



Unit Final Report

Report includes:

- 2018-2019 Annual Goals
- 2018-2019 Assessment Plan
- Key Performance Indicators
- 2018-2019 Points of Pride
- 2019-2020 Annual Goals
- 2019-2020 Assessment Plan

Unit: The Arthur O. Eve Opportunity for Higher Education Program

Director: Gary Owens

EMSA Assessment Team: Lisa Jones and Daniel Kandris

UNIT OVERVIEW

Unit Mission

The Arthur O. Eve Educational Opportunity Program is committed to offering higher education opportunities to New York State high school graduates and GED holders who do not meet normally applied admission criteria, but have the potential for post-secondary academic success. New York State Legislative funds are provided to meet the cost of direct financial aid, supplemental tutoring and counseling, all designed to enhance student success.

Functional Goals and Division/College Mapping

| Unit Functional Goals | Division Goal Mapping | College Goal Mapping |
|---|-----------------------|----------------------|
| To provide financial aid, academic support, counseling in the areas of academic, personal and social development, and careers. | 1,2,6 | 1.1, 1.5, 2.7 |
| To develop and provide understanding to constituents of the college campus on the needs and culture of the students served by EOP | 1,2,6 | 1.8, 2.5, 2.4 |
| To develop and support student employees as well as staff about the expectations of the program through professional development | 1,2,6 | 4.1, 4.2, 4.3 |

SECTION ONE: 2018-2019 UNIT ANNUAL GOALS

| Unit Annual Goals | Outcome/Status |
|---|--|
| To increase the student/counselor contacts in EOP for the purpose of career counseling by 5% | Goal Met |
| To increase the recruitment of the number of students in EOP from the Rochester and Buffalo areas compared to that of 2017-2018 | Goal Partially Met/ Ongoing goal |
| To increase the percentage of the returns of the Academic Performance Progress Reports (APPR) faculty submit on the progress of EOP students in each class per academic year. | Not Achieved/Ongoing goal |
| To increase the number of EOP students utilizing individual and/or group tutoring during the 2018 – 2019 academic year | Not Achieved/similar result from last year/ongoing effort |
| To increase the number of EOP students enrolled in the Leadership Development Program (LDP) by 5% over the total of student enrolled in the 2017-2018 academic year. | Goal Met |



SECTION TWO: 2018-2019 Assessment Plan

| Unit Goal | | College Mission Alignment: |
|--|--|--|
| To increase the student/counselor contacts in EOP for the purpose of career counseling by 5% over the increase of contacts made in 2017-2018. | | To be a Great College at which to Learn |
| Outcomes and Criteria: | Data Sources and Methods: | Assessment Data: |
| It was determined by a review of the data collected from counselor's weekly reports on the contacts for each student assigned, to include the different purposes of each contact, indicated that the number of contacts for the purpose of career for 2017-18 was 2077 compared to the number of 2505 for 2018-19. | EOP Counselors submit weekly conference records for each meeting with assigned students, which indicates the areas reviewed in each counseling session. The information provided is tabulated each semester and provided the data needed to assess this unit goal. | Goal Met: For the Academic year 2017-2018 there were 2077 career contacts with students, in 2018-2019 there were 2576 career contacts. This indicates an increase in the amount of counselor/student contacts for the purpose of career counseling by 499, indicating a 24% increase in career contacts. |

CLOSING THE LOOP

Resources Used:

EOP counseling and administrative staff.

Key Findings:

The number of counseling contacts for the purpose of careers did exceed the 2017-2018 AY. The goal was met, as there was a 24% increase in counseling contacts. Counselors will continue to make career contacts a priority for the upcoming academic year.

Dissemination/Discussion of Key Findings:

Information regarding career counseling was provided and discussed with EOP staff both in groups as well as during individual supervision.

Summary Sentence for EMSA Briefing Book:

Efforts to increase the number of student/counselor contacts for career counseling were achieved by a 24% increase for the 2018-2019 AY.

