

Unit End of Year Report

Report includes: <ul style="list-style-type: none"> • 2019-2020 Annual Goals • 2019-2020 Assessment Plan • Key Performance Indicators • 2019-2020 Points of Pride • 2020-2021 Annual Goals • 2010-2021 Assessment Plan 	Unit: Student Union & Activities Director: Dr. Kimberley Haines
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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.
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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 regarding 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: 2019-2020 UNIT ANNUAL GOALS

Unit Annual Goals	Outcome/Status
Identify 2 – 4, strategies, minimally, for increasing underrepresented male involvement in student organizations	Met
Investigate the off-campus/commuter student sense of belonging and engagement with the institution and its services	Met
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 students, faculty, staff, alumni and guests.	Partially Met
Purchase, installation, and staff training on new radio station transmitter for 89.1 the Point	Partially Met
CAS Review for FSL action items implemented	Met & Ongoing

SECTION TWO: 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:	Assessment Data:
<ol style="list-style-type: none"> 1. Identify work group as a unified approach with partners such as OEDI, BSG Advocacy etc. to create resources and support for underrepresented males. 2. Individual and chapter action plans implemented for FSL multicultural fraternities 3. Identify Strategies for increasing and supporting involvement 	<p>Institutional Retention Rates</p> <p>Persistence/Retention Data</p> <p>Intentional work with 2 multicultural fraternities on needs:</p> <ol style="list-style-type: none"> 1. Academic Success needed 2. Academic Success needed 3. Development of individual Action Plan through EOP but supported as collective chapter action plans by SUA 4. SUA continued follow up with biweekly meetings with members on action plan details and needed support 	<ol style="list-style-type: none"> 1. Met Work closely with AVP, OEDI, EOP and ASC to support two multicultural fraternities who were not meeting the national organization or the college's minimum GPA to be in good standing as an organization. 2. Met Both chapters developed and followed action plans with the support of EOP, OEDI, and SUA to successfully obtain academic good standing after the Fall 2019 semester. 3. Met Through the work with the fraternities the following strategies were developed, see below in key findings.

CLOSING THE LOOP

Resources Used:

- Student Union & Activities – Ms. Amy McNulty and Dr. Kim Haines
- AVP, Dr. Sara Kelly
- ASC
- EOP
- OEDI, Dr. Cephas Archie
- LSU and Alpha Phi Alpha Fraternities

Key Findings: SUA focused on identifying strategies that could be used to strengthen retention of underrepresented males involved with student organizations, which simultaneously support reasons for joining. For 2019-2020, to begin the identification of support/intervention strategies for increasing involvement in student organizations for underrepresented males, SUA piloted with 2 multicultural fraternities who are directly advised by Student Union & Activities. With these fraternities, SUA to i discovered areas in need of support and discussed obstacles that male underrepresented groups face, and strategies needed for success. As a result the following strategies were identified: the need for SUA to identify colleagues/ work groups needed for collaboration to enhance a student's academic support, listening and working directly with students to understand needs to minimize assumptions, and piloting with ASC how to integrate student organizations with Eagle Success and early alert mechanisms to best support students, This year, through increasing direct support by EOP, OEDI, ASC and SUA, plus identifying certain strategies, both multicultural chapters were able to increase their chapter cumulative grades to be in good standing level (2.5), with their respective national headquarters and the college.

Data Sources:

GPA Information

Multicultural Fraternity	Spring 2019 cumulative	Fall 2019 cumulative	Spring 2020 cumulative (preliminary grade check, also acknowledge COVID-19 U/S status impact on GPA)
Alpha Phi Alpha Fraternity, Inc. Rho Alpha Chapter	2.52 (6 enrolled members)	2.61 (3 enrolled members)	2.79 (8 enrolled members)
Lambda Sigma Upsilon Latino Fraternity, Inc. Taburasa Chapter	2.43 (4 enrolled members)	2.50 (5 enrolled members)	2.58 (5 enrolled members)

Persistence Rates and GPA for FSL Members:

2017-2018 Data by Gender and Participation in FSL

Gender		N	Persistence (%)	2017-18 Inst. GPA
FSL Member	Female	122	95.1%	3.01
	Male	49	98.0%	2.86
	Total	171	95.9%	2.97
FT UG Brockport	Female	3,769	86.9%	3.09
	Male	2,967	82.2%	2.81
	Total	6,736	84.8%	2.97

2018-2019 Data by Gender and Participation in FSL

		N	Persistence (%)	2018-19 Inst. GPA
FSL Members	Female	132	92.42%	2.98
	Male	56	98.21%	2.88
	Total	188	94.15%	2.95
Other Brockport Student	Female	3,893	84.79%	3.10
	Male	2,976	82.36%	2.86
	Total	6,869	83.74%	2.99

2017-2018 Data by URM and Participation in FSL

Underrepresented Minority		N	Persistence (%)	2017-18 Inst. GPA
FSL Member	Underrepresented Minority	36	94.4%	2.87
	Not Underrepresented Minority	135	96.3%	2.99
	Total	171	95.9%	2.97
FT UG Brockport	Underrepresented Minority	1,513	80.2%	2.70
	Not Underrepresented Minority	5,223	86.2%	3.04
	Total	6,736	84.8%	2.97

