



Unit End of Year Report

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| Report includes: <ul style="list-style-type: none"> • 2017-2018 Annual Goals • 2017-2018 Assessment Plan • Key Performance Indicators • 2017-2018 Points of Pride • 2018-2019 Annual Goals • 2018-2019 Assessment Plan | Unit: Undergraduate Admissions Director: Robert Wyant |
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UNIT OVERVIEW

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| <p>Mission The Office of Undergraduate Admissions</p> <p>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.</p> <p>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.</p> <p>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.</p> |
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Functional Goals and Division/College Mapping

| Unit Functional Goals | Division Goal Mapping | College Goal Mapping |
|---|-----------------------|----------------------|
| UGA1 Apply national best practices related to admission, enrollment, and other aspects pertaining to the transition of students seeking a higher education. | 2 | 1.7 |
| UGA2 Coordinate on- and off-campus initiatives to inform prospective students of opportunities featured at Brockport. | 1, 2, & 3 | 1.7, 2.1, 2.5 |
| UGA3 Provide accurate and timely course, credit, and transcript evaluations for all student types resulting in the generation of Degree Works degree audits. | 1 & 3 | 1.1, 1.7 |

SECTION ONE: 2017-2018 UNIT ANNUAL GOALS

| Unit Annual Goals | Outcome/Status |
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| Enroll 1240 FTE Freshmen and 1000 FTE Transfers supporting the College in meeting or exceeding SUNY PIP and College goals of enrolling an entering class of the highest academic quality, the appropriate size and diversification and of the appropriate academic and professional aspirations. | Ongoing |
| Using the College's Equity, Diversity, and Inclusion Strategic Plan as a foundational pillar, UG Admissions will make demonstrated progress toward the Equity, Diversity, and Inclusion (EDI) goals. | Met/Room For Growth |
| Enroll a maximum of 100 FTE Honors College First-Time students, an appropriate number of FTE Honors College Transfer students, and approximately 75 FTE Delta College students for entering fall 2018. | Not Met/Ongoing |
| Support the College's efforts to meet PIP retention goal of 86% by 2020 for first-year students. | Ongoing |
| Evaluate specific CAS Standards for Undergraduate Admissions Programs and Services (UAPS) with current office practices and create program review schedule. | Starting in 2018-2019 |
| Create and implement the Custom Viewbook platform. | Met/Complete |

SECTION TWO, PART ONE: 2017-2018 Assessment Plan

| Unit Goal #1 | | College Mission Alignment: | | | |
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| Enroll 1240 FTE Freshmen and 1000 FTE Transfers 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 “be[ing] a Great College at which to Learn” by linking prospective students to the amazing educational opportunities here at the college (BBB 1). -Enrolling the appropriate entering class assists the college in meeting its goal of “meet[ing] or exceed[ing] the SUNY Performance Improvement Plan (PIP) targets (BBB 1.7). | | | |
| Outcomes and Criteria: | Data Sources and Methods: | Assessment Data: | | | |
| | | (*)Data as of Week 38 – June 5, 2018. Ongoing Data Collection until Census in September 2018. 3-year average data and benchmarks are based on census data and not point in time data. | | | |
| 1. Maintain current academic quality in the Freshmen and Transfer admit and enrolled populations. 2. Continue segmented marketing through digital and print mailings and create a personalized communication plan utilizing the new digital | -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 reports -Applicant, accept and deposit reports -Feeder school reports | 1. First Time Transfer Student Quantity and Quality (Ongoing/Met) | | | |
| | | 1. A. First Time Student Applicants | | | |
| | | First Time Student Quantity | Fall 2018(*) | 3-Year Avg. | Benchmark |
| | | Applications | 10,494 | 9511 | 9500 |
| | | Admits | 5564 | 5120 | 5000 |
| Deposits | 1315 | 1266 | 1250 | | |
| Yield | 24% | 24% | 25% | | |
| | | In terms of quantity by week 38, the number of applications, admits, and deposits are well above the final census count of last year’s first time students. With 14 weeks left in the cycle, we expect the quantity, to fluctuate due to summer melt. | | | |
| | | 1. B. First Time Student Academic Quality | | | |
| | | First Time Student Quality Admitted | Fall 2018(*) | 3-Year Ave. | Benchmark |
| | | HS GPA | 89.96 | 89.28 | 91 |
| | | Mean SAT Best | 1139 | 1117 | 1130 |

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| Custom Viewbook platform. | 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. | -Number of visits to high schools, including multiple visits to top feeders. | Mean ACT Composite | 24 | 23 | 24 |
| | | | | | | |
| | | | First Time Student Quality Deposited | Fall 2018(*) | 3-Year Ave.(#) | Benchmark |
| | | | HS GPA | 89.95 | 88.73 | 90 |
| | | | Mean SAT Best | 1129 | 1132 | 1120 |
| | | | Mean ACT Composite | 23 | 23 | 23 |
| | | | <i>Note:</i> | | | |
| | | | <i>-This table does not include special admit populations.</i> | | | |
| | | | <i>-(#) Note that the 3-Year SAT average includes converted SAT scores from 2015 and 2016. This data is not directly comparable, as the test format has changed.</i> | | | |
| | | | As of week 38, the academic quality for the incoming first time student class met and exceeded the 3-year average and benchmarks set. | | | |
| 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 | -Online Business Intelligence tool | -Event reports include registration, attendance and yield. | 1. C. Transfer Student Applicants | | | |
| | | | Transfer Student Quantity | Fall 2018(*) | 3-Year Ave.(#) | Benchmark |
| | | | Applications | 2366 | 2725 | 2800 |
| | | | Admits | 1408 | 1865 | 1820 |
| | | | Deposits | 637 | 1029 | 1001 |
| | | | Yield | 45% | 55% | 55% |
| | | | <i>(#) Note that SUNY released all applications in April 2017 regardless of application fee status. This practice did not occur in 2018.</i> | | | |
| | | | Due to the nature of the transfer admission cycle, our numbers indicate that we are behind however we will experience much change in numbers between the submission of this report and census. Comparing week 38 of 2018 against the 3-year average of week 38, Brockport is still on track for enrolling a class consistent with the 3-year average (2018 Apps 1%, 2018 Admits -1%, 2018 Deposits -.5%) | | | |
| | | | 1. D. Transfer Student Academic Quality | | | |
| | | | Transfer Student Quality Admitted | Fall 2018(*) | 3-Year Ave. | Benchmark |
| GPA | 3.13 | 3.08 | 3.10 | | | |
| | | | Deposited/Enrolled | Fall 2018(*) | 3-Year Ave. | Benchmark |
| | | | GPA | 3.13 | 3.03 | 3.00 |
| | | | Transfer academic quality is tracking ahead of both the 3-year averages and benchmarks. | | | |
| | | | 1. E. Domestic Non-NYS Residency First Time and Transfer Applicants | | | |
| | | | First Time Students (*) | | | |
| | | | Applicants | 178 | | |
| | | | Accepted | 24 | | |
| | | | Deposited/Enrolled | 17 | | |
| | | | Yield | 71% | | |
| | | | Transfer Students (*) | | | |
| Applicants | 54 | | | | | |
| Accepted | 17 | | | | | |
| Deposited/Enrolled | 10 | | | | | |
| Yield | 59% | | | | | |