SECTION TWO: 2018-2019 Assessment Plan

| Unit Goal | | College Mission Alignment |
|---|--|--|
| To increase the recruitment of the number of students from the Rochester and Buffalo areas by 10% compared to the number of students enrolled in the 2017-2018 academic year. | | To be a College Engaged with its Community |
| Outcomes and Criteria: | Data Sources and Methods: | Assessment Data: |
| <p>The purpose of this goal is to increase the number of students recruited from the Rochester and Buffalo areas into EOP.</p> <p>The number of students recruited increased from 24 to 25 from the 2017 cohort to that of the 2018 entering freshmen cohort.</p> | Compared actual number of recruited students from the Rochester and Buffalo area enrolled in the 2017 cohort to that of 2018 EOP entering freshman cohort. | <p>Goal Partially Met:</p> <p>The recruitment of the number of students from the Rochester and Buffalo areas from 2017 to 2018 went from 24 to 25 students indicating a similar outcome from the previous year's cohorts.</p> |

CLOSING THE LOOP

Resources Used:

EOP and Admissions staff. Utilized Admissions weekly reports and web banner data to measure and compare the 2017 entering freshmen recruits to 2018 recruitment from the targeted areas.

Key Findings:

The utilization of previous years practice in recruiting of students from Rochester and Buffalo areas allowed us to remain steady in admissions efforts.

Dissemination/Discussion of Key Findings:

This information will be shared with those members of the admissions staff as well as appropriate academic offices who work directly with student applicants.

Summary Sentence for EMSA Briefing Book:

Although EOP has remained consistent within the last year with recruitment of students from the Rochester and Buffalo areas, EOP in coordination with Admissions staff will continue its efforts to recruit and increase the admissions of students on EOP from these areas.

SECTION TWO: 2018-2019 Assessment Plan

| Unit Goal | | College Mission Alignment |
|--|---|--|
| To increase the percentage of returns of the Academic Performance Progress Reports (APPR) faculty submit on the academic progress of EOP students each semester by 10% over the number of returns from each semester in the 2017--2018 year. | | To be a Great College at which to Learn |
| Outcomes and Criteria: | Data Sources and Methods: | Assessment Data: |
| Staff hand delivered APPR forms to each department three weeks prior to midterm exams. Staff tracked the responses and followed up with faculty who did not return forms. Electronic forms were sent to those who still had not responded and phone calls were made. | APPR form will be distributed to each academic department with student's names 3 weeks after the semester has started. The number of submissions will be monitored through weekly reports and compared to the reports from the 2016-2017 academic year for a measure of progress for each semester. | Goal Not Met: In fall of 2017, 1540 APPR forms were sent out with a return of 1197 indicating a 77% return rate. In spring of 2018, 1380 APPR forms were sent out with a return of 1035 indicating a 75%% return rate. In fall of 2018, 1515 APPR forms were sent out with a return of 1380 indicating a 78.94% return rate. In spring of 2019 1488 APPR forms were sent out with a return of 1060 indicating a return rate of 71.24%. Though outcome was not met the percentage of APPR forms returned from 2017-2018 compared to 2018-2019 remained steady . The results may be attributed to fewer students enrolled in the program for AY 18/19 therefore fewer APPR forms going out. |

CLOSING THE LOOP

Resources Used:

EOP staff. Reports from academic year 2017-2018 submissions were used as a comparative measure of APPR departmental submissions for the 2018-2019 academic year.

Key Findings: For the academic year 2017-2018 there was a 76% return rate for APPR forms. For the academic year 2018-2019 there was a return rate of 75.09% for APPR forms. There was no significant difference in the rate of return for these years.

Dissemination/Discussion of Key Findings: This information will be shared with the appropriate administrative offices. EOP will develop a plan to help increase the percentage of forms returned per semester. These for help guide counselors and students with proper academic intervention.

Summary Sentence for EMSA Briefing Book:

EOP will continue its efforts to achieve higher return rates on the APPR forms.

SECTION TWO: 2018-2019 Assessment Plan

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| | | |
| To increase the number of EOP students utilizing individual and/or group tutoring during the 2018 – 2019 academic year by 10% over that of the total number in each semester from the 2017-2018 academic year. | | To be a Great College at which to Learn |
| | | |
| EOP counselors in coordination with Academic Coordinator will review, identify and assign students to tutors in the requested content area. The goal is to improve grade achievement in the course(s) for each identified student. And to increase the number of students utilizing tutors. | <p>EOP Counselor will initiate the process of requesting a tutor and the Academic Coordinator will assign the appropriate tutor for the class(s) requested. The Academic Coordinator will monitor the number of students receiving tutoring and total number of classes tutoring has been assigned.</p> <p>The number of student receiving tutoring for 2017-18 and 2018-19 will be compared and measured.</p> | <p>Goal Not Met:</p> <p>The total number of students receiving tutoring in 2018-2019 academic year was compared to that of 2017-2018 academic year. The total number of students receiving tutoring for 2017-2018 academic year was 191, for 2018-2019 there were 160. This is 31 less students utilizing tutoring.</p> |

CLOSING THE LOOP

Resources Used: EOP Counselor will initiate the process of requesting a tutor and the Academic Coordinator will assign the appropriate tutor for the class requested.