2018-2019 Data by URM and Participation in FSL

		N	Persistence (%)	2018-19 Inst. GPA
FSL Members	Underrepresented Minority	35	85.71%	2.68
	Not Underrepresented Minority	153	96.08%	3.01
	Total	188	94.15%	2.95
Other Brockport Student	Underrepresented Minority	1,317	78.59%	2.72
	Not Underrepresented Minority	5,552	84.96%	3.06
	Total	6,869	83.74%	2.99

As a result of, the following strategies for increasing involvement by underrepresented males in student organizations were identified:

1. Student Union & Activities to identify work groups for:
 - a. Enhancing Academic support for members of student organizations. We learned from the chapters that having responsibility for academics shared by multiple areas strengthen their resolve to improve. Additionally, included in this support will be the requirement for the chapter developing an action plan to be shared with key constituents recognized as support.
 - b. Further defining strategies for student success of underrepresented males that can be applied to all student organizations, including BSG, Club Sports, and FSL. Being student ready, listening to and working to provide the needs of students for academic success by listening to their needs. For example, SUA developed study rooms in the Union for FSL, after hearing from the 2 multicultural fraternities that they were struggling in the library or other spaces on campus, IGC requested options for studying in the Union. Feedback was that the study rooms were appreciated. SUA will need to further explore the success of this into the future.
2. Collaborating with ASC to use Eagle Success for FSL, initially, as means for further supporting student success and maintaining involvement in student organizations. This will provide academic knowledge for SUA, but also allow the SUA team to support, motivate, and hold accountable our student organizations, with emphasis on underrepresented males.

Dissemination/Discussion of Key Findings: Student Union & Activities focused on identifying strategies that could be used to strengthen retention of underrepresented males involved with student organizations and assist in impacting institutional data related to retention and persistence for minority males. As a result of the key findings, information was shared with the Student Organizations Steering Committee, the fraternities involved, and the SUA team

Summary Sentence for EMSA Briefing Book:

In an effort focused on continuous improvement and strengthening the student organization impact on students, Student Union & Activities analyzed a means for increasing underrepresented males in student organizations by identifying strategies to assist improving institutional retention rates for minority males. In 2020-2021, SUA will work to implement strategies and do further analysis on their effectiveness.

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

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<ol style="list-style-type: none"> 1. Conduct an Off-Campus/Commuter Student Survey to acquire baseline data for the off-campus/commuter student population 2. Complete CAS Review 3. Conduct 2 focus groups 	<p>Off-campus/Commuter Student Mid-Year Survey</p> <p>CAS review conducted in Fall 2019 and Final Report completed in May/June 2020</p> <p>Persistence/Retention Data</p>	<ol style="list-style-type: none"> 1. Met <ul style="list-style-type: none"> • Survey sent out during the same timeframe as the Mid-Year residential survey. Sent to over 4300 students with a 10.3% response rate. Find details in the key findings section below. 2. Met <ul style="list-style-type: none"> • CAS review was completed. Data and information gathered from student leaders and professional staff members. 3. Not Meet <ul style="list-style-type: none"> • Focus Groups were planned for April 2020, but with COVID-19 did not happen. Focus Groups will be conducted during the 2020-2021 academic year following the second mid-year survey.

CLOSING THE LOOP

Resources Used:

Staff was used to conduct the CAS Assessment, along with students. **Key Findings:**

Reviewed data from Mid-Year Survey for Off-Campus/Commuter Students:

- Majority of Off-campus and commuter students are Junior and Senior Year status
- Both students living off-campus attend and students living in the residence halls participate in 1 – 2 campus programs on average
- **33.8%**of students feel **connected for very connected** to campus community from the commuter survey compared to **57.04%**of students feel **connected or very connected** to their residence hall
- **66.92 %**of students feel **somewhat** disconnected or very disconnected to the campus community compared to **42.96%**of students feel **somewhat** disconnected or very disconnected to their residence hall compared
- In 2019 the Top Five Topics students off-campus feel there needs to be more education on are,
 - Time Management, Career Preparation, Study Skills, Interview/Resume Skills, Academic Advising
- Themes from comments from survey:
 - Desire for connection to campus for commuter/off-campus student needs, not just for students living on campus
 - Services seemed geared towards student living on campus
 - Times for events and activities are not geared to living off campus
 - Events/Activities are not geared towards Commuters/Off-Campus students
 - Lack of daytime programming
 - Lack of advertisement to commuters/off-campus students on what is happening on campus
 - Student organizations do not meet commuter needs
 - Improve Parking
 - Improve Wi-Fi

CAS Final Report findings:

Based on CAS criteria, the current program at Brockport has room to develop and further support off-campus and commuter student needs. For a full overview of highlights and next steps, please refer to the CAS report for Off-campus/Commuter Students starting on page 3.

Action Items from CAS and Mid-Year Survey:

- During the 2021 Fall Semester review the CAS document and Mid-Year Survey to finalize action items
- Offer more intentional programming focusing on the needs of specific population and create a stronger connection to campus.
- Moving from identifying Commuter with Off Campus Students collectively; should change to have two separate programs specifically related to each population.
- A partnership with EDI as well as the Basic Needs committee to create and understand out students' needs better in order to provide them the best resources and understanding impact on our off-campus and commuter population.
- Promote collaborations and partnerships on and off campus with key stakeholders.
- Continue to analyze data as well as encourage the collection of more to implement proper resources and needs of the students.

