



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

Division of  
Enrollment Management & Student Affairs

# Annual Report

2019-2020



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## Division End of Year Report 2019-2020

### Report includes:

- 2019-2020 Annual Goals
- 2019-2020 Assessment Plan
- Key Performance Indicators
- 2019-2020 Points of Pride
- 2020-2021 Annual Goals
- 2020-2021 Assessment Plan

**Division:** Enrollment Management and Student Affairs

**Vice President:** Dr. Kathryn Wilson

## UNIT OVERVIEW

### Division Mission

The Division of Enrollment Management and Student Affairs advances learning and community through a rich array of essential services, engagement opportunities and programs to prepare students to become their best selves and create meaningful lives.

### Alignment with College Mission

In support of the College Mission and the Strategic Plan 2017-2022, all members of the division partner with students, faculty, staff, communities, families, and alumni to:

1. Develop and execute data-informed recruitment, admission, financial, and academic support models which promote the highest likelihood of student enrollment, retention, and success. (1.1, 1.5, 1.7, 1.8, 4.8)
2. Cultivate, deliver, and sustain activities that strengthen student learning, development, and connections to the College and community, grounded by standards for excellence. (1.1, 1.5, 1.10, 2.1, 2.6, 2.8, 3.7)
3. Provide support and administrative services that anticipate and respond to student needs and enhance quality of college life. (1.1, 1.5, 3.4, 3.5, 4.1)
4. Ensure staff members have opportunities to achieve their maximum potential through purposeful supervision, mentoring, and professional development. (3.5, 4.1, 4.3, 4.9)
5. Utilize administrative and financial partnerships to ensure appropriate practices and processes are routinely applied for the oversight and stewardship of resources to improve the quality of place. (1.1, 3.2, 3.4)
6. Foster an optimal learning, living and work environment by applying current principles and practices of equity, diversity, and inclusion in all divisional operations. (1.1, 1.8, 2.8, 4.2)

### Unit Functions and Services

The Division of Enrollment Management and Student Affairs is comprised of the following functional units:

Academic Success Center	Intercollegiate Athletics	Student Union and Activities
Campus Recreation	Registration and Records	Title IX
Career Services	Residential Life/LLCs	Undergraduate Admissions
Community Development	Student Conduct	University Police
EOP	Student Leadership Development	Student Risk Management
Financial Aid		
Hazen Center for Integrated Care		

**SECTION ONE: 2019-2020 UNIT ANNUAL GOALS**

<b>Unit Annual Goals</b>	<b>Outcome/Status</b>
Develop and execute data-informed recruitment, admission, financial, and academic support models which promote the highest likelihood of student enrollment, retention, and success.	Progress achieved; Ongoing
Cultivate, deliver, and sustain activities that strengthen student learning, development, and connections to the College and community, grounded by standards for excellence.	Progress achieved; Ongoing
Provide support and administrative services that anticipate and respond to student needs and enhance quality of college life.	Progress achieved; Ongoing
Ensure staff members have opportunities to achieve their maximum potential through purposeful supervision, mentoring, and professional development.	Progress achieved; Ongoing
Utilize administrative and financial partnerships to ensure appropriate practices and processes are routinely applied for the oversight and stewardship of resources to improve the quality of place.	Progress achieved; Ongoing
Foster an optimal learning, living and work environment by applying current principles and practices of equity, diversity, and inclusion in all divisional operations.	Progress achieved; Ongoing

## SECTION TWO: 2019-2020 Assessment Plan

Divisional Goal #1	College Mission Alignment:
Develop and execute data-informed recruitment, admission, financial, and academic support models which promote the highest likelihood of student enrollment, retention, and success.	1.1, 1.5, 1.7, 1.8, 4.8

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p><b>ASC:</b> Identify, assist, and support at-risk students including Emerging Scholars, First Generation, Undeclared Students, Veterans, Underrepresented Students, etc.</p> <p>Provide smooth transitions for students entering, leaving and re-entering the College</p>	<p>Reports provided by IR</p> <p>Emerging Scholar Data Review</p> <p>SYE Coordinator survey and participation data</p> <p>Military Support and Engagement Committee</p>	<p><b>Goal partially met:</b> Fall 2019- Emerging Scholars who have used the ASC (89.8%) have a higher retention from Fall to Spring than those who have not (84.8%).</p> <p><b>Goal partially met:</b> Fall 2019 Emerging Scholars were retained to Spring 2020 at 83.9% with an average GPA of 2.4; comparatively, fall 2018 Emerging Scholars were retained at 84.5% with average GPA of 2.3. GEP 125 continues to provide support and structure for Emerging Scholars as they enter Brockport. Further analysis of the effectiveness of the 3 credit APS will be reviewed with first year retention rate analysis in Fall 2020 (post census).</p> <p><b>Goal met:</b> Veterans Day Events (November 2019), raised \$1311 at the Veterans Day Basket Raffle, over \$300 more than 2018; another \$1,500 was raised through the Veterans Day 5k. All proceeds go to the Gary Beikirch Military Service Scholarship [Brockport Foundation Scholarship].</p> <p><b>Goal ongoing:</b> BeFirst@Bport mentoring program offered throughout the year.</p> <p><b>Goal met:</b> 10% increase in first year retention of undeclared students. Love your Major Month-16 events, 80-90 students from various majors and class years attended. Majors &amp; Minors Fair increased its participation by 60 students over last year. The satisfaction survey average was 2.5 on a scale of 1-3 with 3 being most satisfied. During Orientation Undeclared Programming reached 60 students at a “Choosing Your</p>

		Path” presentation and 70 undeclared students visited Career Services tabling promoting True Colors Career Assessment.
<p><b>RR:</b> Implement Student Outcome Tracking (SOT) for the start of the 2020-2021 year.</p> <p>Begin implementation of Student Educational Planners within Degree Works.</p> <p>Streamline the certification processes for all state aid.</p>	<p>Updating SOT progress</p> <p>Educational planner implementation</p>	<p>Goal partially met. The past year course setups have been updated and degree encoding has been updated to establish that corrections or any necessary changes are complete and current.</p> <p>There is continued collaboration with SUNY colleagues, SICAS personnel, and Ellucian consultants to identify action items and determine system elements that need action to allow implementation. The initiative to implement SOT as mapped was overly aggressive and premature. Implementation requires the latest DegreeWorks software upgrade which is driven by version availability and LITS tech-staff.</p>
<p><b>FA:</b> Be one of the First SUNY institutions to release their award letters, and also include the estimates for Excelsior Scholarship and Excelsior Tuition Credit in the award letter.</p>	<p>Tracking and award letters</p> <p>FAFSA Records</p>	<p>Goal Met. The Financial Aid Office (FAO) successfully implemented new year start-up for the 2020-2021 academic year. Students were able to file the FAFSA for the 2020-2021 academic year beginning October 1, 2019.</p> <p>The Financial Aid Office has experienced no backlogs in document management or file processing for the 2019-2020 and 2020-2021 academic years. As of May 1, 2020 the following number of notifications have been processed:</p> <ul style="list-style-type: none"> <li>• 7703 Tracking (missing information) letters</li> <li>• 1227 Estimated award letters</li> <li>• 2800 New Student award letters</li> <li>• 2350 Continuing Student award letters</li> <li>• 8049 FAFSA records received</li> </ul>
<p><b>EOP:</b> To increase the recruitment of enrolled EOP students from the Rochester and Buffalo areas, compared to that of 2018-2019.</p>	<p>Enrollment data</p>	<p>Goal Not Met . The recruitment of the number of students from the Rochester and Buffalo areas from 2018 to 2019 decreased from 25 to 23 students did indicate a similar outcome from the previous year’s outcome.</p>
<p><b>IA:</b> Athletic department staff support institutional</p>	<p>Athletics recruitment data</p>	<p>Goal met. Athletic coaches recruited 25% of the 2019 fall class (286 student-athletes). 20% of student-athletes are from diverse backgrounds</p>