Key Findings: The total number of students receiving tutoring for 2017-18 academic year was 191 and in 2018-2019, academic year was 160. This is 31 students less than the previous year.

Dissemination/Discussion of Key Findings: Fewer students applied for tutoring. Counselors should be more proactive in referring students to tutoring.

Summary Sentence for EMSA Briefing Book: The total number of students receiving tutoring for 2017-18 academic year was 191 and in 2017-2018 academic year was 160. This is 31 students less than the previous year. The decrease is attributed to students not utilizing tutoring and losing tutors to the Academic Center and Academic Coordinator unable to find tutors for many upper division majors' courses.

SECTION TWO: 2018-2019 Assessment Plan

| Unit Goal | College Mission Alignment |
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|--|--|---|
| To increase the number of EOP students enrolled in the Leadership Development Program (LDP) by 5% over the total of student enrolled in the 2017-2018 academic year. | | To be a Great College at which to Learn |
| To increase the overall number of students who are enrolled in the Leadership Development Program during the 2018-2019. | Data was provided by the LDP administration and provided to EOP Assistant director for a comparison of students during the 2017-2018 academic year to that of 2018 – 2019. | Goal Met: For the Academic year 2017-2018, 25 students were enrolled in the LDP. For the Academic year 2018-2019, 43 students were enrolled in the LDP. This indicates an increase in the number of EOP students enrolled in the LDP from 2017-18 to 2019-20 by 18. The outcome exceeded the goal for the 2018-2019 academic year by 31%. |

CLOSING THE LOOP

Resources Used: EOP staff gained information from the Leadership Development Program (LDP) administrative staff to measure the number of EOP students who were enrolled in the LDP in 2017-2018 and 2018-2019.

Key Findings: For the Academic year 2017-2018 there were 25 EOP students enrolled in the LDP. For the academic year, 2018-2019 there were 43 students enrolled in the LDP. This indicates an increase in the number of EOP students enrolled in the LDP by 18, indicating a 41% increase in student enrollment.

Dissemination/Discussion of Key Findings: We found there was an increase in the number of EOP students enrolled in the LDP. EOP counselors will continue towards ensuring all EOP students become a part of LDP.

Summary Sentence for EMSA Briefing Book: The total number of EOP students enrolled in the LDP increased by 18, a 41% increase from 2017-2018 to 2018-2019.

SECTION TWO: 2018-2019 Assessment Plan

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| Unit Goal | College Mission Alignment: |
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|---|--|---|
| To increase the recruitment and admission of underrepresented males in the 2018 entering freshman cohort for EOP | | To be a College Engaged with its Community |
| Outcomes and Criteria: | Data Sources and Methods: | Assessment Data: |
| There was an increase of 9 underrepresented males in the 2018 cohort compared to that of the 2017 cohort, which indicated 7% increase in the recruitment of underrepresented male students. | Compared actual numbers of those underrepresented males admitted in 2017 cohort to those admitted in 2018 cohort | Goal Met: There were 27 males enrolled in the fall of 2017 cohort and 36 admitted in 2018 cohort, which produced a 7% increase in underrepresented male enrollment. |

CLOSING THE LOOP

Resources Used:

Human resources to include the staff of both the EOP and Admissions Offices assigned to recruit and enroll EOP students with a focus on the targeted group.

Key Findings:

In general we found that with the use of our developed contacts both in the school systems and local communities and groups in the Rochester, Buffalo areas we could generate an increase in the applications of the target groups. This along with engaging these groups by representatives of the College, EOP, and Admissions staff also has proven to yield more students. Several years ago we began a project, particularly in the Rochester area, of making presentations on and off campus to many groups of students, concentrating on 7th grade and higher but also addressing 6th graders about college in efforts to boost college as a reality. EOP and Admissions will continue to work together to identify strategies to increase the success of recruitment with this particular population.