Dissemination/Discussion of Key Findings: Student Union & Activities as a result of the key findings from the Mid-Year survey and CAS, there are action items that SUA will need to implement during the 2020-2021 academic year to further analyze the effectiveness of the program for this student population. Additionally, this information was shared with EAT team as a means for sharing data about students living on campus versus those living off. The data will also be cross tabbed to further examine experiences for students living off campus to evaluate subgroups based on class, gender, ethnicity, etc.

Summary Sentence for EMSA Briefing Book:

To support institutional retention initiatives, Student Union & Activities sought to understand the feelings of off-campus students and their sense of belonging to the institution. Creating this understanding has helped provide a baseline of information for how to proceed in developing strategic plans for off-campus/commuter students on campus.

Unit Annual Goal:

CAS FSL review – implementation of action items

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<ol style="list-style-type: none"> 1. Implement Action items from CAS review 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 	<p>Review NASPA Consortium Survey data from 2018</p> <p>CAS FSL review completed in spring 2019. for FSL advising programs</p> <p>Review of participation numbers, retention and persistence information</p>	<ol style="list-style-type: none"> 1. Met <ul style="list-style-type: none"> • See details in key findings for action items implemented 2. Met <ul style="list-style-type: none"> • FSL members persistence rate compared to all other Brockport students. • 2018 NASPA Consortium data included numerous points of growth and reviewed as part of the process

CLOSING THE LOOP**Resources Used:**

SUA Staff was used to conduct the CAS implementation of action items, along Inter-Greek Council and FSL chapter members

Key Findings:**Recommendations from CAS review are as follows, along with updates for 2019-2020:**

- Offer more intentional programming focusing on academic success and leadership outside of the FSL system
 - Amy McNulty working with the Academic Success Center to create a way for me to be tagged as an advisor for each of the FSL members within Eagle Success. This will allow further support to our FSL students academically and collectively work with the existing structure in place to create action plans and measure success.
 - SUA provided study space within the Union on Fridays from 5pm-11pm and Saturday/Sunday 12pm-11pm for FSL so that they have an on-campus space dedicated to academic success. This was requested by IGC at a meeting with our director and immediately implemented in October 2019.
 - January 2020, all members went through the Social Event Hosting Training to assist with safety and policy knowledge in off-campus events.
- Offer more training and implementation of Equity, Diversity, and Access
 - New curriculum has been developed to increase intentionality related to student learning, multicultural competency and leadership development in partnership with IGC leadership.
 - Statement was added to all new member and current member forms to show that our FSL system supports diversity, equity and access to all members.
 - Encouraged members, along with IGC to attend the EMSA Student Leader RISE Training, Diversity Conference, Racial Justice Trainings, SAFE Zone training.
 - National organizations, most of them, have shared resources and opportunities to increase diversity and inclusion within their chapters
 - The curriculum for the all member training and new member training is continuing to be revised to ensure that we cover multicultural competency and inclusion efforts.
- Promote collaboration within different councils within the FSL system as well as collaboration with faculty, staff, and others at The College at Brockport

- SUA and IGC reviewing curriculum that some of the national organizations are providing related to helping undergraduate members transition to alum members. Then the plan is to take that information and work with Career Services to see how we can partner with common career goals and preparation.
- Analyze current data and records to help the FSL system in terms of resources and access
 - Continued focus on assessing the FSL members academic success through persistence and GPA data.

Persistence Rates and GPA for FSL Members:

2017-2018 Persistence Rates and GPA:

FSL Members	95.9%	2.97 GPA
FT UG Brockport	84.8%	2.97 GPA

2018-2019 Persistence Rates and GPA:

FSL Members	94.15%	2.95 GPA
FT UG Brockport	83.74%	2.99 GPA

FSL Members continue to have a strong persistence rate and maintain GPA close to or 2/100 below all FT student status.

Dissemination/Discussion of Key Findings: Student Union & Activities utilized CAS and other survey information to make improvements within the FSL system during the 2019-2020 academic year. The action items from the 2019-2020 CAS Assessment for Fraternity & Sorority Life was shared with the SUA professional staff and the FSL community, particularly Inter-Greek Council. As a result of that sharing, IGC, the FSL community, and SUA implemented action items, of which are showcased in this annual report, and once again shared with IGC and members of FSL.

Summary Sentence for EMSA Briefing Book:

Based on the CAS Self-Assessment, along with the NASPA Consortium data from 2018, Fraternity & Sorority Life program is focused on continuous improvements to the overall program, particularly in the areas of academic support/success, training, and equity, diversity, and inclusion initiatives.

