

**SUNY Potsdam
Administrative Unit
Assessment Plan**

Administrative Unit: Academic Advising

Unit Contact Name: Kristin Jordan

Date: 11/30/2022

Phone: 315-267-3266

Email Address: jordankl@potdam.edu

Assessment Cycle: 2022-2026

PURPOSE

Administrative Assessment is an ongoing process that allows a unit to evaluate and – where necessary – improve its programs, services and operations. Assessment is a systematic approach to demonstrate continuous improvement in programs, services and operations. This template is to be used when creating your assessment plan. Assessment plans should be measurable, meaningful and manageable.

UNIT MISSION STATEMENT

The Academic Advising & Support Office is dedicated to assisting students with their intellectual development and decision-making skills. We guide students in making informed academic choices and provide services that help them to realize their full potential. We also support faculty and staff in fostering student success and development across campus.

GOAL #1

Reminder: Generally speaking, goals should be grounded in the mission of the unit, be broad, and linked to the overall institutional priorities and goals. They should focus on strengthening and improving critical functions, services and processes and reflect the most important/urgent priorities of the unit.

Provide explementary advising to all incoming transfer and incoming First Year Students and put them on the path to academic success.

GOAL #1 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Programs and Planning
- ☐ Strengthening Community Connections
- ☐ Diversity, Equity, Inclusion, & Belonging

Briefly describe the link between goal #1 and the institutional priority area(s) selected.

Students that are advised correctly when entering SUNY Potsdam will feel supported and have a connection to the school which in turn leads to retaining these students.

GOAL #1 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

Objectives:

1. Students easily be able to make an appointment with our office using Starfish within 2 weeks of completing their required onboarding steps.
2. Students will be advised appropriately according to their major and interests.
3. Students will be assigned a major advisor prior to the start of each term.

GOAL #1 – ASSESSMENT METHODS, MEASURES, AND TARGETS


Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

1. A summer/winter advising survey will be sent to students following their appointments and one of the questions will be the in relation to the ability to make appointments in a timely manner. We will assess onboarding data showing time between SHS hold removal date and registration date to determine average time to register.
2. Student schedules will be run prior to the start of the semester and checked for accuracy and appropriateness based on department templates. This will be completed by the week before classes start. If errors are found students will be contacted.
3. Run “The Students Without Advisor” ARGOS report to ensure that 95% of students are assigned to an advisor in their major by the start of the each semester.

GOAL #2

Professional staff advisors will help foster a connection and sense of belonging to SUNY Potsdam for students during their academic journey.

<p>GOAL #2 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO? (Select all that apply)</p> <p><input checked="" type="checkbox"/> Retention and Enrollment <input type="checkbox"/> Financial Stability and Analysis <input type="checkbox"/> Academic Program Excellence <input type="checkbox"/> Strengthening Community Connections <input type="checkbox"/> Diversity, Equity, Inclusion, and Belonging</p>	<p>Briefly describe the link between goal #2 and institutional priority area(s) selected.</p> <p>This goal supports Retention and Enrollment. Providing a welcoming and respectful advising environment and process supports increased retention in students' declared major and at SUNY Potsdam.</p>
<p>GOAL #2 – DESIRED OUTCOMES AND OBJECTIVES Tip: Outcomes and objectives should be SMART... <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, <u>T</u>ime-bounds</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Professional staff advisors will provide a welcoming environment where students feel that they can go for assistance dealing with personal and academic challenges. 2. Professional advisors will be knowledgeable and, when appropriate, will refer students to college resources related to social, emotional, and personal needs. 	
<p>GOAL #2 – ASSESSMENT METHODS, MEASURES, AND TARGETS Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.</p> <ol style="list-style-type: none"> 1. A new student advising survey will be administered every Fall semester. 80% of student respondents will indicate that they feel comfortable going to their academic advisor with questions or concerns. 2. A new student advising survey will be administered every Fall semester. 80% of student respondents will indicate that their faculty advisor was able to assist them with needs beyond the scope of academics or they were referred to someone who could assist them. 	
<p>GOAL #3</p> <p>Students are assisted in major selection and career planning based on their academic and personal interests, skills, and abilities.</p>	

<p>GOAL #3 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO? (Select all that apply)</p> <p><input checked="" type="checkbox"/> Retention and Enrollment <input type="checkbox"/> Financial Stability and Analysis <input type="checkbox"/> Academic Program Excellence <input type="checkbox"/> Strengthening Community Connections <input type="checkbox"/> Diversity, Equity, Inclusion, & Belonging</p>	<p>Briefly describe the link between goal #3 and institutional priority area(s) selected.</p> <p>This goal supports Retention and Enrollment. Appropriate academic advisement that assists students' major selection(s) and career preparation supports increased retention in their declared major and at SUNY Potsdam.</p>
<p>GOAL #3 – DESIRED OUTCOMES AND OBJECTIVES Tip: Outcomes and objectives should be SMART... <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, <u>T</u>ime-bound</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Students discuss career planning and experiential learning opportunities with the faculty or professional advisor with whom they meet once per semester. 2. Faculty and professional advisors are knowledgeable about and, when appropriate, refer students to campus resources for career planning and experiential learning. 	
<p> GOAL #3 – ASSESSMENT METHODS, MEASURES, AND TARGETS Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.</p> <ol style="list-style-type: none"> 1. A continuing student advisement survey will be administered every other Fall semester. 20% of first-year students, 40% of sophomores, 60% of juniors, and 80% of seniors will indicate that they discussed career planning and experiential learning opportunities with the faculty or professional advisor with whom they will meet with at least once per semester. 2. A faculty advisor and professional advisor survey will be administered every other Fall semester. 80% of faculty respondents will indicate that they have access to appropriate advising resources and information. 	

**SUNY Potsdam
Administrative Unit
Assessment Plan**

Administrative Unit: Student Success Center/ Academic Peer Mentor Program (AMP) Unit Contact Name: Annette Robbins Date: November 2022

Phone: 2450 Email Address: robbinal Assessment Cycle: 2022 to 2026

PURPOSE

Administrative Assessment is an ongoing process that allows a unit to evaluate and – where necessary – improve its programs, services, and operations. Assessment is a systematic approach to demonstrate continuous improvement in programs, services, and operations. This template is to be used when creating your assessment plan. Assessment plans should be measurable, meaningful, and manageable.

