



**Unit End of Year Report**

Report includes: <ul style="list-style-type: none"> <li>• 2016-2017 Annual Goals</li> <li>• 2016-2017 Assessment Plan</li> <li>• Key Performance Indicators</li> <li>• 2016-2017 Points of Pride</li> <li>• 2017-2018 Annual Goals</li> <li>• 2017-2018 Assessment Plan</li> </ul>	<p><b>Unit: Undergraduate Admissions</b></p> <p><b>Director: Robert Wyant</b></p>
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**UNIT OVERVIEW**  
This section corresponds with Administrative Unit Assessment Document 1

**Unit Mission**  
Undergraduate Admissions:

Is committed to recruit, advise, select, and enroll an entering class of the highest academic quality, the appropriate size and diversification, and of the appropriate academic and professional aspirations.

Is committed to develop and coordinate support for the Office of Undergraduate Admissions recruitment efforts through relationships with current students, faculty, parents, alumni, and friends of the College, and maintain a cohesive relationship with the Division of Enrollment Management Offices in order to meet goals of enrollment and retention.

Is committed to promote and integrate professional development for all staff, and develop and maintain an office environment that fosters teamwork, individual creativity, and quality customer service.

**Functional Goals and Division/College Mapping**

For the purpose of EMSA’s work, *Functional Goals* will be defined as the 2-3 broad goals that are necessary for your unit to maintain adequate service and provision of your functions and responsibilities as expected by the College

<b>Unit Functional Goals</b>		<b>Division Goal Mapping</b> <i>(This will be a number reference)</i>	<b>College Goal Mapping</b> <i>(This will be a number reference)</i>
<b>UAf1</b>	Continue to build upon working relationship with Alumni Affairs to best utilize alumni in our recruitment efforts.	EMSA Goal #1	1.1, 1.5, 1.7, 1.8, 4.8
<b>UAf2</b>	Explore additional ways regional Admissions Advisors can contribute to office operations and programmatic responsibilities.	EMSA Goal #1	1.1, 1.5, 1.7, 1.8, 4.8

<b>UA#3</b>	Fill four vacant support staff positions which are critical to our processing needs during peak document times.	EMSA Goal #1	1.1, 1.5, 1.7, 1.8, 4.8
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**SECTION ONE: 2016-2017 UNIT ANNUAL GOALS**

Identify the overall annual goals for the unit

<b>Unit Annual Goals</b>	<b>Outcome/Status</b>
Enroll <b>1,140</b> FTE Freshmen and <b>975</b> FTE Transfers helping ensure that the College achieves its overall enrollment and revenue targets.	FTE Freshmen Goal: MET FTE Transfer Goal: MET
Enhance recruitment initiatives through CRM system.	MET
Enhance campus visit program and all on- and off-campus events to provide guests with a one-of-a-kind experience and leave them with positive and lasting impression of The College at Brockport.	MET/ONGOING
Revamp all travel marketing materials, eliminating the “swoosh” and ensuring that all pieces have aesthetic continuity.	MET
Add text messaging to our communication matrix.	MET
Move towards digital name capture at college fairs.	PARTIALLY MET/ONGOING

**SECTION TWO, PART ONE: 2016-2017 Assessment Plan**

Select 3-4 unit goals to comprehensively assess. Section corresponds with the Administrative Unit Assessment Document 2.

Unit Goal	College Mission Alignment: how does this goal support the College’s Mission?
Enroll <b>1,140</b> FTE Freshmen and <b>975</b> FTE Transfers helping ensure that the College achieves its overall enrollment and revenue targets.	This goal directly supports the following statement within the College Mission: “Engage in strong recruitment efforts to admit a student body with excellent academic qualifications and professional academic ability.” Not only does UG Admissions strive to meet the quantitative recruitment goals, but while doing so, the unit also strives to maintain or increase current academic quality in the freshmen admitted and enrolled populations.

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools used to assess (1, 2)	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)																								
<p>1. Maintain current academic quality in the FR admit and enrolled populations.</p> <p>2. Increase the first year regular admit pool without negatively impacting quality via segmented marketing/ mailings, high school and college campus visits, School Counselor receptions, attending and hosting SUNY Op Inform, two Fall Open Houses, two Junior Preview Days and other ancillary recruitment events.</p> <p>3. Increase acceptance yield via: resigned/upgraded acceptance packets, targeted sleepover programs for accepted students, bus trip of accepted students from NYC.</p>	<p>1. Weekly reports used to benchmark and project final pools</p> <p>2. Weekly reports measuring year over year (YOY) growth at all stages of the admissions funnel.</p> <p>3. Prospect reports</p> <p>4. Applicant, accept and deposit reports</p> <p>4. Feeder school reports</p> <p>5. Number of visits to high schools, including multiple visits to top feeders.</p> <p>6. Online Business Intelligence tool</p> <p>7. Event reports include registration, attendance and yield.</p>	<p>1. While outcomes will not be finalized until the Census Date (third week of the fall semester), as of Week 42 of the Admissions Cycle, the academic quality of the freshmen class has <b>decreased</b> very slightly in terms of the high school GPA and ACT. <b>GOAL NOT MET.</b></p> <p>At first glance, it would appear that the mean SAT has increased, however, that is due to the SAT format and scoring change that took place beginning with the March 2016 SAT. Because of that, the SAT comparison is not apples to apples for this year.</p> <p>ACT has decreased very slightly in the enrolled category.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2017</th> <th colspan="2">2016</th> </tr> <tr> <th>Accepted</th> <th>Deposited</th> <th>Accepted</th> <th>Deposited</th> </tr> </thead> <tbody> <tr> <td>HS GPA</td> <td>90.01</td> <td>89.70</td> <td>90.17</td> <td>90.22</td> </tr> <tr> <td>Mean SAT</td> <td>1142</td> <td>1134</td> <td>1069</td> <td>1062</td> </tr> <tr> <td>Mean ACT</td> <td>23.6</td> <td>23.4</td> <td>23.6</td> <td>23.5</td> </tr> </tbody> </table> <p><i>Please note: this table does not include our special admit populations</i></p> <p>2. The applicant pool for freshmen <b>increased</b> 4% from 9248 in 2016 to 9613 in 2017. <b>GOAL MET.</b></p> <p>3. Overall yield for 2016 was 25.2%. In 2017, that number <b>increased</b> to 25.6%. <b>GOAL MET.</b></p>		2017		2016		Accepted	Deposited	Accepted	Deposited	HS GPA	90.01	89.70	90.17	90.22	Mean SAT	1142	1134	1069	1062	Mean ACT	23.6	23.4	23.6	23.5
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**CLOSING THE LOOP**

**Resources Used:** Personnel/Staffing; eRecruitment. UG Admissions also utilizes other departmental resources and personnel, such as Athletics, Academic Departments, ROTC, EOP, Honors Program, Delta College Program, and Transfer Experience, to achieve these goals.

The bulk of the Admissions budget allocation is used towards achieving the College's enrollment goals. These expenses include the printing of marketing materials and admission letters (\$83,420), rental cars used for recruitment travel (\$25,113), catering and events – both on- and off-campus for students and counselors (\$78,755), recruitment-related travel expenses (\$65,355), postage used for marketing and admissions mailings (\$51,687), etc.