SECTION THREE, CAS REVIEW

Unit Goal	College Mission Alignment:
CAS Review - Commuter and Off-campus Students	<i>SP Operational Plan: 1.1, 1.5</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>Creating a specific mission, vision and student learning outcomes for the program that aligns with the department, divisional and institutional mission.</p> <p>Identify specific goals for the off-campus/commuter program are needed.</p> <p>There are limited financial and personnel resources for the program. The office does not have the resources to realistically provide and implement all the services to advance the program that are suggested in this review.</p> <p>Programs specific to off-campus/commuter students have been implemented and need to continue.</p> <p>Continuous updating information regarding law, policy and governance have been made.</p>	<ul style="list-style-type: none"> During the 2020 spring semester, reviewing of the CAS document will take place and appropriate timelines for action items will be in place. We will work with a team within SUA to create a proper and realistic timeline to address priorities, considering budget and other resources. Offer more intentional programming focusing on the needs of specific population. Moving from Identifying Commuter with Off Campus Students should change to have two separate programs specifically related to each population. Encourage the implementation of programs, activities, resources, aligning with Equity, Diversity and Inclusion. A partnership with EDI as well as the Food Insecurities Committee, being renamed the Basic Needs committee to create and understand students' needs better to provide the best resources. Promote collaborations and partnerships on and off campus with stakeholders. Analyze current data as well as encourage the collection of more to implement proper resources and needs of the students.

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

Part 7: Diversity, Equity, and Access

Overall average 1.

Areas Requiring Follow-Up:

- Create marketing and resources around accessibility options and access in place (ex. elevator).

Action Item:

- Make resources more attainable through different medias (social media, blackboard and physical)
- Add statement supporting diversity, equity and inclusion to all members of the community to show that this is an inclusive community on resources as well as online.

- Implementing topics on Diversity, Equity and Inclusion into assessments.
- Working with campus departments such as Admission Tour Guides and Academic Success Center to promote and understand services.

Achievements:

- Thoughtful in diversity initiatives and encouraging of this being at the forefront of the subject when speaking to any population.
- SUA staff, specifically the GA for Programming s and Program Assistant for Off-Campus/Commuters, participate in RISE Training for student leaders on campus. This student leader training focuses on exploring privilege, inclusion, diversity and equity as student leaders.

SECTION FOUR: STUDENT LEARNING OUTCOMES

Institutional Student Learning Outcomes

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

Departmental Learning Outcomes	Institutional Learning Outcomes					Assessment Year
	1	2	3	4	5	
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
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
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 and 2019-2020:

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 student 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	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"> ▪ 100% of student leaders were able to share areas of growth and an area to improvement upon ▪ 90% of student employees were able to share areas of growth and an area to improve 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%

<p>returning to SUA in the next academic year to ascertain student learning and development</p>		<p>Overall GPA:</p> <ul style="list-style-type: none"> • SUA Student Leader: 3.33 • SUA Student Employees: 3.20 • All other Brockport students: 3.07 <p>Data Results on Persistence to the following fall semester for 2018-2019 cohort:</p> <ul style="list-style-type: none"> • SUA Student Leaders: 100% • SUA Student Employees: 95% • All other Brockport students: 87% <p>Overall GPA:</p> <ul style="list-style-type: none"> • SUA Student Leader: 3.25 • SUA Student Employees: 3.22 • All other Brockport students: 2.99 <p>3. Themes for 18 Exit Interviews 2019-2020:</p> <ul style="list-style-type: none"> • Students would choose to work for SUA again. Working in SUA is like working with family, feelings of connection to the department. • Student leaders consistently felt that they learned and could articulate the following skills: professionalism, customer service, time management, diversity and inclusion, leadership, and communication skills. Whereas student employees were consistent in sharing they learned the following skills: professionalism, customer services, and communication skills. • Students felt that trainings were good introductions, but particularly in operations, needed more 1:1 mentoring the first week or two on the job • Student leaders recognize that there is crossover amongst the different student leader roles but are unsure how to develop them and directly collaborate
<p>Summary of Findings and Next Steps:</p> <p>Again, this year, 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. While persistence/retention with SUA appears significant, SUA can work to diversify SUA student employee staff by the</p>		

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.

Departmental Learning Outcome Measured in 2019-2020:

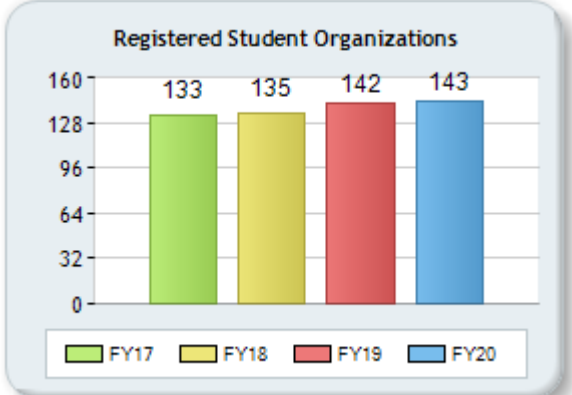
Students involved in Student Union & Activities initiatives, programs, and services will recognize a sense of belonging to the institution and develop an appreciation for fostering a diverse community.

