLINE AND INTERNATIONAL STUDENT SERVICES**

We are pleased to announce that study abroad support is now being offered in our office with Yvette Jordan as the point person. She will guide and assist students who wish to participate in a non-SBU affiliated study abroad program, and help them through the often complex application and visa process. Yvette will also collaborate with the registrar’s office to ensure that coursework taken overseas will be applicable to a student’s program.

On the online side, our office is busy planning and coordinating the residency portions of the online graduate counseling programs that occur in June. Students will be able to access the appropriate residency information (the First Residency or, for returners to campus, the Second Residency) on MySBU. The site contains helpful information, including housing options and meals, campus maps, schedules, and residency registration. We anticipate more than 120 students for the first residency June 13-15, and look forward to welcoming back over 40 for the second residency, from June 20-22. In addition to the residencies’ academic benefits (workshops, guest speakers, coursework), it is also a great opportunity for the online student to visit campus and meet faculty and fellow students in person.

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**STUDENTS ATTEND ORIENTATION CONFERENCE**

Three St. Bonaventure University students attended a conference over the university’s spring break aimed at enhancing the new-student experience at colleges and universities.

The Region IX conference of the Association for Orientation, Transition and Retention in Higher Education (NODA), held March 7-10 at the State University of New York at Oneonta, invited students and professionals from colleges and universities in the Northeast to share their programs and best practices in student orientation and transition services. NODA is an international organization that provides education, leadership and professional development in the fields of college student orientation, transition and retention.

Conference presentations were led by professionals, graduate students, and undergraduate orientation leaders.
Ryan Signorino, a senior journalism major at St. Bonaventure, gave a presentation on building and maintaining team chemistry during student orientation. His presentation, “Iconic and Benevolent Bonds: Building Strong Team Chemistry,” addressed team dynamics, incorporating research into the stages of team development, and their application among student orientation leaders.

“It was my second year attending the conference and it was an amazing experience,” said Signorino. “It was fun to meet orientation leaders from other schools, be able to make connections, and learn what others do with their programs.”

The conference included an undergraduate case study competition in which two St. Bonaventure students earned top presentation awards. The competition separated undergraduates into small groups of students from various institutions. The groups analyzed an orientation-based case study and presented solutions to the case to a panel of judges. The case study focused on themes of inclusion for students with disabilities.

Signorino’s group won the Best Communication Skills award, while a group that included Cammie Dutchess, a sophomore strategic communication major at St. Bonaventure, won the Best Problem-Solving Skills award.

Said Dutchess, “The case study competition was a great way to collaborate with other conference-goers to see how other orientation leaders would resolve the problem. I think my team worked well together to come up with a solution to our conflict. I am very proud of my group for winning our award.”

Another St. Bonaventure attendee, junior adolescent education major Calsey Bump, participated in NODA’s Returning Orientation Leadership Institute (ROLI), a group experience for returning orientation leaders with orientation supervision responsibilities at their respective schools. The training program, led by professional mentors, helped prepare her for her upcoming role as an orientation coordinator at St. Bonaventure this summer, said Bump.

“Being in the ROLI program was such an eye-opening experience. It allowed me to share my ideas from our orientation program at St. Bonaventure, but also hear from my new friends about how they run their orientation,” she said. “I gained many new insights and perspectives on ideas that I can’t wait to share with my team this summer. ROLI truly inspired me in many ways, to not only be the best orientation coordinator that I can be, but also the best person I can be.”

Signorino and Dutchess will join Bump as orientation team leaders at St. Bonaventure this summer.