The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Unit End of Year Report	
Report includes: · 2019-2020 Annual Goals · 2019-2020 Assessment Plan · Key Performance Indicators · 2019-2020 Points of Pride · 2020-2021 Annual Goals · 2020-2021 Assessment Plan	**Unit:** Undergraduate Admissions **Director:** Robert Wyant
UNIT OVERVIEW	

Unit Mission

The Office of Undergraduate Admissions

Is committed to recruit, advise, select, and enroll an entering class of the highest academic quality, the appropriate size and diversification, and of the appropriate academic and professional aspirations.

Is committed to develop and coordinate support for recruitment efforts through relationships with current students, faculty, parents, alumni, and friends of the College, and maintain a cohesive relationship with the Division of Enrollment Management Offices in order to meet goals of enrollment and retention.

Is committed to promote and integrate professional development for all staff and develop and maintain an office environment that fosters teamwork, individual creativity, and quality customer service.

Functional Goals and Division/College Mapping

Unit Functional Goals	Division Goal Mapping	College Goal Mapping
Apply national best practices related to admission, enrollment, and other aspects relating to the transition of students seeking a higher education.	2	1.7
Coordinate on- and off-campus initiatives to advise prospective students of opportunities featured at Brockport and yield accepted applicants.	1, 2, 3	1.7, 2.1, 2.5
Utilize and administer effective analytical and technological tools and processes to support unit initiatives of advisement, admission, and yielding.	5	1.1, 1.7

Unit Annual Goals	Outcome/Status
Maintain current academic quality in the Freshmen and Transfer admit and enrolled populations.	Ongoing
Continue segmented marketing and strategic targeting of high schools and community colleges through digital and print mailings, creating a personalized communication plan utilizing the Slate CRM, providing personalized information in one-on-one and in group settings in conjunction with Instant Decision Days, School Counselor receptions and advisory board meetings.	Complete
Increase acceptance yield via targeted primary recruitment events including two Fall Open Houses, two Junior Preview Days, and two Accepted Student Days as well as secondary recruitment events including sleepover programs for accepted students, bus trip of accepted students from NYC, regional receptions, and Scholars Sleepover.	Ongoing/Not Met
Enhance the Extraordinary Scholarship Program by utilizing smaller automated awards using the same criteria including the implementation of a discretionary pool of funds awarded on a merit- and need-base.	Ongoing
Expand EOP Instant Decision weeks in NYC, Rochester, and Buffalo and continue to update EOP processes in Undergraduate Admissions	Complete
Revamp our daily campus visit program to recognize better yield for attendees.	Complete

Unit Goal	College Mission Alignment
Enroll 1240 FTE First Time students and 900 FTE Transfer students supporting the College in meeting or exceeding SUNY PIP and College enrollment goals.	Enrolling an entering class of the highest academic quality, of appropriate size, and of the appropriate academic and professional aspirations supports the college's mission of "being a Great College at which to Learn."

Outcomes and Criteria	Data Sources and Methods	Assessment Data
1. Maintain current academic quality in the Freshmen and Transfer admit and enrolled populations.	- Weekly reports used to benchmark and project final pools. - Weekly reports measuring year over year (YOY) growth at all stages of the admissions funnel. - Prospect report - Applicant, accept and deposit reports - Feeder school reports - Number of visits to high schools, including multiple visits to top feeders. - Online Business Intelligence tool - Event reports include registration, attendance and yield. - Building a Better Brockport Strategic Plan. - SUNY Performance Indicator Plan. - Transition-Student Persistence Report	**PREFACE: Historical Enrollment Data *as of Week 38** **1.a. Admitted Student Profile** Admitted Totals – by Admit Type **1.b. Deposited Student Profile** Deposit Totals – by Admit Type **1.c. Transfer Student Admitted Profile**

PREFACE: Historical Enrollment Data *as of Week 38

1.a. Admitted Student Profile

Admitted Totals – by Admit Type

Admit Type	2020	2019
Traditional	4274	4756
EOP	141	145
Emerg. Scholars	650	338
Special Talent	19	25
Total	5084	5264

Admitted Student Profile – All Admits

Admit Type	2020	2019
SAT V	551	559
SAT M	557	565
ACT C	23.1	22.8
HS Avg.	89.26	88.72

Admitted Student Profile – Traditional Admits Only

Admit Type	2020	2019
SAT V	562	566
SAT M	569	573
ACT C	23.6	23.2
HS Avg.	90.25	89.87

1.b. Deposited Student Profile

Deposit Totals – by Admit Type

Admit Type	2020	2019
Traditional	769	914
EOP	39	54
Emerg. Scholars	190	109
Special Talent	11	17
Total	1009	1094

Deposit Student Profile – All Admits

Admit Type	2020	2019
SAT V	542	550
SAT M	551	557
ACT C	22.7	22.0
HS Avg.	88.54	88.72