**Key Findings:** UG Admissions was able to meet lofty enrollment goals while simultaneously spending significantly less on items such as printing and postage. UG Admissions continues to explore innovative technological strategies to assist in achieving our enrollment goals.

**Dissemination/Discussion of Key Findings:** Key findings were disseminated at staff meetings, marketing meetings, staff retreat, College Senate meetings, and Enrollment Management Task Force meetings. Weekly emails with enrollment target reports are sent to Vice Presidents, Admissions Staff and various department directors across campus.

**Summary Sentence for EMSA Briefing Book:** Due to the efforts of the UG Admissions Office, The College at Brockport enrolled the largest class of new first year students in the College's history. A record 1269 new first year students and 1059 transfer students enrolled in fall 2017.

**SECTION TWO, PART ONE: 2016-2017 Assessment Plan**

Select 3-4 unit goals to comprehensively assess. Section corresponds with the Administrative Unit Assessment Document 2.

Unit Goal	<b>College Mission Alignment:</b> how does this goal support the College's Mission?	
Enhance recruitment initiatives through CRM system.	This goal directly supports the following statement within the College Mission: "Engage in strong recruitment efforts to admit a student body with excellent academic qualifications and professional academic ability."	
<b>Outcomes and Criteria:</b> identify 2-3 specific outcomes related to goal and criteria for success (3)	<b>Data Sources and Methods:</b> resources and tools used to assess (1, 2)	<b>Assessment Data:</b> summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
<ol style="list-style-type: none"> <li>1. Move towards digital name capture at college fairs.</li> <li>2. Utilize event management system to record attendance at all college fairs.</li> <li>3. Increase total number of annual Telecenter calls by 16.25% or more.</li> </ol>	<ol style="list-style-type: none"> <li>1. Percentage of prospects from college fairs entered through iPad or mobile devices</li> <li>2. Percentage of college fairs created as events in CRM</li> <li>3. Attendance at events</li> <li>4. Conversion and yield rates from each event.</li> <li>5. Data collection, filters/jobs in Hobsons Telecenter module.</li> </ol>	<ol style="list-style-type: none"> <li>1. As highlighted in the 2015-16 annual CRM report, we were pursuing a contract with a vendor to help with inquiry management. Specifically we were looking to work with a vendor that would enable off-line data capture via an iPad and would connect those prospects directly to the CRM system. A vendor (Gecko Labs) was identified and tested in the spring of 2016. Working with a European vendor proved difficult in contract development as a contract was originally written for the European based company and then later revised to be written through a US LLC that was formed in late fall. As a result, the contract was not executed until December 2016. Records created by Gecko: 283 Records created by CRM: 697 <b>GOAL MET</b></li> <li>2. We now have event attendance data for almost every event where we recruited. This information is now connected all the way through to our enrollment data giving us greater insight than we have historically had. The intent is to help us become more strategic and fiscally responsible while maintaining appropriate territory coverage planning our fall and spring travel. <b>GOAL MET</b></li> <li>3. This year's telecenter campaign exceeded last year's contacts by 64.8%. Our goal had been to increase contacts by 16.25%. A higher volume of calls was realized due to using the CRM software which streamlined calling lists and call scripts. We were able to use the CRM software on a free trial basis. If we were to use the paid software in the future it would incur a yearly subscription of approximately \$9000. Additional measures that ensured the campaign's success included having more student callers in the fall, hiring back returning student workers and creating a student leadership position. 2015/16 Total calls: 6,4543 2016/17 Total calls: 10,636 <b>GOAL MET</b></li> </ol>

## CLOSING THE LOOP

**Resources Used:** A variety of resources were used to achieve each objective as part of the overarching goal of better utilization of the CRM system in support of our recruitment goals.

Resources used to increase number of annual telecenter calls:

- CRM Telecenter software
- Work-study students (5)
- Call center student leader (1)
- Telecenter supervisor Liz Herrmann
- CRM administrator Dave Loreto

Resources used to utilize event management system to record attendance at all college fairs:

- CRM event management software
- Professional staff (all): event creation in CRM, source code tracking on prospect cards
- Administrative staff (all): data entry
- Student employees: data entry
- CRM administrator (Dave Loreto): staff training, invitation emails
- Secondary CRM (Melissa Froats) staff training, invitation emails

Resources used to move towards digital name capture at college fairs:

- Gecko Labs
- CRM event management software
- iPads

## Key Findings:

### *Increasing number of annual Telecenter calls:*

This year's Telecenter campaign exceeded last year's contacts by 64.8%. Our goal had been to increase contacts by 16.25%. A higher volume of calls was realized due to using the CRM software which streamlined calling lists and call scripts. We were able to use the CRM software on a free trial basis. If we were to use the paid software in the future it would incur a yearly subscription of approximately \$9000. Additional measures that ensured the campaign's success included having more student callers in the fall, hiring back returning student workers and creating a student leadership position.

While this wasn't a goal outlined for the campaign, it is worth noting that despite a higher call volume, our cost per call saw a YOY decrease of 9.5%. We should expect to see a declining cost as callers and administrators gain experience using the system. It is UG Admissions' continued recommendation that we consolidate our CRM service expenditures and replace the CRM Answer module with the Telecenter module. In total, the CRM costs \$62,450 annually.

### *Utilizing event management system to record attendance at all college fairs:*

We now have event attendance data for almost every event where we recruited. This information is now connected all the way through to our enrollment data giving us greater insight than we have historically had. The intent is to help us become more strategic and fiscally responsible while maintaining appropriate territory coverage planning our fall and spring travel.

### *Moving towards digital name capture at college fairs:*

The iPad application was ready to be used at all spring recruitment events. It was used in conjunction with the traditional prospect cards. It was never used as the only method of data capture as recruiters were reluctant to make every visitor wait to use one iPad.

Recruiters also reported that students at times were reluctant to enter their information digitally (even though the form asked for less information than the paper cards).

At national fairs and SUNY fairs, Brockport rents a scanner system so the Gecko App was not used at these events either.

Using the Gecko app streamlined the time it takes to get a prospect into our CRM system, connecting them to the appropriate event attended, and kicking off a communication plan. It also enhanced data integrity because legibility of student hand writing was not an issue.

The real test for the system's viability will be using it this fall as our primary data capture point throughout our recruitment season.

### **Dissemination/Discussion of Key Findings:**

#### *Increasing number of annual telecenter calls:*

Call campaign results were shared with the call center workers on a white board, at relevant staff meetings and included in the annual report.

#### *Utilizing event management system to record attendance at all college fairs:*

Reporting data has been shared with senior leadership and staff at relevant staff meetings as well as reflected in each of the annual territory reports.

#### *Moving towards digital name capture at college fairs:*

Recruiter feedback sought throughout the development and implementation process. Feedback was also shared with Gecko labs.

### **Summary Sentence for EMSA Briefing Book:**

#### *Increasing number of annual telecenter calls:*

This year's Telecenter campaign exceeded last year's contacts by 64.8%. Our goal had been to increase contacts by 16.25%. The Telecenter is effective and key to encouraging students to attend yield events, encouraging applications, and assisting in admissions application completion.

#### *Utilizing event management system to record attendance at all college fairs:*

The Hobsons CRM platform enables us to segment, manage and track the effectiveness of each and every off-campus recruitment event.

#### *Moving towards digital name capture at college fairs:*

Using the Gecko Inquiry Management System streamlined prospective student data entry and enabled more timely and personalized follow up from the recruitment team and CRM system.

