



Office of the Vice President for Enrollment Management & Student Affairs

Unit End of Year Report		
Report includes: <ul style="list-style-type: none"> • 2020-2021 Annual Goals • 2020-2021 Assessment Plan • Key Performance Indicators • 2021-2022 Annual Goals • 2021-2022 Assessment Plan • 2020-2021 Points of Pride 	Unit: Academic Success Center, Advisement & Retention Director: Thomas Chew Assessment Team Representative: Katie Kloepfer, Erin Rickman	
UNIT OVERVIEW		
Unit Mission We are student-centered support, inspiring the college community to achieve academic success and engagement.		
Unit Functional Goals	Division Goal Mapping	College Goal Mapping
Establish and implement unit processes for efficient use of human and physical resources in the Academic Success Center.	1, 3	1.1, 1.7
Increase collaboration and define departmental relationships in order to support the campus in cultivating a culture of inclusive student success.	2, 6	1.8, 2.4
Implement, refine, increase usage, track and assess campus-wide support programs (EagleSUCCESS, Supplemental Instruction, etc).	1, 5	1.7, 4.8

SECTION ONE: 2020-2021 UNIT STRATEGIC ANNUAL GOALS

Unit Strategic Annual Goals	Outcome/Status
Encourage and engage staff development to adapt to the new needs of students and the campus, by becoming more knowledgeable of other departments, resources, and helping students through a collaborative approach with other departments	Completed
Use technology to enhance the services provided to all students, specifically underrepresented populations	Completed
Identify, track, and create programming to ensure the retention and persistence of cohorts, including underrepresented populations.	Complete / In-Progress

SECTION TWO: 2020-2021 Assessment Plan

Unit Goal	College Mission Alignment:
Encourage and engage staff development to adapt to the new needs of students and the campus, by becoming more knowledgeable of other departments, resources, and helping students through a collaborative approach with other departments.	By providing staff (professional/student) the opportunities to grow provides the campus with a more inclusive and engaged community.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
ASC Workshop Menu Development: various workshops were developed to educate departments on the functions of the ASC. Began Spring 2021.	NA	Goal Partially Met: Workshops (~25) were held in three different areas (Advisement, EagleSUCCESS/Analytics, Student Accessibility.
Advisement Trainings: offered twice a semester to all staff and faculty to go over all aspects of ASC advisement and provides knowledge of the ASC.	Feedback Machform	Goal Met: In Fall 2020- 30 faculty/staff RSVP'd to the advisor trainings offered in the ASC. 35 Faculty/Staff attended. In Spring 2021- 45 faculty/staff RSVP'd and 45 faculty/staff attended.
SAP Compliance & SAS Roadshow: Nikki Hall, SAS Coordinator, and Katie Kloepfer, SAP Coordinator, teamed up and developed a virtual roadshow to educate faculty and staff of SAS services and Financial Aid SAP guidelines.	Feedback Machform	Goal Met: 10 departments were visited over the course of the 20-21 academic year.
	NA	Goal Met: The ACT has met 3 times in the Spring 2021 semester and plans to meet 3 times per semester in the future. The meetings are well attended and those attending are engaged. There is an average of 50 faculty/staff who attend

<p>Advisement Coordinator TEAM (ACT): In an effort to serve Brockport's student body more efficiently, the Advisement Coordinator TEAM was developed out of an EMSA initiative.</p> <p>A goal of the ASC leadership was to have representatives from various campus departments as well as Professional Development presentations attend and present at the staff meetings.</p> <p>ASC Staff to attend SafeZone, Title IX/Sexual Harassment, Supporting Student with Disabilities</p>	<p>NA</p> <p>Excel Form in Teams</p>	<p>the Advisement Coordinator meetings. Topics such as advisement policies and procedures, Register & Records and Financial aid have been covered.</p> <p>Goal Met: Throughout the 20-21 academic year, the ASC had numerous guests visit departmental meeting to educate the ASC staff on their department's services. Diedre Strutz from Financial Aid, Denine Carr from Title IX Compliance and Nikki Hall from SAS to name a few. ASC staff found this to be informative and helpful when assisting students.</p> <p>Goal Met: In Fall 2020 the ASC staff attended all SafeZone, Title IX/Sexual Harassment, and Supporting Student with Disabilities trainings to make sure their knowledge base is up to date.</p>
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CLOSING THE LOOP

Resources Used: BANNER, Machforms and Microsoft Teams were used to house and interpret data.

