



Office of the Vice President for Enrollment Management & Student Affairs

Unit End of Year Report

Unit: Academic Success Center

Director: Thomas Chew

Assessment Team Representative: Alex Hopkins-Ives

Unit Overview

Unit Mission: We are student-centered support, inspiring the college community to achieve academic success and engagement.

Unit Functional Goals:

- Establish and implement unit processes for efficient use of human and physical resources in the Academic Success Center (Divisional Goal 1, 3, College Goal 1.1, 1.7)
- Increase collaboration and define departmental relationships in order to support the campus in cultivating a culture of inclusive student success (Divisional Goal 2, 6, College Goal 1.8, 2.4)
- Implement, refine, increase usage, track and assess campus-wide support programs (EagleSUCCESS, Supplemental Instruction, etc.) (Divisional Goal 1, 5, College Goal 1.7, 4.8)

Section One: 2021-2022 Unit Strategic Annual Goals

Unit Strategic Annual Goal 1: Encourage and engage staff development to adapt to the new needs of students and the campus, by becoming more knowledgeable of other departments and resources, and helping students through a collaborative approach with other departments (Divisional Goal 3, 4, College Goal 2.6, 4.3, 4.5)

- Outcome/Status: Goal Met.

Unit Strategic Annual Goal 2: Use creative programming, including technology and campus partnerships, to enhance the services provided to all students, with the intention to identify, track, and create programming to ensure the retention and persistence of cohorts, including underrepresented populations. (Divisional Goal 1, 6, College Goal 1.1, 1.5, 1.8, 2.6)

- Outcome/Status: Goal Partially Met

Unit Strategic Annual Goal 3: Identify and adapt to areas of growth and redevelopment within the Academic Success Center based on evolving student needs, changing staffing structure, and updated College priorities. (Divisional Goal 2, 3, 4, College Goal 1.1, 1.2, 1.5, 1.8, 4.3-4.5)

- Outcome/Status: Goal Partially Met

Section Two: 2021-2022 Assessment Plan

Unit Goal 1: Encourage and engage staff development to adapt to the new needs of students and the campus, by becoming more knowledgeable of other departments and resources, and helping students through a collaborative approach with other departments

College Mission Alignment: By providing student and professional staff with opportunities to grow, develop, and thrive, the College will become a more inclusive and engaged community. Continuous review of the needs of our students, both from within and outside the ASC, via surveys and anecdotal evidence, will allow for the tailoring of programming that meets student needs, and will allow us to align staff development with those needs. We will then be able to target partnerships around the College to allow us to best meet those needs.

Outcomes and Criteria:

- Improved staff ability to respond to student needs.
- Fruitful and thriving interdepartmental relationships oriented to student success.
- More and better data around student needs.

Data Sources and Methods:

- Surveys and conversations with staff members around their sense of ability to respond to student needs.
- Surveys and conversations with students (with emphasis on data collection from advising sessions) to identify student needs.
- Recording of the events/workshops/trainings/interventions/etc. hosted and/or sponsored by the ASC, their purposes, and whether they were in collaboration with campus partners.

Assessment Data:

- Goal Met: ASC Workshop Menu Development was completed. A total of approximately 40 workshops were developed to educate the campus on the various functions of the ASC, including the ASC Showcase (a broad overview provided six times in the semester), SAP Compliance and SAS Roadshow, tabling in residence halls through the Advisor Liaison Program (each advisor participated in two activities in two residence halls), and CELT workshops addressing topics such as EagleSUCCESS, Talon Academy, and others.
- Goal Met: Advisement Trainings were offered twice per semester to all staff and faculty to work towards the goal of a standard skill level across the College in terms of academic advising. We were able to reach about 30 faculty and staff through this training.
- Goal Met: The Advisement Coordinator Team was (ACT) established in Spring 2021 in an effort to serve Brockport's student body more efficiently, the Advisement Coordinator Team was developed out of an EMSA initiative. The team is made up of faculty advisors, advisement coordinators, department chairs, and advising advocates from across the campus. Meeting monthly, the ACT is well-attended, engaged, and covers a broad array of topics, working toward the goal of a standard skill level across the College in terms of academic advising.

Closing the Loop

Resources Used:

- Banner, Machforms, and Microsoft Teams were used to house and interpret data.