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| <p>Evening with Honors.</p> <p>5. Provide accurate and timely course, credit, and transcript evaluations for first time, transfer, re-admission, continuing, and prospective student types.</p> <p>6. Revamp the Extraordinary Scholarship Program.</p> <p>7. Expand in NYS markets by improving our downstate presence (Catskills, Mid-Hudson, NYC, and Long Island) to offset demographic declines in Western and Central NY.</p> | | <div data-bbox="836 128 1205 296"> <p>Deposited Non-NYS Residents</p> <ol style="list-style-type: none"> 1. Pennsylvania (6) 2. New Jersey (4) 3. Michigan (3) 4. Florida (2) & California (2) </div> <p>2. Communications and Custom Viewbook. (Ongoing/Met)</p> <p>2. A. Communications</p> <p><u>CRM: Hobsons Connect:</u> Since July 1, 2017, we have sent 1,225,751 emails. 24% of those, almost 290,000 emails, were opened or viewed; we had an e-mail bounce rate of less than one percent.</p> <p>Hard to judge without last year's data, but the numbers seem to bear watching. Emails with concrete information, like the application acknowledgement and tour/event registration confirmation emails, received good open rates and click rates; it might be useful to put more information in that email that students will need, because they seem to be reading them.</p> <p>For the 2018 admissions cycle, we had over 85,000 leads in the system, which is up from just over 81,000 in 2017.</p> <p><u>Texting Platform: Mongoose</u></p> <p>Utilizing Mongoose, we have held text conversations with 8,148 students who have records in our CRM since July 1, 2017. Of those students, 86.7% (7,065) are part of the 2017-18 inquiry cohort.</p> <p>Of those, 35.6% (2,517) are part of the 2017-18 admissions cohort AND have more than one text response, meaning that they conversed with an admissions counselor. 1,467 of those (58%) were admitted, and of those admitted, 456 (31%) enrolled.</p> <p>Text messaging is an increasingly effective way to communicate with our prospective students supported by admissions industry leaders.</p> <p><u>Electronic Inquiry Form: Gecko</u></p> <p>Since we launched the Gecko form, we have received 5,882 names through the platform. Of the 5,882 names acquired, 2,699 of them are for the Fall 2018 entry term. Of those, 1,101 submitted applications, a 40.7% yield.</p> <p>Success of a service like Gecko, however, is predicated on two key factors: timesaving of staff having to enter manual inquiry cards, and accuracy of data. It's probably a safe assumption that allowing students to enter their own information directly into our system benefits both of those ends.</p> <p><u>Virtual Tour: YouVisit</u></p> <p>Our virtual tour platform received 1,190 recognized visits (visitors who specifically requested more information) from students who are part of the 2017-18 inquiry cohort. Of the 1,190 visitors, 653 (54.8%) were applicants. Of the 653 applicants, 396 (60.6%) were admitted to Brockport.</p> <p>Notably, the residents in Monroe and Erie Counties residents make up the largest percentage (19.1%) of users in our primary market (Rochester, Syracuse, and Buffalo areas). Also notably, in Region 7 (Mid-Hudson, NYC, Long Island) users account for 34.4% of the total users indicating that a virtual tour is a powerful tool for recruiting students in secondary markets and generally those who are geographically further away.</p> |
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2. B. Custom Viewbook (Ongoing/**Met**)

Historically, Brockport sent print view books (three types – academic, student life, and general themed) to prospective high school juniors and seniors. In efforts to engage generation Z via an individualized and digital platform as well as in a cost effective way, Brockport contracted with Custom Viewbook. Custom Viewbook also allows Brockport to measure its effectiveness resourcefully as opposed to print view books.

- The CVB source code was created in Connect along with the various academic and co-curricular items a student could select. To date we have had over 3,600 submissions. Benchmarks to be created next year.
- All print material included the link to CVB. The marketing team also created a social media piece to push CVB. Lastly, at launch we ran a social media campaign to promote the new technology.
- A variable campaign was used, but not to the complete effect that we initially hoped for. After planning this, we discovered a few glitches that would prevent a true integration within the campaign plan. Despite this, we created a workflow that allowed for variable follow-up.

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| # of CVB visitors | 3,335 |
| # of CVB visitors with a current term entry code | 2,062 |
| # of CVB visitors who applied for the current term | 1,087 |
| # of CVB visitors who applied for the current term and were accepted | 312 (29%) completion rate |
| # of CVB visitors who applied for the current term and deposited | 248 |
| Yield | 79% |

Benchmarks will be created next year using fall 2018 and fall 2019 data.

3. Recruitment Travel (Completed/**Met**)

3. A. Recruitment Overview

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| 2017-2018 Travel Events | 1196 |
| High School Visits | 530 |
| College Fairs | 424 |
| AIR Days | 98 |
| Coffee and Conversations | 35 |
| Instant Decision Days | 91 |

3. B. Transfer Student Initiatives

Transfer student recruitment initiatives include Advisor-In-Residence (AIR) days at SUNY community colleges and Transfer Information Days hosted on campus.

- *Advisor-In-Residence Days* - For students attending our Advisor-in-Residence Day at the various community colleges we visit, the yield for students registered in term is higher for students who visited during the spring events. This might be attributed to the fact that the spring attendees are coming for advisement right before they fill out the application. The students attending in the fall tend to be looking for information early on in their academic career.

- *Transfer Information Days* - The yield rate for 2018 Transfer Information Days is lower than 2017 with 7 more deposits and 31 fewer students enrolled in term. The GPA rose 0.1, keeping with the goal of our transfer GPA meeting or exceeding 3.0. As these are often our most engaged students, this is an important attendance number to increase to align with our goal of overall accepted transfer student GPA of 3.0 or higher.

4. Primary and Secondary Recruitment Events (Ongoing/Met)

4. A. Primary Recruitment Events

Attendance increased 12% at Primary Recruitment events compared against last year's attendance. However, not each event experienced an increase when looked at individually.

Events at which attendance increased:

1. Junior Preview Days: 24%
2. Fall Open Houses: 14%
3. Accepted Student Days: 5%

Events at which attendance decreased:

1. Scholars Sleepovers: -11%

The increase in attendance indicates that students are continuing to be interested in Brockport. Some of this interest may be a result of the Excelsior Scholarship. Accepted Student Days and Scholars Sleepover events are high yield events. Determining the reasons for why the Scholars Sleepover event experienced less attendance this year is hard to explain (family schedules, more attended the ASDs, etc).