Key Findings: Developing and providing trainings for faculty and staff have proved to be educational and has helped develop a rapport from departments and the ASC. Narrative feedback from attendees of the trainings told us the trainings are beneficial and should be held on a consistent basis. Feedback included: "Thank you for the refresher- I hope more faculty take advantage!" "Presentation was clear and succinct. Despite the challenges that a virtual environment often present to presentations, the presenters were well prepared and were able to keep our department engaged in the material without belaboring the topics or rushing through unnecessarily." "Concise and to the point, thank you!"

Dissemination/Discussion of Key Findings: Feedback was provided to those who carried out the trainings and others in the Advisement & Retention Team.

Summary Sentence for EMSA Divisional Report: The Academic Success Center has developed and carried out several trainings and in order to better support, engage and encourage faculty and staff development to adapt to the changing needs of students and our campus.

Unit Goal	College Mission Alignment:
Use technology to enhance the services provided to all students, specifically underrepresented populations	Data collected through the technology reference in goal, serves as the conduit to assess and update the needs of students, faculty and staff while maintaining a culture of growth and transformation.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p>EagleSUCCESS tracking- tracked within one platform.</p> <p>EagleSUCCESS Analytics- analyze grade trends, course outcomes and challenging courses.</p> <p>EagleSUCCESS Workshops</p>	<p>EagleSUCCESS</p> <p>EagleSUCCESS Analytics</p> <p>Machforms for feedback</p>	<p>Goal Met: Student tracking of communications/outreach, notes and appointments. For the FY20 there were 1839 appointments made by students representing 286 faculty and staff members, 1486 notes submitted by ASC advisors, and 2192 flags raised by 611 unique campus faculty/staff.</p> <p>Goal Met: Information gathered in EagleSUCCESS was able to identify problem area classes for students. This information was broken down in a number of ways to analyze the persistence rates for some underrepresented students within each program. For example, gender and race/ethnicity comparison for each Major program were collected and shared with every undergraduate academic program (122 all together) and collected into presentations by ASC staff members for each collective area (60 all together).</p> <p>Goal Met: ASC Workshops developed to provide training for all faculty and staff. 22 Trainings were held for over 50 individuals.</p>

CLOSING THE LOOP

Resources Used: EagleSUCCESS, Banner, Machform and Microsoft Teams were used to house and interpret data.

Key Findings: COVID-19 forced Advisement to be carried out in new ways. This did not hinder the Advisement team from being able to support and assist students in the FY20. EagleSUCCESS has the ability to track and house information needed to work with students and provide excellent advisement.

Dissemination/Discussion of Key Findings: The data from EagleSUCCESS has been shared with the Academic Success Center. Academic departments were also provided the Analytics information so they can use the information to make any adjustments necessary. Departments were encouraged to use the information to better inform their curricular decisions. The usage of this technology and the analytical data it provides continues to be inconsistent within academic areas.

Summary Sentence for EMSA Divisional Report: While there were a lot of changes in delivery modes of services, technology was the one constant. We continued to provide services to campus partners as well as tracking and outreach to all students.

Unit Goal	College Mission Alignment:
Identify, track, and create programming to ensure the retention and persistence of cohorts, including underrepresented populations.	Engaging the community and supporting our students in need, particularly underrepresented students, helps the campus with a more inclusive and engaged community.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p>Hire a new professional staff to serve as Transition Coordinator for programming intended for specific populations (i.e. Men of Color, Emerging Scholars, First Generation, etc.)</p> <p>Continue to collaborate across the ASC to recognize the needs of underrepresented populations as well as what support already exists for those populations. Working in conjunction with the Center’s Assistive Technology Specialist, we will identify, track, and assist the specific populations identified.</p> <p>Golden Eagle Academy- Create an experience that prepares students for the classroom experience.</p> <p>Talon Academy- Build trust and connection with each Talon Academy student</p>	<p>NA</p> <p>Machform Assessment</p> <p>IR student list, Student Assistant involvement, MachForm</p> <p>Email outreach and response, Office Check-in & # of attended events.</p> <p>Email outreach and response, Office Check-in & # of attended events.</p>	<p>Goal Met: Terrian Garvis was hired as the inaugural Transition and Success Coordinator.</p> <p>Goal Partially Met: Programming and campus partnerships, particularly with other EMSA areas, have helped us better understand the greater need of our underrepresented students. Identifying appropriate cohorts that can be programmed into the EagleSUCCESS system has been a slow process, but the information on Emerging Scholars is up to date as well as Student Accessibility Services.</p> <p>Goal Partially Met Students filled out questions related to their experience and what they learned. Almost all of the students had above a 3.0 cumulative GPA which GEA can be assumed to be a supportive factor. More information is needed to figure out to what level of assistance did GEA provide to the students.</p> <p>Goal Met. Thorough multiple forms of in-person engagement, email blasts, videos, and social media posts, SUNY Brockport’s community has been engaged in one or multiple of these areas. The video and social media posts have continued presence as they remain as resources on SUNY Brockport or ASC related social media platforms.</p> <p>Goal Partially Met There were 3 students that attended events, reached out to me when needed, and got involved into student groups/employment opportunities. Connection and trust are needed for students to see this position as a reliable resource. More dedicated time is needed to reach those students who briefly participated and engage more with the active students.</p>