UNIT MISSION STATEMENT

The Student Success Center uses a holistic approach to provide academic assistance for all undergraduate students, from their initial transition to SUNY Potsdam through graduation. We guide students in making informed academic choices and empower them to reach their full potential.

The SSC provides:

- Academic Assistance: Serves as a first point of contact for any undergraduate student in need of academic assistance and, in collaboration with other campus resources, provides guidance in reaching a resolution
- Knowledge & Skills: Assists students in building knowledge and developing skills vital to their academic success through a wide array of orientation, tutoring and mentoring services.
- Course Support: Provides direct support for student coursework through content tutoring and accommodative services.
- Centralized Resources: Functions as a centralized campus resource for navigating academic policies and procedures.

GOAL #1

Reminder: Generally speaking, goals should be grounded in the mission of the unit, be broad, and linked to the overall institutional priorities and goals. They should focus on strengthening and improving critical functions, services and processes and reflect the most important/urgent priorities of the unit.

Serve as the first point of contact for any undergraduate student on academic probation because it is a program designed specifically for academic recovery

<p>GOAL #1 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO? (Select all that apply)</p> <p><input checked="" type="checkbox"/> Retention and Enrollment <input type="checkbox"/> Financial Stability and Analysis <input type="checkbox"/> Academic Programs and Planning <input type="checkbox"/> Strengthening Community Connections <input type="checkbox"/> Diversity, Equity, Inclusion, & Belonging</p>	<p>Briefly describe the link between goal #1 and the institutional priority area(s) selected.</p> <p>The Academic Mentor Program is a program offered to all students on academic probation. Students are connected to a mentor who will meet with the student to discuss academic challenges, offer resources to assist with academic success as well as resources to assist students who are struggling outside of the classroom. This program allows students to connect with staff who are trained to aid, guide, and provide resources in a variety of capacities. The additional support provided by AMP mentor is designed to help students achieve good academic standing.</p>
<p>GOAL #1 – DESIRED OUTCOMES AND OBJECTIVES Tip: Outcomes and objectives should be SMART... <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, <u>T</u>ime-bound</p> <p>Objective 1A: AMP mentors will establish intentional contact with their respective probation students within the first three weeks of the academic semester Objective 1B: AMP students will ensure outreach 3 weeks prior to start of the semester to make changes to academic schedules for maximum academic success.</p>	
<p>GOAL #1 – ASSESSMENT METHODS, MEASURES, AND TARGETS Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.</p> <p>Method 1A: AMP mentor will record dates and notes in Starfish and TEAMS excel spreadsheet post initial meetings with each probation student Method 1B: AMP mentor will review academic schedule for semester; connecting with student to discuss possible schedule changes</p> <p>Target 1A: 90% of AMP students will have met with their AMP mentor by the end of academic week 3. Target 1B: 100% of AMP students will be contacted with a 25% response rate for making changes to increase academic recovery.</p>	

GOAL #2

Require students to establish 3 SMART goals to create an academic plan that balances academic and life responsibilities.

GOAL #2 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Program Excellence
- ☐ Strengthening Community Connections
- ☐ Diversity, Equity, Inclusion, and Belonging

Briefly describe the link between goal #2 and institutional priority area(s) selected.

The Academic Mentor Program requirement to create SMART goals allows the students to reflect on their challenges from previous semesters, create a realistic approach to addressing these challenges, identify the resources they need to utilize to accomplish these goals and implement these resources to achieve good academic standing.

GOAL #2 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

Objective 1A: Students will have an action plan in place to achieve improved academic standing within first three weeks of semester

Objective 1B: SMART goals will be revisited at each additional AMP meeting to ensure students are holding themselves accountable

GOAL #2 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

Method 1A: AMP mentor will work with student on probation to create SMART goals specific to the needs of the individual student and notes will be placed in StarFish for tracking purposes.

Method 1B: A portion of each AMP meeting will focus on the student and mentor revisiting goals and discussing how the student is using them to achieve good academic standing. Notes will be recorded in StarFish.

Target 1A: 90% of AMP students will have these SMART goals in place by end of week 3.

Target 1B: Tracking of multiple meetings will be recorded to assess whether additional meetings impact academic recovery. 60% of AMP participants will show improvement.

GOAL #3

Services provided by the AMP mentor will have a positive impact on academic performance.

GOAL #3 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Program Excellence
- ☐ Strengthening Community Connections
- ☐ Diversity, Equity, Inclusion, & Belonging

Briefly describe the link between goal #3 and institutional priority area(s) selected.

The intention of this additional academic support for students on probation is designed to assist students achieve good academic standing and remain a student at SUNY Potsdam for additional semesters (with intention to complete a degree and graduate).

GOAL #3 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

Objective 1A: Students will be encouraged to meet more than the one required meeting with their AMP mentor.

Objective 1B: Additional meetings will allow the Mentor to review SMART goals, compute GPA requirements to achieve good standing, and provide student with campus resource information to help achieve these goals.

GOAL #3 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

Method 1A: Review excel spreadsheet to evaluate number of meetings and correlate with end of semester academic standing.

Method 1B: The AMP mentor will submit a summary of each participant in Starfish discussing participation in AMP, goals, and achievements and, if necessary, if student should be considered for waiver of dismissal.

Target 1A: Fewer than 25% of students on AMP will be dismissed

Target 1B: 100 percent of those who participated in AMP will have a summary submitted by AMP mentor prior to academic standards process.

**SUNY Potsdam
Administrative Unit
Assessment Plan**

Administrative Unit: Student Success Center

Unit Contact Name: Jessica Burnett

Date: 1/13/2022

Phone: 315-267-3267

Email Address: burnetjj@potdam.edu

Assessment Cycle: 2022-2026

PURPOSE

Administrative Assessment is an ongoing process that allows a unit to evaluate and – where necessary – improve its programs, services and operations. Assessment is a systematic approach to demonstrate continuous improvement in programs, services and operations. This template is to be used when creating your assessment plan. Assessment plans should be measurable, meaningful and manageable.