Dissemination/Discussion of Key Findings:

Information is shared with various entities of the college to include faculty groups, Enrollment Management and Student Affairs and the Office of Opportunity Programs •

Summary Sentence for EMSA Briefing Book:

The recruitment of underrepresented males increased in the 2018 entering freshman cohort by 9 students in comparison to the 2017 entering freshman cohort • We believe with greater/stronger partnerships between the EOP staff and the admission staff we can continue to achieve this goal.

CAS Part 7 Summary of Findings: Diversity, Equity and Access

Overall, average **(2) meets**

Areas Requiring Follow-Up:

- Mission statement – mission statement needs to change to reflect diversity, equity, and access directly.
- Diversity training – staff should attend more diversity training offered around campus and around the community. Staff should also utilized the information gained in the training in creating a diverse and equitable community.

Action Items:

- Change mission statement – mission statement suggestions during staff meeting. Staff will come up with a new mission statement to reflect diversity, inclusion and access that will include these words in the mission.
- Staff to attend diversity trainings/workshops. Staff will identity and attend workshops as announced throughout the AY.

Achievements:

- Lisa Jones was awarded the Diversity, Equity, and Inclusion Award. Gary Owens was presented with a legends award at the EOP 50th Honors Banquet held at Buffalo State College in honor of his longevity working for and supporting Higher Education Opportunity Programs.
- Support groups that reach out to various student populations/nursing/athletic/women's.
- EOP host cultural events that ensures representation from all ethnic backgrounds.



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 | | | | | Year to Assess (not in order) |
|--|---------------------------------|---|---|---|---|--|
| | 1 | 2 | 3 | 4 | 5 | |
| 1. EOP-Financial Aid Counseling: EOP students will participate in financial aid counseling by understanding student account bills, various college funding streams, loan repayment process, and graduate financial aid opportunities. | x | | | x | | 2020-21 Can look at developing new goal, pre and post test assessment |
| 2. GEP 120: Students who engage in GEP 120 first year experience course learn about college engagement, career services, and self-awareness/identity through various assignments, discussions and activities. | x | | x | x | x | 2018-19 aligns with our new LDP goal and college engagement |
| 3. Peer Tutoring: Students who are involved in peer tutoring will obtain an increased understanding of subject matter. | x | x | | x | | 2020-21 aligns with Ind'l/grp tutoring departmental goal |
| 4. STEEPS: Students who engage in STEEPS program will develop an academic success plan including how to improve overall GPA, identify study skills, and demonstrate knowledge of college policies regarding probation and academic dismissal. | x | x | x | x | | 2019-20 aligns with APPR departmental goal |

