

Unit End of Year Report

Report includes: <ul style="list-style-type: none"> • 2018-2019 Annual Goals • 2018-2019 Assessment Plan • Key Performance Indicators • 2018-2019 Points of Pride • 2019-2020 Annual Goals • 2019-2020 Assessment Plan 	Unit: Student Union & Activities Director: Dr. Kimberley Haines
UNIT OVERVIEW	
Unit Mission Student Union and Activities creates, supports, and /or implements high impact, dynamic, and diverse programs/services to enrich student growth and promote discovery. This is accomplished through collaborations with students, staff, faculty, alumni, and the respective community.	

Functional Goals and Division/College Mapping

Unit Functional Goals	Division Goal Mapping	College Goal Mapping
Student Union & Activities creates, supports, and implements programming initiatives that enhance student growth and creates campus affinity, pride and spirit.	2 & 3	1.1, 4.1
Student Union & Activities ensures that the Seymour College Union is an integral part of the educational mission of the college in regards to creating community amongst students, faculty, staff, alumni and guests.	2 & 6	1.5, 4.2
Student Union & Activities provides student organizations with optimal administrative and operational support to maximize engagement as an opportunity for students to acquire knowledge and transferable skills essential to the College's learning environment.	2 & 3	1.5, 1.8

SECTION ONE: 2018-2019 UNIT ANNUAL GOALS

Unit Annual Goals	Outcome/Status
BSG Training: Create and implement a robust training for BSG Activities and Communications team for Fall of 2018	Met
Develop intentional programming initiatives, including: Implement new initiatives as part of Homecoming.	Met
Develop intentional programming initiatives, including: Redesign current “six-week committee” to develop intentional programming efforts focused on an inclusive approach to programs and activities that aligns with The College at Brockport EDI strategic plan	Met and ongoing
Develop intentional programming initiatives, including: Eagle Empire: Establish a full year of student engagement opportunities with Athletic events in collaboration with BSG and Athletics	Met and ongoing
Expand, further develop and assess the Student Organization Program to make it the best experience for students.	Met and ongoing
Continue to expand, develop and strengthen the FSL program that aligns with the FSL strategic goals and national best practices.	Met and ongoing
Commuters/Off Campus Initiatives: Create a 5-year Strategic plan for off campus and commuters students.	Partially Met

SECTION TWO: 2018-2019 Assessment Plan

Unit Goal	College Mission Alignment:
Commuters/Off Campus Initiatives: Create a 5-year Strategic plan for off campus and commuters students.	<i>Strategic Plan operational Goal: 1.1a, 1.1c, and 2.1a</i> Commuter and off-campus students make up 2/3 of our student population and are a critical group of students for developing a sense of belonging, inclusion, and engagement with as a campus community. This goal intends to provide specific strategies for achieving those aforementioned outcomes and aligning with the Strategic Plan.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p>1. SUA will identify best practices within SUNY in the area of Commuter and Off Campus Student Services</p> <p>2. SUA will identify goals for developing a sense of belonging, inclusion, and engagement for off-campus/commuter students</p> <p>3. Establish of a small committee to create the new vision for the area.</p>	<p>-Identifying SUNY Best Practices and creating a benchmark.</p> <p>-Focus Groups with off-campus and commuter constituents.</p> <p>-Survey of Off Campus and Commuter Students.</p> <p>-CAS review</p> <p>-Program attendance</p>	<p>1. Goal met Best Practices Research included: Looked at Oswego, Geneseo and Oneonta, as comparison schools. The result was that each of those three campuses had a centralized location serving Off Campus and Commuters. As a result,</p> <ul style="list-style-type: none"> Creation of an Off-Campus and Commuter Resource Center located on the first Floor of the Union <p>2. Partially met SUA is further investigating the identification of goals after an analysis of SOS data, program attendance, and the CAS review. Development of this goal will continue in 2019-2020.</p> <p>Data collected this year: Student Organization Officer Rates for Off-campus/Commuters:</p> <ul style="list-style-type: none"> Higher rate of officers live off-campus than on. Persistence rate from the following fall semester is 94.3% for off-campus student organization officers and 94.2% for those living on <p>Strategic Assessment Conducted: SUA Graduate Assistant, Zoe Seznec-Sweetland conducted a strategic assessment of the commuter/off-campus student services offered through Student Union & Activities for her graduate class. Recommendations included:</p> <ol style="list-style-type: none"> Developing intentional services designed for the commuter student and for off-campus students. Identifying students leaders for the commuter and off-campus student populations <p>Program Attendance: Offered an additional 10 events this year with an average attendance of 50.</p> <p>Future Date/Research to include: Fall 2019 – CAS review to be conducted; Committee has been identified and results will influence the full</p>

		<p>development of the 5-year Strategic Plan for Off Campus and Commuter Student services.</p> <p>Spring 2020 – Following CAS, and examination of a strategic assessment completed by SUA Graduate Assistant for Programming in Fall 2018, the 5-year strategic plan will be completed.</p> <p>3. Met Small committee was established in SUA. Recommendation to identify key stakeholders outside of SUA for future membership</p>
--	--	---

CLOSING THE LOOP

Resources Used: describe what resources (human, financial, etc.) were used to pursue this goal