UNIT MISSION STATEMENT

The ultimate goal of Accommodative Services is to promote individual independence within the academic atmosphere of the university. SUNY Potsdam is committed to the full inclusion of all individuals who can benefit from educational opportunities. Accommodative Services provides academic accommodations for all qualified students who have documented learning, emotional and/or physical disabilities (as defined by Section 504 and the ADA) and have need for accommodations

GOAL #1

Reminder: Generally speaking, goals should be grounded in the mission of the unit, be broad, and linked to the overall institutional priorities and goals. They should focus on strengthening and improving critical functions, services and processes and reflect the most important/urgent priorities of the unit.

Assist students with disabilities who have a need for classroom accommodations.

GOAL #1 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Programs and Planning
- ☐ Strengthening Community Connections
- ☒ Diversity, Equity, Inclusion, & Belonging

Briefly describe the link between goal #1 and the institutional priority area(s) selected.

Students who request accommodations for access within the classroom often leads to help the retention of these students as without the accommodations they would not be able to participate within the classroom environment like their peers. Accommodations do not guarantee the success of the student but it enables them to participate within the classroom. These educational accommodations ensure that these students have an equitable educational experience.

GOAL #1 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

Objectives:

1. Students registered with OAS will be sent the online request form every semester to request their semester accommodations
2. Students with access needs will be made aware and afforded the process to request the loan of specialized equipment or alternative text formats and will turn in the appropriate resources such as textbook receipts or material that needs enlarging.
3. Students who requested accommodations and have been denied have been given the information and opportunity to file a grievance with the ADA compliance officer
4. Students will be encouraged to speak with their faculty member after their accommodation letter is emailed out to review the details of their accommodations.

GOAL #1 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

1. 100% of students will be sent the online request form and 50% of students registered with OAS will request their accommodations each semester. Once a request form is completed accommodations will be sent out within 2 business days. Using updated data from Banner of currently registered students all students listed will sent request form and response rate is assessed throughout the semester by utilizing the MS forms accommodation request form to keep track of requested accommodations.
2. 100% of students who qualify for alternative textbooks or materials will be informed of the requesting process each semester by utilizing updated spreadsheet of qualified students. The request form is sent out 3 weeks prior to the start of the semester to allow enough time to get materials in order prior to the start of the semester.
3. Review of internal letters sent to students with denied explanation for their requested accommodations with 100% of those letters including the process for filing a grievance with the ADA compliance officer.
4. Review of emails/conversations/ compliance results regarding any difficulties using accommodations. Use feedback to alter current methods by offering trainings to faculty, updating policies and websites and informing students. Survey 10 faculty members making sure all 3 schools are represented within the semester to ensure students are speaking with their instructors.

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.

GOAL #2 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Program Excellence
- ☐ Strengthening Community Connections
- ☒ Diversity, Equity, Inclusion, and Belonging

Briefly describe the link between goal #2 and institutional priority area(s) selected.

Looking to give students a fuller experience by helping students make connections to get help and support as needed and learn how to advocate for their needs if barriers to access are present within the classroom. Evidence suggests that students who are able to make connections with someone on campus have a greater likelihood of having a feeling of belonging which increases retention.

GOAL #2 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bounds

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.

GOAL #2 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

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.

GOAL #3

Maintain, troubleshoot, and organize policies and producers to support a consistent accommodation experience within the OAS exam testing center by administering exams in accordance with students approved testing accommodations.

GOAL #3 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Program Excellence
- ☐ Strengthening Community Connections
- ☒ Diversity, Equity, Inclusion, & Belonging

Briefly describe the link between goal #3 and institutional priority area(s) selected.

Students who come to the testing center to utilize their accommodations do so because they cannot participate within the classroom testing environment like their peers and need a location or technology that a typical classroom setting does not provide. Accommodations do not guarantee the success of the student but it enables them opportunity to be successful. These educational accommodations ensure that these students have an equitable educational experience.

GOAL #3 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

Objectives:

1. Provide equal access during exams
2. Make the process for scheduling and rescheduling of exams simple
3. Provide effective and varied methods for delivery of finished exams
4. Provide a comfortable testing environment

GOAL #3 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

- 1a. Meet 100% the needs of different technology used to provide equal access during exams. Items may include test reader, spell checker, MS Word speech to text, enlarged exams
- 1b. Meet the 100% physical needs of students. Items may include varied lighting, large desks, space to take breaks.
- 2. Review 100% of online exam scheduling form/emails/conversations regarding any difficulties or confusion of scheduling an exam. Use feedback to alter current methods.
- 3. Compare exam testing dates with return dates- Goal of 100% return rate of exams/quizzes within a 2 day period
- 4. Review 100% anonymous surveys that are placed at common testing desk locations. Majority of surveys will be positive testing experience.

**SUNY Potsdam
Administrative Unit
Assessment Plan**

Administrative Unit: SSC – Bridges Program

Unit Contact Name: Donnita Firnstein

Date: 11/30/2022

Phone: 315-267-2685

Email Address: firnstdl@potsdam.edu

Assessment Cycle: 2022-2026

PURPOSE

Administrative Assessment is an ongoing process that allows a unit to evaluate and – where necessary – improve its programs, services and operations. Assessment is a systematic approach to demonstrate continuous improvement in programs, services and operations. This template is to be used when creating your assessment plan. Assessment plans should be measurable, meaningful and manageable.

UNIT MISSION STATEMENT

The mission of the Bridges Program is to provide individualized academic and personal support to specially admitted students in their first two semesters at SUNY Potsdam.

GOAL #1

Reminder: Generally speaking, goals should be grounded in the mission of the unit, be broad, and linked to the overall institutional priorities and goals. They should focus on strengthening and improving critical functions, services and processes and reflect the most important/urgent priorities of the unit.

Enhance the student experience by improving students' knowledge of the campus and surrounding community.

