



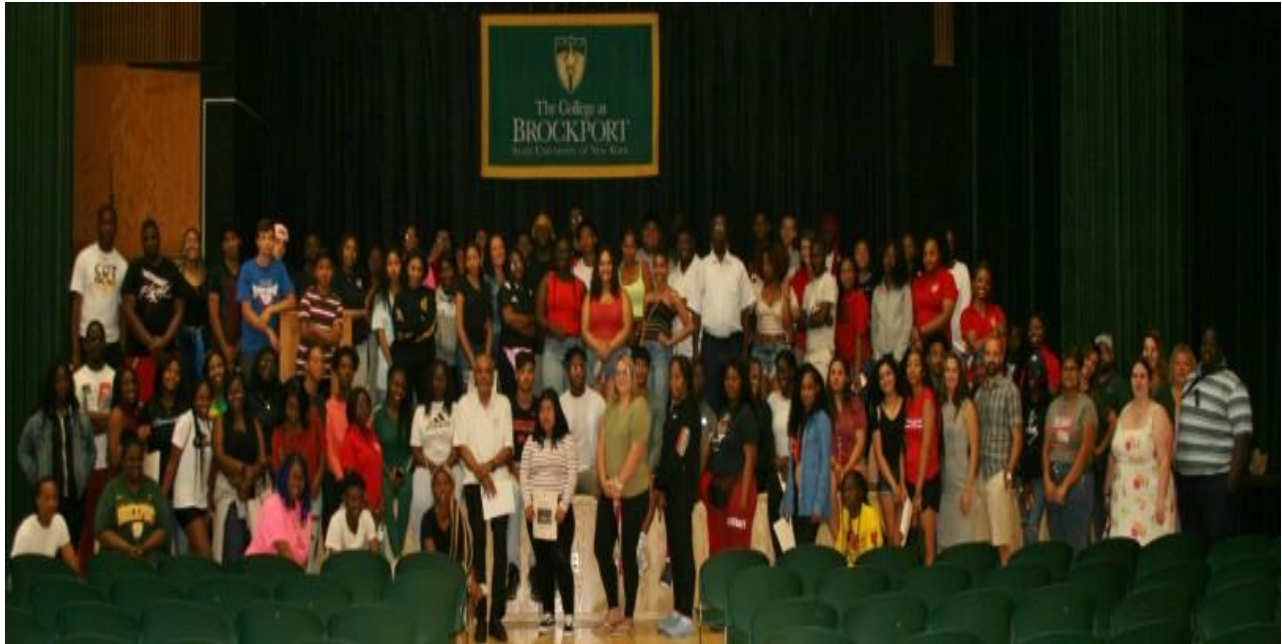
Unit End of Year Report	
Report includes: <ul style="list-style-type: none"> • 2019-2020 Annual Goals • 2019-2020 Assessment Plan • Key Performance Indicators • 2019-2020 Points of Pride • 2020-2021 Annual Goals • 2010-2021 Assessment Plan 	Unit: The Arthur O. Eve Opportunity for Higher Education Program Director: Gary Owens
UNIT OVERVIEW	
Unit Mission: The Author 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, 1.7 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	1.1, 1.7, 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: 2019-2020 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 Not Met
To increase the recruitment of the number of students in EOP from the Rochester and Buffalo areas compared to that of 2018-2019	Goal Not Met
To increase the percentage of the returns of the Academic Performance Progress Reports (APPR)	Goal Met
To increase the number of EOP students utilizing individual and/or group tutoring during the 2019 – 2020 academic year	Goal Not Met
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: 2019-2020 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 2018-2019.	To be a Great College at which to Learn

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Counselor Weekly report data, including student contacts Type of student contacts by counselor	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 Not Met Counselor contact forms are assessed for the number of career contacts with students. For the Academic year 2018-2019 there were 2505 career contacts with students, in 2019-2020 there were 2282 career contacts. This indicates a decrease in the amount of counselor/student contacts for the purpose of career counseling by 223, indicating an 8.9% decrease in career contacts. Due to the Covid crisis and 100% online instruction, students were not allowed on campus, the number of contacts decreased.