## SECTION TWO, PART ONE: 2016-2017 Assessment Plan

Select 3-4 unit goals to comprehensively assess. Section corresponds with the Administrative Unit Assessment Document 2.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?	
Enhance campus visit program and all on- and off-campus events to provide guests with a one-of-a-kind experience and leave them with positive and lasting impression of The College at Brockport.	This goal directly supports the following statement within the College Mission: "Engage in strong recruitment efforts to admit a student body with excellent academic qualifications and professional academic ability."	
Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools used to assess (1, 2)	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
<ol style="list-style-type: none"> <li>1. Strive to provide a positive and personalized experience for each visitor.</li> <li>2. Increase response rate for campus visit survey.</li> <li>3. Restructuring/reorganizing our Large Group Visit Program.</li> <li>4. Increase overall number of attendees when comparing to 2015-2016.</li> </ol>	<ol style="list-style-type: none"> <li>1. Results from daily campus visit survey through Campus Labs.</li> <li>2. Results from daily campus visit survey through Campus Labs; Ambassadors will heavily promote the survey to their guests, as will advisors during the information session.</li> <li>3. Update website and criteria for on campus groups. Offer varied options for different age groups/group types.</li> <li>4. Historical data compared to new event data in Hobsons Connect and Events &amp; Trips.</li> </ol>	<ol style="list-style-type: none"> <li>1. The majority of feedback provided on the campus visit survey is positive and speaks to the personalization offered by our admissions staff and the ambassadors. <b>GOAL MET AND WILL CONTINUE</b></li> </ol> <div style="background-color: black; color: white; text-align: center; padding: 5px; margin: 10px 0;"> <b>2016-2017 Daily Campus Tour Visitor Feedback</b> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     "Adam was excellent. He did a great job relating to the students and parents. He was informative and entertaining."                 </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     "I had James as a tour guide. I will tell you that he is going to go places in life. He was GREAT as a guide. Told us his perspective on the college and not what he thought we needed to hear. I recommend using him for all your tours! Great, great kid!!!"                 </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     "Our tour guides made the visit! They were absolutely wonderful! I can't say enough about both of them- they were friendly, informative, and really made us feel welcome. You should be VERY proud to have them serving as guides for your campus!! I believe the one girl was Jolie, but both of them ROCKED!"                 </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     "Shay was a wonderful tour guide. He was very personable and tried very hard to learn everyone's name. Shay was friendly and enthusiastic and made our Brockport experience memorable."                 </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     "He was really great and made the tour very beneficial in my decision making. He showed off all the great things about campus and was honest in sharing his personal experiences. He was engaging and entertaining the entire time as well as informative. Overall, he gave a really good tour that solidified my decision to attend SUNY Brockport next year."                 </div> <ol style="list-style-type: none"> <li>2. Our survey response rate continues to be low and hovers at approximately 20%. UG Admissions will explore ways to increase this rate. Those ideas include streamlining the survey to fewer questions, having the Telecenter callers survey visitors over the phone within a week of their visit, etc. <b>GOAL NOT MET.</b></li> <li>3. We have been using the same organization format, website design and scheduling techniques since I began working with group visits in spring 2014. This</li> </ol>

		<p>year, Danielle Armentano took on the task of changing our existing documents and structures. By creating a campus visit contract, increasing/mending relationships with other campus constituents and improving the communication between our visiting groups and my office, we were able to provide increased access to our groups and an enriched experience all around. <b>GOAL MET.</b></p> <p><b>4. GOAL MET</b></p> <table border="1" data-bbox="894 394 1507 630"> <thead> <tr> <th colspan="2" data-bbox="894 394 1507 464">Daily Campus Tours</th> </tr> <tr> <th data-bbox="894 464 1190 499">2016-2017</th> <th data-bbox="1190 464 1507 499">2015-2016</th> </tr> </thead> <tbody> <tr> <td data-bbox="894 499 1190 562">4,084 total (students and guests)</td> <td data-bbox="1190 499 1507 562">3,390 total (students and guests)</td> </tr> <tr> <td data-bbox="894 562 1190 630">1,634 students attended</td> <td data-bbox="1190 562 1507 630">1,325 students attended</td> </tr> </tbody> </table>	Daily Campus Tours		2016-2017	2015-2016	4,084 total (students and guests)	3,390 total (students and guests)	1,634 students attended	1,325 students attended
Daily Campus Tours										
2016-2017	2015-2016									
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1,634 students attended	1,325 students attended									

**CLOSING THE LOOP**

**Key Findings:** Looking at the data, it’s easy to notice that the number of students and their guests for our daily campus tours increased dramatically over the last year. In 2015-2016, we welcomed 1,325 visiting students to our campus. In 2016-2017, we increased the number of students who attended campus tours by 23.3% to 1,634 visiting over the course of a year. Our use of Hobsons Connect allows for our office to track approximately how many students and guests register for a campus tour and in turn, exactly how many of those who register actually attend. I am proud of this increase knowing that our numbers were tracked using a detailed-oriented system that has very little room for error.

Our system for tracking group visits over the last three years has been very accurate. The number of group visits that we hosted from June 2016-May 2017 was 52, an 11.86% decrease. However, we saw a 23.67% increase in the number of guests that came on the group visits. In 2015-2016, we welcomed approximately 1,609 students and chaperones and in 2016-2017 we welcomed 1,990 students and chaperones during our group visits. Our groups ranged in grades from 1<sup>st</sup> to college transfer students, sizes from 6 to 140 and type from high school, elementary school to community-based organizations. Our group visit feedback was exponentially positive this year and can be found in the charts above.

**Dissemination/Discussion of Key Findings:** In our weekly staff and Advisor meetings, Danielle would rely on colleagues to share any comments, questions and concerns with me pertaining to group visits. She also made a point to communicate any website/organization changes with my office to ensure that everyone knew what was going on. Overall, G Admissions found that there were fewer questions and much less confusion on the day of from our visiting groups which can be attributed to our clear and direct guidelines and expectations on our website and on the group visit contract.

**Summary Sentence for EMSA Briefing Book:** The campus visit continues to prove crucial in enrolling our incoming class. In 2016-2017, we increased the number of students who attended campus tours by 23.3% to 1,634 visiting over the course of a year.

**SECTION TWO, PART TWO: 2016-2017 Assessment Plan**

*The Qualitative Project*

<b>SUNY Student Opinion Survey Data Point:</b>
<b>Section 1. College Impressions and Plans</b>
1. Compared to your expectations, your academic experiences at this college have: <i>Very Satisfied, Satisfied, Neither Satisfied nor Dissatisfied, Dissatisfied, Very Dissatisfied, Did Not Use/Not Available</i>

2. At the time you applied for admission, this college was your:  
*First Choice, Second Choice, Third Choice, Fourth or Lower*

**Focus Group Questions:**

1. Compared to your expectations, your academic experiences at this college have:  
*Very Satisfied, Satisfied, Neither Satisfied nor Dissatisfied, Dissatisfied, Very Dissatisfied, Did Not Use/Not Available*
2. At the time you applied for admission, this college was your: *First Choice, Second Choice, Third Choice, Fourth or Lower*
3. What were your expectations of Brockport before attending? Why did they stay the same or how did they change after attending? Why did your expectations change?
4. Why did you rank Brockport as that specific choice?
5. For those that did not chose Brockport as their first choice, who were the other choices and why were they ranked higher?
6. Due to this discussion has your original responses changed or do they remain the same?

