



Unit End of Year Report

Report includes:

- 2017-2018 Annual Goals
- 2017-2018 Assessment Plan
- Key Performance Indicators
- 2017-2018 Points of Pride
- 2018-2019 Annual Goals
- 2018-2019 Assessment Plan

Unit: Student Union & Activities

Director: 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, 1.8, 2.1, 4.8 |
| 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, 3 & 6 | 1.5, 1.8, 2.1, 4.8 |
| 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 & 5 | 1.1, 1.5, 1.8, 2.1 |

SECTION ONE: 2017-2018 UNIT ANNUAL GOALS

| Unit Annual Goals | Outcome/Status |
|---|--|
| Construct, in collaboration with the Student Organization Steering Committee, a Student Organization Leadership Certificate program for leaders of student organizations. | Completed |
| Create specific strategies, based on national best practices for student employees, unifying all student employees to the departmental mission. | Completed 2017-2018, with improvements continuing in 2018-2019 |
| Identify opportunities to enhance campus-programming initiatives by administering CAS program review for the Campus Events and Activities Program with BSG. | Completed using the current CAS document for Campus Events and Activities as a reference. CAS is currently updating Campus Events and Activities Program; SUA will conduct this assessment once finalized. |

SECTION TWO, PART ONE: 2017-2018 Assessment Plan

| Unit Goal | College Mission Alignment: how does this goal support the College's Mission? | |
|--|---|---|
| Construct, in collaboration with the Student Organization Steering Committee, a Student Organization Leadership Certificate program for leaders of student organizations | <i>SP operational Goal: 1.1c and 1.5b and 2.6</i> Through this interdepartmental partnership, this goal will assist with leadership development and co-curricular achievement for students involved in student organizations. | |
| Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success | Data Sources and Methods: resources and tools used to assess | Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met |
| Develop the curriculum for the program and the contents for its workshops Organize a team of faculty/staff facilitators to present the curriculum Establish benchmarks | Researched best practices for student organizations and officer leadership development (ACUI & NASPA) Workshop pre/post assessments by those who attended the respective workshop Overall Program pre/post assessments by those who completed the certificate Facilitator and Planning Committee observations and feedback | Outcomes met 67 officers participated; 21 officers attended three or more workshops; 3 officers completed the OLC certificate The OLC Planning team is conducting a thorough review of all data by the end of Summer 2018. From this review the development of a Closing the Loop document will be conducted. This document will provide specific information related to outcome achievement, next steps, and preparation of the 2018-2019 academic year. |

CLOSING THE LOOP

Resources Used:

The Officer Leadership Certificate (OLC) Planning Committee included Student Union & Activities, Campus Recreation, Community Development and Brockport Student Government key partners. Due to limited finances, the goal was to stick with a budget under \$100 for the inaugural year. In the future, the OLC Planning Committee hopes to increase funds to provide more resources and tools for the certificate program.

Key Findings:

The OLC team developed the officer leadership development program structure with workshops to provide skill development in various organization leadership areas divided into three themes: Individual Growth, Organization Growth and Community Impact (www.brockport.edu/life/leadership/officer.html). OLC officially launched at the Student Organization Officer Training in August 2017. Over 250 officers attended the session, Leadership 101, introducing the Officer Leadership Certificate and its curriculum to our student organization community. This academic year, there were 67 unique officers participating in at least one workshop, with overall workshop participation number being 164 students across the 27 offered workshops. Of the 67 officers, 21 officers attended three or more workshops, and three student organization officers successfully completed the entire certificate.

The OLC Team held preliminary discussions on the data in June 2018. From this initial review, the team noticed that officers are attending the workshops that appear to help them individually in their specific student organization role, more than focusing on the completion of the certificate. During summer 2018, a full review of the data will take place, with the planning committee. This review, in part, will focus on reviewing data specific to attendance at workshops to see if it supports the committee's conclusion. After an initial review of the participation numbers, the planning committee also noticed that many of organizations had one or more officers attend different workshops. It would seem that student organizations decided to "divide and conquer" workshops, bringing back the knowledge and skills to their respective organizations. Further research is needed to analyze fully if this in fact a correct determination. Additionally, the OLC team's summer 2018 discussions will include whether or not to change the certificate program to an organization-based certificate, rather than an individual-based certificate. The OLC team will continue to evaluate program assessments and explore the next steps and finalize the Closing the Loop document.

