



Office of the Vice President for Enrollment Management & Student Affairs

Unit End of Year Report

Report includes:

- 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: Arthur O' Eve Educational Opportunity Program

Director: Gary Owens

Assessment Team Representative: Lisa Jones, Daniel Kandris

UNIT OVERVIEW

Unit Mission

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

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: 2020-2021 UNIT STRATEGIC ANNUAL GOALS

Unit Strategic Annual Goals	Outcome/Status
To increase the recruitment of the number of students in EOP from the Rochester and Buffalo areas compared to that of 2019-2020	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 2019-2020 academic year.	Goal Not Met

SECTION TWO: 2020-2021 Assessment Plan

Unit Goal	College Mission Alignment:
To increase the recruitment of the number of students in EOP from the Rochester and Buffalo areas compared to that of 2019-2020	To be a great college in which to learn and 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	Review of Admissions demographic data.	EOP had 8 students from the Rochester and Buffalo in this year's freshman cohort as opposed to 23 last year. The goal of recruiting more students from the Rochester and Buffalo area was not met, largely in part to reduced enrollment as a result of Covid-19.

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 2020 entering freshmen recruits to 2019 recruitment from the targeted areas.

Key Findings: The goal was not met but we will continue to utilize previous year's practices working in conjunction with the Admissions 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. Studies show that attending college closer to home influences retention. Students feel more connected with community and still have their families close.

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. The goal of recruiting more students from the Rochester and Buffalo area was not met, largely in part to reduced enrollment as a result of Covid-19.

Summary Sentence for EMSA Divisional Report: 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.

Unit Goal		College Mission Alignment:
To increase the number of EOP students enrolled in the Leadership Development Program (LDP) by 5% over the total of students enrolled in the 2019-2020 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 2020-2021 academic year	Data was provided by the LDP administration and provided to EOP department for a comparison of students participating in the program during the 2020-2021 academic year to that of 2019 – 2020.	Goal not met. For the Academic year 2019-2020, 48 students were enrolled in the LDP. For the Academic year 2020-2021, 14 students were enrolled in the LDP. This indicates a decrease in the number of EOP students enrolled in the LDP from 2019-2020 to 2020-2021 by 34. This resulted in a decrease of 70%, which did not meet the goal.

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 2019-2020 and 2020-2021.

Key Findings: For the Academic year 2019-2020, 48 students were enrolled in the LDP. For the Academic year 2020-2021, 14 students were enrolled in the LDP. This indicates a decrease in the number of EOP students enrolled in the LDP from 2019-2020 to 2020-2021 by 34. This resulted in a decrease of 70%, which did not meet the goal.

Dissemination/Discussion of Key Findings: We found there was a decrease 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 Divisional Report: The total number of EOP students enrolled in the LDP decreased by 34 students or a 70% decrease from 2019-2020 to 2020-2021.

SECTION FOUR: STUDENT LEARNING OUTCOMES

Institutional Student Learning Outcomes

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

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		2020-2021
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	2018-2019
3. Peer Tutoring: Students who are involved in peer tutoring will obtain an increased understanding of subject matter.	X		X	X		2020-2021
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 2020-2021: 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.

Strategies/Programs	Assessment Tools/Data Sources	Results
<p>EOP-Financial Aid Counseling:</p> <p>Staff explained loan repayment obligations to all freshmen when assisting them with completing their loan entrance counseling.</p> <p>Staff worked with all returning students on completing the financial aid renewal process for the upcoming year.</p>	<p>Student-counselor satisfaction survey including financial aid knowledge.</p> <p>Feedback from exit interviews were conducted with all students leaving the program/graduating where knowledge of financial aid was measured.</p>	<p>Most students were able to identify and demonstrate an understanding of relevant knowledge pertaining to applicable federal, state, and private financial aid, as well as being engaged in the process of interpreting all aspects of their individual student bill.</p>

Summary of Findings and Next Steps:

As a program, EOP was successful with engaging students in the financial aid process and enhancing their financial literacy. Given that the financial aid process is changing in the upcoming academic year, staff will work diligently with the Financial Aid department and students to ensure a seamless transition and to ensure that students receive an impactful introduction to the new system as well as a continued engagement in the financial aid process. Counselors will continue to inform students of their financial aid awards and student bill status, as well as reviewing each individual package with each student. Counselors will also maintain detailed financial aid process progress data on each of their assigned students.