- Student Union Student Programming Assistants
- Recreation and Leisure intern to support Commuter/Off- Campus initiatives and research
- BSG Activities Board

Key Findings:

- Comparison SUNY Schools had an identified location for off-campus and commuter students
- Increasing Student Programming Assistants in Student Union & Activities from 1 to 2 increased presence and ability to offer additional services and events
- Persistence rate for off-campus students involved in student organizations as officers is 94.3% compared to other students not serving as an officer whose persistence rate is 83.4%

Dissemination/Discussion of Key Findings: Needed is further examination of the off-campus/commuter student perspective to develop a solid 5-year strategic plan. The completion of CAS is critical for SUA to complete by December 2018. In addition, SUA must continue to examine this initiative in the next academic year with a specific focus on sense of belonging.

Summary Sentence for EMSA Briefing Book: Student Union & Activities continues to develop plans for building a better Brockport for our off-campus and commuting students through examination of institutional data, the “lived” experiences of students, and professional perspectives.

Unit Annual Goal:	College Mission Alignment:
Continue to expand, develop and strengthen the FSL program that aligns with the FSL strategic goals.	<i>SP operational Goal: 1.1a, 1.1c, and 2.1a</i> Specifically this goal serves to support the College mission through developing engagement opportunities where students develop a sense of belonging, growth, and development.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
1. Restructure the FSL Tier System to align better with FSL strategic goals 2. Strengthen the overall Fraternity & Sorority Life Program through continuous improvements aligned with FSL strategic goals, including, but not limited too, the recruitment and retention of members 3. Complete CAS review	Review assessment materials related to FSL to determine decisions based on data for new initiatives in 2019-2020, specifically NASPA Consortium Survey data Complete CAS for FSL advising programs Review of participation numbers, GPAs, and chapter annual evaluations	1. Met <ul style="list-style-type: none"> FSL Tier System was recreated and allowed us to evaluate each chapter's criteria for recognition. The Tier System also contained credit for each strategic goal and also included various areas that were consistently tracked across all student organizations for consistency 2. Met <ul style="list-style-type: none"> FSL members persistence rate is 95.9%; all other Brockport students is 83.2%. 2018 NASPA Consortium data included numerous points of growth since the survey was last conducted in 2014, and are outlined under key findings below 3. Met <ul style="list-style-type: none"> CAS review was completed. Data and information gathered from student leaders and professional staff members

CLOSING THE LOOP

Resources Used: describe what resources (human, financial, etc.) were used to pursue this goal

- Student Organization Coordinator, Amy McNulty
- Fraternity & Sorority Life Graduate Assistant
- Fraternity & Sorority Assistants
- Fraternity & Sorority Life Chapter members
- FSL student leaders for CAS Review

Key Findings:

- Updating the FSL Tier System to a more simplified version that creates equity among the organizations that are small (1-10) or large (30-70)
- Reviewed data from 2017-2018 Consortium Survey, and compared it to 2013-2014 results and saw an increase on how the FSL community view themselves and they felt others view them.
 - Highlights:
 - Top three reasons in participating in FLS: meet new people (90%), to join an organization (73%) and to explore leadership opportunities (70%)
 - FSL provides meaningful leadership experiences for members (94% agree).
 - Feel extremely or very knowledgeable about what constitutes hazing (93% agree).
 - Developed skills and abilities that will be used after college (92% agree).
 - Feel that leadership skills have improved since becoming a member (91% agree)
 - Recruitment / intake increased their sense of belonging at Brockport (91% agree).

- Feel since joining, are better able to articulate their values, attitudes, and beliefs (91% agree)
- Feel a part of the campus community (87% agree).
- Understanding of diverse perspectives have changed since joining FSL (72% agree).
- Topics of interest for new member education:
 - Academic success tips and time management tips were ranked the highest, followed by leadership skills and knowledge of hazing/alcohol/sexual assault prevention
- Highest five future goals ranked by members:
 - Promote Academic Success, Encourage engagement in service, establish diverse environment, increase FSL presence at campus-wide events, unify and grow FSL community
- Some areas that increased since 2104:
 - Members feel that FSL is viewed more positively by faculty (18% increase)
 - Members feel that FSL is viewed more positively by administration / staff (20% increase for both).
 - Feel that fraternities and sororities are celebrated more at the college than in 2014 (8% increase)
 - Feel they are viewed positively by nonaffiliated students (11% increase).
- Some areas that decreased since 2014:
 - The emphasis on drinking alcohol (9% decrease)
 - The encouragement for members to drink (9% decrease).
 - Their feelings related to nonaffiliated students viewing FSL negatively (9% decrease).
 - They feel that students are discouraged to join by the college (24% decrease).
- Additional staffing needed to achieve goals and expectations related to the FSL community
- CAS Final Report findings: Training and focus on equity, diversity, and access. Find ways to strengthen academic support. For full report, please see Appendix A.
- Collecting and starting to analyze data from current FSL GPA

Dissemination/Discussion of Key Findings:

Student Union & Activities will utilize CAS and other survey information to make improvements within the FSL system for the 2019-2020 academic year through discussions with SUA professional staff and FSL student leaders. Additionally, this information will be shared with members of our FSL community during August training.