Admitted Student Profile – Traditional Admits Only

Admit Type	2020	2019
SAT V	561	561
SAT M	569	570
ACT C	23.5	22.6
HS Avg.	90.21	89.64

1.c. Transfer Student Admitted Profile

Admit Type	2020	2019
Mean GPA	3.17	3.12
% 3.5-4.0	28.6	22.2
% 3.0-3.49	34.9	38.8
% 2.5-2.99	27.3	30.2
% 2.0-2.49	8.4	8.5

1.d. Transfer Student Deposited Student Profile

Deposited Student Profile – All Admits

Admit Type	2020	2019
Mean GPA	3.14	3.09
% 3.5-4.0	28.0	21.7
% 3.0-3.49	32.7	38.5
% 2.5-2.99	28.0	30.0
% 2.0-2.49	9.7	9.2

2. Continue segmented marketing through digital and print mailings and creating a personalized communication plan utilizing Slate CRM platform while sending student information that they specifically request.	

2.a Digital Display Ads *Overall Impressions*

Search Terms	
Impressions	240,051
Clicks	62,000
Click Through Rate	25% *average for education terms is 4%*
Banner Display Ads	
Impressions	35,779,999
Clicks	22,125
Click Through Rate	.07% *average is .06%*

3. Strategic targeting of high schools and community colleges to provide personalized information in one-on-one and in group settings in conjunction with Instant Decision Days, Coffee and Conversations, and School Counselor receptions and advisory board meetings.		**3.a. Overall Recruitment *All Regions***

3.a. Overall Recruitment *All Regions*

2018-2019 Travel Events	1320
High School Visits	575
College Fairs	536
Advisor-in-Residence Days	83
Coffee and Conversations	29
Instant Decision Days	97

2019-2020 Travel Events	1,064
High School Visits	474
College Fairs	363
Advisor-in-Residence Days	55
Coffee and Conversations	0
Instant Decision Days	78
Virtual College Fairs	6
Virtual Recruitment Events	88

*Numbers will be less than 2018-19 due to COVID-19 cancellations/restrictions

3.b. NYC Events *All Events Included*

TOTAL Events	359
Mid-Hudson	78
NYC	146
Long Island	135

3.c. Transfer Student Recruitment (AIR Days)

Total AIR Days (Fall 2018)	83
Total AIR Days (Fall 2019)	55

3.d. Event Yield Data
See key findings

4. Increase acceptance yield via targeted primary recruitment events including two Fall Open Houses, two Junior Preview Days, and two Accepted Student Days as well as secondary recruitment events including sleepover programs for accepted students, bus trip of accepted students from NYC, regional receptions, and Evening with Honors.	**4. Event Yield Data** ==*See key findings*==

5. Discretionary Scholarship Data

	Fall 2019		Fall 2020	
	Offered	Enrolled	Offered	Deposited
$2,000 Eagle	339	69	211	49
$3,000 Eagle	NA	NA	60	15

Yield Rates		
	Fall 2019	Fall 2020
$2,000 Eagle	20.35%	23.22%
$3,000 Eagle	NA	25.00%

(Left column, row 5) 5. Enhance the Extraordinary Scholarship Program by utilizing smaller automated awards using the same criteria including the implementation of a discretionary pool of funds awarded on a merit- and need-base.

6. Update daily campus visit program to better address the changing expectations and needs of prospective students.		**7.a. Daily Visit Attendees**
		
		Registrants
		
		Registrants
		
		Combined total of 1,431 prospective students
		
		New additions to the program included:
		    • **One-on-one meetings with admissions advisors**
		    • **Nursing visit days**
		    • **Lunch was included on our morning sessions**
		    • **Updated tour format**
		    • **Updated information sessions and format**
		    • **Increased follow up with students—post visit**

7.b. Attendees Post Visit

Overall, how was your visit?

Registrants

- 2
- 3
- 4
- 5 (excellent)

28.2%
63.4%

The information session was complete and gave a good overview of Brockport and the application review process.

Registrants

- 1 (strongly disagree)
- 2 (disagree)
- 3 (neutral)
- 4 (agree)
- 5 (strongly agree)

28.6%
67.3%

The tour guide was friendly and knowledgeable and informative.

Registrants

- 1 (strongly disagree)
- 2 (disagree)
- 3 (neutral)
- 4 (agree)
- 5 (strongly agree)

73.9%

If you stayed for lunch with one of our advisors after the tour, how was it?

Registrants

- 1 (It did not meet my expectations.)
- 2 (It was good.)
- 3 (It was excellent!)

73%

As a result of your visit, how likely are you to apply to Brockport?

Registrants

- 1 (No longer interested in Brockport)
- 2 (Brockport is on my list of colleges)
- 3 (I'm definitely applying to Brockport)
- 4 (I know I want to be a Golden Eagle!)

26%
46%

CLOSING THE LOOP

Resources Used: Personnel/Staffing; eRecruitment. UG Admissions also utilizes other office and departmental resources and personnel such as Athletics, Academic Departments, ROTC, EOP, Honors College, Delta College, Transfer Experience, and Facilities to name the key stakeholders to achieve these goals.