enrollment goals by actively recruiting student-athletes that fit the overall mission of the College.																	
<b>UA:</b> Enroll 1240 FTE First Time students and 975 FTE Transfer students supporting the College in meeting or exceeding SUNY PIP and College enrollment goals.	Enrollment data	<p>Goal partially met. While there still is time this summer to make an impact, first-year enrollment is slightly behind target while transfer is significantly off. This recruitment cycle presented UG Admissions with a very difficult set of situations stemming from negative publicity to a global pandemic. Despite these setbacks, first-year enrollment remains ahead of last year’s pace (at 1172 vs 1145 through week 43 of 2019) while many of our SUNY peer institutions are struggling. Most impressively, we were able to increase yield by over half a percentage point in one cycle (22.10 % vs 21.54%). Transfer enrollment continues to lag significantly behind (513 vs 705 in 2019 and 791 in 2018). This decline is being felt across SUNY as enrollment demographics at community colleges continue to fall.</p> <p>In terms of quality, 16.84% of our admit pool are a special population (transition, EOP, &amp; Special Talent) compared to 10.33% through this week last year. Despite the increase in special admits, our averaged admitted student HS GPA is 89.36 which is up slightly from 2019 (89.34). We have seen an uptick in recent test optional admits who must go into a special admit category despite their high school average. Again, this demonstrates that sacrificing quantity for quality does not significantly move the needle.</p>															
Implement the SUNY EOP Financial Information Form into the EOP admissions review process.	Implementation of SUNY form	Goal met. The SUNY EOP Financial Information Form was incorporated into the EOP admissions process last cycle.															
Enhance the Extraordinary Scholarship Program by utilizing smaller automated awards using the same criteria including the implementation of a	Scholarship data (offered vs enrolled)	<table><tr><td></td><td colspan="2">Fall 2020</td><td colspan="2">Fall 2019</td></tr><tr><td></td><td>Offered</td><td>Enrolled</td><td>Offered</td><td>Enrolled</td></tr><tr><td>\$2,000 Eagle</td><td>215</td><td>53</td><td>339</td><td>69</td></tr></table>		Fall 2020		Fall 2019			Offered	Enrolled	Offered	Enrolled	\$2,000 Eagle	215	53	339	69
	Fall 2020		Fall 2019														
	Offered	Enrolled	Offered	Enrolled													
\$2,000 Eagle	215	53	339	69													

discretionary pool of funds awarded on a merit- and need-base.		<table><tr><td>\$3,000 Eagle</td><td>62</td><td>17</td><td>NA</td><td>NA</td></tr></table> <table><tr><th colspan="3">Yield Rates</th></tr><tr><td></td><td>Fall 2020</td><td>Fall 2019</td></tr><tr><td>\$2,000 Eagle</td><td>24.65%</td><td>20.35%</td></tr><tr><td>\$3,000 Eagle</td><td>27.42%</td><td>NA</td></tr></table> <ul style="list-style-type: none"><li>• Awardees were identified by examining financial need and academic merit.</li><li>• Awards were placed on Financial Aid packages immediately.</li><li>• Scholarship awarding remained fair and consistent for all students.</li></ul>	\$3,000 Eagle	62	17	NA	NA	Yield Rates				Fall 2020	Fall 2019	\$2,000 Eagle	24.65%	20.35%	\$3,000 Eagle	27.42%	NA
\$3,000 Eagle	62	17	NA	NA															
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<b>EMSA:</b> Analyze student retention and persistence trends to identify opportunities to increase the likelihood of student success.	Student retention and persistence data	<p>Goal met, progress ongoing.</p> <p>The Enrollment Management Committee on First Year Retention was expanded to include persistence and graduation rate analysis.</p> <p>EagleSUCCESS Analytics is being brought on in the summer of 2020, which increases our ability to provide new and intentional interventions for student subpopulations and cohorts.</p>																	

## CLOSING THE LOOP

### Resources Used:

- The Extraordinary Scholarship Program allocation.
- Funding of Downstate Admissions Recruiters was built into the 5 year financial model.
- Human resources were utilized to advance each unit goal.
- EagleSUCCESS, including the addition of Analytics through a SUNY Grant
- Campus Logic & Slate (Financial Aid software and Admissions CRM)
- Institutional research support of data analysis projects related to retention.



- LITS support to advance new and evolving software needs.

#### **Additional Key Findings:**

- Academic Success Center, Residential Life/Learning Communities and Career Services partnered to offer focused programming and interventions to increase first year retention.
- A comprehensive study of student retention is completed annually and presented to key campus stakeholders. First year retention rates remained steady, with a gain in the retention of undeclared students. A persistence study was conducted in spring 2020, illuminating graduation rate data.
- Admissions met recruitment goals in an increasingly difficult recruitment environment due to state demographics, and later Covid-19.

#### **Dissemination/Discussion of Key Findings:**

Assessment data across the division is shared regularly through the EMSA Director's Meetings, EMSA Assessment Team, through the annual reporting cycle and through the EMSA Briefing Book and annual breakfast. Additional presentations regarding retention trends occurred with College leadership, College Senate, President's Committee on Diversity and Inclusion, as well as various Academic Affairs areas.

<b>Divisional Goal #2</b>		<b>College Mission Alignment:</b>
Cultivate, deliver, and sustain activities that strengthen student learning, development, and connections to the College and community, grounded by standards for excellence.		1.1, 1.5, 1.10, 2.1, 2.6, 2.8, 3.7
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Assessment Data:</b>
<b>EMSA:</b> Finalize a Co-curricular High Impact Practices review and framework. Implement unit-specific year one reviews for Athletics, Healthy Campus, Student Organizations and Community Service.	CHIPs chart and planning documents measuring: <ul style="list-style-type: none"> <li>• Learning</li> <li>• Satisfaction</li> <li>• Engagement</li> <li>• Retention</li> </ul>	Goal met. The first cycle of CHIPs review occurred with the four selected areas, which identified where goals are being met and where additional assessment is necessary.
<b>EAT:</b> Complete the first round of CAS self-assessments for: <ul style="list-style-type: none"> <li>• Transfer Services</li> <li>• AOD Programs</li> </ul>	CAS Self-Assessment Guide completion	Goal met for Round #2. Two assessments are still in progress but are anticipated to be complete by December 2020. Cycle 3 started, including the self-assessments for:

<ul style="list-style-type: none"> <li>• Sexual Violence-Related Programs &amp; Services</li> <li>• EOP</li> <li>• Campus Activities</li> <li>• College Unions</li> <li>• UG Admissions</li> <li>• Career Services</li> <li>• Orientation Programs</li> </ul> <p>Develop and implement departmental student learning assessment processes that contribute to divisional and institutional learning goals.</p> <p>Improve the dissemination of results through marketing materials.</p>		<p>Disability Services Campus Activities College Unions Civic Engagement Residential Life Registration &amp; Records</p> <p>Goal met. The EMSA Assessment Team was awarded the NASPA Excellence Award and the SUNY Outstanding Student Affairs Program Award for its longstanding excellence in assessment.</p> <p>Goal met. The EMSA website was revamped this year. Almost every EMSA department created marketing and communication materials that highlighted assessment results.</p>
<p><b>ASC:</b> Provide accurate and complete advisement to all students.</p>	<p>Data provided by Freshman Registration Coordinator</p> <p>Number of and efficiency of Major Declaration for students and academic departments</p> <p>EagleSUCCESS, BANNER and compliance reports that are processed by the Academic Compliance Officer.</p>	<p>Goal met. Six Advisement sessions offered throughout Freshman Orientations, 240 Freshman Students were advised during Orientation sessions, 1200 Freshman schedules were made total.</p> <p>The ASC processed 6242 Major Declaration Forms during the 19-20 AY. Most Major Declaration forms are completed within 1-3 business days of receipt.</p> <p>One hundred and ninety-five Academic Compliance meetings were held in the 19-20 AY Number of Plans 2019-20: 13 total plans, 26 total appeals approved (18/19- 20 total plans, 29 total appeals approved)</p> <p>Advisement Communication plan for Faculty was developed and executed. Weekly emails sent to Department Chairs, Advisement Coordinators and ASC; weekly articles submitted/posted in the Daily Eagle as a resource for campus partners.</p>
<p><b>CS:</b> Create and implement a developmental training</p>	<p>Student Survey data</p> <p>Student employee training</p>	<p>Goal Met. Students scored an average of 4.5/5 on overall satisfaction when asked to rate their experience on an End of the Year survey.</p>

<p>plan for student employees in Career Services to further their growth and advancement.</p> <p>Finalize and implement a service plan for alumni to help with post-graduate career interests.</p>		<p>Student Employees participated in a mandatory office orientation before the semester began. They were provided with a newly created student handbook and received training on office procedures, goals, and the department mission.</p> <p>Student employees attended RISE training in August of 2019. In January monthly team meetings and trainings were organized and students participated on a voluntary basis. Topics of discussion included Online Resources, Resume critique, and Cover Letter critique.</p> <p>Based on records and registration data, 100% of student employees in career services are registered for classes in fall 2020 and are prepared to continue work with in the Career Services Department.</p> <p>Plan has been developed and will continue to be reviewed based on changing needs due to Covid.</p>
<p><b>CR:</b> Increase the number of group exercise participants by 15%.</p> <p>Increase the number of intramural participants by 10%.</p>	<p>Number of group exercise passes</p> <p>Use IMLeagues.com for tracking participation for the intramural population</p>	<p>Goal Partially Met. Campus Recreation increased the number of group exercise memberships from 8 (2018-19) to 12 (2019-20). The sales of memberships increased even with losing half the spring semester and summer months. Single class passes dropped from 7 (2018-19) to 3 (2019-20). With the loss of half the spring semester there could have been more sales with single class passes.</p> <p>Campus Recreation increased the number of leagues/tournaments being offered over the year. Last year (2018-19) intramurals offered 24 leagues/tournaments. This year (2019-20) intramurals had 40 leagues/tournaments scheduled to be offered (7 were canceled due to the college shut down). This was an increase of 67% from last year. Related to the goal of increasing the number of women participating in intramurals, there was an increase of 22%</p>
<p><b>RLLC:</b> Implement recommendations from CHIPs which include a longitudinal analysis of</p>	<p>CHIPs review process</p>	<p>Goal Met. Recommendations from the CHIPs process were implemented. The 2019-2020 academic year mid-year survey provided the seventh year of data</p>