Summary Sentence for EMSA Briefing Book:

In an effort focused on continuous improvement and strengthening the fraternity and sorority system at The College at Brockport, Student Union & Activities use specific assessment tools to examine the impact of the FSL program in relation to student engagement, sense of belonging, persistence, and student learning. Based on the CAS Self-Assessment, along with the NASPA Consortium data from 2018, Fraternity & Sorority Life program has developed positive engagement opportunities, strengthened their members' sense of belonging to campus and aligned the FSL program with its strategic plan.

SECTION THREE, CAS REVIEW

Unit Goal	College Mission Alignment:
CAS Review – Fraternity & Sorority Advising Programs	<i>Strategic Plan operational Goal: 1.1a, 1.1c, and 2.1a</i>

Standards under review	Summary of Initial Findings	Recommendations
Part 1: Mission Part 2: Program Part 3: Organization and Leadership Part 6: Law, Policy and Governance Part 7: Diversity, Equity, and Access Part 12: Assessment and Evaluation	<p>Summary of Initial Findings.</p> <p>a. The FSL mission, goals and governing documents match the CAS best practices. The FSAP follows all inter/national organization, The College at Brockport, state, and federal policies in terms of law, policy, and governance.</p> <p>b. Area for future focus: diversity, equity, and access, academic success, staff growth to meet FSL demands, and the thorough analysis of related data to help continuously improve the FSL system.</p> <p>Please refer to Appendix A for the full report</p>	<ul style="list-style-type: none"> • Offer more intentional programming focusing on academic success and leadership outside of the FSL system • Offer more training and implementation of Equity, Diversity, and Access • Promote collaboration within different councils within the FSL system as well as collaboration with faculty, staff, and others at The College at Brockport • Analyze current data and records to help the FSL system in terms of resources and access

CAS Part 7 Summary of Findings: Diversity, Equity and Access

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Overall average (#). 1

Areas Requiring Follow-Up:

- Educating current/new members within the FSL community as well as various campus departments on the various councils in the FSL system, especially as we expand with new groups and return of city-wide multicultural groups.

Action Items:

- Add statement supporting diversity, equity and access to all member and potential new member forms to show that this is an inclusive community.
- Having FSL members attend RISE Training in both the Fall and Spring Semester and promoting opportunities for other opportunities such as Racial Justice trainings, SAFE Zone Training, etc.
- Implementing topics on Diversity, Equity and access into the Greek Retreat and the new member education workshops.
- Working with campus departments such as Tour Guide to update the script regarding Greek Life to promote multicultural organizations

- Have each chapter review their inter/national policies regarding diversity, equity and access. Look for ways in which they can strengthen their chapters.
- Reach out to APS instructors so that the FSL community can share information about Greek life especially the MGC organizations.
- Reach out to RLLC to host Residential Hall presentation to RD's, RA's, and residents

Achievements:

- The Know Your Council event that was in the Fall 2018 semester where it was a jeopardy style game where members within the FSL community know about the different council each chapter falls under.
- All FSL professional (advisor and GA) facilitate the RISE Training for student leaders on campus and all FSL student assistants participate in the training. This training focuses on exploring privilege, inclusion, diversity and equity.

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	Institutional Learning Outcomes					Assessment Year
	1	2	3	4	5	
1. Students who participate in students organizations will demonstrate personal and professional growth through the co-curricular activities, programs, and services they provide for the campus community.	X			X		2018-2019
2. Students employed with or directly advised by Student Union & Activities will develop skills that emphasize the importance of customer service, foster effective communication, build meaningful interpersonal and inclusive relationships, and collaborate as a team.	X			X		2018-2019; 2019-2020
3. Students involved in Student Union & Activities initiatives, programs, and services will recognize a sense of belonging to the institution and develop an appreciation for fostering a diverse community.			X		X	2019-2020

Departmental Learning Outcome Measured in 2018-2019: Students who participate in students organizations will demonstrate personal and professional growth through the co-curricular activities, programs, and services they provide for the campus community.

Strategies/Programs	Assessment Tools/Data Sources	Results
Enhance mandatory student organization training for fall 2018 in collaboration with Campus Recreation and BSG.	1. Review 2017 evaluation forms from student organization members to analyze strengths and areas needing improvement. 2. Review institutional data from NSSE and SOS as it pertains to student organization engagement. 3. Review NASPA FSL Consortium data and Student Organization Leadership Survey	250 officers attending the training 1. F18 August Student Org Officer Training Data results: <ul style="list-style-type: none"> The officers felt they were familiar with the Hazing Policy (93%), Title IX (88%), Code of Conduct (87%), and the Event Policy (83%). The lowest ranked policies were Copyright Policy (60%) and Posting Policy (62%). 94% either Strongly Agree or Agree that as an officer they feel a responsibility to educate their organization about the emotional, physical, ethical, and legal impacts hazing may have on individual members and the entire organization.

