

**SUNY Potsdam
Administrative Unit
Assessment Summary Form**

Administrative Unit: *SSC – Bridges Program*

Unit Contact Name: *Diana Valdez*

Date: *7/26/2024*

Phone: *x2382*

Email Address: *Valdezdc@potsteam.edu*

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

Copy/Paste or enter the goal(s) from your unit plan that you wish to highlight and summarize.

Goal: Actively engage with Bridges students and connect them to various campus support programs and offices.

Desired Outcomes/Objectives

Copy/Paste or enter the desired outcomes and objectives connected to your selected goal that you will be reporting on.

2A. Bridges Staff will actively connect students to support service offices and application materials.

2B. Bridges students will apply to TRiO and/or CSTEP to receive additional support and services.

2C. Students will apply for and utilize tutoring as needed.

Related Targets/Measures

Copy/Paste or enter the target desired outcomes and objectives connected to your selected goal that you will be reporting on.

2A. Roster of Bridges students with support services connection activity will be reviewed.

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@potsteam.edu for their review.

Target – 10% increase over prior year.

2B. Review of TRIO/CSTEP application data to account for the number of active TRIO/CSTEP Bridges student.

Target – 5% increase over prior year.

2C. Review Bridges student tutor requests, matches and utilization.

Target – 5% increase over prior year.

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.

The Bridges program underwent a transition during the 2023-2024 academic year. In February 2024, the oversight began overseeing the program, dividing it into three areas based on students' academic status. These divisions included students on academic probation, students in acceptable standing or at potential risk, and students in high-achieving status.

Within these three sections, a direct contact person connected with their students and worked with them academically to ensure their success throughout their academic journey. At the start of Fall 2023, the program was overseen by the designated Bridges program advisor, who had since departed. During the interim, the director of the Student Success Center managed the program until I was tasked with overseeing it in February 2024 as part of a new college initiative.

2A. Bridges students are required to have monthly one-on-one meetings with their Bridges advisor. During these appointments, the advisor refers students to additional support programs, such as CSTEP, TRiO, the Center for Diversity, the Student Health Center, and the Student Counseling Center, as appropriate. Students are evaluated for eligibility and encouraged to engage with the community and other campus departments to maximize their support and involvement. This target was met.

In Spring 2024, a total of 28 Bridges students were divided into three groups for tailored support. Students on academic probation met weekly with the Academic Mentoring Program Coordinator for guidance and to improve GPAs. Those in the median range worked with the new Program Director to meet contact hours and stay on track. High-achieving students had periodic meetings to maintain engagement within the program.

End of Spring 2024 results:

- Academic Probation Group:
 - o 5 out of 6 students were academically dismissed.
- Median Range Group:
 - o 5 out of 14 students fell under academic probation.
 - o 1 out of 14 students were academically dismissed.
 - o 8 out of 14 students remained on acceptable standing.

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@potsgdam.edu for their review.

- High-Achieving Group:
 - o 2 out of 8 students were placed in academic warning.
 - o 6 out of 8 students remained on acceptable standing.

Target: Target was met.

Challenge: Since students met with three different advisors during their first academic year, establishing consistent and strong relationships was challenging, leading to instability in their academic performance. First year students, particularly those at risk, need reliable connections with advisors who can offer continuous academic guidance and support.

Success: Despite working with three different advisors, the program successfully provided specialized one-on-one support tailored to each student's needs while managing advisor caseloads. This approach ensured that every student had at least one meaningful meeting within the Bridges program, strengthening their academic foundation. Though the transition was challenging, it allowed advisors to offer essential support to all students.

2B. A master Excel spreadsheet was created at the beginning of the academic year to track student eligibility for support programs.

2022 – 2023

TRIO:

- 2 out of 34 were active participants.

CSTEP:

- 0 active participants

Note – Indication of student eligibility was not indicated

2023-2024

TRiO:

- 6 out of 28 students were active participants.

CSTEP

- 1 out of 28 students were active participants.

Target: 5% increase was not met.

In Spring 2024 our primary focus was to track students' academic progress through regular meetings. Advisors, at their discretion, encouraged their students to apply for additional support programs like TRiO and CSTEP based on their eligibility.

2C. Tutoring recommendations and referrals are strongly encouraged for all students, especially those eligible for TRiO, who are advised to benefit from one-on-one tutoring. Students who are facing difficulties in subjects like writing and math are encouraged to utilize on-campus resources such as the Writers Block and the Math Lab. Additionally, students are encouraged to use the "Raise a Hand" feature on Starfish to submit a request for tutoring assistance.

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@potsgdam.edu for their review.

2022-2023

Tutoring Requests and Matches

- 9 out of 35 students.

2023 – 2024

Tutoring Requests and Matches

- 4 out of 28 students.

Target: 5% increase was not met.

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

Based on the assessment data and information shared above, the following actions will be taken based on the 2023-2024 results:

- Each student will meet with the same Bridges advisor for the entire year to build stronger relationships and provide stable, personalized support.
- The program will now require a two-year commitment from students, allowing for more sustained guidance and support.
- Continue grouping students by academic status for targeted support and regular check-ins.
- Improve tracking systems for student progress and support program participation.
- Increase efforts to promote participation in TRiO and CSTEP.
- Tailor tutoring recommendations based on students' specific needs and academic challenges.
- Regularly review tutoring usage and satisfaction rates to identify any barriers or issues. Use feedback to make improvements.
- Encourage use of campus resources and the "Raise a Hand" feature on Starfish for tutoring requests.
- Schedule follow up appointments with students who have been referred to tutoring to ensure they are making use of the resources and to address any concerns.
- Regularly gather feedback to adjust strategies and ensure effectiveness.
- Conduct periodic evaluations to refine and improve the program.

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

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.

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.

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.