Unit/Office 2014-2015 Goals & Assessment Plan 2014-2015 Closing the Loop Summary 2015-2016 Goals & Assessment Plan	Unit: Office of Student Retention (OSR) Director: Marcy Esler

Unit Mission: The Office of Student Retention (OSR) is committed to providing and assessing a comprehensive educational experience that promotes both the academic and co-curricular success of and engagement of all students in their transition to The College at Brockport.

2014-2015 Assessment Plan

Strategic Plan Construct	Divisional Priority/Objective(s)	Unit Goal	Assessment Objective	Assessment Results	Resources Used	Outcome/Status
Academic Quality and Engagement **AQE.1.ii** Co-curricular Programming and Support Services **CCSP.4.ii**	Retention Strategies	Support needs of at-risk students (outside of probation program.) **EMSA:SR:SG.07**	-OSR measured: participation rates (of students), retention rates and alert rates (from faculty) in "at-risk" student programming (i.e. Early Warning Team-NEWT and Faculty Early Alerts)	-OSR processed 216 alerts (some students had more than one alert.) -77% of 207 unique alerts ended semester in good academic standing. -56% of good academic standing students are registered for summer/fall, 5%	-OSR Staff -NEWT (cross-campus involvement) -BANNER (tracking mechanism) -Angel (communication tool) -Career Services (resource used to refer students)	**Goal Ongoing/Re-evaluate** -OSR will examine the mechanism in which probationary and alert programs are delivered, triaged, facilitated, etc. -OSR will follow up with 14% of students not registered for fall 2015 semester.

Strategic Plan Construct	Divisional Priority/Objective(s)	Unit Goal	Assessment Objective	Assessment Results	Resources Used	Outcome/Status
				graduated, 14% are not registered, and 2% have registration holds.		
Academic Quality and Engagement **AQE.1.ii** Co-curricular Programming and Support Services **CCSP.4.ii**	Retention Strategies	Support needs of at-risk students (students on probation): -second semester freshmen -second semester transfers -second semester sophomores (in Strategies to Eliminate Probationary Status STEPS program.) **EMSA:SR:SG.07**	OSR measured the participation rates in overall program, evaluated the academic standing of students that actively participated in STEPS program, and compared academic standing of active vs. passive students in STEPS.	**FYE STEPS-** <u>Spring STEPS:</u> 85% of active participants are eligible to return fall 2015 (74% good standing and 11% on Pro 2) **VS.** 68% of passive participants are eligible to return fall 2015 (50% good academic standing and 18% on Pro 2.) **SYE STEPS-** <u>Fall 2014:</u> 61% of active participants are eligible to return in Spring 2015 (28% in good standing, 34% on PRO 1 or PRO 2) **VS.** 78% of passive participants are eligible to return for Spring 2015 (41% in Good		**Goal Ongoing/Re-evaluate** -OSR will examine the mechanism in which probationary and alert programs are delivered, triaged, facilitated, etc.

				Standing, 37% on PRO 1 or PRO 2) Spring 2015: 82% of active participants are eligible to return in fall 2015 (55% in good standing and 27% are on PRO 2) **VS.** 80% of passive participants are eligible to return for fall 2015 (45% in good standing, 35% on PRO 1 or PRO 2) **TYE STEPS-** Fall 2014: 69% of active participants are eligible to return in spring 2015 (56% in good standing, 13% on PRO 1 or PRO 2) **VS.** 68% of passive participants are eligible to return (44% in good standing and 24% on PRO 1 or PRO 2) Spring 2015: 76% of active		

participants are eligible to return in fall 2015 (68% in good standing, 8% on PRO 1 or PRO 2) **VS.** 69% of passive participants are eligible to return for fall 2015 (45% in good standing, 27% on PRO 1 or PRO 2)

Strategic Plan Construct	Divisional Priority/Objective(s)	Unit Goal	Assessment Objective	Assessment Results	Resources Used	Outcome/Status
Co-curricular programming and support services	Retention Strategies	Provide smooth transitions for students entering, leaving and reentering the College **EMSA:SR:SG.17**	OSR measured: -the # of attendees at freshmen and transfer orientation programs. -the satisfaction of attendees at orientation programs. -the # of official "leaves" processed through the Leave of Absence process.	FYE facilitated orientation program for 973 new students and 532 family members. TYE facilitated online orientation for new transfer students: 98% completion rate fall 2014 and 93% completion rate (as of 7/14) for spring 2015. TYE in-person welcome program: 75% of incoming transfer students	-Baseline was used to assess the satisfaction of attendees (in person orientation programs) -Angel provided the delivery and tracked students' participation (in online orientation) -OSR staff triaged LoA process	**Goal Ongoing-**OSR will continue to offer new students orientation programming. The department will continue to evaluate data to update the delivery (timing, mechanism, schedule, etc.) of orientation