- 90% either Strongly Agree or Moderately Agree that they know how they can apply their leadership style to their role
- 91% either Strongly Agree or Agree feel that the information that they learned helped to enhance skills
- 93% either Strongly Agree or Agree feel that the information that they learned helped understand the responsibilities that they have as an officer.
- 78% either Strongly Agree or Agree that it was beneficial to have this training with all BSG clubs, club sports, fraternities/sororities together instead of separate trainings.
- 91% either Strongly Agree or Agree (59%) that the information learned helped heighten their understanding of the policies
- Students were asked to define one way that they would contribute to helping build a better Brockport. Themes include:
 - Be active members of community
 - Be an “upstander” not bystander
 - Be open and welcoming
 - Be more inclusive
 - Collaborate with other clubs
 - Participate in more Community Service as a group
 - Foster community
 - Create enjoyable environment for all members
 - Make the club meetings and events enjoyable, fun, build bonds

2. NSSE Data Analysis:

Through cross-tab analysis of students involved with co-curricular activities (student organizations is an example of co-curricular activity) who would choose the same institution:

- 79.1 % of Freshmen would choose the same institution who are also involved with co-curricular activities
- 83.2% of seniors would choose the same institution who are also involved with co-curricular activities

3. NASPA Consortium Survey Data:

- 94% agree that FSL provides meaningful leadership experiences for members

		<ul style="list-style-type: none"> • 92% agree that the developed skills and abilities that will be used after college • 91% agree that their leadership skills have improved by being a member • 91% agree - My participation in recruitment/intake increased my sense of belonging on campus • 91% agree that they are better able to articulate their values, attitudes and beliefs • 87% of members feel a part of the campus community • 87% of members feel that their understanding of diverse perspectives has changed after becoming a member • 93% of members feel extremely knowledgeable or very knowledgeable about what constitutes hazing.
--	--	--

Summary of Findings and Next Steps: Student Organization training provides opportunities for learning and development for officers to enhance skills, learn responsibilities related to their roles, understand institutional policies, navigate needed support, and make an impact on the College community. The Student Organization Steering Committee (comprised of Campus Recreation, Student Union & Activities, and BSG) will continue to revise Student Organization Officer Training to align with learning and program objectives into the future.

Departmental Learning Outcome Measured in 2018-2019: Students who participate in students organizations will demonstrate personal and professional growth through the co-curricular activities, programs, and services they provide for the campus community.

Strategies/Programs	Assessment Tools/Data Sources	Results
1. Support the growth of the Fraternity & Sorority Community by introducing a new interest group in 2018-2019	1. Learn from current colony about their experience working with SUA and how that supported initiatives through regular meetings with staff, and a final focus group with members of the fraternity and representatives from the National Fraternity	1. Successfully integrated the new colony into the FSL community during Fall 2018. The organization chartered on November 16, 2018 with four members. Based on qualitative data received from members during regular meetings, the themes evolved: <ul style="list-style-type: none"> • Members felt connected to the larger FSL community and the national office. • Members understood expectations related to institutional policies, departmental goals, and FSL • Members felt they had grown the experience
2. Strengthen the overall Fraternity & Sorority Life Program through continuous improvements aligned with FSL strategic goals	2. Assessment tools <ul style="list-style-type: none"> • Review of participation numbers, GPA's, and chapter annual evaluation • Review NASPA FSL Consortium survey information from spring 2018. • CAS to review and analyze current FSL practices. 	2. FSL assessment tools Participation Numbers: <ul style="list-style-type: none"> • 75% of FSL members completed the Green Dot Overview Training, an initiative to reduce power-based personal violence. Sharing members had a deeper understanding following Green Dot. FSL data results: <ul style="list-style-type: none"> • 2017-2018 NASPA Consortium Data:

		<ul style="list-style-type: none"> ○ 94% agree that FSL provides meaningful leadership experiences for members ○ 92% agree that the developed skills and abilities that will be used after college ○ 91% agree that their leadership skills have improved by being a member ○ 91% agree - My participation in recruitment/intake increased my sense of belonging on campus ○ 91% agree that they are better able to articulate their values, attitudes and beliefs ○ 87% of members feel a part of the campus community ○ 87% of members feel that their understanding of diverse perspectives has changed after becoming a member ○ 93% of members feel extremely knowledgeable or very knowledgeable about what constitutes hazing. ○ Topics of interest for new member education: <ul style="list-style-type: none"> ▪ Academic success tips and time management tips were ranked the highest, followed by leadership skills and knowledge of hazing/alcohol/sexual assault prevention ○ Highest 5 future goals ranked by members: <ul style="list-style-type: none"> ▪ Promote Academic Success, Encourage engagement in service, establish diverse environment, increase FSL presence at campus-wide events, unify and grow FSL community <p>Completed CAS, details outlined in section 3</p>
<p>Summary of Findings and Next Steps: The addition of a new chapter on campus in over 25 years created opportunities for learning and development for members of the FSL community and Student Union & Activities. Additionally, it served as an opportunity to examine the effectiveness of the current FSL program. Through CAS, NASPA consortium survey, and member feedback student learning is taking place, along with providing opportunities for growth and development. Student Union & Activities will continue to align the Fraternity and Sorority member experience with learning and program objectives through the collection and analysis of data to determine program value.</p>		

Departmental Learning Outcome Measured in 2018-2019:

