



Unit End of Year Report

Report includes:

- 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: Academic Success Center - Advisement and Retention

Director of ASC: Thomas Chew

Director of Advisement and Retention Services: Deb Birkins

UNIT OVERVIEW

Unit Mission

We are student-centered support, inspiring the college community to achieve academic success and engagement.

Functional Goals and Division/College Mapping

Unit Functional Goals	Division Goal Mapping	College Goal Mapping
Establish unit processes in planning and preparation for increased student engagement in the Academic Success Center.	1, 2, 3, 4, 5	1.1, 1.5, 1.7, 1.8, 2.4, 3.2, 4.8
Increase collaboration and define departmental relationships in order to support the campus in cultivating a culture of inclusive student success.	1, 2, 3, 6	1.1, 1.5, 1.7, 1.8, 2.4, 2.6, 4.1, 4.3, 4.8
Become a recognized campus resource that affects student success.	1, 2, 3, 5, 6	1.1, 1.5, 1.8, 2.1, 2.6, 4.3, 4.8
Implement, refine, track and assess campus-wide support programs (EagleSUCCESS, Supplemental Instruction, etc).	1, 2, 3	1.1, 1.5, 1.7, 4.8

SECTION ONE: 2017-2018 UNIT ANNUAL GOALS

Unit Annual Goals	Outcome/Status
Identify, assist, and support at-risk students.	Met/Ongoing
Provide smooth transitions for student entering, leaving, and re-entering the College. <ul style="list-style-type: none">• Assist students entering the College for first semester with preparedness resulting in student success and retention.• Track/assist students taking a temporary academic leave and reentering the College.	Met/Ongoing
Provide accurate and complete advisement to all students.	Met/Ongoing
Review and identify areas of need to meet CAS standards.	Ongoing/Scheduled to complete 2022

SECTION TWO, PART ONE: 2017-2018 Assessment Plan

Unit Goal		College Mission Alignment:
Identify, assist, and support at-risk students.		This goal directly supports the college's mission to support students while emphasizing student learning.
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
ASC will measure the success (retention rate) of probation students.	Strategies to Eliminate Probationary Status results will be tabulated using BANNER final grades and academic standing as reported by the Registrar (5.23.18).	A higher number of probation students were retained when they met with a STEPS advisor(s) 3 or more times and actively participated in program. The retention rate of (active) at-risk students on probation and in STEPS program for spring 2018 is ~78.82% vs. (passive) at-risk students on probation and in STEPS program 64.22%.
ASC will report the number of student alerts via EagleSUCCESS.	Starfish reports will be used to supply ASC with final tracking numbers for AY 2017-18.	EagleSUCCESS had a high faculty participation, with over 87% of all courses responding to the first survey upon implementation. That number increased to 93% organic responses in the Spring, before Provost intervention. In total, over 4,730 faculty-raised flags were utilized for the 2017-18 academic year.

CLOSING THE LOOP

Resources Used:

BANNER-needed to run reports identifying student on probation; needed to submit faculty alerts. Blackboard-needed to communicate (on a weekly basis) effectively with student in STEPS. Staffing-needed to triage STEPS students and provide individual advisement; needed to facilitate STEPS workshops as well as study skills workshops through the Student Learning Center.

EagleSUCCESS requires the annual fee and time for training and implementation, but the main resource is the underestimated daily requirement for both implementation and follow up. Implementation within the system, daily reports, and triaging student outreach is performed on a regular basis resulting in additional responsibilities for staff.

Key Findings:

STEPS:

ASC continues to see higher retention rates for those at-risk students that take advantage of program and are considered "Active" (3 or more meetings with STEPS advisor). On average students that meet with their STEPS advisor are retained at ~78.82% vs. those that are not active and considered "Passive" which are on average retained at 64.22%.

