

# Arthur O. Eve Opportunity for Higher Education Program



2014 – 2015  
Annual Report



Enrollment Management and Student Affairs



*Reflecting on the Year: Celebrating Successes & Continuous Improvement*

<p><b>Unit/Office 2014-2015 Goals &amp; Assessment Plan</b></p> <p>2014-2015 Closing the Loop Summary</p> <p>2015-2016 Goals &amp; Assessment Plan</p>	<p><b>Unit: Arthur O. Eve Opportunity for Higher Education Program</b></p> <p><b>Director: Gary Owens</b> <b>EAT Liaison: Daniel Askey</b></p>
<p><b>Unit Mission:</b> 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. Legislative funds are provided to meet the cost of direct financial aid, supplemental tutoring and counseling all designed to enhance student success.</p>	

2014-2015 Assessment Plan: This section summarizes the unit plans for progress toward strategic goals.

Strategic Plan Construct	Divisional Priority/ Objective(s)	Unit Goal	Assessment Objective	Assessment Results	Resources Used	Outcome/Status
Academic Quality and Engagement	Retention of Students	To increase the impact of the Growth Purpose Success (GPS) Faculty/Staff Mentoring Program on those EOP students who participate and their ability to make a career choice and to declare a major	To determine the level of impact the Growth Purpose Success (GPS) Program on those EOP students who participate in the program on their ability to choose a career and declare a major	Each of the students that participated in the GPS Mentoring Program reported that the mentor was beneficial in assisting in their career choice. They also reported that the mentor relationship was helpful in providing information needed	EOP staff, student survey information and student evaluations on the GPS program.	The information received via student evaluation/survey, combined with information provided by faculty and staff demonstrate positive outcomes which support our decision to continue the GPS Mentoring Program. We will seek additional funding to