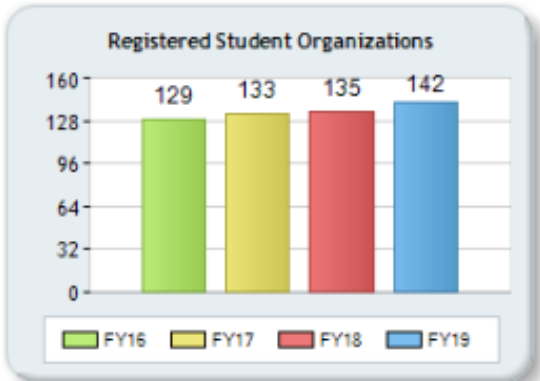
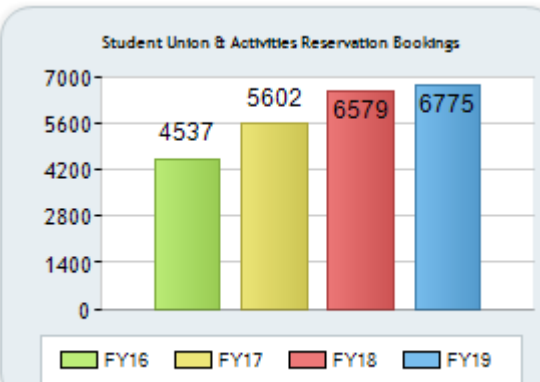
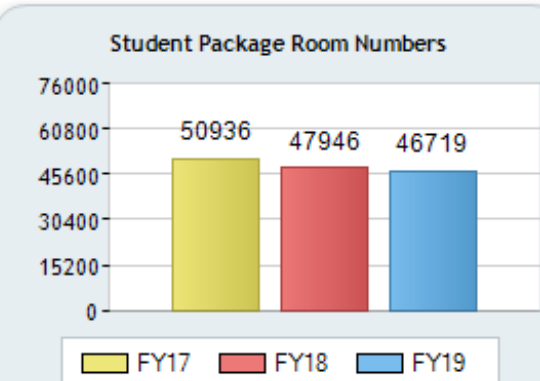
Students employed with or directly advised by Student Union & Activities will develop skills that emphasize the importance of customer service, foster effective communication, build meaningful interpersonal and inclusive relationships, and collaborate as a team.

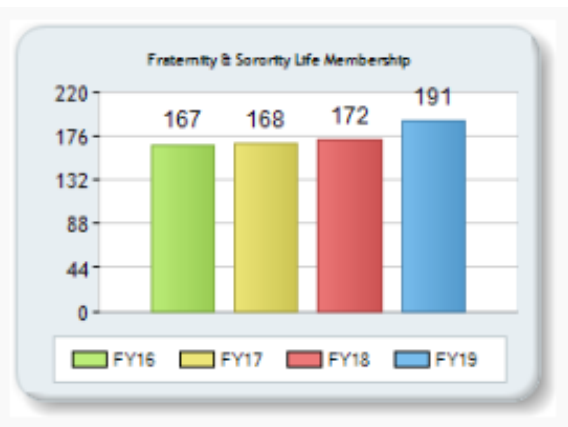
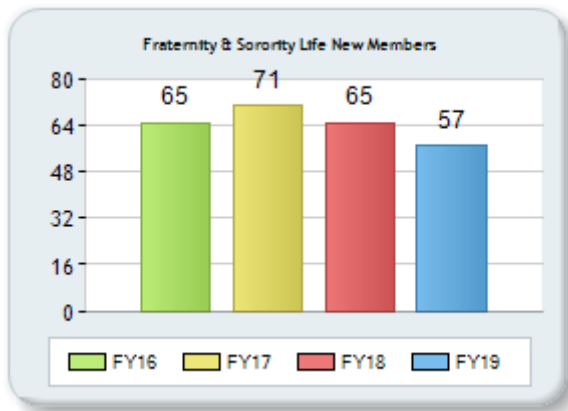
Strategies/Programs	Assessment Tools/Data Sources	Results
Provide continuous improvement on and assessment of the Student Union & Activities student employment program to enhance the student experience by: a. Develop a departmental hiring process that is inclusive of all students populations. b. Developing a consistent evaluation process for all student employees to examine skill development. c. Develop an exit interview process for all students not returning to SUA in the next academic year to ascertain student learning and development	1. Conduct semester student employment evaluations 2. Review retention numbers for student employees 3. Analysis of student employee information obtained during exit interviews	1. Student employee evaluations were conducted each semester, involvement included graduate assistants, student leaders, and student employees. General theme: <ul style="list-style-type: none">Students were able to share areas of growth and an area to improvement upon 2. Data Results on Persistence to the following fall semester for 2017-2018 cohort: <ul style="list-style-type: none">SUA Student Leaders: 92.9%SUA Student Employees: 96.8%All other Brockport students: 83.4% Overall GPA: <ul style="list-style-type: none">SUA Student Leader: 3.33SUA Student Employees: 3.20All other Brockport students: 3.07 3. Themes from 17 Exit Interviews: <ul style="list-style-type: none">Students would choose to work for SUA againStudent consistently felt that they learned the following skills: professionalism, customer service, time management, diversity and inclusion, leadership, and communication skillsImproving communication around training expectations and knowledge of job is an area for improvement

Summary of Findings and Next Steps:

Overall student employees shared that Student Union & Activities has developed a solid employment program that has allowed them opportunities to develop transferrable skills. While, SUA has implemented a consistent process for hiring and evaluation, students during exit interviews did share they would like to learn more about other areas of the department. In addition, based on exit interview themes, there is an opportunity for SUA to discuss how best to introduce expectations and the purpose of training for all employees. Furthermore, there is opportunity to analyze, further, the impact of employment on underrepresented students. While persistence/retention with SUA appears significant, SUA can work to increase students of color employed by the department and in our leadership roles. The next steps are for the SUA professional team to meet and discuss how best to move forward with further developing our student employee program.

SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS

Key Performance Indicators and Benchmarks	Analysis										
 <p>Registered Student Organizations</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Number of Organizations</th> </tr> </thead> <tbody> <tr> <td>FY16</td> <td>129</td> </tr> <tr> <td>FY17</td> <td>133</td> </tr> <tr> <td>FY18</td> <td>135</td> </tr> <tr> <td>FY19</td> <td>142</td> </tr> </tbody> </table>	Fiscal Year	Number of Organizations	FY16	129	FY17	133	FY18	135	FY19	142	<p>Total number of student organization registrations: 142.</p> <ol style="list-style-type: none"> 1. Academic Honor Societies: 5 2. BSG Clubs: 103 3. Campus Recreation Club Sports: 24 4. Fraternities/Sororities and councils: 10 <p>Through a partnership with BSG and Campus Recreation, we added 10 new organizations this year.</p> <p>Total number of organization officers (Presidents, Vice Presidents, Treasurers, Secretaries): 430</p> <p>Total number of organization advisors: 90</p>
Fiscal Year	Number of Organizations										
FY16	129										
FY17	133										
FY18	135										
FY19	142										
 <p>Student Union & Activities Reservation Bookings</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Number of Bookings</th> </tr> </thead> <tbody> <tr> <td>FY16</td> <td>4537</td> </tr> <tr> <td>FY17</td> <td>5602</td> </tr> <tr> <td>FY18</td> <td>6579</td> </tr> <tr> <td>FY19</td> <td>6775</td> </tr> </tbody> </table>	Fiscal Year	Number of Bookings	FY16	4537	FY17	5602	FY18	6579	FY19	6775	<p>2018-2019 Booking Numbers:</p> <ul style="list-style-type: none"> • 6,775 bookings <ul style="list-style-type: none"> • 2,932 Student Organization Bookings • 3,689 Faculty/Staff Bookings • 154 External Group Bookings <p>2017-2018 Booking Numbers:</p> <ul style="list-style-type: none"> • 6,579 bookings <ul style="list-style-type: none"> • 2,706 Student Organization Bookings • 3,801 Faculty/Staff Bookings • 72 External Group Bookings <p>2016-2017 Booking Numbers:</p> <ul style="list-style-type: none"> • 5,602 bookings <ul style="list-style-type: none"> • 2,181 Student Organization Bookings • 3,390 Faculty/Staff Bookings <p>31 External Group Bookings</p>
Fiscal Year	Number of Bookings										
FY16	4537										
FY17	5602										
FY18	6579										
FY19	6775										
 <p>Student Package Room Numbers</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Number of Packages</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>50936</td> </tr> <tr> <td>FY18</td> <td>47946</td> </tr> <tr> <td>FY19</td> <td>46719</td> </tr> </tbody> </table>	Fiscal Year	Number of Packages	FY17	50936	FY18	47946	FY19	46719	<p>Overall package numbers decreased due to increased training with Student Employees and Union Managers to prioritize the types of mail to receive/sort, and those not to. This minimized the sorting of countless numbers of non-subscribed advertisements from local businesses (penny saver, local business flyers, and seasonal coupons books), etc.</p> <p>FY19 – 45,352</p>		
Fiscal Year	Number of Packages										
FY17	50936										
FY18	47946										
FY19	46719										
	<p>Total newly initiated members during 2018-2019:</p> <ul style="list-style-type: none"> • Alpha Phi Alpha: 3 Fall, 0 Spring • Delta Phi Epsilon: 2 Fall, 18 Spring • Delta Sigma Theta: 0 Fall, 1 Spring 										



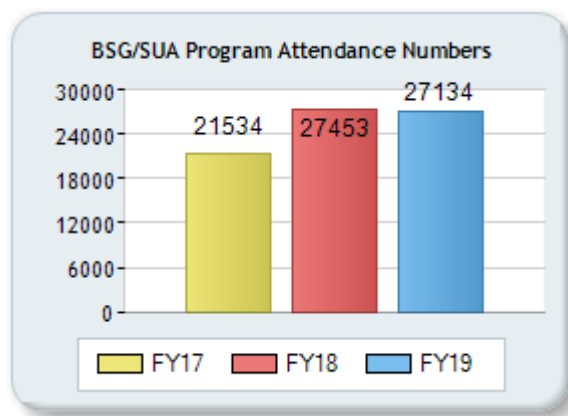
- Lambda Sigma Upsilon: 4 Fall, 0 Spring
- Phi Sigma Sigma: 0 Fall, 17 Spring
- Pi Kappa Phi: 8 Fall, 6 Spring
- Zeta Phi Beta: 0 Fall, 0 Spring

Total members as of May 2019:

- Alpha Phi Alpha: 6
- Delta Phi Epsilon: 66*
- Delta Sigma Theta: 1
- Lambda Sigma Upsilon: 4
- Phi Sigma Sigma: 66*
- Pi Kappa Phi: 47
- Zeta Phi Beta: 1

This year, we fully implemented the policy for all full-time enrolled students in the FSL community to be counted in their chapter total, regardless of any special status granted by their headquarters (inactive, early alumni, etc).