The Admissions budget is used towards achieving the College's enrollment goals. These expenses include the printing of marketing materials and admission letters, Custom Viewbook, travel recruitment expenses, catering and events – both on- and off-campus for students and counselors, postage used for marketing and admissions mailings, CRM platform, texting platform (Mongoose) etc.

Key Findings: Prior to the Covid-19 pandemic – UG Admissions was tracking ahead of 2019 and even with 2018 in terms of deposits (see Week 26 target reports). At the time, our visit numbers were up, our Scholars Sleepover event was on par with previous years and reception registrations were tracking nicely ahead. Along with the pandemic, campus climate was also impacting our diversity enrollments (see Week 37 target reports). Currently (as of week 37) our current yield is 19.85% (down from 2019 – 20.78% and 2018 – 23.33%). We have seen a consistent decline in yield despite application numbers holding steady with our SUNY Comprehensive College peers. In terms of quality, 16.04% of our admit pool are a special population (transition, EOP, & Special Talent), up from 9.73% in 2019 and 10.69% in 2018 but below our high of 17.24% in 2017. Despite the increase of our special population (please note that SUNY has allowed institutions to admit students without a test score to a special population due to the COVID-19 pandemic) our overall admitted student HS average has remained relatively flat at 89.26 (compared to 89.35 in 2019) and the SAT average is down slightly (1108 vs 1124 from 2019).

	# Attended		Deposits		Yield	
	2020	**2019**	**2020**	**2019**	**2020**	**2019**
Junior Preview Day 1 (2019)	127	152	18	22	14%	14%
Junior Preview Day 2 (2019)	62	79	16	14	26%	18%
Fall Open House	721	774	211	178	29%	23%
Virtual Events*	*410*	N/A	281	N/A	69%	N/A
Scholars Sleepover 1	41	43	26	28	63%	65%
Scholars Sleepover 2	43	36	28	23	65%	64%
Buffalo Reception	N/A	26	N/A	19	N/A	73%
Syracuse Reception	N/A	27	N/A	22	N/A	81%
Albany Reception	N/A	14	N/A	12	N/A	86%
Rochester Reception	N/A	41	N/A	33	N/A	80%
New York City Reception	N/A	15	N/A	9	N/A	60%
Long Island Reception	N/A	30	N/A	17	N/A	57%
Binghamton Reception	N/A	9	N/A	8	N/A	89%
Accepted Student Day 1	N/A	184	N/A	138	N/A	75%
Accepted Student Day 2	N/A	340	N/A	254	N/A	75%
Overnight Visit Program	18	35	10	18	56%	51%
Ellsworth Express	N/A	79	N/A	36	N/A	46%
Total All Events	**1422**	**1905**	**590**	**844**		**44%**
Total Regional Receptions	**N/A**	**162**	**N/A**	**120**	**N/A**	**74%**
Total Spring Events	**N/A**	**900**	**N/A**	**630**	**N/A**	**70%**

Added Spring 2020 due to COVID-19 response

Dissemination/Discussion of Key Findings: Key findings were disseminated at staff meetings, marketing meetings, staff retreat, College Senate meetings, and Enrollment Management Task Force meetings. Weekly emails with enrollment target reports were sent to Vice Presidents, Admissions Staff and various department directors across campus.

Summary Sentence for EMSA Briefing Book: In terms of quality, 16.04% of our admit pool are a special population (transition, EOP, & Special Talent), up from 9.73% in 2019 and 10.69% in 2018 but below our high of 17.24% in 2017. Despite the increase of our special population (please note that SUNY has allowed institutions to admit students without a test score to a special population due to the COVID-19 pandemic) our overall admitted student HS average has remained relatively flat at 89.26 (compared to 89.35 in 2019) and the SAT average is down slightly (1108 vs 1124 from 2019).

Unit Goal	College Mission Alignment
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.	Attainment of this goal is essential in achieving the College's goal of Building a Better Brockport by ensuring that Brockport is to be a great College at which to learn. Implementing a CAS program review will provide recommendations to elevate campus program, service, and facilities in a manner reflecting best practice and outstanding stewardship of resources (people, funding, facilities).

