



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

**Unit End of Year Report**

<p>Report includes:</p> <ul style="list-style-type: none"> <li>• 2019-2020 Annual Goals</li> <li>• 2019-2020 Assessment Plan</li> <li>• Key Performance Indicators</li> <li>• 2019-2020 Points of Pride</li> <li>• 2020-2021 Annual Goals</li> <li>• 2020-2021 Assessment Plan</li> </ul>	<p><b>Unit: Academic Success Center - Advisement and Retention</b></p> <p><b>Director of ASC:</b> Thomas Chew <b>Director of Advisement &amp; Retention:</b> Deborah Birkins</p>
<b>UNIT OVERVIEW</b>	
<p><b>Unit Mission</b> <i>We are student-centered support, inspiring the college community to achieve academic success and engagement.</i></p>	

**Functional Goals and Division/College Mapping**

<b>Unit Functional Goals</b>	<b>Division Goal Mapping</b>	<b>College Goal Mapping</b>
Establish and implement unit processes for efficient use of human and physical resources in the Academic Success Center.	1, 3	1.1, 1.7
Increase collaboration and define departmental relationships in order to support the campus in cultivating a culture of inclusive student success.	2, 6	1.8, 2.4
Implement, refine, increase usage, track and assess campus-wide support programs (EagleSUCCESS, Supplemental Instruction, etc).	1, 5	1.7, 4.8

**SECTION ONE: 2019-2020 UNIT ANNUAL GOALS**

<b>Unit Annual Goals</b>	<b>Outcome/Status</b>
Identify, assist, and support at-risk students including: Emerging Scholars, First Generation, Undeclared Students, Veterans, Underrepresented Students, etc.	Goal Partially Met/Ongoing
Provide consistent and accurate advisement to all students.	Goal Met
Provide smooth transition for student entering, leaving, or re-entering the College	Goal Met
Review and identify areas of need to meet CAS standards	Goal Partially Met/Ongoing

**SECTION TWO: 2019-2020 Assessment Plan**

<b>Unit Goal:</b>	<b>College Mission Alignment:</b>	
Identify, assist, and support at-risk students including: Emerging Scholars, First Generation, Undeclared Students, Veterans, Underrepresented Students, etc.	This goal directly contributes to the college's mission to support students while emphasizing student learning.	
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Assessment Data:</b>
Analyze ASC usage data to show who is utilizing the services the ASC provides	Reports provided by IR	<b>Goal partially met:</b> Fall 2019- Emerging Scholars who have used the ASC (89.8%) have a higher retention from Fall to Spring than those who have not (84.8%).
Emerging Scholars offered via GEP125 (3 credit Academic Planning Seminar)	Emerging Scholar Data Review	<b>Goal partially met:</b> Fall 2019 Emerging Scholars were retained to Spring 2020 at 83.9% with an average GPA of 2.4; comparatively, fall 2018 Emerging Scholars were retained at 84.5% with average GPA of 2.3. GEP 125 continues to provide support and structure for Emerging Scholars as they enter Brockport. Further analysis of the effectiveness of the 3 credit APS will be reviewed with first year retention rate analysis in Fall 2020 (post census).
Engage Undeclared Students through	SYE Coordinator survey and participation data	<b>Goal met:</b> Love your Major Month- 16

<p>Second Year Experience Programming</p> <p>Support Veterans through engagement and committee work.</p> <p>Engage First Generation in specific programming</p>	<p>Military Support and Engagement Committee</p> <p><a href="https://www.brockport.edu/academics/advisement/first_generation/index">https://www.brockport.edu/academics/advisement/first_generation/index</a></p>	<p>events, 80-90 students from various majors and class years attended.</p> <p>Majors &amp; Minors Fair increased its participation by 60 students over last year. The satisfaction survey average was 2.5 on a scale of 1-3 with 3 being most satisfied.</p> <p>During Orientation Undeclared Programming reached 60 students at a “Choosing Your Path” presentation and 70 undeclared students visited Career Services tabling promoting True Colors Career Assessment.</p> <p><b>Goal met:</b> Veterans Day Events (November 2019), raised \$1311 at the Veterans Day Basket Raffle, over \$300 more than 2018; another \$1,500 was raised through the Veterans Day 5k. All proceeds go to the Gary Beikirch Military Service Scholarship [Brockport Foundation Scholarship].</p> <p><b>Goal ongoing:</b> BeFirst@Bport mentoring program offered throughout the year.</p> <p>This network includes current students, faculty, and staff who were the first in their families to earn a bachelor’s degree. Our mentors are here to support you by listening to your story, sharing their experiences, and providing guidance along your journey to earning a degree.</p>
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**CLOSING THE LOOP**

**Resources Used:** BANNER and EagleSUCCESS needed to run reports to identify ASC usage. IR provided information regarding visits to the ASC. Staff generated surveys and data compiled from program participants.

