**SUNY Potsdam**
**Administrative Unit**
**Assessment Summary Form**

*Administrative Unit:* Academic Advising and Support Office    *Unit Contact Name:*    Kristin Jordan        *Date:*        *10/2/2022*

*Phone:*        315-267-3266                                *Email Address:*    jordankl@potsdam.edu        *Assessment Year:*        *2021-2022*

**PURPOSE**
This annual assessment summary form provides the opportunity for units to follow-up on their previous assessment work and reports 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: PRIOR YEAR ASSESSMENT PLAN FOLLOW-UP**
A key component of the continuous improvement assessment process is following up on prior year assessment plans and reports.  Review your prior year plan and report and select one of the desired goals and outcomes to comment on any changes or improvements resulting from actions taken.

**Prior Year Assessment Plan – Desired Goal and Outcome(s)**
To advise all incoming First Year and Transfer students.  All students will be advised appropriately and in a timely manner

All incoming First Year and transfer students were advised one-on-one by either someone in Crane, Teacher Education, or the Student Success Center.  By the Friday before classes began, 100% of deposited first-year and transfer students had fall schedules.

Students made appointments using Starfish and were able to schedule the appointments at their leisure and in a time frame that worked best for them. Appointments were available from June 1 through August 26.

This year, schedules were not individually checked but if there were errors, I was notified by either a staff member or the student.  These errors were addressed and corrected as quickly as possible.  After looking at the how the summer progressed and the fact that I was not able to check schedules because of the time commitment to advising I am going to look at having faculty help with advising for our Arts and Sciences students as to lighten the load and allow me to focus on quality control in addition to advising students.

This was the second year that we conducted our appointments in this way.  Students are given individual attention and walked through advising process, registration, and requirements to graduate.  Students are able to connect with a staff member at SUNY Potsdam in the summer and then they have a direct contact when they are here if they need anything.  This has directly helped with students feeling they have a place to go for help immediately.  This allows students to ask questions about majors, classes, and any another academic concerns or thoughts they may have.  It also allows staff the opportunity to reach out to these students in the first few weeks to check in and keep that connection going.

**SUNY Potsdam**
**Administrative Unit**
**Assessment Summary Form**

*Administrative Unit: Bridges Program*　　　*Unit Contact Name: Donnita Firnstein*　　　*Date: 10/3/2022*

*Phone:315-267-2685*　　　*Email Address: firnstdl@potsdam.edu*　　　*Assessment Year:　21/22*

**PURPOSE**
This annual assessment summary form provides the opportunity for units to follow-up on their previous assessment work and reports 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.

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**Prior Year Assessment Plan – Desired Goal and Outcome(s)**
Copy/Paste or enter the goals and outcomes from your prior plan that you wish to highlight and summarize. Also list any relevant results data and planned actions that may have been previously listed.

**FOCUS AREA:** Support and Strengthen Academics to Enhance Student Success

**Objective**: Our students will earn an average of 25.0 credits for the academic year.

**Assessment Methods and Targets/Measures**: Using the Master Grade Lists- BANNER Report, determine if our students earned an overall average of 25 credits for the academic year.

**Result:** For the 2021/2022 academic year, Bridges students attempted an average of 30.2 credits and earned an average of 21.4 credits. In Fall 2021, Bridges students withdraw from a total of 33 credits. In Spring 2022, students withdrew from 24 credits and
Finished the term with 3 credits of INC. Overall, 52% of students earned more than 25 credits while 48% earned fewer than 25 credits.

**Based on the outcomes, collected data/results, and the planned actions, please describe what specific actions were taken and the resulting impact, if any.**

As a program, we are working to increase the number of students who are requesting tutoring to get extra support in classes where they are struggling. We plan to request progress surveys at week 3 in addition to the campus wide progress survey window between weeks 5 and 6 to connect with struggling students sooner.

**SECTION 2: ADDITIONAL ASSESSMENT HIGHLIGHTS (optional)**

Assessment activity can take place that is not directly tied to previously submitted plans and reports. Please use this space to share any assessment success stories from this past year.  What did you assess and how? What were the results? What did you learn from it and do as a result?

**SUNY Potsdam**
**Administrative Unit**
**Assessment Summary Form**

*Administrative Unit:*    *Office of First Year Transitions*    *Unit Contact Name:*  *Bethany VanderWoude*            *Date:*        *10/04/22*

*Phone: 315.267.3447*                              *Email Address:    vanderbl@potsdam.edu*            *Assessment Year:*

**PURPOSE**
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**SECTION 1: PRIOR YEAR ASSESSMENT PLAN FOLLOW-UP**
A key component of the continuous improvement assessment process is following up on prior year assessment plans and reports.  Review your prior year plan and report and select one of the desired goals and outcomes to comment on any changes or improvements resulting from actions taken.