EagleSUCCESS:

EagleSUCCESS saw a SUNY record-level participation in 2017-2018. Upon implementation, over 87% of all faculty completed the first survey, used to verify student attendance for federal financial aid. In both semesters, there were a combined 4,730 faculty-raised flags utilized. In Fall 2017, 6,051 unique students were reached with either flags or kudos. In Fall 2018, 5,794 unique students were reached with either flags or kudos. The College at Brockport was also selected as a finalist in the national Hobson's Education Advances Award.

Fall 2017

Total Manually-Raised Items	
Item Name	Total Raised
FLAGS	1017
Never Attended	29
NEWT	16
*UG Academic Resources and Accommo	14
*UG Attendance Concern	280
*UG Course Progress Concern	511
*UG In Danger of Failing	167
KUDOS	999
Great Job Following Your Plan	28
Keep Up the Good Work	609
Showing Improvement/Hard Work Is Pay	95
You're Off to a Great Start	267
REFERRALS	52
Academic Success Center Referral	52
TO DOS	160
STEPS Check-Ins	47
STEPS Initial Advisor Meeting	34
STEPS Intro Workshop	32
STEPS Study Skills Workshops	47
GRAND TOTAL	2228

Total Survey-Raised Items	
Item Name	Total Raised
FLAGS	2155
Never Attended	159
*UG Attendance Concern	592
*UG Course Progress Concern	856
*UG In Danger of Failing	548
KUDOS	10997
Keep Up the Good Work	6400
Showing Improvement/Hard Work Is Paying Off	334
You're Off to a Great Start	4263
GRAND TOTAL	13152

Total System-Raised Flags	
Item Name	Total Raised
FLAGS	6161
3 Flag Warning	407
6 Flag Warning	223
Midterm GPA	3036
No Login	2495
GRAND TOTAL	6161

Spring 2018

Total Manually-Raised Items	
Item Name	Total Raised
FLAGS	616
GR Attendance Concern	3
GR Course Progress Concern	3
Never Attended	2
NEWT	30
*UG Academic Resources and Accon	4
*UG Attendance Concern	206
*UG Course Progress Concern	213
*UG In Danger of Failing	155
KUDOS	942
Great Job Following Your Plan	7
Keep Up the Good Work	494
Showing Improvement/Hard Work Is	58
You're Off to a Great Start	383
REFERRALS	17
Academic Success Center Referral	17
TO DOS	27
STEPS Check-Ins	8
STEPS Initial Advisor Meeting	6
STEPS Intro Workshop	7
STEPS Study Skills Workshops	6
GRAND TOTAL	1602

Total Survey-Raised Items	
Item Name	Total Raised
FLAGS	942
GR Course Progress Concern	34
Never Attended	80
*UG Course Progress Concern	624
*UG In Danger of Failing	204
KUDOS	7033
Keep Up the Good Work	1325
Showing Improvement/Hard Work Is Paying C	211
You're Off to a Great Start	5497
GRAND TOTAL	7975

Total System-Raised Flags	
Item Name	Total Raised
FLAGS	4911
3 Flag Warnin	145
6 Flag Warnin	57
Midterm GPA	1522
No Login	3187
GRAND TOTAL	4911

Dissemination/Discussion of Key Findings:

ASC informed faculty of student progress via Starfish and the campus community of EagleSUCCESS updates via daily eagle announcements. Most of these findings were also presented to Dean's Council, EMSA Directors and the Academic Affairs Leadership team.

Summary Sentence for EMSA Briefing Book:

The Academic Success Center continues to meet with and support our students through interventions like STEPS and EagleSUCCESS. The implementation of EagleSUCCESS expanded the number of students reached from the former home grown Early Alerts. The College's faculty have utilized the early alert system to connect with students, both doing well and in need of support. Our survey participation was the highest in SUNY and helped us become a Mentor Campus for the SUNY Early Alert Community of Practice. These interventions helped to decrease the number of students dismissed and placed on probation at the end of the Spring 2018 semester and helped EagleSUCCESS earn a finalist spot for Hobson's Education Advances Award.