				responded "strongly agree/moderately agree" the welcome program "made me feel comfortable about coming to Brockport" OSR processed a total of 454 official "leaves" from the College 2014-15: Fall 2014-274 Spring 2015-180		
Strategic Plan Construct	**Divisional Priority/Objective(s)**	**Unit Goal**	**Assessment Objective**	**Assessment Results**	**Resources Used**	**Outcome/Status**
Academic Quality and Engagement **AQE.1.ii** Co-curricular Programming and Support Services **CCSP.4.ii**	Retention Strategies	Help students form supportive peer groups **EMSA:SR:SG.13**	OSR created/facilitates block scheduling. OSR measured the # of "blocks" created for freshmen. OSR creates/facilitates the APS program delivered during Welcome Weekend. OSR measured the % of new freshmen in attendance as well as satisfaction/feedback from students and faculty via APS survey.	-93% of new freshmen were placed in the 50 "blocks" that were created in fall 2014 and covered 24 unique disciplines. -94% participation rate in APS activity (welcome weekend.) -APS student survey: "Helped me develop a supportive peer	-Block scheduling is collaboration between OSR, Registration & Records, and Academic Advisement (freshman registration.) -APS survey is used to measure the importance and success rate of finding a student peer group.	**Goal Met-**OSR will continue to meet the needs of new freshmen by creating blocks for fall 2015. In addition, OSR will continue to coordinate the APS activity over welcome weekend and survey freshmen on the importance and success rate of APS in creating a supportive peer group.

Strategic Plan Construct	Divisional Priority/Objective(s)	Unit Goal	Assessment Objective	Assessment Results	Resources Used	Outcome/Status
				group" 75% said this goal was completely or partly achieved; 79% said this goal was very or somewhat important.		
Academic Quality and Engagement **AQE.1.ii** Co-curricular Programming and Support Services **CCSP.4.ii**	Retention Strategies	Provide authentic leadership and growth experiences **EMSA:SR:SG.13**	OSR provides student leadership opportunities through the following programs: -Peer Mentoring -Summer Orientation -Student Employment	Participation rates- -Peer Mentors: 50 total with 19 returning PMs. *See Appendix A -Orientation Leaders: 23 total with 8 returning OLs -Student Employment: 13 students employed in transfer center and student retention office	-$$ (student employment and Orientation Leaders) -APS Coordination (Peer Mentors)	**Goal Met**
Academic Quality and Engagement Co-curricular Programming and Support Services	Recruitment of Students Retention Strategies	Provide timely, consistent and open communication to feeder institutions	TYE hosts semi-annual *Transfer Professional Workshop* outlining transfer student performance and spotlighting a specific major.	Maintained a high participation and continued to receive positive feedback from attendees.	$$ Faculty	**Goal Met**-OSR/TYE remains dedicated to maintaining an open line of communication with area feeder institutions regarding transfer student success, major spotlights and College initiatives.

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
Transfer Academic Planning Seminar (TAPS) Assist transfer students with transition to College as well as retain transfer students by connecting them to resources on campus and communicate policies/procedures of College.	-Retention rates of TAPS students vs. overall transfer cohort retention rates. -TAPS assessment data	-The retention rate of students that completed TAPS are retained at a higher rate than the overall transfer cohort and the gap continues to widen. *See Appendix B -87% of TAPS students (2014-15) stated they registered for course looking for assistance with transition to College. -98% of TAPS students (2014-15) recommend course to new transfer students. *See Appendix C	-TAPS has been assessed by the students as an excellent resource to connect with college resources as well as other students consistently. Students overwhelmingly suggest it be mandatory for all new transfer students. -It's important to note: approximately 9% of all TAPS students (2014-15) registered for the course under the assumption it was mandatory. After completing the semester, students still recommended the course be mandatory. -OSR will continue to recommend TAPS be mandatory for all new transfer students. In order for the College to implement a mandatory seminar for new transfer students OSR recommends increasing the "transfer student fee" to $150 to cover additional expenses to facilitate a minimum of 25 sections of TAPS in fall and a minimum of 12 sections of TAPS in spring.
Strategies to Eliminate Probationary Status (STEPS) Assist at-risk students attain good academic standing, retain student status and maintain	OSR sees a moderate to high success rate for active STEPS students (students returning in good academic standing.) -Freshmen: 74% -Transfers: avg. 62% (fall/spring) -Non-fresh/trans: avg.		-The time commitment for one-on-one meetings continues to increase. OSR attempted group management but the attendance rate remained small. OSR has found the greatest impact is achieved via one-on-one meetings throughout the semester.