*This year, we worked with the National Panhellenic Conference (NPC) to reset total at the start to align with NPC best practice recommendations. This caused both sororities who are members of NPC to collectively bring in 2 members during the Fall. NPC also recommended that we adjust how we calculate the total, including all special statuses. This caused an increase of member totals specifically in Phi Sigma Sigma and Delta Phi Epsilon sororities in the spring semester.



2018-2019

- 27,134 BSG/SUA
- 195 events BSG Events (179 prior year)

2018-2019 – Highlights:

- Partnership with Homecoming to create a traditional Homecoming Festive as a capstone event for the weekend.
- Created and Implemented a robust Fall and Spring training schedule that resulted in a calendar of events prior to the start of each semester.
- Focus on intentionality during mid-week events

SECTION SIX: 2018-2019 POINTS OF PRIDE AND ACCOMPLISHMENTS

Point of Pride/Accomplishment	College Mission and Priorities Alignment
2 nd Consecutive time rated #1 Student Union in SUNY per the Student Opinion Survey	To be a Great College at which to Learn/Work
<p>Student Union & Activities Persistence to the following fall semester:</p> <ul style="list-style-type: none"> • SUA Student Leaders: 92.9% • SUA Student Employees: 96.8% • Fraternity & Sorority Officers: 100% • Fraternity & Sorority Members: 95.9% • Student Organization Officers: 94.3% • BSG Officers: 91.6% • BSG Staff: 98% 	To be a Great College at which to Learn/Work
<p>Engagement with and Service to the Community:</p> <ul style="list-style-type: none"> • FSL members completed over 1,500 hours of community service and raised more than \$8,700 for their national/local philanthropies. • 4 FSL Chapters received the Eagle Service Group Honor Roll (over 120 hours of community service from April 1, 2018 to March 31, 2019) • Reformatted 24th annual Coats for Kids into “Warming Up Western NY.” Held at Maurice’s in Brockport on Friday, November 16 from 4 - 8 pm and Maurice’s in Batavia on Saturday, November 17 from 11 am - 3 pm to collect donations. All donations were brought to Community Action of Orleans and Genesee. • Broadcast close to 80 college and high school sports games during the course of the year—both home and road. • Planned and Implemented 2 Eagle Eats events on the corner of Monroe Ave and Utica • Participated in Polar Plunge • Staff serve on the Town/Gown Committee 	To be a Great College at which to Learn
Completion of CAS Self-Assessment for Fraternity & Sorority Life	To be a Great College at which to Learn
Growth and rebranding of Homecoming moving the Parade back to Main St and the addition of a Festival in conjunction with the Football Game. Over 2000 people were in attendance at the festival.	To be a Great College at which to Learn and to be a College Engaged with its Community
Expansion of recognized fraternities and sororities for the first time in over 25 years. Officially chartered Lambda Sigma Upsilon Latino Fraternity, Inc. on November 17, 2018 and reinstated city-wide Eta Chapter of Omega Phi Beta Sorority, Inc.	To be a Great College at which to Learn
<p>Recognition and Professional Accomplishments:</p> <p>Awards and Honors:</p> <ul style="list-style-type: none"> • Awarded 2 National Scholarships through Order of Omega • 89.1 the Point won six awards in the 2019 New York State Broadcasters Association Excellence in Broadcasting Awards 	To be a Great College at which to Learn/Work

<ul style="list-style-type: none"> • Alpha Phi Alpha Fraternity, Inc received the 2018-2019 Student Organization of the Year. • “A Taste of Diversity” won the 2018-2019 Student Organization Event of the Year Professional Accomplishment: <ul style="list-style-type: none"> • Director achieved her doctorate degree from Northeastern University 	
Successful completion of 2018-2019 Investment Fund Projects and approval of 2019-2020 Investment Fund Projects. Completed: <ul style="list-style-type: none"> • Upgraded presentation technology in Union B116, 185, and 228. • Upgraded the Union Ballroom Projector System • Purchased new couches/chairs in the Union Main Lounge Approval of the 2019-2020 Investment Fund Projects: <ul style="list-style-type: none"> • New meeting room chairs • Computer lounge furniture • Commuter lounge furniture 	To be a Sustainable Institution for the 21 st Century
Examination of SUA relationship with students by establishing mechanisms to collect engagement data touchpoints	To be a Great College at which to Learn