CLOSING THE LOOP

Resources Used:

EOP counseling contact records and administrative staff.

Key Findings:

The number of counseling contacts for the purpose of careers was less in 2019-2020 than 2018-2019. The goal was not met due to Covid-19 impact. Numbers indicate EOP was on track to meet this goal had campus not shut down for the last 6 weeks of the semester. 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 were not achieved and there was an 8.9% decrease for the 2019-2020.

SECTION TWO: 2019-2020 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 2018-2019 academic year.		To be a College Engaged with its Community
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Number of students recruited from the Rochester and Buffalo areas into EOP	Enrollment data from admission, by region, compared over the past two years	Goal Not Met The recruitment of the number of students from the Rochester and Buffalo areas from 2018 to 2019 decreased from 25 to 23 students did indicate a similar outcome from the previous year's outcome.

CLOSING THE LOOP

Resources Used:

EOP and Admissions staff were the primary sources used. EOP utilized Admissions weekly reports and web banner data to measure and compare the 2018 entering freshmen recruits to 2019 recruitment from the targeted areas.

Key Findings:

The goal was not met this year but we will continue to utilize previous year's practices working in conjunction with the admission office in our effort to recruit students from Rochester, Buffalo and other local areas and increase the number of students admitted from these areas. Increasing the number of students from closer local areas can have an impact on retention and graduation.

Dissemination/Discussion of Key Findings:

This information will be shared with those members of the admissions office staff as well as other partners who work directly in the admissions recruitment process.

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: 2019-2020 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 2018--2019 year.	To be a Great College at which to Learn

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Increase of APPR forms returned.	<p>APPR forms will be distributed to each academic department faculty member with student's names after the third week of the semester. The number of submissions will be monitored through weekly reports and compared to the reports from the 2018-2019 academic year for a measure of progress for each semester.</p> <p>Department faculty were also afforded the opportunity to submit them electronically. Staff tracked the responses and followed up with faculty who did not return forms. Electronic forms were provided to those faculty who requested them.</p>	<p>Goal Met</p> <ul style="list-style-type: none">• 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%.• In the fall of 2019, 1476 were distributed, and 1176 were returned with a 79.67% return rate.• In the spring 2020 semester, 1379 forms were distributed and 972 APPR forms were returned with a 70.49% return rate.

CLOSING THE LOOP

Resources Used:

EOP staff. Reports from academic year 2018-2019 submissions were used as a comparative measure of APPR departmental submissions for the 2019-2020 academic year.

Key Findings:

For the academic year 2018-2019 there was a 75.09% return rate for APPR forms. For the academic year 2019-2020 there was a return rate of 75.23% for APPR forms. This was an increase from previous years. APPR numbers are

important because this is one of the resources for counselor/professor communication concerning student's academics. Students that feel they have proper academic support tend to remain on campus.

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 forms help guide counselors and students with proper academic intervention.

Summary Sentence for EMSA Briefing Book:

EOP saw an increase of returned APPR forms in the 2019-2020 academic year. EOP staff will continue its efforts to achieve higher return rates on the APPR forms.



SECTION TWO: 2019-2020 Assessment Plan

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
To increase the number of EOP students utilizing individual and/or group tutoring during the 2019 – 2020 academic year by 10% over that of the total number in each semester from the 2018-2019 academic year.	To be a Great College at which to Learn

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Increase the number of EOP students utilizing individual and/or group tutoring during the 2019-2020 academic year	EOP Counselor will initiate the process of requesting a tutor and the Academic Coordinator will assign the appropriate tutor for the course(s) requested. The Academic Coordinator monitors the number of students receiving tutoring and total number of courses tutoring has been assigned. The number of student receiving tutoring for 2018-19 and 2019-20 will be compared and measured.	Goal Not Met The total number of students receiving tutoring in 2019-2020 academic year was compared to that of 2018-2019 academic year. The total number of students receiving tutoring during 2018-2019 academic year was 160; during 2019-2020 was 139. This is 21 less student utilizing tutoring, a 13% decrease in students utilization of tutors. Due to Covid-19 and tutoring session being online, student tutor request and sessions decreased.