4. B. Secondary Recruitment Events

Attendance increased 3% at Secondary Recruitment events compared against last year's attendance. However, not each event experienced an increase when looked at individually.

Events at which attendance increased:

1. Buffalo Reception – 46%
2. Rochester Reception – 200% *Note: Change of venue from New York Room (2017) to Union Ballroom (2018) due to last year's weather scheduling conflict.*
3. NYC Reception – 23%
4. Binghamton Reception – 40%
5. Ellsworth Express – 1%

Events at which attendance decreased:

1. Evening with Honors – -17%
2. Syracuse Reception – -38%
3. Albany Reception – -36%
4. Long Island Reception – -6%
5. Overnight Visit Program – -80%

The data indicates that students outside of our primary markets, excluding NYC, were less likely to attend. Strikingly, the Overnight Visit Program was not as popular this year as compared to years before. This area needs more investigation.

5. Transfer Credit Services (Ongoing/Met)

Number of Transcript Reviewed and/or Evaluated

| 2017-2018 | First Time | Transfers | Continuing | Readmits | Benchmarks |
|-------------|------------|-----------|------------|----------|------------|
| Fall 2017 | 72 | 1273 | 3635 | 53 | TBC |
| Spring 2018 | 40 | 1324 | 63 | 132 | TBC |

Due to the many changes as a result of the configuration of services in the Academic Success Center, no programmatic goals were established for 2017-2018 as the model of Transfer Credit Services changed drastically. The most significant changes affected the transcript evaluation process as people and other resources were repositioned. 2017-2018 was spent restructuring a new model, making adjustments as needed to the model and processes, and attempting to maintain the same level of outstanding customer service that existed before the transition. 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.

Note: Benchmarks to be created after 2018-2019 data will be available.

6. Extraordinary Scholarship Program (Ongoing/Met)

This year the Honors (\$6,670), Presidential Scholar-in-Residence (\$4,500), and the Dean's Scholar-in-Residence (\$2,250) scholarships were altered in their awarded amounts and reconfigured to be Prometheus (\$4,000), Gold (\$3,000), and Green (\$2,000) respectfully.

Overall, the scholarship recipients are yielding higher than last year although the total number of scholarships awarded are lower than the three year averages in all categories.

-The change in award amount for the Honors/Prometheus scholarship is most likely the reason for why the number of applicants, admitted, and enrolled Honors students is the lowest since before introduction of the scholarship in 2012.

-Compared to last year (12.8%), the yield for the Recognition Scholarship increased slightly (13%) as compared against last year's rate although this year's yield rate is tracking 2.2% behind the three-year average. Although the Recognition Scholarship yield is comparable to previous years, the total number of enrolled out-of-state students declined by 19. Only 45 Recognition scholarships were awarded and to date only 6 Recognition awarded students enrolled compared to last year's awarding of 186 and 25 enrolling from 2017. This year, only students who qualified for Green or Gold were eligible for the Recognition Scholarship as opposed to all students who did not possess NYS residency.

7. Expand NYS markets into Downstate (Ongoing/Not Met)

7. A. Prospective students from NYC, Long Island and Mid-Hudson were invited to attend Brockport-specific information sessions held at the SUNY Welcome Center twice per admissions cycle (at least one in Fall and the second in the Spring). 9 students attended in the Fall and 9 students attended in the Spring. Annually a counselor breakfast and information session are held in both Long Island and NYC regions each spring (traditionally in March). 36 Counselors attended the Long Island session in spring 2018 which was a 125% increase from the previous year's event. 13 Counselors from the Mid-Hudson/NYC area attended the NYC session, which is 550% more than the previous years' event.

7. B. Each Admissions Assistant created a travel schedule in their respective territory. Each Assistant scheduled high school visits based on the feeder schools in their area. Additional Instant Decision Days were scheduled for schools with a high number of

applicants. Coffee and Conversations were scheduled at various public locations in areas in which there was large amount of student interest.

| | Long Island | NYC | Mid-Hudson |
|-----------------------|-------------|-----|------------|
| Fairs | 83 | 101 | 46 |
| Visits | 33 | 54 | 73 |
| Instant Decision Day | 12 | 5 | 8 |
| Coffee & Conversation | 2 | 8 | 7 |

7. C. Accepted students from the Mid-Hudson, NYC and Long Island area were invited to the Ellsworth Express event. 80 students attended the spring 2018 event and there was a 69% yield. This is an increase from last year's yield by 66%.

The Long Island Accepted Student Reception hosted 32 accepted students and their families with a 59% yield, which decreased from last year (65%).

The NYC/Mid-Hudson ASR hosted 28 students with their families with a 61% attendance which is equal to last year's yield.

7. D. Downstate Enrollment

| Applicants | Fall 2018 | Fall 2017 | Fall 2016 | vs 2-year avg. | vs Last Year |
|--------------------------------|-----------|-----------|-----------|----------------|--------------|
| Region 7a Mid-Hudson | 781 | 720 | 682 | 80 | 61 |
| Region 7b NYC | 3431 | 2858 | 2852 | 576 | 573 |
| Region 7c - Long Island | 911 | 976 | 897 | (26) | (65) |
| Total | 5123 | 4554 | 4431 | 630 | 569 |

| Admits | Fall 2018 | Fall 2017 | Fall 2016 | vs 2-year avg. | vs Last Year |
|--------------------------------|-----------|-----------|-----------|----------------|--------------|
| Region 7a Mid-Hudson | 431 | 395 | 355 | 56 | 36 |
| Region 7b NYC | 914 | 762 | 864 | 101 | 152 |
| Region 7c - Long Island | 626 | 622 | 596 | 17 | 4 |
| Total | 1971 | 1779 | 1815 | 174 | 192 |

| Deposits | Fall 2018 | Fall 2017 | Fall 2016 | vs 2-year avg. | vs Last Year |
|--------------------------------|-----------|-----------|-----------|----------------|--------------|
| Region 7a Mid-Hudson | 85 | 75 | 58 | 19 | 10 |
| Region 7b NYC | 101 | 104 | 135 | (19) | (3) |
| Region 7c - Long Island | 78 | 105 | 86 | (18) | (27) |
| Total | 264 | 284 | 279 | (18) | (20) |

| Yield Comparison | Fall 2018 | Fall 2017 | Fall 2016 | vs 2-year avg. | vs Last Year |
|--------------------------------|-----------|-----------|-----------|----------------|--------------|
| Region 7a Mid-Hudson | 20% | 19% | 16% | 2% | 1% |
| Region 7b NYC | 11% | 14% | 16% | -4% | 3% |
| Region 7c - Long Island | 12% | 17% | 14% | -3% | 5% |

Downstate applications are up significantly in total due to the spike in NYC numbers. We believe that application spikes are contributed to the SUNY Application allowing up

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| | | <p>to seven college application fees to be waived if a student qualifies for an application fee waiver and due to the socio-economic situation in NYC in comparison to other regions.</p> <p>Although applications were down in Long Island, slightly up in Mid-Hudson, and slightly up in NYC, overall acceptances were up in all regions –192 from last year and 174 verses the two-year average.</p> <p>The Mid-Hudson region, of the three, was the only region to gain in deposits against last year and verses the two-year average. Overall, Brockport was down comparatively by approximately 20 deposits.</p> |
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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, etc.

