Office of the Vice President for Enrollment Management & Student Affairs

Unit End of Year Report

Unit: The Arthur O. Eve, Educational Opportunity Program (EOP)

Director: Gary Owens

Assessment Team Representative: Lisa Jones

Unit Overview

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

Unit Functional Goals:
- To provide financial aid, academic support, counseling in the areas of academic, personal and social development, and careers. (Divisional Goals 1, 3, 4 College Goal 1, 1. A, 1. B,)
- To develop and provide understanding to constituents of the college campus on the needs and culture of the students served by EOP (Divisional Goal 1, 4, College Goal 1, 1.B, 1. C)
- To create an inclusive environment welcoming to all, and to develop and support student employees as well as staff about the expectations of the program through professional development. (Divisional Goal 5, College Goal 4, 4.A, 4.B, 4.C, 4.D, 4.E)

Section One: 2021-2022 Unit Strategic Annual Goals

Unit Strategic Annual Goal 1: Increase the amount of EOP student engagement within culturally diverse events and programs within the EOP department (Divisional Goal 2, College Goal 1, 2)
- Outcome/Status: Goal partially met

Unit Strategic Annual Goal 2:
Increase student faculty engagement and increase student utilization of faculty office hours for the purpose of cultivating relationships, and student comfort with engaging with faculty. (Divisional Goal 1, 2, 4 College Goal 1)
- Outcome/Status: Goal partially met

Unit Strategic Annual Goal 3:

To recruit and retain 25% of those EOP students who withdrew or were academically dismissed and did not complete degree requirements. (Divisional Goal 1, 4, College Goal 1, 2)

- Outcome/Status: Goal met

Section Two: 2021-2022 Assessment Plan

Unit Goal 1: Increase the amount of EOP student engagement within culturally diverse events and programs within the EOP department

College Mission Alignment: EOP created events intended to foster cultural knowledge and help students engage with the campus and community.

Outcomes and Criteria:
- Create a sense of belonging
- Increase Culturally diverse programming/events

Data Sources and Methods:
- Attendance forms for EOP events including birthday celebrations, and cultural events, opening and closing EOP celebrations, student satisfaction surveys.

Assessment Data:

- Goal Partially Met: Although Covid compromised event plans as we would have liked, we were able to plan a few cultural events with limited attendance/restrictions. Hispanic History Celebration (120 students attended, End of Semester Celebration (Walk-through only, 66 students attended and the Black History Celebration (student and staff displayed artwork and decorated office doors celebrating Black History). Through department Counselor assessment data, we were able to determine that students felt the cultural events helped them to feel a sense of belonging. Surveys were sent out to each student on the program asking the question did cultural events/programs create a sense of belonging.

Closing the Loop
Resources Used:
- EOP staff planned events and recruited students for attendance at events, funding to purchase food and prizes.

Key Findings:
Advertising is needed more to make students aware of the events. Departmental enthusiasm about events supports more attendance.

Dissemination/Discussion of Key Findings:
Information on the status of events was shared with staff and as a result staff decided that more advertising and social media should be done. Dan has been assigned the task of creating social media pages and uploading more information about events. Staff will continue to talk with students about attending events.

Summary Sentence for EMSA Divisional Report:

EOP will continue to create events and programs specializing in creating an atmosphere welcome to all, focusing on all cultures. Diversity, Equity and Inclusion have long been a part of EOP's mission and will continue to be a priority with student engagement.

Unit Goal 2: Increase student faculty engagement and increase student utilization of faculty office hours for the purpose of cultivating relationships, and students' comfort with engaging with faculty

College Mission Alignment: EOP students were encouraged to meet with professors regarding grades and attend office hours for academic support.

Outcomes and Criteria:
- More professor student interaction, students will learn to utilize professors' office hours
- Students will engage with professors regarding their academics to increase professor/student relationships concerning their academics.

Data Sources and Methods:
- Mach form, conference records,
- Invite faculty to EOP events

Assessment Data:
- Goal Partially Met: We wanted to keep track of student engagement with faculty for the purposes of cultivation relationships. There were 212 faculty/student interactions for this goal as recorded from counselor conference records and Mach forms. This number serves as a baseline for keeping records of student faculty interactions for coming years. We will continue to pursue this goal with anticipation of increasing faculty/student engagement to create a climate of comfort and inclusion for EOP students. Reported interactions from Mach forms/Counselor conference records were used to determine the number of professor student interactions.