Unit Goal		College Mission Alignment:
Provide smooth transitions for students entering, leaving, and re-entering the College.		This goal directly supports the college's mission to support students while emphasizing student learning.
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Students/Guests will feel satisfied the summer orientation programs have met their needs.	Baseline is used via Campus Labs to assess the satisfaction of students and guests that attend orientation programming.	Over 90% of students who participated in July 2017 indicated satisfaction with summer orientation programs.
Completion of Temporary Academic Leave form will be smooth and easily accessible.	Number of leaves (submitted by email and in person) are tracked via administrative support.	Goal continues to be met and is ongoing. A total of 385 students took Temporary Academic Leave (TAL) in 17/18. Anecdotally, we estimate that almost 20 students were retained through the personal conversation and made other arrangements to stay at the college, rather than take a TAL.
Transfer Academic Planning Seminar (TAPS) continues to retain students at a higher level (for fall) than those that do not register/complete the course.	IR used to calculate persistence data yearly; Blackboard used to monitor successful completion of course.	Goal continues to be met: Retention of GEP 300 students remains higher than or equal to non GEP 300 students (in fall). (Will insert data after final retention numbers are shared – usually in the 3 rd week of the semester) New transfer students continue to recommend TAPS GEP 300 to new incoming transfer students and suggest the course be mandatory.

CLOSING THE LOOP

Resources Used:

TAPS: Advisement and Retention staff used to facilitate course. Varied campus staff provides information on resources in class weekly.

TAL: Advisement and Retention staff used to facilitate conversations with students considering taking leave.

Summer Orientation: Advisement and Retention staff used to plan and facilitate summer orientation sessions for 1016 incoming students.

Key Findings:

Summer Orientation – 2017

Summer orientations maintained high level participation in 2017, with over 1,000 students completing orientation for the third straight year. Almost 96% of student indicated that orientation provided them with new information while 94% indicated that they enjoyed their time at orientation. 94% of guests also indicated they were satisfied with the parent and family programs.

In 2018, the ASC will assess student satisfaction and learning via the student survey with a similar question to the parent program shown below.

Transfer Academic Planning Seminar (TAPS) GEP 300

Persistence Data—fall compared to fall and spring compared to spring (cohorts)

			% Persisting to 2nd Year	
<i>Cohort</i>	<i>GEP 300 n</i>	<i>Non-GEP 300 n</i>	<i>GEP 300</i>	<i>Non-GEP 300</i>
Fall 2013	67	800	91%	78%
Fall 2014	88	809	81%	81%
Fall 2015	71	819	85%	80%
Fall 2016	68	751	88%	81%
Fall 2017	108	775	N/A	N/A
Spring 2014	16	323	88%	69%
Spring 2015	35	286	86%	76%
Spring 2016	32	280	72%	76%
Spring 2017	35	230	94%	78%
Spring 2018	50	256	N/A	N/A

- Only full-time transfer students are included
- Transfer students who received an “S” grade in GEP 300 are classified as “GEP 300” students.
- Transfer students who did not take GEP 300 or did not receive an “S” grade in GEP 300 are classified as “Non-GEP 300” students.
- Spring-to-spring persistence rates are shown for spring cohorts.

Temporary Academic Leave (TAL)

Fall 2017	Spring 2018
<ul style="list-style-type: none"> • 229 students took a temporary academic leave • 88 students indicated they do not plan to return • Academic standing (at time of request) <ul style="list-style-type: none"> • 164 good standing • 28 probation 1 • 3 probation 2 • 33 no standing • 5 academically dismissed (not eligible for leave, not included in 229) 	<ul style="list-style-type: none"> • 156 students took a temporary academic leave • 44 students indicated they do not plan to return • Academic standing (at time of request) <ul style="list-style-type: none"> • 122 good standing • 25 probation 1 • 3 probation 2 • 6 no standing • 1 academically dismissed (not eligible for leave, not included in 156)

Dissemination/Discussion of Key Findings:

Orientation results are included in recruitment and training of student orientation leaders. They are also shared divisionally. Temporary Academic Leaves have been tracked and shared by email with key offices on campus on a weekly basis.