Key Findings:

UG Admissions was able to meet lofty enrollment goals while simultaneously spending significantly less on items such as printing and postage. UG Admissions continues to explore innovative technological strategies to assist in achieving our enrollment goals.

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:

Due to the efforts of the UG Admissions Office in collaboration with the campus community, The College at Brockport enrolled the largest incoming first year student class while maintaining academic quality.

| Unit Goal #2 | | College Mission Alignment: |
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| Using the College's Equity, Diversity, and Inclusion Strategic Plan as a foundational pillar, UG Admissions will demonstrate progress toward the Equity, Diversity, and Inclusion (EDI) goals. | | In making progress toward EDI goals, we will be striving for more equity in student retention and in student representation in order to foster an optimal learning, living, and work environment in all operations throughout campus. |
| Outcomes and Criteria: | Data Sources and Methods: | Assessment Data: |
| 1. Maintain or increase percentage of incoming first-year and transfer | 1. Enrollment data from Hobsons Connect. | <p><i>(*) Ongoing Data Collection until Census in September 2018. 3-year average data and benchmarks are based on census data and not point in time data.</i></p> <p>1. As of May 31, many of our enrollment percentages are consistent with 2017 data. (See charts below.) However, the percentage of our deposited/enrolled students who indicated Hispanic/Latino heritage seems to have dropped significantly (-7.41%), along with a corresponding increase in the "undisclosed" group (4.97).</p> <p>Data is inclusive of all NON-EOP APPLICANTS.</p> |

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| students who are members of an under-represented group. | 2. Events & Interviews data from Hobsons Connect. Data from on-campus tour groups, as well as qualitative information from admissions counselors about their work in their territories. | | 2018 % of total pool | 2018 % of total admits | 2018 % of total deposits | 2017 % of total deposits (!) |
| | | Two or more races | 3.51% | 3.04% | 2.77% | 3.49% |
| | | Asian | 3.61% | 2.86% | 2.65% | 1.74% |
| | | Black or African-American | 16.53% | 10.80% | 8.49% | 11.49% |
| | | Hispanic | 5.54% | 2.86% | 1.94% | 9.35% |
| | | American Indian or Alaska Native | 0.39% | 0.36% | 0.24% | 0.08% |
| | | Native Hawaiian/Pacific Islander | 0.23% | 0.18% | 0.06% | 0.16% |
| | | Undisclosed | 9.81% | 9.67% | 9.96% | 4.99% |
| | | White | 60.38% | 70.22% | 73.90% | 68.7% |
| | | [Note: These numbers are subject to change in the final census data.] | | | | |
| 2. Increase number of visits to high schools and community colleges with large populations of under-represented groups. | as qualitative information from admissions counselors about their work in their territories. | (ONGOING / MET-Room for Growth) | | | | |
| | | 2. In 2017-18, of the public high schools our counseling staff visited and for whom good public data is available, nearly 9% of public high schools comprised of at least 50% Hispanic/Latino, and 5% of schools comprised of at least 50% Black/African American. In addition, many diverse high schools were part of large citywide or countywide fairs here in Monroe County as well as across the New York City metro area, so it is highly likely that we reached many students from those schools that we were not able to directly visit. | | | | |
| | | (Note: Data pertains to public high schools and not private high schools due to the accessibility of data. Source: National Center for Education Statistics) | | | | |
| | | (ONGOING / MET-Room for Growth -concerted effort to track this better in the future) | | | | |
| | | 3. In 2017-18, we hosted 42 groups of students from areas that are populated with historically underrepresented groups from Rochester to Buffalo. These events tend to utilize a lot of time and resources; we’re hoping to take steps to quantify the efficacy of these programs in 2018-19. In addition, some of our admissions counselors were heavily involved in their work with the Rochester College Access Network (D. Armentano), the Rochester Area Colleges Continuing Education (B. Edick), Brockport’s Urban League Black Scholar Recipient Committee (M. Brown), and Brockport’s Empire Minority Scholarship Selection Committee (M. Brown). (ONGOING / MET-Room for Growth) | | | | |
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| 3. Foster partnerships with community based organizations (CBOs) to increase access to underserved areas. | | | | | | |
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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, etc.

Key Findings:

The percentages for enrolled races other than white decreased with the exception of those who identified as Asian however, the percentage of students who did not disclose their race significantly increased. The increase in the percentage of students who did not disclose their race distorts longitudinal data since more students are not disclosing their race/ethnicity.

Based on the data available, diversity based on race declined slightly despite more targeted outreach to historically underrepresented groups.

Dissemination/Discussion of Key Findings:

Key findings were disseminated internally at staff meetings, marketing meetings, staff retreat, and Enrollment Management Task Force meetings.

Summary Sentence for EMSA Briefing Book:

UG Admissions continues to pursue progress made toward Equity, Diversity, and Inclusion (EDI) goals by increasing our outreach to historically underrepresented groups and placing more resources toward tracking diversity data.