Standards under review	Summary of Initial Findings	Recommendations

1. Mission
 	
2. Program
 	
3. Organization and Leadership
 	
6. Law, Policy, and Governance
 	
7. Diversity, Equity, and Access
 	
12. Assessment
	• UAPS succeeds at providing innovative programming to increase access to prospective students, but should continue to develop SLO/SELO's
	
	• UAPS needs to implement better documentation practices for policies and operations
	
	• UAPS should continue to expand EDI efforts
	
	• UAPS needs to regularly review and update its mission statement
	
	• UAPS excels at implementing and planning strategic recruitment procedures to meet enrollment and institutional goals
	
	• UAPS programs and events provide a wide array of academic and student life-oriented aspects; offering a robust experience for prospective students
	
	• UAPS exceeds at providing an effective and important service to prospective students, acting as generalists and a point-person to the college
	
	• UAPS staff excel at providing continuity of service amid any arising circumstances
		• UAPS should regularly discuss and revise their mission statement
		
		• UAPS should work to expand programs and opportunities which promote equity, access, and inclusion
		  1. Cultivating stronger relationships with school districts to educate students about college readiness as early as 7th and 8th grade
		  2. Becoming culturally aware of significant/religious observations
		  3. Continuing to streamline the EOP Admissions process
		  4. Continuation of virtual access points to admissions staff
		  5. Access to recruitment strategies and opportunities for a diverse applicant pool
		
		• UAPS members should proactively continue to work with other departments to update information and create new content for specialized programs and partnership that is informative and clear-cut for students to access
		
		• UAPS should establish effective and efficient documentation procedures for policies and operations *This will be implemented into the 2019-20 Annual Report*

	• Collaboration among departments and specialized programs allows for UAPS to serve a diverse community and student market • Implementation of SLATE (CRM system) has given UAPS to opportunity to reach more students in new and innovative ways (i.e. texting students) • UAPS has implemented virtual advisor appointments, information sessions, and other webinars to reach students across the country and those who cannot make it to campus in-person • UAPS offers numerous recruitment events targeting first-year, transfer, and adult students from diverse backgrounds • UAPS partners with the Rochester Educational Opportunity Center (REOC) to provide services • UAPS partners with community colleges to provide pathway programs (2+2 programs) • UAPS works closely with the EOP office and Financial Aid Office to provide access initiatives to students • Lack of proper documentation of operations and policies led to a lack accessible/obtainable evidence in several areas	1. Establishing a user friendly, personnel/programmatic responsibility flow chart for staff to identify point persons for specific questions— Completed by Fall 2020 2. Programmatic documentation to offer staff members and future hires an understanding and competence in carrying out specific programs (i.e. Campus Visit Manual for Professional Staff)— Completed by Summer 2021 3. General timelines— Completed by Fall 2020 4. Creation of "new hire" portfolio/handbook— Completed by Summer 2021 5. Creation of "living document" with answers to commonly sked questions by prospective students and families to ensure congruency of answers— Ongoing • UAPS should update and implement a "new hire" onboarding and training program • UAPS should continue to develop meaningful SLO/SELOs • Leadership should establish two staff liaisons to assist in decision making processes and offer diverse input • UAPS in conjunction with leadership should implement policies and procedures which reward and recognize staff members to reduce burnout and increase morale

SECTION FOUR: STUDENT LEARNING OUTCOMES

Institutional Student Learning Outcomes

1. Written and Oral Communication
2. Quantitative Reasoning
3. Intercultural Competence

4. Critical Thinking and Information Literacy
5. Civic Engagement

Departmental Learning Outcomes	Institutional Learning Outcomes					Assessment Year
	1	2	3	4	5	
1. Students and student employees will become abreast with general information, academic programs, student life and resources offered by SUNY Brockport.				X		2020-21
2. Student employees will become competent in the following areas: Knowledge of Human Cultures, Intellectual and Practical Skills, Personal and Social Responsibility, Integrative Learning, and Knowledge of Career Development	X	X	X	X	X	2020-21
3. Students will be able to successfully navigate the Undergraduate Admissions process, while gaining soft skills of effective communication, time management, and problem solving	X			X		2020-21
4. Admissions student employees will be able to appraise the needs of guests and apply their knowledge of Brockport academic and co-curricular opportunities and interpersonal skills to support prospective students. Admissions student employees will complete an exit interview that assesses their learning outcomes and action items.	X		X	X		2019-20 Completed Spring 2020
5. Admissions student leaders will be able to demonstrate management skills, model effective leadership, and uphold workplace ethics contributing to personal and professional development.	X		X			2019-20 Completed Spring 2020

Departmental Learning Outcome Measured in 2019-2020:

1. Admissions student leaders will be able to demonstrate management skills, model effective leadership, and uphold workplace ethics contributing to personal and professional development.
2. Admissions student employees will be able to appraise the needs of guests and apply their knowledge of Brockport academic and co-curricular opportunities and interpersonal skills to support prospective students. Admissions student employees will complete an exit interview that assesses their learning outcomes and action items.