**Logistics:**

**Date:** 04/21/2017      **Time:** 3:30pm-4:30pm      **Location:** Rakov – Admissions Presentation Room

**Facilitator:** Garrett W. Roe      **Notetaker:** Garrett W. Roe

**# of students in attendance: 7**

- Seven students identified as Female.
- Four Freshmen, One Sophomore, Two Seniors.
- Five identified as white. Two identified as Black.
- Age: 18yrols: 3 / 19yrols: 1 / 20yrols: 2 / 22yrols: 1
- Majors Represented Dance, Exercise Science, Nursing, Accounting, Healthcare Administration, Criminal Justice, Sociology, Political Science, Nursing Intent.
- NYS Hometowns: Rochester, Syracuse, Floral Park, Oakfield, Brooklyn (2x), New Paltz.

**Findings:**

1. When asked the question, “Compared to your expectations, your academic experiences at this college have,” students responded:

<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Neither Satisfied nor Dissatisfied</i>	<i>Dissatisfied</i>	<i>Very Dissatisfied</i>	<i>Did Not Use/Not Available</i>
1	5	0	1	0	0

2. When asked the question, “At the time you applied for admission, this college was your,” students responded:

<i>First Choice</i>	<i>Second Choice</i>	<i>Third Choice</i>	<i>Fourth Choice or Lower</i>
1	1	1	4

3. When asked the question, “What were your expectations of Brockport before attending?,” students responded stating:
- One student stated and others agreed that they thought Brockport was “A good middle of the road school” in terms of size and academic quality.
  - “Very different.” Non-urban characteristics – lots of farms and tractors.
  - “What is Brockport?” Two students were not familiar with the name or had any sort of recognition at the time of applying.
  - Some students said Brockport was known as party/sports school and one stated another name was “Jock port.” Before attending Brockport, the student was concerned that others students might think more about sports than classes.
  - A few students shared that people approximately 40 years old or older thought of Brockport as a party school. When discussing with younger alumni and current students they did not identify Brockport as a party school. All of the students agreed that they did not regard Brockport as a party school.
  - Due to two students and their backgrounds they were accustom to more people in proximity, noise, and diversity. They knew that Brockport did not have those characteristics but settled on this campus due to financial realities.
  - Students understood from others that Brockport was one of the most diverse schools however from experience they stated they knew that statement was not true.
  - Five out of seven students thought there wasn’t going to be much campus activity or stuff for them to do. One item to note with this statement is that the other two students grew up and lived in rural settings.

4. When asked the question, “How did your expectations stay the same or how did they change after attending? Why did your expectations change?” students responded stating:

- A student not of color mentioned, “I wasn’t expecting it to be so white” with reference toward faculty, staff, and students. Brockport emphasized being very diverse. They stated, “if this is diverse, it’s sad. If this is diverse, what are the other schools who also claim they are diverse?” Another student stated that “since freshman year, I have seen more diverse people – international students, NYC, etc.”
- “Dragging it out” – In reference to Brockport being a diverse campus.
- Although it met their expectations, one student had to make it home. They did not want to be at Brockport however through challenging themselves to getting involved this helped them to grow and make them more open minded. The student also found that people at Brockport were more open minded than originally thought especially when it came to human differences.
- One student who lived in “a very small town,” found Brockport to be a culture shock. To them Brockport was a “world of opportunities.”
- One student mentioned they “Always found [themselves] busy” with academics and campus activities.
- The student who stated Brockport as a “middle of the road school” found that Brockport lived up to their expectation and more. They found that academics are little better than expected and that there were many possibilities for internships, study abroad and to get involved. The students said they thought it was easy to get in but they didn’t know if the academics were going to be just as easy. The same student said they thought the coursework would be harder than high school and that they still have not found that rigor (underclassman). Another student found that the coursework in college was much more difficult than what they experienced in high school.
- Didn’t expect things to do but thankfully due to BSG (Brockport Student Government) programing there was something to do. The fact of the town being small was irrelevant.

5. & 6. When asked the question, “Why did you rank Brockport as that specific choice?” students responded stating: When asked the question, “For those that did not chose Brockport as their first choice, who were the other choices and why were they ranked higher?” students responded stating:

Brockport as their First Choice (1). The student chose Brockport due to the Honors College and its financial perks. The student didn’t know anything about the academic department and assumed this college’s quality would be as the same as other SUNY institutions.

Brockport as their Second Choice (1). The student was accepted into a Music Program in California but instead decided to come to Brockport for. The Nursing program was enticing. The student was also nervous about the career outlook of pursuing a degree in music. Two enticing features of the campus included the Special Events Recreation Center (SERC) and the affability of the Undergraduate Admissions Receptionist, Neala Stull.

Brockport as their Third Choice (1). The student enjoyed the distance from home that allowed them to away from home yet not too far away with being 6 hours away. Aside from distance, the student’s financial aid package was enticing due to EOP. Another contributing factor included the connections made with other students on Ellsworth Express. Other schools consider include, Plattsburgh, Adelphi, and Oneonta. Student mentioned they did not visit SUNY Oneonta for they thought they would not be admitted and SUNY Plattsburgh was not welcoming, there was a lack of people, and seemed depressing. At the time, the student thought that they could grow and develop more so at Brockport.

Brockport as their Fourth Choice or Lower (4). Other schools considered over Brockport include, University at Buffalo, Syracuse University, Quinnipiac University, Niagara University, St. John Fisher College, Howard University, Temple University, Mt. St. Mary’s University, and the University of Vermont.

- One student was advised by their college counselor to apply to many schools. They initially didn’t want to go to a CUNY or SUNY due to the public school stigma and wanted to leave the state. Due the cost of college and this student’ financial aid package they decided to limit their choice to NYS college. This student’s mother saw the Alex Kogut Dateline special and noticed the Brockport campus was beautiful which inspired her to encourage the student to apply there. The major decision came down to finances.
- One student reported that they wanted to distance themselves from home by going to a college that was 2 hours or more away. They wanted to go to a more urban area. There was a negative stigma about SUNY schools. The student understood that Brockport’s dance program was not rigorous as others but due to the faculty and sense of community

in the program, they decided to attend here along with the Honors College scholarship. Other schools' programs were not as community oriented.

- One student stated they originally wanted to travel more than three hours away but decided to stay close. The final college decision was between St. John Fisher and Brockport. The tipping point for the student was finances as well as the affordability of the admissions staff, especially Megan Sarkis.