Strategies/Programs	Assessment Tools/Data Sources	Results
Analysis for student engagement information available for programming and student organizations	NSSE Analysis: Analyze the data collected through NSSE to analyze student engagement factors GPA/Persistence Data for Student Organizations SOS Analysis	NSSE 2017 Choosing the same institution x Involvement in Co-Curricular Activities, Freshmen <ul style="list-style-type: none"> 75.5% with no co-curricular involvement would chose the same institution 79.7% who are involved would chose the same institution Choosing the same institution x Involvement in Co-Curricular Activities, Seniors <ul style="list-style-type: none"> 73.9% with no involvement would chose the same institution 83.2% who are involved would chose the same institution 2018-2019 Persistence Data: Student Organization Officers – 94.87% Other Brockport Students – 83.35% 2018-2019 GPA Data: Student Organization Officers – 3.18 Other Brockport Students – 2.98
Commuter/Off-Campus Student Initiatives: Investigate a sense of belonging amongst population with the institution	Commuter/Off-Campus Student Initiatives: <ul style="list-style-type: none"> Utilize information from Mid-Year survey to analyze in Commuter/Off-campus student participation in engagement opportunities. 	Co-Curricular Involvement (BSG, orgs, etc.) <ul style="list-style-type: none"> 23.74% Yes 76.26% No Connected to Campus Community <ul style="list-style-type: none"> 6.08% Very Connected 27% Connected 41.44% Somewhat connected 25.48% Very disconnected

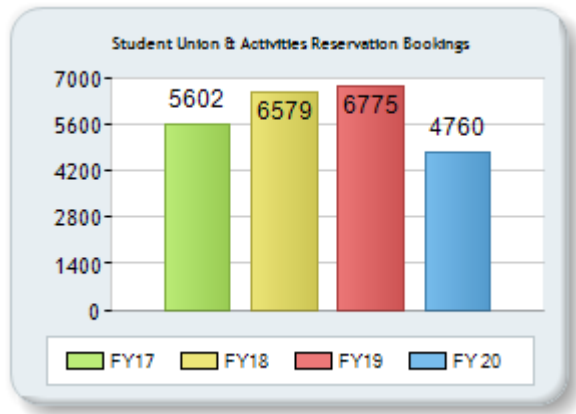
<p>Student Union: Seymour College Union is the “living room” with the</p>	<p>Student Union: Analyze the scheduling data from EMS in terms of number of events</p>	<p>Off-Campus/Commuters Students on average participate in 1 -2 campus events.</p> <p>Feelings of Inclusion:</p> <ul style="list-style-type: none"> • 23.14% Very Inclusive • 43.8% Inclusive • 20.66% Neither Inclusive or Not • 9.09% Somewhat Inclusive • 3.31% Not inclusive <p>Breakdown of Inclusion based on culture, ethnicity, etc.)</p> <ul style="list-style-type: none"> • Very inclusive – 10.34 % Black, 82.76% White, 1.72% Hispanic, 1.72% multiracial) • Inclusive – 6.19% Black, 80.53% White, 7.96% Hispanic/LatinX) • Somewhat inclusive – 16.22% Black, 49.5% White, 13.5% Hispanic/LatinX) • Not inclusive – 87.5% White <p>Themes from comments from survey:</p> <ul style="list-style-type: none"> • Desire for connection to campus for commuter/off-campus student needs, not just for students living on campus <ul style="list-style-type: none"> ○ Services seemed geared towards student living on campus ○ Times for events and activities are not geared to living off campus • Events/Activities are not geared towards Commuters/Off-Campus students • Lack of daytime programming • Lack of advertisement to commuters/off-campus students on what is happening on campus • Student organizations do not meet commuter needs in terms of meeting times and activity times. • Improve Parking • Improve Wi-Fi <p>Bookings for Student Union Operations = 4,760 bookings</p>
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<p>responsibility of supporting and delivering events and services to the campus community that enhance opportunities for engagement. Thus, developing an event/activity scheduling process for the Seymour College Union creates the structure needed for effective, consistent, and inclusive practices needed for event management.</p>	<p>(bookings), by whom, and areas of conflict.</p>	<ul style="list-style-type: none"> • 2,025 Student Organization Bookings • 2,732 Faculty/Staff Bookings • 3 External Group Bookings <p>SOS data concluded:</p> <ul style="list-style-type: none"> • Student Union #1, for 5 straight years
<p>Summary of Findings and Next Steps: Seymour College Union has continued to be rated #1 in SUNY through the SOS survey. Certainly, there are areas of strength, but remains an area of growth, as well, including an increased focus on inclusion and safe spaces for student engagement. It is important to continue fostering a sense of belonging between programs, activities, and services in the Seymour College Union, particularly for off-campus/commuter students, and underrepresented populations. In 2020-2021 the work for the CAS self- assessment will aid in further refining the student union program and help to identify areas needing improvement and growth.</p>		