Strategies/Programs	Assessment Tools/Data Sources	Results

1) On-Campus Events
 	
• Daily On-Campus Tours
• Junior Preview Days
• Fall Open Houses
• Overnight Visit Program
• Scholars Sleepovers
• Accepted Students Days
• Transfer Information Days
	1) On-Campus Events
	
	• <u>Visit Email Surveys:</u> Guests at events listed are sent surveys through Slate CRM.
	• <u>Direct Feedback from Verbal or Email Means</u> from Guests Discussions at staff meetings, 1:1 between supervisor, professional staff, and student employees.
		1) On-Campus Events
		   a) Daily On-Campus Tour Survey Data <mark>– SEE SUMMARY OF FINDINGS</mark>
		   b) Junior Preview Days – No Data
		   c) Fall Open House Survey Data <mark>– SEE SUMMARY OF FINDINGS</mark>
		   e) Scholars Sleepover Survey Data – No Data
		   f) Accepted Student Day Survey Data –No Data (Due to COVID-19)
		   g) Transfer Information Days – No Data

2) Admissions Ambassador Program	**2) Admissions Ambassador Program** • <u>Student employee exit interview results.</u> • <u>SELO Assessment results</u> • <u>Direct Feedback from Verbal or Email Means</u> from Guests, Sponsoring Organizations, or Counselors. Discussions at staff meetings, 1:1 between supervisor, professional staff, and student employees.	**2) Admissions Ambassador Program** --Insufficient quantitative data

3) Admissions Communications Team	3) Admissions Communications Team	3) Admissions Communications Team
	• Student employee exit interview results. • SELO Assessment results • Direct Feedback from Verbal or Email Means from Guests, Sponsoring Organizations, or Counselors. Discussions at staff meetings, 1:1 between supervisor, professional staff, and student employees. * Key Performance Indicators* • Application Numbers • Admitted to Deposited Yield Rates • Event Attendance to Application to Acceptance to Deposit Yield Rates • Enrollment Census Data	--Insufficient quantitative data

Summary of Findings and Next Steps:

<u>Daily On-Campus Tour Survey Data</u>

Overall, how was your visit?

Registrants

- 2
- 3
- 4
- 5 (excellent)

28.2%
63.4%

The information session was complete and gave a good overview of Brockport and the application review process.

Registrants

- 1 (strongly disagree)
- 2 (disagree)
- 3 (neutral)
- 4 (agree)
- 5 (strongly agree)

28.6%
67.3%

The tour guide was friendly and knowledgeable and informative.

Registrants

- 1 (strongly disagree)
- 2 (disagree)
- 3 (neutral)
- 4 (agree)
- 5 (strongly agree)

73.9%

16

As a result of your visit, how likely are you to apply to Brockport?

Registrants

- 1 (No longer interested in Brockport)
- 2 (Brockport is on my list of colleges)
- 3 (I'm definitely applying to Brockport)
- 4 (I know I want to be a Golden Eagle!)

26%
46%

Fall Open House #1 Survey Data

Overall, how was your visit?

Responses

- 1 (fair)
- 2
- 3
- 4
- 5 (excellent)

24%
69.3%

I took a campus tour and it was thorough, engaging, and informative.

Responses

- 2 (disagree)
- 3 (neutral)
- 4 (agree)
- 5 (strongly agree)

60%

As a result of your visit, how likely are you to apply to Brockport?

Responses

- 1 (No longer interested in Brockport)
- 2 (Brockport is on my list of colleges)
- 3 (I'm definitely applying to Brockport)
- 4 (I know I want to be a Golden Eagle!)

48%   40%

Fall Open House #2 Survey Data

Overall, how was your visit?

Responses

- 2
- 3
- 4
- 5 (excellent)

58%   29.6%

I took a campus tour and it was thorough, engaging, and informative.

Responses

- 1 (strongly disagree)
- 2 (disagree)
- 3 (neutral)
- 4 (agree)
- 5 (strongly agree)

55.7%   27.8%

As a result of your visit, how likely are you to apply to Brockport?

Responses

- 1 (No longer interested in Brockport)
- 2 (Brockport is on my list of colleges)
- 3 (I'm definitely applying to Brockport)
- 4 (I know I want to be a Golden Eagle!)

42%

34.6%

Interpretation of Findings & Anecdotal Evidence

Post event survey results contain pertinent information when assessing the effectiveness and success of the Admissions Ambassador Program—positive results corelate to fulfilled SLOs. When our current students interact with prospective students, families, and other guests it is their job to gauge what information will be beneficial to those individuals at that time. AA's must disseminate information effectively and eloquently and be generalists in all things Brockport. The survey results allude to our AA's succeeding at those tasks. 73.9% of our respondents indicated their AA was friendly, knowledgeable, and informative. Of the guests who took a tour, at the conclusion, close to 72% either knew Brockport was for them, or they at least wanted to apply.

Due to COVID-19 this year's exit interviews were put on hold, but a brief survey of our Ambassadors show's 88% of our student employees feel they left this year with more "soft" skills, and skills that will prepare them for other jobs outside of being an Ambassador, than when they started (10% deemed they felt neutral and 2% felt more could be improved). The survey also indicated our Ambassadors would enjoy specific professional development opportunities, as well as more EDI training.