TAPS findings are shared with incoming students, faculty, and staff to an effort to maximize participation and persistence.

Summary Sentence for EMSA Briefing Book:

New Student Orientation for both first-year and transfer students continues to grow in numbers and effectiveness in welcoming and supporting our students through their transition to the College at Brockport.

Transfer Academic Planning Seminar remains an excellent resource for new transfer students. Recommendations from faculty, staff, and students continue to promote making TAPS a mandatory requirement.

Unit Goal		College Mission Alignment:
Provide accurate and complete advisement, appropriate schedules, and financial compliance advisement to ensure all students' degree completion.		This goal directly supports the college's mission to support students while emphasizing student learning.
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Academic Advisement works with academic departments to ensure that student have been assigned an academic adviser	Number and timeliness of processing Major Declaration forms.	The Office of Academic Advisement processed 7,564 Major Declaration Forms during the 17-18 AY. Most Major Declaration forms are completed within 1-3 business days of receipt. This enables the advisors to provide accurate advisement based on a student's major(s), minor(s) or concentration.
Number of students out of compliance	BANNER and compliance reports that are processed by the Academic Compliance Officer.	End of Spring 2018 597 out of Compliance (533 Spring 2017)

Number of students needing an Academic Plan of Study		95=PACE (82 Spring '17) 284=GPA (330 Spring '17) 53=Max Time (41 Spring '17) 106=GPA & PACE (80 Spring '17) Number of Plans 2017-18: 15 total plans, 27 total appeals approved. (2016-17 = 39 plans)
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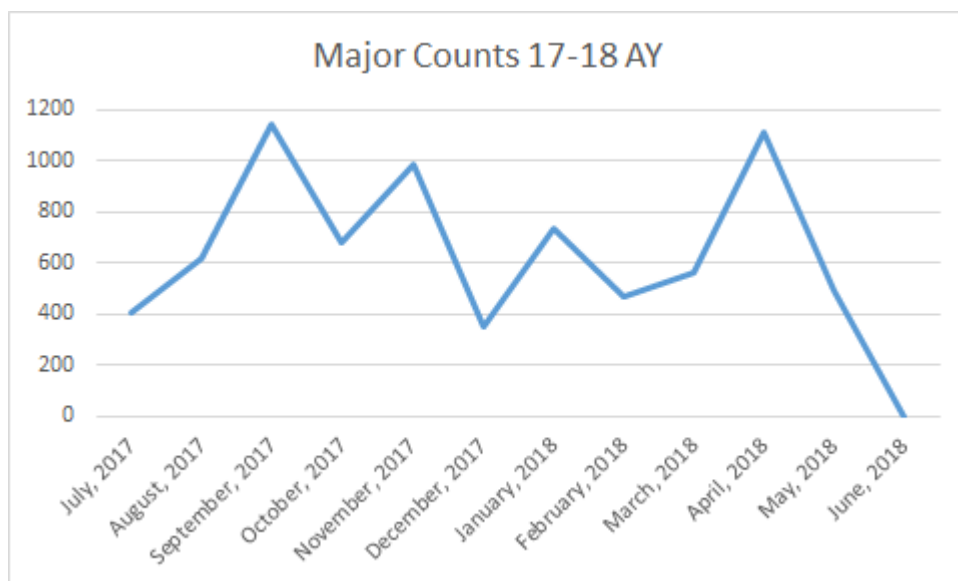
CLOSING THE LOOP

Resources Used:

Professional and student staff time is the main resource used in these processes. Staff processes are aided by the use of Banner and reports obtained in Banner. Extensive student staff time is needed to complete the Major Declaration process.