**Key Findings:** Student from at risk populations have been supported and engaged through various programming, new and ongoing. New programming such as Love Your Major Month has the potential to grow and impact all students in the future. GEP125 has been able to provide additional supports through its structured curriculum and instructors are better able to connect with Emerging Scholar students. Undeclared students’ retention went up 10% this year.

**Dissemination/Discussion of Key Findings:** Data from IR, EagleSUCCESS and staff are used to generation reports and findings which are shared with ASC staff, campus partners and other stakeholders.

**Summary Sentence for EMSA Briefing Book:**

The ASC continues supports and assists at-risk students by providing specific programming in Orientations, campus programming, partnerships and one on one advisement. GEP125, a 3 credit Academic Planning Seminar, intentional programming for second-year students, and veteran students have been supported through various ASC Staff.

<b>Unit Goal:</b>		<b>College Mission Alignment:</b>
Provide consistent and accurate advisement to all students.		This goal directly contributes to the college's mission to support students while emphasizing student learning.
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Assessment Data:</b>
Freshman Registration process will provide advisement to over 90% of all incoming Freshman.	Data provided by Freshman Registration Coordinator	<b>Goal met:</b> Six Advisement sessions offered throughout Freshman Orientations, 240 Freshman Students were advised during Orientation sessions, 1200 Freshman schedules were made total.
Advisement and Retention works to ensure that students have up to date major related data in Banner to help facilitate accurate advising	Number of and efficiency of Major Declaration for students and academic departments	<b>Goal met:</b> The ASC processed 6242 Major Declaration Forms during the 19-20 AY. Most Major Declaration forms are completed within 1-3 business days of receipt.
The Compliance officer will advise students who are out of compliance or in danger of being out of compliance through an Academic Plan of Study and/or compliance specific advisement	EagleSUCCESS, BANNER and compliance reports that are processed by the Academic Compliance Officer.	<b>Goal met:</b> One hundred and ninety-five Academic Compliance meetings were held in the 19-20 AY Number of Plans 2019-20: 13 total plans, 26 total appeals approved (18/19- 20 total plans, 29 total appeals approved)
Faculty Advisement Support	Advisement & Retention Data	<b>Goal met:</b> Faculty Advisement Communication plan was developed and executed. Weekly emails sent to Department Chairs, Advisement Coordinators and ASC; weekly articles submitted/posted in the Daily Eagle as a resource for campus partners.
Provide students	HAPPI Advisor Data	

interested in the Healthcare field with specific advisement called HAPPI		<b>Goal met:</b> Fifty-five students received HAPPI advising; four workshops were offered through Career Services in order to provide more information on other healthcare career options. Specific support/communication sent to NUR students who did not attain the required GPA of 2.75 in order help guide into a new career pathway.
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**CLOSING THE LOOP**

**Resources Used:** Professional and student staff time is the main resource used in these processes. Staff processes are aided by using Banner, IT programming and reports obtained in Banner. Student staff time is needed to complete the Major Declaration process.

**Key Findings:** The Academic Success Center, more specifically Advisement and Retention provide supplemental advisement (general advisement) to undeclared students and students interested in changing majors. In addition, information is provided to faculty through a formal faculty advisement communication plan.

Major Declaration forms processed by the ASC staff continues to maintain in the thousands per academic year. The staff has processed 6242 major declarations this year to date. In the wake of COVID-19, our major declaration process has transitioned to an online process. Initial findings implicate a smooth transition as well as expedited the overhaul of the entire process.

The Compliance Officer continues to create awareness of Financial Aid compliance across campus. Financial Aid Compliance workshops have been offered to provide students with a better understanding of financial aid and the academic guidelines needed to be in good standing. Financial Aid Compliance has partnered with the STEPS programs to continue to engage those students at risk of losing aid. This proactive approach will allow for the Compliance Officer to reach out to the students and offer advisement to those out of compliance or before the student is out of compliance.

**Dissemination/Discussion of Key Findings:** Advisement information is communicated weekly to the campus community via The Daily Eagle to better advise students of dates and deadlines on campus. Compliance information is communicated via email with key partners who participate additional assistance of its affected students, I.e. ASC, Financial Aid, Registration & Records, EOP.

**Summary Sentence for EMSA Briefing Book:** The Academic Success Center continues to provide advisement services to its students through providing advisement to students affected by academic compliance, the major declaration process, freshman scheduling to name a few. Students can visit the ASC with confidence to have questions answered and receive assistance. FACULTY outreach and major declaration process.