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>Count</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>133</td> </tr> <tr> <td>FY18</td> <td>135</td> </tr> <tr> <td>FY19</td> <td>142</td> </tr> <tr> <td>FY20</td> <td>143</td> </tr> </tbody> </table>	Fiscal Year	Count	FY17	133	FY18	135	FY19	142	FY20	143	<p>Total number of student organization registrations: 143.</p> <ol style="list-style-type: none"> 1. Academic Honor Societies: 5 2. BSG Clubs: 103 3. Campus Recreation Club Sports: 25 4. Fraternities/Sororities and councils: 10 <p>Total number of organization officers (Presidents, Vice Presidents, Treasurers, Secretaries): 457</p> <p>Total number of organization advisors: 100</p>										
Fiscal Year	Count																				
FY17	133																				
FY18	135																				
FY19	142																				
FY20	143																				
 <p>Fraternity & Sorority Life New Members</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>FY16</td> <td>65</td> </tr> <tr> <td>FY17</td> <td>71</td> </tr> <tr> <td>FY18</td> <td>65</td> </tr> <tr> <td>FY19</td> <td>57</td> </tr> </tbody> </table> <p>Fraternity & Sorority Life Membership</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>168</td> </tr> <tr> <td>FY18</td> <td>172</td> </tr> <tr> <td>FY19</td> <td>191</td> </tr> <tr> <td>FY20</td> <td>157</td> </tr> </tbody> </table>	Fiscal Year	Count	FY16	65	FY17	71	FY18	65	FY19	57	Fiscal Year	Count	FY17	168	FY18	172	FY19	191	FY20	157	<p>Total newly initiated members during 2019-2020: 38</p> <ul style="list-style-type: none"> • Alpha Phi Alpha: 0 Fall, 5 Spring • Delta Phi Epsilon: 0 Fall, 12 Spring** • Delta Sigma Theta: 0 Fall, 0 Spring • Lambda Sigma Upsilon: 1 Fall, 0 Spring • Omega Phi Beta: 0 Fall, 0 Spring • Phi Sigma Sigma: 0 Fall, **14 Spring (in process) • Pi Kappa Phi: 6 Fall, 0***Spring • Zeta Phi Beta: 0 Fall, 0 Spring <p>Total members as of May 2020: 157</p> <ul style="list-style-type: none"> • Alpha Phi Alpha: 8 • Delta Phi Epsilon: 61** • Delta Sigma Theta: 0 • Lambda Sigma Upsilon: 5 • Omega Phi Beta: 0 • Phi Sigma Sigma: 49** • Pi Kappa Phi: 33*** • Zeta Phi Beta: 1 <p>*Per National Panhellenic Council, the NPC total is reset at the start of the Fall semester to balance the graduated students across the organizations. Beginning in 2019, we will have less new members of Delta Phi Epsilon and Phi Sigma Sigma in the Fall semesters.</p> <p>**Per national guidelines due to COVID-19, the Phi Sigma Sigma and Delta Phi Epsilon new members will not be officially initiated until the in-person return to campus and are considered counted in this semester's totals.</p>
Fiscal Year	Count																				
FY16	65																				
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Fiscal Year	Count																				
FY17	168																				
FY18	172																				
FY19	191																				
FY20	157																				

***The new members from Pi Kappa Phi Spring 2020 class decided to defer membership until next semester due to COVID-19 and are not counted in the numbers.



2019-2020 Booking Numbers:

- 4,760 bookings
 - 2,025 Student Organization Bookings
 - 2,732 Faculty/Staff Bookings
 - 3 External Group Bookings

Due to COVID- 19 1,135 reservations were deleted from 3/16 – 6/30/2020

2018-2019 Booking Numbers:

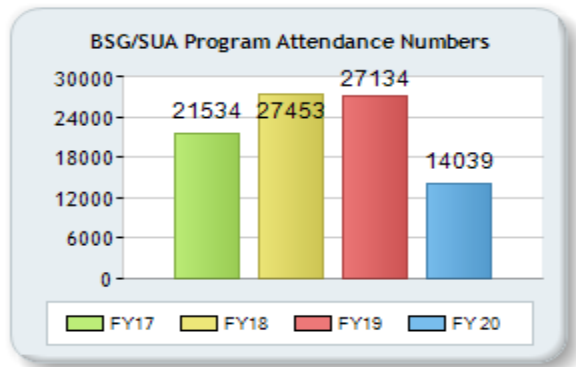
- 6,775 bookings
 - 2,932 Student Organization Bookings
 - 3,689 Faculty/Staff Bookings
 - 154 External Group Bookings

2017-2018 Booking Numbers:

- 6,579 bookings
 - 2,706 Student Organization Bookings
 - 3,801 Faculty/Staff Bookings
 - 72 External Group Bookings

2016-2017 Booking Numbers:

- 5,602 bookings
 - 2,181 Student Organization Bookings
 - 3,390 Faculty/Staff Bookings
 - 31 External Group Bookings



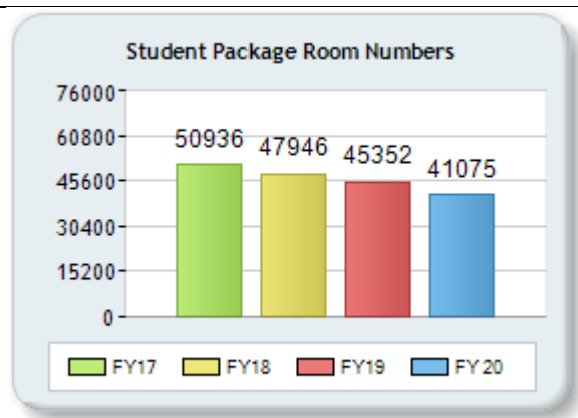
2019-2020

- 14, 039 BSG/SUA
- 132 events

Due to COVID-19 and BSG decision to no longer host a concert numbers are significantly different for 2019-2020

2018-2019

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



Overall package numbers decreased due to services being minimized as a result of COVID-19, and the campus moving to a remote format in March 2020.