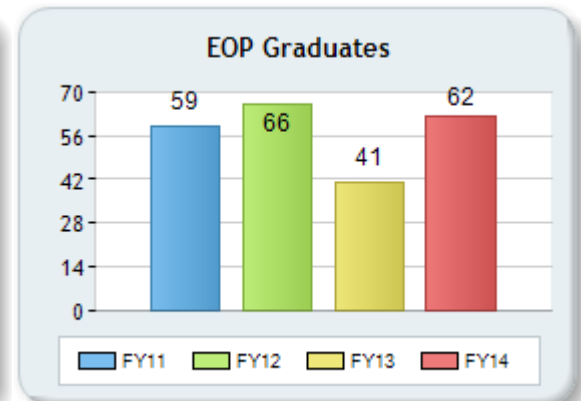
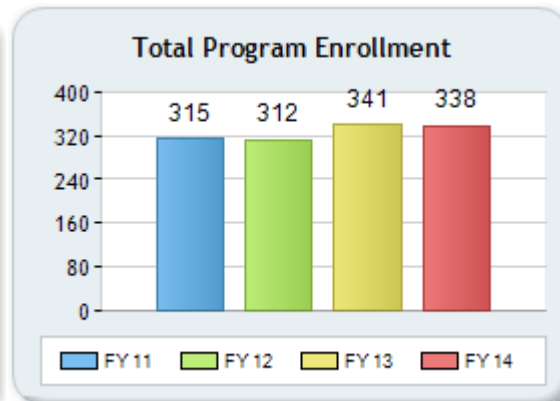
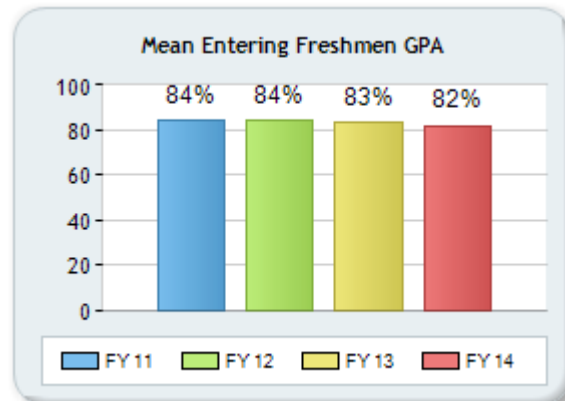
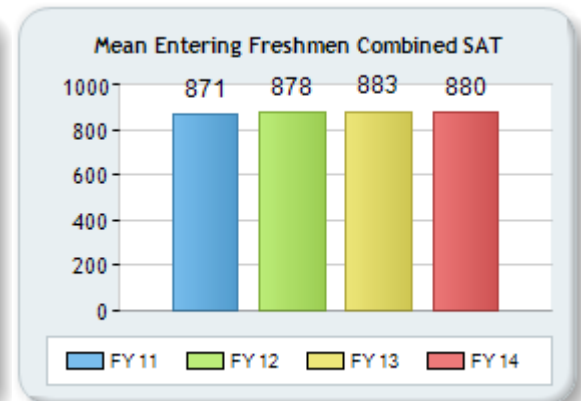
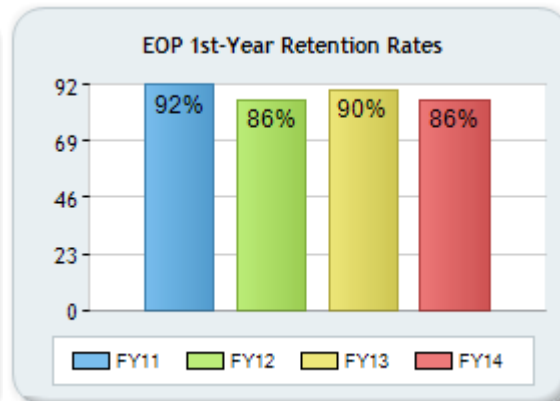
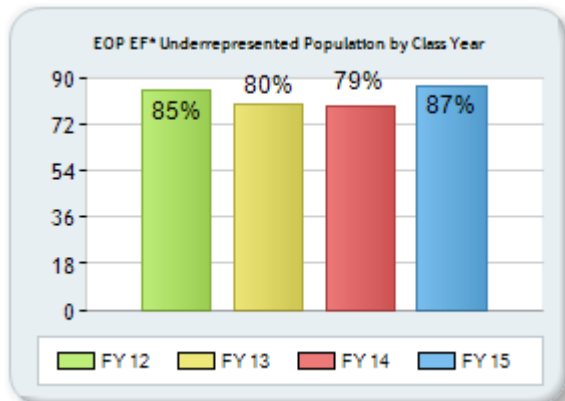
				in determining options in pursuing the career choice, graduate school, internships, etc.		support our efforts to expand the program to support additional students who are undeclared.
<b>Strategic Plan Construct</b>	<b>Divisional Priority/ Objective(s)</b>	<b>Unit Goal</b>	<b>Assessment Objective</b>	<b>Assessment Results</b>	<b>Resources Used</b>	<b>Outcome/Status</b>
Academic Quality and Engagement	Retention of Students on EOP	To increase EOP student participation in all EOP sponsored activities by 10%.	To increase student involvement in EOP sponsored activities in an effort to support retention, promote student holistic development and degree completion.	The data collected indicated that during 2014 – 2015 there was a 10% increase in the number of students participating in EOP sponsored activities over the information provided for 2013 – 2014.	Attendance information collected at each EOP sponsored activity along with student survey administered following each EOP sponsored activity.	Outcomes indicated that we were successful in increasing the percentage of students participating in EOP sponsored activities for the overall population. It indicated that there was a decline in the number/percentage of entering freshmen who participated. It was concluded that we would continue to develop strategies that would engage more students in engagement activities.

## Creating a Culture of Evidence & Continuous Improvement

The College at Brockport is committed to improving program effectiveness and the quality of the student experience through assessment data. The use of assessment data will contribute to the culture of evidence within each unit and the overall campus community. This section allows units to report administrative assessment data that might not necessarily be tied to a specific goal, but illustrates program or unit effectiveness.