<b>Unit Goal:</b>	<b>College Mission Alignment:</b>
Provide smooth transition for student entering, leaving, or re-entering the College	This goal directly contributes to the college's mission to support students while emphasizing student learning.

<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Assessment Data:</b>
<p>Students/Guests will feel satisfied the summer orientation programs have met their needs.</p> <p>Completion of Temporary Academic Leave form will be smooth and easily accessible.</p> <p>Transfer Academic Planning Seminar (TAPS) continues to retain students at a higher level (for fall) than those that do not register/complete the course.</p>	<p>Baseline is used via Campus Labs to assess the satisfaction of students and guests that attend orientation programming.</p> <p>Number of leaves (submitted by email and in person) are tracked via the Compliance Officer and administrative support.</p> <p>IR used to calculate persistence data yearly; Blackboard used to monitor successful completion of course.</p>	<p><b>Goal met-</b> Over 90% of students who participated in July 2019 indicated satisfaction with summer orientation programs.</p> <p><b>Goal met-</b> A total of 423 students took Temporary Academic Leave (TAL) in 19/20. Anecdotally, we estimate that almost 30 students were retained through the personal conversation and made other arrangements to stay at the college, rather than take a TAL.</p> <p><b>Goal met-</b> Retention of GEP 300 students remains higher than or equal to non GEP 300 students (in fall). New transfer students continue to recommend TAPS GEP 300 to new incoming transfer students and suggest the course be mandatory.</p>

**CLOSING THE LOOP**

**Resources Used:**

Human/financial resources for Summer Orientation: Advisement and Retention staff used to plan and facilitate summer orientation sessions for ~1050 incoming students. Orientation Leaders receive a summer stipend of ~\$1700 each.

Human resources for Temporary Academic Leave: Advisement and Retention staff facilitate conversations with students considering taking leave. There is more awareness among faculty and staff about the TAL process on campus. This has led students to seek advisement in the Academic Success Center when faced with decision to leave the college

Human/financial resources for TAPS: Advisement and retention staff facilitate 1-2 sections of course. Varied campus staff facilitated additional sections with an \$800 extra service stipend.

**Key Findings:**

Summer orientation maintained high-level participation in 2019, with 90% of students completing orientation. 92% of students indicated that they were satisfied with the orientation program. 97% of students indicated that after attending orientation they were excited to return to Brockport in August. 97% of guests also indicated they were satisfied with the family program.

With regard to TALs, the estimated 30 students retained (after conversations regarding a potential leave) may be attributed to:

- collaboration with Residential Life regarding living environment
- discussions pertaining to part-time status in order to assist with time management
- referrals made to Student Accessibility Services (SAS) to assist with accommodations needed
- specific undeclared advisement/programming outlining major exploration and career conversations

**Dissemination/Discussion of Key Findings:**

Summer Orientation – 2019

Summer orientations maintained high-level participation in 2018, with over 1,000 students completing orientation for the fourth straight year. 95% of students indicated that orientation provided those with new information, while almost 93% indicated that they enjoyed their time at orientation, 96% of guests also indicated they were satisfied with the family program.

**Fall 2019**

**Spring 2020**

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|---|---|
| <ul style="list-style-type: none"> <li>• 273 students completed separation form</li> <li>• 177 took temporary academic leaves</li> <li>• 96 withdrew from College completely</li> </ul> | <ul style="list-style-type: none"> <li>• 150 students completed the separation form</li> <li>• 95 took temporary academic leaves</li> <li>• 55 withdrew from College completely*</li> </ul> |
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Transfer Academic Planning Seminar (TAPS) GEP 300

Persistence Data—fall compared to fall (cohorts)

<b>Transfer Academic Planning Seminar (TAPS) GEP 300 Persistence Data</b>										
<i>Cohort</i>	<i>GEP 300 n</i>	<i>Non-GEP 300 n</i>	<i>% Persisting to 2nd Year</i>		<i>% Graduated After 2nd Year</i>		<i>% Graduated After 3rd Year</i>		<i>% Graduated After 4th Year</i>	
			<i>GEP 300</i>	<i>Non-GEP 300</i>	<i>GEP 300</i>	<i>Non-GEP 300</i>	<i>GEP 300</i>	<i>Non-GEP 300</i>	<i>GEP 300</i>	<i>Non-GEP 300</i>
Fall 2009	9	868	89%	81%	33%	28%	56%	56%	67%	67%
Fall 2010	27	920	89%	81%	26%	27%	59%	57%	70%	66%
Fall 2011	40	841	88%	81%	23%	29%	65%	58%	70%	67%
Fall 2012	62	835	92%	78%	26%	33%	63%	59%	71%	68%
Fall 2013	67	800	91%	78%	33%	31%	60%	58%	75%	66%
Fall 2014	88	809	81%	81%	31%	36%	61%	60%	72%	69%
Fall 2015	71	819	85%	80%	31%	35%	58%	60%	69%	67%
Fall 2016	68	751	88%	81%	19%	37%	56%	61%		
Fall 2017	106	776	86%	80%	28%	34%				
Fall 2018	95	704	92%	82%						
Fall 2019	52	595	N/A	N/A						

