

**SUNY Potsdam
Administrative Unit
Assessment Summary Form**

Administrative Unit: Accommodative Services

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Assessment Year: 2022-2023

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.

Selected Goal

Goal: 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

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 met. Target: Information will be used to create informational documents, training, workshops, and/or update policies prior to the start of each fall semester.

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.

1. Completed 70 non-intake meetings during the spring 2023 and 106 during fall 2022.
2. Surveyed 100% of students mid/end of February which amounted to 83 students. Only students who had requested their accommodation letter at this point in time were surveyed. We received 35 responses= 42%. Students could submit their answers anonymously in hopes that more students would respond. However, this created a problem as only limited outreach would be provided to students as I was only able to contact student who provided their name to address specific problems.
3. Using the same survey as mentioned above in number 2; Surveyed 100% of students mid/end of February which amounted to 83 students. Only students who had requested their accommodation letter at this point in time were surveyed. We received 35 responses= 42%. Students could submit their answers anonymously in hopes that more students would respond. I gained pertinent insight which I used to update internal measures and create trainings. See #3 within planned actions section.

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

1. The results showed that we almost met our target in the spring and exceeded the target during the fall. Students interacting with this office trends down in the spring in comparison to the fall every year as more student complete internships, cap stone courses or have settled into navigating campus life. In the future semesters this office will remind students that the office is available during the spring to help through sending reminders via email and speaking with students when they come in for exams and meetings.

2. Outreach was provided if a student left their name based on comments received. Although the original goal was to create workshops for students during the current semester this did not happen as there was not an overwhelming response in any one particular field. The most comments that were received were in regard to tutoring and not being able to secure tutors quicker or within the areas they needed. Due to the vagueness of the survey it did not ask students for details regarding the courses they were looking for tutors in, which failed to allow for collaboration with either TRIO or group tutoring. For future surveys I will add display logic and if tutoring is select request more details from the students. I will continue to offer incoming students the ability to meet with me bi-weekly as a transition support from high school to college. Time management and study skills were the next most common cited issues that students were having. In the fall I plan on spending more time on specific time management strategies and working with students on focusing on specific of learning how to break larger assignments up into smaller pieces. I will also remind students who are struggling with time management that TRIO is a resource that they are eligible to use. I speak about TRIO to all students during our intake meeting but reminding them of the resource will be something I can employ moving forward during specific times of the year such as early alert time.

3. Due to the comments received, I joined a staff meeting with the School of Education MST program and addressed concerns regarding tutoring and having more overall supports such as writing for the MST students. I was able to explain to professors the benefits of having textbook be available in digital formats for students as well within online programs. Due to survey responses I will now place more emphasis on the importance of students communicating with their professors regarding their accommodations and how they plan on using them. I updated my student guidelines to make them clearer regarding the role that students need to play when speaking to professors which is a form I go over with all new incoming students as well as have students sign when they request their accommodations each semester. Additionally, I am bringing in a guest speaker who will present on Autism and how to accommodate students within the classroom and will be presenting a training in conjunction with the counseling center on invisible disabilities. I will also be presenting during new staff summer orientation and will host a training during the 2023-2024 year regarding basic compliance, what OAS does, how accommodations are decided, and how faculty can make their courses more inclusive.

SECTION 2: ADDITIONAL ASSESSMENT ACTIVITY

Please use this space to share an example from this past year when you used assessment and data to plan and/or take action. Be sure to include any available information relating to the results and impact. Your example for this section does not need to be directly tied to your previously submitted administrative unit assessment plan.

Over the past year working with residence life we implemented a process of accounting for students who apply for emotional support animals and medical housing needs for the NYS2H2 report. Using assessment data from other campus around NY I realized that SUNY Potsdam was under reporting on our number of students with disabilities by not having a process to report on the students who were requesting accommodations beyond the classroom. During the spring and summer of 2021 we implanted a method for adding these students in the accommodative services Banner screen but it was not until the current year 2022-2023 that students started to get added on a regular basis. In addition, what was also added this year was a field for students who were requesting accommodations for housing or ESA but were getting denied, prior to this year we were also not reporting on the denied individuals. We need to be able to include these students within our reporting structure as well because they are disclosing a disability to the campus; however, their disability may not be related to/ or at the level of a significant impact resulting in the need for medical housing or ESA to provide the student with equal access to campus, therefore we need to still keep track that they identified as a student with a disability and needed to include them in our tracking system. However, we still need to have a way to identify the students who are not receiving accommodations. We did this by adding an approved/denied category.

The impact to adding the students who apply for medical housing and ESA accommodations resulted in an increase in the number of students with disabilities outside of requested classroom accommodations by roughly 20% and this increase resulted in putting Potsdam more in line with other SUNY schools with similar demographics.