the Mid-Year Survey and an Educational Program Data review.		collected. Longitudinal analysis of survey data was conducted.
Implement and integrate a Success Coaching Model within the Residential Curriculum.	Model development and training	Goal met. Student success coaching model was implemented, in partnership with the ASC. Resident Director interventions and usage of EagleSUCCESS exponentially increased.
<b>CD:</b> Revitalize the “Brock the Vote” campaign as a campus-wide initiative to promote democratic engagement.	Student participation and voting rates	Goal partially met. 679 (84%) of registration/absentee ballot goal met in Fall 2019. COVID-19 significantly impacted full completion.
Strengthen the Brockport Eagle Service Trips (BEST) program, entering its second year of existence.	Service trip participation	Goal partially met. Three trips were planned. 2-trips happened (Fall 2019 and Winter 2020), however two 2020 spring break trips were canceled due to COVID-19. 20 students participated, 11 students did not due to COVID-19.
Implement areas for improvement within the Leadership Development Program as identified during the CAS review.	Workshop review and enhancements	Goal met. Philosophy of Leadership workshops and assignments added to all 4 levels of LDP with 157 students completing the program.
Adopt a civic engagement continuum for campus and develop a curriculum utilizing AAC&U Value Rubric that can be used to promote student growth in a variety of locations on campus.	Student participation rates	The Annual Leadership Conference had over 170 students, plus faculty participants. The Annual Leadership Awards Ceremony was held virtually with over 1,000 views.
	Student participation in civic engagement events	Goal met. 201 students participated in related events. For example, “Understanding Monroe County Campaign”, held 7-events for Candidates to engage with students before November 2019 election. Community Ambassador Tabling – plastic straws and ‘vape juice’ bans, students expressed support or non-support of the policy.  601 attendees participated in 8 Deliberative Dialogues, Constitution Day, Democrat Debate Watch Party, Impeachment program panel, and Understanding Monroe County Campaign. COVID-19 impacted March-May plan with Women Voters and plans to host Tabling and other events for Primary Election.

<p><b>SUA:</b> Investigate the off-campus/commuter student sense of belonging and engagement with the institution and its services.</p> <p>Conduct a review of the SUA functional goal stating “SUA ensures that the Union is an integral part of the educational mission of the College in regards to creating community amongst students, faculty, staff, alumni and guests.”</p>	<p>Mid-year survey development and analysis</p>	<p>Goal Met. Survey was 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.</p> <p>Goal met. CAS review was completed. Data and information gathered from student leaders and professional staff members.</p>
<p><b>EOP:</b> Promote High Impact Practices to include LDP and Study Abroad by increasing EOP student Participation in the programs by 10%.</p> <p>To increase the student/counselor contacts in EOP for the purpose of career counseling by 5%.</p>	<p>Leadership Development Program participation data</p> <p>EOP student conference records</p>	<p>Goal Met. For the Academic year 2018-2019, 43 students were enrolled in the LDP. For the Academic year 2019-2020, 48 students were enrolled in the LDP. This indicates an increase in the number of EOP students enrolled in the LDP from 2018-19 to 2019-20 by 5. This resulted in an increase of 11%, which exceeds the goal by 6%.</p> <p>Goal Not Met. Counselor contact forms are assessed for the number of career contacts with students. For the Academic year 2018-2019 there were 2505 career contacts with students, in 2019-2020 there were 2282 career contacts. This indicates a decrease in the amount of counselor/student contacts for the purpose of career counseling by 223, indicating an 8.9% decrease in career contacts. Due to the Covid crisis and 100% online instruction, students were not allowed on campus, the number of contacts decreased.</p>
<p><b>IA:</b> Reflect the NCAA focus on student-athlete experience by supporting student-athlete athletic and academic achievement,</p>	<p>Student GPA and retention data</p>	<p>Goal met. 18<sup>th</sup> consecutive semester with GPAs over 3.0; With S/U grading in place for spring 2020, we are focusing on results from Fall 2019: 15 teams post GPAs over 3.0; 38% of student-athletes earn honor roll distinction (GPA over 3.0).</p>

team success, and personal growth.		Data from the last two years indicate not only strong academic performance by student-athletes, but also persistence rates significantly higher than non-athletes in each academic year and in total.
<b>Title IX:</b> Educate campus about Green Dot sexual violence bystander intervention	Provide overview trainings to administrators and faculty/staff  Provide training to students	Green Dot overview presented to the college's three Schools.  Three presentations given to faculty/staff in Fall 2019.  One Green Dot training provided to group of student leaders.  Tabling to students about Green Dot during "Green Dot week" in October 2019.

## **CLOSING THE LOOP**

### **Resources Used:**

- Institutional research's assistance gathering and analyzing data related to student persistence.
- Human resources were utilized to advance each unit goal.
- CAS Self-Assessment Guides
- Galaxy Software System, EagleSUCCESS

### **Additional Key Findings:**

- Covid-19 disrupted many student engagement and development plans, reducing the number of programs offered due to the March 2020 transition to remote services.
- Involvement in Athletics, Community Service, Student Organizations and health and wellness programs demonstrated varying levels of positive effects on engagement, learning, satisfaction and retention. Additional assessment will need to occur in 20-21 to understand each metric and subpopulation data.
- Through the CAS process, the departments identified unit-level strengths and areas that can be enhanced in future years.

Divisional Goal #3		College Mission Alignment:
Provide support and administrative services that anticipate and respond to student needs and enhance quality of college life.		1.1, 1.5, 3.4, 3.5, 4.1
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<b>Personal Safety Committee:</b> Continue to enhance personal and campus-wide safety by communicating PSC members concerns with the College's Enterprise Risk Management and utilizing the ERM risk assessment process and risk mitigation strategies.	PSC strategies to enhance personal safety on campus through coordination of Personal Safety Committee with ERM.	<p>Goal Met: <i>PSC Strategies included:</i> a) The annual campus safety assessment walk at dusk was organized by an EMSA student intern and implemented October 10, 2019 for the purposes of observing and documenting campus safety concerns. College Officials, University Police and students walked the campus and documented several safety concerns that were immediately addressed by the college, including the trimming of trees that were blocking light poles, pedestrian crosswalks in need of repainting, and a few light poles needing bulb replacements. The Blue Light Phone east of the Liberal Arts building was blocked by overgrown shrub which was trimmed within 24 hours. A concern was raised with the pedestrian pathway entrance from Commencement drive to Lot X, directly adjacent to and south of the railroad tracks, where vehicles may enter into the pedestrian pathway, additional signage marking this as a Pedestrian walkway only was recommended. The campus safety walk was filmed by Talon TV and posted on Brockport's YouTube channel.</p> <p>b) PSC meetings include an open forum for PSC members to bring forward safety concerns noted by their respective depts., etc. Safety concerns were followed up on by PSC Chair informing facilities or respective depts. about the concern. Facilities, two members are represented on this committee. PSC members also serve on the good neighbor committees to bring off campus concerns.</p> <p>c) PSC Chair regularly updates the Enterprise Risk Management Team (ERM) at monthly meetings on personal safety concerns. ERM team discusses if there is a need for further risk mitigation strategies.</p> <p>d) 2019-20 PSC members were educated on SAS and accommodations for accessibility issues</p>



		<p>particularly concerns of mobility in winter months. Student Conduct presented on hazing prevention and response.</p> <p>e) Annual 2019-20 PSC Annual Report prepared and distributed to President Macpherson and Denine Carr, Title IX Coordinator, required by NYS Article 129-A, §6431 &amp; SUNY Policy on Campus Safety Advisory Committees.</p>
	Residential Life/LC fall 2019 Mid-Year Survey Data and Off campus survey data on safety.	<p>Data shared with PSC: The fall 2019 Residential Life/LC Mid-Year Survey (n=703) results found 84.3 % of residential students feel safe in the residence halls with only 1.2% reporting feeling unsafe. For the question, “how safe do I feel on campus,” 86% of residential students reported feeling safe with only 1.1% reported feeling unsafe. For students living off campus (n=455), 81% reported feeling safe on campus with 2.1% reporting feeling unsafe on campus.</p>
<p><b>SBCT:</b> Enhance the College’s follow up and monitoring of students transported to the hospital for mental health issues.</p>	<p>Continue to promote professional development of SBCT members and implement best practices for BITs.</p> <p>SBCT trends and data of new referral numbers</p>	<p><u>SBCT Goal met:</u> a) <i>Professional Development</i>-Three SBCT members attended and presented at NaBITA national conference and SBCT Chair prepared a conference key takeaways shared with SBCT November 2019. Three SBCT members completed NaBITA Case Management Certification Course April 2020. SBCT members review NaBITA resources throughout the academic year referenced at weekly SBCT meetings and viewed NaBITA webinar on COVID and BITs.</p> <p>b) SBCT hosted CELT workshop on students and mental health and presented for two departmental meetings, Education and Chemistry.</p> <p><u>SBCT Best Practices:</u> 2019-20 New strategies implemented to improve follow up and ongoing support for students transported to hospital for mental health issues included: a) New Maxient Machform that RDs and SBCT utilized to document timely follow up of students upon return to campus, referred to as “check ins” b) Associate Dir. Of CC and SBCT Chair meeting at least monthly to review complex SBCT cases and</p>