| Unit Goal #3 | | College Mission Alignment: | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|------|-----------|-------------|-----|-----|---------|-----|-----|------------|---|-----|----------|-----|-----|-----------|----|----|--------------|----|----|---------------|---|---|
| Enroll a maximum of 100 FTE Honors College First-Time students, an appropriate number of FTE Honors College Transfer students, and approximately 75 FTE Delta College students for entering fall 2018. | | The Delta College and the Honors College directly support the College's goal of being "a Great College at which to Learn." The Strategic Goal (BBB 1.5) states, "We will ensure that all undergraduate students...have the opportunity to undertake multiple HIPs and CHIPs..." The institution maximizes its capability to provide an enriched educational experience for students by enrolling the appropriate number of students in this academic unit. | | | | | | | | | | | | | | | | | | | | | | | | |
| Outcomes and Criteria: | Data Sources and Methods: | Assessment Data: <i>As of Week 34 – May 8, 2018.</i> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1. Maintain or exceed established benchmarks for applied and accepted FTE Honors College First Time Students. Fall Honors College First Year Student Data</p> <p>2. Maintain or exceed established benchmarks for deposited and enrolled FTE Honors College First Time Students. Fall 2018 Honors College First Year Deposited Student Data</p> | <ul style="list-style-type: none"> - Honors College Data provided by Andrea Vella - Delta College Data provided by Melanie Riley - Hobsons CRM System - Oracle Forms Banner Reports - Mach Forms – First Time | <p>1. Fall 2018 Honors College First Year Student Data</p> <table border="1"> <thead> <tr> <th></th><th>2018</th><th>Benchmark</th></tr> </thead> <tbody> <tr> <td>Invitations</td><td>429</td><td>455</td></tr> <tr> <td>Applied</td><td>193</td><td>321</td></tr> <tr> <td>Waitlisted</td><td>7</td><td>N/A</td></tr> <tr> <td>Accepted</td><td>158</td><td>197</td></tr> <tr> <td>Deposited</td><td>61</td><td>90</td></tr> <tr> <td>Out of State</td><td>10</td><td>14</td></tr> <tr> <td>International</td><td>2</td><td>3</td></tr> </tbody> </table> <p>-The benchmark for the number of Honors College applications received and completed is 321. This year with 193 completed applications, the fall 2018 cohort is 40% less than the benchmark.</p> <p>-The benchmark for the number of Honors College acceptances is 197. The fall 2018 cohort is currently at 20% less than the benchmark.</p> <p>-The benchmark for the number of deposited students to Brockport and accepted into the Honors College is 90. This year with 61 enrolling Honors College students, the total incoming class is 32% below the normed benchmark and this year's class is 35% behind last year's count of 94 students. Since the Honors scholarship was initiated in 2012 the number of incoming first time students has not totaled less than 80.</p> <p>-This year the Honors Scholarship transitioned to the Prometheus Scholarship as well as the other Extraordinary Scholarships. In comparison to the Honors Scholarship, the Prometheus Scholarship is a \$4,000 scholarship (rather than a full tuition</p> | | 2018 | Benchmark | Invitations | 429 | 455 | Applied | 193 | 321 | Waitlisted | 7 | N/A | Accepted | 158 | 197 | Deposited | 61 | 90 | Out of State | 10 | 14 | International | 2 | 3 |
| | 2018 | Benchmark | | | | | | | | | | | | | | | | | | | | | | | | |
| Invitations | 429 | 455 | | | | | | | | | | | | | | | | | | | | | | | | |
| Applied | 193 | 321 | | | | | | | | | | | | | | | | | | | | | | | | |
| Waitlisted | 7 | N/A | | | | | | | | | | | | | | | | | | | | | | | | |
| Accepted | 158 | 197 | | | | | | | | | | | | | | | | | | | | | | | | |
| Deposited | 61 | 90 | | | | | | | | | | | | | | | | | | | | | | | | |
| Out of State | 10 | 14 | | | | | | | | | | | | | | | | | | | | | | | | |
| International | 2 | 3 | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>3. Maintain or exceed established benchmarks for FTE Honors College transfer students. Honors College Fall 2018 Transfer Data</p> <p>4. Continue to host the specific Honors College recruitment and yield event known as Evening with Honors. Maintain or exceed establish benchmarks pertaining to the overall event and the specific application initiative known as the "FASTAPP."</p> <p>4. Maintain or exceed established benchmarks for applied and accepted FTE Delta College students. Delta College Fall 2018 Applicant Data</p> <p>5. Maintain or exceed established benchmarks for deposited and enrolled Delta College students. Fall 2018 Delta College Deposited Student Data</p> | <p>Student Honors College Application</p> <p>- Mongoose Texting Application</p> | <p>scholarship: \$6,470 2017-2018) and provides a free parking permit to incoming on campus first time students.</p> <p>-With all things considered, the significant change in deposited students by Week 34 seems to correlate with the change in the scholarship. Data and final analysis will be updated after Census in September 2018. Collection of data, analytical and anecdotal to will be collected. (Ongoing/Not Met)</p> <p>2. Fall 2018 Honors College First Year Deposited Student Data</p> <table border="1"> <tr> <th></th><th>2018</th><th>Benchmarks</th></tr> <tr> <td>Deposited</td><td>61</td><td>90</td></tr> <tr> <td>GPA</td><td>95.27</td><td>95.7</td></tr> <tr> <td>SAT/ACT Comb.</td><td>1344</td><td>1330</td></tr> </table> <p>The academic profile benchmarks are a GPA of 95.7 and a SAT/ACT combination of 1330 (based on a three-year average). Although the number of deposited students is significantly low, the academic profile of the enrolling fall 2018 class remains at or above the academic benchmarks.</p> <p>Data and final analysis will be updated after Census in September 2018. (Ongoing/Met)</p> <p>3. Honors College Fall 2018 Transfer Data</p> <table border="1"> <tr> <th></th><th>2018</th><th>Benchmarks</th></tr> <tr> <td>Accepted</td><td>15</td><td>19</td></tr> <tr> <td>Deposited</td><td>13</td><td>13</td></tr> </table> <p>The benchmark for transfer accepted and deposited students are 19 and 13 respectively. The transfer numbers as of Week 34 are congruent with the benchmarks. Data and final analysis will be updated after Census in September 2018. (Ongoing/Met)</p> <p>4. Delta College Fall 2018 Applicant Data</p> <table border="1"> <tr> <th></th><th>2018</th><th>Benchmark</th></tr> <tr> <td>Invitations</td><td>1989</td><td>822</td></tr> <tr> <td>Applied</td><td>65</td><td>120</td></tr> <tr> <td>Waitlisted/Under Review</td><td>4</td><td>N/A</td></tr> <tr> <td>Accepted</td><td>60</td><td>100</td></tr> <tr> <td>Deposited</td><td>40</td><td>70</td></tr> <tr> <td>AD-GPA</td><td>91.59</td><td>88</td></tr> <tr> <td>AD-SAT/ACT</td><td>1180</td><td>1000</td></tr> <tr> <td>Out of State</td><td>8</td><td>N/A</td></tr> <tr> <td>International</td><td>2</td><td>N/A</td></tr> </table> <p>-The benchmark for the number of Delta College applications received and completed is 120. This year with 65 completed applications, the fall 2018 cohort is 46% less than the benchmark.</p> <p>-The benchmark for the number of Delta College acceptances is 100. The fall 2018 cohort is currently at 40% less than the benchmark.</p> <p>-The benchmark for the number of deposited students to Brockport and accepted into the Delta College is 70. This year with 40 enrolling Delta College students, the total incoming class is 33% below the normed benchmark and this year's class is 47% behind last year's count of 75 students.</p> | | 2018 | Benchmarks | Deposited | 61 | 90 | GPA | 95.27 | 95.7 | SAT/ACT Comb. | 1344 | 1330 | | 2018 | Benchmarks | Accepted | 15 | 19 | Deposited | 13 | 13 | | 2018 | Benchmark | Invitations | 1989 | 822 | Applied | 65 | 120 | Waitlisted/Under Review | 4 | N/A | Accepted | 60 | 100 | Deposited | 40 | 70 | AD-GPA | 91.59 | 88 | AD-SAT/ACT | 1180 | 1000 | Out of State | 8 | N/A | International | 2 | N/A |
|--|---|---|--|------|------------|-----------|----|----|-----|-------|------|---------------|------|------|--|------|------------|----------|----|----|-----------|----|----|--|------|-----------|-------------|------|-----|---------|----|-----|-------------------------|---|-----|----------|----|-----|-----------|----|----|--------|-------|----|------------|------|------|--------------|---|-----|---------------|---|-----|
| | 2018 | Benchmarks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Deposited | 61 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GPA | 95.27 | 95.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SAT/ACT Comb. | 1344 | 1330 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2018 | Benchmarks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accepted | 15 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Deposited | 13 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2018 | Benchmark | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Invitations | 1989 | 822 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Applied | 65 | 120 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Waitlisted/Under Review | 4 | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accepted | 60 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Deposited | 40 | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AD-GPA | 91.59 | 88 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AD-SAT/ACT | 1180 | 1000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Out of State | 8 | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| International | 2 | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | <p>Last year, the Delta College met its goal of enrolling 75 students. This year despite the introduction of texting and automating the invitation to apply email for students, Delta College student applications continue to be low. (Ongoing/Not Met)</p> <p>5. Fall 2018 Delta College Deposited Student Data</p> <table border="1"> <tr> <th></th><th>2018</th><th>Benchmark</th></tr> <tr> <td>Deposited</td><td>40</td><td>75</td></tr> <tr> <td>GPA</td><td>91.45</td><td>90</td></tr> <tr> <td>SAT/ACT Comb.</td><td>1150</td><td>1090</td></tr> </table> <p>This is the first year tracking the academic quality of Deposited/Enrolled students. The academic quality benchmarks above are based on the College's average deposited/enrolled student profile for incoming freshmen. Benchmarks may change in the future. The academic profile of the deposited students is above the benchmarks however the number of deposited students is below its benchmark. (Ongoing/Not Met)</p> | | 2018 | Benchmark | Deposited | 40 | 75 | GPA | 91.45 | 90 | SAT/ACT Comb. | 1150 | 1090 |
|---------------|-------|---|--|------|-----------|-----------|----|----|-----|-------|----|---------------|------|------|
| | 2018 | Benchmark | | | | | | | | | | | | |
| Deposited | 40 | 75 | | | | | | | | | | | | |
| GPA | 91.45 | 90 | | | | | | | | | | | | |
| SAT/ACT Comb. | 1150 | 1090 | | | | | | | | | | | | |