**Summary Sentence for EMSA Briefing Book:**

The Academic Success Center focuses on student satisfaction through entering and leaving Brockport. This is evident in through high percentage rates from Orientation surveys and the emphasis on the Temporary Academic Leave process. The Transfer Academic Planning Seminar course continues to provide a unique experience for transfer students as it connects students with resources on campus and provides additional individualized supports.

<b>Unit Goal:</b>	<b>College Mission Alignment:</b>
Review and identify areas of need to meet CAS standards	This goal directly contributes to the college’s mission to support students while emphasizing student learning.

<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Assessment Data:</b>
Provide a detailed review of specific areas highlighted: AAP, OP, and TSPS. Identify areas within the three highlighted programs/procedures that meet standards and/or need improvement.	Council for the Advancement of Standards in Higher Education (CAS)  Standard Assessment Guide(s) -Academic Advisement Programs (AAP) -Transfer Student Program Services (TSPS) -Orientation Program (OP)	AAP – 2.39 average score for “program”. The AAP programs have evolved and changed along with technology and the movement of AAP to the ASC Advisement & Retention collaboration. With the collaboration came sharing of ideas, streamlining of processes and integration of new technology (EagleSUCCESS, Compliance Warning Process). Results of Implementation of Action Plan for AAP: 1. Freshman and Transfer Online Orientation for Summer 2020 2. Advisement Dates & Deadlines shared through regular emails to faculty advisor/advisement coordinators 3. Major Declaration moved online

**CLOSING THE LOOP**

**Resources Used:**

Council for the Advancement of Standards in Higher Education (CAS), professional/student staff, and faculty.

**Key Findings:**

The SAG process outlined opportunities and deficits needed to ensure the programs reviews are following in line with what the departmental goals and ASC mission in the 2019-2020 academic year. Make changes and adjustments as necessary.

Provide opportunities for EDI training throughout the identified programs/procedures within the ASC (student works and student leaders) including but not limited to creating opportunities to attend/participate in SafeZone and Racial Justice Training.

**Dissemination/Discussion of Key Findings:**

CAS findings are shared with Academic Success Center as a whole and discussed within specific areas that oversee each program reviewed. In addition, findings/areas of growth are outlined in EMSA's annual report and shared with the division. Student workers are informed within each training session in order to keep the "why" the office provides additional training where/when necessary.

**Summary Sentence for EMSA Briefing Book:**

The CAS evaluation process provided insight to necessary updates/initiatives needed to meet the needs of all campus constituents. AAP, OP, and TSPS have been evaluated and changes have already been implemented for the betterment of students' retention and persistence.

**SECTION THREE, CAS REVIEW**

<b>Unit Goal:</b>	<b>College Mission Alignment:</b>
Complete CAS Review Phase 1 to include required standards and development of appropriate action plan to improve department services and programs as well as address gaps as appropriate.	Academic Advisement Programs (AAP)

<b>Standards under review</b>	<b>Summary of Initial Findings</b>	<b>Recommendations</b>
Part 1: Mission  Part 2: Program  Part 3: Organization & Leadership  Part 6: Law Policy & Governance  Part 7: Diversity, Equity & Access  Part 12: Assessment	<p>Describe conclusions (description of what you learned that was significant)</p> <ul style="list-style-type: none"> <li>The AAP has a good reputation on campus for putting student’s needs first and providing a service to students who need additional support inside and outside of the classroom.</li> <li>Leadership of AAP is consistent in bringing campus culture into the AAP.</li> <li>The AAP follows campus, state and federal policies in order to be compliant.</li> </ul> <p>Describe meaningful limitations to completion of the program review (such as if you could not score all of them and why or if you lacked data/evidence) and why</p> <ul style="list-style-type: none"> <li>Lack of participation limited some of the data collected in various parts of the review.</li> </ul> <p>Describe the primary strengths of the functional area and how have these changed over time.</p> <ul style="list-style-type: none"> <li>Throughout the review it is apparent the AAP is functioning at a high rate of satisfaction. An additional strength has shown the AAP can effectively assist and support the College’s diverse student population.</li> <li>Program - Part 2- 2.39 average score. The AAP programs</li> </ul>	<p>List the improvements needed, the accompanying action plan, and the results of implementation of the action plan in priority order.</p> <p>Improvements needed:</p> <ol style="list-style-type: none"> <li>1. Make sure the AAP is following in line with what the departmental goals and ASC mission in the 2019-2020 academic year. Make changes and adjustments as necessary.</li> <li>2. Provide opportunities for EDI training throughout the AAP, ASC, student works and student leaders.</li> <li>3. Start making the transition for online processing of the Major Declaration forms through research of sister colleges’ processes (due to COVID-19, this process has been expedited and completed within the spring semester 2020).</li> <li>4. Discuss ways AAP can support downtown students and online learners by using EagleSUCCESS and other technologies.</li> <li>5. Continue to use data in order to suggest changes to procedures and processes that will best support and assist students and their academic needs.</li> </ol> <p>Action Plan with Completion Dates:</p> <ol style="list-style-type: none"> <li>1. Intentionally discuss the mission statement in conjunction with review of annual report to determine if it aligns with accomplishments and/or areas of improvement. (Bi-annually Summer/January)</li> <li>2. Review the electronic processes established at sister colleges. (2020-21)</li> </ol>