		<p>hospital transports. Team will review at SBCT Retreat and incorporate additional strategies if needed.</p> <p>SBCT Trends of new referrals have been experienced a 5 year trend of significant increase of cases referred to the team without any additional resources to support the case management needs and the needs of increasingly complexity in mental health of students.</p> <table border="1"> <thead> <tr> <th>AY SBCT</th><th>SBCT New Referrals</th><th>Annual % Increase</th></tr> </thead> <tbody> <tr> <td>2019-2020</td><td>105</td><td>18%</td></tr> <tr> <td>2018-2019</td><td>89</td><td>22%</td></tr> <tr> <td>2017-2018</td><td>73</td><td>33.7%</td></tr> <tr> <td>2016-2017</td><td>55</td><td>31%</td></tr> <tr> <td>2015-2016</td><td>42</td><td>13.5%</td></tr> </tbody> </table>	AY SBCT	SBCT New Referrals	Annual % Increase	2019-2020	105	18%	2018-2019	89	22%	2017-2018	73	33.7%	2016-2017	55	31%	2015-2016	42	13.5%
AY SBCT	SBCT New Referrals	Annual % Increase																		
2019-2020	105	18%																		
2018-2019	89	22%																		
2017-2018	73	33.7%																		
2016-2017	55	31%																		
2015-2016	42	13.5%																		
<b>SC:</b> Utilize assessment data to create action plans for students at-risk of violating the student conduct policies.	Maxient student conduct data	Goal met. Meetings were held with partner groups in July/August 2019. Student Conduct met with staff from Athletics, EOP, Prevention & Outreach Services, and the Office of Equity, Diversity & Inclusion to share data and findings related to demographic trends of students in the student conduct process.																		
<b>IA:</b> Develop programming that supports student-athlete mental health.	Programming series developed and offered	<p>Goal met/ongoing. Mental Health awareness and intervention program was created and conducted by Hazen staff for the Athletic department staff in Fall 2019 following the death of a student-athlete. Over 20 staff members participated in the 90 minute program. Feedback from that program resulted in the creation of the TEAMS program for student-athletes.</p> <p>Mental Health resources distributed to department including “Decision Tree” to assist coaches when dealing with a student-athlete in mental health crisis.</p>																		

<b>CS:</b> Cultivate relationships with faculty across campus to create a diverse culture of student development regarding career development, student employment and internship opportunities.	<p>Faculty relationships</p> <p>Student engagement data</p> <p>First Destination Survey</p>	Goal partially met. No direct data source was created to collect data on or to measure this objective. Because of turnover in the department, the ability to build relationship was challenging and the focus of the department needed to be switched to focus on other more pertinent areas. FDS processes were improved and data was distributed to faculty and staff through email and physical copy in early September, months earlier than previous years.
<b>CC:</b> Implement new model of care and assess effectiveness.	Implement initiatives consistent with current best practices in College Mental Health, including use of the Brief-Solution Focused Model of care with clients whose needs are within the Counseling Center's "Scope of Practice"(i.e. Single Session Therapy; the Stepped Care Model; and skill based groups such as "RIO" [Recognition, Insight, Openness])	Goal met. The Counseling Center implemented a new model of care at the beginning of the fall 2019 semester, using a briefer, solution focused model of care and instituting various "steps" based off the Stepped Care Model. This model included increased use of Therapy Assistance Online (TAO) modules, brief assessments and referrals to groups and workshops.
<b>CD:</b> Engage in year one of the Co-Curricular High Impact Practices (CHIPS) review cycle for Community Service initiatives.	Student participation, satisfaction, learning and retention rates	<p>Goal met. CHIPs review cycle for Community Service completed. Relevant literature and national best practices were researched and reviewed. Findings can be found in report. Primary work for this goal will be completed during the 2020-2021 academic year.</p> <p>Goal met. Data sources used were Baseline, SUNY Student Opinion Survey, Mutli-Institutional Study of Leadership, Annual Reports, SERVE, and myBROCKPORT. Action items outlined in report of completed CHIPs review cycle.</p>
<b>FA:</b> Continue to improve customer service to students and strengthen campus partnerships.	<p>Analysis of phone volume and timing</p> <p>Exploration of different models at other institutions</p> <p>EagleSUCCESS kiosk data</p>	Goal partially met. Data for the number of incoming phone calls was collected from July 1, 2017 to May 2020. This data can be utilized to inform staffing levels and hours of telephone operation for the office. In 2020-21 the telephone reporting can be expanded to include data such as dropped calls, which is an indication of hold times. In addition, more data mining can be done to

		<p>determine trends in busy hours that will assist in staffing the phone queue to reduce wait times.</p> <p>RIT and MCC were visited in the fall and winter to review their customer service processes. More campuses may have been visited in the spring, but plans were cut short by the pandemic. These two campus visits were valuable in that they demonstrated models for customer service.</p> <p>The Eagle Success kiosk was implemented in our office in January and data was collected on walk-in wait times and average time that a student spent meeting with an advisor. The data was cut short when the pandemic shifted the office to remote operations.</p>
<b>UP:</b> Purchase and implement body-worn cameras.	Body worn camera vendor and policy	Goal met. Body cameras were purchased through an IFCN grant and have been successfully implemented in everyday use for Officers.
<b>POS:</b> Complete both peer education model and curricula.	<p>Student employee mach form assessment</p> <p>Student employee evaluation</p>	Goal partially met. Current BIRDs, 60 min programs, and campus wide programs were analyzed to determine effectiveness of meeting office objectives. Common trends, topics and gaps were identified. A curriculum manual was created for the material Student Health Advocates and Select Respect Peer Educators.
<p><b>SC:</b> Continue implementation of Restorative Justice into Student Conduct, including creation of external marketing materials and policies.</p> <p><b>RLLC:</b> Integrate Restorative Justice methodologies within RLLC practices and approaches.</p>	<p>Training sessions</p> <p>Marketing materials</p> <p>Number of participants</p>	<p>Goal met. Pamphlets are being finalized with college marketing about informal resolution options for students, including restorative conferences. Three restorative conferences were successfully completed this year.</p> <p>The <i>Code of Student Conduct</i> has been updated to reflect restorative justice as an informal resolution option for students in conflict.</p> <p>Training for Restorative Justice was infused into Resident Director and Resident Assistant training for the first time this year. Staff were also expected to utilize restorative circles for community building in the residence halls as part of their residential curriculums. Presentations introducing restorative practices to Brockport employees were also</p>

		completed for the President's Council on Diversity & Inclusion and for EMSA staff.
<b>RR:</b> Implement MachForms leveraging approval workflows and E-routing features; ending walk-in/in-person paper requests; providing e-services students expect and sustaining services when remote operations are necessary.	MachForm development  Online processes developed	Goal met. MachForms has been a key tool to enabling services to successfully continue while staff work remotely. This project was slated to take 2 years to complete. Due to the need to work remotely the project's deadline was accelerated to ensure registration and record services wouldn't be negatively impacted as staff were assigned to work remotely.  Eight critical forms have been developed, noted with an asterisk as implemented/available to designated users depending on the form's purpose.
<b>EMSA:</b> Implement text messaging communication as a strategy to improve student retention.	Text messaging plans and platforms	Goal met. Text messaging capabilities exist and are utilized in multiple departments. This is utilized in the ASC, Registration and Records and Financial Aid.
<b>Title IX:</b> Create a mechanism by which the College tracks the academic performance of Reporting Individuals to ensure no one is "falling through the cracks," and that we provide accommodation with financial aid, etc., when needed and warranted.  Train investigators and decision-makers re: due process, being trauma informed, drafting investigative reports, decisions, best practices, etc.  Implement annual sexual harassment training to employees by 10/19	Attend trainings on best practices; track aggregate data for SED and Clery reports; Curriculum infusion in APS class assignment; Trainings offered to new students, student leaders, new employees, campus partners; Contact and/or meet with all students who report sexual misconduct, relationship violence, and stalking  Provide in-house training to all board members, investigators, decision-makers  Provide two day training offered by law firm Harter, Secrest & Emery  SUNY online training for employees  EverFi training for student employees	Goal met. Various trainings attended; SED and Clery reports submitted; APS classes required to complete assignment re: affirmative consent; students and employees offered necessary training; all students who reported sexual misconduct were contacted, offered support, provided information about their rights and the investigative process.  Goal met. Training for faculty, staff and students was offered and mandated for those investigating sexual misconduct matters, as well as hearing officers, board members, and appeal panel members.  Goal met. Compliance was close to 100%.