Key Findings:

The number of Major Declarations processed each academic year has remained high over the last 5 years. The staff has processed 7,564 Major Declarations. The work load ebbs and flows depending on the time of year according to the chart below is related to the registration schedule and students wanting to change prior to the next registration period along with processing our new students.



The Compliance Officer has made a concerted effort to meet with faculty via departmental meetings, which will continue throughout 2018-19. A new tool developed through the compliance review has been able to forecast those who would potentially be out of compliance in the next semester. This proactive approach has allowed for Advisors of the ASC and the Compliance Officer to reach out to the students and offer advisement before the student is out of compliance.

Dissemination/Discussion of Key Findings:

The Major Declaration process continues to be an important process that takes place within the Advisement & Retention Department. The vast majority of changes to majors (addition of majors/minors and dropping of majors/minors) are completed in department by staff. Information regarding the # of requests processed and will continue to be tracked and shared within department and across campus.

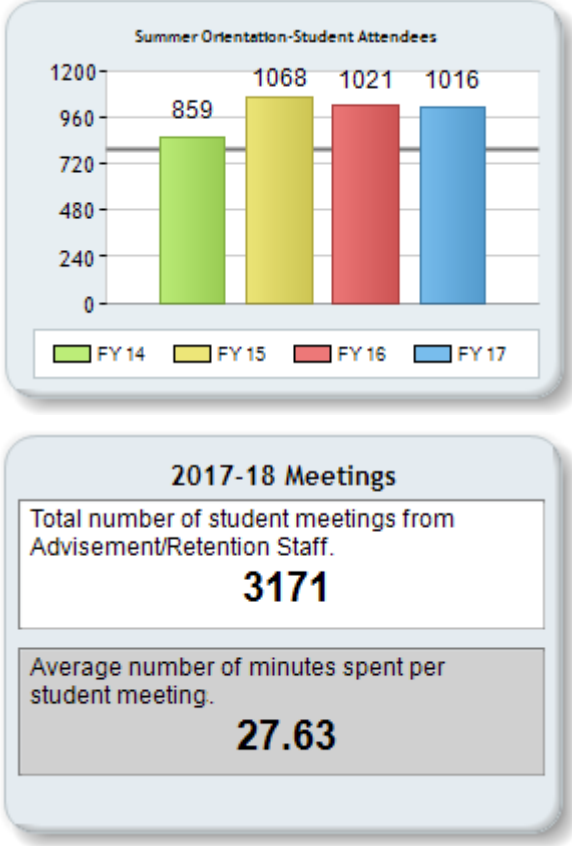
Compliance regulations continues to be shared across campus.

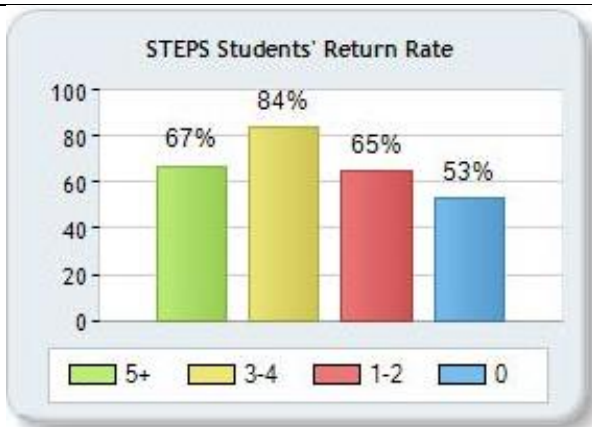
Summary Sentence for EMSA Briefing Book:

Advisement and Retention initiatives like the major declaration process and compliance training provide accurate and positive support to the entire campus. The major declaration process provides students, faculty, and staff with a streamlined practice that encourages timely and correct advisement.