Dissemination/Discussion of Key Findings:

The planning team met to initially review the first year of the program and discuss preliminary findings. While, still gathering the specific post-assessment data, analyzing the workshop pre/post assessment data, and reviewing learning outcomes the OLC committee began creating a Closing the Loop document, along with discussions on next year's curriculum and structure. The OLC team will share the overall data with our organization officers, advisors, each of the respective departments supporting the initiative, the AVP for Student Affairs, etc., once finalized in summer 2018. Additionally, in April 2019, the planning committee will be conduct a student organization officer survey; distribution is every three years. Furthermore, the OLC team hopes to gather more data from our entire officer population.

Summary Sentence for EMSA Briefing Book:

The inaugural year of the Officer Leadership Certificate program offered 27 workshops to over 60 student organization officers covering leadership topics including Individual Growth, Organizational Growth, and Community Impact.

| Unit Goal | College Mission Alignment: how does this goal support the College's Mission? |
|---|--|
| Create specific strategies, based on national best practices, for student employees unifying all student employees to the departmental mission. | <i>SP operational Goal: 1.1a and 1.5b</i> Student employment enriches the Brockport student experience through the development of meaningful relationships, acquisition of skills, career development, and connection to the institution. |

| Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success | Data Sources and Methods: resources and tools used to assess | Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met |
|---|---|--|
| <p>Students working in Student Union & Activities will be able to effectively articulate the roles and responsibilities of the department.</p> <p>SUA staff will provide an evaluation each semester of the academic year for every student employee in the department.</p> <p>The exit interview process will provide qualitative information for the department to analyze in regards to continuous improvements.</p> | <p>Review of student employment strategies through ACUI (Association of College Union International) to ensure best practices.</p> <p>Review of evaluation materials and discussions with supervisors to identify areas working well and those needing improvements for student employees.</p> <p>Examining retention data for student employees.</p> <p>Collecting all of the information from the exit interview process.</p> | <p>Outcomes for this goal were met, along with the identification of further opportunities for improvement.</p> <p>Student evaluations were conducted for all SUA student employees, which includes all student employees during the 2018-2019 academic year. This includes a self-assessment and a supervisor assessment. Key themes from student employee evaluation included a positive working environment, provides a sense of belonging, opportunity to build skills, and professionalism.</p> <p>In August 2018, SUA will conduct a full review of the data acquired during evaluations to analyze possible next steps, areas needing improvement, student growth, sense of belonging and skill attainment.</p> |

CLOSING THE LOOP

Resources Used:

This departmental goal was achieved by using the Student Union & Activities leadership team, which includes three graduate students, Business Manager for BSG, and five professional staff members. Out of the five professional, identifying Amy McNulty as the departmental leader for this initiative. For this, the following financial resources included considering the cost of recognition programs, which include semester celebrations and small tokens of appreciation and training costs, which consisted of food and payroll costs for student leaders and student employees.

Key Findings:

In August 2017, SUA identified opportunities to build a stronger student employment program. This included developing a consistent hiring process for all student employees; developing an SUA onboarding program for student employee leaders; implementing a consistent evaluation process for all student employees across the department; and designing an exit interview process for those students leaving SUA or graduating.

Under the leadership of Amy McNulty, the SUA leadership team developed a two-hour onboarding program for all SUA student leaders in fall 2017 and spring 2018. This onboarding program helped create consistent messaging about the department to all student employees, create a sense of inclusion for each component area, and further develop a sense of team.

Student Union & Activities restructured our student leader training for each component area (student organizations, operations, and marketing) to include an all SUA student leader training focusing on the role of the department. This effort appeared to correlate specific responsibilities back to the department mission, emphasizing the importance of each component area to our departmental success. Beginning in fall 2017, SUA also worked to develop a consistent hiring process for both temporary service staff and work-study to accomplish consistency across the department. Providing each area (programming/marketing, student organizations, and union operations) with an approved number of student staff and asked to work collectively together to make hiring decisions for temporary service students and work-study. Based on feedback from professional staff, this helped to provide autonomy, consistency, and support for hiring in their respective areas of the department. Moving into 2018-2019, the hiring process will continue to be refined so that it provides consistency across component areas, plus connections to the departmental mission. Each supervisor will be responsible for collectively deciding how to recruit and retain student employee utilizing the same set of standards.

Through the review of employee evaluations, the acquisition of data supported the department efforts to have student employees effectively articulate the roles and responsibilities of the department. Additionally, working with Institutional Research on the analysis of data pertaining to the persistence rates for those student leaders working for SUA compared to the entire student population help to support student development efforts. Based on data from Institutional Research, SUA student leaders have a 94.2% persistence rate with an overall GPA of 3.31. Both the persistence rate and GPA information is higher than all student undergraduate averages for the College. Institutional Research is currently working on the data pertaining to all SUA student employees.