	All training tracked by Human Resources via Blackboard and EverFi	
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## CLOSING THE LOOP

### Resources Used:

- Human resources were utilized to advance each unit goal.
- EverFi training platform
- Restorative justice materials and trainings

### Additional Key Findings:

- Similar to last year, responding to increasingly complex student needs and prioritizing safety was apparent this past year, evidenced by efforts and increased reporting in Student Conduct, SBCT, Title IX and UP efforts. Proactive efforts included educational programming, restorative justice and enhancements made to anticipate and meet student needs.

### Dissemination/Discussion of Key Findings:

Assessment data across the division is shared regularly through the EMSA Director's Meetings, EMSA Assessment Team, through the annual reporting cycle and committee meetings.

Divisional Goal #4		College Mission Alignment:
Ensure staff members have opportunities to achieve their maximum potential through purposeful supervision, mentoring, and professional development.		3.5, 4.1, 4.3, 4.9
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<b>CC:</b> Increase in reported staff satisfaction.	Baseline survey, pre/post test  Supervisor and staff meetings	Goal Partially Met. The Pre-test was completed by 100% of staff members between 8/15/19-8/30/19 in Baseline. The Post-test was completed by 100% of staff members between 4/15-4/30/2020 in Baseline. The survey included 34 questions covering a wide variety of staff concerns. The average satisfaction score increased to 72% satisfaction compared to 64% satisfaction in 2019.
<b>EMSA:</b> Establish a sustainable division-wide plan to enhance training,	Training, mentoring and onboarding plans	Goal met. The EMSA Goal #4 Committees were established to focus on professional development and training, as well as increased communication in the division.

<p>mentoring, teambuilding and recognition of staff.</p> <p>Develop and charge an EMSA Professional Development Committee focused on training and ongoing development of the EMSA team.</p> <p>Develop and charge an EMSA Communications Committee focused on creating pathways to improve communication within the division.</p> <p>Improve onboarding efforts through divisional new-hire training.</p>		<p>The first EMSA Onboarding for new employees was offered, and included dozens of new staff who were hired in the past year.</p>
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## **CLOSING THE LOOP**

### **Resources Used:**

- National professional organization resources
- Human resources were utilized to advance each unit goal.

### **Additional Key Findings:**

- Significant emphasis was placed on this goal, evidenced by the formation of a divisional committee to develop plans for recognition, teambuilding, and training.
- Improved communication and training was offered by the EMSA Communications Committee.
- Several departments participated in or offered departmental, divisional and college-wide trainings.

### **Dissemination/Discussion of Key Findings:**

Assessment data across the division is shared regularly through the EMSA Director's Meetings, EMSA Assessment Team, through the annual reporting cycle and through the EMSA Briefing Book and annual breakfast.



Divisional Goal #5		College Mission Alignment:
Utilize administrative and financial partnerships to ensure appropriate practices and processes are routinely applied for the oversight and stewardship of resources to improve the quality of place.		1.1, 3.2, 3.4
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p><b>EM:</b> Increase the number of training and educational offerings regarding College and personal preparedness on campus by 25%. Emergency Manager will offer more trainings specific to faculty/staff/students related to hazards/risks that the campus is subject to and the training will coincide with the implementation of a “Emergency Preparedness Guide Poster” that was created with 2018/2019 Investment Funds.</p>	Trainings	Goal met. Emergency Manager has conducted several trainings including multiple Emergency Response Planning Guide trainings to various student, staff and faculty groups, College Office of Communications Emergency Response training, Golden Eagle Orientation training (multiple sessions), Continuity of Operations Planning (multiple sessions), Eagle Guardian App training, New Employee Training related to Emergency Management, Presented at the RA Conference on campus, Emergency Management Program Training for the Western New York Business Officers meeting. Additionally a SKYWARN Training has been facilitated through the National Weather Service Buffalo Office.
Emergency Manager will conduct a minimal of one exercise each semester related to identified needs of campus community. The exercise(s) can be discussion or action based depending on available funding, resources, and topic areas.	Number and type of exercises	Goal met. In the past year, a Flu Outbreak Table Top Exercise in late Fall 2019 semester. This exercise was timely as it significantly benefited in the College's preparations and response to the Covid-19 outbreak that would follow in March of 2020. A second exercise was planned for the Spring 2020 semester, a Point of Dispensing Medical Countermeasures exercise. However due to the pandemic outbreak early in the semester, the exercise had to be postponed. Other exercises include organizing and assisting Environmental Health and Safety with building fire and exit drills.
Execute the COOP plan updates and other major emergency management plans.	COOP planning process and development of updated plans	Goal met. Related to Emergency Planning, the Emergency Manager has authored or updated a number of plans including the College's Continuity of Operations (COOP) plan, updates to the

Enhance emergency communication systems and methods.	RAVE Alerting system	<p>College's comprehensive Emergency Operations Plan, multiple Incident Action Plans (related to events on campus such as Homecoming 2019), College's Infectious Disease Plan and Point of Dispensing Medical Countermeasures Plan.</p> <p>Goal met. Emergency Manager continues to use the RAVE Alerting system to convey emergency messaging to the College Community. The RAVE Alerting System has increased the number of “pathways” that communications are sent to the campus community. In addition to the standard text/email/voice mail pathways of communication – Emergency Manager has added social media accounts, video messaging boards throughout campus, and integrated the RAVE system with the Eagle Guardian app.</p>												
<b>CR:</b> Have 90% of employees complete at least 2 red shirt drills during the year.	Subitup was used to track drills completed on students working.	Goal Not Met. Campus Recreation had 57% of the student workers completed at least one red shirt drill during the academic year. Red shirt drills are a means of testing a worker’s knowledge on how to react in an emergency. The department was unable to meet this goal due to new hires in the spring .and the shutdown of the campus												
<b>RLLC:</b> Complete Residence Hall Condition Assessment/Update Residential Life Master Plan.	<p>Overall condition assessment process</p> <p>2014 Residential Life Facilities Master Plan plus the addition of Eagle Hall</p>	<p>Goal Partially Met. Interviewed 3 potential condition assessment agencies in December 2019.</p> <p>Conversations with The Offices of Facilities and Planning included the use of our Capital Project Coordinator to lower overall price of the project.</p> <p>Due to refunds, overall occupancy and financial impact of COVID-19 2020/2021 finances and occupancy will determine next steps related to this goal for 2020/2021.</p>												
<b>UA:</b> Enhance the Extraordinary Scholarship Program by utilizing smaller automated awards using the same criteria including the implementation of a discretionary pool of funds awarded on a merit- and need-base.	Scholarship dispersement and yield data	<p>Goal met. Yield rates increased based on enhancements to the program.</p> <table border="1"> <thead> <tr> <th colspan="3">Yield Rates</th></tr> <tr> <th></th><th>Fall 2019</th><th>Fall 2020</th></tr> </thead> <tbody> <tr> <td>\$2,000 Eagle</td><td>20.35%</td><td>23.22%</td></tr> <tr> <td>\$3,000 Eagle</td><td>NA</td><td>25.00%</td></tr> </tbody> </table>	Yield Rates				Fall 2019	Fall 2020	\$2,000 Eagle	20.35%	23.22%	\$3,000 Eagle	NA	25.00%
Yield Rates														
	Fall 2019	Fall 2020												
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<b>POS:</b> Consolidate Student Health Advocate office and Center for Select Respect down to one location.	Student feedback and physical space review	Goal met. Move was executed in summer of 2019
<b>HC:</b> Make PrEP (pre-exposure prophylaxis) available to students	Staff training Student programs to market availability	Goal Met. PrEP was made available and 100% of clinical staff report they are comfortable and know how to obtain current relevant information on PrEP if needed.
<b>UP:</b> Purchase and implement the new two-way radio system.	RadioMax Monroe County Administration for 911 Subscriber Agreement 911 Center	Goal partially met. Two out of the three components for the radio upgrade have been successfully completed: new radios in the patrol vehicles and new portable radios for each Department member. The third component, the dispatch console, is still a work in progress with the vendor/bidding process in addition to the 911 Subscriber Agreement required with Monroe County.

## **CLOSING THE LOOP**

### **Resources Used:**

- Security camera enhancements, UP radio upgrade
- Human resources dedicated to each unit goal; external agency involvement via the Emergency Manager.

### **Additional Key Findings:**

- Emergency response and incident response efforts were enhanced through increased planning and trainings. This preparation was critical for the unexpected pandemic that altered our operations and has resulted in an extended EOC activation.
- SUNY selected Brockport to serve as a Quarantine location for other SUNY students studying abroad. EMSA led this effort, delivering a model quarantine operation with only 3 days notice.
- Due to a two year decline in overall enrollment, spending was decreased and stalled some renovation projects.

### **Dissemination/Discussion of Key Findings:**

Assessment data across the division is shared regularly through the EMSA Director's Meetings, EMSA Assessment Team, through the annual reporting cycle and through the EMSA Briefing Book and annual breakfast.