CLOSING THE LOOP

Resources Used: EOP Counselor initiate tutoring; Academic Coordinator assigns tutoring for the class requested.

Key Findings: The total number of students receiving tutoring for 2018-19 academic year was 160 and in 2019-2020, academic year the number was 139. There were 21 students less receiving tutoring less than the previous year.

The total number of students receiving tutoring for 2018-19 academic year was 160 and in 2019-2020, academic year the number was 139. This is 21 students less than during the previous year. The decrease is attributed to students not utilizing tutoring, and the program unable to identify and hire tutors for some upper division majors' courses.

Covid-19 and switching to 100% online instruction became a hindrance to increasing tutoring numbers this spring 2020. Students expressed being afraid of online tutoring, timing of switch too quick, some tutors quit because they did not feel comfortable tutoring online. After midterm, there was not a normal influx of tutor request as a result of the viruses and causing the college to become totally online which had a negative impact on the programs ability to increase the number of students utilizing tutoring during the spring 2020 semester.

Therefore, officially this goal was not met. It is important to note that the EOP counselors did a great deal of tutoring and assisting students with their academic courses work virtually.

Dissemination/Discussion of Key Findings: Discussions among EOP staff with counselors to increase the number of students receiving tutoring. We will continue to work with faculty and departments regarding hiring of tutors for academic courses.

Summary Sentence for EMSA Briefing Book: EOP continues to strive for ways to best support students' academic needs and will continue to utilize tutoring in all formats to meet the growing needs of our student population.

SECTION TWO: 2019-2020 Assessment Plan

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
To increase the number of EOP students enrolled in the Leadership Development Program (LDP) by 5% over the total of students enrolled in the 2018-2019 academic year.	To be a Great College at which to Learn

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
To increase the overall number of students who are enrolled in the Leadership Development Program during the 2019-2020 academic year	Data was provided by the LDP administration and provided to EOP department for a comparison of students during the 2018-2019 academic year to that of 2019 – 2020.	Goal Met For the Academic year 2018-2019, 43 students were enrolled in the LDP. For the Academic year 2019-2020, 48 students were enrolled in the LDP. This indicates an increase in the number of EOP students enrolled in the LDP from 2018-19 to 2019-20 by 5. This resulted in an increase of 11%, which exceeds the goal by 6%.

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 2018-2019 and 2019-2020.

Key Findings: For the Academic year 2018-2019 there were 43 EOP students enrolled in the LDP. For the academic year, 2019-2020 there were 48 students enrolled in the LDP. This indicates an increase in the number of EOP students enrolled in the LDP by 5, indicating an 11% 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 5 students or 11% increase from 2018-2019 to 2019-2020.

SECTION TWO: 2019-2020 Assessment Plan

Unit Goal		College Mission Alignment: how does this goal support the College's Mission?
To increase the number of EOP students participating in Study Abroad by 5 students per academic year.		To be a Great College at which to Learn
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data: summarize the assessment
15 students participated in Study Abroad programs in 2018- 2019, in comparison with 3 students in 2019-2020.	Data was provided by the Study Abroad program and provided to EOP staff for a comparison of students during the 2018-2019 academic year to that of 2019 – 2020.	Goal Not Met 15 students participated in a Study Abroad program in 2018-19. 3 participated in a Study Abroad program in the 2019-2020 AY, which is 12 less than the previous year.