Departmental Learning Outcome Measured in 2020-2021: Peer Tutoring: Students who are involved in peer tutoring will obtain an increased understanding of subject matter.

Strategies/Programs	Assessment Tools/Data Sources	Results
<p>Peer Assisted Learning (PAL) – sessions where students are tutored in groups for one specific class</p> <p>One-on-one tutoring sessions – Individual tutoring sessions with tutor and one student.</p>	<p>Peer Assisted Learning (PAL) session logs</p> <p>Tutor matches</p> <p>Surveys (student and tutor surveys)</p> <p>Midterm and Final Grades</p>	<p>Due to the rise in Covid and the unexpected virtual tutoring program, tutoring numbers were at a low for AY 2020-2021. Many EOP Students did not request or utilize tutoring as they could have.</p> <p>For the students that did utilize tutoring survey results indicated, tutoring helped, grades improved in the subject, and a better understanding of the subject matter.</p> <p>Students that utilized tutoring grades improved</p>

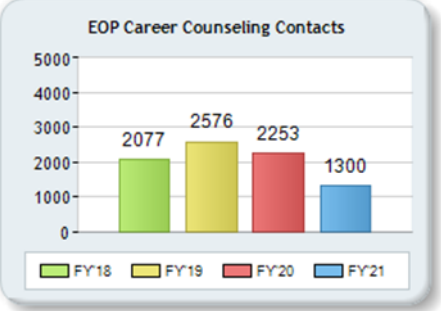
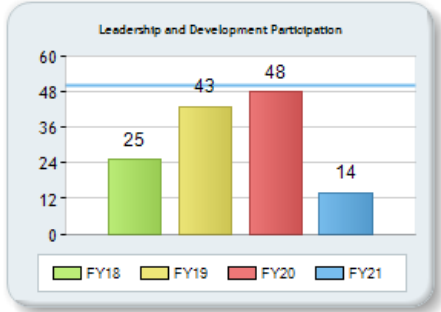
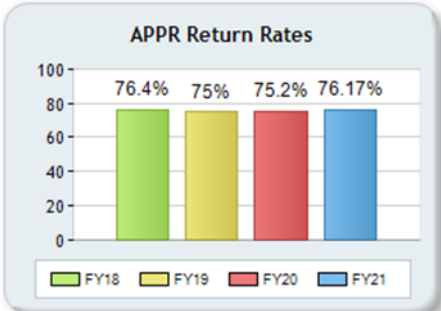
Summary of Findings and Next Steps:

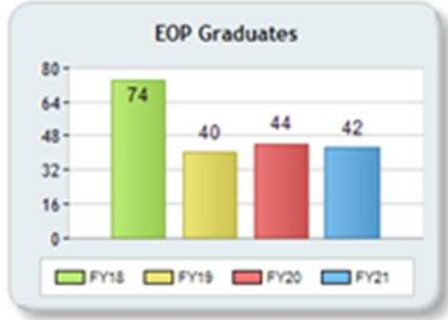
Though tutoring has decreased this year as a result of Covid students that did utilized tutoring believe that it helped them increase grades, GPAs and supported and increased knowledge of the subject matter as reported from student tutor satisfaction surveys.

Students have been able to engage in problem solving dialogue at every session with their peers/tutors, increase knowledge of subject matter, obtain increased understanding of the subject matter, improve their study skills, and raise their grades, and recognize methods to solve problems. Students have also acquired methods to seek pertinent information and/or ask clarifying the questions.