SECTION SEVEN: 2019-2020 UNIT STRATEGIC GOALS

Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
Identify 2 – 4 , strategies, minimally, for increasing underrepresented male involvement in student organizations	2, 6	1.1, 1.8	<p>Benchmark institutional initiatives related to this goal from aspirant institutions.</p> <p>Work with AVP for Planning, Research and Retention and Office of Diversity, Equity and Inclusion to analyze institutional data</p> <p>Conduct Focus Groups with underrepresented male students to learn more about involvement perspectives</p> <p>Review data from SOS, NSSE, Persistence/GPA data, CAS and NASPA consortium surveys</p>	March 2020
Investigate the off-campus/commuter student sense of belonging and engagement with the institution and its services	2, 3	1.1, 1.5	<p>Finish and complete CAS during Fall 2019</p> <p>Review data from SOS, NSSE, and Persistence/GPA data specific to off-campus and commuting students</p> <p>Conduct a minimum of 2 focus groups</p> <p>Simultaneous to the Residence Life Survey, conduct an Off-Campus/Commuter Student Survey</p>	May 2020
Conduct a review of the Student Union & Activities functional goal stating: SUA ensures that the Seymour College Union is an integral part of the educational mission of the college in regards to creating community amongst	2, 6	1.1	<p>Conduct CAS assessments for College Unions</p> <ul style="list-style-type: none"> ▪ Summer 2019 - Establish team and timeline ▪ September – March- Complete Self-Assessment ▪ April - Finalize Report 	May 2020

students, faculty, staff, alumni and guests			<ul style="list-style-type: none"> ▪ May - Conduct external review ▪ Summer 2020 - Finalize CAS report and establish means for sharing results <ol style="list-style-type: none"> 2. Review 2018 NASPA Consortium Data on College Unions 3. Review SOS data related to student union experiences 4. Review of reservation and bookings 5. Hold focus groups on the following topic areas: <ul style="list-style-type: none"> ▪ Union and EDI initiatives ▪ Accessibility 6.. Create an action plan for future focuses 	
Purchase, installation and staff training on new radio station transmitter for 89.1 the Point	2	1.1	<ol style="list-style-type: none"> 1. Summer 2019-Early Fall 2019 purchase equipment 2. Fall 2019 work with Facilities to coordinate installation plans. 3. January 2020 train staff on use of new radio transmitter. 	January 2020

SECTION EIGHT: 2019-2020 Assessment Plan

Unit Annual Goal:

Identify 2 – 4, strategies, minimally, for increasing underrepresented male involvement in student organizations

Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Review NSSE, SOS, and institutional EDI data to develop a baseline of what impacts the decision of involvement Conduct 3 focus groups with underrepresented male students to learn more about involvement perspectives	Benchmark institutional initiatives related to this goal from aspirant institutions. Review data from SOS, NSSE, Persistence/GPA data, CAS and NASPA consortium surveys CHIPS analysis for student organizations	Work with AVP for Planning, Research and Retention and Office of Diversity, Equity and Inclusion to analyze institutional data Student Organization Steering Committee support Amy McNulty to lead with support from Ryan Giglia and Kim Haines

Action Plan: describe strategies that will be used to reach the outcomes and goal, including timeline

- Establish a small working group to address this goal
- Conduct Focus Groups with male students of underrepresented students
- Review institutional initiatives from other aspirant institutions
- Review institutional data to help create specific strategies to increase involvement

Goal Rationale:

In understanding current institutional retention initiatives and a institutional priority of enhancing the overall student experience, focusing on this goal is important to developing pathways for developing a genuine sense of belonging amongst males of underrepresented populations. Involvement in student organizations is an area that enhance a sense of belonging, so it is important to identify strategies for increasing involvement amongst male students of underrepresented populations.

Unit Annual Goal:

Investigate the off-campus/commuter student sense of belonging and engagement with the institution and its services

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success	Data Sources and Methods: resources and tools that will be used to assess	Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal
<p>Conduct a minimum of 2 focus groups to assist in developing an understanding of off-campus and commuter student sense of belonging to the institution baseline</p> <p>Finish and complete CAS to identify strategies needed to address areas needing improvement</p> <p>Conduct an Off-Campus/Commuter Student Survey, similar to Residence Life's mid-year survey, to acquire baseline data for the off-campus/commuter student population</p>	<p>CAS during Fall 2019</p> <p>2 Focus Groups</p> <p>Review data from SOS, NSSE, and Persistence/GPA data specific to off-campus and commuting students</p> <p>Conduct an Off-Campus/Commuter Student Survey</p>	<p>Commuter and off-campus student participation</p> <p>Support from Student Union & Activities, BSG, and ASC to begin the process</p> <p>Support from Residential Life for developing a similar survey to the one for residential students for off-campus/commuter students</p> <p>Ryan Giglia lead, with support from Kim Haines and Joe Serio</p>

Action Plan: describe strategies that will be used to reach the outcomes and goal, including timeline

- Complete CAS review
- Review SOS, NSSE and Persistence/GPA data for information to support defining a commuter student and off-campus student's sense of belonging.
- Develop a survey, similar to Resident Life Mid-Year Survey, for off-campus/commuter students
- Conduct, minimally, 2 focus groups during the academic year to learn directly from students their experiences

Goal Rationale:

In an effort to support institutional retention initiatives, Student Union & Activities seeks to understand the feelings of off-campus students and their sense of belonging to the institution. Creating this understanding will provide a baseline of information for how to proceed in developing strategic plans for off-campus/commuter students on campus. The strategic plans will focus on enhancing programs and services along with addressing areas in need of improvement.