Our student leaders this year were faced with more responsibility than before to test their leadership abilities, organizational, communication, and management skills. Within the Admissions Ambassador Program, two student coordinators spearheaded most of the day-to-day and weekly operations of daily campus tours, and our larger group visits. Some of the responsibilities they were given:
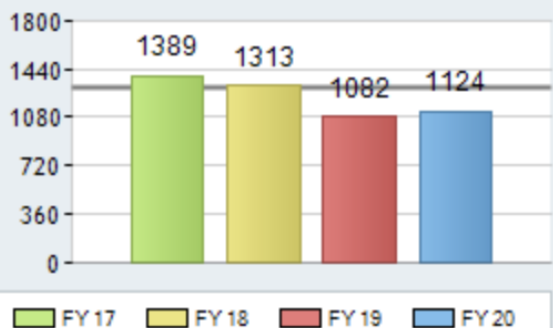
- Organizing/scheduling on-campus group visits
- Scheduling ambassador work shifts
- Updating handbooks and training manuals
- Scheduling for large yield events
- Working college fairs
- Conducting/organizing student ambassador interviews and training sessions

The rationale for increasing the responsibility was to give the coordinators more ownership and opportunity of the program. My role for them was to guide and train the students on what the expectations are and the procedures in place, allow them to work through it, observe, and teach new skills where it was needed. Allowing the students to learn on the go and take ownership of the program gave them an investment in working with our visits as well as, tested their leadership and management skills.
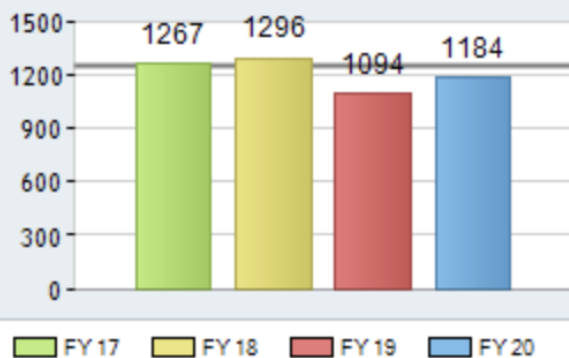
Key Performance Indicators and Benchmarks	Analysis
First Time Student Applicants 9551 (FY 17), 10476 (FY 18), 9632 (FY 19), 9201 (FY 20) Y-axis: 0, 2400, 4800, 7200, 9600, 12000 Legend: FY 17, FY 18, FY 19, FY 20	Total Number of First Time Student Applicants For FY 20 overall first-year applicants dropped from FY 19 by 431 applicants—FY 18 being the anomaly, but also as indicated in the previous annual reports, may be a correlation to the increased number of SUNY institutions allowed to be waived as well as Excelsior. This is the first significant dip in applicants over the three-year term (FY 17 = 9551, FY 18 = 10476, and FY 19 = 9632). Declining populations and an increase in students attending universities closer to home (where they can commute) may play its part. The cancellation of several Spring college fairs due to COVID-19 has also played a role in prohibiting the generation applicants between Winter and May 1.
Transfer Student Applicants 2451 (FY 17), 2304 (FY 18), 1969 (FY 19), 1977 (FY 20) Y-axis: 0, 700, 1400, 2100, 2800, 3500 Legend: FY 17, FY 18, FY 19, FY 20	Total Number of Transfer Applicants For FY 20 overall transfer applicants rebounded slightly again from the last FY— but falling below the mean. Considering population decreases and the impact of Excelsior enticing students to stay within a commutable distance to a SUNY institution may limit where transfers are applying to especially transfers from the downstate region.
First-Year Student Admits 5074 (FY 17), 5555 (FY 18), 5264 (FY 19), 5337 (FY 20) Y-axis: 0, 1200, 2400, 3600, 4800, 6000 Legend: FY 17, FY 18, FY 19, FY 20	Total Number of First-Year Student Admits For FY 20 overall first-year admits stayed within the expected three-year mean (three-year mean is 5,249 admits). No change to academic profile.

Transfer Student Admits

1800
1440 — 1389   1313
1080 —   1082   1124
720 —
360 —
0 —

☐ FY 17   ☐ FY 18   ☐ FY 19   ☐ FY 20

Total Number of Transfer Student Admits
For FY 20 overall transfer admits are down slightly in comparison to three-year trend—percentage of admits relative to three-year trend is down as well (three year mean is 58% --FY 20 comes in at 57%). No change to academic profile.

First Time Students Enrolled (Fall Term)