**Prior Year Assessment Plan – Desired Goal and Outcome(s)**
Copy/Paste or enter the goals and outcomes from your prior plan that you wish to highlight and summarize. Also list any relevant results data and planned actions that may have been previously listed.

Goal: To implement an onboarding program for new students
Outcome: 100% of First Year and Transfer students successfully completed all required components of the new student checklist.

**Based on the outcomes, collected data/results, and the planned actions, please describe what specific actions were taken and the resulting impact, if any.**

Our goal in 2022 was to build on the previous year's model of a virtual onboarding process/Orientation for incoming students. The purpose of the onboarding process is to prepare students for advising/registration and to help them gain familiarity with campus offerings and requirements before they arrive on campus. To streamline the process and help students enter the advising pool as early as possible, we made multiple adjustments to the process in 2022. Two of the adjustments we made are listed below:
1. We found that requiring students to complete self-guided courses in Moodle created an unnecessary impediment to the course registration process as it required learning a new software system and required students to take additional time to cover material that

could be covered more effectively in the virtual advising appointment. We removed this requirement for 2022 and added peer mentoring to assist with the remaining checklist requirements. We will be tracking the time gap between deposit and registration for Summer 2022 to compare to 2021 data to determine whether the process in fact led to quicker registration.
2. We implemented a new peer mentoring program and assigned each mentor to a cohort of 30-40 incoming students. The peer mentors guided students through the onboarding process with reminders, virtual Q&A sessions, and other informational resources.

**Results:** We ran a daily intake report containing data indicating student completion of their new student checklist. This was our metric for assessing student completion rates and for determining if our adjustments and outreach were successful. In summer of 2022, we consistently were 1-3 percentage points ahead of our prior year completion rates for our advising questionnaire—a key step in the onboarding process. Another key element, health form completion, remained about the same compared to the previous year. We plan to build on this success and continue making improvements by streamlining the process even further next year using the Brightspace LMS. We hope that use of Brightspace will help us deliver a clean, "one stop" virtual onboarding and orientation experience that will be easy for students to navigate.

**SECTION 2: ADDITIONAL ASSESSMENT HIGHLIGHTS (optional)**

Assessment activity can take place that is not directly tied to previously submitted plans and reports. Please use this space to share any assessment success stories from this past year. What did you assess and how? What were the results? What did you learn from it and do as a result?

Much of our adaptations for this year's onboarding and orientation processes were the result of data collected by the provost's "FYE Task Force," a committee charged with gathering student and faculty feedback related to the first year experience and making recommendations for improvements. The survey responses indicated that students needed to feel more connected to the campus in their first semester and felt unprepared to make strong connections with faculty or navigate campus technology. Faculty feared that students were unprepared for the classroom and unable to communicate effectively with instructors and staff. In response, we implemented two new elements into our onboarding/orientation program:

1. We built a self-guided course in Brightspace aimed at introducing students to campus technology, including Outlook, BearPaws, BearDen, and Starfish. We introduced the course in August to both first year and new transfer students and had a 45% completion rate. Our plan next year is to introduce the course earlier as part of a rebranded "Virtual Orientation," which will comprise onboarding and additional programming aimed at helping students connect before they arrive on campus.
2. As part of in-person Orientation on August 26th, we hosted a Campus-Wide Information fair, where academic departments were invited to showcase their majors and make connections with our new students. Faculty feedback for this event has been positive, and we are currently gathering student feedback via survey. We hope to continue to build on this model in 2023.

**SUNY Potsdam**
**Administrative Unit**
**Assessment Summary Form**

*Administrative Unit:   TRIO Student Support Services      Unit Contact Name:  Christine Campbell       Date: 10/02/2022*

*Phone:            3152672745                   Email Address:            campbec@potsdam.edu       Assessment Year:         2021/2022*

**PURPOSE**
This annual assessment summary form provides the opportunity for units to follow-up on their previous assessment work and reports 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.

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Prior Year Assessment Plan – Desired Goal and Outcome(s)
Copy/Paste or enter the goals and outcomes from your prior plan that you wish to highlight and summarize. Also list any relevant results data and planned actions that may have been previously listed.

Using purpose-built Banner programs and increased trend analysis through the Navigate systems (communication campaigns, contact reports, analytics, and success progress) we will be able to continue to exceed the mandated targets set in the TRIO SSS grant proposal for 2020-25.  The inclusion of Navigate data will especially allow TRIO to adapt to meet or exceed student need far more rapidly than prior years.