CLOSING THE LOOP

Resources Used: EOP staff gained information from Study Abroad to measure the number of EOP students who participated in a Study Abroad program in 2018-2019 and 2019-2020.

Key Findings: For the Academic year 2018-2019 there were 15 EOP students enrolled in Study Abroad programs. For the academic year, 2019-2020 there were 3 students participating in Study Abroad programs. This indicates a decrease of 12 in the number of EOP students that participated in Study Abroad programs between 2018-19 and 2019-2020.

Dissemination/Discussion of Key Findings: We found that there was a decrease in the number of EOP students that participated in Study Abroad programs. EOP counselors will continue to encourage students to participate in Study Abroad programs.

Summary Sentence for EMSA Briefing Book: The total number of EOP students participating in Study Abroad programs decreased by 12 students in 2019-2020.

SECTION THREE, CAS REVIEW

Unit Goal	College Mission Alignment:
Complete CAS Review Phase 1 to include required standards and development of appropriate action plan to improve department services and programs as well as address gaps as appropriate.	To be a Great College at which to Learn

Standards under review	Summary of Initial Findings <i>Reference full report; summarize data</i>	Recommendations
<p>Include all required standards</p> <p>Part 1. Mission Part 2. Program Part 3. Organization and Leadership Part 6. Law and Policy Part 7. Diversity, Equity, and Access Part 12. Assessment</p>	<p>The EOP department meets or exceeds all required standards for the Council for Advanced Standards in Education. The report found that EOP is very diverse when it comes to employees, programing, and meeting the needs of students. Organization and Leadership is well equipped and reaches out to essential entities when needed. EOP was able to score each standard. We found that the department meets or exceeds on each standard. EOP understands that the work continues. EOP has programing, academics and supports that meets the needs of students and the college.</p> <p>EOP supports hundreds of students each year with financial, academic and, social needs. Our mission has changed to make sure we include everyone in the statement, and diversity is essential. EOP has also recognized and made strides to improve students' academic success such as hiring a writing specialist and creating student workshops. The department now has a transfer counselor to address the needs of transfer students supporting retention and graduation. We have instituted the athletes support group, which is in its second semester. EOP now collaborates with various culture clubs across campus to help students understand all cultures and the importance of diversity.</p>	<p>-Revise mission statement to clarify Statewide EOP standards, a focused diversity statement, and collaboration between institution and community.</p> <p>-Continue to offer a multitude of programing resources to all students, and make necessary adjustments to meet the needs of a constantly evolving student population.</p> <p>-EOP Director will continue to lead the program in an innovative fashion to continually meet the needs of an ever-changing student population within the strategic plan of the institution.</p> <p>-Law Policy and Governance is in accordance with all CAS standards. The Department will continue to adhere to these policies as it has been.</p> <p>-Continue to serve a diverse population. Staff will attend workshops and work with diverse populations as well as engage students to discuss their particular needs. Ongoing discussion and ways to implement feedback.</p> <p>-EOP will discuss and analyze more specific goals as a department to create realistic plans of action for assessment. EOP will collaborate with various departments to evaluate current methods of achieving goals.</p>