Dissemination/Discussion of Key Findings:

Student Union & Activities plans to disseminate student employee information amongst the SUA staff, including the student leadership team and all student employees, plus with the Assistant Vice President for Student Affairs.

Based on initial assessments of information received to date, moving forward into 2018-2019, SUA will develop and define a student employment cycle for the department under Amy McNulty's leadership. This initiative will add consistency and defined expectations for the SUA student employment program.

Furthermore, during the August 2018 SUA planning team meeting, a discussion on the findings related to student employment is to be analyzed to identify areas of strength, opportunities to make improvements, and for incorporating new ideas and recognition for the 2018-2019 academic year. Additionally, in 2018-2019, SUA will fully implement an exit interview process, and define the use of these exit interviews for analysis of the student employment program for SUA.

Summary Sentence for EMSA Briefing Book: As research states, student employment “offers environments in which students can apply the knowledge they have gained, as well as acquire new information skills and competencies, helping students build solid foundations for their futures” (Athas, Oaks, Kennedy-Phillips, 2013). Student Union & Activities shares in that same student employment belief, with a focus on supporting the development of our student employees through our job opportunities in the department.

| Unit Goal | College Mission Alignment: how does this goal support the College’s Mission? |
|---|---|
| Identify opportunities to enhance campus-programming initiatives by administering CAS program review for the Campus Events and Activities Program with BSG. | <i>SP operational Goal: 1.1c and 1.5b</i> By enhancing campus programs and activities, we will create a more engaged student and a more inclusive community to enhance the Brockport student co-curricular experience. |

| Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success | Data Sources and Methods: resources and tools used to assess | Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met |
|--|--|---|
| <p>Develop a specific training program for Student Event Managers working with student organization events that include specific event planning support.</p> <p>Collect attendance-tracking information for late night programming and major events.</p> | <p>Review of a number of programs and attendance for the last two years between BSG and SUA.</p> <p>Review of the hiring of one student event manager for BSG to determine what is working and what is not.</p> <p>Feedback from BSG Activities Board during weekly staff meetings</p> <p>CAS review for Campus Events and Activities.</p> | <p>2017-2018 Attendance numbers for programs</p> <ul style="list-style-type: none"> • 19,653 BSG • 5,800 SUA <p>Total= 27,453 21.5% increase from the previous year</p> <p>Feedback collected from SUA Assistant Director and Event & Facility, and BSG Activities Director about the student event manager assigned to BSG indicated having a dedicated BSG event support person was crucial to effectively managing the increase of programs for BSG this year. Feedback also concluded with some ways to improve support in the future.</p> <p>CAS review to be fully completed later. Currently the CAS Campus Events and Activities Guide is under review by CAS and has yet to be updated.</p> |

Closing the Loop

Resources Used:

To achieve this goal, collaboration and trust between BSG and SUA were essential. Each department incurred the following financial resources: BSG \$504,037 and SUA \$46,000.

Key Findings:

During 2017-2018, BSG enhanced student programming by increasing the programs offered from 130 to 176 and increasing the overall program attendance from 21,534 to 27,453. Due to BSG's commitment to absorbing the SUA Programming Team (programs and 6 staff members) the BSG Activities Team established the following objectives to implement a stronger, more sustainable programming structure for their organization, and constituents. These objectives included increasing the planning and preparation through holding planning days each semester, actively participating in weekly activities staff meetings, and maintaining weekly meetings with the Assistant Director for SUA, in addition to creating of a full calendar of events for each semester. Furthermore, the BSG Activities team and SUA developed specific training and initiatives to help enhance programming on campus, which included an increase of 46 more programs by BSG this academic year in comparison to last year. This also included, BSG strategically assigning student programmers to specific programming initiatives, such as late night programming, commuter programming, concerts, etc., to enhance a staff member's programming focus and buy-in. Additionally, BSG provided financial support to program development by providing a more comprehensive approach to student engagement through programming. This approach included supporting SUA in hiring a specific student event manager specifically for BSG programs and events to support an increase in programming numbers from 130 to 176 and for supporting the financial costs for additional staff trainings. Both of these initiatives cost BSG an additional \$3,000 for this past academic year.