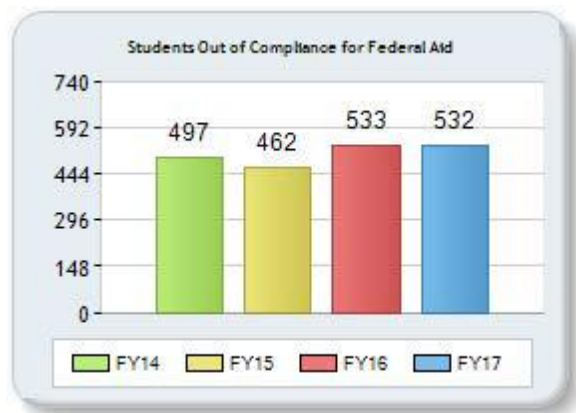
Compliance training across campus continues to have a positive impact on student progress to degree and personal support toward their success.

SECTION THREE: UNIT KEY PERFORMANCE INDICATORS

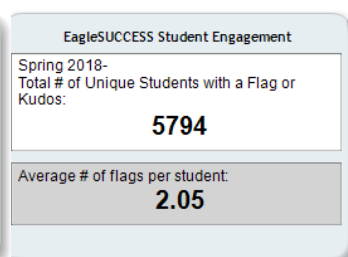
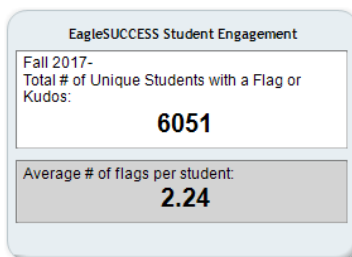
Key Performance Indicators and Benchmarks	Analysis														
 <p>Summer Orientation-Student Attendees</p> <table border="1"><thead><tr><th>Fiscal Year</th><th>Attendees</th></tr></thead><tbody><tr><td>FY 14</td><td>859</td></tr><tr><td>FY 15</td><td>1068</td></tr><tr><td>FY 16</td><td>1021</td></tr><tr><td>FY 17</td><td>1016</td></tr></tbody></table> <p>2017-18 Meetings</p> <table border="1"><tbody><tr><td>Total number of student meetings from Advisement/Retention Staff.</td><td>3171</td></tr><tr><td>Average number of minutes spent per student meeting.</td><td>27.63</td></tr></tbody></table>	Fiscal Year	Attendees	FY 14	859	FY 15	1068	FY 16	1021	FY 17	1016	Total number of student meetings from Advisement/Retention Staff.	3171	Average number of minutes spent per student meeting.	27.63	<p>Summer Orientation 17-18 maintained attendance above 1,000 students from incoming first year class.</p> <p>In the first complete academic year utilizing a tracking log, ASC recorded 3,171 meetings from Advisement/Retention staff with students for an average of 27.63 minutes per meeting. The most common reasons for meetings included STEPS, Peer Mentoring, Temporary Academic Leave, Degree Audit, Course Registration, Compliance, and Major/Minor changes.</p>
Fiscal Year	Attendees														
FY 14	859														
FY 15	1068														
FY 16	1021														
FY 17	1016														
Total number of student meetings from Advisement/Retention Staff.	3171														
Average number of minutes spent per student meeting.	27.63														



Students on probation are invited to participate in Strategies to Eliminate Probationary Status (STEPS). The “active students” that meet 3-4 times with an advisor are retained at a higher level than “passive students” (not meeting at all). The 3-4 category may be explained as being higher due to the # of meetings cut off after midterm grades show strong improvement.



Financial Aid Compliance awareness has been more present on campus. The Academic Compliance Officer has visited a few departments to educate faculty advisors about financial aid compliance and how it can effect a student’s retention. A new tool developed through the compliance review has been able to forecast those who would potentially be out of compliance in the next semester. This proactive approach has allowed for Advisors of the ASC and the Compliance Officer to reach out to the students and offer advisement before the student is out of compliance.



EagleSUCCESS helped increase collaboration between Academic Affairs and EMSA. Not only did the college lead SUNY with 86% Fall and 92% Spring completion percentages for our Roster Verification Survey, but we also reached 6051 unique student in the Fall and 5794 unique students in the Spring.