financial/academic compliance.	50% (fall/spring)		

2014-2015 Closing the Loop Summary Report

The following report outlines the assessment tools used and data compiled in regard to **no more than three** unit/office goals from 2014-2015. It will also highlight the proposed action items and recommendations for the next year. Please note that this information will be included in the EMSA Briefing Book.

2014-2015 Goal: Support needs of at-risk students (beyond the scope of Strategies to Eliminate Probationary Status program.)

*Tool Used: E*arly/Transfer Warning Questionnaire (EWQ/TEWQ) distributed during APS/TAPS, Faculty Early Warning System, WRSERLY Banner Report, anecdotal information provided through faculty/staff apart of Early Warning Team (EWT,) Angel, end of semester surveys and data processing report for probationary status.

Data/Results: At-risk students were tracked over fall 14 and spring 15 semesters via EWT and the faculty early warning alert system. Students are eligible for EWT through the following mechanisms: mid-semester GPA, Residence Life/LLC reports, conduct notifications, student/parental notification, departmental referrals (Office of Provost, UG Admissions, Office of Disabilities Services, and Student Learning Center,) and faculty referrals/alerts.

EWT Statistics:

Fall 2014	**Spring 2015**
• 88 students discussed • Average cumulative GPA was 1.70 • Academic Standing: o 13 were academically dismissed (15%) o 1 was conduct dismissed (1%) o 48 were in good academic standing (55%) o 22 were on Probation 1 (25%) o 3 were on Probation 2 (3%) o 1 was reinstated upon appeal (1%)	• 106 students were discussed/tracked • Average GPA was 1.89 • Academic Standing: o 22 were academically dismissed (21%) o 61 are in good academic standing (58%) o 18 are on Probation 1 (17%) o 5 are on Probation 2 (5%) • 59 students are registered for summer and/or fall 2015 semesters (56%)

- 62 were registered for spring semester (70%)
- Of the 26 students not registered for the spring semester:
  - 13 were academically dismissed (50%)
  - 1 was conduct dismissed (5%)
  - 7 were in good standing (27%)
  - 5 were on Probation 1 (19%)

- 12 students have registration holds (11%)
  - 4 were academically dismissed (33%)
  - 6 are in good academic standing (50%)
  - 2 are on Probation 1 (17%)
- Of all 47 students who are not registered, including those with holds
  - 20 were academically dismissed (43%)
  - 18 are in good academic standing (38%)
  - 9 are on Probation 1 (19%)

Faculty Early Warning System Statistics:

Fall 2014	**Spring 2015**

- 213 students received early warning alerts (<1% decrease from fall 2013)
- 73 unique faculty
- 188 unique students
   o 103 native students (55%)
   o 80 transfers (43%)
   o 4 re-admitted students (2%)
   o 1 non-matriculated student (1%)
- 2 students had 3 alerts
- 20 students had 2 alerts:
   o 1 ended up on probation 1
   o 1 ended up on probation 2
   o 1 was academically dismissed
   o 17 finished in good academic standing
	- 216 students received early warning alerts (13% increase from spring 2014)
	- 56 unique faculty
	- 207 unique students:
	   o 104 native students (50%)
	   o 97 transfers (47%)
	   o 3 re-admitted students (1%)
	   o 1 non-matriculated student (<1%)
	   o 2 visiting students (<1%)
	- 7 students had 2 alerts:
	   o 4 ended up on probation 1
	   o 2 ended up in good academic standing
	   o 1 was academically dismissed

*See Appendix D	

Summary/Conclusions: The multi-pronged and layered strategy for identifying at-risk students allows the College to successfully identify an increasing number of students in need of support.

Recommendations/Action Items for next year: Continuance of EWT and faculty early warning system. OSR will also continue to support the College's exploration of early warning software that may streamline the process.

Methods for disseminating results: Information gathered and shared through the early warning team and the faculty warning system is aggregated, reviewed, and disseminated back to the campus community. Communication with participating campus constituents helps to encourage continued support and participation.

