SUNY Potsdam
Administrative Unit
Assessment Summary Form

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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
Goal #2
Increase interaction with students who have self-identified with the Office of Accommodative Services who have a need for accommodations beyond the initial intake meeting.

Desired Outcomes/Objectives

Objectives:
1. Students will meet to express needs to services outside of their intake meeting within the Office of Accommodative Services. This may include concerns with current accommodations, tutoring supports, time management, study skills, classroom advising.
2. Offer supports/ workshops for students only registered with OAS to help with students' success
3. Gather information to determine where access barriers within the classroom may lie.

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Related Targets/Measures

1. Complete 75 meeting that are non-intake meetings each semester review of non-intake meetings through Starfish reports at the end of each semester.
2. Survey 100% of students using the semesterly request for accommodation form to collect data on potential workshops/one to one support that may be needed during current semester. Target: Use data to offer relevant supports for current semester as needs will change over time.
3. Send out a mid semester survey to 100% of students who have requested their classroom accommodations to gather data for student access concerns to see where needs are not being meet. Target: Information will be used to create informational documents, training, workshops, and/or update policies prior to the start of each fall semester.

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3. Gather information to determine where access barriers within the classroom may lie.
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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.

Progress:

During the fall semesters I was able to exceed my targeted goal by upwards of 26% in the number of student meetings outside of intake appointments, with the targeted goals not being met during the spring semesters likely due to first-year students acquiring necessary skills. Specifically the decreased meeting in the spring of 2024 was due to time and energy normally spent on student engagement focus that was pulled to work on other projects created from the accusation of new funding acquired during the 2023-2024 year. Here's a breakdown:

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- Fall 2022: 106 meetings
- Fall 2023: 84 meetings
- Spring 2023: 70 meetings
- Spring 2024: 58 meetings

Information Collected and Results:

- **Surveys:**

The intention was to survey all students who requested accommodations in the same manor with the same assessment each semester for information to help with gathering data for student workshops and supports however with the arrival of new funding, focuses shifted to more immediate projects which changed the surveys each semester. During July of 2023 a historic allocation of $10 million dollars was given to be divided among SUNY 4- year schools, the money was parsed out based on student enrollment numbers for individuals with disabilities for each campus. SUNY Potsdam ended up receiving $250,000 which we will continue to receive throughout the years. This money completely changed the trajectory of the disability service office allowing us to pivot and work on projects that could bring SUNY Potsdam in alignment with other 4 year SUNY schools. The first big project to tackle was finding a new location for the disability service office and creating a new exam center. So, I changed my semester survey to get real time information to help inform the building of a new exam center and space for students reasoning if this is a going to be a space that is designed for them, then getting student input was imperative.

  - Spring 2022: Response rate of 42% with a range of areas that students needed to work on without one major area identified. However, time management and tutoring supports were needs that several students reported on.
  - Fall 2023: Exam center survey (38 responses) and waiting room survey (46 responses) informed design decisions of new exam center and layout and need of a waiting area.
  - Spring 2024: Low response rate (7%) indicated continued concerns with finding resources and time management, but no reported issues with accommodations.
- **Meetings:** Provided support with various concerns like time management, classroom advising, and current accommodation issues.

The number of meetings outside intake appointments suggests students are comfortable seeking support but many students often wait to seek support until the offer is made to explore topics/ issues with them. Survey data, despite low response rates in some semesters, helps identify student needs.

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

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Based on the assessment data, here are actions that have been implemented and planned actions for the future:

- **Guest Speakers:** A professional speaker spoke about his experience as a student with Autism and how faculty and staff can work with students in a college environment. (Fall 2023). Invite a professional with a disability to speak about their experiences and overcoming challenges, this speaker will be student focused (Fall 2024). Invite a professional for faculty/ staff focus (Spring 2025). The goal for the future years will be to invite a guest speaker every semester, one for faculty/staff focus and another for student focus.
- **Presentations for Staff:** I presented at new staff orientation for new professionals (fall 2023), provided workshops on : Invisible Disabilities in Higher Educations (fall 2023), the Basics of the Office of Accommodative Services (spring 2024) and using technology to work with students (spring 2023). The goal for future semesters is to continue to speak at new staff orientation and provide a basic overview of this office.
- **Time Management Workshops:** Weekly workshops will address time management challenges for students with learning disabilities and ADHD, focusing on specific skills like notetaking, study habits, and using planners (Fall 2024). One on one bi-weekly sessions have been offered to students since the fall of 2022 and will still be offered to students which will allow the ability to participate both independently and within a small group setting. These items will be offered to incoming students during their intake interviews and through an email and word or mouth for returning students who have expressed difficulty with time management in the past.
- **Exam Center Improvements:** The exam center design incorporates student feedback, offering various spaces with features like dividers, larger desks, and assistive technology (Implemented summer 2024).
- **Accommodate Software:** A new system allows students to manage accommodation requests and access resources (Implemented summer 2024).
    - **Surveys:** Utilize a built-in survey feature in Accommodate for targeted surveys with higher response rates (Future 2025-2026).
    - **Resource Library:** Create a resource section within Accommodate to connect students with campus and external support (2024-2025).
    - **Policy Access:** Upload policy and procedure manuals within Accommodate for easy student access (2024-2025).

Feedback on Planned Actions:

- The planned actions address student needs identified through surveys and feedback.
- Inviting a student speaker is a great way to connect with students and promote understanding.
- Weekly workshops offer targeted support for time management challenges.

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Two standing weekly times have been created during the fall '24 semester for students to attend to work on time management and notetaking challenges. To address the comment "likely due to first year- student acquiring necessary skills" for the reason the goal was not met for the spring of '24 for student meeting outside of intake meetings, this is an assumption based on past experience of student interaction where the spring always seems to have less traffic because the supports that the incoming students have in the fall tend to get sorted out by the spring. For example- How to read Brightspace and a syllabus. However, creating a weekly workshop that address different topics was a way to ensure that students are getting support in areas that might not be what I am assuming they need or provided within the survey's that students do return. Due to the projects addressed below I did not do as much outreach to current students suggesting meeting for things such as time management sessions, S/P/U course options, progress survey follow ups (which is time consuming as I am not able to tag any student with a disability) as I had done in past semesters.

Relative to spring of 2024 the time and energy that was spent on other projects consisted of chairing a hiring committee for our newly created Assistive Technology position. This search started with the job posting in November and did not wrap up until the start of May 2024. At the end of January, I started the training process for using "Accommodate" our new software system which houses student documentation. This consisted of anywhere between 5 and 10 hours a week of work which finished in August of 2024. Additionally, a large amount of time was spent on designing the exam center such as working with designer for the furniture finishes, paint, carpet, trim, lighting, new computers, and developing a streamline process for logging into the computer within the new exam center. This took place on top of the everyday occurrence that happen within this 1 person office.

- The improved exam center design demonstrates responsiveness to student preferences.
- Utilizing Accommodate for surveys and resource management streamlines processes and improves access to information.
- Uploading policies and procedures within Accommodate ensures students have easy access to relevant documentation.

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 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.

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