Assessment Objective	KPIs/Benchmark	Outcome/Results	Analysis
For a second year EOP measured the number and percentage of those Academic Performance Progress Reports (APPR) forms returned by the College faculty that provide data and information used to assist in efforts to increase student success/retention and graduation.	It was determined by assessing the number of forms returned that there were a number of faculty who were not submitting forms. We identified those departments with less than 75% return rate. The faculty were identified in addition to their department.	<p>The results indicated that there were a number of faculty/academic departments who were not returning the requested/required APPR forms.</p> <ul style="list-style-type: none"><li>• A process to educate and encourage those faculty within those identified departments with a return rate of less than 75% was developed.</li><li>• A process was developed to make the APPR forms available for faculty to complete on-line.</li><li>• A more intensive follow-up process was implemented to ensure that a higher number of forms are returned from the identified faculty was continued.</li></ul>	<ul style="list-style-type: none"><li>• The results indicated that there was a slight increase in the number of forms returned, which was a 6% increase over that of 2013 – 2014.</li><li>• We will continue to make faculty aware of the online process.</li><li>• Again request that a letter from the Provost's Office be sent to all faculty indicating that the return of the APPR forms as a part of faculty obligation.</li><li>• Continue with a plan to educate faculty members in departments to the purpose and use of the APPR form.</li></ul>

## Key Performance Indicator Graphs:



\*Entering Freshmen

## **2014-2015 Closing the Loop Summary Report**

**2014-2015 Goal:** To increase the number of students participating in engagement activities sponsored by EOP

**Tool Used:** Data was collected at each event indicating student engagement. Information was collected from attendance and surveys with each activity report during 2014 – 2015.

**Data/Results:** Data indicated that during 2014 – 2015 there was an increase of 10% in the number of students participating in EOP sponsored engagement activities over those reported in 2013 – 2014.

**Summary/Conclusions:** There was an increase in the overall number of students who participated in activities sponsored by EOP, as well as an increase in the number of students engaged in college-wide activities and organizations. We believe this increase in engagement influences student retention and may increase college completion/graduation. Although there was an increase in EOP student engagement participation overall there was a clear decrease in the participation of Fall 2014 first year entering freshmen compared to previous years. We believe this was a factor in a lower retention rate for this group. It was determined that we should continue to identify methods to encourage all EOP students to be engaged in EOP and campus-wide activities and organizations.

### ***Recommendations/Action Items for next year***

**Methods of disseminating results:** We will also attempt to gather more data that may support our belief that engagement does influence retention and degree completion.

**Sentence to be included in EMSA Briefing Book:** We will continue to educate all EOP students to the importance and value of engagement in both EOP and college-wide activities and organizations as an important influence to retention, degree completion and career success.

### 2015-2016 Assessment Plan

This section summarizes the unit's future plans for progress toward strategic goals.

<b>Strategic Construct</b>	<b>Divisional Priority/ Objective(s)</b>	<b>Unit Goal</b>	<b>Assessment Objective</b>	<b>Assessment Measures</b>	<b>Resources Needed</b>	<b>Action Plan</b>	<b>Person Responsible</b>
<b>Co-Curricular Programming and Student Support</b>	Community building and collaboration	Assist to increase the recruitment and admissions of underrepresented males in the 2015 freshman cohort	To increase the diverse student population of the College campus and to increase the number of underrepresented male population enrolled in higher education	Number enrolled Number deposited yield	Weekly reports and data from Admissions Office	<ul style="list-style-type: none"><li>• In cooperation with the Admissions staff we will participate in the recruitment efforts for EOP to identify applicants within the targeted group and to assist in completing the application process.</li><li>• To assist in presentations provided to visiting campus groups.</li></ul>	EOP Staff