Next steps: we will continue to make one-on-one and group tutoring a priority for students. We will include more advertising via social media, around campus and connections with departments to recruit more available tutors. We will meet with various departments to try and establish specific tutors for EOP students.

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>FY18</td> <td>2077</td> </tr> <tr> <td>FY19</td> <td>2576</td> </tr> <tr> <td>FY20</td> <td>2253</td> </tr> <tr> <td>FY21</td> <td>1300</td> </tr> </tbody> </table>	Fiscal Year	Contacts	FY18	2077	FY19	2576	FY20	2253	FY21	1300	<p>The number of counseling contacts for the purpose of careers was less in 2020-2021 than 2019-2020. The goal was not met, as there was a 57% 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 hindered the volume of contacts between counselors and students and altered the focus of contacts.</p>
Fiscal Year	Contacts										
FY18	2077										
FY19	2576										
FY20	2253										
FY21	1300										
 <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> <tr> <td>FY21</td> <td>14</td> </tr> </tbody> </table>	Fiscal Year	Participation	FY18	25	FY19	43	FY20	48	FY21	14	<p>For the Academic year 2019-2020, 48 students were enrolled in the LDP. For the Academic year 2020-2021, 14 students were enrolled in the LDP. This indicates a decrease in the number of EOP students enrolled in the LDP from 2019-20 to 2020-21 by 34. This resulted in a decrease of 70% participation. The impact of Covid-19 and going fully remote did have a negative effect on students willing to join the LDP. Many EOP students are just not comfortable with online learning. Students' may feel a loss of connection trying to navigate through various programs online.</p>
Fiscal Year	Participation										
FY18	25										
FY19	43										
FY20	48										
FY21	14										
 <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> <tr> <td>FY21</td> <td>76.17%</td> </tr> </tbody> </table> <p>APPT</p>	Fiscal Year	Return Rate	FY18	76.4%	FY19	75%	FY20	75.2%	FY21	76.17%	<p>For the Academic year 2020-2021 return rates remained stable for returned APPR forms vs the amount from 2019-2020. 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>
Fiscal Year	Return Rate										
FY18	76.4%										
FY19	75%										
FY20	75.2%										
FY21	76.17%										



The number of EOP graduates declined in 2021. This can be attributed to students utilizing their 5 years of eligibility to earn their degree as well as a slight decline in overall retention as discussed in this report. Though the graduation rate decreased, EOP still maintains a comparable graduation rate when analyzed with college data. Summer graduates will be added upon completion of degree in August.

SECTION SIX: 2021-2022 UNIT STRATEGIC ANNUAL GOALS

Strategic Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
<p>Increase the amount of EOP student engagement with culturally diverse events and programs on campus.</p>	<p>2,6</p>	<p>1, 2</p>	<p>During the AY 2021-2022, EOP plans on returning to a tradition of face-to-face events such as holiday/cultural, birthday, and opening and closing of academic year celebrations. At these events, students will learn about various cultures, inclusion, and family celebrations. Our goal is to increase attendance at these events as we believe that it provides students with a sense of belonging, awareness of various supports, and cultural diversity across campus. We also plan to partner with various clubs, programs, and departments for these events to further enhance inclusion and awareness of supports. Attendance will be taken at all EOP events by having students sign in with their Banner number. For events outside of EOP we will work with departments to track attendance as well.</p>	<p>2021-2022</p>
<p>Increase student faculty engagement and increase student utilization of faculty office hours for the purpose of cultivating relationships, and student comfort with engaging with faculty.</p>	<p>2, 3</p>	<p>1</p>	<p>During the 2021-2022 AY, students will be required to meet with each of their instructors, students will report contact to their EOP counselors, and Counselors will then verify and record the information on a spread sheet. We will do this over the course of 1 year to see how</p>	<p>2021-2022</p>

			much/many times students are interacting with their professors.	
To recruit and retain 25% of those EOP students who withdrew or were academically dismissed and did not complete degree requirements.	1, 2, 3	1, 2	EOP staff will seek to have direct contact available with all those students indicated. Staff will discuss pathways available to return to the college for the purpose of completing their degree.	2021-2022