CLOSING THE LOOP

Resources Used:

Personnel Time from Admissions, Honors College, and Delta College. 12 hours of volunteer time from current Honors College students. 12 hours of volunteer time from current Delta College students. Costs for Banner, Hobsons CRM system, and Mongoose Texting Services. Scholars Sleepover and Honors Reception at Accepted Student Days catering costs.

Key Findings:

- Enrollment for the Honors College is much lower than in the previous years, however the academic quality is slightly higher than the benchmarks.
- Enrollment for the Delta College is lower than in the previous years, however the academic quality is higher than the benchmarks.

Dissemination/Discussion of Key Findings:

Key findings were disseminated at staff meetings, Delta College and Honors College liaison 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:

Despite more admission initiatives, the Honors and the Delta Colleges did not reach their optimal enrollment goals.

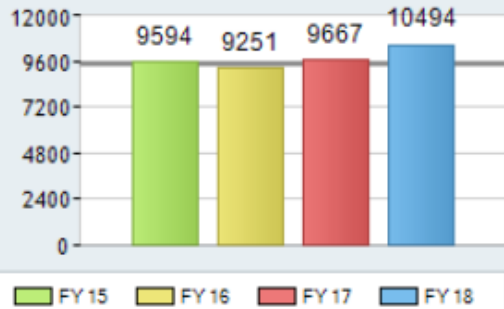
SECTION THREE: UNIT KEY PERFORMANCE INDICATORS

Key Performance Indicators and Benchmarks

Analysis

() Data as of Week 38 – June 5, 2018. Ongoing Data Collection until Census in September 2018. 3-year average data and benchmarks are based on census data and not point in time data.*

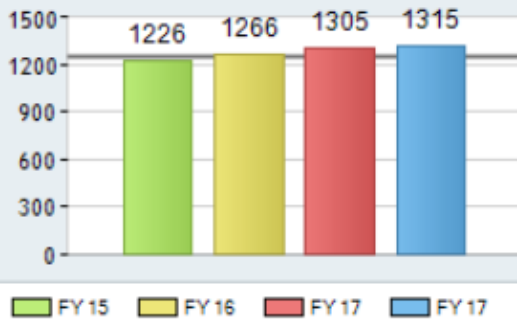
First Time Student Applicants



Total Number of First Time Student Applicants

The total number of first time student applications hit an all-time record with 10,494 applications. The high number of applications seems to stem from SUNY Central allowing students to waive application fees for up to six SUNY institutions on the SUNY Application in conjunction with the first full admissions cycle with the Excelsior Scholarship in effect.

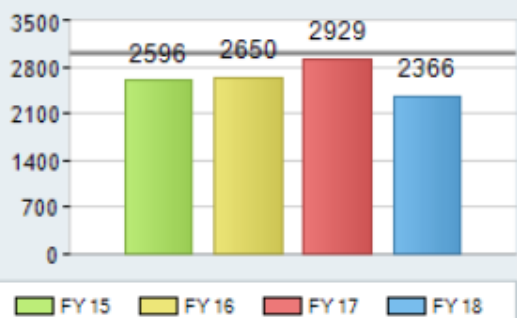
First Time Students Enrolled



Total Number of Deposited / Enrolled First Time Students

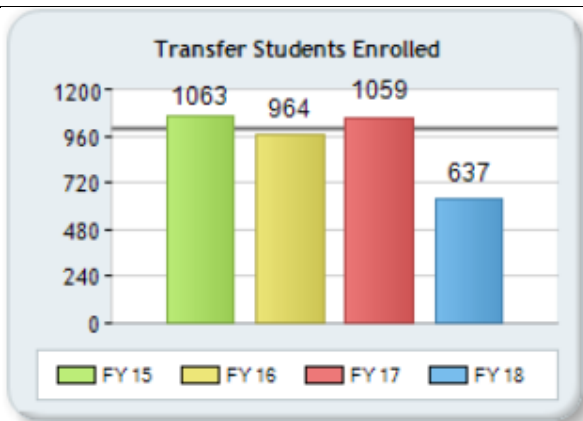
This year, Brockport experienced another record year of deposited/enrolled first time students with 1,315 FTE as of week 38. Similar to the rationale for the increase in applications, a spike in enrollment is likely due to the implementation of the Excelsior Scholarship. Excelsior has also lead to an increase in the commuting population.