<b>Strategic Construct</b>	<b>Divisional Priority/ Objective(s)</b>	<b>Unit Goal</b>	<b>Assessment Objective</b>	<b>Assessment Measures</b>	<b>Resources Needed</b>	<b>Action Plan</b>	<b>Person Responsible</b>
<b>Co-Curricular Programmin g and Student Support</b>	Retention of Students	Increase student/counselor contacts for the purpose of career counseling by 5%	To assist students enrolled in being better informed and directed in the areas of career choice to promote retention and graduation	To compare quantitative data for 2014 – 15 to that of 2015 – 16	Counselor conference records and data collection	By increasing the number/percentage of student/counselor contacts for the purpose of career counseling several results have been identified as a reason of continuing this goal each year. It has resulted in an increase in the number of students who have been able to identify a major prior to achieving 24 credit hours. We also believe it has influenced the increase in the number of EOP students engaged with the Career Services Office, completing resumes, and being better prepared for graduation. EOP staff will continue to emphasize the importance of career choice and career counseling with each student assigned. To monitor each student as it relates to career choice and	Assistant Director EOP Staff



						engagement in activities related to careers.	
<b>Strategic Construct</b>	<b>Divisional Priority/ Objective(s)</b>	<b>Unit Goal</b>	<b>Assessment Objective</b>	<b>Assessment Measures</b>	<b>Resources Needed</b>	<b>Action Plan</b>	<b>Person Responsible</b>
<b>Learning Environment &amp; Quality of Place</b>	Recruitment Strategies	In conjunction with the Admissions Office to increase the recruitment and admissions of the number of students from Rochester, Buffalo and Syracuse	To increase the number of students admitted from the identified areas to promote an even higher retention and graduation rate	Number enrolled Number deposited yield	EOP staff and activity reports submitted	EOP will seek to be involved with recruitment of EOP students from the targeted areas in cooperation with the Admissions Office to seek to expand our efforts in the community to the schools and community based organizations	EOP Staff

### Points of Pride

This section allows for you to identify points of pride throughout the 2014-2015 year. These points of pride should align with The College at Brockport's Strategic Plans Constructs (Academic Quality & Engagement, Co-curricular & Support Programs, Learning Environment & Quality of Place, Culture of Philanthropy & Alumni Connectedness), College Priorities, and/or College Goals. Also, note if the point of pride aligns with a unite goal.

<b>Point of Pride/Accomplishment</b>	<b>Applicable Strategic Construct/College Priority/College Goal/Divisional Priority/Unit Goal</b>	<b>Additional Notes</b>
EOP student, Tibian Ahmed, founded the first Muslim Student Organization in the history of the College	<b>Community Building And Collaboration</b>	
27 students were inducted into the Chi Alpha Epsilon (XAE) EOP Honor Society and 25 EOP students were presenters during the 2015 Scholars Day	<b>Academic Quality and Engagement</b>	Total students inducted to date is 267
During 2014 – 2015 two students were named to the President's Honor List. 57 EOP students were named to the Dean's List.	<b>Academic Quality and Engagement</b>	
At the end of the Fall 2014 semester 100 students had achieved an overall GPA of a 3.0 or better. At the end of the Spring 2015 semester 82 students had a GPA of a 3.0 or better.	<b>Academic Quality and Engagement</b>	
At the end of the 2014 – 2015 academic year 67 EOP students had graduated.	<b>Academic Quality and Engagement</b>	From 1968 to the present a total of 1,487 EOP students have graduated
EOP student Daniela Bulos was a recipient of the Marion Shrank Student Leadership Award.	<b>Academic Quality and Engagement</b>	
Daniela Bulos was a recipient of the SUNY Chancellor's Award for Student Excellence	<b>Academic Quality and Engagement</b>	
EOP received the Most Participation Award in the 2014 College Homecoming Parade	<b>Learning Environment &amp; Quality of Place</b>	

Point of Pride/Accomplishment	Applicable Strategic Construct/College Priority/College Goal/Divisional Priority/Unit Goal	Additional Notes
EOP students initiated the EOP Gives Back Community Project with the Rochester Center for Youth	Co-Curricular Programming and Student Support	

