

**SUNY Potsdam
Administrative Unit
Assessment Summary Form**

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Assessment Year: *2022-2023*

PURPOSE

This annual assessment summary form provides the opportunity for units to follow-up on their assessment plans, track progress toward goals, and to highlight actions taken to improve processes and/or efficiencies in functioning that lead to outcomes that benefits students, staff, or the college. These could be process changes or improvements in efficiency, skill level of staff, opportunities for the college, or other aspects over which the unit has a certain amount of control.

SECTION 1: ASSESSMENT PLAN FOLLOW-UP

A key component of the continuous improvement assessment process is regularly following up on [your assessment plan](#). Please review your plan and select one-third of your unit goals, along with related desired outcomes and objectives to report on the progress made.

Selected Goal

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

Goal #1 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.

Desired Outcomes/Objectives

Copy/Paste or enter the desired outcomes and objectives connected to your selected goal that you will be reporting on.

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.

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.

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.

Related Targets/Measures

Copy/Paste or enter the target desired outcomes and objectives connected to your selected goal that you will be reporting on.

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.

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.

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 checkin 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.

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.

1A: Beginning on June 1, 2023, the FYT director ran a daily intake report to share out with campus stakeholders and peer mentors. The report was uploaded daily to Teams and used to gauge incoming student completion rates. Our target of 50% of students completing their checklist and thereby being ready for advising was met and exceeded by mid-July. As of July 25th, 424 of 579 (73%) incoming students have completed their checklist and are registered for fall classes. This is a 24% increase over last year's number of 351 of 591 (59%) on the same date. The uptick in checklist completion is, we believe, due in part to

earlier and more widespread promotion of our Orientation Trailblazer Scholarship. The scholarship will be awarded at random to a student who has completed every stage of their new student checklist, as well as participation in additional opportunities throughout the summer. This added incentive has encouraged students to move through their checklist items quickly. We launched this scholarship last year and saw positive results, but the sharing of information about the scholarship was limited to the mentors. This year, the FYT office shared out the scholarship information with various campus stakeholders earlier in the onboarding process.

Challenge: Mentors had difficulty connecting with their cohorts in meaningful ways during the month of June. We suspect this was due to incoming students focusing on their high school graduations. We discussed strategies to engage those students earlier and mentors began to see an uptick in engagement in late June/early July. Some strategies employed by the mentors included formation of group chats, hosting online “graduation parties,” and live Q&A sessions. Looking to 2024, we will continue to brainstorm ways to encourage engagement earlier in the summer.

1B: The New Student and Transfer Student Orientation websites have been updated and maintained to reflect the most current information for incoming students. Since June 1, the FYT director has run a daily intake report to share out with various campus stakeholders. The FYT director has also kept careful track of data related to new student checklist completion, deposits, and withdrawals, and has shared that data with our peer mentors and advising office on a regular basis. Challenge: there is some inconsistency in mentor spreadsheets that is due in part to limited experience with Excel. We will explore more robust Excel training for mentors going forward.

1C: Recruitment for our peer mentors was delayed this year but hiring stayed on track with all mentors hired by mid-April. Training took place in May with mentors prepared to begin work on June 1. Each peer mentor has been provided with a personal spreadsheet and a daily intake report, which they use to track their assigned cohort’s progress. Group check-ins have been held every 2-3 weeks and individual check-ins happen regularly on an as-needed basis. A Teams channel provides a space for daily questions and group discussion/strategizing. Challenge: scheduling trainings and check-ins is difficult due to conflicting schedules. Next year, we will work to schedule training and check-in dates earlier in order to facilitate full-group participation each time.

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

In 2024, we will expand on existing virtual programming for students in June in order to engage them earlier. These may include social media Q&A sessions, earlier formation of group chats, and more social programming. We will also establish a training and check-in schedule when the mentors are hired in March 2024. Finally, mentor training will include a brief introduction to Excel and a structured method for spreadsheet use.

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.

In Spring of 2023, it was suggested by the Orientation Planning Committee that communication with parents could be helpful in solidifying the information we share with students about campus resources. Members of the committee have seen evidence that the important information we share with new students is not always absorbed in their first semester. These were anecdotal reports but were widespread enough to deserve our attention. In response, the FYT office worked with the campus Chief Diversity Officer and other stakeholders to develop two virtual parent information sessions in August 2023. These sessions will feature a panel who will field questions about life as a SUNY Potsdam student. The sessions have not yet taken place, but we plan to keep careful track of attendance, questions asked, and concerns raised to guide future planning.