Based on the outcomes, collected data/results, and the planned actions, please describe what specific actions were taken and the resulting impact, if any.
TRIO Student Support Services (SSS) used Banner and Navigate data to analyze service trends. The data indicated that post pandemic, there was a significant decline in the number of requests for 1:1 tutoring. As such, we decided to allocate funds to the diversification of services and implemented a Walk-In Tutor Center in Spring 2022.

TRIO SSS had 31 tutor requests in Fall 2021 and 14 tutor requests in Spring 2022. Pre-pandemic requests averaged 90-100 which indicates a dramatic decrease in student contacts since 2020. TRIO intends to continue to offer this service and begin intentional marketing of the Center in Fall 2022.

SECTION 2: ADDITIONAL ASSESSMENT HIGHLIGHTS (optional)

Assessment activity can take place that is not directly tied to previously submitted plans and reports. Please use this space to share any assessment success stories from this past year.  What did you assess and how? What were the results? What did you learn from it and do as a result?

Each year, SUNY Potsdam's TRIO Student Support Services (SSS) office submits to the Department of Education an Annual Performance Report detailing its activity and accomplishments related to its grant objectives. Below is the data from APR 2020/2021.

| Grant Requirements | Target | Actual |
|---|---|---|
| Number of Participants Funded | 206 | 206 |
| Persistence (all participants) | 80% | 98% |
| Good Academic Standing (GAS) | 82% | 98% |
| Graduation (within 6 years) | 51% | 58% |

According to our Annual Performance Report compiled for the Department of Education, TRIO SSS exceeded our grant targets in the areas Persistence, Good Academic Standing and Graduation.  As indicated above, 98% of our students persisted and had good academic standing. For graduation, 58% of our students graduated within 6 years, which also exceeds our target but indicates there are non-academic issues impacting students' ability to graduate.

To increase non-academic support, TRIO SSS initiated a financial literacy program. Working with One Stop and CSTEP, TRIO developed a month-long program to build our students' financial literacy skills. We offered a workshop each week during the month of April around 4 key areas: FAFSA, financing campus living, understanding your college bill, and general financial tips and tricks.

Coming off the pandemic, programming attendance was low. We will continue to market and offer this program and will try a variety of topics to determine what information is most helpful for our students.

The attendance data for both tutoring and financial literacy month demonstrated that our students do not feel connected to the program. To increase students' sense of belonging, we reallocated funds to offer an inaugural TRIO SSS Orientation in the summer of 2022. It was a 3-day event that brought 10 TRIO students to campus early. Considering the timeline in which the staff worked, we are extremely pleased with the results. We will be looking at the data more closely this year to see how engaged these students continued to be during the remainder of academic year 2022-2023.

**SUNY Potsdam**
**Administrative Unit**
**Assessment Summary Form**

*Administrative Unit:  Accommodative Services*          *Unit Contact Name: Jessica Burnett*          *Date:  9/26/2022*

*Phone:  x3267*          *Email Address: Burnetjj@potsdam.edu*          *Assessment Year:  2021-2022*

**PURPOSE**
This annual assessment summary form provides the opportunity for units to follow-up on their previous assessment work and reports 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.

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**Prior Year Assessment Plan – Desired Goal and Outcome(s)**
Copy/Paste or enter the goals and outcomes from your prior plan that you wish to highlight and summarize. Also list any relevant results data and planned actions that may have been previously listed.

<span style="color:red">Please note: I revised my goals this summer and this goal is a reflection from the June 2020 submission</span>

**Goal:** Knowledge of rights and responsibilities as a person with a disability

**Objective:** Students can acknowledge their approved accommodations and accurately negotiate the accommodation process.
Students will complete an intake where they acknowledge their accommodations.

**Measure**: Track students coming into the Accommodative Services Office to take tests (assuming in-person testing) or to request notetakers, flexible attendance, books in alternative format, or to borrow equipment. The number of accommodation plans which are sent out to faculty will be tallied each semester.

Target: Annually, about 50% of students with diagnosed disability paperwork on file with the Accommodative Services Office actually request services each semester. Our goal was that 70% of those who requested services would utilize their accommodations in their classes.

Results: Fall 2021     54%  request rate for accommodations
       Spring 2022  50%  request rate for accommodations

Post-Covid, we've been unable to track whether students used their testing accommodations after requesting them.  The reason for this is that many quizzes and exams are now offered online and therefore do not need to be monitored in-person, making tracking impossible.