Key Findings: Developing and providing trainings for faculty and staff have proved to be beneficial to our colleagues, and have helped in the development of rapport and interdepartmental engagement. Feedback

from the experiences were largely positive, with respondents indicating that the information was presented well and was easy to understand, that they felt the trainings would be beneficial to any of their colleagues, and that they knew more after participating in these experiences than they had prior. There was some indication that content-specific advising training would be appreciated, tailored to different academic departments.

Dissemination/Discussion of Key Findings: Information gathered from the various forms of outreach offered by the ASC was shared with the respective offices in the ASC and, when appropriate, with the entire ASC, with the goal of improving our functions.

Summary Sentence for EMSA Divisional Report: The Academic Success Center continues to work toward the goal of engaging the campus community in training and supports that address the changing needs of students.

Unit Goal 2: Use creative programming, including technology and campus partnerships, to enhance the services provided to all students, with the intention to identify, track, and create programming to ensure the retention and persistence of cohorts, including underrepresented populations.

College Mission Alignment: Increased integration of technological capacities in the functions of the Academic Success Center improve our ability to track and target student success initiatives across the campus. The ASC is making increased use of software and online platforms such as EagleSUCCESS, Slate, Machforms, and Qualtrics. As a result, we are able to gather and manipulate data more efficiently and more readily identify early alert areas for intervention.

Outcomes and Criteria:

- Improved usage of EagleSUCCESS by faculty, staff, and students for communication, notes, and appointments.
- Improved usage of EagleSUCCESS analytics for interventions.
- Integration of Slate into communications strategy for the ASC for incoming students, especially with respect to Golden Eagle Orientation.
- Increased use of Machforms and/or Qualtrics for data collection following workshops and trainings.

Data Sources and Methods:

- EagleSUCCESS
- Slate
- Machforms
- Qualtrics

Assessment Data:

- Goal Met: Student tracking of communications, outreach, notes and appointments. For the FY21-22 there were 6,592 appointments made by students with 215 faculty and staff members, 2,284 notes submitted by ASC advisors, and 3,410 alerts raised by 581 unique campus faculty and staff members.
- Goal Met: Use of EagleSUCCESS analytics for interventions. EagleSUCCESS was successfully used for early intervention in instances of dissatisfactory performance (midterm grades, low course grades, non-interaction, missing assignments, etc.), triggering contact with ASC advisors, residence directors, and faculty.
- Goal Partially Met: Integration of Slate into the communications strategy for the ASC. The process to begin the transition of Golden Eagle Orientation functions into Slate is ongoing. Both the transfer and standard orientations are facilitated entirely through Slate (communications, reminders, reservations, payments), with initial benefits from automation already apparent. Data from this year's

round of orientation, collected through Slate, will be put to use in improving next year's processes and activities.

- Goal Partially Met: Increased use of Machforms and/or Qualtrics for data collection. We continue to improve the way we use data to strengthen our programmatic offerings, with surveys being sent following our presentations and workshops. We intend to implement surveying for a variety of functions in the near future, with respect to student advisement satisfaction, transfer student satisfaction (the Lanaan Transfer Student Questionnaire and Lanaan Transfer Student Questionnaire Revised), and cohort/affinity satisfaction.

Closing the Loop

Resources Used:

- EagleSUCCESS, Banner, Machforms, Slate, Qualtrics and Microsoft Teams were used to house and interpret data.

Key Findings: We have found that satisfactory usage of EagleSUCCESS for advising has facilitated a degree of ease and transferability, in that a student may work with one advisor for a period of time, and as long as sufficient notes have been kept, another advisor can briefly review the notes to reduce the period of time required to make a transition. Though training and operationalization of Slate is ongoing, we are already seeing a reduction of effort through the use of the platform in terms of work related to Golden Eagle Orientation, as well as improved numbers of students registering for sessions.

Dissemination/Discussion of Key Findings: The data acquired from the various referenced platforms has been shared within the ASC with appropriate offices and staff members. The advisors regularly meet to discuss more efficient usage of EagleSUCCESS.

Summary Sentence for EMSA Divisional Report: The ASC continues to improve its use of technology for the successful facilitation of programs, interventions, and the improvement of the student experience at SUNY Brockport.

Unit Goal 3: Identify and adapt to areas of growth and redevelopment within the Academic Success Center based on evolving student needs, changing staffing structure, and updated College priorities.