7. When asked the question, "Due to this discussion has your original responses changed or do they remain the same?," students responded stating:

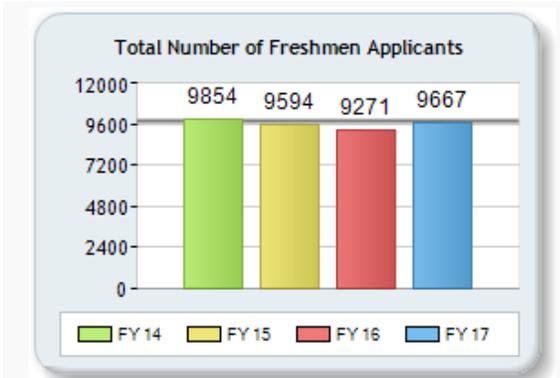
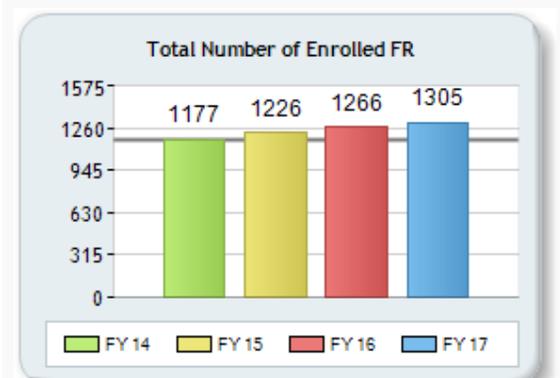
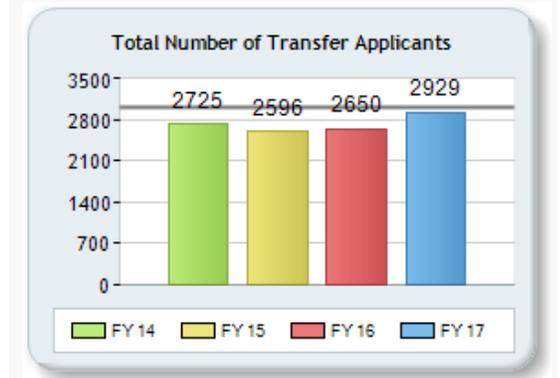
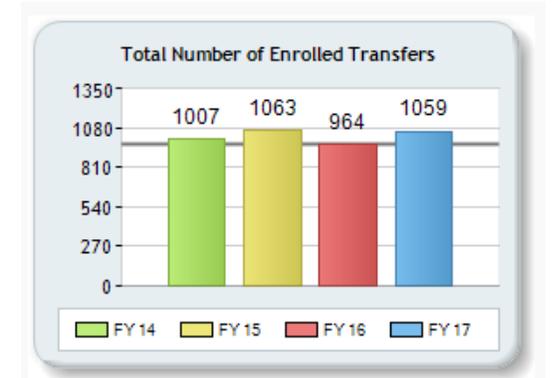
<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Neither Satisfied nor Dissatisfied</i>	<i>Dissatisfied</i>	<i>Very Dissatisfied</i>	<i>Did Not Use/Not Available</i>
1	5	1	0	0	0

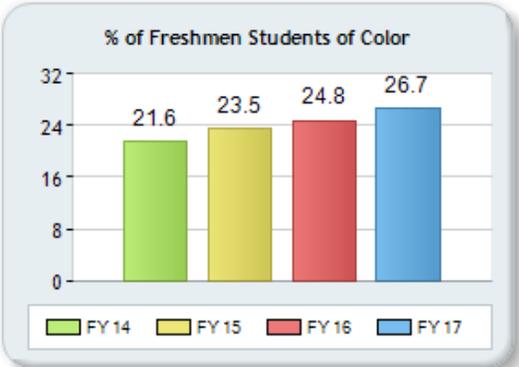
One student changed their original response from being "Dissatisfied" to "Neither Satisfied nor Dissatisfied." The student informed the focus group that, "I'm starting to understand why my mom wanted me to go here." The other schools were much larger schools and that there would not be the same supports to help students "to shine." The student appreciated the size of the school and the opportunities afforded to students such as networking, "creating one's own path," and the student thought they would be more likely to excel.

**Themes:**

- Students generally did not regard Brockport as their first choice however most students decided on Brockport due to their fiscal realities.
- Based on their expectations, which ranged widely from thinking there would be limited options for activities to seeing Brockport as an opportunity for many new experiences, are satisfied with their decision to attend Brockport.
- Most students were surprised to find that Brockport was not as diverse (regarding color) as they originally understood before attending.

**SECTION THREE: UNIT KEY PERFORMANCE INDICATORS**

Key Performance Indicators and Benchmarks	Analysis																				
 <p><b>Total Number of Freshmen Applicants</b></p> <table border="1"> <tr><th>Fiscal Year</th><th>Number of Applicants</th></tr> <tr><td>FY 14</td><td>9854</td></tr> <tr><td>FY 15</td><td>9594</td></tr> <tr><td>FY 16</td><td>9271</td></tr> <tr><td>FY 17</td><td>9667</td></tr> </table>  <p><b>Total Number of Enrolled FR</b></p> <table border="1"> <tr><th>Fiscal Year</th><th>Number of Enrolled</th></tr> <tr><td>FY 14</td><td>1177</td></tr> <tr><td>FY 15</td><td>1226</td></tr> <tr><td>FY 16</td><td>1266</td></tr> <tr><td>FY 17</td><td>1305</td></tr> </table>	Fiscal Year	Number of Applicants	FY 14	9854	FY 15	9594	FY 16	9271	FY 17	9667	Fiscal Year	Number of Enrolled	FY 14	1177	FY 15	1226	FY 16	1266	FY 17	1305	<p>The number of first year applicants has been on a decline since 2009 and can largely be attributed to the declining demographics. However, for the first year in a while, the number of first year applicants rebounded and actually increased by 3.6% compared to fall 2016. This can also be attributed to the SUNY-initiated release of all applications regardless of fee payment status.</p> <p>Due to the efforts of the UG Admissions Office, The College at Brockport enrolled the largest class of new first year students in the College's history. An astounding 1269 new first year students enrolled in fall 2017 – the highest total since 1982.</p>
Fiscal Year	Number of Applicants																				
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 <p><b>Total Number of Transfer Applicants</b></p> <table border="1"> <tr><th>Fiscal Year</th><th>Number of Applicants</th></tr> <tr><td>FY 14</td><td>2725</td></tr> <tr><td>FY 15</td><td>2596</td></tr> <tr><td>FY 16</td><td>2650</td></tr> <tr><td>FY 17</td><td>2929</td></tr> </table>  <p><b>Total Number of Enrolled Transfers</b></p> <table border="1"> <tr><th>Fiscal Year</th><th>Number of Enrolled</th></tr> <tr><td>FY 14</td><td>1007</td></tr> <tr><td>FY 15</td><td>1063</td></tr> <tr><td>FY 16</td><td>964</td></tr> <tr><td>FY 17</td><td>1059</td></tr> </table>	Fiscal Year	Number of Applicants	FY 14	2725	FY 15	2596	FY 16	2650	FY 17	2929	Fiscal Year	Number of Enrolled	FY 14	1007	FY 15	1063	FY 16	964	FY 17	1059	<p>The number of transfer applicants continues to rise despite shrinking enrollment at our primary feeder community college institution: Monroe CC, Genesee CC, Finger Lakes CC.</p> <p>Brockport has sustained market share at the three main feeders over the last 5 fall terms, despite declining enrollment. From 2012 to 2015, our average market share was the following (2016 share in <i>0</i>):</p> <ul style="list-style-type: none"> <li>MCC – 43.1% (<b>46.3%</b>)</li> <li>GCC – 28.3% (<b>31.3%</b>)</li> <li>FLCC – 26.8% (<b>29.3%</b>)</li> </ul> <p>As of the week 41 target report, we are currently +71 on deposits and +40 on full-time registrations leading to a 49.5% yield rate (+3.2% over last year).</p>
Fiscal Year	Number of Applicants																				
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**Diversity of Incoming Class**

Percent of incoming students who are members of an underrepresented group.  
**26.7%**

Percent change from Fall 2016.  
**1.9%**

In response to the College’s Strategic Plan, Goal 4.4, “Increase diversity across all populations of the campus”, UG Admissions recommitted to recruiting a diverse incoming class by concentrating recruitment efforts in attending college fairs and visiting high schools predominantly attended by academically talented students of color, as well as hosting on- and off-campus events focusing on the recruitment of under-represented students.