2015-2016 Assessment Plan

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

Strategic Plan Construct	Divisional Priority/Objective(s)	Unit Goal	Assessment Objective	Assessment Measures	Resources Needed	Action Plan	Person(s) Responsible
Co-curricular Programming and Support Services	Retention Strategies	Identify assist & support at-risk students **EMSA:SR:SG.10**	OSR will measure the success (retention) of: -probation students -early alert students -early warning students -students with non-repeat E	Goal will be met if high % of at-risk students are retained.	**BANNER:** (1) needed to run reports identifying students on probation (2) needed to submit faculty alerts. **Blackboard:** needed to communicate (on a weekly basis) effectively with students in probation program, STEPS. **Staffing:** needed (1) to triage STEPS students and provide individual academic coaching weekly or bi-weekly (2) to facilitate monthly group meetings.	Ongoing throughout year.	**OSR:** Director & Coordinators: (FYE, SYE, and TYE)

Strategic Plan Construct	Divisional Priority/Object ive(s)	Unit Goal	Assessment Objective	Assessment Measures	Resources Needed	Action Plan	Person(s) Responsible
Co-curricular Programming and Support Services	Retention Strategies	Provide smooth transitions for students entering, leaving and re-entering the College. **EMSA:SR:SG.17**	OSR will measure the satisfaction of students and families attending orientation programs and the # of students triaged through the LoA process.	Positive assessments/high remarks from participants.	**Staffing Baseline** $$	LoA process is monitored throughout year. FYE Orientation is evaluated Aug. TYE Orientation is evaluated January and August.	
Academic Quality and Engagement Co-curricular Programming & Support Services	Retention Strategies	Provide authentic leadership and growth experiences **EMSA:SR:SG.04**	OSR will measure the satisfaction of: peer mentors, orientation leaders and student employees. OSR will also track the # of returning student leaders.	Goal will be met if feedback is positive and OSR maintains or increases # of participants in programming.	**Blackboard:** needed to communicate via course (GEP 397). **Eagle Connect Marketing:** needed to recruit student leaders	May 2016	Coordinators: -FYE -SYE -TYE
Academic Quality and Engagement Co-curricular Programming and Support Services	Recruitment of Students Retention Strategies	Provide timely, consistent and open communication to campus community and	OSR will measure the satisfaction of *Transfer Professional Workshop*	Goal will be met with positive attendee feedback as well as maintaining attendance rates	**IR:** needed to provide data regarding transfer student performance based on feeder	Semi-annually	OSR Director and TYE Coordinator

		feeder institutions	attendees as well as participation #s.	and increase in interest in information shared.	institution **Baseline:** assessments will be created, delivered, and disaggregated using campus labs. **$$:** needed to materials, location and lunch to participants.		
Academic Quality and Engagement Co-curricular Programming and Support Services	Retention Strategies	Review performance of transition students and make recommendations for support	Academic performance and retention rates of transition students.	Satisfactory retention rates of transition students.	**IR Staffing**	May 2016	OSR Director FYE Coordinator
* OSR unit goals (2015-16) are subject to change upon presentation of retention plan.							

Points of Pride & Accomplishments

This section allows for you to identify points of pride and accomplishments throughout the 2014-2015 year. These points of pride may 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, College Goals; Divisional Priorities; and Unit Goals. Also, note if the point of pride aligns with a unit goal.

Point of Pride/Accomplishment (include data/results as applicable)	Applicable Strategic Construct/ College Priority/College Goal/ Divisional Priority/Unit Goal	Additional Notes
Continue to attain a high (successful) completion rate for the online orientation for new transfer students: Fall 2014: 1023 assigned and 1004 completed (98.1%) Spring 2015: 426 assigned and 400 completed (94%) as of 7/13	Co-curricular Programming & Support Services/Support pre-semester effort to increase student/College "fit" as well as overall success.	Delivery mechanism has moved to Blackboard.
OSR facilitated the Early Warning Team comprised of collaborative campus partners. EWT worked together to communicate/meet with students regarding their academic, emotional, social success at the College.	Co-curricular Programming & Support Services/ Identify assist & support at-risk students	EWT identifies and intervenes with students that are in need of "coaching." The majority of the outreach comes from OSR.
Demonstrated success in the Strategies to Eliminate Probationary Status (STEPS) program with active participants. OSR provided academic coaching/support to approximately 146 students through STEPS (52 second semester freshmen, 62 second semester transfers, and 36 second semester sophomores on academic probation.) OSR sees a high success rate for active STEPS students. -Freshmen: 74% -Transfers: avg. 68% (fall/spring) -Non-fresh/trans: avg. 72% (fall/spring)	Academic Quality & Engagement/Support needs of at-risk students.	The number of active STEPS students has increased 30% from 2013-14 *See Appendix E
Maintained presence on national scene with presentations at: -National Resource Center: Students in Transition, Denver, CO. (TYE) -National Institute for the Study of Transfer Students, Atlanta, GA. (TYE)		
Hosted 973 new students and approximately 550 guests at summer orientation (2015) *See Appendix F	Support pre-semester effort to increase student/"college fit" as well as overall success.	