SECTION FOUR: 2017-2018 POINTS OF PRIDE AND ACCOMPLISHMENTS

Point of Pride/Accomplishment	College Mission and Priorities Alignment
Transfer Academic Planning Seminar continues to show strong persistence rates among transfer students.	To be a Great College at which to Learn
Summer Orientation maintained record numbers of freshmen in attendance. All sharing in an experience that resulted in their entry to Brockport with a direct line of support, peer connections, a clear understanding of Brockport on-campus living, and their first semester schedule.	To be a Great College at which to Learn
EagleSUCCESS saw a Starfish and SUNY record-level participation in 2017-2018. Upon implementation, over 86% of all faculty completed the first Fall survey, used to verify student attendance for federal financial aid. Over 92% completed the Spring survey.	To be a Great College at which to Learn
In the first complete academic year utilizing a tracking log, the ASC recorded 3,171 meetings from Advisement/Retention staff with students for an average of 27.63 minutes per meeting.	To be a Great College at which to Learn
Zaula Kennedy collaborated with faculty in the pre-health majors to create the HAPPI advising Program to improve the transition and advisement of students interested in the health field.	To be a Great College at which to Learn
Campus Initiatives, such as: SPUR, EagleSUCCESS and STEPS, coupled with ASC-Advisement and Retention staff outreach has resulted in a decrease in academic dismissals and students placed on probation at the end of the Spring 2018 semester.	To be a Great College at which to Learn
Tia Kennedy received the Academic Advising Award	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
<p>Identify, assist, and support at-risk students.</p> <ul style="list-style-type: none"> • In accordance with SUNY PIP standards, increase full-time first-time retention to 86% and full-time transfer retention to 78.7% by 2020. • Utilize SPUR – Strategic Plan for Undergraduate Retention to prioritize strategic initiatives to help students. 	1	1.1, 1.5, 1.7, 1.8, 4.8	<ul style="list-style-type: none"> • Advisement & Retention will continue to oversee the STEPS program. • Advisement & Retention staff will serve as STEPS advisors for students in the program and monitor their progress in EagleSUCCESS. • Foster campus usage of EagleSUCCESS through promotion, training, and assessment. • Monitor EagleSUCCESS alerts and provide outreach to students who have had flags raised by faculty. • Use BI to target at-risk groups for intervention, e.g. transition STEM students, and work collaboratively with UG admissions to inform and evaluate admission review. • Continually assess, update and focus the goals of the Academic Planning Seminar and Summer Reading Program on learning development and transitional support. • Review and update SPUR (Strategic Plan for Undergraduate Retention). 	Ongoing
<p>Build community support and engagement with commonly excluded populations, e.g. adult students, commuters, and veteran students.</p>	1	1.1, 1.5, 1.7, 1.8, 4.8	<ul style="list-style-type: none"> • Implement military service engagement and support plan in collaboration with campus partners. • Identify opportunities for increased identity conscious programming. • Engage with first generation students and their families to assist in their understanding of policies, available resources and transitional issues. 	