SECTION FOUR: STUDENT LEARNING OUTCOMES

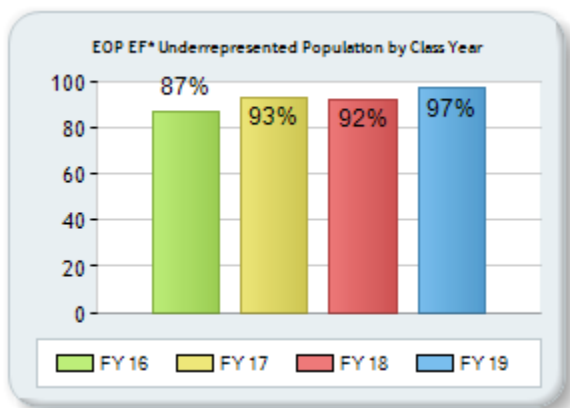
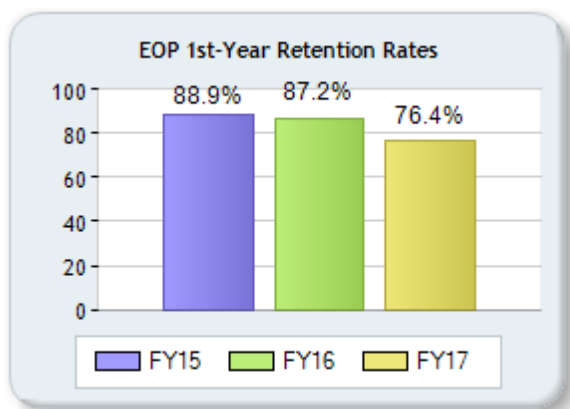
| Departmental Learning Outcome Measured in 2018-2019: | | |
|--|---|---|
| GEP 120: Students who engage in GEP 120 first year experience course learn about college engagement, career services, and self-awareness/identity through various assignments, discussions and activities. | | |
| Strategies/Programs | Assessment Tools/Data Sources | Results |
| <p>Strategies/Programs</p> <p>Program</p> <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Examine and assess their academic/personal values, interests, abilities and limitations. 2. Implement effective decision-making processes and accept decision-making responsibilities. 3. Evaluate the goals of their college education as they relate to the policies and procedures within the College at Brockport and the Educational Opportunity Program 4. Navigate library, online resources and other campus tools to utilize for academics. 5. Utilize various methods available to assist with academic and career planning. 6. Describe and understand the way in which career planning impacts upon their college curriculum and life planning. 7. Utilize cognitive skills and interpersonal concepts to facilitate success in their personal life, career choice, and academic programs: written/oral communication skills; reading/study skills; time management; cultural awareness; academic responsibility; self-discipline; leadership and motivation. <p>Strategies</p> <p><i>Strategies that will be used:</i></p> | <ol style="list-style-type: none"> 1. Attendance Record 2. Course Evaluations 3. Course Grades 4. Grades on Assignments 5. Journal Entries completed | <p>After reviewing pre-determined assessment tools, we have opted to evaluate this learning outcome based on attendance record and course grades, as these are measurable forms of assessment.</p> <p>The freshmen cohort consisted of 89 students required to take GEP 120. The course begins in the EOP pre-freshmen summer program.</p> <p>All 89 students took and passed the final exam that assesses college knowledge and processes that coincide with college experience such as, financial aid, registration, and student rights and responsibilities.</p> <p>After reviewing attendance records, out of the 89 students, 19 students had multiple absences.</p> <p>65 out of 89 students received a grade of C or better for the course, which is 73%.</p> <p>100% of journals were completed</p> <p>All students completed a career presentation, which included a job application and resume.</p> |

| | | |
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| <ol style="list-style-type: none"> 1. Students will submit personal journal entries focusing on their reactions, feelings, and thoughts about their daily life in college. Journal entries of this nature involve recording what goes on around and within them. They are required to write at least two entries each week. They will be collected four times during the semester. 2. Student will complete research assignment. 3. Student will complete an autobiography assignment 4. Student will complete career investigation project. 5. Student will attend Freshman Reading events. All students are required to attend at least two presentations from the summer reading series. They will present a paper assessing their experience. 6. Students will complete Midterm Progress Assessment 7. Student will complete job application and resume. | | |
| <p>Summary of Findings and Next Steps: We found that beginning GEP 120 in the summer helped students remember and engage in the course during the fall. Going forth EOP will continue to utilize the GEP120 course for incoming freshmen.</p> | | |

SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS

| Key Performance Indicators and Benchmarks | Analysis | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------|------------|------|-----|------|-----|------|----|------|-----|-------------|------------|------|-----|------|-----|------|-----|------|-----|-------------|-------|------|----|------|----|------|----|------|----|--|
| <div data-bbox="126 317 716 730"> <p>EOP Career Counseling Contacts</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>FY16</td> <td>18%</td> </tr> <tr> <td>FY17</td> <td>12%</td> </tr> <tr> <td>FY18</td> <td>0%</td> </tr> <tr> <td>FY19</td> <td>24%</td> </tr> </tbody> </table> </div> <div data-bbox="142 758 711 1171"> <p>EOP EF* Underrepresented Male Population by Class Year</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>FY16</td> <td>24%</td> </tr> <tr> <td>FY17</td> <td>35%</td> </tr> <tr> <td>FY18</td> <td>34%</td> </tr> <tr> <td>FY19</td> <td>41%</td> </tr> </tbody> </table> </div> <div data-bbox="159 1205 727 1619"> <p>EOP Graduates</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>FY16</td> <td>66</td> </tr> <tr> <td>FY17</td> <td>53</td> </tr> <tr> <td>FY18</td> <td>74</td> </tr> <tr> <td>FY19</td> <td>40</td> </tr> </tbody> </table> </div> | Fiscal Year | Percentage | FY16 | 18% | FY17 | 12% | FY18 | 0% | FY19 | 24% | Fiscal Year | Percentage | FY16 | 24% | FY17 | 35% | FY18 | 34% | FY19 | 41% | Fiscal Year | Count | FY16 | 66 | FY17 | 53 | FY18 | 74 | FY19 | 40 | <p>By increasing the number of counselor-student contacts for the purpose of careers, students have been able to determine career paths earlier. In 2018-2019 we experienced an increase of 428 career contacts totaling 2505 in comparison with 2017-2018 where there were 2077, resulting in a 20% increase.</p> <p>During the 2018-19 academic year we saw an increase in the number of underrepresented males recruited. We will continue to recruit students from the designated groups, which is considered a part of the mission of EOP in NYS. We also hope to increase the number of graduates from this population of students.</p> <p>Graduates declined in 2018-2019. This can be attributed to students utilizing their 5 years of eligibility to earn their degree as well as a slight decline in overall retention as discussed in this report. Though the graduation rate decreased, EOP still maintains a comparable graduation rate when analyzed with college data. Summer graduates will be added upon completion of degree in August.</p> |
| Fiscal Year | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FY16 | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FY17 | 12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FY18 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FY19 | 24% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fiscal Year | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FY16 | 24% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FY17 | 35% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FY18 | 34% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FY19 | 41% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fiscal Year | Count | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FY16 | 66 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FY17 | 53 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FY18 | 74 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FY19 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS




We recognize that there are specific areas that impact retention and graduation rate that EOP must be assisted by the institution such as enrollment in certain academic programs i.e. Many majors are limited, due to course offerings and acceptance rates creating a high level of transfers. We will continue to work with the college community in improving the first year retention rate. Through improved recruitment strategies and strong partnership with academic programs we will continue to improve the retention rate. The cohort data reflects the percentage of students that returned in the following fall.



During the 2018-2019 academic year we saw an increase in the number of underrepresented students enrolled, than the 2017-2018 academic year. We will continue to recruit students from the designated groups, which is considered a part of the mission of EOP in NYS. We hope to also increase the number of graduations also from this group of students.



SECTION SIX: 2018-2019 POINTS OF PRIDE AND ACCOMPLISHMENTS

| Point of Pride/Accomplishment | College Mission and Priorities Alignment |
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| <p>Spring 2019 graduate, Renee Myree received the following awards: CEANY Student of the Year for Western New York, New York State CEANY Student of the Year, and the EOP Adult Scholar Award</p>  | <p>Goal 1: To be a Great College at which to Learn</p> |
| <p>Lisa Jones received the Diversity Equity and Inclusion Award Gary Owens received the Legends award at the EOP 50th Anniversary Celebration held at Buffalo State College.</p> | <p>Goal 2. To be a College engaged with its community!</p> |
| <p>Six EOP students participated in rebuilding homes as part of Governor Cuomo's initiative SUNY stands with Puerto Rico.</p> | <p>Goal 2. To be a College engaged with its Community!</p> |
| <p>2019 Chi Alpha Epsilon (XAE) Honor Society, Epsilon Rho Chapter, inducted 12 students</p>  | <p>Goal 1: To be a Great College at which to Learn</p> |
| <p>As of this summer, 1687 EOP students will have graduated from the College at Brockport</p> | <p>Goal 1: To be a Great College at which to Learn</p> |
| <p>Six EOP students presented at Scholars Day, at Brockport College.</p> | <p>Goal 1: To be a Great College at which to Learn</p> |

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| <p>Arthur O. Eve Educational Opportunity Program celebrated its' 50th Anniversary</p> | <p>Goal 1: To be a Great College at which to Learn</p> |
| <p>Lambda Sigma Epsilon Brockport Chapter was started by a group of EOP students</p>  | <p>Goal 1: To be a Great College at which to Learn Goal 2. To be a College engaged with its community!</p> |
| <p>Homecoming float winners 2018</p>  | <p>Goal 2. To be a College engaged with its community</p> |