Dissemination/Discussion of Key Findings:

All data/results are to be discussed/shared with the BSG Advisor Team, SUA leadership team, AVP for Student Affairs, and BSG Leadership. While CAS has been used informally to establish solid structure and best practices, SUA and BSG will determine a timeline for a CAS review in 2018/2019 following its updates by CAS. Following the dissemination of the Attendance Tracking data, SUA and BSG will use the data to analyze the following criteria: populations/demographics, cost per person per event, and to determine staffing and priorities for the upcoming year. Additionally, this information will help develop a more robust intentional programming focus for BSG in the future.

Furthermore, following weekly discussions amongst the BSG Activities team, SUA, and BSG leadership, a particular theme has emerged, that BSG Activities and BSG Communications teams need to develop a stronger working agreement to achieve greater success in 2018-2019. SUA and BSG will work on structuring this working agreement together.

Summary Sentence for EMSA Briefing Book: Student Union and Activities works alongside Brockport Student Government to enhance programming initiatives and increase the number of events from 130 (16-17) to 176 (17-18), increasing attendance by 22 percent.

SECTION TWO, Special Addendum: CAS Preparation Phase

| Unit Annual Goal: |
|--|
| <p><i>Prepare for CAS Review Phase 1 to include the following six standards:</i></p> <ul style="list-style-type: none"> • Mission • Program • Organization and Leadership • Internal & External Relations • Diversity, Equity, and Access • Assessment |

| 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>Establish a timeline for the FSL CAS review process</p> <p>Identify two elective standards for your Unit review</p> <p>Prepare a tentative list of documents, evidence, and data that will be collected and indexed across the 6 standards – where possible begin collection</p> <p>Schedule first review team meeting and determine training needs for the CAS review process</p> <p>Identify FSL members and other participants for participation in the review.</p> <p>Data Collection Completed by October 2018 Initial Review Team meeting – September 2018 Written report by March 2019 External reviewer scoring sheet by March 2019 Finalize Report by May 2019</p> | <ul style="list-style-type: none"> • NASPA Consortium Survey • NSSE Data • FSL Relationship Statement • FSL Chapter evaluations • FSL Policies and Procedure manual • FSL Marketing pieces (ie: brochures, flyers, website, etc.) • FSL Strategic Plan • Student Learning Outcomes | <ul style="list-style-type: none"> • Lead Facilitator: Amy McNulty • GA – Student Orgs/FSL • IGC President • On-campus Chapter Advisor • Assigned SUA student employee |

Action Plan:

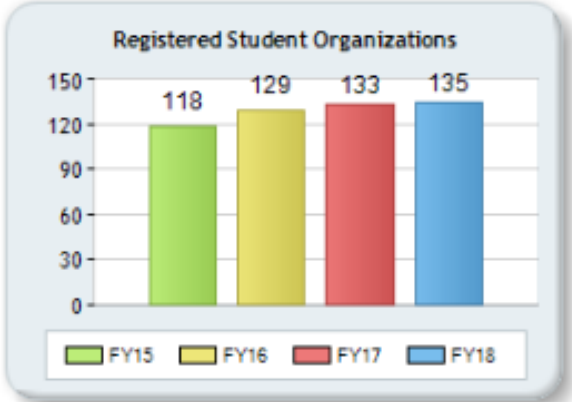
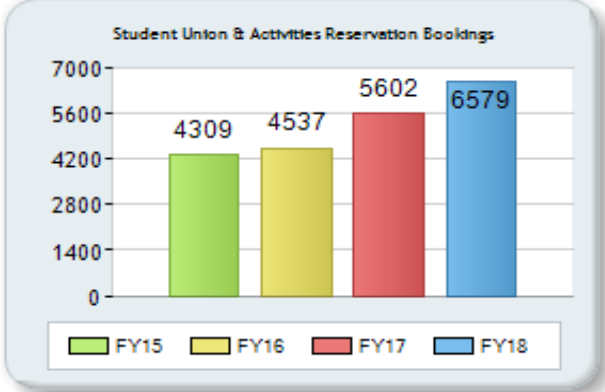
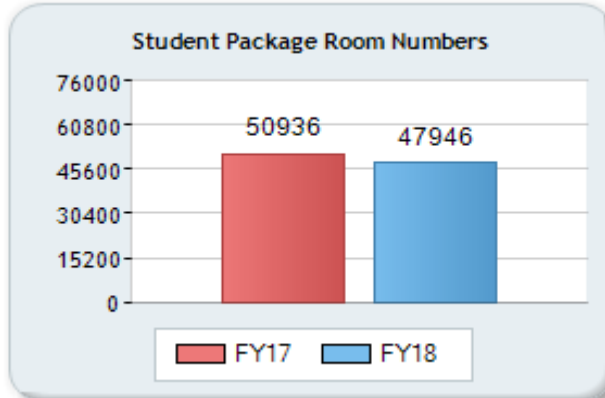
| TIME | ACTION REQUIRED |
|----------------------------|---|
| March – August 2018 | Identify Review Team Leader/Self-Study Coordinator for FSL |
| | Consider CAS Review Team membership |
| | Gather and Collect evidence and documents |
| | Formally invite Review Team Members |
| | |
| September 2018 | Schedule 1 st meeting of the Review Team |
| | Review all documentary evidence |
| | Review established timeline for CAS |
| | Identify participants for the assessment |
| | Develop definitions for assessments to keep everyone on the same page |
| | |
| October 2018 | Send out assessments to identified participants |
| | Review Team identifies process for analyzing collected data |
| | |
| December 2018-January 2019 | Review team to meet and discuss data, and process for moving forward |
| | Review team identifies gap areas and corrective actions to be taken |
| | Begin to outline Executive Summary & Action Plan Report |
| | |
| March 2019 | Review team discusses final edits of the Executive Summary & Action Plan Report |
| | |
| May 2019 | Finalize report and submit to the Division |