Divisional Goal #6		College Mission Alignment:
Foster an optimal learning, living and work environment by applying current principles and practices of equity, diversity, and inclusion in all divisional operations.		1.1, 1.8, 2.8, 4.2
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<b>CS:</b> Finalize and implement a diverse and inclusive service plan for undeclared students, to help with major exploration, retention and completion.	Development of outreach and program series  Student participation  Participation data	Goal met. In conjunction with the ASC first- and second-year coordinators a content series was created titled “Love your Major Month.” Content was designed to allow for exploration of majors, minors, and potential career pathways. Approximately 200 students participated in programming over the month. CS partnered with the ASC to host the annual Majors and Minors Fair. There was an Increased attendance of students attended Majors and Minors Fair of 60%.  Work was done to create content specifically for Academic Exploration LLC Emerging Scholars LLC, and Sophomore Exploration LLC, and Future Health Professionals LLC.  The retention of undeclared student went up by 10% last year.
<b>CC:</b> Staff will get more information and training re: student identities and experiences to better serve them.	Staff participation in EDI training	Goal partially met/ongoing. Every staff member participated in at least 3 events on campus related to EDI.
<b>HC:</b> Professional development for EDI/cultural awareness and accessibility for staff.	Staff attendance at EDI trainings	Goal met/ongoing. 100% of Health Center staff attended two EDI programs of their choosing. Lynne Maier RN is in the diversity certificate program.
<b>UP:</b> Further develop the University Police Community Relations Committee.	Student feedback and participation	Goal partially met due to low participation, canceled meetings and changes in membership.
<b>SC:</b> Market Student Conduct for students as a department that supports campus climate	Completion of sessions with EOP during summer program  Mid-year survey	Goal met. Student Conduct met with EOP staff over the summer about restorative practices and working with their students. Student Conduct then presented to EOP students in the fall semester

and is a resource for conflict management.	Baseline survey  Feedback from Resident Assistants	course to discuss community standards and what it means to be part of a community.  Marketing pamphlets were completed related to the student conduct process and informal resolution options. These materials can be provided to students when tabling and will be available for students to collect at the Student Conduct office. They will also be posted to the website.
<b>SUA:</b> Identify 2-4 strategies for increasing underrepresented male involvement in student organizations.	Student GPA and retention data	Goal 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.
<b>POS:</b> Ensure all programs offered are inclusive in their language of nontraditional student experiences.	Internal self-assessment using peer educator staff	Goal partially met. All student-workers reviewed programs offered by Student Health Advocates and The Center for Select Respect and made updates when necessary  Total programs offered were reduced from 120 to 84, accounting for programs with duplicate information and programs that were deemed outdated in their data and relevancy. POS Assistant Director and GAs updated 84 programs to use neutral terms related to biological sex, gender, race, ethnicity, and sexuality to make programs accessible and relevant to a broader audience  Messaging still targets traditional first-year and second-year students typically living in residence halls, and not non-traditional learners.
<b>FA:</b> Increase staff participation in professional development courses as it relates to equity, diversity and inclusion.	Professional development attendance and engagement	Goal not met. Resources that will be used to complete this goal moving forward will be FA staff, EDI staff and other EDI resources through our state and national organizations.
<b>EMSA:</b> Develop and execute data-informed recruitment, admission and financial aid process to attract and retain a diverse student body.	Retention and persistence study of historically underrepresented groups	Goal met, progress ongoing.  The Enrollment Management Committee on First Year Retention was expanded to include persistence and graduation rate analysis.  EagleSUCCESS Analytics is being brought on in the summer of 2020, which increases our ability to

		provide new and intentional interventions for student subpopulations and cohorts.
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## **CLOSING THE LOOP**

### **Resources Used:**

- Human resources were dedicated to this goal, through training, dedication of personnel (Transition and Success Coordinator) and the formation of campus committees (Student Transition and Inclusion Steering Committee)
- EagleSUCCESS, Analytics system

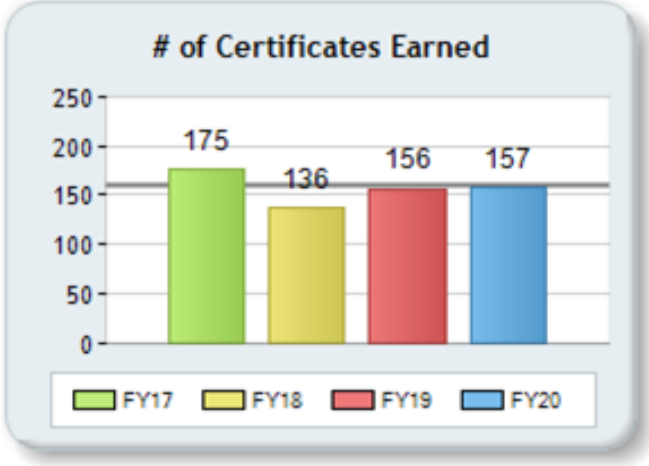
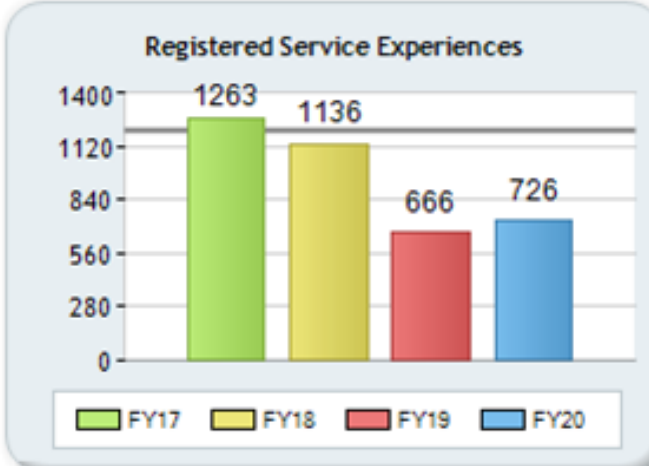
### **Additional Key Findings:**

- Programming and training was an accomplishment towards the achievement of this goal, specifically related to student leader training, empowerment summits and ongoing educational programming.
- RLLC offered/sponsored 70 Equity Diversity and Inclusion (EDI) focused programs in the residence halls, until March; numbers would have been higher if Covid did not force residence halls to close.
- Staff training related to EDI occurred across divisional units, through department-specific trainings as well as attendance at campus events.
- EMSA developed a divisional EDI plan, and corresponding departmental EDI plans to be implemented in 2020-2021. The EMSA Directors read Becoming a Student Ready College, focused on enhancing services to students and creating inclusive spaces for learning and engagement.
- EagleSUCCESS Analytics was developed this year, and will aid in our ability to identify and work to close opportunity gaps.

### **Dissemination/Discussion of Key Findings:**

Assessment data across the division is shared regularly through the EMSA Director's Meetings, EMSA Assessment Team, through the annual reporting cycle, and committee meetings.

### SECTION THREE: UNIT KEY PERFORMANCE INDICATORS

Key Performance Indicators and Benchmarks	Analysis										
 <p><b># of Certificates Earned</b></p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Number of Certificates Earned</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>175</td> </tr> <tr> <td>FY18</td> <td>136</td> </tr> <tr> <td>FY19</td> <td>156</td> </tr> <tr> <td>FY20</td> <td>157</td> </tr> </tbody> </table>	Fiscal Year	Number of Certificates Earned	FY17	175	FY18	136	FY19	156	FY20	157	<p><b>Leadership Development Program</b></p> <p>While the number of certificates pursued increased this year, the annual completion rate shows a decline this year. The question added to the LDP End of Year Survey was: “To what extent would you say that the COVID-19 pandemic had on your ability to fully experience/learn in the Leadership Development Program?”:</p> <ul style="list-style-type: none"> <li>20% Significant impact</li> <li>31% More than slight impact</li> <li>38% Slight impact</li> <li>12% No impact.</li> </ul> <p>An area of strength for the program continues to be its recruitment of under-represented populations. The percentage of Students of Color continues to show a steady increase from 37% in FY 17 to 54% in FY20.</p>
Fiscal Year	Number of Certificates Earned										
FY17	175										
FY18	136										
FY19	156										
FY20	157										
 <p><b>Registered Service Experiences</b></p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Registered Service Experiences</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>1263</td> </tr> <tr> <td>FY18</td> <td>1136</td> </tr> <tr> <td>FY19</td> <td>666</td> </tr> <tr> <td>FY20</td> <td>726</td> </tr> </tbody> </table>	Fiscal Year	Registered Service Experiences	FY17	1263	FY18	1136	FY19	666	FY20	726	<p><b>Community Service</b></p> <p>There was a slight increase in the number of students registering their community service hours and experiences, with the bulk of these coming from our <b>new tracking platform</b>. Being able to start the year off introducing students to the new system was helpful, but still took some time getting use to on their end. There were a few hours registered on our old system in</p>
Fiscal Year	Registered Service Experiences										
FY17	1263										
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myBrockport. The number of Eagle Service Honor Roll and President's Volunteer Service Awards decreased compared to previous years. Also, each of these areas were impacted by COVID-19 causing the canceling of in-person community service opportunities scheduled to happen during and after spring break.