Closing the Loop
Resources Used:
- EOP Counselors, Faculty, students

Key Findings: With encouragement and record keeping we were able to determine the number of times a student engaged with faculty. Students engaged with faculty for this purpose 212 times for the AY 2021-2022. We will continue to encourage students to interact with faculty.

Dissemination/Discussion of Key Findings: This information was shared with staff/EOP Counselors and as a result more purposeful explanation and encouragement will be done to ensure students are comfortable and able to speak with faculty.

Summary Sentence for EMSA Divisional Report: EOP will continue to encourage and cultivate relationships between faculty and students. Research indicates that faculty relationships are part of why students persist.

Unit Goal 3: To recruit and retain 25% of those 7 EOP students who withdrew or were academically dismissed and did not complete degree requirements.

College Mission Alignment: EOP Staff reached out to students that separated from the college to encourage them to return to finish their degree.

Outcomes and Criteria:
- Students return to complete degree requirements.

Data Sources and Methods:
- Information relevant to students that have not completed their degree
- Degree/graduation requirements.
- Registration and Records.

Assessment Data:

- Goal Met: Three of the seven students focused on for this goal have returned to the college.

Closing the Loop
Resources Used:
- EOP Staff

Key Findings: Many of the students that have left or separated with six or fewer credits needed to graduate have exhausted their financial aid. EOP will continue to seek financial assistance opportunities that will support these students in their degree completion.

Dissemination/Discussion of Key Findings: Information was shared with the EOP Director and Staff. The staff will continue to recruit and retain students that need a few classes or credits to return and complete their degree. EOP will utilize Graduate Assistants to research and reach out to said students.

Summary Sentence for EMSA Divisional Report: Students that complete their college degree are more apt to attain gainful employment and economic relief. EOP will continue its efforts to seek and assist students with returning to complete their degree.

Section Four: Student Learning Outcomes

Institutional Student Learning Outcomes
1. Written and Oral Communication
2. Quantitative Reasoning
3. Intercultural Competence
4. Critical Thinking and Information Literacy
5. Civic Engagement

Departmental Learning Outcomes:

1. Students who engage in GEP 120 first year experience course learn about college engagement, career services, and self-awareness/identity through various assignments, discussions and activities.
   a. 2022-2023
   b. ISLO # (1, 3, 5)

2. Students who engage in STEEPS will develop an academic success plan including how to improve overall GPA, identify study skills, and demonstrate knowledge of college policies regarding probation and academic dismissal.
   a. 2024-2025
   b. ISLO # (2,4)

3. Students who are involved in peer tutoring will obtain an increased understanding of subject matter.
   a. 2023-2024
   b. ISLO # (2, 4)

4. Students participating in financial aid counseling will understand their student account bills, funding streams, loan repayment process, and graduate financial aid opportunities
   a. 2021-2022
   b. ISLO # (1,4)

Departmental Learning Outcome Measured in 2021-2022:
Students participating in financial aid counseling will understand their student account bills, funding streams, loan repayment process, and graduate financial aid opportunities ISLO # (1, 4)

Strategies/Programs:
- EOP worked in collaboration with the financial aid office to provide relevant information in the newsletter, web site, and other media.
- Counselors met with students bi-weekly and as needed.
- Counselors informed students of their financial aid awards and student bill status.
- Counselors maintained financial aid process progress data on each of their assigned students
- Counselors verified students understanding and completion of all MPN's and loan counseling during one-on-one appointments

Assessment Tools/Data Sources:
- Confirmation of completed financial aid documents
- The program administered a student-counselor satisfaction survey including financial aid knowledge.
- The program used feedback from exit interviews conducted on all students leaving the program/graduating where knowledge of financial aid can be measured

Results:

- Students were required to complete their FAFSA for AY 2022-2023 by March 13, 2022. All students required to complete a FAFAS for 2022-2023 on EOP have completed the FAFSA.
- EOP sent out student satisfaction surveys to reach students enrolled in the program. Surveys included questions about financial aid knowledge and understanding. All students enrolled in the program were emailed the survey. The survey included anonymous responses. Of the 289 surveys emailed 46 were returned. Of the 46 respondents all were satisfied or extremely satisfied with their financial aid knowledge.
- Sixteen exit interviews were completed at the time of this report. Students that separated from the college in any way to include graduation were asked for their understanding of the financial aid process and their obligations going forward. Of the 10 exit interviews completed all ten seniors were satisfied that they understood the financial aid process and their obligations with financial aid going forward.