<p>First Generation- Increase the presence of first-generation status at Brockport</p>		
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CLOSING THE LOOP

Resources Used: BANNER, Machforms, EagleSUCCESS and Microsoft Teams were used to house and interpret data.

Key Findings: Golden Eagle Academy- Based on the post-assessment, students learned about the multiple factors and tools needed to be successful in the classroom (ex. Resources available to utilize when help is needed and the impact of stress as a college student). When discussing First Generation students around campus, there are many faculty and staff who share this identity. We have and will continue to use this as an entry to partnership programming, mentorship and student connection.

Dissemination/Discussion of Key Findings: Data on the efficacy and usage of the above programs is shared through the ASC Leadership as well as the Enrollment Management Subcommittee on Retention and Persistence. The data is also used in promoting the programs and gaining campus support.

Summary Sentence for EMSA Divisional Report: Engaging underrepresented cohorts on campus has historically been a reactive or individual effort, but with the progress made in hiring the Transition and Success Coordinator and moving existing initiatives forward for Military, First Generation and underrepresented students on campus, the ASC is able to see a collaborative path forward to better support these students and engage the community.

SECTION THREE, CAS REVIEW

Unit Goal	College Mission Alignment: how does this goal support the College’s Mission?
Complete CAS Review – Orientation Programs (OP)	The key to our success is growth. Without assessment, much of which was provided via CAS, we are unable to grow as a department. CAS provided insight into areas in need of further development as highlighted areas of strength.

Standards under review	Summary of Initial Findings	Recommendations
Include all required standards	<p>Describe conclusions (description of what you learned that was significant)</p> <ul style="list-style-type: none"> OP consistently provides Diversity, Equity and Access in its programming for all students and parents. Collaboration is a strength of OP as it continues to build and maintain on campus partners. OP leadership strives to ensure all staff are aware of compliance regulations, campus policies, limitations and risks. <p>Describe meaningful limitations to completion of the program review (such as if you could not score all of them and why or if you lacked data/evidence) and why.</p> <ul style="list-style-type: none"> Lack of participation from Brockport staff limited some of the data collected in various parts of the review due to the impact of COVID-19. <p>Describe the primary strengths of the functional area and how have these changed over time. Describe the innovative programs/services/practices that the functional area has initiated with respect to “best practices” in the field.</p> <ul style="list-style-type: none"> Throughout the review, it is evident that the OP has maintained and built long lasting partnerships on campus. There is an excitement around the level of satisfaction this program has and will continue to provide to new students and their families. OP provides updates and opportunities in the Daily Eagle and other campus communications to spark interest and involvement in orientation. Part 7: Diversity, Equity and Access- received two 3 ratings and a 2.2 rating in this category. Participants felt as though OP is one of the most inclusive and welcoming environments on campus. The leadership of OP continues 	<p>List the improvements needed, the accompanying action plan, and the results of implementation of the action plan in priority order.</p> <ul style="list-style-type: none"> Define clear outcomes for student staff of OP- Revisit and adjust learning outcomes established for student staff position. Provide learning outcomes on the job description document that is given to staff. (2020-2021 Academic Year) Disseminate OP data to stakeholders- Establish communication plan to collect and deliver data to stakeholders. (2020-2021 Academic Year) Improve outreach and support for underrepresented students during OP – A new position to the department (Transition and Success Coordinator) will assist the OP staff in developing and implementing onboarding programs that focus specifically on underrepresented students. (2020-2021 Academic Year) <p><u>List Actions Taken with Completion Dates</u></p>