1500 —   1296
1200 — 1267   1184
900 —   1094
600 —
300 —
0 —

☐ FY 17   ☐ FY 18   ☐ FY 19   ☐ FY 20

Total Number of First-Year Students Enrolled
Fall 2020 overall first-year enrollment remained steady with a marginal increase over Fall 2019 despite COVID-19, since decision day being pushed back there was still room to be on track with Fall 2019. Relative to the three-year mean (1219), Fall 20 enrollment is coming in behind this benchmark but slowly creeping up. It is important to note the challenges that NY state and SUNY will experience in the foreseeable future - circumstances surrounding these challenges can be correlated to COVID-19 and the uncertainty of a Fall semester, steady population decreases throughout the 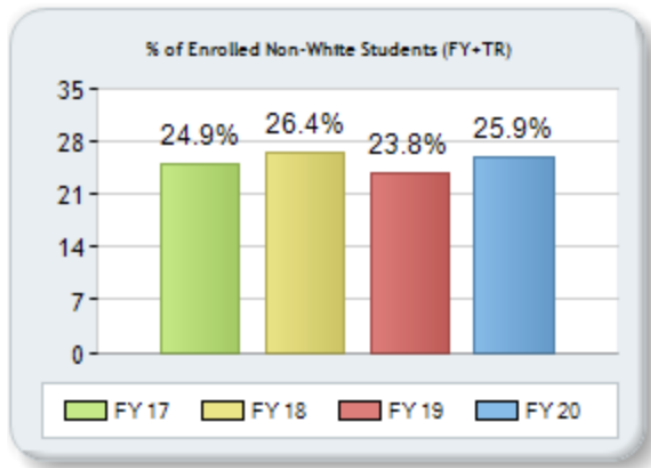WNY region, significant unmet need amounts, incurred cost-perceived value-social mobility relationship, as well as the positive impacts of Excelsior lending to students going to four-year SUNY institutions closer to "home" for degree completion. There is a new generation of students who have seen the impacts of high student loan debt and are cognizant in their decision-making process of that impact.

Spring first-year enrollment is minimal to correlate significant change. A majority of spring enrollment is from the transfer population.

Transfer Students Enrolled

900 —
720 —
540 — 591   600   554
360 —   459
180 —
0 —

☐ FY 17   ☐ FY 18   ☐ FY 19   ☐ FY 20

Total Number of Transfer Students Enrolled
Transfer enrollment saw an 8.4% decline in the Fall term and a 5.4% decline in the spring term (with a smaller 'n'). Much like the first-year population, enrollment demographics in the community colleges are bleak thus affecting our transfer enrollment. COVID played a significant role in students taking a gap year and or not achieving the grades they had anticipated. Despite these challenges we were able to rebound this year slightly.

Overall enrollment in the state's community colleges was measured well under 200,000 in the fall of 2018, down 5 percent from 2017 and 20 percent since 2010. More specifically, total student count from our three main feeder institutions (Monroe, Finger Lakes, and Genesee) fell by 1,174 students from 2017 to 2018 and 9,424 students from 2010 to 2018.

% of Enrolled Non-White Students (FY+TR)

FY 17: 24.9% FY 18: 26.4% FY 19: 23.8% FY 20: 25.9%

% of Enrolled Non-Caucasian Students (FY+TR)
Despite negative publicity from January onward, our percentage of non-white students has remained steady compared to last year and on par with our historical average. This is despite also not having a downstate bus trip this spring due to COVID-19.

Point of Pride/Accomplishment	College Mission and Priorities Alignment
Continued relationship with the Rochester College Action Network (RCAN) The Rochester College Access Network (RCAN) is an education collaborative dedicated to ensuring equitable access to college so that all Rochester students can rise to their full potential. Alongside representatives from local colleges, universities, high schools, not-for-profit organizations, and businesses, The College at Brockport is helping to remove barriers to student success through resource sharing and community engagement. This includes presenting special events to help students complete their Free Application for Federal Student Aid (FAFSA), hosting Rochester city students of all ages on local college campuses and identifying as well as tracking key success indicators.	To be a Great College at which to Learn To be a College Engaged with its Community
Continued to successfully transition and train new admissions professional staff to assist and support the transcript evaluation process. Due to the formation of the Academic Success Center, Transition Services are now services provided by UG Admissions. Transition Services (course, credit, and transcript evaluations and the generation of degree audits), under Academic Advisement, possessed the personnel of six in comparison to two full staff and four admissions personnel under UG Admissions. Four trained admissions professionals, at varying levels, now provide quality evaluations and degree audits.	To be a Sustainable Institution for the 21st Century To be a Great College at which to Learn To be a Great College at which to Work
Created Partnerships in the Counseling Community as a Result of our NYC EOP Week In January and November, Admissions, EOP, and Financial Aid Staff attended a week-long trip in NYC in which we visited seven high school feeders to deliver EOP Counseling.	To be a Great College at which to Learn To be a College Engaged with its Community
James Grabina receives a Kudos Award The division of Enrollment Management and Student Affairs awards staff and faculty members who have reached beyond their regular job responsibilities and have contributed to making SUNY Brockport a Great Place to Work	To be a Great College at which to Work
SUNYCAP Leadership Positions Megan Sarkis and Brian Wallenhorst served as Acting President and Vice-President, respectively, for SUNYCAP this year, and Chris D'Orso ran unopposed for President-Elect of SUNYCAP for 2020-21. Chris D'Orso effectively was elected President-Elect and Brian Wallenhorst elected Vice President on June 22, 2020.	To be a College Engaged with its Community To be a Great College at which to Work
Panel Moderation at SMSS Higher Education Conference Chris D'Orso moderated a panel titled "Into and Beyond Your First Role as a Social Media Manager - Perspectives on Different Career Paths in Higher Education" at the SMSS Higher Education conference in New York City in October 2019.	To be a College Engaged with its Community To be a Great College at which to Work