College Mission Alignment: As SUNY Brockport adapts to the changing landscape of higher education, so too does the Academic Success Center, revising its staffing structure, workloads and responsibilities to create efficiencies, ensure a strong and diverse array of programs, and meet the needs of the students.

Outcomes and Criteria:

- Hire for vacant and new positions within the ASC.
- Create and facilitate programs designed to meet the needs of our students.
- Make efficient use of staff worktime to ensure strong performance.

Data Sources and Methods:

- PageUp

Assessment Data:

- Goal Partially Met: Hiring targets for the ASC are fluid. Several new staff members were hired for new or vacant positions (Alex Hopkins-Ives, Second-Year, Transfer, and Mentoring Programs Coordinator; Jianna Howard, Academic Success Coordinator; Amanda Maldonado, Academic Advisor; Gena Acciaio, Academic Advisor; Shellie Tucker, Academic Advisor; Xavier Perez-Gonzalez, Academic Advisor; Kim Ross, Assistive Technology Specialist). Searches are ongoing for

the Assistant Director, Career Development and Internship Specialist, and recently vacated Transition and Success Coordinator.

- **Goal Met:** Create and facilitate new student success programs. A new position (Academic Success Coordinator) was introduced with the implementation of the Fannie Barrier Williams Scholars, a scholarship initiative providing full financial support to local students with high potential and academic need. This Coordinator will also have responsibilities for the Emerging Scholars program, as well as an advising caseload, and our new summer bridge program. The merging of the Second-Year Coordinator, Transfer Coordinator, and Peer Mentorship Program coordinating responsibilities into one position has created efficiencies with respect to overlapping goals and a harmonized programmatic and student leadership plan.
- **Goal Partially Met:** Efficient use of staff worktime. We continue to navigate the efficiency of the remote work option, which is popular with the staff of the ASC, while we seek to ensure the regular provision of services for remote and in-person student needs. The division of labor with respect to other responsibilities, committee memberships, in-office responsibilities, and program responsibilities has improved, but continues to be a topic of conversation.

Closing the Loop

Resources Used:

- BANNER, Machforms, EagleSUCCESS and Microsoft Teams were used to house and interpret data.

Key Findings: Engagement with our programs has improved with the return to campus following the COVID-19 pandemic, with students more readily participating following the relaxation of restrictions. With a focus on team cohesion, we are in a strong position with respect to staffing, and an emphasis on team building activities and informal engagement has had salutary effects on morale, disposition and comportment both amongst staff and ASC student leaders.

Dissemination/Discussion of Key Findings: Data is shared with appropriate offices in the ASC and EMSA as is relevant. The findings are also shared with students as appropriate to improve and promote the programs and obtain campus support.

Summary Sentence for EMSA Divisional Report: The ASC continues to energetically and collaboratively progress with respect to staffing and programmatic offerings, fostering a community of respect, engagement, growth and success.

Section Four: Student Learning Outcomes

Institutional Student Learning Outcomes

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

Departmental Learning Outcomes:

1. Students, including student workers/leaders, will engage in broad leadership initiatives including cultural competence, career development and community support.
 - a. 2021-2022
 - b. ISLO: 3, 4
2. Students will advance their academic abilities and be both challenged and supported as they transition to Brockport and college-level learning and expectations.
 - a. 2022-2023
 - b. ISLO: 1, 3, 4
3. The College community (faculty, staff, and students) will understand and utilize Advisement Best Practices following NACADA Competencies through trainings, Advisement Coordinator Team meetings, CELT and ASC direct collaboration.
 - a. 2023-2024
 - b. ISLO: 4

Departmental Learning Outcome Measured in 2021-2022:

Students, including student workers/leaders, will engage in broad leadership initiatives including cultural competence and customer service.

Strategies/Programs:

- Peer Mentor Program (Peer Mentors, Peer Mentor Coordinators, Transfer Peer Mentors)
- ASC Office Assistants
- Golden Eagle Orientation (Orientation Leaders, Student Orientation Coordinators)
- ASC Interns and Graduate Assistants

Assessment Tools/Data Sources:

- Ethnographic Interviewing
- Anecdotal Evidence
- Conversations/Forums with Student Leaders

Results: Students have reported great satisfaction with our student leadership opportunities, and have identified areas for growth and support upon which we are acting, including increasing the number of professional development opportunities, increased mentorship, and further training in unit functions. We are in the process of formalizing quantitative assessments for gauging the environment of our leadership initiatives in the next review cycle, based on the evidence and structures identified in the 21-22 AY.