SECTION SIX: 2019-2020 POINTS OF PRIDE AND ACCOMPLISHMENTS

Point of Pride/Accomplishment	College Mission and Priorities Alignment
<p>Engagement with and Service to the Community:</p> <ul style="list-style-type: none"> IGC and Amy McNulty volunteered at Concordia Lutheran Church to help set up for the Community Hygiene Bank on Friday Nov 8. 89.1 The Point, with the Center for Select Respect, collected over 2,500 women's and children's clothing along with personal and pet care items for Willow Domestic Violence Center at Batavia & Brockport Wal-Mart Fri. and Sat. 10/18-19 for a total of 9 hours at each location. All 3 fraternities volunteered to help build new structure at Barry St playground as part of the Village's recent service project. Coordination of Polar Plunge, raising over \$3500 	To be a Great College at which to Learn and to be a College Engaged with its Community
<p>Recognition and Awards:</p> <ul style="list-style-type: none"> 89.1 The Point won 8 national and state awards. Broadcast Educator's Association (BEA) Festival of Media Arts: Best On-Air Personality and Best PSA, Promo or Commercial. From New York State Broadcasters Association: Outstanding PSA/Campaign, Outstanding Spot News, Outstanding Morning Show, Outstanding Interview, Outstanding Live On-Scene and Outstanding Election Coverage 	To be a Great College at which to Learn
<p>Academic Success and Highlights:</p> <ul style="list-style-type: none"> In the Fall 2019 semester, FSL members collectively have a higher cumulative GPA compared to the undergraduate cumulative GPA – Fall 2019. With increased support, the two multicultural fraternities were able to meet the requirements to be in good academic standing at the national and college level. 	To be a Great College at which to Learn
Student Engagement Highlights:	To be a Great College at which to Learn

<ul style="list-style-type: none"> Eagle Eats program, BSG sponsored and SUA supported to strategically place intentional programming on a Friday night from 10 pm to Midnight. This year, Jimmy Z's food truck came to hand out food at no cost to students from 10pm until midnight. 	
Continued focus on enhancing spirit, pride and tradition for Saturday through SUA and BSG partnership on Homecoming Activities through the weekend with an emphasis on the Saturday Homecoming Festival. Over 2500 students, staff, Faculty, Alumni and families attended	To be a Great College at which to Learn and to be a College Engaged with its Community
<p>Student Union & Activities Persistence to the following fall semester:</p> <ul style="list-style-type: none"> SUA Student Leaders: 100% SUA Student Employees: 95% Fraternity & Sorority Officers: 93.33% Fraternity & Sorority Members: 92.42% Student Organization Officers: BSG Officers: BSG Staff: 	To be a Great College at which to Learn/Work
<p>College Engaged with its Community:</p> <ul style="list-style-type: none"> Participation in Village of Brockport Parade of Lights in collaboration with Athletics, Campus Recreation and Residential Life/Learning Communities. 14 student organizations participated with over 75 student participants 	To be a College Engaged with its Community
<p>Successful completion of 2019-2020 Investment Fund Projects & installation of microphones in Rooms 220, 119, and the Gallery to support EDI initiatives</p> <p>Completed Investment Fund:</p> <ul style="list-style-type: none"> New meeting room chairs 	To be a Sustainable Institution for the 21 st Century/ To be a Great College at which to Learn/Work
Campus Rec, BSG and SUA partnership to begin a new e-sports program for the College.	To be a Great College at which to Learn
Strengthened collaboration with faculty to redesign Tunnel of Oppression proposal process. Increased attendance this year by 59%	To be a Great College at which to Learn/Work

SECTION SEVEN: 2020-2021 UNIT STRATEGIC GOALS

Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
Implement strategies identified in 2019-2020 for increasing underrepresented students, specifically underrepresented males and hispanic women, in student organizations	2, 6	1.1, 1.8	<p>Build further buy-in by identifying a work group to support goal and address student needs.</p> <p>Continue to work with, assess, and inventory progress of 2 multicultural fraternities regarding academics, retention, and persistence.</p> <p>Conduct Focus Groups with underrepresented male students in BSG student organizations to learn more about involvement perspectives and support needed for student organizations</p> <p>Review data from NSSE, Persistence/GPA data, CAS, CHIPS and NASPA consortium surveys</p>	May 2021
Following investigating off-campus/commuter sense of belonging and connectedness to the institution (2019-2020), implement, minimally, 2 strategies outlined in the CAS action plans and/or identified in the Mid-Year Survey	2	1.1, 1.5	<p>Identify a small team to collaborate on implementing strategies, which include: review of the 2020 assessment thru CAS, focus on more intentional programming, discussing if the needs of off-campus and commuter students should be separated because need are different, further explore food insecurities and basic needs of off-campus students, and continue developing relationships with key partners.</p> <p>Conduct Mid-Year survey for off-campus/commuter students, and a focus group</p> <p>Review SOS, NSSE and Persistence/GPA data for information to support defining a commuter student and off-campus student's sense of belonging.</p>	April 2021