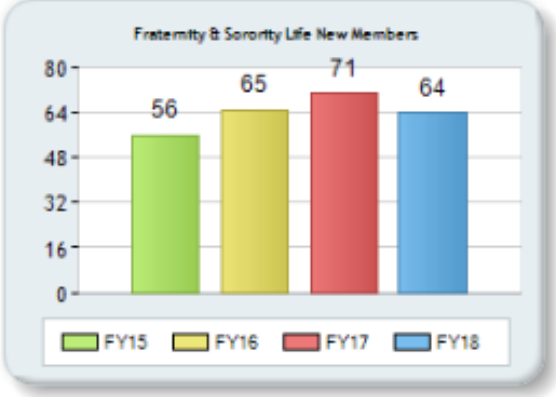
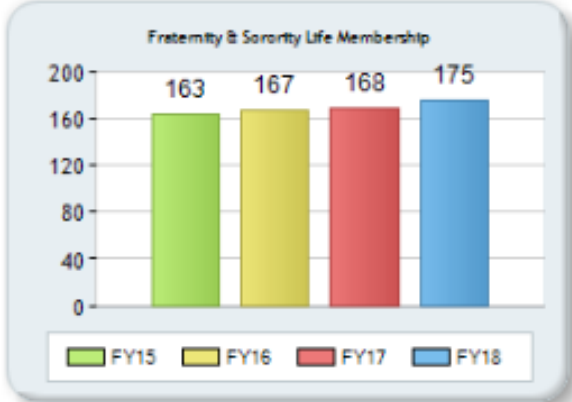
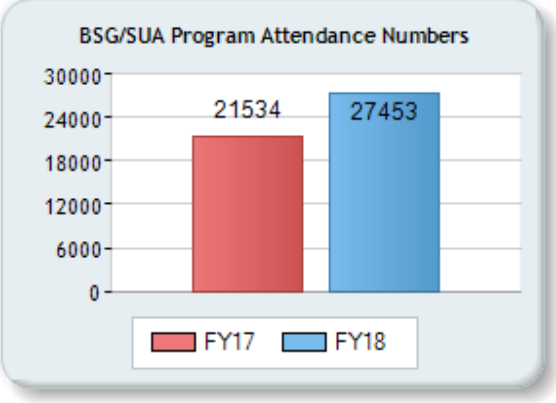
Standards Rationale:

Internal & External Relations: SUA is devoted to providing students with engagement opportunities that support their personal growth and development both as individuals and within a group. By analyzing this standard SUA and the FSL community will be able to identify practices that support fraternal growth both internally and externally.

Diversity, Equity, and Access: SUA is committed to fostering an accessible and inclusive fraternity and sorority community at the College. Examining this standard will provide SUA and our FSL Community with data and structural plans for how best to achieve EDI goals for our fraternal community.