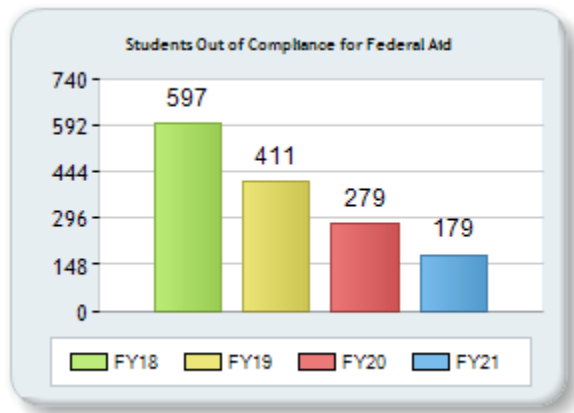
Summary of Findings and Next Steps:

Substantial growth has been seen in the leadership competencies of our student leaders. These students seek out more engagement and leadership opportunities as a result of the support and growth they experience at the ASC, and regularly engage with ASC staff seeking to improve the programs with which they are involved.

We are working towards a College-wide leadership model for student leaders to ensure a basic level of competency and a shared pedagogy, and will support that endeavor with increased data collection.

Section Five: Unit Key Performance Indicators

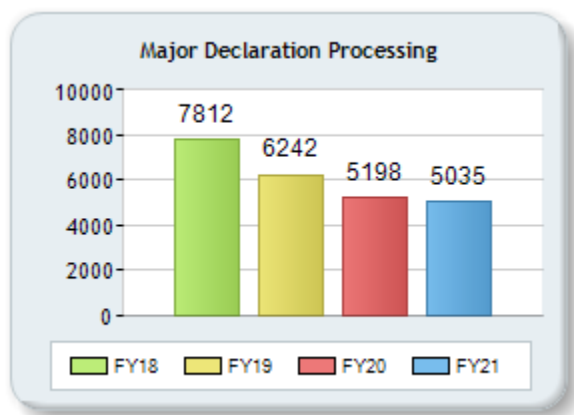
Key Performance Indicator: Students Out of Compliance for Federal Aid



Analysis:

The number of students out of compliance for federal student aid continued to decrease due to COVID-19 accommodations, in addition to continued improvement of communications and early alerts to students to ensure compliance.

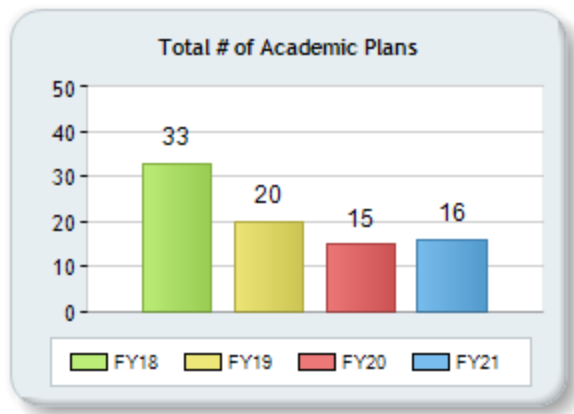
Key Performance Indicator: Major Declaration Processing



Analysis:

The number of major declaration forms processed by the ASC remains in the thousands, and relatively consistent with AY 20-21. Most major declaration forms are processed within 1-3 business days of receipt. The decline in major declaration forms is being attributed to a lessened degree of exploration due to pandemic circumstances, and the reduced population at SUNY Brockport.

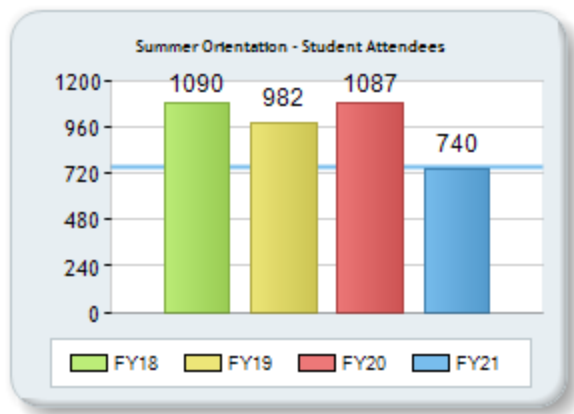
Key Performance Indicator: Total # of Academic Plans



Analysis:

The total number of academic plans stayed relatively consistent with previous years, due again to the decreased number of students out of compliance for federal student aid resulting in a decreased number of appeals and needed plans.