Summary of Findings and Next Steps:

- Going forward we recognized that financial aid remains a daunting task for many students. We will continue to have a realistic FAFSA deadline and support students in completing the form and submitting all required documentation. Through GEP 120, the EOP freshmen general education course and individual counseling objectives, EOP students remain informed and understand the financial aid process. We plan to utilize mid-semester surveys to remain keenly aware of EOP students' knowledge and take away of the financial aid process and how it affects them, during college and after graduation.

Section Five: Unit Key Performance Indicators

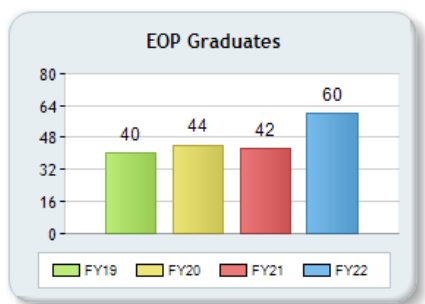**Key Performance Indicator: EOP Graduates**

Figure 1: graph showing the number of EOP graduates in 2019, 2020, 2021, and 2022

Analysis:
The number of EOP graduates increased in 2022. EOP still remains a comparable graduation rate when analyzed with college data. Summer Graduates will be added upon completion of degree in August.

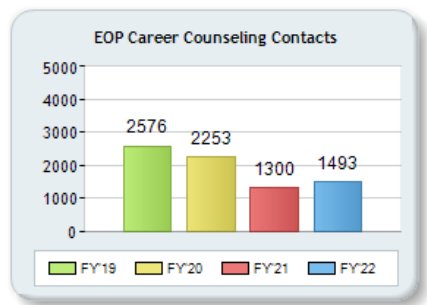**Key Performance Indicator: EOP Career Counseling Contacts**

Figure 2: graph showing the number of EOP student career counseling contacts for 2019, 2020, 2021, and 2022

Analysis:

The number of counseling contacts for the purpose of career increased from 2020-2021 to 2021-2022 indicating an APPR form return increase of 13% from the previous year.

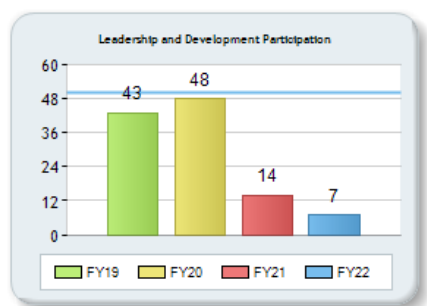**Key Performance Indicator: Leadership Development Program (LDP) Participation**

Figure 3: Graph showing the number of EOP students in the LDP for 2019, 2020, 2021, and 2022

Analysis:

For the AY 2021-2022 seven EOP students were enrolled in the LDP. Covid 19 and virtual sessions did have an impact on the decrease in student participation.
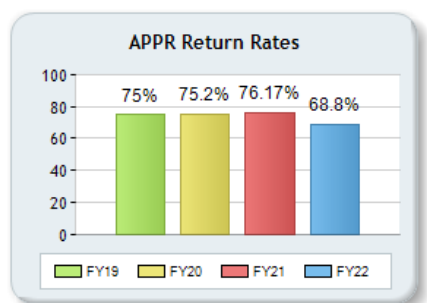
Key Performance Indicator: APPR Return Rates

Figure 4: graph showing the percentage of APPR forms returned to the EOP department for 2019, 2020, 2021, and 2022

Analysis:
For the AY 2021-2022 APPR faculty return rates declined. Staff will continue their efforts to achieve higher faculty return rates on APPR forms.

Section Six: 2022-2023 Unit Strategic Annual Goals

Strategic Annual Goal 1:

- Increase the amount of EOP student engagement with culturally diverse events and programs within the department. (Divisional Goal 4, College Goal 1. B, D, 2 .B)

Action Plan
- During the AY 2022-2023 EOP plans on continuing this goal by implementing more traditional face-to-face cultural activities and celebrations. At these events students will learn about various cultures, inclusion, and family celebrations. The goal is to increase attendance at these events as we believe that it provides students with a sense of belonging. Events will be created where students will be able to display their talents and cultures. We will be more intentional in these efforts.

Timeline
- To begin fall 2022 with our opening celebration and will end with the closing celebration in spring of 2023.

Strategic Annual Goal 2:

To retain 80% of the EOP summer 2022 freshmen cohort (Divisional Goal 2, 4, College Goal 1. A, B, C, 2. D)

Action Plan
- During the AY 2022-2023 EOP staff and counselors will have a more intrusive approach to meeting freshmen needs for academic success. Counselors will meet with all freshmen a minimum of once a week to focus on academic, financial, and social and emotional needs. The EOP staff will plan more culturally relevant engagement and events to help students feel welcome on campus.