GOAL #1 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☐ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☒ Academic Programs and Planning
- ☐ Strengthening Community Connections
- ☒ Diversity, Equity, Inclusion, & Belonging

Briefly describe the link between goal #1 and the institutional priority area(s) selected.

By offering workshop and programs the Bridges Program can share information about support services, academic and personal resources, academic strategies and campus policies and procedures. Students will understand how they can be successful and to be an active participant in their educational journey. Students will learn how to be self-advocates. Students will learn how they can connect with the campus and the surrounding community which will encourage a sense of belonging as a student and community member. Opportunities will be shared with students regarding groups, organizations, volunteer experiences, internships, on and off campus jobs, etc.

GOAL #1 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

1A. The Bridges program will offer a series of workshops and programming.

1B. Students will have an increased knowledge of general education requirements, graduation requirements and overall campus policies and procedures.

1C. Students will participate or connect in experiences outside of the classroom to help foster relationships and opportunities for future skill development. Experiences could include any events, workshops, programming offered on campus in addition to the workshops and programming required through the Bridges Program.

GOAL #1 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

1A. Review list of workshops and programs completed in each academic year.

Target – 4 workshops/programs per semester

1B. A pre-assessment survey will be given the first week of their first semester and the same survey will be given again the last week of the first semester as a Bridges student.

Target - There will be a 20% increase in knowledge related to support services, academic and personal resources, academic strategies and campus policies and procedures from the beginning of a student's first semester to the end of a student's second semester.

1C. Post assessment survey will include a question in which students identify if they were involved in any campus student group, organization, volunteer experience, programming offered.

Target – 5% increase over the previous year

GOAL #2

Actively engage with Bridges students and connect them to various campus support program and offices.

<p>GOAL #2 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO? (Select all that apply)</p> <p><input checked="" type="checkbox"/> Retention and Enrollment <input type="checkbox"/> Financial Stability and Analysis <input type="checkbox"/> Academic Programs and Planning <input type="checkbox"/> Strengthening Community Connections <input type="checkbox"/> Diversity, Equity, Inclusion, and Belonging</p>	<p>Briefly describe the link between goal #2 and institutional priority area(s) selected.</p> <p>Getting students connected with support programs and academic support will increase the number of students being retained. Through support, advising and skill development students will be able to earn more credits and be more successful academically.</p>
<p>GOAL #2 – DESIRED OUTCOMES AND OBJECTIVES Tip: Outcomes and objectives should be SMART... <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, <u>T</u>ime-bound</p> <p>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.</p>	
<p>GOAL #2 – ASSESSMENT METHODS, MEASURES, AND TARGETS Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.</p> <p>2A. Roster of Bridges students with support services connection activity will be reviewed. Target – 10% increase over prior year.</p> <p>2B. Review of TRiO/CSTEP application data to account for the number of active TRiO/CSTEP Bridges student. Target – 5% increase over prior year.</p> <p>2C. Review Bridges student tutor requests, matches and utilization. Target – 5% increase over prior year.</p>	

GOAL #3

Provide one-on-one support, advising, and guidance to Bridges students to assist them in persisting through their academic program.

GOAL #3 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Programs and Planning
- ☐ Strengthening Community Connections
- ☐ Diversity, Equity, Inclusion, & Belonging

Briefly describe the link between goal #3 and institutional priority area(s) selected.

Meeting with students individually to discuss financial aid, billing, academic advising, support services, personal counseling needs, life coaching, study skills, techniques and strategies will give students a better chance of returning in subsequent semesters.

GOAL #3 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

3A. Bridges will provide one-on-one appointments with students, to review requirements for financial aid, provide guidance on creating plans to accomplish both academic and personal goals and requirements. Student will be required to meet with their bridges advisor at least monthly to review a variety of requirements throughout the semester.

3B. Bridges students will earn an average of at least 24 credits in their first year

3C. Bridges students will earn an average of at least 2.0 GPA at the end of their first year

GOAL #3 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

3A. Using departmental reports and Starfish we will pull the number of appointments each student completed successfully with their Bridges advisor.
Target – minimum of 4 appointments per student every semester a student is active Bridges

3B. Using the Master Grade List – BANNER Report to identify all earned credits
Target – 70 % of bridges students will earn at least 24 credits in their first year

3C. Using the Master Grade List – BANNER Report to report students gpa

Target– 70 % of bridges students will earn at least a 2.0 gpa in their first year

3D. Using the Master Grade List – BANNER Report to identify students current academic standing

Target– 70 % of bridges students will be in acceptable academic standing in their first year

**SUNY Potsdam
Administrative Unit
Assessment Plan**

Administrative Unit: Office of First Year Transitions/Student Success Center
Date: 12.15.22

Unit Contact Name: Bethany VanderWoude

Phone: 315.267.3447

Email Address: vanderbl@potssdam.edu

Assessment Cycle:

PURPOSE

Administrative Assessment is an ongoing process that allows a unit to evaluate and – where necessary – improve its programs, services and operations. Assessment is a systematic approach to demonstrate continuous improvement in programs, services and operations. This template is to be used when creating your assessment plan. Assessment plans should be measurable, meaningful and manageable.

UNIT MISSION STATEMENT

The office of First Year Transitions is responsible for the development and implementation of New Student Orientation, New Student Onboarding, and support projects related to the First Year experience. FYT works directly with numerous campus offices to provide new students with a robust, informative, and empowering orientation experience.

GOAL #1

Reminder: Generally speaking, goals should be grounded in the mission of the unit, be broad, and linked to the overall institutional priorities and goals. They should focus on strengthening and improving critical functions, services and processes and reflect the most important/urgent priorities of the unit.

New Student Onboarding: provide a robust, clear, and efficient system through which new students can complete the steps necessary to register for classes, learn about campus resources, and engage with faculty, staff, and other students before their arrival on campus.

GOAL #1 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Programs and Planning
- ☐ Strengthening Community Connections

Briefly describe the link between goal #1 and the institutional priority area(s) selected.

This goal directly supports Retention and Enrollment by encouraging early completion of new student requirements with the goal of minimizing “summer melt.”