SECTION THREE: 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>FY15</td> <td>118</td> </tr> <tr> <td>FY16</td> <td>129</td> </tr> <tr> <td>FY17</td> <td>133</td> </tr> <tr> <td>FY18</td> <td>135</td> </tr> </tbody> </table> | Fiscal Year | Count | FY15 | 118 | FY16 | 129 | FY17 | 133 | FY18 | 135 | <p>Total number of student organization registrations: 135.</p> <ol style="list-style-type: none"> 1. Academic Honor Societies: 4 2. BSG Clubs: 99 3. Campus Recreation Club Sports: 23 4. Fraternities/Sororities and councils: 9 <p>Through a partnership with BSG and Campus Recreation, we streamlined the process and requirements for starting a new organization on campus and increased a net of 7 new groups this year.</p> <p>Academic Honor Societies: Worked with academic honor societies and their stakeholders to assist with their operation as student organizations and register them with the College. Further, define the policy for registration.</p> <p>Total number of officers: 343 Total number of advisors: 87</p> |
| Fiscal Year | Count | | | | | | | | | | |
| FY15 | 118 | | | | | | | | | | |
| FY16 | 129 | | | | | | | | | | |
| FY17 | 133 | | | | | | | | | | |
| FY18 | 135 | | | | | | | | | | |
|  <p>Student Union & Activities Reservation Bookings</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>FY15</td> <td>4309</td> </tr> <tr> <td>FY16</td> <td>4537</td> </tr> <tr> <td>FY17</td> <td>5602</td> </tr> <tr> <td>FY18</td> <td>6579</td> </tr> </tbody> </table> | Fiscal Year | Count | FY15 | 4309 | FY16 | 4537 | FY17 | 5602 | FY18 | 6579 | <p>SUA saw a 17 % booking increase from (16-17) to (17-18).</p> <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 | Count | | | | | | | | | | |
| FY15 | 4309 | | | | | | | | | | |
| FY16 | 4537 | | | | | | | | | | |
| FY17 | 5602 | | | | | | | | | | |
| FY18 | 6579 | | | | | | | | | | |
|  <p>Student Package Room Numbers</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>50936</td> </tr> <tr> <td>FY18</td> <td>47946</td> </tr> </tbody> </table> | Fiscal Year | Count | FY17 | 50936 | FY18 | 47946 | <p>Overall package numbers decreased in 16-17 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> | | | | |
| Fiscal Year | Count | | | | | | | | | | |
| FY17 | 50936 | | | | | | | | | | |
| FY18 | 47946 | | | | | | | | | | |

| | |
|---|---|
| | |
|   | <p>Total newly initiated members in Fall 2017: 21</p> <ul style="list-style-type: none"> • Alpha Phi Alpha: 0 • Delta Phi Epsilon: 10 • Delta Sigma Theta: 0 • Phi Sigma Sigma: 11 • Pi Kappa Phi: 0 • Zeta Phi Beta: 0 <p>Total newly initiated members in Spring 2018: 43</p> <ul style="list-style-type: none"> • Alpha Phi Alpha: 0 • Delta Phi Epsilon: 14 • Delta Sigma Theta: 0 • Phi Sigma Sigma: 16 • Pi Kappa Phi: 11 • Zeta Phi Beta: 2 <p>Total members as of May 3, 2018:</p> <ul style="list-style-type: none"> • Alpha Phi Alpha: 2 • Delta Phi Epsilon: 60 • Delta Sigma Theta: 0 • Phi Sigma Sigma: 63 • Pi Kappa Phi: 42 • Zeta Phi Beta: 2 <p>* Lambda Sigma Upsilon: 6 colony members</p> |
|  | <p>2017-2018</p> <ul style="list-style-type: none"> • 19,653 BSG • 5,800 SUA <p>Total= 27,453 -21.5% increase from previous year</p> <p>2017-2018 – Highlights:</p> <ul style="list-style-type: none"> • BSG established a programming board • BSG increased their programming initiatives by 26% from the previous year • SUA firmly established a programming advisor relationship with BSG |