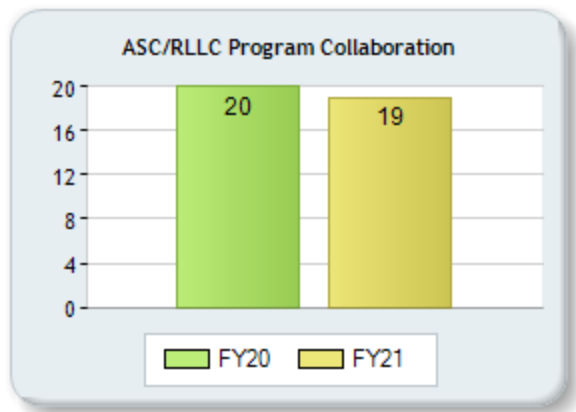
Key Performance Indicator: Summer Orientation – Student Attendees



Analysis:

Golden Eagle Orientation suffered due to complications from the pandemic, declining enrollment numbers, and problems with the format of the orientation. Summer 2022 enrollment and participation in summer orientation is projected to be closer to 2019 and 2020.

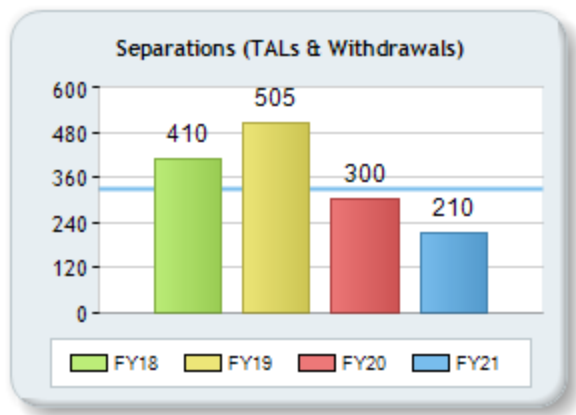
Key Performance Indicator: ASC/RLLC Program Collaboration



Analysis:

ASC/RLLC collaborative program offerings remained relatively static due to staff turnover.

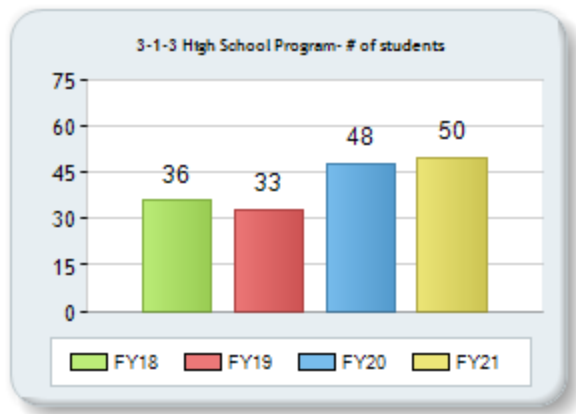
Key Performance Indicator: Separations (TALs and Withdrawals)



Analysis:

Separations from the College in the form of temporary academic leaves and withdrawals continued to decrease due to improvements in advising practices, early alert processes, and improved student supports. Numbers for FY21 are not final until the conclusion of FY21.

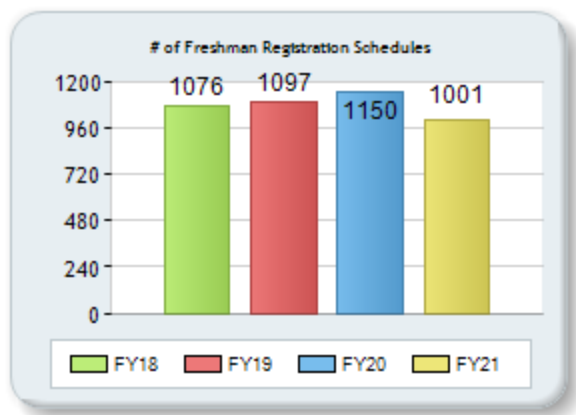
Key Performance Indicator: Separations 3-1-3 High School Program - # of Students



Analysis:

The number of high school students interested in participating in the 3-1-3 program rose slightly from FY20, continuing a rebound from the pandemic and an increase from pre-pandemic numbers.