<input checked="" type="checkbox"/> Diversity, Equity, Inclusion, & Belonging	<p>This goal directly supports Diversity, Equity, Inclusion, & Belonging by offering all students opportunities to engage with the campus prior to their first semester, regardless of travel, cost, or other restrictions. This goal also fosters a sense of belonging by encouraging connections between new students, faculty, staff, and current students.</p>
<p>GOAL #1 – DESIRED OUTCOMES AND OBJECTIVES</p> <p>Tip: Outcomes and objectives should be SMART... <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, <u>T</u>ime-bound</p> <p>1A: For each admissions cycle, the FYT office will develop, organize, and execute clear guidance for new students to complete their “first year checklist,” with the goal of most incoming students ready to register for classes by August 1 or January 1.</p> <p>1B: For each admissions cycle, the FYT office will communicate with stakeholders such as the Admissions office, the Advising office, Financial Aid, Student Accounts, Residence Life, PACES, Campus Life, Title IX, and Student Health Services to develop clear and accurate communication to new students related to their requirements for enrollment.</p> <p>1E: Each year, the FYT office will recruit, hire, train, and oversee student workers responsible for connecting with new students and facilitating completion of the new student checklist.</p>	
<p>GOAL #1 – ASSESSMENT METHODS, MEASURES, AND TARGETS</p> <p>Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.</p> <p>1A: From June-August and December-January, run a daily intake report containing data indicating student completion of their new student checklist. This is our metric for assessing student completion rates and for determining if our adjustments and outreach are successful. Feedback from peer mentors will also provide valuable guidance for adjustments throughout each cycle. Target: 50 percent of deposited students will have completed checklist by mid-July.</p> <p>1B. The FYT office will update the New Student Orientation websites and Bearpaws to reflect any changes for each admissions cycle. The FYT office will review and share information related to new student deposits and checklist progress daily from June-August and December-January.</p> <p>1C: Recruitment process of peer mentors will begin in January with a hiring/training target of March-May. Mentors will begin work on June 1. We will use the methods in item 1A to assess the effectiveness of the mentors’ efforts and make adjustments as necessary. The FYT director will also conduct biweekly check-in meetings to set goals and hear student feedback. Finally, the FYT director will provide each peer mentor with an updated spreadsheet containing relevant student information. This will be updated daily.</p>	

GOAL #2 New Student Orientation: Work with the Orientation committee and other stakeholders to plan and execute a hybrid new student orientation model designed to instill a sense of belonging, resourcefulness, and empowerment in each incoming student cohort.	
GOAL #2 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO? (Select all that apply) <input checked="" type="checkbox"/> Retention and Enrollment <input type="checkbox"/> Financial Stability and Analysis <input type="checkbox"/> Academic Program Excellence <input checked="" type="checkbox"/> Strengthening Community Connections <input checked="" type="checkbox"/> Diversity, Equity, Inclusion, and Belonging	Briefly describe the link between goal #2 and institutional priority area(s) selected. This goal directly supports Retention and Enrollment by providing students with the tools and opportunities to successfully transition to college life. This goal directly supports Strengthening Community Connections by providing new students with the opportunity to engage with faculty, staff, and other students while learning about campus opportunities. This goal directly supports Diversity, Equity, Inclusion, & Belonging by offering all students opportunities to engage with the campus prior to their first semester, regardless of travel, cost, or other restrictions. This goal also fosters a sense of belonging by encouraging connections between new students, faculty, staff, and current students.

GOAL #2 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

2A: Each admissions cycle, the FYT office will convene planning meetings with the Orientation Committee—comprising representatives from Admissions, Advising, Pathways, Student Life, Residence Life, Crane, and Academic Affairs—to discuss programming for new student orientation. The committee will also discuss potential improvements and adjustments to programming to suit campus needs.

2B: The FYT office will provide clear communication related to orientation opportunities and requirements to all new students, admissions, and relevant stakeholders.

2C: The FYT office will develop systems and methods to increase efficiency for the planning and execution of in-person orientation in January and August.

GOAL #2 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

2A: The Orientation Committee will meet at least once per admissions cycle and will use student feedback, attendance data, faculty and staff feedback, and budgetary considerations to determine areas of adjustment/improvement to orientation programming. Any changes agreed upon by the committee will be implemented by the next admissions cycle, where feasible.

2B: The FYT office will maintain a list of new incoming students pulled from the daily intake report referenced in Goal #1A and provide them with targeted outreach composed of orientation reminders and opportunities. Outreach will include email, phone, text, and virtual small-group sessions. Additionally, the FYT office will provide information and resources to students and parents by request via email or telephone. Target: Outreach will be conducted on a weekly basis in June-August and December-January. The FYT office will respond to student and other inquiries related to orientation within 1 business day of receipt.

2C: The FYT office will ensure all venue bookings, material orders, signage, and session logistics are put in place at least one month prior to January orientation and two months prior to August orientation.

GOAL #3

Support projects: The FYT office will, in conjunction with the Student Success Center, develop and implement programming aimed to directly support first year students in their transition to university life.