After experiencing a decline in underrepresented first time applicants in 2016, the number has rebounded from 4534 (2016) to 4926 (2017), an 8% increase. However, offers of admission remained somewhat static. Despite that, deposits are +1.9%. A record 352 incoming students are members of underrepresented populations; 26.7% of the incoming freshmen class.

**SECTION FOUR: 2016-2017 POINTS OF PRIDE AND ACCOMPLISHMENTS**

Identify up to 10 points of pride and accomplishments throughout the 2016-2017 year. Where applicable, indicate how the accomplishment aligns with college mission and priorities.

Point of Pride/Accomplishment	College Mission and Priorities Alignment																								
<p>1 in 3 Generation Z students sends over 3000 text messages per month or roughly 100 messages per day. With this understanding in mind, UG Admissions has shifted some of our communication strategy to involve text messaging. This past spring we partnered with a vendor to enable us send text messages to prospective student and applicants.</p> <p>16,681 text messages sent 16% reply rate 94% delivery rate</p> <p>We are the first SUNY campus to integrate text messaging with our CRM platform. Text messaging has significantly increased our engagement with Generation Z students.</p>	<p>Recruiting, advising, and enrolling an entering class of the highest academic quality, the appropriate size and diversification, and of the appropriate academic and professional aspirations.</p>																								
<p>From 2016 to 2017 there was an increase in enrolled Delta College students (11%) and there was a 10 % enrollment increase when compared against the three year average.</p> <table border="1" data-bbox="110 1035 967 1199"> <thead> <tr> <th></th> <th>2017</th> <th>2016</th> <th>2015</th> <th>2 Yr Ave</th> <th>2 Yr %Change</th> <th>3 Yr Ave.</th> <th>3 Yr %Change</th> </tr> </thead> <tbody> <tr> <td>Accepted</td> <td>76</td> <td>67</td> <td>63</td> <td>72</td> <td>12%</td> <td>69</td> <td>10%</td> </tr> <tr> <td>Deposited</td> <td>75</td> <td>67</td> <td>61</td> <td>71</td> <td>11%</td> <td>68</td> <td>10%</td> </tr> </tbody> </table>		2017	2016	2015	2 Yr Ave	2 Yr %Change	3 Yr Ave.	3 Yr %Change	Accepted	76	67	63	72	12%	69	10%	Deposited	75	67	61	71	11%	68	10%	<p>Recruiting, advising, and enrolling an entering class of the highest academic quality, the appropriate size and diversification, and of the appropriate academic and professional aspirations.</p>
	2017	2016	2015	2 Yr Ave	2 Yr %Change	3 Yr Ave.	3 Yr %Change																		
Accepted	76	67	63	72	12%	69	10%																		
Deposited	75	67	61	71	11%	68	10%																		
<p>Admissions Advisors hosted 677 students at Instant Decision Days in Fall 2016. The yield rate for these highly personalized events is an astounding 40.1%, which far exceeds the overall first year yield rate (25.7%).</p>	<p>Recruiting, advising, and enrolling an entering class of the highest academic quality, the appropriate size and diversification, and of the appropriate academic and professional aspirations.</p>																								
<p>In response to the hasty approval and announcement of the Excelsior Scholarship from Albany, UG Admissions quickly organized and executed an “Excelsior Day” on campus for prospective students. As the first college to host such an event, Brockport’s Excelsior Day garnered much attention from local media outlets.</p>	<p>Recruiting, advising, and enrolling an entering class of the highest academic quality, the appropriate size and diversification, and of the appropriate academic and professional aspirations.</p>																								
<p>UG Admissions entered the 16-17 year with a slight decrease in budget allocation. Despite this drop, we were able to come in well under budget while maintaining our IFR balances.</p>	<p>To ensure fiscal sustainability of our College, and advance the priorities of Building a Better Brockport, we will revise our resource allocation methodologies and budget processes, moving away from incremental, annual budgeting to a gainsharing principle that rewards initiative.</p>																								
<p>A record 352 incoming freshmen, 26.78% of the freshmen class, are members of an underrepresented group. This continues to increase from last year’s statistics of 290 students and 24.8% of the freshmen class.</p>	<p>Strategic Plan Goal 4.4 “Increase diversity across all populations of the campus.”</p>																								

<p>Admissions Assistant Angela Wesley was named SUNY College Admissions Professionals (SUNYCAP) New Professional of the Year at the 2016 SUNYCAP Annual Conference.</p>	<p>The College is committed to advancing teaching, scholarship, creative endeavors, and service to the College community and the greater society by supporting the activities of an outstanding faculty and staff.</p>
<p>Assistant Director Dave Loreto was awarded a SUNYCAP Achievement Award for his outstanding contributions to the design and improvement of office operations and procedures.</p>	<p>The College is committed to advancing teaching, scholarship, creative endeavors, and service to the College community and the greater society by supporting the activities of an outstanding faculty and staff.</p>
<p>We attended 31 more events than last year, including 53 more Coffee and Conversations, 27 more instant decision days, and 86 more college fairs</p>	<p>Recruiting, advising, and enrolling an entering class of the highest academic quality, the appropriate size and diversification, and of the appropriate academic and professional aspirations.</p>
<p>Further enhanced downstate recruitment by utilizing remote technology and the Welcome Center</p>	<p>Recruiting, advising, and enrolling an entering class of the highest academic quality, the appropriate size and diversification, and of the appropriate academic and professional aspirations.</p>
<p>An effective, practiced framework for recruiting, hiring and training current undergraduate students to become Telecounselors was finalized and implemented. As a result, through the UG Telecenter, 10,636 calls were completed and logged into Hobsons.</p>	<p>Recruiting, advising, and enrolling an entering class of the highest academic quality, the appropriate size and diversification, and of the appropriate academic and professional aspirations.</p>
<p>Brockport has sustained market share at the three main community college feeder institutions (Monroe CC, Genesee CC, Finger Lakes CC) over the last five fall terms, despite declining enrollment.</p>	<p>Recruiting, advising, and enrolling an entering class of the highest academic quality, the appropriate size and diversification, and of the appropriate academic and professional aspirations.</p>
<p>Decreased overall cost of printing and postage by \$46,800 from the 2015-2016 recruitment cycle.</p>	<p>To ensure fiscal sustainability of our College, and advance the priorities of Building a Better Brockport, we will revise our resource allocation methodologies and budget processes, moving away from incremental, annual budgeting to a gainsharing principle that rewards initiative.</p>
<p>Attendance at the Fall Open Houses increased by an astounding 23% compared to Fall 2015.</p>	<p>Recruiting, advising, and enrolling an entering class of the highest academic quality, the appropriate size and diversification, and of the appropriate academic and professional aspirations.</p>

**SECTION FIVE: 2017-2018 UNIT STRATEGIC GOALS**

For the purpose of EMSA’s work, *Strategic Goals* will be defined as the 2-4 goals that are determined for your unit to advance the strategic direction as defined by the College and supported through the Division’s goals.