SECTION FOUR: 2017-2018 POINTS OF PRIDE AND ACCOMPLISHMENTS

| Point of Pride/Accomplishment | College Mission and Priorities Alignment |
|---|--|
| <p>Continued to provide and improve Student Union & Activities operational activities for the campus community by:</p> <ul style="list-style-type: none"> Supporting an increase in reservation bookings by 17%, which included 525 more Student Organization & 411 more Faculty/Staff event requests from the previous year. In partnership with BSG, hired an additional student event manager to support student organization events and operational services. <p>Introduced a Campus Major Events committee to influence a collaborative spirit around the coordination of major campus activities.</p> | <p>To be a Great College at which to Learn</p> <p>To be Engaged with the Community</p> |
| <p>Increased cross-training of union operations/facility staff to increase efficiencies in the Seymour College Union, which included:</p> <ul style="list-style-type: none"> Management of 47,498 student packages that including an improved vetting process for mail. <p>Provided support for over 6,500 reservation bookings.</p> | <p>To be a Great College at which to Learn</p> <p>To be Engaged with the Community</p> |
| <p>Partnered with BSG to create engagement opportunities for the campus community through programming:</p> <ul style="list-style-type: none"> BSG and SUA created & implemented 176 events this year with around 20,000 students in attendance. Successfully planned and implemented two Football Viewing Parties as well as a Playoff Pep Rally, including students, alumni, administrators, and the community. Successfully planned and implemented the MLK speaker, Mark Lamont Hill <p>Increased the support of Off Campus and Commuter student by offering 10 events.</p> | <p>To be a Great College at which to Learn</p> <p>To be Engaged with the Community</p> |
| <p>Expanded and further developed the student organization program to assist with creating the best Brockport experience for students, with BSG and Campus Recreation, specific examples include:</p> <ul style="list-style-type: none"> Held the inaugural Student Organization Officer Training on Sunday, August 27 with over 250 officers in attendance. <p>Implemented the Officer Leadership Certificate (OLC) program with BSG, Campus Recreation, and Community Development; offering 27 workshops to over 60 student organization officers</p> | <p>To be a Great College at which to Learn</p> |
| <p>Expanded, developed and assessed the fraternity & sorority life (FSL) program to assist with creating the best Brockport experience for students:</p> | <p>To be a Great College at which to Learn</p> |

| | |
|--|---|
| <ul style="list-style-type: none"> • FSL chapters recorded more than 2,300 hours of community service • Raised more than \$4,300 for their national philanthropies • Initiated 65 total new members during 2017-2018. • Participated in the NASPA Consortium Survey for FSL <p>101 FSL members attended the Green Dot training offered by Prevention & Outreach Services.</p> | |
| <p>Increased opportunities for cultivating events, activities, and programs with the community to participate in campus based initiatives:</p> <ul style="list-style-type: none"> • Inter Greek Council sponsored the newly installed Little Library to support the Village of Brockport community. • Chaired a committee to address food insecurities on campus that explored local community options. <p>Hosted a Community BBQ in April 2018 with 250 participants that included off-campus students and local community members.</p> | To be a Great College at which to Learn |
| <p>Held the inaugural WBSU Hall of Fame dinner and ceremony to assist in providing students and alumni opportunities to link with the campus community. Inducted eight alumni into this year's Hall of Fame.</p> | To be a Great College at which to Learn To be Engaged with the Community |
| <p>Recognized by the Association of College Unions International for 50 years of participation in the professional organization</p> <p>Director serves as a member of the ACUI Research Team.</p> | To be a Great College at which to Work |

SECTION FIVE: 2018-2019 UNIT STRATEGIC GOALS

| Strategic Goals | Divisional Goal Mapping | Strategic Plan Operational Objective(s) | Action Plan | Timeline |
|---|--------------------------------|--|--|-----------------|
| BSG Training: Create and implement a robust training for BSG Activities and Communications team for Fall of 2018. | 2 & 3 | 1.1a and 1.5 | <p>Work with the Activities and Communications Directors within BSG to create training in the areas of: Motivation, Why Events are Important, and the nuts and bolts of Communications and Activities at Brockport.</p> <p>Implement training evaluations at the conclusion training.</p> <p>Conduct and review annual evaluations for BSG Activities and Communication team.</p> | Fall 2018 |
| Commuters/Off Campus Initiatives: Create a 5-year Strategic plan for off campus and commuters students. | 2 & 3 | 1.1a and c, 1.5 | <p>Utilize attendance tracking to analyze participation.</p> <p>Seek feedback and collaboration from BSG.</p> <p>Hold at least two focus groups to gain feedback.</p> <p>Research national best practices.</p> <p>Begin organizing and implementing CAS review of off-campus/commuter programs.</p> <p>Develop a campaign aligning with BeYou@Brockport for student organization leaders following data results.</p> | May 2019 |

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| <p>Develop intentional programming initiatives, including:</p> <p>Implement new initiatives as part of Homecoming weekend.</p> | 2 & 3 | 1.1a | <p>Integrate the Village of Brockport Community into the weekend. Create one large-scale capstone event to anchor the weekend and be inclusive of all participants. Work with Communications to re-brand the weekend. Move the parade to Main St. Further incorporate BSG into the planning of the weekend</p> | Fall 2018 |
| <p>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</p> | | | <p>Review attendance tracking data through EAT</p> <p>Review data from bias reporting to analyze any potential impact</p> <p>Review of annual alcohol incidents/conduct situations</p> <p>Partner with Diversity Office</p> | 2018-2019 |
| <p>Eagle Empire: Establish a full year of student engagement opportunities with Athletic events in collaboration with BSG and Athletics</p> | | | <p>Create an MOU between BSG, Athletics and BSG. Plan and implement 5-6 events per semester.</p> <p>Develop an assessment plan to determine impact and analyze the Eagle Empire program.</p> | 2018-2019 |
| <p>Expand, further develop and assess the Student Organization Program to make it the best experience for students.</p> | 2 & 3 | 1.1a and c, 1.5 | <p>Finalize and Implement the Student Organization Event Policy, including the additions of:</p> <ul style="list-style-type: none"> Off-campus Event Policy <p>Work to redefine the Student Event Manager role to better support post event</p> | 2018-2019 |