<p>GOAL #3 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO? (Select all that apply)</p> <p><input checked="" type="checkbox"/> Retention and Enrollment</p> <p><input type="checkbox"/> Financial Stability and Analysis</p> <p><input type="checkbox"/> Academic Program Excellence</p> <p><input type="checkbox"/> Strengthening Community Connections</p> <p><input checked="" type="checkbox"/> Diversity, Equity, Inclusion, & Belonging</p>	<p>Briefly describe the link between goal #3 and institutional priority area(s) selected.</p> <p>This goal directly supports Retention and Enrollment by providing students with the tools and opportunities to successfully transition to college life.</p> <p>This goal directly supports Diversity, Equity, Inclusion, & Belonging by fostering connectedness between new students, faculty, staff, and current students.</p>
<p>GOAL #3 – DESIRED OUTCOMES AND OBJECTIVES</p> <p>Tip: Outcomes and objectives should be SMART... <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, <u>T</u>ime-bound</p> <p>3A. The FYT office will provide mentorship (peer and/or staff), targeted outreach (based on academic calendar), and informational resources to the new student cohort each fall semester, with the goal of engaging the majority of first year students through one of the methods listed here.</p> <p>3B. Each mentor will offer opportunities for connection based on student feedback/preferences. These may include one-to-one contacts, academic and social events, and “group chat” opportunities designed to foster peer relationships and demystify the college experience.</p>	
<p>GOAL #3 – ASSESSMENT METHODS, MEASURES, AND TARGETS</p> <p>Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.</p> <p>3A. Target of more than 50% of new students engaged with FYT programming will be measured through attendance records and response rates to outreach. Additionally, mentor feedback will be solicited on a regular basis through scheduled and ad hoc communication. The number of contacts and number of students successfully engaged (attendance, response rate, etc.) will guide planning for future communications and programming.</p> <p>3B. Connection offerings will be developed based on response and attendance data as well as student feedback gathered formally through survey, or informally through mentor outreach. Target: programming will be offered biweekly during the fall semester.</p>	

**SUNY Potsdam
Administrative Unit
Assessment Plan**

Administrative Unit: TRIO Student Support Services

Contact Name: Christine Campbell

Date: November 2022

Phone: 315-267-2547

Email Address: cambpec@potsdam.edu

Assessment Cycle: 2022-2026

PURPOSE

Administrative Assessment is an ongoing process that allows a unit to evaluate and – where necessary – improve its programs, services and operations. Assessment is a systematic approach to demonstrate continuous improvement in programs, services and operations. This template is to be used when creating your assessment plan. Assessment plans should be measurable, meaningful and manageable.

UNIT MISSION STATEMENT

TRIO Student Support Services (SSS) provides support services to undergraduate first-generation, low-income and students with disabilities. TRIO SSS strives to empower its students to maximize the resources and benefits of their college education, positioning them to graduate within six years and leave the university with skills and knowledge for continued success in their future endeavors.

GOAL #1

Reminder: Generally speaking, goals should be grounded in the mission of the unit, be broad, and linked to the overall institutional priorities and goals. They should focus on strengthening and improving critical functions, services and processes and reflect the most important/urgent priorities of the unit.

Provide a suite of wrap around services to support participant persistence from one academic year to the beginning of the next academic year.

GOAL #1 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Programs and Planning
- ☐ Strengthening Community Connections
- ☐ Diversity, Equity, Inclusion, & Belonging

Briefly describe the link between goal #1 and the institutional priority area(s) selected.

TRIO SSS persistence goal is directly linked to the institution's desire to retain students.

GOAL #1 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

- 1) Augment TRIO SSS summer orientation:
 - a) Increase attendance in summer orientation
 - b) Increase a sense of belonging in TRIO SSS
 - c) Increase knowledge of program services
 - d) Increase knowledge of navigating University resources
- 2) Propose a recommendation and plan for dedicated living space for TRIO SSS summer orientation participants

GOAL #1 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

- 1) Increase attendance at summer orientation
 - a) Develop an intentional outreach and marketing plan to attract eligible students – coordinate with the Office of Accommodations for assistance
Measures & Targets:
Meet with OAS assistant director in early May annually to develop/update coordinated outreach plan
Increase summer 2023 attendance by 50% from summer 2022, reassess and create new aggressive, yet achievable attendance targets each year
Revisit and revise attendance target annually, setting a goal that is aggressive, yet attainable
 - b-d) Create pre- and post-assessment with the assistance of campus resource personnel to determine if the program achieved its stated goals
Measures & Targets:
Show 50% improvement in post-assessment scores in stated categories: sense of belonging, knowledge of program services, and knowledge of university resources.
Revisit and revise target annually, setting a goal that is aggressive, yet attainable
- 2) Propose a recommendation and plan for dedicated living space each year for TRIO SSS summer orientation participants
Measures & Targets:
Schedule a meeting with Residence Life for February 2023
Use meeting minutes to document the feasibility of summer orientation housing, stakeholder assignments, and long-term logistical plans
Develop a plan for dedicated living space by June 2023

GOAL #2

Build financial literacy among TRIO SSS participants.

GOAL #2 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Program Excellence
- ☐ Strengthening Community Connections
- ☐ Diversity, Equity, Inclusion, and Belonging

Briefly describe the link between goal #2 and institutional priority area(s) selected.

Focusing on financial literacy is intended to retain our low-income students. Institutional data (unregistered student report) indicates roughly 1/3 of unregistered students have a financial hold preventing continuing enrollment.

GOAL #2 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

- 1) Increase network partners in TRIO SSS Financial Literacy Month programming
- 2) Assess Financial Literacy Month programming
- 3) Increase attendance at coordinated financial literacy programming

GOAL #2 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

- 1) Meet with EOP and DDEI to discuss their potential to assist with Financial Literacy Month

Measures & Targets:

Schedule meeting to be held in March 2023

Use meeting minutes to document long-term commitment

- 2) Assess Financial Literacy Month workshops and revise annually.

- a) Solicit partner feedback to help guide programming

Measures & Targets:

Use partner meeting minutes to document feedback and recommendations, new workshop topics, assignments, and logistical plans each year
Offer 4 Workshops every April

- b) Create pre- and post-assessment with the assistance of campus resource personnel to determine if the program achieved its stated goals and participants were satisfied with their experience

Measures & Targets:

Create pre- post-assessment by the end of March 2023, revise annually as appropriate
Increase participant score from pre- to post-assessment for each workshop annually, set future targets based on 2023 initial data

- 3) Use Get Involved platform to increase attendance at financial literacy programming

Measures & Targets:

Have the series flyers and pre- and post-assessments created for stakeholder review by the end of March 2023
Have Events, with assessments and attendance tracking, published to Get Involved by the end of March 2023
Increase student attendance by 50% from 2022
Work with partners to evaluate programming and generate annual attendance target for the following year that is aggressive, yet attainable

GOAL #3

Build TRIO SSS brand and awareness across campus.