Appendix A

Peer Mentor Participation/Return Rate

Number of students in Freshmen Peer
Mentor Program totals 50 with 19 students
returning from previous year.

38%

Appendix B

Transfer Academic Planning Seminar (TAPS) GEP 300 Retention Data				
			% Retained	
Cohort	*GEP 300 n*	*ALL n*	*GEP 300*	*All*
Fall 2009	10	878	80%	78%
Fall 2010	30	946	83%	76%
Fall 2011	45	882	84%	74%
Fall 2012	65	899	91%	70%
Fall 2013	73	868	85%	64%
Fall 2014	95	897	91%	77%*
Spring 2010	10	316	80%	65%
Spring 2011	10	316	40%	77%
Spring 2012	10	326	60%	68%
Spring 2013	33	311	82%	68%
Spring 2014	17	339	75%	83%

Appendix C

87% of Students Registered for TAPS (2014-15) Looking for Assistance in Transition to College

14
27
79

Why did you register for TAPS, GEP 300?

- Thought it was mandatory
- Both
- Thought it would assist in transition to College

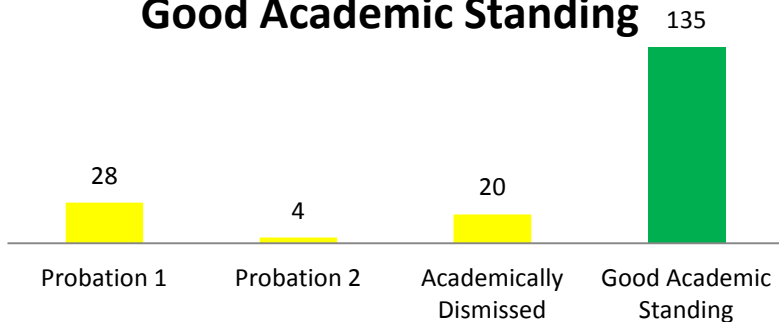**98% of TAPS Students (2014-15) Recommend Course to New Transfer Students**

117

Would you recommend TAPS to new transfer students?

- YES!
- NO

Appendix D

Faculty Early Warning System Statistics

67% of All (Fall 2014) Alerts Ended Semester in Good Academic Standing

|	
Probation 1	28
Probation 2	4
Academically Dismissed	20
Good Academic Standing	135

*Of the 88% of students eligible to return (gs/pro1/pro2), 74% registered for spring 2015. Note: 4 student graduated.

77% of All (Spring 2015) Alerts Ended Semester in Good Academic Standing

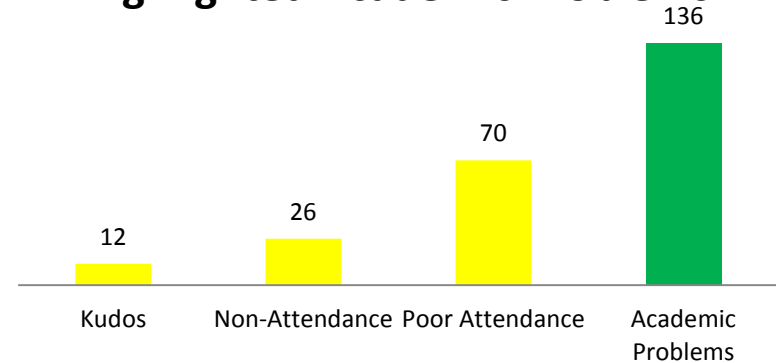|	
Probation 1	27
Probation 2	1
Academically Dismissed	18
Good Academic Standing	160
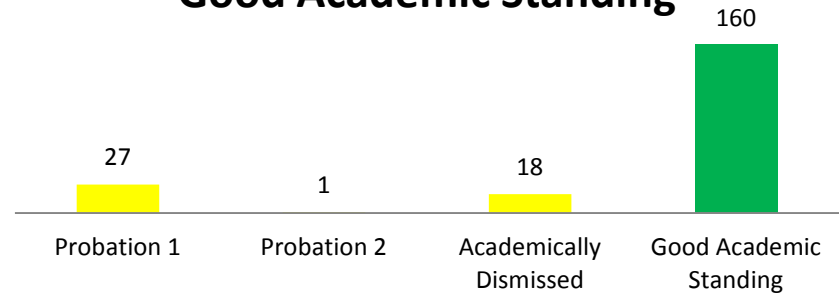
*Of the 91% of students eligible to return (gs/pro1/pro2), 68% are registered for fall 2015 semester (as of 6/28). Note: 11 students graduated.