**Based on the outcomes, collected data/results, and the planned actions, please describe what specific actions were taken and the resulting impact, if any.**

After realizing that tracking exams and quizzes will never be the same because of the mix of in-person and computer-based testing, I took the following actions:

- Provided a link on the *Accommodation Plan Request Form* so students could make an appointment with me to speak about their accommodation plan if needed
- Revamped my email to students to clearly identify the link to the exam scheduling form
- Included the addition of the importance of speaking with your professors regarding the format of exams during a student's intake meeting
- Revamped my welcome back email to highlight the importance of speaking with your professor regarding exams and know what format they will take place in

These changes should allow for students to speak with me regarding their accommodations in a quicker/more efficient manner and help the student navigate the exam process with less stress and more confidence. The ultimate goal of Accommodative Services is to promote individuals' independence within the academic atmosphere of the university.

**SECTION 2: ADDITIONAL ASSESSMENT HIGHLIGHTS (optional)**

Assessment activity can take place that is not directly tied to previously submitted plans and reports. Please use this space to share any assessment success stories from this past year.  What did you assess and how? What were the results? What did you learn from it and do as a result?

Prior to the fall of 2020, students would need to physically come into the Office of Accommodative Services to request accommodations. This created a backlog of new students who needed accommodations and returning students who needed to update their plan having to wait to receive or update their

accommodation plan. By devising a system to see incoming students via Teams starting in August I was able to see a large number of new students before the semester starts. This enables them to request their accommodations at the start of the semester just like their returning peers. With fewer new students needing to schedule meetings at the start of the semester, I am able to see returning students and update their accommodations as necessary in a timely fashion as well as serve new students that are just discovering the OAS office leading to this office running more efficiently and having more faculty receive accommodation letters within the first week of classes.

New students registering with OAS

|  | August | September |
|---|---|---|
| Fall 2019 | 1 | 47 |
| Fall 2020 | 25 | 11 |
| Fall 2021 | 31 | 10 |
| Fall 2022 | 39 | 13 |

Request for accommodation letters

|  | Week 1 of Classes | Week 2 of Classes | Total |
|---|---|---|---|
| Fall 2019 | 46 | 32 | 78 |
| Fall 2020 | 73 | 31 | 104 |
| Fall 2021 | 52 | 20 | 72 |
| Fall 2022 | 62 | 18 | 80 |

**SUNY Potsdam**
**Administrative Unit**
**Assessment Summary Form**

*Administrative Unit:*     *Tutoring*                              *Unit Contact Name:*  Annette Robbins                              *Date:*     *10/6/22*

*Phone:*     *2450*                                     *Email Address: robbinal*                                     *Assessment Year:*     *21/22*

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**PURPOSE**
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**SECTION 1: PRIOR YEAR ASSESSMENT PLAN FOLLOW-UP**
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**Prior Year Assessment Plan – Desired Goal and Outcome(s)**

GOAL:
Expand and strengthen academic programs

OBJECTIVES:
Students will develop strategies for succeeding in their coursework
Students will develop academic collaboration skills

**Based on the outcomes, collected data/results, and the planned actions, please describe what specific actions were taken and the resulting impact, if any.**

Starting in Fall 2020, as the college was adjusting to post-Covid realities, we saw a significant drop in requests for tutoring. Since the Fall 2019 term, overall requests for tutoring have dropped from 432 to just 35 for Spring 2022.  As a percentage of overall undergraduate enrollment, requests have fallen from 10.6% in Fall 2019 to 1.6% for Spring 2022.

| Term | UG Enrollment | Requests | Students | Students as % of UG |
|---|---|---|---|---|
| Fall 2019 | 3088 | 432 | 328 | 10.6% |
| Spring 2020 | 2799 | 246 | 189 | 6.8% |
| Fall 2020 | 2859 | 107 | 87 | 3.0% |
| Spring 2021 | 2489 | 91 | 80 | 3.2% |
| Fall 2021 | 2358 | 83 | 74 | 3.1% |
| Spring 2022 | 2122 | 35 | 35 | 1.6% |

Seeing this decline, in Spring of 2022 in collaboration with the CSTEP program, walk-in tutoring hours were established for the Sciences (BIOL 151, 152, 125, 107 and Chem 105). Tutors were hired specifically for their academic knowledge of these areas. Walk-in hours occurred Sunday through Thursday from 5pm to 8pm each evening. Based on participant numbers, the implementation of this program wasn't as successful as hoped. Only 19 students used the resource over the course of Spring 2022 academic semester. It was determined not to be a cost-effective approach to academic support. The impact on grades in the tutored courses was positive overall, but difficult to justify when factoring in very limited resources.