GOAL #3 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
☐ Financial Stability and Analysis
☐ Academic Program Excellence
☒ Strengthening Community Connections
☐ Diversity, Equity, Inclusion, & Belonging

Briefly describe the link between goal #3 and institutional priority area(s) selected.

Creating an advisory board will strengthen community connections between TRIO SSS and the faculty which will build awareness of support services for students and ultimately impact retention, enrollment, and a sense of belonging for our participants.

GOAL #3 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

- 1) Create a TRIO SSS faculty/staff advisory board to provide support and guidance to the department
- 2) Host a campuswide, first-generation program event

GOAL #3 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

- 1) Recruit faculty/staff to be part of an ongoing TRIO SSS Advisory Board

Measures & Targets:

Invite a minimum of 3 potential members to meet in February 2023

Use meeting minutes to document long-term commitment

- 2) Plan and host a campuswide, first-generation event to be held in spring 2023

Measures & Targets:

Use Advisory Board meeting minutes to document event topic discussion, stakeholder assignments, and logistical plans

Host a first-generation event in April 2023

Create modest pre- post-assessments on Get Involved to drive program development for subsequent years

**SUNY Potsdam
Administrative Unit
Assessment Plan**

Administrative Unit: Student Success Center/ Tutoring Unit Contact Name: Annette Robbins Date: November 2022
Phone: 2450 Email Address: robbinal Assessment Cycle: 2022 to 2026

PURPOSE

Administrative Assessment is an ongoing process that allows a unit to evaluate and – where necessary – improve its programs, services, and operations. Assessment is a systematic approach to demonstrate continuous improvement in programs, services, and operations. This template is to be used when creating your assessment plan. Assessment plans should be measurable, meaningful, and manageable.

UNIT MISSION STATEMENT

The Student Success Center uses a holistic approach to provide academic assistance for all undergraduate students, from their initial transition to SUNY Potsdam through graduation. We guide students in making informed academic choices and empower them to reach their full potential.

The SSC provides:

- Academic Assistance: Serves as a first point of contact for any undergraduate student in need of academic assistance and, in collaboration with other campus resources, provides guidance in reaching a resolution
- Knowledge & Skills: Assists students in building knowledge and developing skills vital to their academic success through a wide array of orientation, tutoring and mentoring services.
- Course Support: Provides direct support for student coursework through content tutoring and accommodative services.
- Centralized Resources: Functions as a centralized campus resource for navigating academic policies and procedures.

GOAL #1

Reminder: Generally speaking, goals should be grounded in the mission of the unit, be broad, and linked to the overall institutional priorities and goals. They should focus on strengthening and improving critical functions, services and processes and reflect the most important/urgent priorities of the unit.

Provide tutoring to students to assist them in meeting their overall educational goals

<p>GOAL #1 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO? (Select all that apply)</p> <p><input checked="" type="checkbox"/> Retention and Enrollment <input type="checkbox"/> Financial Stability and Analysis <input type="checkbox"/> Academic Programs and Planning <input type="checkbox"/> Strengthening Community Connections <input type="checkbox"/> Diversity, Equity, Inclusion, & Belonging</p>	<p>Briefly describe the link between goal #1 and the institutional priority area(s) selected.</p> <p>Improving student success in the classroom equates to increasing retention and enrollment as students will tend to remain at SUNY Potsdam if feeling successful and connected to their courses.</p>
<p>GOAL #1 – DESIRED OUTCOMES AND OBJECTIVES Tip: Outcomes and objectives should be SMART... <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, <u>T</u>ime-bound</p> <p>Objective 1A: ASO (Academic Support Office) will connect students with a tutor in the requested discipline should a tutor be available Objective 1B: ASO will connect the tutee and tutor within 3 business days of the request</p>	
<p>GOAL #1 – ASSESSMENT METHODS, MEASURES, AND TARGETS Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.</p> <p>Method 1A: Review StarFish report and excel spreadsheet data Method 1B: Review StarFish report with information on “days to clear” for each request</p> <p>Target 1A: 90% of all requests will be connected with a tutor Target 1B: 85% of all requests will be connected with a tutor within 3 business days</p>	
<p>GOAL #2</p> <p>Provide utilization of academic services to support students success</p>	

<p>GOAL #2 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO? (Select all that apply)</p> <p><input checked="" type="checkbox"/> Retention and Enrollment <input type="checkbox"/> Financial Stability and Analysis <input type="checkbox"/> Academic Programs and Planning <input type="checkbox"/> Strengthening Community Connections <input type="checkbox"/> Diversity, Equity, Inclusion, and Belonging</p>	<p>Briefly describe the link between goal #2 and institutional priority area(s) selected.</p> <p>Improving student success in the classroom equates to increasing retention and enrollment as students will tend to remain at SUNY Potsdam if feeling successful and connected to their courses.</p>
<p>GOAL #2 – DESIRED OUTCOMES AND OBJECTIVES Tip: Outcomes and objectives should be SMART... <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, <u>T</u>ime-bound</p> <p>Objective 1A: ASO will monitor StarFish tutoring notes to determine the use of services Objective 1B: ASO will survey students and tutors to determine reasons services are underutilized</p>	
<p>GOAL #2 – ASSESSMENT METHODS, MEASURES, AND TARGETS Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.</p> <p>Method 1A: ASO will email weekly to follow up with each tutee that hasn't connected with assigned tutor Method 1B: ASO will ask why student has connected with tutor or why services aren't being used</p> <p>Target 1A/1B: No show/no use will decrease by 10% each semester</p>	
<p>GOAL #3</p> <p>Services provided by tutoring will have a positive impact on students' academic performance.</p>	