	<p>to seek out training for the OP staff as well as provide specific programs for the underrepresented populations during orientation.</p> <ul style="list-style-type: none"> • OP has continuously received high satisfaction results from post-program assessment of students and families. In 2018, Brockport’s OPs were ranked Number 1 among the 12 SUNY university colleges and No. 3 among the 27 four-year SUNY institutions. • Peer led discussions- OP prioritizes the use of peer leaders to facilitate conversations and points of connections for new students. This aligns with best practices that highlight the importance of peers in building community and sense of belonging. • Sustainability- OP has implemented sustainability initiatives that aim to reduce use of paper and single-use plastics. This program also aims to introduce students to campus expectations around recycling and reusing materials. This initiative aligns with Brockport’s strategic plan, specifically goal 3- To be a Sustainable Institution for the 21st Century • Skit based theater- OP uses skit-based theater to spark conversations and engagement around essential topics, including stalking, affirmative consent, alcohol and drugs, and mental health. These skits are developed and executing in partnership with Hazen Center for Integrated Care. This program aligns with best practices for orientation programs and introducing students to important, new, and challenging topics. • Orientation Leader Training- OP implements an intensive week-long training program for the student staff. Over the years this training has shifted from presentations from campus offices to a training focused personal development and diversity and inclusion. This shift represents the importance of identity development in student leaders and how that can impact their work/impact on new students. <p>Part of the orientation process is the introduction to the Community Reading Program. This program is linked to several high impact practices, including first-year seminar/experiences, common intellectual experiences, and diversity/global learning. OP play a vital role in introducing students and their families to this program and highlights how they will engage with this program throughout their first semester.</p>	<ol style="list-style-type: none"> 1. Discuss the mission with the staff of the ASC and how it relates to ASC department initiatives and goals (AC 2020-2021) 2. Update job descriptions of OP staff and seek feedback from FYE and ASC leadership (AC 2020-2021) 3. Continue to develop online orientation so students can navigate through Brockport without concern (Ongoing) 4. Create a plan to disseminate data findings to stakeholders (AC 2020-2021) 5. Incorporate SAS into the OP programs and processes (AC 2020-2021) <p><u>Describe Lessons Learned that Can Be Applied to the Next Program Review Cycle</u></p> <ol style="list-style-type: none"> 1. Participation of the CAS assessment continues to be low as the ASC evaluates various departments, therefore some sections of the SAG were not as detailed as throughout evaluated as others. 2. Providing more time to complete the SAG could have impacted participation as the bulk of the assessments were distributed during COVID-19.
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SECTION FOUR: STUDENT LEARNING OUTCOMES

Institutional Student Learning Outcomes

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

4. Critical Thinking and Information Literacy
5. Civic Engagement

Departmental Learning Outcomes	Institutional Learning Outcomes					Assessment Year
	1	2	3	4	5	
1. Students, including student workers/leaders, will engage in broad leadership initiatives including cultural competence and customer service. (on going from 19-20) Postponed again due to COVID			X	X		21-22
2. Students will advance their academic abilities and be both challenged and supported as they transition to Brockport and College level learning and expectations through coursework offered (APS, TAPS, GEP 200, etc.)	X		X	X		22-23
3. The Campus Community will understand and utilize EagleSUCCESS as an early alert, intervention, information and communication tool in order to better understand available resources and student needs.				X		21-22

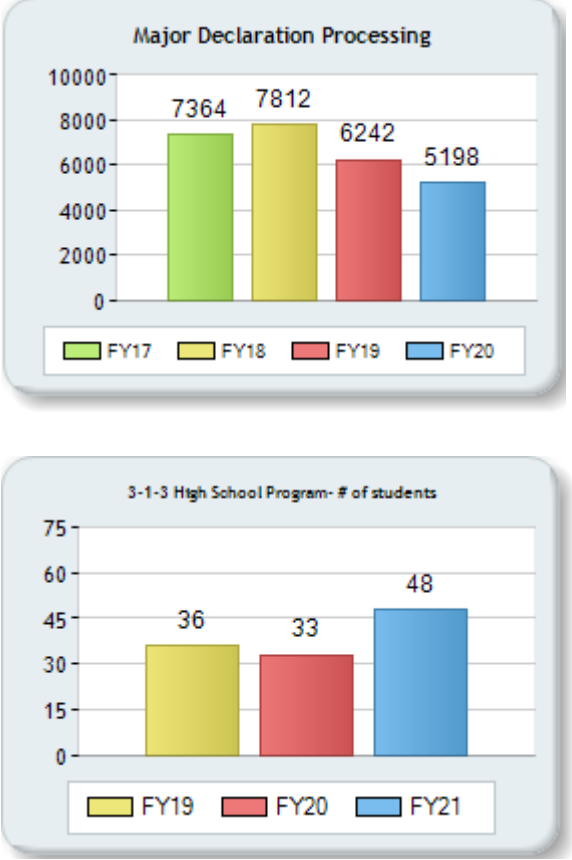
Departmental Learning Outcome Measured in 2020-2021:

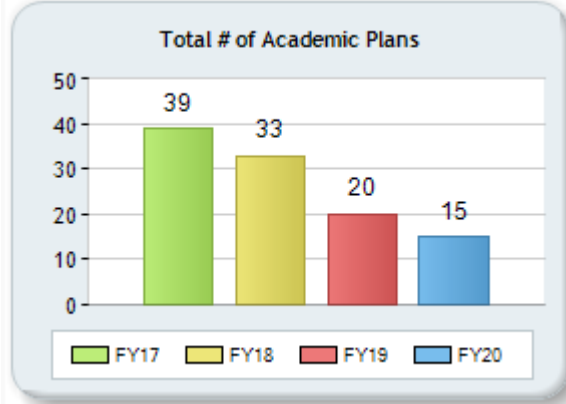
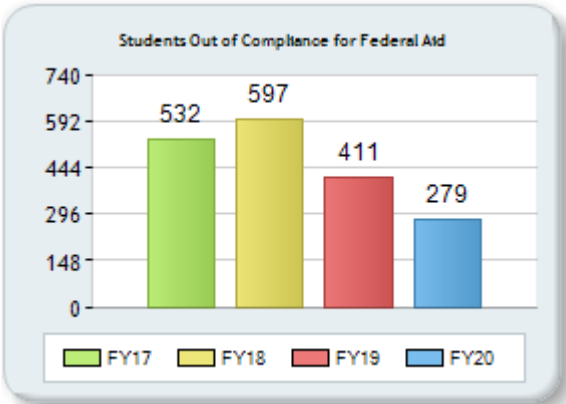
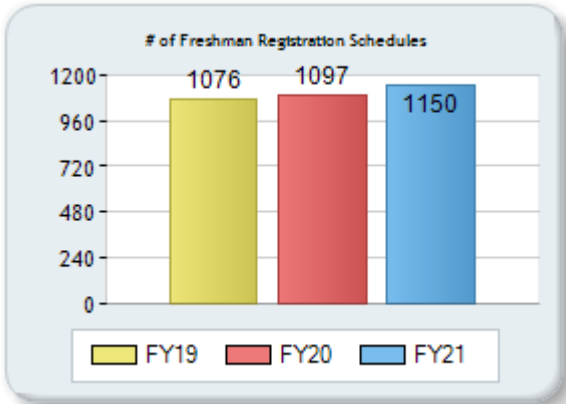
Students will advance their academic abilities and be both challenged and supported as they transition to Brockport and College level learning and expectations through coursework offered (APS, TAPS, GEP 200, etc.)

Strategies/Programs	Assessment Tools/Data Sources	Results
<ul style="list-style-type: none"> • APS Instructor Training • Peer Mentor Program • Orientation • STEPS 	<ul style="list-style-type: none"> • APS Survey • Peer Mentor Survey • Orientation Assessment • STEPS success based upon data from persistence to graduation 	<ul style="list-style-type: none"> • Academic Planning Seminar- 84% of students evaluated and ranked APS as Valuable to Extremely Valuable • Peer Mentor Survey- increased from 4.58% satisfaction to 4.59% satisfaction (on a 1-5 scale). • Orientation Assessment: 94% of students surveyed indicated that they enjoyed the online orientation experience; 98% of students surveyed indicated that after completing online orientation, they were excited to start at Brockport in August. • STEPS- Through STEPS program during the spring 2021 semester, 75% of students who met with an advisor 5+ times were retained. 68% of students who met with an advisor 3-4 times were retained. 67% of

		students who met with an advisor 1-2 times were retained.
Summary of Findings and Next Steps: The programming in place that support transitions into the Brockport Community are engaging for students. Students are able to learn about the Brockport Community and the resources it offers for students to be successful. The ASC will continue to improve programming where necessary in order to have desired outcomes.		

SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS

Key Performance Indicators and Benchmarks	Analysis																		
 <p>Major Declaration Processing</p> <table border="1"> <tr><th>Fiscal Year</th><th>Number of Forms</th></tr> <tr><td>FY17</td><td>7364</td></tr> <tr><td>FY18</td><td>7812</td></tr> <tr><td>FY19</td><td>6242</td></tr> <tr><td>FY20</td><td>5198</td></tr> </table> <p>3-1-3 High School Program - # of students</p> <table border="1"> <tr><th>Fiscal Year</th><th>Number of Students</th></tr> <tr><td>FY19</td><td>36</td></tr> <tr><td>FY20</td><td>33</td></tr> <tr><td>FY21</td><td>48</td></tr> </table>	Fiscal Year	Number of Forms	FY17	7364	FY18	7812	FY19	6242	FY20	5198	Fiscal Year	Number of Students	FY19	36	FY20	33	FY21	48	<p>Major Declaration forms processed by the ASC staff continues to maintain in the thousands per academic year. The staff has processed 5198 major declarations this year to date. Most Major Declaration forms are completed within 1-3 business days of receipt. (update number to date with TK numbers) Decline in major declaration forms could be due to COVID and a smaller number of students taking classes or making changes to their educational goal during the pandemic.</p> <p>The 313 program allows local high school students to earn college credit by completing two college courses at SUNY Brockport, each semester, during their senior year of high school. In addition to earning college credit for their SUNY Brockport courses, the 3-1-3 students earn college credit for the high school courses they take during their senior year. The high school courses, and instructors, are vetted by our vice provost, to ensure that the rigor of these courses is in line with college level courses. This program is to encourage high school students to continue their college education.</p> <p>The Freshman Registration team is made up of some ASC staff, faculty and student worker who work together to create schedules for incoming Freshman. Each year the teams continues to work hard to create schedules that will create a healthy balance for new students. FY21 number is an estimate.</p>
Fiscal Year	Number of Forms																		
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FY20	33																		
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SAP (Satisfactory Academic Progress) Compliance: the number of students out of compliance decreased due to the COVID-19 accommodations applied by the Federal Government guidelines. Student impacted by COVID-19 could identify has impacted and then courses could be removed and their standing for SAP could be recalculated for aid use.

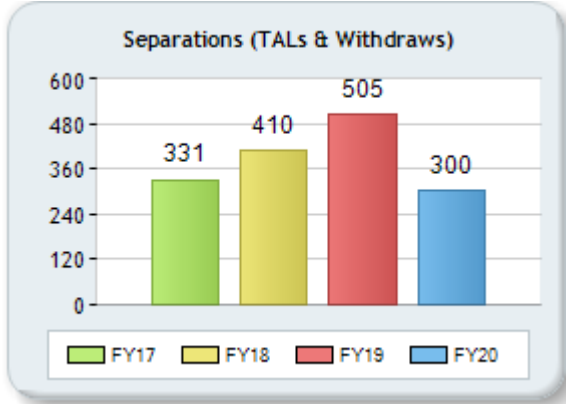
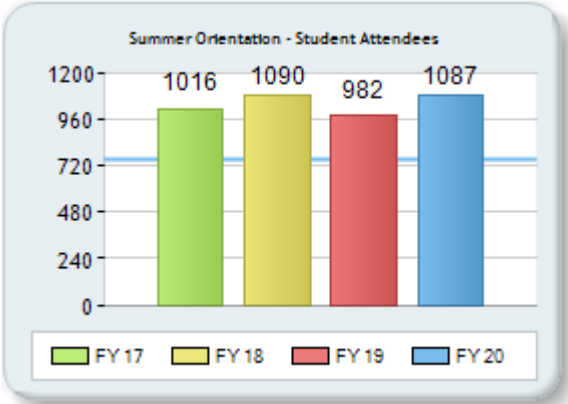
Due to the decreased of students out of compliance for SAP, there was a decreased the number of appeals and need for academic plans.

Summer 2020 Orientation numbers increased by 105 students. This could be due to the number of students who decided to attend orientation since it was in a virtual environment.

Separations, Temporary Academic Leave (TAL) and withdrawal, was moved to an online form to help students provide information to the ASC. FY20 still in progress as the process carries into the summer months.

Talon Academy: Fall 2020- Spring 2021: 13 students (6 EOP students, 2 Golden Eagle Academy attendees, 2 second-year students, 11 first-year students). 11 Events (hybrid & virtual) & Creation of the Academic Supplies Award to support semesterly retention efforts and decrease fees associated with their books.

First Generation Programming: First Gen National Celebration Day Table Event, First Gen Virtual Study Hours. Other initiatives included First Generation Video, First Generation Student & Advocate postcards, Brockport First Generation t-shirt. First



Talon Academy

of students who participated in the Talon Academy for the academic year 2020-2021.

13

Generation mentorship included involvement from 3 mentor & mentee pairs that spanned across the semester with monthly email communication.

Peer Mentor Satisfaction Ratings for those that partook in the survey indicate 4.59 overall satisfaction rating for the program in 2020. There were 41 Peer Mentors during the Fall 2020 and 30 PMs responded to the survey.