	<p>have evolved and changed along with technology and the movement of AAP to the ASC Advisement &amp; Retention collaboration. With the collaboration came sharing of ideas, streamlining of processes and integration of new technology (EagleSUCCESS, Compliance Warning Process).</p> <ul style="list-style-type: none"> <li>• Assessment &amp; Evaluation - Part 12- 2.65 average score. Highest score received by AAP. The AAP and leadership evaluate on a regular basis to seek value in new ideas or tasks and to reflect on current processes and procedures.</li> <li>• AAP assists faculty and staff on campus with various advisement tasks to better serve the student population.</li> <li>• Leadership of the AAP are seen as reliable to other departments on campus as they have a reputation of being able to provide an answer or solution to faculty and staff in a timely fashion.</li> <li>• Leadership of the AAP are visible throughout campus supporting campus initiatives.</li> </ul> <p>Describe the innovative programs/services/practices that the functional area has initiated with respect to “best practices” in the field.</p> <ul style="list-style-type: none"> <li>• Academic Success Center Dates &amp; Deadlines Email and Daily Eagle Communications. Provides a snapshot of AAP’s hot topics for the week. I.E. Add/drop dates, fee associated with add/drop</li> </ul>	<ol style="list-style-type: none"> <li>3. Provide opportunities for discussion surrounding improvement of processes. (2020-21)</li> <li>4. Review opportunity for programming at Brockport Downtown and expand upon online outreach and support (i.e. EagleSUCCESS, online orientation, and advisement). (2020-21)</li> <li>5. Provide regular information sharing opportunities to go over/remind faculty and staff of policies/procedures within the AAP. (completed 2019-20)</li> <li>6. Develop onboard process for professional/support staff and students to include intentional EDI training. (2019-20)</li> <li>7. Create opportunities for remaining staff to attend/participate in SafeZone and Racial Justice Training. (2019-20)</li> <li>8. Tie the tracking information in with individual students’ demographics (utilize IR for further research). (2019-20)</li> <li>9. Provide a consistent timeline of data collection and sharing (i.e. offer assessment sharing/updates during regularly scheduled staff meetings). (2020-21)</li> </ol> <p>Results of Implementation of Action Plan:</p> <ol style="list-style-type: none"> <li>4. Freshman and Transfer Online Orientation for Summer 2020</li> <li>5. Advisement Dates &amp; Deadlines Emails</li> <li>6. Major Declaration moved online</li> </ol>
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	<p>dates, % of refund. This allows for all of AAP and staff and faculty on campus to be on the same timeline.</p> <ul style="list-style-type: none"> <li>• Open Registration for New and Continuing students. This program offers a time for students to make last minute schedule changes with faculty and staff of their department.</li> <li>• EagleSUCCESS kiosk provides a clear and smooth way for students to be able to receive timely assistance from AAP in the ASC.</li> </ul>	
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<b>Unit Goal</b>	<b>College Mission Alignment:</b> how does this goal support the College's Mission?
Complete CAS Review Phase 2 to include required standards and development of appropriate action plan to improve department services and programs as well as address gaps as appropriate.	Transfer Student Program Services (TSPS)