<p>GOAL #3 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO? (Select all that apply)</p> <p><input checked="" type="checkbox"/> Retention and Enrollment <input type="checkbox"/> Financial Stability and Analysis <input type="checkbox"/> Academic Programs and Planning <input type="checkbox"/> Strengthening Community Connections <input type="checkbox"/> Diversity, Equity, Inclusion, & Belonging</p>	<p>Briefly describe the link between goal #3 and institutional priority area(s) selected.</p> <p>Improving student success in the classroom equates to increasing retention and enrollment as students will tend to remain at SUNY Potsdam if feeling successful and connected to their courses.</p>
<p>GOAL #3 – DESIRED OUTCOMES AND OBJECTIVES Tip: Outcomes and objectives should be SMART... <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, <u>T</u>ime-bound</p> <p>Objective 1A: Students receiving tutoring services will perform better than class average Objective 1B: Students receiving tutoring services will receive credit for the course.</p>	
<p>GOAL #3 – ASSESSMENT METHODS, MEASURES, AND TARGETS Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.</p> <p>Method 1A: Compare individual tutee grade to overall class average- did student achieve final grade at or above class average. Method 1B: Assess through BearPaws if student earned credit for course</p> <p>Target 1A: 70% of students who utilized a tutor will have a final grade at or above class average Target 1B: 50% of courses that utilized tutoring will earn credit for the course</p>	

**SUNY Potsdam
Administrative Unit
Assessment Plan**

Administrative Unit: Military & Veteran Services Coordinator

Unit Contact Name: Jeffrey Gerrish

Date: 27 JAN 2023

Phone: 315 267 3398

Email Address: gerrisja@potsdam.edu

Assessment Cycle: 2022-2026

PURPOSE

Administrative Assessment is an ongoing process that allows a unit to evaluate and – where necessary – improve its programs, services and operations. Assessment is a systematic approach to demonstrate continuous improvement in programs, services and operations. This template is to be used when creating your assessment plan. Assessment plans should be measurable, meaningful and manageable.

UNIT MISSION STATEMENT

Coordinate to provide administrative, academic, and personal support to prospective, previous, enrolled undergrad and graduate students identified as Military Affiliated Students at our Watertown and Main Campus.

GOAL #1

Reminder: Generally speaking, goals should be grounded in the mission of the unit, be broad, and linked to the overall institutional priorities and goals. They should focus on strengthening and improving critical functions, services and processes and reflect the most important/urgent priorities of the unit.

Provide an exceptional level of information tracking and reporting to best inform the military affiliated student population and related stakeholders

GOAL #1 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☒ Academic Programs and Planning
- ☐ Strengthening Community Connections
- ☐ Diversity, Equity, Inclusion, & Belonging

Briefly describe the link between goal #1 and the institutional priority area(s) selected.

Improved reporting to external agencies regarding our military affiliated student population maintains VA and DoD compliance. Additionally, these reports serve to provide accurate academic course offerings viewable by prospective military affiliated students.

Improved reporting to internal offices regarding our military affiliated student population informs other essential offices of this specific population that is federally tracked and has specific oversight caveats associated.

GOAL #1 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

100% accurate VA Once data entry and management every semester

100% accurate Federal 85:15 Reporting every semester

100% accurate WEAMS reporting and data management annually and as programs change

GOAL #1 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

- **Timely and accurate reporting to federal and state agencies**
- **Accurate submission to support the WEAMS database and VA Once/ Enrollment Manager software**
- **Commendable VA Audit/Compliance Survey ratings – 3 or fewer findings and 3 or fewer recommendations on submitted reports, resubmit error corrections in timely manner**
- **100% accurate SGASTDN veteran tab data completed prior to 85/15 reporting each term**
- **100% Starfish tracking indicating Military Affiliated Students**
- **Receive annual Military Friendly recognition**

GOAL #2

At both campus sites, actively participate in on and off-campus as well as external Admissions Office and Graduate & Continuing Ed Office related events to assist with enrollment and retention efforts.

GOAL #2 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Program Excellence
- ☐ Strengthening Community Connections
- ☒ Diversity, Equity, Inclusion, & Belonging

Briefly describe the link between goal #2 and institutional priority area(s) selected.

Improved recruitment and retention of military affiliated students will increase a population that brings associated financial benefits to the University. The military affiliated students also bring additional incentive to succeed academically. Additionally, these military affiliated students increase the diversity of our student population factors with a greater age range and race span.

Engage all students, faculty and staff with respect and professionalism in accordance with the Potsdam Pledge

GOAL #2 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

Improve military affiliated student recruitment and retention able to show consistent and increased attendance annually increasing military affiliated students by 3 every year over graduated student losses.

Improve engagement with prospective student populations at College Fairs, Open Houses and by individual appointments.

GOAL #2 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

Attend or Participate in all college Open House and Decision Day events as well as New Student Orientations for new and transfer students at both Potsdam and Watertown campuses.

Manage and share Excel roster of military affiliated students with other internal offices (Onestop)

Track contacts at events by potential students and conduct follow-up to ensure students are aware of and apply for appropriate benefits prior to the start of term in order to better and more accurately communicate with prospective students

Collaborate with SUNY Potsdam academic departments to improve communication with military affiliated potential students on and around Fort Drum

GOAL #3

At both campus sites actively engage prospective and enrolled students achieving annual recognition from internal and external agencies and offices

GOAL #3 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Program Excellence
- ☐ Strengthening Community Connections
- ☒ Diversity, Equity, Inclusion, & Belonging

Briefly describe the link between goal #3 and institutional priority area(s) selected.

Conduct all business according to the Potsdam Pledge

Communicate accurately and timely with military affiliated students

Engage faculty and staff to problem solve on behalf of military affiliated student

GOAL #3 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

Achieve annual recognition from outside agencies, receiving 0 VA registered complaints and receiving gold status evaluation from MilitaryFriendly.com

Travel to Watertown Campus to provide individual contact and service every semester

Communicate professionally with faculty and staff to represent military affiliated student issues and concerns

GOAL #3 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

- Receive annual training and certification from the VA and DoD, receiving 0 registered complaints with the VA
- Conduct online VA and DoD training to retain Certifying Officer credentials
- Complete all compliance surveys receiving 3 or fewer administrative findings and 3 or fewer recommendations and complete militaryfriendly.com annual survey accurately to receive Gold status
- Annual and Bi-annual VA Compliance survey result in 3 or fewer findings and 3 or fewer recommendations
- Travel to Watertown campus every semester to meet with faculty, staff and students
- Maintain student work study position on Watertown campus to facilitate student contact and problem solving