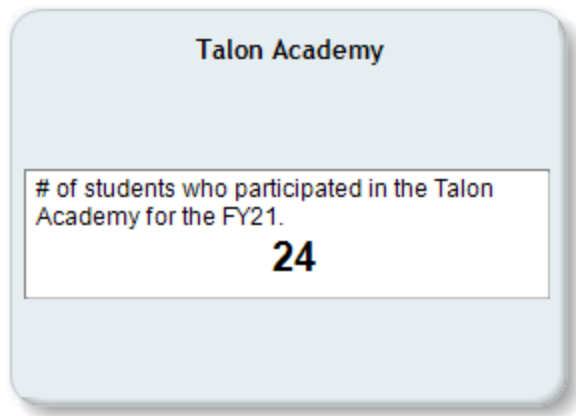
Key Performance Indicator: # of Freshman Registration Schedules



Analysis:

The number of freshman registration schedules generated by the ASC is tied to the number of incoming freshmen—due to the low enrollment numbers last year, the number of schedules created was lower than in previous years.

Key Performance Indicator: Talon Academy



Analysis:

The number of students participating in Talon Academy, which is inclusive of students from various populations (EOP, Golden Eagle Academy, Second-Year, First-Year).

Section Six: 2022-2023 Unit Strategic Annual Goals

Strategic Annual Goal 1:

Encourage and engage staff development to adapt to the new needs of students and the campus, by becoming more knowledgeable of other departments, resources, and helping students through a collaborative approach with other departments. (Divisional Goal 1, 3, 5, College Goal 1.1, 1.5, 2.4, 2.6)

Action Plan

- Refine a program of onboarding and mentorship that empowers our staff and students, promoting their autonomy and judgment while ensuring they possess all of the resources and knowledge necessary for the effective execution of their roles.
- Continue to identify opportunities for growth and development outside of the Academic Success Center, working with professional organizations, colleagues on campus, and local institutions to ensure a broad array of offerings.

Timeline

- 2022-2023

Strategic Annual Goal 2:

Use creative programming, including technology and campus partnerships, to enhance the services provided to all students, with the intention to identify, track, and create programming to ensure the retention and persistence of cohorts, including underrepresented populations. (Divisional Goal 1, 2, 3, College Goal 1.1, 1.5, 2.4, 2.6)

Action Plan

- We continue to promote the utility and effectiveness of the existing technological resources with our colleagues on campus, so as to create a community of practice that benefits from increased input in these platforms. With a focus on increasing efficacy in EagleSUCCESS, Banner, etc., we intend for a standard skill level to be achieved by the bulk of the campus within the next two review cycles.
- As part of our emphasis on the meaningfulness and worth of the offerings of the ASC and our various success initiatives, we are in the process of defining an array of assessments to ensure that the needs of the campus are being met, including but not limited to engagement with the ASC (students and faculty), attendance at programs, and participation in support roles (volunteering at activities).
- As a result of the data collected in this process, the ASC intends to highlight the benefits of our success initiatives, advisement training, and leadership opportunities to demonstrate the value and synergy created by the ASC for the college community. Means of communication of these data are still being determined in concert with other data collection activities.

Timeline

- 2022-2024

Strategic Annual Goal 3:

Identify and adapt to areas of growth and redevelopment within the Academic Success Center based on evolving student needs, changing staffing structure, and updated College priorities. (Divisional Goal 3, 5, 6, College Goal 4.3, 4.4, 4.5, 4.6)

Action Plan

- Refine a program of onboarding and mentorship that empowers our staff and students, promoting their autonomy and judgment while ensuring they possess all of the resources and knowledge necessary for the effective execution of the roles.

- We are in the process of hiring for several new or vacant positions in the ASC (Academic Success Coordinator, Transition and Success Coordinator, Assistant Director, Career Development and Internship Specialist, and open advisor positions), as a result of the support received from the College and our reorganization of programmatic responsibilities. We remain committed to diversity, equity, and inclusion through the hiring process and the priorities established for these positions.
- The redistribution of programmatic responsibilities (Talon Academy, Men of Color, Second-Year, Transfer Year, and Peer Mentorship, amongst others) and implementation of new programs, such as the Fannie Barrier Williams Scholars program, will be evaluated and refined as time progresses.
- We continue to evaluate staff morale as it applies to responsibilities and workload to ensure the health, wellbeing, happiness, and effectiveness of our staff. We will be holding regular check-ins to gauge sentiments in the ASC, with the expectation that staff will be heard and responded to.