SECTION FOUR: STUDENT LEARNING OUTCOMES

Institutional Student Learning Outcomes

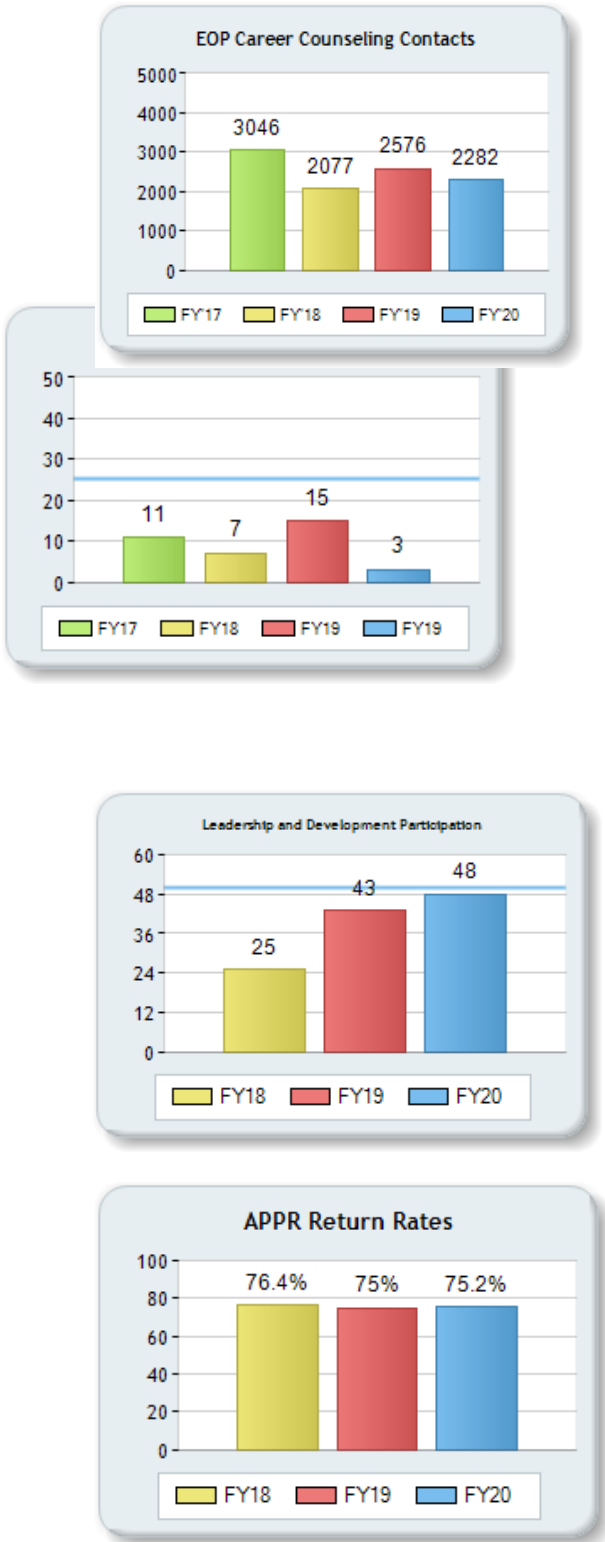
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| 1. Written and Oral Communication
2. Quantitative Reasoning
3. Intercultural Competence | 4. Critical Thinking and Information Literacy
5. Civic Engagement |
|---|--|

Departmental Learning Outcomes	Institutional Learning Outcomes					Assessment Year
	1	2	3	4	5	
1. EOP-Financial Aid Counseling: EOP students will participate in financial aid counseling by understanding the financial aid process, student account bills, various college funding streams, loan repayment process, and graduate financial aid opportunities.	X			X		2020-21
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
3. Peer Tutoring: Students who are involved in peer tutoring will obtain an increased understanding of subject matter.	X	X		X		2020-21
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

Departmental Learning Outcome Measured in 2019-2020:

STEEPS: Students who engage in the 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.		
Strategies/Programs	Assessment Tools/Data Sources	Results
<p>Program</p> <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Improve overall GPA 2. Enhance study skills 3. ID factors that contributed to their academic status (deficiencies and strength) 4. Demonstrate knowledge of college policies and how to avoid academic probation <p>Strategies</p> <p><i>Strategies that will be used:</i></p> <ol style="list-style-type: none"> 1. Mandatory meeting with counselor and mandatory completion of STEEPS form 2. Mandatory tutoring as needed 3. Students will meet with faculty as necessary as agreed upon with counselor 4. Director intervention meetings 	<ol style="list-style-type: none"> 1. Academic Progress Performance Report's (5 week faculty-student reports) 2. Midterm grades 3. STEEPS forms 4. Tutor evaluations 5. Conference Records 	<p>There were 57 students on STEEPS during the 2019-2020 academic year. All 57 completed STEEPS contracts with their counselors. Of the 57 completed contracts, 44 completed all necessary assignments and directives and have improved their GPA above a 2.20 GPA. 77% of the students who began on STEEPS this academic year have improved their grades and overall GPA and are now off EOP academic probation or the college's academic probation. We found that students that met with their counselors regularly, kept their tutor appointments, and interacted with professors and counselors regarding grades improved their GPA.</p>
<p>Summary of Findings and Next Steps: EOP found that STEEPS works and helps with student academic improvement. EOP will continue to utilize STEEPS for students on or facing academic probation.</p>		

SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS

Key Performance Indicators and Benchmarks	Analysis																										
 <p>EOP Career Counseling Contacts</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Contacts</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>3046</td> </tr> <tr> <td>FY18</td> <td>2077</td> </tr> <tr> <td>FY19</td> <td>2576</td> </tr> <tr> <td>FY20</td> <td>2282</td> </tr> </tbody> </table> <p>Leadership and Development Participation</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Participation</th> </tr> </thead> <tbody> <tr> <td>FY18</td> <td>25</td> </tr> <tr> <td>FY19</td> <td>43</td> </tr> <tr> <td>FY20</td> <td>48</td> </tr> </tbody> </table> <p>APPR Return Rates</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Return Rate</th> </tr> </thead> <tbody> <tr> <td>FY18</td> <td>76.4%</td> </tr> <tr> <td>FY19</td> <td>75%</td> </tr> <tr> <td>FY20</td> <td>75.2%</td> </tr> </tbody> </table>	Fiscal Year	Contacts	FY17	3046	FY18	2077	FY19	2576	FY20	2282	Fiscal Year	Participation	FY18	25	FY19	43	FY20	48	Fiscal Year	Return Rate	FY18	76.4%	FY19	75%	FY20	75.2%	<p>The number of counseling contacts for the purpose of careers was less in 2019-2020 than 2018-2019. The goal was not met, as there was an 8.9% decrease in counseling contacts. Counselors will continue to make career contacts a priority for the upcoming academic year. The response to Covid-19 and the remote counseling that was being conducted for the second half of the Spring semester hindered the volume of contacts between counselors and students and altered the focus of contacts.</p> <p>15 students participated in a Study Abroad program in 2018-19, 8 of which participated in the one-time Puerto Rico service trip. Three participated in a Study Abroad program in the 2019-2020 AY, which is 12 less than the previous year. EOP staff will continue to promote the program and encourage student participation.</p> <p>For the Academic year 2018-2019, 43 students were enrolled in the LDP. For the Academic year 2019-2020, 48 students were enrolled in the LDP. This indicates an increase in the number of EOP students enrolled in the LDP from 2018-19 to 2019-20 by 5. This resulted in an increase of 11%, which exceeds the goal by 6%.</p> <p>For the Academic year 2019-2020 return rates remained stable for the amount of returned APPR forms vs the amount from 2018-2019. EOP staff will continue its efforts to achieve higher return rates on the APPR forms. Due to Covid-19 and the office closing physical collection of the APPR forms slowed down.</p>
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SECTION SIX: 2019-2020 POINTS OF PRIDE AND ACCOMPLISHMENTS