			<ul style="list-style-type: none"> • Collaborate with Student Union and Activities on commuter events and activities • Seek out opportunities to make connections with historically marginalized groups. 	
Provide smooth transitions for students entering, leaving, and re-entering the College.	1	1.1, 1.5, 1.7, 1.8, 4.8	<ul style="list-style-type: none"> • TAL (Temporary Academic Leave) process and meetings will be monitored and reported throughout the year. • FYE (First Year Experience) orientation and Academic Planning Seminar will be evaluated annually. • TYE (Transfer Year Experience) orientation will be evaluated in September and January. • Focus programming on social norming, nudging, and metacognitive learning. • Engage with first generation students and their families to assist in their understanding of policies. • Collaborate with campus constituents as appropriate to facilitate engagement with sub-populations (ie. Exceptional talent, athletes, transition students). • Provide additional support to transitions students in their first year. Offer an opt. in option for a 3 credit APS section and strategically place remaining students in APS sections with ASC staff. 	Ongoing
<p>Provide accurate and complete advisement to all students.</p> <ul style="list-style-type: none"> • In accordance with SUNY PIP standards, increase 6-year graduation rate to 70% and 3-year transfer graduation rate to 59% by 2020. • Identify and advise students who are not on track with degree requirements. • Due to faculty advising system, provide support to faculty advisors. • Support students transitioning between 	1	1.1, 1.5, 1.7, 1.8, 4.8	<ul style="list-style-type: none"> • Work with academic departments to review & revise the current process • Ensure that all students have an advisor by the end of the 3rd week of classes, if not sooner. • Provide 2-4 training sessions in CELT related to all areas of Academic Advisement per semester and provide individual outreach as needed. • Work with the Registrar's office on the implementation of Student Educational Planners (SEP) for Degree Works and on Student Outcome Tracking (SOT) • Identify and advise students who are repeating courses that may not be required for degree completion. 	Ongoing

<p>majors. Primarily pre-health majors and high turnover majors like CRJ.</p>			<ul style="list-style-type: none"> • Utilize two additional academic advisor positions to support departments with managing advising loads. • Coordinate and collaborate with colleagues across campus to provide program for exploring alternate majors in health and medicine. • Expand the departmental liaison program to include more than just Criminal Justice. 	
<p>Determine benchmarks for the Academic Success Center</p>	<p>1</p>	<p>1.1, 1.5, 1.7, 1.8, 4.8</p>	<ul style="list-style-type: none"> • Inform the college community about the services provided in the ASC • Track the utilization of the ASC and what resources are being utilized 	<p>Ongoing</p>

SECTION SIX: 2018-2019 Assessment Plan

Unit Annual Goal:		
Identify, assist, and support at-risk students.		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Advisement/Retention will measure the success (retention rate) of: -students on academic probation -students who receive early warnings through EagleSUCCESS	Advisement/Retention will track % of at-risk students compared to % of at-risk students identified via STEPS program and EagleSUCCESS.	EagleSUCCESS to receive and track faculty alerts. Banner to run reports identifying students on probation. Blackboard to communicate with students in STEPS Staffing to facilitate STEPS workshops, provide individual assessment, and counsel students in the program.

Action Plan:

- Advisement/Retention will continue to oversee the STEPS program.
- Advisement/Retention staff will serve as STEPS advisors for students in the program and monitor their progress in EagleSUCCESS.
- Advisement/Retention will monitor EagleSUCCESS alerts and provide outreach to students who have had flags raised by faculty.

Goal Rationale:

This goal supports the college goal of ensuring the College is a great place to learn and the EMSA division goal of developing academic support models, which promote the highest likelihood of student retention and success.

Unit Annual Goal:		
Increase collaboration and define departmental relationships in order to support the campus in cultivating a culture of inclusive student success.		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Departmental partnerships will increase/continue across divisions Structures of support will be created and functional between support units - Registrar/Financial Aid issues will not require students to walk back and forth between Rakov and Brown - Referrals between advising/tutoring/academic support and Hazen will be seamless	Tracked partnerships Number of programs/trainings/collaborations ASC Tracking Log information Annual reports	Human – willingness and availability Financial – currently unknown Human – Willingness and availability Marketing – Support in spreading the news and understanding of what is different Financial – Printing/Marketing

Action Plan:

- Outreach to academic and support departments, as well as Marketing and Communication, is already underway and will continue throughout the year
- Utilizing committee work, large scale campus programming (i.e. President's Leadership Conference) to start conversations and spread the word of the ASC and student success engagement initiatives
- Meet with Registrar, Financial Aid, Student Accounts, Drake Library and Hazen over the summer to examine old and develop new processes for referral and partnership

Goal Rationale:

This is arguably going to be one of our greatest challenges for the 18-19 academic year. In order to be successful the campus needs to know who and where we are but also, what we do and how we can help.