Timeline

- 2022-2023

Section Seven: 2022-2023 Assessment Plan

Annual Goal 1: Encourage and engage staff development to adapt to the new needs of students and the campus, by becoming more knowledgeable of other departments, resources, and helping students through a collaborative approach with other departments. (Divisional Goal 1, 3, 5, College Goal 1.1, 1.5, 2.4, 2.6)

Outcomes and Criteria:

- Invite campus partners to ASC meetings and workshops to increase awareness of areas for cooperation and development, and to ensure shared understanding of goals and activities.
- Continue to develop and enhance our partnership with Residential Life and Learning Communities, with the aim of increasing staff engagement in programming and initiatives and support of Residence Directors in the shared goal areas of advisement and retention.
- Pilot and review a new ASC liaison partnership with Athletics to ensure student-athletes are meeting the requirements of the College and of their majors, while also abiding by the requirements of NCAA regulations.

Data Sources and Methods:

- Larger ASC meetings will be tapped to provide the time and space for collaborative workshops and presentations.
- Training modules with embedded assessment to ensure a standard practice of leadership amongst student employees, graduate assistants, interns, Peer Mentors, Orientation Leaders, and other student leaders in the ASC.
- Develop a pilot program for the ASC liaison partnership with Athletics to identify the outcomes of students who participate in the program versus those who do not, comparing information from teams/rosters across semesters to note areas of stability and growth.
- Work with the Coordinator of Residential Life/Learning to develop mutually beneficial programming and outreach, with standard assessments attached to each to ensure positive outcomes.

Resources Needed and Individual(s) Responsible:

- Human
 - ASC Staff
 - RLLC Staff
 - Athletics Staff
 - Additional Campus Partners
- Financial
- Brightspace D2L Platform

Action Plan:

- Refine a program of onboarding and mentorship that empowers our staff and students, promoting their autonomy and judgment while ensuring they possess all of the resources and knowledge necessary for the effective execution of the roles. 2022-23
- Continue to identify opportunities for growth and development outside of the Academic Success Center, working with professional organizations, colleagues on campus, and local institutions to ensure a broad array of offerings. 2022-23

Goal Rationale: Through interdepartmental cooperation and staff development, we aim to support the retention initiatives of the College, strengthening the programmatic and outreach functions of the ASC and other units on campus as a result of these activities.

Annual Goal 2: Use creative programming including technology and campus partnerships to enhance the services provided to all students, with the intention to identify, track, and create programming to ensure the retention and persistence of cohorts, including underrepresented populations. (Divisional Goal 1, 2, 3, College Goal 1.1, 1.5, 2.4, 2.6)

Outcomes and Criteria:

- With the inauguration of the Fannie Barrier Williams Scholars program and its first cohort at SUNY Brockport, we are implementing a number of strategic programming and supportive interventions through the upcoming academic year. These will be reviewed in coming cycles with the data obtained during this first year process.
- We have developed a plan for the revitalizing the Talon Academy and Men of Color programs as a result of the lessons learned during the last review cycle, and are aiming to increase the participation and engagement of students with these programs.
- We are in the process of developing a cohort model of assessment for existing populations/affinities on campus, to ensure tracking, early alert, and strategized responses to the unique concerns associated with these groups.

Data Sources and Methods:

- Formal and informal assessments of Fannie Barrier Williams Scholars to identify areas of growth and opportunity within the framework of programs associated with the cohort.
- Formal and informal assessments of previous and incoming students in the Talon Academy and Men of Color programs, identifying areas for modification moving forward.
- Tracking in EagleSUCCESS of the identified cohorts (GPA, flags, midterm achievement, other academic actions), and analysis of the resultant advising interventions to ensure the utmost efficacy.