Timeline
- To begin summer of 2022, when the new freshmen cohort arrives on campus, to closing celebration in May of 2023.

Strategic Annual Goal 3:

- To recruit and retain students that have separated from the college without completing their degree. This will focus on students who have 15 or fewer credits left to degree completion. (Divisional Goal 2, 3, College Goal 3. A)

Action Plan
- EOP Staff will seek out, by direct contact, students that meet the goal of the criteria.

Timeline
- Academic Year 2022-2023

Section Seven: 2022-2023 Assessment Plan

Strategic/Functional Annual Goal 1: Increase the amount of EOP student engagement with culturally diverse events and programs within the department. (Divisional Goal 4, College Goal 1. B, D, 2 .B)

Outcomes and Criteria:
- Increase student participation
- Create a sense of belonging
- Increase attendance at culturally diverse events

Data Sources and Methods:
- Attendance forms for EOP events
- Student satisfaction surveys

Resources Needed and Individual(s) Responsible:
- EOP Staff
- Students
- Budget for food

Action Plan: During the AY 2022-2023 EOP plans on continuing this goal by implementing more traditional face-to-face cultural activities and celebrations. At these events students will learn about various cultures, inclusion, and family celebrations. The goal is to increase attendance at these events as we believe that it provides students with a sense of belonging. Events will be created where students will be able to display their talents and cultures. We will be more intentional in these efforts.

- Intentional and more social media posting
- Counselors will reintroduce events at all meetings
- More advertising

Goal Rationale:

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

Strategic/Functional Annual Goal 2: To retain 80% of the EOP summer 2022 freshmen cohort (Divisional Goal 2, 4, College Goal 1. A, B, C, 2. D)

Outcomes and Criteria:
- Students Persist
- Create a sense of belonging
- Students feel welcome and are retained

Data Sources and Methods:
- EOP Reports

- Student records

Resources Needed and Individual(s) Responsible:
- EOP Staff
- Students

Action Plan: • During the AY 2022-2023 EOP staff and counselors will have a more intrusive approach to meeting freshmen needs for academic success. Counselors will meet with all freshmen a minimum of once a week to focus on academic, financial, and social and emotional needs. The EOP staff will plan more culturally relevant engagement and events to help students feel welcome on campus.

- More intrusive counseling
- Counselors will plan mental health specific workshops in GEP 120
- More advertising for events

Goal Rationale:

Students leave because they don't feel welcome, have feelings of isolation. Covid has had a direct effect on student persistence over the past two years. By more intrusive counseling, and creating space for mental health wellness, EOP believes this will support student's persistence and will support the college goal of student retention.

Strategic/Functional Annual Goal 3: To recruit and retain students that have separated from the college without completing their degree. This will focus on students who have 15 or fewer credits left to degree completion. (Divisional Goal 2, 3, College Goal 3. A)

Outcomes and Criteria:
- Student to complete degree requirements
- Retention

Data Sources and Methods:
- Information relevant to students that have not completed their degree/graduation requirements.
- Registration and Records.

Resources Needed and Individual(s) Responsible:
- EOP Counselors
- Registration and Records

Action Plan: EOP Staff will seek out, by direct contact, students that meet the goal of the criteria.
- EOP Counselors research students that need to complete their degree
- Review of Registration and records for confirmation of degree
- Students get information and assistance in registering and financial aid

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

Section Eight: 2021-2022 Points of Pride and Accomplishments

Goal 1: To be a Great College at which to Learn Points of Pride
- Tanajah (Tee) Malichi won the Marion Schrank Student Leadership Award
- Nine EOP students were inducted into the Epsilon Rho Chapter (at The College at Brockport) of the Chi Alpha Epsilon (XAE) Honor Society
- Four students received the Talon Academy Certificate of Excellence

Goal 2: To be a College Engaged with its Community Points of Pride
- EOP students planted and delivered flowers to Lifetime Assistance Living Home and The Chateau at Heritage Square Senior Living Facility for EOP Day of Service.
- Lisa Jones and Dan Kandris received awards for "Influencing the Life of a Graduate"
- EOP Director, Gary Owens, was recognized by SUNY for having 40+ years of experience with EOP and exceptional service to students.

Goal 3: To be a Sustainable and Thriving Institution for the 21st Century Points of Pride
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Goal 4: To be a Great College at which to Work Points of Pride
- EOP received the EMSA Departmental Award for Equity, Diversity, and Inclusion