Staff Members attend American University Conference Staff members attended American University's Virtual Summer Institute on Education, Equity & Justice Community Development.	To be a Great College at which to Learn To be a Great College at which to Work

Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
Enroll 1240 FTE First Time students and 900 FTE Transfer students supporting the College in meeting or exceeding SUNY PIP and College enrollment goals.	1	1.1, 1.7	1. Maintain current academic quality in the First Time and Transfer admit and enrolled populations. 2. Continue segmented marketing/mailings by increasing digital presence, high school and college campus visits, School Counselor receptions, attending and hosting two Fall Open Houses, three Junior Preview Days and other secondary recruitment events. 3. Increase acceptance yield via targeted sleepover programs for accepted students, bus trip of accepted students from NYC, regional receptions, etc. 4. Creating a personalized communication plan that utilizes our CRM platform, Slate, while sending student information that they specifically request. 5. Award Extraordinary Scholarships to assist in yielding high achieving and students needing financial aid. 6. Expand virtual and in-person recruitment events to provide access and information.	Ongoing through 2021 census in September
Continue to Enhance the EOP Admissions Process	1 and 5	1.7	1. Work with Financial Aid in order to retrieve FAFSA data in the fall. 2. Cross-train current members to assist with the EOP Admissions team.	Ongoing through 2021 census in September

			3. Process first official acceptance by December 1st, 2020 4. Leverage staff knowledge to better inform students on the process.	
Further explore current Financial Aid model communications to provide consistent oversight and stewardship of resources.	1 and 5	1.7	1. Determine how we can utilize our CRM and texting platforms to assist Financial Aid Communication. 2. Determine strategic Financial Aid information that can be downloaded into Slate. 3. Formulate a communications plan using strategic Financial Aid information.	Ongoing through 2021 census in September
Continue to implement EDI best practices and strategic initiatives.	6	1.8 & 4.2	1. Update office mission statement to reflect EDI. Disseminate how the missions statement relates to practices and procedures. 2. Disseminate professional development opportunities and trainings regarding EDI in higher education. 3. Explore community relationships which can be cultivated further to enhance admissions strategic EDI efforts. 4. Determine strategic marketing and events to best address EDI efforts.	Ongoing through 2021 census in September

<p style="text-align:center">Section Eight: 2020-2021 Assessment Plan</p>

Unit Annual Goal
Enroll 1200 FTE First Time students and 900 FTE Transfer students supporting the College in meeting or exceeding SUNY PIP and College enrollment goals.

Outcomes and Criteria	Data Sources and Methods	Resources Needed and Individual(s) Responsible
1. Meet enrollment targets, in terms of quantity, in both primary and secondary markets to re-establish on-campus residency population. 2. Meet enrollment quality benchmarks for both first-year and transfer students. 3. Enhance and revamp our Overnight Visit Program which includes our Ellsworth (NYC) Bus Trip (being rebranded as our 'Downstate Bus Trip'). 4. Continue to enhance daily campus visit program to better address the changing expectations and needs of prospective students. 5. Further expand market share in secondary and tertiary markets. Assessment will include a larger Brockport presence in all five boroughs and Long Island. 6. Establish effective and efficient documentation procedures for policies and operations. *Per CAS Review*	- Weekly reports used to benchmark and project final pools. - Weekly reports measuring year over year (YOY) growth at all stages of the admissions funnel. - Prospect report - Applicant, accept and deposit reports - Feeder school reports - Online Business Intelligence tool - Event reports include registration, attendance and yield. - Building a Better Brockport Strategic Plan. - SUNY Performance Indicator Plan. - Transition-Student Persistence Report	Extensive outreach will be required using all available mediums such as physical travel, correspondence, eRecruitment, event hosting, etc. This is an entire campus effort, spearheaded by the Office of Undergraduate Admissions. ***Additional funding may be required to effectively pull off our Downstate Bus Trip. SUNY is no longer funding one bus for each campus so that cost is shifting directly to us (approx. $3,600). Along with that, additional resources are needed to secure on/off campus entertainment for these students. Total estimated funding request approx.. $10,000.***

Action Plan: describe strategies that will be used to reach the outcomes and goal, including timeline
- Revamp top-of-funnel lead purchases
- Set admission criteria that adhere to the college's academic propensity and mission of student success while providing access to the College.
- Conduct application review using established criteria and benchmarks to monitor application review progress.
- Conduct a modified holistic review process for borderline and special admission candidates.
- Communicate enrollment progress with key constituents throughout review cycle using an annual enrollment report.
- Develop innovative solutions to enhance acceptance yields.
- Engage deposited students deemed high risk in efforts to manage summer melt.

Goal Rationale: Enrollment is the most essential benchmark to not just our unit but also the entire campus. All of our strategies and goals are centered on meeting this benchmark.