Point of Pride/Accomplishment	College Mission and Priorities Alignment
<p>Egypt Page was named to the Track and Field All-American Team</p>  <p>“Not only Track & Field but sports at Brockport as a whole are feeling this pain of no return. Especially for the teams who flew out to tournaments to come right back and get told that their seasons are over. For us National Qualifiers, this hurts tremendously. Seeing as we were just training at nationals and then got delivered the news. From my perspective, I've never seen the personnel we had so prepared. Whether it was Tony receiving All-American Athlete of the Year and most likely winning it all. Also, the other seniors who made it (Tia, Satin, Mayel) this could be their last chance ever to perform the big stage for that trophy. To get that All-American honor that they worked and grinded for their last four years. For them to go and face real life now and have their senior year altered like this is just crazy. I think about. To lose something they love and have their senior year altered like this is just crazy. I think the underclassmen who are still here - we know we'll go out and win it all for our seniors. Next season will be for them, in every sport.”</p> <p>EGYPT PAGE National Qualifier Indoor Track & Field</p>	<p>To be a Great College at which to Learn</p>
<p>Olivier Kothor- SUNYAC Champion in the Men's 60 Meter Finals</p>	<p>To be a Great College at which to Learn</p>
<p>The Freshmen Float won best overall float at the homecoming parade fall 2019</p> 	<p>To be a College engaged with its community</p>
<p>As of this summer, 2020, 1733 EOP students will have graduated from the College at Brockport</p>	<p>To be a Great College at which to Learn</p>
<p>Daisia Fairley obtained a Graduate Assistantship at Binghamton Leading Student Activities Department</p>	<p>To be a Great College at which to Learn To be a College engaged with its community</p>
<p>Senior Counselor, Daniel Askey received a Second Year Champion Award</p>	<p>To be a College engaged with its community To be a great College at which to work</p>

Senior Counselor, Daniel Kandris received two awards: A Second Year Champion Award and a Teaching Award from the Academic Success Center	To be a College engaged with its community To be a great College at which to work
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SECTION SEVEN: 2020-2021 UNIT STRATEGIC GOALS

Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
To increase the number of EOP students enrolled in the Leadership Development Program (LDP) by 5% over the total of student enrolled in the 2020-2021 academic year.	1, 2, 6	1.1, 1.8, 1.5, 2.1, 2.6, 4.2	EOP counselors will review the benefits and components of the LDP and encourage students to enroll in the program as an EOP expectation and in relationship to career readiness.	June 2021
To increase the recruitment of the number of students enrolled in EOP from the Rochester and Buffalo areas compared to that of 2019 – 2020.	1,2	1.1, 1.7, 1.8, 2.1	Compare actual number of those students enrolled in the 2019 cohort to that of 2018 EOP entering freshman cohort	July 2021
To increase the student/counselor contacts in EOP for the purpose of career counseling by 5%	1, 2, 3, 6	1.1, 2.6, 1.8,	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.	June 2021

SECTION EIGHT: 2020-2021 Assessment Plan

Unit Annual Goal:		
To increase the number of EOP students enrolled in the Leadership Development Program (LDP) by 5% over the total of student enrolled in the 2019-2020 academic year.		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Student retention and campus engagement Leadership skills Major and career development	Assessment information from the LDP administrative staff regarding number of EOP students enrolled in the LDP	LDP Administrative staff EOP staff

Action Plan:

- EOP staff will engage with freshmen during the summer program informing them of what LDP is and how to enroll. Students will be reminded about the LDP during counseling sessions and GEP 120 when they return in the fall. EOP staff will also speak to upperclassmen about the program, process and benefits of LDP.

Goal Rationale:

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

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 2019 – 2020.

Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
identify 2-3 specific outcomes related to goal and criteria for success	resources and tools that will be used to assess	describe what resources (human, financial, etc.) are needed to pursue this goal
Increase enrollment, retention of students coming from Rochester and Buffalo areas	Comparison of data for enrollment from 2019-2020 to 2020-2021	Admissions staff EOP staff

Action Plan:

- EOP will work with Admissions to actively pursue students from Rochester and Buffalo. Admissions staff and an EOP liaison will visit area schools to actively recruit students from these schools.

Goal Rationale:

- The rationale for this goal is that students that are closer to home tend to stay enrolled. Students are closer to their families and familiar areas which gives them a sense of belonging. Students that live closer to campus tend to not get home sick or lose motivation.