Transfer Student Applicants



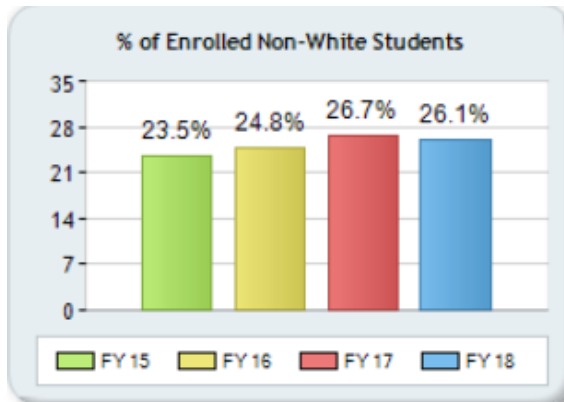
Total Number of Transfer Student Applicants

This year, Brockport's total number of Transfer Student applications tracked slightly ahead in applications (19 more than 2017 as of week 34) with 1,408 applications. It is important to note that SUNY released all applications regardless of application fee payment in April of 2017. The application release was not repeated this year.



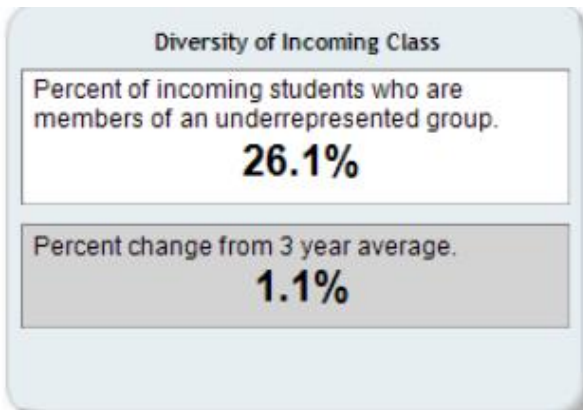
Total Number of Deposited/Enrolled Transfer Students

This year, the total number of deposited/enrolled transfer students tracked slightly ahead with seven more deposits as compared to 2017.



Percentage of Enrolled Students who Identify as a Member of a Historically Underrepresented Group.

The percentage of enrolled students decreased slightly by .6 of a percentage point as compared to 2017 however this year's incoming class is tracking 1.1% ahead of the three year average (25%).



SECTION FOUR: 2017-2018 POINTS OF PRIDE AND ACCOMPLISHMENTS

| Point of Pride/Accomplishment | College Mission and Priorities Alignment |
|--|---|
| Record number of first time student applicants (10,494) and enrolled students (1,315). Increased intentional selectivity via increasing lower bound admissions standards. Deposit yield has decreased 7.1 % versus 2017, however the number of overall deposits has increased 1.5% | To be a Great College at which to Learn |
| Dual Admit contracts updated between Brockport and Monroe Community College, Genesee Community College, Finger Lakes Community College, and Niagara County Community College. Initiated a collaboration with Academic Advisement, Transfer Year Experience, and top feeder institutions to update existing Dual Admit contracts between institutions to ensure transfer students enrolled in the program will be able to follow and obtain the 2+2 goal of finishing their degree within two years of transferring to Brockport. | To be a Great College at which to Learn To be a College engaged with its Community |
| Creation of Admissions Communication Matrix. Angela Wesley, Admissions Advisor, and David Loreto, Associate Director, developed an organized and detailed matrix to showcase our involved recruitment communication plans and to assist in the creation of future admissions communication plans. | To be a College engaged with its Community |
| 15% increase in attendance at Primary and Secondary Recruitment Events. Attendance at primary recruitment events increased by 12% and attendance at secondary recruitment events increased by 3%. | To be a Great College at which to Learn |
| Successful implementation of Custom Viewbook. Brockport is one of two SUNY institutions who have implemented a digital Custom Viewbook enabling a digitally savvy generation entering college to access information easily and saving the institution tens of thousands of dollars over print view books. | To be a Sustainable Institution for the 21 st Century |
| Creation of Early College High School partnership between the Greece Central School District, Monroe Community College, and the College at Brockport. Awarded a NYS grant to create an ECHS program charged to increase high school graduation and postsecondary degree completion rates. | To be a College engaged with its Community |
| Increase in the number of hosted on-campus visits and an Increase in the number of Peer Recruiters. 10 more groups (community based, high school, college, etc) hosted during the admissions cycle. This year the office hosted 49 Peer Recruiters who travelled back to their alma maters to discuss their Brockport experience. | To be a College engaged with its Community |
| Successfully transitioned and trained four 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 21 st Century |
| Increased participation and awareness in the greater Rochester community. Danielle Armentano, Admissions Advisor, represented Brockport as part of RCAN, the Rochester College Access Network, during monthly meetings and assisting at the annual RCAN hosted FAFSA Fests. | To be a College engaged with its Community |
| 14,396 calls completed and logged into Hobsons by the Telecenter. Teleambassadors continue to surpcalling thousands of students and influenced their college decision process. | To be a College engaged with its Community |
| Assistant Director Megan Sarkis and Admissions Advisor Garrett W. Roe received Achievement Awards from SUNYCAP. The Achievement Awards, awarded at the 2018 SUNY College Admissions Professionals annual conference recognized Sarkis's effective contributions to the high school and college counseling community and Roe's efforts to improve internal procedures by the creation of a professional admissions manual. | To be a Great College at which to Work |