SECTION SEVEN: 2019-2020 UNIT STRATEGIC GOALS

| Strategic Goals | Divisional Goal Mapping | Strategic Plan Operational Objective(s)* | Action Plan | Timeline |
|--|-------------------------|--|--|-----------------------------|
| EOP will promote High Impact Practices to include LDP and Study Abroad by increasing EOP student participation in the LDP and Study Abroad by 10% for the academic year 2019-2020. We believe by achieving the goal there will be a positive impact on the reduction of conduct incidences and an increase in retention. | 2, 6 | 1.1, 1.8, 2.1 | EOP counselors will review the benefits and components of the LDP and Study Abroad and encourage students to enroll in the programs as an EOP expectation. As a program, we will have routine presentations by both departments. We will review scholarship opportunities available for participation in each of the programs. | June 1, 2020. |
| To increase the recruitment of the number of students enrolled in EOP from the Rochester and Buffalo areas compared to that of 2018 – 2019. | 1,2 | 1.8, 2.1 | Compare actual number of those students enrolled in the 2019 cohort to that of 2018 EOP entering freshman cohort | July 1, 2020. |
| To increase the student/counselor contacts in EOP for the purpose of career counseling by 5% | 2, 3, 6 | 1.1, 1.5 | EOP Counselors submit weekly conference records for each meeting with assigned students, which indicates the areas reviewed in each counseling session. The data is tabulated each semester to assess the unit goal. | Completion by June 1, 2020. |



SECTION EIGHT: 2019-2020 Assessment Plan

| Unit Annual Goal: | | |
|--|--|--|
| To increase EOP student participation in The Leadership Development Program (LDP) and Study Abroad by 10% for the Academic Year. | | |
| Outcomes and Criteria: | Data Sources and Methods: | Resources Needed and Individual(s) Responsible: |
| Student retention, campus engagement, HIP's and positive impact on the reduction of conduct incidences | Assessment information from the LDP administrative staff regarding number of EOP students enrolled in the LDP. Information from the Office of International Education for number of EOP students enrolled in Study Abroad. | LDP Administrative staff Office of International Education EOP staff |

Action Plan:

EOP counselors will review the benefits and components of the LDP and Study Abroad and encourage students to enroll in the programs as an EOP expectation. As a program, we will have routine presentations by both departments. We will review scholarship opportunities available for participation in each of the programs. This will be a continuing effort throughout fall and spring semesters.

Goal Rationale:

The rationale for this goal is that the more students engage on campus and are involved in High Impact Practices, the more they are apt to continue at the institution. Research shows that student engagement facilitates retention. Involvement in the LDP program and Study Abroad also makes Brockport a great place to learn, one of the college's strategic goals.



SECTION EIGHT: 2019-2020 Assessment Plan

| Unit Annual Goal: | | |
|---|--|--|
| To increase the recruitment of the number of students enrolled in EOP from the Rochester and Buffalo areas compared to that of 2018 -2019 | | |
| Outcomes and Criteria: | Data Sources and Methods: | Resources Needed and Individual(s) Responsible: |
| Student retention and campus engagement, community involvement, | EOP data on number of students enrolled in the program from the Rochester and Buffalo Areas. | Admissions Staff EOP data EOP Staff |

Action Plan:

The EOP staff will work closely with the Admissions Office to increase the number of students recruited from the Rochester and Buffalo area. EOP staff will travel with admissions to various high schools for the purpose of recruitment. This is an ongoing effort that will begin in summer and continue through the end of the spring semester.

Goal Rationale:

The rationale for this goal is students that enroll in the college from closer surrounding areas will remain at the institution this goal supports retention.

SECTION EIGHT: 2019-2020 Assessment Plan

| Unit Annual Goal: | | |
|---|--|--|
| To increase the student/counselor contacts in EOP for the purpose of career counseling by 5% | | |
| Outcomes and Criteria: | Data Sources and Methods: | Resources Needed and Individual(s) Responsible: |
| Increase the number of student career contacts, student career readiness skills campus engagement, student retention, | EOP Counselors EOP Counselors submit weekly conference records for each meeting with assigned students, which indicates the areas reviewed in each counseling session. The information provided will be tabulated each semester and provided the data needed to assess this unit goal. | EOP Counselors EOP Staff |

Action Plan:

EOP Counselors will continue to meet with students and discuss career plans and set goals with each student. Counselors will also submit weekly conference records for each meeting with assigned students, which indicates the areas reviewed in each counseling session. Career counseling will be the focus of this goal and is an ongoing goal for the department. Data from counseling records will be tabulated each semester to assess the unit goal.

Goal Rationale:

The rationale for this continued goal is to increase the number of student/counselor contacts with a focus on career services in efforts to reduce the number of undeclared majors and increase career readiness skills.