Military Support & Engagement Committee: A total of \$1055.00 was raised during our virtual Veterans Day Events in November 2020...basket raffle, 5K, flag-raising ceremony. 2020 & 2021 Graduates that are past, present, and future service members were honored during our annual Salute to Success cording ceremony in May 2021. This year it was held virtually and over 40 graduates were recognized.

Holistic Academic Planning for Professions in Health (HAPPI): Developed HAPPI Advising landing page on ASC website for students, faculty & staff to explore and research majors/minors/programs at Brockport that may lead to health-related careers—this strengthened collaborative relationships across campus with different academic departments. Continued collaboration and outreach with nursing department. Met with students who were not accepted to the nursing program, or on academic probation within the department with a 2.75 GPA or less. Numbers of advising visit decreased in Spring 2020 and into the next academic year due to COVID-19 and remote learning.

Residential Life/Learning Communities and the Academic Success Center collaborated in 20 programs in order to provide students with more resources and supports.

First Generation Program

1,000+ students at Brockport that received First Generation Programming email communications.

1000

Peer Mentor Satisfaction

Peer Mentor Program showed improvements in various areas. Satisfaction was rated on a scale of 1-5 with 5 being extremely satisfied compared to 4.0 of the previous year.

4.59

Peer Mentor satisfaction rate up:

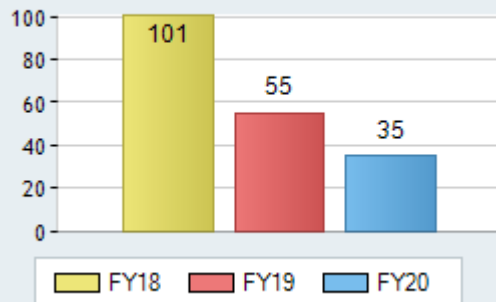
1%

Military Support & Engagement Committee

Veterans Day Events November 2020 raised \$1055.00 to support military students.

1055

HAPPI Advising



ASC/RLLC Program Collaboration

ASC/RLLC Program Collaboration
Programming

20

SECTION SIX: 2021-2022 UNIT STRATEGIC ANNUAL GOALS

Strategic Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
Provide internal and external training and information sharing within the ASC as well as in collaboration with campus partners.	2, 4, 6	1.8, 4.2, 4.4	Develop an onboarding template for all employees (professional/student) within the department. Continue to offer training opportunities throughout the academic year for all employees (professional/student). Support campus wide initiatives to increase (student/faculty/staff) exposure.	2021-22
Utilize technology to identify, track, and connect with specific cohorts including but not limited to underrepresented populations in an effort to increase persistence.	1, 6	1.1, 3.3	Implement and train stakeholders on the use of EagleSUCCESS, how to better utilize Banner, Degree Works (updated version) and other advising systems. Continue to collect data on student persistence, ASC usage and participation in success initiatives. Share this data with the campus community in order to build/sustain campus buy in for utilizing technology to support student success.	2021-22
Lead and empower Advisement Coordinator Team in an effort to establish high advisement standards, increase academic advisement knowledge, report out on persistence efforts, and showcase available success resources to both faculty advisors as well as students.	1, 4, 6	1.1, 4.4	Meet three times a semester to develop, discuss and share out best practices, and opportunities for growth. Develop training materials and draft training processes for newly hired faculty advisors as well as offering continued support to seasoned staff through advisement and registration workshops, programs, and materials.	2021-22
Create, update, and facilitate communication plans for ASC focused student cohorts as well as student facing processes.	2, 3, 4	1.1	Assess the needs of cohorts persisting at unsatisfactory levels and identify gaps in communication to specific cohorts while connecting students to necessary resources, policies and procedures.	2021-22

SECTION SEVEN: 2021-2022 Assessment Plan

Unit Goal:	College Mission Alignment
Provide internal and external training and information sharing within the ASC as well as in collaboration with campus partners.	By providing staff (professional/student) the opportunities to grow provides the campus with a more inclusive and engaged community.

Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Invite departments to present at ASC staff meetings.	Larger ASC staff meeting provide a space to collaborate, learn, and increase buy-in of the overall staff.	Human
Encourage collaboration with departments such as Career Services, Financial Aid and Residential Life.	Intentional programming that serves specific populations of students (I.e., residential, first generation, etc.) will improve cross departmental collaboration as well as student retention/persistence.	Human/financial

Action Plan: Invite departments to share initiatives and educate ASC staff about their services at ASC meetings

- Reach out to departments to see where the ASC can assist
- Pinpoint gaps in resources provided to students, faculty and staff

Goal Rationale: Educate ASC staff on the various departments with a goal to better serve our students and employees

Unit Goal:	College Mission Alignment
Utilize technology to identify, track, and connect with specific cohorts including but not limited to underrepresented populations in an effort to increase persistence.	Promote engagement through programming and technology in order to encourage excellence in students, faculty and staff.

Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Continued collaboration with Residential Life. Offer the ASC workshops to campus community to build relationships and best support Brockport students.	Programming in the Resident Hall Workshops delivered and survey feedback.	Human Human

Create systems to gather analytical data to better identify and track the engagement and persistence of specified groups.	Starfish Analytics static data. IR data Admission Reports and information	Human Banner Starfish
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Action Plan:

- Continue to find partners on campus to collaborate with on programming
- Utilize EagleSUCCESS reporting to track interactions with students
- Identify gaps in programming for all students

Goal Rationale: To be able to ensure programming is reaching all students, particularly students specifically identified as in need of support.

Unit Goal:	College Mission Alignment
Lead and empower Advisement Coordinator Team in an effort to establish high advisement standards, increase academic advisement knowledge, report out on persistence efforts, and showcase available success resources to both faculty advisors as well as students.	By providing staff (professional/student) the opportunities to grow provides the campus with a more inclusive and engaged community.

Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Provide regular opportunities for collaboration/conversation/training.	Scheduled meetings throughout semester(s)	Human TEAMS
Collaborate with Academic Affairs specifically, faculty advisors and Advisement Coordinators to establish collaborative standards on retention and persistence efforts based within academic departments.	Repository for training/support materials	TEAMS
Develop training materials specific to faculty advisement to be disseminated through onboarding processes within academic departments as well as HR.	IR/Analytics information pertaining to advisement-based retention and persistence.	Human IR
	Repository for training/support materials	

Action Plan:

- Continue to work with faculty (department chairs, advisement coordinators, as well as Dean’s teams)
- Establish meeting schedule for fall/spring semesters
- Develop dissemination timeline with regard to IR data (persistence, gateway courses, etc.)

Goal Rationale:

To ensure high quality and consistent standards for student support throughout the advisement process by utilizing data to make informed decisions.

Unit Goal:	College Mission Alignment
Create, update, and facilitate communication plans for ASC focused student cohorts as well as student facing processes.	To support an inclusive learning community.

Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Establish timeline for yearly communication, processes, and policies. Identify overlapping communication efforts and streamline processes within the department (outreach, support, etc.)	Develop/update GANTT Chart for ASC Cull down unnecessary communication and utilize campus platforms to ensure timely and accurate outreach.	Human SLATE One Call Now Human Teams

Action Plan:

- Continue to work with campus partners (UGA, RLLC, R&R, Hazen, etc.)
- Establish collaborative timeline
- Provide ASC staff and campus partners with overview of communication plan

Goal Rationale: With all the changes within the last 18 months due to staffing and COVID-19, the needs to continue to review campus communication plans, services, and the quality of campus partnerships in an effort to better serve our students and campus community.

SECTION EIGHT: 2020-2021 POINTS OF PRIDE AND ACCOMPLISHMENTS

Point of Pride/Accomplishment	College Mission and Priorities Alignment
Heather Difino presented at WNY Advising Conference and SUNY Success Summit on Advising Undeclared Students	To be a Great Place at which to Work
The Offices of Residential Life/Learning Communities and the Academic Success Center have received the Collaborative Excellence Award from the American College Personnel Association (ACPA)	To be a Great Place at which to Work
Terrian Garvis, Transition Coordinator, received the EMSA award for Outstanding New Professional Award.	To be a Great Place at which to Work
Katie Kloepfer- Mazzaferro was promoted to Senior Advisor & SAP Coordinator	To be a Great Place at which to Work
In moving to 100% electronic format for Major Declarations, our new sustainable process has cut down printing from approximately 8,000-10,000 major/minor/advisor change forms per year to nearly 0% printing; saving approximately \$500.00 - \$800.00 in printing costs alongside significantly decreasing our carbon footprint, in accordance with Goal 3.	To Be A Sustainable Institution For The 21st Century
Faculty Advisement and EagleSUCCESS Training Certifications	To be a Great Place at which to Work
Andrew Newman was awarded the New York State Disability Services Council's Assistive Technology Award, 2021.	To be a Great Place at Which to Work
Advisement Coordinator Team	To be a Great Place at which to Work