

**SUNY Potsdam  
Administrative Unit  
Assessment Summary Form**

**Administrative Unit:** *Educational Opportunity Program*

**Unit Contact Name:** *Diana Valdez*

**Date:** *07/28/2023*

**Phone:** *x2832*

**Email Address:** [valdezdc@potsteam.edu](mailto:valdezdc@potsteam.edu)

**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**

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

Goal: Accurate and timely submission of all required EOP reports, applications, budgets, and various other SUNY Opportunity Programs requests.

**Desired Outcomes/Objectives**

Copy/Paste or enter the desired outcomes and objectives that are listed for the selected goal you are reporting on.

2A. The EOP office will adhere to all deadline submission dates provided by SUNY Opportunity Programs (see attached).

2B. All data submitted will accurately reflect SUNY Potsdam's population, fiscal situation, and all areas on the requests.

**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. Method: Review of scheduled due dates versus submitted dates on reports  
2A. Method: Analysis of components of the requested reports as well as requests for data retrieval if other offices need to assist at least two weeks in advance of the request.  
2A. Target: 100% of required reports will be submitted by the due dates requested by SUNY Opportunity Programs  
2B. Method: All data will be cross-checked with Institutional Research, Financial Aid, and all other relevant campus constituents prior to submission  
2B Target: 100% accuracy with reported data.

**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 towards the selected goal have been met in a timely manner for the following reports:**

1. Fall 2022 & Spring 2023 EOP Enrollment Report
2. EOP Admissions Process Questionnaire Report
3. EOP Summer Program Proposal & Budget

#### **Data Collected and Results**

##### **1a. Data collected:**

Data cross-checked with Institutional Research. Total number of students in each academic class year, indication of first time, transfer, and continuing/returning students recorded. Gender and race/ethnicity classifications of total EOP student cohort, number indication of students enrolled in the previous semester and not returning for the current semester at the time of submission. Enrollment summary of previous semester student enrollment versus new semester enrollment.

##### **Results:**

Due date of submission provided was met on March 6<sup>th</sup>. The number of incoming transfer students continued to filter in at the same rate for the fall and spring semester. The number of continuing students had increased from fall to spring given the number of new admits, transfers, and returning students. Student enrollment between fall and spring had declined 9% due to the number of December graduates, student dismissals and student mental health departures in addition to new incoming transfers and returning student.

##### **2a. Data collected:**

EOP office cross-checked data with the Office of Admissions. Data collection of EOP academic criteria and standards, department responsible for new student application review, decision making, financial review, department outreach, forms of marketing for the EOP program and by whom,

student EOP application process, campus internal process for reviewing applicant materials, rubric usage during applicant review process, test optional, employee/department responsible for final applicant decision, and summary of steps completed for an application from the time of receipt until admission decision is made.

**Results:**

Admissions indicated their office procedures for new EOP applicants, as well as student outreach and financial review. Due date of submission was met on June 9<sup>th</sup>. Marketing of the EOP program is in conjunction between the office of Admissions, the EOP Office, and College Communications. Students apply using the Common Application or SUNY Application, with the following requirements, high school transcript, essay and one letter of recommendation. If deemed academically eligible for EOP, the income verification is the next step in the process, where many students will either use the SUNY EOP Supplemental form or utilize Inceptia. Admissions decision is made from either the Associate Director of Admissions or Director of Admissions.

**3a. Date Collected:**

EOP staff met to review and discuss the research that indicates that students from economically disadvantaged backgrounds and underrepresented communities disproportionally experienced significant academic disruptions due to the global pandemic. Assessment was determined as a response to student learning loss by expanding academic support services as well as introducing new approaches for the upcoming summer institute. While the inherent mission of EOP is to serve academically underprepared students and prepare them for the transition to higher education, the COVID-19 pandemic has added to the need for college readiness among the population we serve.

**Results:**

Credit-bearing courses offered, FY 150 – Metaskills and STAT 100: Statistics. To help ease the transition into higher education, Metaskills would help to assist students in determining their reasons for being in college and helping to define their reason for being in college. Skills such as time management, note taking, stress management, goal setting, digital literacy, computer literacy and basic skills for online academic coursework. Statistics was introduced in addition to tutoring by the instructor as a way for students to attain 3 credits and help to satisfy their general education requirement, Thinking Mathematically, while also satisfying their major cognate requirement depending on their major. This year's summer academy had an average final grade of 3.86 for the course with 16 students earning a 4.0, and the remaining students earning between a 3.0 and 3.7 grade point average. Submission of the summer program proposal resulted in a brief discussion with the EOP Campus Liaison about student academic support and suggestions to ease academic coursework.

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

**Data Considered:**

1b. Student enrollment report was run from Faculty Administrative platform on BearPAWS to determine student class year, race/ethnicity, continuing and new students. Cross-check was made with the office of Institutional Research to verify accuracy of data. No additional steps/actions will need to be taken, submission was successful and goal was met.

2b. Data was provided by the office of Admissions explaining their procedures in review new EOP student applications. Both EOP Director and Admissions staff are in agreeance to this process. Similar actions will be taken moving forward.

3c. Data was considered based on student need for success and completion of the summer institute. The information collected allowed for an implementation of credit-bearing courses that would ease student progression towards bachelor's completion. Additional steps taken would be to plan as we assess throughout the academic year to prepare for submission by given due date.

## **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.

This year, I was aware of our students' academic learning loss, due to the global pandemic. For our first incoming class of students, I noticed how this cohort struggled academically. Our office had established a procedure for our first-year students to meet with their EOP Counselor on a weekly basis to stay up to date on student progression, complete mental health check-ins, and to address academic flags. For our first-year students, most had struggled during the first semester but were able to turn things around once the spring semester had rolled by with these practices in place. Towards the end of the fall semester, most of our first-year students were enrolled in a statistics course for the spring, which brought on some concern. Due to the low number of available one on one math tutors, I took the initiative in the midst of the spring semester to hire a professional math tutor to complete individualized/group tutoring for our EOP students who were enrolled in a math course. As a result, 50% of the students successfully passed their math course. As I observed the anxiety circling around this subject area, I came up with a plan on incorporating a 3-credit math section for our new incoming students for the 2023 EOP Summer Program Institute in hopes to help students satisfy this requirement, reduce levels of stress for the academic year, and to create confidence within the students by being successful in a challenging course while also molding them into effective learners by providing them real life classroom experience, requiring them to hone their studying techniques, time management, and overall college readiness.