Student use of tutoring services for both Fall 2021 and Spring 2022 was much lower than usual. Students were returning to campus after having been away from access to resources due to the pandemic. Assessment was done looking at overall class GPA and individual student GPAs that used tutoring. A Qualtrics survey was also conducted at the end of the Spring semester; sent to those students who had used tutoring. Feedback from this survey indicated a need for more and clearer communication to tutors and students and the need for better collaboration between tutors and the course instructors. This feedback has been used to improve the process for Fall 2022.

Changes for Fall 2022 include better forms of communication with students. When responding to each tutoring request, the tutoring office will clearly indicate where the request is in the process so the student requesting is aware this may not be an immediate resolution.

The SSC will encourage tutors to meet with faculty they will be tutoring for. When assigning a tutor to a specific class/instructor, we will email both faculty and tutor introducing them to one another an encouraging them to connect to discuss syllabus and class expectations.

SECTION 2: ADDITIONAL ASSESSMENT HIGHLIGHTS (optional)

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**SUNY Potsdam**
**Administrative Unit**
**Assessment Summary Form**

*Administrative Unit:  Academic Mentor Program*          *Unit Contact Name:   Annette Robbins*          *Date: 9/27/22*

*Phone:      2450*          *Email Address:   robbinal*          *Assessment Year:  21/22*

**PURPOSE**
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Prior Year Assessment Plan – Desired Goal and Outcome(s)
Copy/Paste or enter the goals and outcomes from your prior plan that you wish to highlight and summarize. Also list any relevant results data and planned actions that may have been previously listed.
Goal:  Provide support to students on academic probation through the Academic Mentoring Program

Outcomes/Objectives:  Require students to meet with their assigned SSC mentor within the first two weeks of the term to establish SMART goals, discuss appropriate scheduling, connect them with campus resources and encourage regular contact through the term.

Based on the outcomes, collected data/results, and the planned actions, please describe what specific actions were taken and the resulting impact, if any.

All active students on academic probation were contacted during the summer of 2021 and between semesters of Fall 2021 and Spring 2022.  Prior to this outreach, each student's BearPAWS course summary was reviewed and an assessment of BearDen was undertaken.   In the outreach email welcoming the student into AMP, expectations for the program were given and suggestions were made as to how a change in scheduling might benefit their overall semester outcomes.  This was undertaken to alleviate the stress of making changes in the first week of classes.   Students were expected to schedule their 1st meeting with their assigned AMP mentor in the first 3 weeks of the term. Another action taken was to complete the GPA calculator process in the 2nd AMP

meeting.  This was done because students had a much better handle on how they were doing in each course and we able to make a more accurate guess as to their final grade in the course at that point in the term.

4 students of 55 (7.3%) did not actively participate in AMP Fall 2021 semester.  At the end of the semester, 3 of those 4 were academically dismissed (75% vs 59% for all probation students that term) and 2 of the 4 inactive students raised their CUM GPA (50% vs 56% for those that participated).

For Fall 2022, we have adjusted our tracking to include monitoring of the correlation between contacts/contact hours and term GPA, credit completion, and standing.  We have also proposed increasing the mandated meetings required for AMP from 1 to 3.  The 3 sessions would be spread throughout the semester and would cover particular topics of relevance at those points in the term.

Assessment was done in the following areas:  participation, cumulative GPA improvement and in the Spring how many students returned vs. dismissed that were part of AMP.   Results indicate improvement of cumulative GPA.   A proposal has been submitted to increase the required number of contacts from 1 per semester to 3.

**AMP Fall 2021 Semester Report**
Active Participants Fall 2021:      55
Average Cumulative GPA:           1.74
Average Term GPA:                 1.69

Students in End Term with Cumulative GPA Improved:       31 or 56%
Students in End Term with Cumulative GPA Not Changed:   3 or 1%
Student in End Term with Cumulative GPA Declined:        21 or 38%

**AMP Spring 2022 Semester Report**
Active Participants Spring 2022:   85
Average Cumulative GPA:           1.46  up .14 from Fall 2021
Average Term GPA:                 1.56  up .55 from Fall 2021

Students in End Term with Cumulative GPA Improved:       43 or 53.8%
Students in End Term with Cumulative GPA Not Changed:   5 or 6.1%
Student in End Term with Cumulative GPA Declined:        32 or 40%

19 of 85 (22.4%) Spring 2022 AMP students will be returning to SUNY Potsdam on probation for Fall 2022