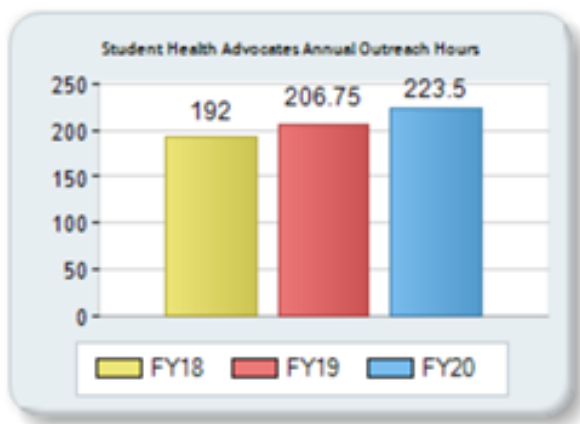
### On Campus Trends

Number of on campus conduct violations

Violation Type	2017-18	2018-19	2019-20
Alcohol	784	576	478
Prohibited Substances	475	351	244
Fire Safety	55	39	16
SBCT	57	51	51
Disorderly and/or Disruptive Conduct	75	68	39
Total on campus charges (not all included in this table)	2,624	1,764	1,418

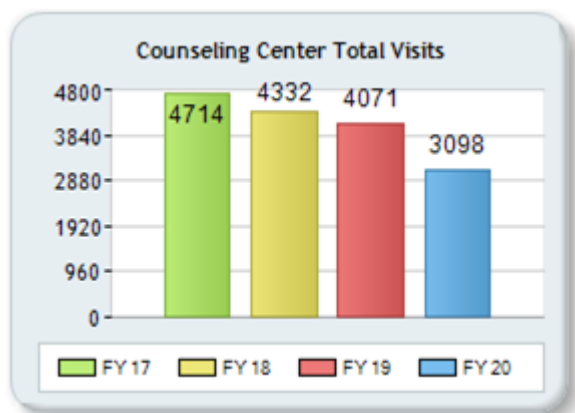
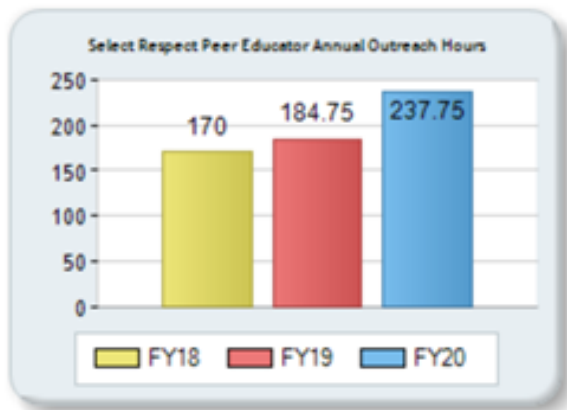
**Student Conduct & SBCT**  
Student Conduct has seen decreased conduct across the board this year. We have, however seen an increase in the number of SBCT incident reports and student of concern incident reports over the last couple of years.

Related to SBCT, we saw an increase of 15 referrals and 59 interventions from the 2018-2019 academic year. The number of interventions more than doubled from the previous year.



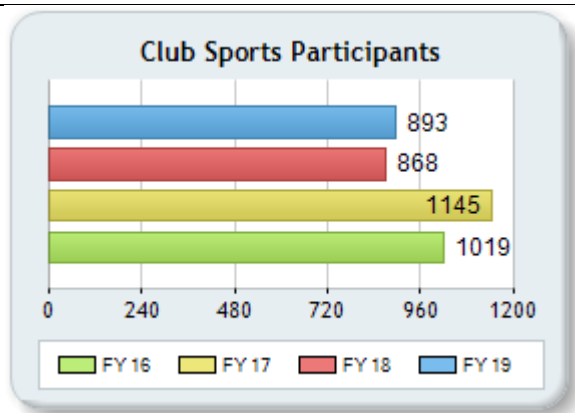
### Prevention & Outreach Services

The Student Health Advocates were able to increase outreach hours by having more student-workers at each program, workshop, and campus-wide event. Virtual programming also contributed to this. Programs facilitated by Student Health Advocates decreased due to COVID-19.



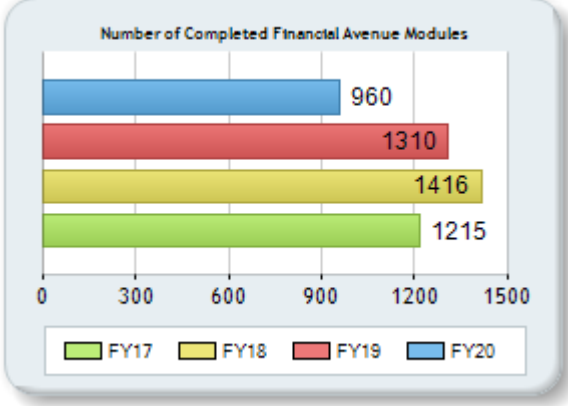
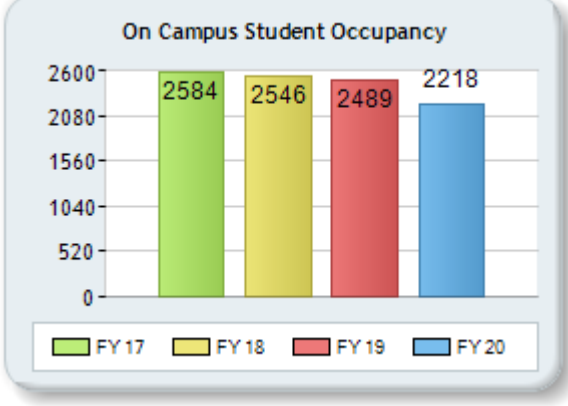
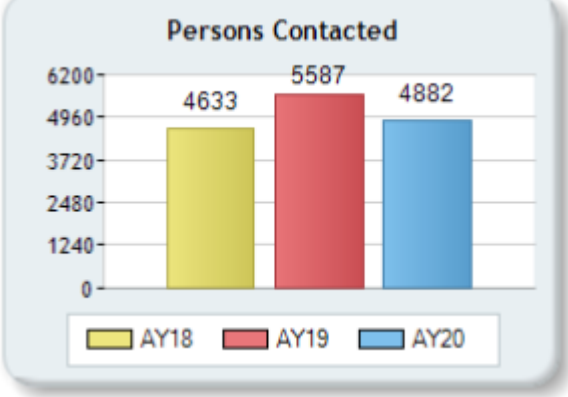
### Counseling Center

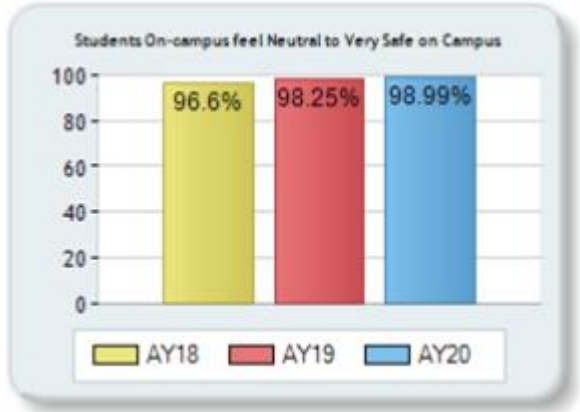
The Counseling Center saw 733 individual students, which is the lowest number served in recent years. This is likely due to going remote in March and the decline in enrollment, as the percentage of student population served has remained consistent for the past 4 years (ranging from 9.-10%).



### Campus Recreation

The last two years reflect the active members of club sports rather than those who registered and not active. Club sports added one new club to the program this year which assisted with the increase in numbers.