Resources Needed and Individual(s) Responsible:

- Human
 - ASC Staff (Coordinators of Academic Success, Assistive Technology Specialist)
 - ESL Partners
 - Campus Partners

Action Plan:

- Through the hiring and close support of the new Academic Success Coordinator, and their immersion in the activities of the ASC, we will lay the framework for a community supportive of this cohort's success and growth. Further partnerships across campus will be developed with this new office to ensure that our Fannie Barrier Williams Scholars are meeting the goals laid out in the program by our ESL partners.
- As a result of the search for and hiring of the new Transition and Success Coordinator, we will foster an environment of support for diversity and identity exploration, enhancing the outcomes associated with the Talon Academy and Men of Color programs. Further embeddedness will be pursued to connect these programs with other ASC offerings and various supports extant across campus.
- The cohort structure has been in development during AY 21-22, and will be implemented Fall 2022 for evaluation. Advisors and coordinators in the ASC will be assigned cohorts not already associated with their programs for tracking and intervention.

Goal Rationale: As the ASC welcomes new professional staff as well as hiring and training new student leaders, it becomes imperative to provide consistent training to all involved. In an effort to solidify the involvement and support from campus colleagues, as well as our ESL partners we are prepared to collect data, share out results, and make necessary updates as we move forward.

Annual Goal 3: Identify and adapt to areas of growth and redevelopment within the Academic Success Center based on evolving student needs, changing staffing structure, and updated College priorities. (Divisional Goal 3, 5, 6, College Goal 4.3, 4.4, 4.5, 4.6)

Outcomes and Criteria:

- Under a new framework of success for ASC employees, on the basis of at least three years of employment in the position for which they were hired, we aim to increase staff retention in our unit through a variety of initiatives that sustain work-life balance, empower our staff within the responsibilities they oversee, and create a community of practice where all staff feel supported by their colleagues.
- We will see staff commitment to the ASC grow as a result of these initiatives, with a sense of unity of effort and support that fosters embeddedness and cohesion.

Data Sources and Methods:

- Formal and informal 1:1 meetings
- Formal evaluations based on individual staff performance programs/goals
- Student/Professional staff retention and persistence at the College as an employee

Resources Needed and Individual(s) Responsible:

- Human
 - Supervisor/employee
 - Human Resources Department
 - Student Employment (Career Services)

Action Plan:

- The development and implementation of programs that support staff health, wellbeing, happiness and efficacy will be a priority for senior staff in the ASC, and these programs will be assessed to ensure utility.
- We continue to evaluate staff morale as it applies to responsibilities and workload to ensure the health, wellbeing, happiness, and effectiveness of our staff. We will be holding regular check-ins to gauge sentiments in the ASC, with the expectation that staff will be heard and responded to.
- Refine a program of onboarding and mentorship that empowers our staff and students, promoting their autonomy and judgment while ensuring they possess all of the resources and knowledge necessary for the effective execution of the roles.

Goal Rationale: Satisfactory staff outlook and efficacy are necessary to support the retention goals of the College, especially in the Academic Success Center, given the portfolio of services provided by this unit.

Section Eight: 2021-2022 Points of Pride and Accomplishments

Goal 1: To be a Great College at which to Learn Points of Pride

- ESL Awards \$1.1 Million Gift to support Brockport students with financial need.

Goal 2: To be a College Engaged with its Community Points of Pride

- Talon Academy hosted its inaugural *Men of Color Ceremony* (spring 2022)
- Katie Kloepper-Mazzaferro and Alex Hopkins-Ives presented at the *New York State Transfer and Articulation Association 2022 Annual Conference*.
- Katie Kloepper-Mazzaferro was elected *Secretary of the New York State Transfer and Articulation Association*.
- Alex Hopkins-Ives was appointed *Historian of the New York State Transfer and Articulation Association*.
- Terrian Garvis was awarded the *NASPA 2022 NOW Professionals Award for Innovation*.
- Erin Rickman was awarded *President's Award from the New York State Transfer and Articulation Association*.

Goal 3: To be a Sustainable and Thriving Institution for the 21st Century Points of Pride

- Golden Eagle Orientation continues to pull back on and limit the amount of paper products and print outs used in our programs. We have saved tens of thousands of papers year after year.

Goal 4: To be a Great College at which to Work Points of Pride

- Pam Setek was awarded the *Academic Advising Award* for 2021-22
- Amber Sheffield was awarded *EMSA's Administrative Professional Award* for 2021-22
- The ASC was granted three new academic advisor positions in addition to a new Academic Success Coordinator position.