Identify strategies to enhance a sense of community in the Seymour College Union by conducting CAS for College Unions	2, 6	1.1, , 4.2	<p>CAS Review Team membership identified and develop plans for completion</p> <p>Gather and Collect evidence and documents, plus review data from EMS, student organizations, and SOS</p> <p>Finalize report and submit to the Division</p>	January 2020?
Examine opportunities for student engagement after analysis of CAS for Campus Activities	2, 6	1.1, 1.5	<p>Review data from NSSE, CHIPS for student organizations, and other surveys to analyze engagement information</p> <p>Review programming data from BSG and SUA</p> <p>Conduct CAS spring 2021 semester</p>	June 2021

SECTION EIGHT: 2020-2021 Assessment Plan

Unit Annual Goal:		
Implement strategies identified in 2019-2020 for increasing underrepresented male involvement in student organizations		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
<p>Implement Strategies for increasing and supporting involvement</p> <p>Implement Strategies to support academic success for underrepresented males</p>	<p>Institutional Retention Data Conduct Focus Groups with underrepresented male students in BSG student organizations to learn more about involvement perspectives and support needed for student organizations</p> <p>Review data from NSSE, Persistence/GPA data, CAS, CHIPS and NASPA consortium surveys Work closely with the Men of Color student organization, as well as the new Transition & Success Coordinator in the Academic Success Center to identify plans.</p>	<p>Student Organization Steering Committee support Collaboration with the Transition & Success Steering Committee, and the Transition & Success Coordinator in the ASC</p> <p>Amy McNulty to lead with support from Ryan Giglia and Kim Haines</p>

- **Action Plan:** Build further buy-in by identifying a work group to support goal and address student needs.
- Continue to work with, assess, and inventory progress of 2 multicultural fraternities regarding academics, retention, and persistence.
- Conduct Focus Groups with underrepresented male students in BSG student organizations to learn more about involvement perspectives and support needed for student organizations
- Review data from NSSE, Persistence/GPA data, CAS, CHIPS and NASPA consortium surveys

Goal Rationale:

In understanding current institutional retention initiatives and the importance 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 which also impacts retention and persistence. Involvement in student organizations is an area that enhance a sense of belonging, so it is important to now implement strategies for increasing involvement amongst male students of underrepresented populations.

Unit Functional/Annual Goal:		
Following investigating off-campus/commuter sense of belonging and connectedness to the institution (2019-2020), implement, minimally, 2 strategies outlined in the CAS action plans and/or identified in the Mid-Year Survey		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Implement, minimally 2, strategies from CAS assessment and Mid-Year Survey for off-campus/commuter students	CAS assessment for Off-campus/Commuter students	<p>Commuter and off-campus student participation</p> <p>Support from Student Union & Activities, BSG, and ASC to begin the process</p>

Assess sense of belonging to the institution for commuter and off-campus students	Review SOS, NSSE, and Persistence Data Off-campus/Commuter Student Mid-Year Survey Review data from Orientation programs	Working with Faculty to further enhance off-campus/commuter survey Ryan Giglia lead, with support from Kim Haines
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Action Plan: describe strategies that will be used to reach the outcomes and goal, including timeline

- Identify a small team to collaborate on implementing strategies
- Identify strategies from CAS review to implement in 2020-2021
- Review SOS, NSSE and Persistence/GPA data for information to support defining a commuter student and off-campus student's sense of belonging.
- Conduct the Off-campus/Commuter Student survey during the same timeframe as the Residential Life/Learning Communities Mid-Year Survey
- Conduct a focus group following Mid-Year survey

Goal Rationale:

In an effort to support institutional retention initiatives, Student Union & Activities seeks to foster a sense of belonging for commuter and off-campus students. This goal will continue to 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.

Unit Functional/Annual Goal:		
Functional Goal: Student Union & Activities ensures that the Seymour College Union is an integral part of the educational mission of the college regarding creating community amongst students, faculty, staff, alumni and guests. Annual Goal: Identify strategies to enhance a sense of community in the Seymour College Union by conducting CAS for College Unions		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Student Union impacts student retention and persistence through it programs, activities, and employment. Seymour College Union identifies strategies for promoting it value on equity, diversity and inclusion, and creating community for all constituents	Review Data from SOS CAS Assessment for Unions and for Campus Activities Review persistence/retention and GPA data for student organizations and SUA staff Review EMS data	CAS team Kim Haines to lead work with support from SUA team

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

- Develop a team for CAS self-assessment
- Review data for student organizations (including BSG) on retention/persistence, and GPA information
- Review EMS data
- Review institutional data on Retention, EDI
- Identify action items and strategies to further initiative

Goal Rationale: For higher education, college unions serve as a place to provide opportunities to bring together students, faculty, administrators, staff, alumni, and guests, thus creating community. Furthermore, college unions provide forums for discussions, showcasing talents, promoting a variety of viewpoints, plus so much more. For colleges and universities, the Union should create a safe and inclusive environment where all feel welcome, which in return impacts student retention and persistence. Therefore, understanding how Seymour College Union fares under those circumstances is imperative, and the reason for this goal.