<b>Standards under review</b>	<b>Summary of Initial Findings</b>	<b>Recommendations</b>
Part 1: Mission  Part 2: Program  Part 3: Organization & Leadership  Part 6: Law Policy & Governance  Part 7: Diversity, Equity & Access  Part 12: Assessment	<p>Describe conclusions (description of what you learned that was significant)</p> <ul style="list-style-type: none"> <li>• TSPS is a well-known program on campus where faculty and staff know they can reach out to TSPS leadership and find resources for transfer students.</li> <li>• There are areas of TSPS that needs to be better documented</li> <li>• TSPS continues to focus on making EDI a priority for programming and marketing materials.</li> </ul> <p>Describe meaningful limitations to completion of the program review (such as if you could not score all</p>	<p>List the improvements needed, the accompanying action plan, and the results of implementation of the action plan in priority order.</p> <ul style="list-style-type: none"> <li>• Discuss the mission with ASC Staff and how it relates to ASC department initiatives and goals.</li> <li>• Update the Transfer Year Experience website as needed.</li> <li>• Revisit the TAPS curriculum to ensure transfer students are taught how to navigate through Brockport's systems that help students be successful.</li> <li>• Solicit feedback for discussion surrounding improvement of TYE processes.</li> <li>• Review current policies, materials and website for compliance and continuity purposes.</li> <li>• Work with the College's instructional staff to update/maintain the modules within the online orientation.</li> </ul>

	<p>of them and why or if you lacked data/evidence) and why</p> <ul style="list-style-type: none"> <li>• Toward the end of the data gathering phase, participation decreased significantly.</li> <li>• Some parts of the SAG had many IE responses and therefore participants unable to score.</li> </ul> <p>Describe the primary strengths of the functional area and how have these changed over time.</p> <ul style="list-style-type: none"> <li>• TSPS provides exemplarily support, assistance and resources to transfer students and their families through curriculum and programming.</li> <li>• TSPS has programs in place to provide a structured and helpful approach for students transitioning into Brockport through checklist materials and the website.</li> <li>• TSPS collaborates with various departments on campus to provide Orientation for students as well as other events that engages the transfer population</li> <li>• Online Modules for Orientation</li> <li>• TSPS aligns with code of conduct and other initiatives on campus (Better Community Statement)</li> <li>• Assessment Data related to TAPS and how impacts graduation rates.</li> </ul> <p>Describe the innovative programs/services/practices that the functional area has initiated with respect to “best practices” in the field.</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for student leaders, share scheduled trainings and pertinent materials to assist in their growth.</li> <li>• Identify, collect, and report on specific data within the Transfer Peer Mentor program.</li> </ul> <p>Results of Implementation of Action Plan:</p> <ol style="list-style-type: none"> <li>1. Transfer Online Orientation for Summer 2020</li> <li>2. The peer mentor survey rated an average of 4.58 satisfaction on a scale of 1-5 with 5 being extremely satisfied compared to 4.0 of the previous year.</li> </ol>
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	<ul style="list-style-type: none"><li>• TAPS- links transfer students to resources impacts retention rates and student engagement</li><li>• Tau Sigma- encourages engagement of transfer students</li><li>• TPM- leadership opportunities</li><li>• GEO-works with FYE</li></ul>	
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**SECTION FOUR: STUDENT LEARNING OUTCOMES**

**Institutional Student Learning Outcomes**

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|-----------------------------------|---|
| 1. Written and Oral Communication | 4. Critical Thinking and Information Literacy |
| 2. Quantitative Reasoning         | 5. Civic Engagement                           |
| 3. Intercultural Competence       |   |

Departmental Learning Outcomes	Institutional Learning Outcomes					Assessment Year
	1	2	3	4	5	
1. Students, including student workers/leaders, will engage in broad leadership initiatives including cultural competence and customer service. (on going from 19-20)			x	x		20-21 (postponed from 19-20)
2. Students will advance their academic abilities and be both challenged and supported as they transition to Brockport and College level learning and expectations through coursework offered (APS, TAPS, GEP 200, etc.)	x		x	x		20-21
3. The Campus Community will understand and utilize EagleSUCCESS as an early alert, intervention, information and communication tool in order to better understand available resources and student needs.				x		21-22

**Departmental Learning Outcome Measured in 2019-2020:**

Students, including student workers/leaders, will engage in broad leadership initiatives including cultural competence and customer service.

Strategies/Programs	Assessment Tools/Data Sources	Results
Encourage student workers/ student leaders allow access to on campus trainings.	Provide student leaders/workers of the ASC with several opportunities to be a part of cultural competence trainings such as Racial Justice and SafeZone.  Collaborative Training (RISE) for student leaders (47 peer mentors attended the training).	Due to COVID-19 not all opportunities were met. Some students were able to attend various programs and trainings earlier in the academic year.  The ASC professional staff were trained on implicit bias and Title IX.  Over half of the ASC staff has been to a campus EDI training in the 19-20 academic year.  Peer Mentor Program showed improvements in various areas. The peer mentor survey rated an average of 4.58 satisfaction on a scale of 1-5 with 5 being extremely satisfied compared to 4.0 of the previous year.
Summary of Findings and Next Steps: The ASC will continue to provide opportunities for student leaders and stay active in such initiatives into the 20-21 academic year. Due to COVID-19 not all opportunities were had.		

**SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS**

Key Performance Indicators and Benchmarks	Analysis																				
<div data-bbox="126 331 695 739"> <p align="center"><b>Summer Orientation - Student Attendees</b></p> <table border="1"> <tr> <th>Fiscal Year</th> <th>Attendees</th> </tr> <tr> <td>FY 16</td> <td>1021</td> </tr> <tr> <td>FY 17</td> <td>1016</td> </tr> <tr> <td>FY 18</td> <td>1090</td> </tr> <tr> <td>FY 19</td> <td>982</td> </tr> </table> </div> <div data-bbox="126 760 695 1167"> <p align="center"><b>Total # of Academic Plans</b></p> <table border="1"> <tr> <th>Fiscal Year</th> <th>Academic Plans</th> </tr> <tr> <td>FY 16</td> <td>48</td> </tr> <tr> <td>FY 17</td> <td>39</td> </tr> <tr> <td>FY 18</td> <td>33</td> </tr> <tr> <td>FY 19</td> <td>20</td> </tr> </table> </div> <div data-bbox="126 1209 695 1617"> <p align="center"><b>EagleSUCCESS Engagement 2019-2020</b></p> <div data-bbox="133 1276 649 1432"> <p>The Roster Verification Completion percentages are 94% for Fall 2019 with number of flags raised below :</p> <p align="center"><b>13700</b></p> </div> <div data-bbox="133 1453 649 1608"> <p>The Roster Verification Completion percentages are 93% for Spring 2020 with number of flags raised below :</p> <p align="center"><b>11582</b></p> </div> </div>	Fiscal Year	Attendees	FY 16	1021	FY 17	1016	FY 18	1090	FY 19	982	Fiscal Year	Academic Plans	FY 16	48	FY 17	39	FY 18	33	FY 19	20	<p>Summer orientations maintained high-level participation in 2019, with 90% of students completing orientation. 92% of students indicated that they were satisfied with the orientation program. 97% of students indicated that after attending orientation they were excited to return to Brockport in August. 97% of guests also indicated they were satisfied with the family program.</p> <p>Due to the new term-based review we are seeing less impact on students' aid leading to less students needing academic plans.</p> <p>In Fall 2019, 2080 surveys were sent of which 1956 were completed by faculty for a 94% completion rate. There were 13,700 faculty raised flags</p> <p>In Spring 2020, 1990 surveys were sent of which 1846 were completed by faculty for a 93% completion rate. There were 11,582 faculty raised flags</p>
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**EagleSUCCESS Engagement 2019-2020**

The Roster Verification Completion percentages are 94% for Fall 2019 with number of flags raised below :

**13700**

The Roster Verification Completion percentages are 93% for Spring 2020 with number of flags raised below :

**11582**

**Peer Mentor Satisfaction**

Peer Mentor Program showed improvements in various areas. Satisfaction was rated on a scale of 1-5 with 5 being extremely satisfied compared to 4.0 of the previous year.

**4.58**

Peer Mentor satisfaction rate up:

**12%**

Peer Mentor Program showed improvements in various areas. The peer mentor survey rated an average of 4.58 satisfaction on a scale of 1-5 with 5 being extremely satisfied compared to 4.0 of the previous year.

**SECTION SIX: 2019-2020 POINTS OF PRIDE AND ACCOMPLISHMENTS**

<b>Point of Pride/Accomplishment</b>	
Peer Mentor Program showed improvements in various areas. The peer mentor survey rated an average of 4.58 satisfaction on a scale of 1-5 with 5 being extremely satisfied compared to 4.0 of the previous year. (SYE)	To be a Great College at which to Learn
Majors Minors Fair tracked a significant increase in student attendance from the year past with the attendance at 225 this year compared to last yeas number of around 140. In addition, the satisfaction survey that was completed by students indicated that they rated the event with an average of 2.5 satisfaction on a scale of 1-3 with 3 being satisfied. (SYE)	To be a Great College at which to Learn
First ever Sophomore Week in October hosted 5 programs that yielded over 165 participants (SYE)	To be a Great College at which to Learn
Moving Up Day collaboration event with Residential Life was the first ever of its kind and attracted 80 students in attendance. (SYE)	To be a Great College at which to Learn
Love your Major Month: hosted 16 events from various departments around campus for undeclared students; events attracted over 200 students from various disciplines and class years. (SYE)	To be a Great College at which to Learn
Processes moved to an online/virtual platform: Major Declaration Process, 3-1-3 Advising & Freshman Registration.	To be a Great College at which to Work To be a Great College at which to Learn
Kathryn Warren awarded NODA Region IX Outstanding New OTR Professional Award	To be a Great College at which to Work
When We're Green, We're Gold – Lead by Student Orientation Coordinator Ryan Dipaola reduced single use plastics throughout the program, reduced paper usage. They specifically reduced the amount of paper in student/parent orientation folders by 15 sheets per folder, for a total of 18,000 pieces of paper.	To be a Sustainable Institution for the 21 <sup>st</sup> Century
EagleSuccess- faculty involvement 96% verification survey	To be a Great College at which to Learn
Hobsons announced Brockport received a perfect score of 19/19 when evaluated to determine “Remote Readiness”.	To be a Great College at which to Learn To be a Great College at which to Work
Members of the ASC staff were chosen to provide presentation to organization outside of the College: Heather Difino & Kathryn Warren presented at the First Year Experience Conference on "Moving beyond the first year a student's life cycle" Zaula Kennedy presented, “STEPS: Strategies to Eliminate Probationary Status at the Academic Success Center” at the WNY Advising Conference, in Niagara Falls.	To be a College engaged with its Community To be a Great College at which to Work