<b>Strategic Goals</b>	<b>Divisional Goal Mapping</b>	<b>College Goal Mapping</b>	<b>Strategic Plan Operational Objective(s)</b>	<b>Action Plan</b>	<b>Timeline</b>
<p><b>UA1:</b> Enroll 1200 FTE Freshmen and 1000 FTE Transfers ensuring that the College meets or exceeds SUNY PIP goals of enrolling 7,300 by 2020-2021.</p>	<p>1. Develop and execute data-informed recruitment, admission, financial, and academic support models which promote the highest likelihood of student enrollment, retention, and success.</p>	<p>To be a Great College at which to Learn.</p>	<p>1.1, 1.7</p>	<ol style="list-style-type: none"> <li>1. Maintain current academic quality in the Freshmen and Transfer admit and enrolled populations.</li> <li>2. Continue segmented marketing/mailings, high school and college campus visits, School Counselor receptions, attending and hosting two Fall Open Houses, two Junior Preview Days and other secondary recruitment events.</li> <li>3. Increase acceptance yield via targeted sleepover programs for accepted students, bus trip of accepted students from NYC, regional receptions, etc.</li> <li>4. Creating a personalized communication plan that uses our digital viewbook platform while sending student information that they specifically request.</li> <li>5. Revamp the Extraordinary Scholarship Program by creating smaller automated awards using the same criteria; including the implementation of a discretionary pool of funds awarded on a merit- and need-base.</li> <li>6. Create school counselor advisory boards in appropriate regions.</li> </ol>	<p>Ongoing until census date in September 2018.</p>
<p><b>UA2:</b> Expand in NYS markets by improving our downstate presence</p>	<p>1. Develop and execute data-informed recruitment, admission,</p>	<p>To be a Great College at which to Learn</p>	<p>1.1, 1.7</p>	<ol style="list-style-type: none"> <li>1. Continue to grow enrollment in downstate regions by employing regional recruiters with location stipends in NYC and Long Island.</li> </ol>	<p>Ongoing until census date in</p>

<p>(Catskills, Mid-Hudson, NYC, and Long Island) to offset demographic declines in Western and Central NY ensuring that the College meets SUNY PIP goals.</p>	<p>financial, and academic support models which promote the highest likelihood of student enrollment, retention, and success.</p>			<p>Downstate #s  2014 = 274  2015 = 323  2016 = 319  2017 = 346*  (*Week 1)</p> <ol style="list-style-type: none"> <li>2. Increase awareness through detailed information sessions at the SUNY Welcome Center and by hosting Counselor Breakfast in NYC and Long Island.</li> <li>3. Targeted recruitment at feeder high schools in each of the sub-regions downstate: A) traditional high school visits, B) Coffee and Conversations and C) Instant Decision Days.</li> <li>4. Increase yield through the Ellsworth Express bus trip, NYC and Long Island Accepted Student Receptions, and targeted texting campaigns.</li> <li>5. Design region specific marketing materials.</li> <li>6. Organize NYC and Long Island School Counselor Advisory Boards.</li> </ol>	<p>September 2018.</p>
<p><b>UA3:</b>  Using the College's Equity, Diversity, and Inclusion Strategic Plan as a foundational pillar, UG Admissions will demonstrate progress toward the Equity, Diversity, and Inclusion (EDI) goals.</p>	<ol style="list-style-type: none"> <li>1. Develop and execute data-informed recruitment, admission, financial, and academic support models which promote the highest likelihood of student enrollment, retention, and success.</li> <li>6. Foster an optimal learning, living, and work environment by applying current principles and practices of equity, diversity, and inclusion in all divisional operations.</li> </ol>	<p>To be a Great College at which to Learn</p>	<p>1.1, 1.8</p>	<ol style="list-style-type: none"> <li>1. Maintain or increase percentage of incoming first-year and transfer students who are members of an under-represented group.</li> <li>2. Increase number of visits to high schools and community colleges with large populations of under-represented groups.</li> <li>3. Foster partnerships with community based organizations (CBOs) to increase access to underserved areas.</li> </ol>	<p>Ongoing until census date in September 2018.</p>

<p><b>UA4:</b> Support College's efforts to meet PIP retention goal of 86% by 2020 for first-year students.</p>	<p>1. Develop and execute data-informed recruitment, admission, financial, and academic support models which promote the highest likelihood of student enrollment, retention, and success.</p>	<p>To be a Great College at which to Learn</p>	<p>1.7</p>	<ol style="list-style-type: none"> <li>1. Coordinate recruitment efforts with Academic Success Center early in recruitment cycle to educate historically at-risk populations (e.g. Transition, downstate, first generation, etc.) regarding the support services available on campus.</li> <li>2. Enhance acceptance letters to highlight services offered by ASC.</li> <li>3. Add to communication plan emails regarding academic support services.</li> </ol>	<p>Ongoing until census date in September 2018.</p>
<p><b>UA5:</b> Create and implement the Custom Viewbook platform.</p>	<p>1. Develop and execute data-informed recruitment, admission, financial, and academic support models which promote the highest likelihood of student enrollment, retention, and success.</p>	<p>To be a Great College at which to Learn</p>	<p>1.1</p>	<ol style="list-style-type: none"> <li>1. Create a CVB source code in Hobsons Connect to track the number of students generated as prospects.</li> <li>2. In final stages of development, Admissions staff and other constituents across campus will test the CVB for accurate information and ease of access.</li> <li>3. Include link to CVB on all print materials related to recruitment; including, but not limited to CVB interest push piece, travel pieces, application postcards, 2019 Search Piece, high school visit poster.</li> <li>4. Clearly communicate the goals of using Custom Viewbook to the Admissions staff to utilize during travel season</li> <li>5. Send follow-up variable print pieces to students who complete the Custom Viewbook.</li> </ol>	
<p><b>UA6:</b> Enroll a maximum of 100 FTE Honors College First-Time students and an appropriate number of FTE Honors College Transfer students for entering fall 2018.</p>	<p>1. Develop and execute data-informed recruitment, admission, financial, and academic support models which promote the highest likelihood of student enrollment,</p>	<p>To be a Great College at which to Learn.</p>	<p>1.1, 1.5</p>	<ol style="list-style-type: none"> <li>1. Individually mail invitations to apply on a rolling basis to encourage applications from first year students who have <math>\geq 90</math> and an SAT best of <math>\geq 1280</math> and/or an ACT composite of <math>\geq 27</math>.</li> <li>2. Individually mail invitations to apply on a rolling basis to encourage applications from transfer students who have <math>\geq 3.5</math> cumulative transfer GPA.</li> </ol>	<p>Ongoing until census date in September 2018.</p>