SECTION FIVE: 2018-2019 UNIT STRATEGIC GOALS

| Strategic Goals | Divisional Goal Mapping | Strategic Plan Operational Objective(s) | Action Plan | Timeline |
|---|--------------------------------|--|---|--|
| Enroll 1240 FTE First Time students and 975 FTE Transfer students supporting the College in meeting or exceeding SUNY PIP and College enrollment goals. | 1 | 1.1, 1.7 | <ol style="list-style-type: none"> 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 digital Custom Viewbook platform while sending student information that they specifically request. 5. Award Extraordinary Scholarships to assist in yielding high achieving and students needing financial aid. | Ongoing until census date in September 2019. |
| Evaluate specific CAS Standards for Undergraduate Admissions Programs and Services (UAPS) with current office practices and create program review schedule. | 2 and 3 | 1.1 | <ol style="list-style-type: none"> 1. Create program review schedule for years 2 to 5. 2. Determine the members of the Self-Assessment Review Committee. 3. Organize information to be placed in the Self-Assessment Guide. 4. Evaluate individual "General Standards" by using the UAPS CAS Self-Assessment Guide at Staff Meetings for internal review information. 5. Administer the Self-Assessment Guide to Review Committee for full CAS review. 6. Organize Self-Assessment Guide findings into an Executive Summary and report highlights in Annual Report. | Completed by May 2019. |
| Implement the SUNY EOP Financial Information Form into the EOP admissions review process. | 1 and 5 | 1.7 | <ol style="list-style-type: none"> 1. Determine the software configuration, personnel time, and personnel needed to download information from EOP forms. 2. Discuss and determine internal workflow between Banner Steering, UG Admissions, EOP, and Financial Aid to review EOP applicants. 3. Create software apparatuses in Banner and in Hobsons Connect. 4. Update staff on information download workflow and new review procedures. | Completed by September 2018. |

| | | | | |
|--|---------|----------|---|-------------------------------|
| | | | | |
| Develop and implement an assessment plan for the newly updated office Student Learning Outcomes. | 2 | 1.1, 1.5 | <ol style="list-style-type: none"> 1. Determine current areas and measurements the office already uses to assess student learning for prospective students and student employees. 2. Brainstorm new assessments, using the SLOs, including type of assessments, timeframes, and data collection for prospective students and student employees. 3. Use updated SLOs to update current student learning practices. 4. Determine learning assessments, their timeframe, and data collection procedures for prospective students who interact with admissions professionals at events. 5. Determine learning assessments, their timeframe, and data collection procedures for Student Leaders, Student Ambassadors, Teleambassadors, and Office Assistants. 6. Develop a written plan for annual assessment. | Completed by August 27, 2018. |
| Enhance current Financial Aid model communications to provide consistent oversight and stewardship of resources. | 1 and 5 | 1.7 | <ol style="list-style-type: none"> 1. Determine areas of strength and areas of improvement in current Financial Aid communication model. 2. Determine strategic Financial Aid information that can be downloaded into Hobsons Connect. 3. Formulate a communications plan using strategic Financial Aid information. 4. Develop internal workflow between Financial Aid and Admissions regarding communication outreach. 5. Collect data on effectiveness of outreach. 6. Debrief and implement changes on a weekly and/or monthly basis. | Ongoing throughout 2018-2019. |
| Develop professional development opportunities for staff and student employees to increase individual and office awareness related to equity, diversity and inclusion. | 4 and 6 | 1.8, 4.2 | <ol style="list-style-type: none"> 1. Determine primary and secondary issues of E.D.I. pertaining to the functional areas of admissions, a healthy and inclusive office environment, and professional development of individual staff and students. 2. Develop flexible plans for yearlong E.D.I. professional development for staff and student employees. 3. Seek out division, campus, and off campus (if applicable) resources to deliver quality professional development. 4. Create an agenda item for office staff meetings to discuss and maintain the importance of E.D.I. issues. 5. Assess areas of strength and weakness to inform future professional development. | Ongoing throughout 2018-2019. |

SECTION SIX: 2018-2019 Assessment Plan

| Unit Annual Goal #1: | | |
|---|--|--|
| Enroll 1240 FTE Freshmen and 975 FTE Transfers to support the College's efforts to meet or exceed SUNY PIP and College enrollment goals. | | |
| Outcomes and Criteria: | Data Sources and Methods: | Resources Needed and Individual(s) Responsible: |
| <p>1. Maintain current academic quality in the Freshmen and Transfer admit and enrolled populations.</p> <p>2. Continue segmented marketing through digital and print mailings and creating a personalized communication plan utilizing the new digital Custom Viewbook platform while sending student information that they specifically request.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Expand in NYS markets by improving our downstate presence (Catskills, Mid-Hudson, NYC, and Long Island) to offset demographic declines in Western and Central NY.</p> | <p>- Weekly reports used to benchmark and project final pools.</p> <p>- Weekly reports measuring year over year (YOY) growth at all stages of the admissions funnel.</p> <p>- Prospect report</p> <p>- Applicant, accept and deposit reports</p> <p>- Feeder school reports</p> <p>- Number of visits to high schools, including multiple visits to top feeders.</p> <p>- Online Business Intelligence tool</p> <p>- Event reports include registration, attendance and yield.</p> <p>- Building a Better Brockport Strategic Plan.</p> <p>- SUNY Performance Indicator Plan.</p> <p>- Transition-Student Persistence Report</p> | <p>Extensive outreach will be required using all available mediums such as physical travel, correspondence, eRecruitment, event hosting, etc.</p> <p>This is an entire campus effort, spearheaded by the Office of Undergraduate Admissions.</p> |

Action Plan:

- Extending a college search for high yielding prospects using multiple vendors, prospect gathering, and collaboration with nearly all campus resources to engage students that fit Brockport's profile.
- Assessing the inquiry pool to determine freshman source effectiveness, assist with resource allocation and derive regional enrollment goals.
- Set admission criteria that adhere to the college's academic propensity and mission of student success.
- 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: Attainment of this goal is essential in achieving the College's four goals of Building a Better Brockport and remain a sustainable institution so it may continue to achieve its mission of providing access to a high quality public education.

| Unit Annual Goal #2: | | |
|---|---|--|
| Evaluate specific CAS Standards for Undergraduate Admissions Programs and Services (UAPS) with current office practices and create program review schedule. | | |
| Standards under review: | Data Sources and Methods: | Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal |
| 1. Mission 2. Program 3. Organization and Leadership 6. Law, Policy, and Governance 8. Internal/External Relations 12. Assessment | - Admissions staff - CAS Standards and Self-Assessment Guide - Office Mission and Unit Goals - Student Learning Outcome and Assessment Plan - Organization Charts - Annual Reports - Oracle Business Intelligence, Ellucian Banner, and Hobsons Connect tools - Event reports include registration, attendance and yield. - Building a Better Brockport Strategic Plan. - SUNY Performance Indicator Plan. - NACAC and AACRAO Standards | Extensive time will be required using all available mediums to collect data for the CAS review. This is an entire campus effort, spearheaded by the Office of Undergraduate Admissions. |

Action Plan:

- Meet frequently with CAS peer functional units who are conducting their concurrent CAS unit review for clarification and guidance on unit pre-assessment, assessment, and post-assessment procedures.
- Develop an action plan for collecting information for the unit Self-Assessment.
- Gather information and create the UAPS Self-Assessment by January 2019.
- Report weekly to office staff and EAT meetings of developments.
- Determine the members of the peer review team of who will be conducting the Self-Assessment.
- Administer the Self-Assessment during the spring 2019 semester.
- Gather and organize the findings of the Self-Assessment for the Executive Summary.

Goal Rationale:

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).