**Section Seven: 2020-2021 Unit Strategic Goals**

<b>Annual Goals</b>	<b>Divisional Goal Mapping</b>	<b>Strategic Plan Operational Objective(s)</b>	<b>Action Plan</b>	<b>Timeline</b>
Encourage and engage Staff development to adapt to the new needs of students and the campus, by becoming more knowledgeable of other departments, resources, and helping students through a collaborative approach with other departments	2, 4, 6	1.8, 4.2, 4.4	Develop an onboarding template for all employees (professional/student) within the department. Continue to offer training opportunities throughout the academic year for all employees (professional/student).	2020-21
Use technology to enhance the services provided to all students, specifically underrepresented populations	1, 6	1.1, 3.3	Implement and train stakeholders on the use of EagleSUCCESS, how to better utilize Banner, DegreeWorks and other Advising systems and the benefits of Starfish Analytics Continue to collect data on student persistence, ASC usage and participation in success initiatives. Share this data with the campus to build buy in for utilizing technology to support student success.	2020-21
Identify, track, and create programming to ensure the retention and persistence of cohorts, including underrepresented populations.	1, 3, 6	1.5, 1.8, 2.5	Hire a new professional staff to serve as Transition Coordinator for programming intended for specific populations (i.e. Men of Color, Emerging Scholars, First Generation, etc.)  Continue to collaborate across the ASC to recognize the needs of underrepresented populations as well as what support already exists for those populations. Working in conjunction with the Center's Assistive Technology Specialist, we will identify, track, and assist the specific populations identified.	2020-21

**SECTION EIGHT: 2020-2021 Assessment Plan**

<b>Unit Annual Goal:</b>		
Encourage and engage staff development to adapt to the new needs of students and the campus, by becoming more knowledgeable of other departments, resources, and helping students through a collaborative approach with other departments		
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods: r</b>	<b>Resources Needed and Individual(s) Responsible:</b>
Offer/facilitate 2-3 trainings each semester.	Pre/post assessment Ethnographic research	Trainings needed; buy in needed for campus partners.

**Action Plan:**

- Identify valuable trainings (i.e. LITS, Financial Aid, Prevention & Outreach, Hazen Center for Integrated Care, Athletics, etc.)
- Cover departments/information pertinent to the growth of our staff (professional/student)
- Offer an average of three training per semester

**Goal Rationale:** This is a direct result from the CAS for Academic Advisement Program (AAP). In order to provide a more holistic advisement experience it is beneficial to have the ASC staff be knowledgeable of resources/services across campus constituents.

<b>Unit Annual Goal:</b>		
Use technology to enhance the services provided to all students, specifically underrepresented populations		
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Resources Needed and Individual(s) Responsible:</b>
Create variables, track persistence and retention, and triage cohort needs based on Retention Inventory indicators for the College.	Starfish Analytics	Staff training, engagement, and marketing needed to inform constituents of processes, benefit, and outcomes of using platform. Marketing is needed for information sharing and transparency
Student outreach, communication, and meetings will be funneled and tracked within one platform.	EagleSUCCESS	Staff (training, information sharing, etc.); financial support needed to retain Starfish.

**Action Plan:**

- Summer of 2020 - The ASC will create intervention inventory, train college partners, and begin the implementation of Starfish Analytics
- ASC Student Satisfaction Survey created and disseminated to students through EagleSUCCESS; tracking will be assigned to each appointment in order to modify services and programming moving forward.

**Goal Rationale:**

Based upon the holistic advisement model it's important to have one consistent platform to provide a more comprehensive and streamlined experience.

Due to recent events surrounding COVID-19, technology has become a focus for the College especially as it pertains to students with unmet need or students with varying needs.

As the ASC continues to grow and provide support to the College including but not limited to our student population, its mission should be ever evolving.