	retention, and success.			<ol style="list-style-type: none"> <li>3. Host Evening with Honors, a yield event for accepted Honors students as well as high parameter accepts to the College who have not applied to Honors.</li> <li>4. Incorporate the use of Common App Interest Data from Interest Field.</li> <li>5. Integrate other aspects of Hobsons CRM system into the enrollment process of the Honor Colleges for more efficient data management.</li> </ol>	
<p><b>UA7:</b> Evaluate specific CAS Standards for Undergraduate Admissions Programs and Services (UAPS) with current office practices and create program review schedule.</p>	<ol style="list-style-type: none"> <li>2. Cultivate, deliver, and sustain activities that strengthen student learning, development, and connections to the College and community, grounded by standards for excellence.</li> <li>3. Provide support and administrative services that anticipate and respond to student needs and enhance quality of college life.</li> </ol>	To be a Great College at which to Learn.	1.1	<ol style="list-style-type: none"> <li>1. Evaluate individual “General Standards” by using the UAPS CAS Self-Assessment Guide at Staff Meetings.</li> <li>2. Organize Self-Assessment Guide findings.</li> <li>3. Create program review schedule for years 2 to 5.</li> </ol>	Completed by July 2018.
<p><b>UA8:</b> Create and implement the Custom Viewbook platform.</p>	<ol style="list-style-type: none"> <li>1. Develop and execute data-informed recruitment, admission, financial, and academic support models which promote the highest likelihood of student enrollment, retention, and success.</li> </ol>	To be a Great College at which to Learn	1.1	<ol style="list-style-type: none"> <li>1. Create a CVB source code in Hobsons Connect to track the number of students generated as prospects.</li> <li>2. In final stages of development, Admissions staff and other constituents across campus will test the CVB for accurate information and ease of access.</li> <li>3. Include link to CVB on all print materials related to recruitment; including, but not limited to CVB interest push piece, travel pieces, application postcards, 2019 Search Piece, high school visit poster.</li> <li>4. Clearly communicate the goals of using Custom Viewbook to the Admissions</li> </ol>	Target launch date of September 2017.

				staff to utilize during travel season	
				5. Send follow-up variable print pieces to students who complete the Custom Viewbook.	

**SECTION SIX: 2017-2018 Assessment Plan**

Identify 1-2 Functional Goals and 1-2 Strategic Goals and determine your proposed component and plan for assessing. This section corresponds with the Administrative Assessment Documentation Document 2.

<p><b>Unit Annual Goal:</b> For the purpose of EMSA’s work, <i>Unit Annual Goal</i> will be each of the 2-4 <i>Functional</i> and <i>Strategic</i> Goals identified for unit focus and assessment in the current AY cycle. You are NOT expected to assess ALL Functional and Strategic Goals each year.</p>		
<p><b>UA1:</b> Enroll 1200 FTE Freshmen and 1000 FTE Transfers ensuring that the College meets or exceeds SUNY PIP goals of enrolling 7,300 by 2020-2021.</p>		
<p><b>Outcomes and Criteria:</b> identify 2-3 specific outcomes related to goal and criteria for success (3)</p>	<p><b>Data Sources and Methods:</b> resources and tools that will be used to assess (1, 2)</p>	<p><b>Resources Needed and Individual(s) Responsible:</b> describe what resources (human, financial, etc.) are needed to pursue this goal</p>
<ol style="list-style-type: none"> <li>Maintain current academic quality in the Freshmen and Transfer admit and enrolled populations.</li> <li>Continue segmented marketing/mailings, high school and college campus visits, School Counselor receptions, attending and hosting two Fall Open Houses, two Junior Preview Days and other secondary recruitment events.</li> <li>Increase acceptance yield via targeted sleepover programs for accepted students, bus trip of accepted students from NYC, regional receptions, etc.</li> <li>Creating a personalized communication plan that uses our digital viewbook platform while sending student information that they specifically request.</li> <li>Revamp the Extraordinary Scholarship Program by creating smaller automated awards using the same criteria; including the implementation of a discretionary pool of funds awarded on a merit-and need-base.</li> <li>Create school counselor advisory boards in appropriate regions.</li> </ol>	<ol style="list-style-type: none"> <li>Weekly reports used to benchmark and project final pools.</li> <li>Weekly reports measuring year over year (YOY) growth at all stages of the admissions funnel.</li> <li>Prospect reports</li> <li>Applicant, accept and deposit reports</li> <li>Feeder school reports</li> <li>Number of visits to high schools, including multiple visits to top feeders.</li> <li>Online Business Intelligence tool</li> <li>Event reports include registration, attendance and yield.</li> <li>SUNY Performance Indicator Plan.</li> </ol>	<p>Extensive outreach will be required using all available mediums such as physical travel, correspondence, eRecruitment, event hosting, etc.</p> <p>This is an entire campus effort, spearheaded by the Office of Undergraduate Admissions.</p>

**Action Plan:**

- Extending a college search for high yielding prospects using multiple vendors, prospect gathering, and collaboration with nearly all campus resources to engage students that fit Brockport’s profile.
- Assessing the inquiry pool to determine freshman source effectiveness, assist with resource allocation and derive regional enrollment goals.
- Set admission criteria that adhere to the college’s academic propensity and mission of student success.
- Conduct application review using established criteria and benchmarks to monitor application review progress.

- Conduct a modified holistic review process for borderline and special admission candidates.
- Communicate enrollment progress with key constituents throughout review cycle using an annual enrollment report.
- Develop innovative solutions to enhance acceptance yields.
- Engage deposited students deemed high risk to better manage summer melt.

**Goal Rationale:** Attainment of this goal is essential in achieving the College’s four goals of Building a Better Brockport. suststable institution so it may continue to achieve its mission of providing access to a high quality public education.

<b>Unit Annual Goal:</b> For the purpose of EMSA’s work, <i>Unit Annual Goal</i> will be each of the 2-4 <i>Functional</i> and <i>Strategic</i> Goals identified for unit focus and assessment in the current AY cycle. You are NOT expected to assess ALL Functional and Strategic Goals each year.		
<b>UA5:</b> Create and implement the Custom Viewbook platform.		
<b>Outcomes and Criteria:</b> identify 2-3 specific outcomes related to goal and criteria for success (3)	<b>Data Sources and Methods:</b> resources and tools that will be used to assess (1, 2)	<b>Resources Needed and Individual(s) Responsible:</b> describe what resources (human, financial, etc.) are needed to pursue this goal
<ol style="list-style-type: none"> <li>1. CVB is launched by September 1, 2017.</li> <li>2. All content is entered, including information regarding each major and outcome data.</li> <li>3. Receive at least 300 CVB entries within the first three months of the launch date.</li> </ol>	<ol style="list-style-type: none"> <li>1. CVB source code in Hobsons Connect</li> <li>2. CVB data collection</li> <li>3. Interest page source code filter</li> <li>4. Google analytics</li> </ol>	<ol style="list-style-type: none"> <li>1. From the CVB launch date, determine inquiries received through the online interest page during the 2016-2017 recruitment cycle.</li> <li>2. CRM manager will create a new source code for Custom Viewbook.</li> <li>3. Will use information collected through the source codes to compare point in time information.</li> </ol>

**Action Plan:**

- Create a CVB source code in Hobsons Connect to track the number of students generated as prospects.
- In final stages of development, Admissions staff and other constituents across campus will test the CVB for accurate information and ease of access.
- Include link to CVB on all print materials related to recruitment; including, but not limited to CVB interest push piece, travel pieces, application postcards, 2019 Search Piece, high school visit poster.
- Clearly communicate the goals of using Custom Viewbook to the Admissions staff to utilize during travel season
- Send follow-up variable print pieces to students who complete the Custom Viewbook.

**Goal Rationale:**

Custom Viewbook will be our largest platform for collecting new prospective students interested in The College at Brockport. The CVB will allow the admissions and marketing teams to strategically implement corresponding CRM messaging and print materials to engage interested students during the college search process.