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| | | | <p>evaluations for student organizations</p> <p>Develop an assessment tool for student organization experiences.</p> <p>Revise the OLC to meet the needs of student organization and its officers</p> <p>Create resource materials and trainings to support student organization advisors</p> <p>Develop a campaign aligning with BeYou@Brockport for student organization leaders</p> | |
| Continue to expand, develop and strengthen the FSL program that aligns with the FSL strategic goals and national best practices. | 2 & 3 | 1.1a and c, 1.5 | <p>Restructure the FSL Tier system after first year</p> <p>Review assessment materials related to FSL to determine decisions based on data for new initiatives in 2019-2020</p> <p>Complete CAS for FSL advising programs</p> | 2018-2019 |

SECTION SIX: 2018-2019 Assessment Plan

| Unit Annual Goal: | | |
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| Commuters/Off Campus Initiatives: Create a 5-year Strategic plan for off campus and commuters students. | | |
| 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 |
| SUA will identify best practices within SUNY in the area of Commuter and Off Campus Student Services and identify new goals for Brockport. Establish of a small committee to create the new vision for the area. | -Identifying SUNY Best Practices and creating a benchmark. -Focus Groups with off-campus and commuter constituents. -Survey of Off Campus and Commuter Students. | SUA along with a small committee consisting of students and staff. Financial resources needed for staff position and programming initiatives for students living off-campus Personnel resources will be needed for the conducting the focus groups |

Action Plan:

- Utilize attendance tracking to analyze participation.
- Seek feedback and collaboration from BSG.
- Hold at least two focus groups with off-campus and commuter students to gain feedback.
- Research best practices within SUNY, NASPA, and other successful institutional programs.
- Create a committee to establish a 5-year strategic plan.

Goal Rationale:

In an effort to create a more engaged student population, Student Union and Activities seeks to connect its Off Campus and Commuter Students to the institution; creating a sense of belonging. Over 67% of the College at Brockport students currently reside somewhere else other than within the residence halls. Working to engage these students to the College can increase the overall satisfaction, sense of belonging and retention of our students.

| Unit Annual Goal: |
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| Continue to expand, develop and strengthen the FSL program that aligns with the FSL strategic goals. |

| 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>Restructure the FSL Tier System to align better with FSL strategic goals</p> <p>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> <p>Complete CAS review</p> | <p>Review assessment materials related to FSL to determine decisions based on data for new initiatives in 2019-2020, specifically NASPA Consortium Survey data.</p> <p>Complete CAS for FSL advising programs.</p> <p>Review of participation numbers, GPAs, and chapter annual evaluations.</p> | <p>SUA staff, FSL members, and advisors</p> <p>Support to complete CAS review from professional staff members and administration.</p> <p>Financial costs: Student employee to support this goal</p> <p>NASPA Consortium Survey</p> <p>FSL Strategic Plan</p> <p>Institutional Planning & Analysis</p> |

Action Plan:

- Develop a committee, made up of the students, faculty and staff, to review and provide feedback on the tier system.
- Seek feedback and collaboration from new colony and current FSL members to help develop and support action items needed to implement improvements. .
- Hold at least one focus group to gain feedback.
- Research best practices for FSL from fellow institutions, NASPA, and AFA (Association of Fraternity Advisors)

Goal Rationale:

In an effort to create a more engaged student population that will lead to higher persistence and retention rates, Student Union and Activities seeks to enhance the Fraternity & Sorority Life (FSL) program. Based on research, FSL programs serve as an opportunity to gain and develop specific skills assisting with student maturation (AFA, 2017). Therefore, SUA feels it is critically important to develop a well-structured fraternity and sorority system that directly correlates with positive student development and growth. Assessing SUA's current processes for FSL is a critical step to firmly establishing a long-standing student tradition at Brockport. Furthermore, aligns directly with the SUA mission by providing opportunities for student growth and self-discovery.