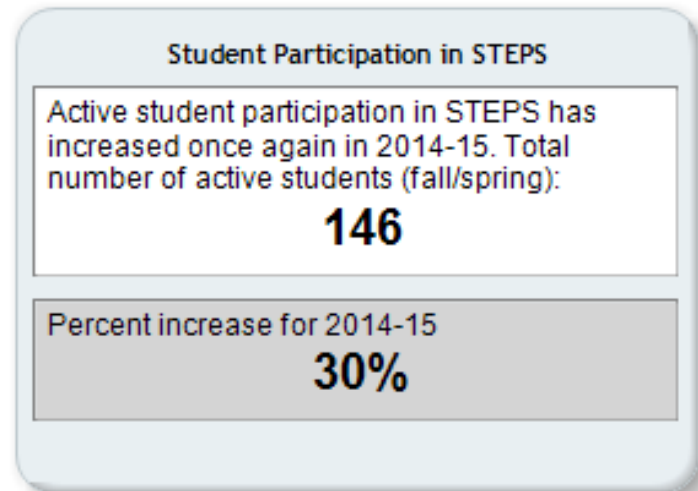## 66% of All (Fall 2014) Alerts Highlighted Academic Problems

Kudos	0
Non-Attendance	42
Poor Attendance	88
Academic Problems	133
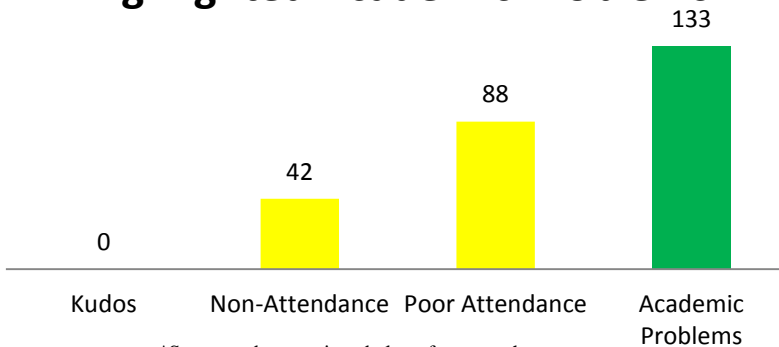
*Some students recieved alerts for more than one reason

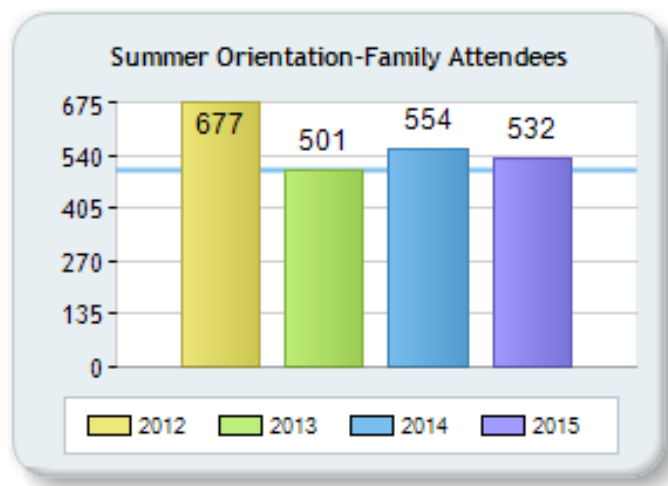## 66% of All (Spring 2015) Alerts Highlighted Academic Problems

Kudos	12
Non-Attendance	26
Poor Attendance	70
Academic Problems	136

*Some students recieved alerts for more than one reason

Appendix E

Student Participation in STEPS

Active student participation in STEPS has increased once again in 2014-15. Total number of active students (fall/spring):

146

Percent increase for 2014-15

30%

Appendix F

Summer Orientation-Student Attendees

	2012	2013	2014	2015
	771	912	859	973

Summer Orientation-Family Attendees

	2012	2013	2014	2015
	677	501	554	532

*As of 7/20/2015