

**SUNY Potsdam
Administrative Unit
Assessment Summary Form**

Administrative Unit: Collegiate Science and Technology Entry Program (CSTEP)

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Email Address: snelltp@potsdam.edu

Unit Contact Name: Tammy Snell

Phone: x 2346

Assessment Year: 2022-2023

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)

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 academic, financial, and personal support services and activities for under-represented students pursuing careers in scientific and technical fields and the licensed professions.

OBJECTIVE A: CSTEP will successfully participate in recruitment activities to meet the annual targeted goal of 135 enrolled program participants.

TARGET: 135 enrolled participants

RESULT: Enrolled 138 students.

SURPASSED OUR TARGET GOAL

OBJECTIVE B: Assign all new applicants to a CSTEP advisor/counselor to assist them in their successful academic and career journey.

TARGET: 100% of new applicants are assigned and informed of their CSTEP counselor assignment via their acceptance letter with additional instructions on next steps.

RESULT: 100% of new applicants were assigned to a CSTEP counselor and received this information in their CSTEP acceptance letter which was sent out to their potsdam.edu email.

MET OUR TARGET GOAL

OBJECTIVE C: CSTEP will offer targeted tutoring and other academic support services to all participants.

TARGET: 100% of current CSTEP participants are offered these services through several mechanisms, including in-person, email, bulletin boards, CSTEP TEAMS page (under tutoring channel) and Facebook page.

RESULT: 100% of current participants received tutoring and other academic information during this year.

MET OUR TARGET GOAL

OBJECTIVE D: CSTEP counselors will request that participants meet with them at least 2 times per semester to monitor student progress and/or concerns.

TARGET: 100% of current CSTEP participants will have at minimum 2 contacts per semester with their assigned counselor.

RESULT: 100% of participants received requests from their counselor to meet at the start of the semester and during progress report season. These requests were sent via email and the CSTEP TEAMS page. All newly enrolled participants received a request to meet with their assigned counselor when they are accepted. All participants received invites to “check-in” during the Finals Week “Well-Break” also.

SURPASSED OUR TARGET GOAL

OBJECTIVE E: All participants will have access to a variety of financial supports during the year to assist them in their academic and career success.

TARGET: 90% of participant requests for a financial support will be funded if eligibility requirements met.

RESULT: 90% of requests for funding where eligibility was met were funded. (2 applications were submitted late and 1 application was denied).

MET OUR TARGET GOAL

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

CSTEP met or surpassed the target for each of the objectives related to this goal; thus, we will continue with the actions that we are currently implementing. Recruitment activities included our summer and winter post card mailing to all new CSTEP-eligible incoming freshman and transfer students (75 post cards mailed) sharing information about CSTEP and inviting them to apply via the QR code. This activity along with targeted recruitment emails to all eligible students early in the Fall and Spring semesters (Fall – sent to 218 students; Spring – sent to 173 students) has played a significant role in meeting and surpassing our targeted recruitment goal for the year. Using our TEAMS page as one of our primary forms of contact and as a clearinghouse of CSTEP-related information continues to prove successful. Multiple mechanisms of student contact have increased the response rates and uptake of workshops and other activities, such as collaborative professional development workshops and external internships. For example: registration for events advertised through TEAMS and email has increased by approx. 15% as opposed to just using email alone. In addition, students have verbally indicated that it is easier to look back on TEAMS for a post rather than to just search through their email. Although, we did meet our goal of offering tutoring supports/information to our students, we did note that uptake of these services is still not ideal. The additional outreach related to these services did not seem to impact the number of students who used the services. This is a trend being seen across campus since the covid-19 pandemic. Increased campus-wide conversations related to tutoring and other academic support services are ongoing. In particular, CSTEP has initiated conversations directly with the MATH Lab and the Computer Science Lab to discuss future collaborations.

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?

CSTEP added a Career Readiness Intern for the Spring 2023 semester. This intern was available for student workshops related to resume writing, cover letter writing and using LinkedIn. Assessment results indicated a 94% satisfaction rate with their session and were 94% likely to schedule another career-related session. Suggestions for improvement included adding more afternoon availability and offering a wider variety of resume formats that are tailored to different majors or needs. Other suggested workshop topics included how to fill out job applications. CSTEP plans to continue using the Career Readiness Intern for the 2023-2024 academic year and will incorporate these suggestions for this year.