SECTION SEVEN: 2021-2022 Assessment Plan

Unit Goal:	College Mission Alignment
Increase the amount of EOP student engagement within culturally diverse events and programs within the EOP department	To be a college engaged with its community

Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Increase student Retention Create a sense of belonging Increase Culturally diverse programing/events	Attendance forms for EOP events including, birthday celebrations, and cultural events, opening and closing EOP celebrations, surveys.	All EOP staff, students, EOP cultural events, funding for food. Senior Counselors will work with graduate counselors as appointed by the director.

Action Plan: During the AY 2021-2022, EOP plans on returning to implementation of face-to-face events such as holiday/cultural, birthday, opening and closing of schools. At these events students will learn about various cultures, inclusion, and family celebrations. We are looking to increase attendance, helps students with a sense of belonging, making students aware of various supports and cultural diversity across campus.

- Listing of strategies
- EOP events, celebrations
 - Birthdays
 - Opening/closing celebrations
 - Holiday events
 - Cultural events

Goal Rationale:

Lack of social integration remains high on the list of reasons students are not retained in higher education institutions. Students leave because they don't feel welcome, have feelings of isolation, campuses lack cultural diversity. By increasing student engagement with such events, we hope to create even more opportunities for all to feel welcome and valued on campus.

Unit Goal:	College Mission Alignment
Increase student faculty engagement and increase student utilization of faculty office hours for the purpose of cultivating relationships, and students' comfort with engaging with faculty	To be a great college at which to learn

Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
More professor student interaction Students will learn to utilize professors' office hours Students will engage with professors regarding their academics to increase relationships which will aid in retention	Mach form, conference records, Student surveys Invite faculty to EOP events	Professors, EOP counselors, students

Action Plan: During the AY 2021-2022 students will be required to meet with each of their instructors, students will report to counselors, Counselors will then verify and record the information on a spread sheet. We will do this over the course of 1 year to see how much/many time's students are interacting with their professors.

- Listing of strategies
- Counselors will, encourage/remind students to meet with professors regularly
- Counselors will keep track of student/professor meetings by checking in with students and faculty and recording information

Goal Rationale:

This goal is part of an ongoing plan to help students realize and utilize their supports, erase the stigmatism of being afraid to speak with professors, and to help students begin to advocate for themselves. We believe that a personal connection with instructors will help begin to foster on going relationships that will aid in retention and graduation.

Unit Goal:	College Mission Alignment
To recruit and retain 25% of those EOP students who withdrew or were academically dismissed and did not complete degree requirements.	To be a Great College at which to Learn To be a college engaged with its community


Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Students return to complete degree requirements.	Information relevant to students that have not completed Degree/graduation requirements. Registration and Records.	EOP staff

Action Plan: EOP staff will seek to have direct contact available with all students indicated on academic dismissal and leave. Staff will discuss pathways available to return to the college for the purpose of completing their degree.

- Review of records and registration for confirmation of degree
- Students will be directly advised of various plans they have available for degree completion

Goal Rationale: This goal will support EOP and the college’s mission of recruitment and retention. This goal is ongoing to support students with completion of degree requirements.

SECTION EIGHT: 2020-2021 POINTS OF PRIDE AND ACCOMPLISHMENTS

Point of Pride/Accomplishment	College Mission and Priorities Alignment
EOP had 69 graduates in 2021	1
<p>Egypt Page won the Division III National Outdoor Championship title.</p> 	1, 2
Dan Kandris was nominated for Faculty of the year award	1, 4
Lisa Jones completed a Diversity, Equity and Inclusion in the workplace Certification from University of South Florida.	2, 4
After 25 plus years, Senior Counselor, Dan Askey is retiring. Dan has been committed devoted EOP Counselor since he started.	1