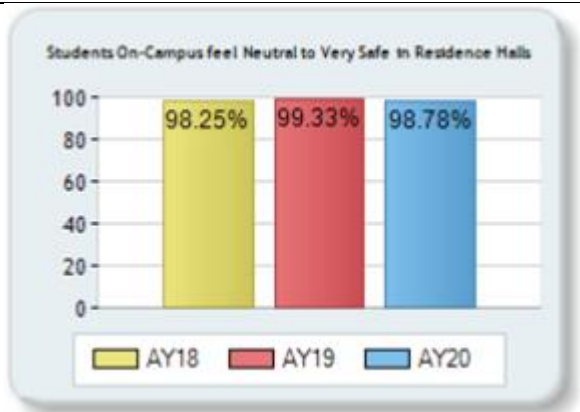
 <table border="1"> <caption>Number of Completed Financial Avenue Modules</caption> <thead> <tr> <th>Fiscal Year</th> <th>Number of Modules</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>1215</td> </tr> <tr> <td>FY18</td> <td>1416</td> </tr> <tr> <td>FY19</td> <td>1310</td> </tr> <tr> <td>FY20</td> <td>960</td> </tr> </tbody> </table>	Fiscal Year	Number of Modules	FY17	1215	FY18	1416	FY19	1310	FY20	960	<p><b>Financial Aid</b></p> <p>The number of SUNY SMART TRACK Financial Avenue modules completed are down from the previous year (FY19), due to the cancellation of our spring financial literacy activities. The cancellations were a result of COVID-19 and the campus transitioning to distance education.</p>
Fiscal Year	Number of Modules										
FY17	1215										
FY18	1416										
FY19	1310										
FY20	960										
 <table border="1"> <caption>On Campus Student Occupancy</caption> <thead> <tr> <th>Fiscal Year</th> <th>Occupancy</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>2584</td> </tr> <tr> <td>FY18</td> <td>2546</td> </tr> <tr> <td>FY19</td> <td>2489</td> </tr> <tr> <td>FY20</td> <td>2218</td> </tr> </tbody> </table>	Fiscal Year	Occupancy	FY17	2584	FY18	2546	FY19	2489	FY20	2218	<p><b>Residential Life/Learning Communities</b></p> <p>The average on-campus occupancy decreased in 2019-2020. This is due to decreasing enrollment and in the number of students living on campus. The decrease was also in part to the additional number of academic dismissals we had from the fall term to the spring term.</p>
Fiscal Year	Occupancy										
FY17	2584										
FY18	2546										
FY19	2489										
FY20	2218										
 <table border="1"> <caption>Persons Contacted</caption> <thead> <tr> <th>Academic Year</th> <th>Persons Contacted</th> </tr> </thead> <tbody> <tr> <td>AY18</td> <td>4633</td> </tr> <tr> <td>AY19</td> <td>5587</td> </tr> <tr> <td>AY20</td> <td>4882</td> </tr> </tbody> </table>	Academic Year	Persons Contacted	AY18	4633	AY19	5587	AY20	4882	<p><b>University Police</b></p> <p>The number of persons contacted through Community Policing programs has been significant and has increased throughout the past three academic years (even with the COVID-19 event). We anticipate that these numbers will continue to increase for the 2020-2021 academic year.</p>		
Academic Year	Persons Contacted										
AY18	4633										
AY19	5587										
AY20	4882										



### Residential Life/Learning Communities, University Police

The number of on campus student responses were:  
 2017-2018: 627 responses  
 2018-2019: 734 responses  
 2019-2020: 495 responses

Students have continued to feel neutral to very safe while on campus. These percentages have increased slightly over the last three years.



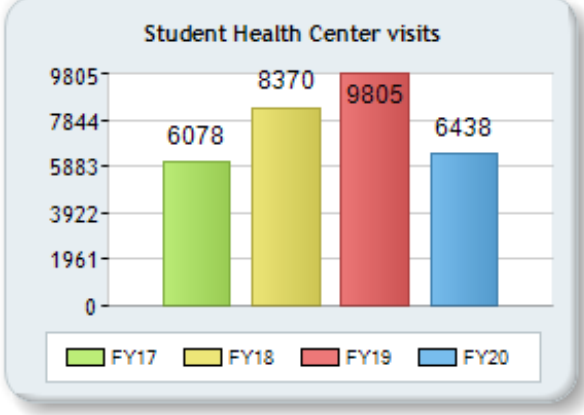
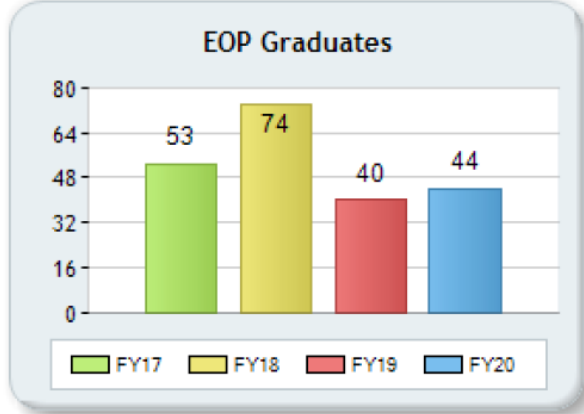
### Residential Life/Learning Communities

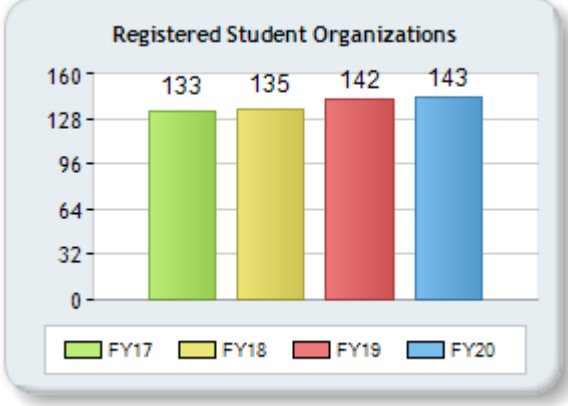
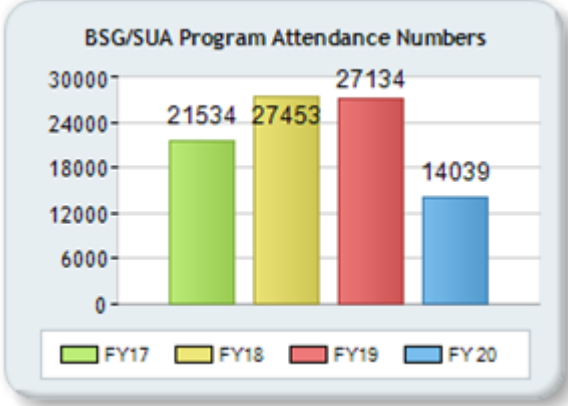
Students have continued to feel neutral to very safe while on campus and living in the dorms over the last three years. These percentages have remained quite stable during that time.

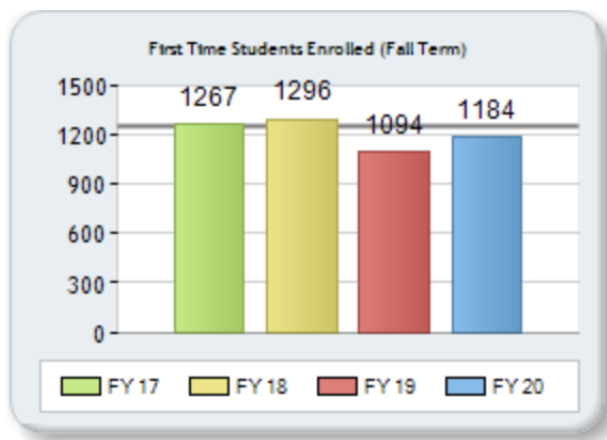
			# of students	Persistence (%)	2018-19 Inst. GPA
Participated in Athletics	Underrepresented Minority	Female	25	96.00%	3.03
		Male	90	82.20%	2.64
	Not Underrepresented Minority	Female	189	95.20%	3.39
		Male	243	93.80%	3.03
	Total	Female	214	95.30%	3.34
		Male	333	90.70%	2.92
Other Brockport Student	Underrepresented Minority	Female	997	78.50%	2.79
		Male	566	75.60%	2.59
	Not Underrepresented Minority	Female	3,106	85.50%	3.15
		Male	2,347	83.40%	2.91
	Total	Female	4,103	83.80%	3.06
		Male	2,913	81.90%	2.84

### Intercollegiate Athletics

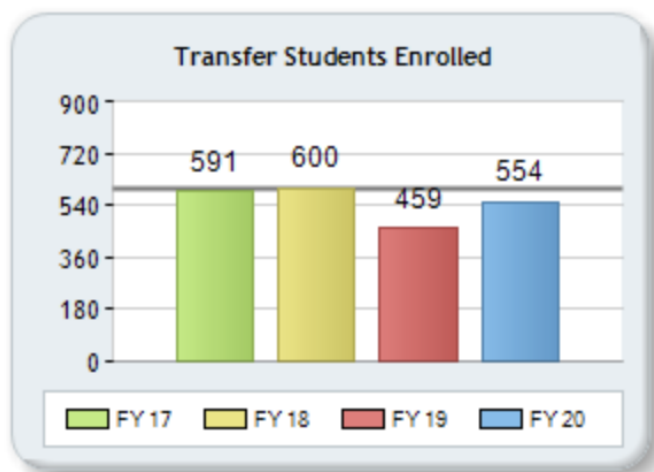
Over the last two years, female student-athletes (underrepresented and not underrepresented minorities) achieved GPAs significantly higher than their non-athlete counter parts.

 <p><b>Student Health Center visits</b></p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Visits</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>6078</td> </tr> <tr> <td>FY18</td> <td>8370</td> </tr> <tr> <td>FY19</td> <td>9805</td> </tr> <tr> <td>FY20</td> <td>6438</td> </tr> </tbody> </table>	Fiscal Year	Visits	FY17	6078	FY18	8370	FY19	9805	FY20	6438	<p><b>Health Center</b></p> <p>Due to the Covid-19 pandemic the visit volume decreased. There was also a decrease in visits based on having 2 FT providers, rather than 3 FT providers Fall 2019.</p> <p>275 of the visits noted have been through telehealth to date.</p>
Fiscal Year	Visits										
FY17	6078										
FY18	8370										
FY19	9805										
FY20	6438										
<p><b>EagleSUCCESS Engagement 2019-2020</b></p> <p>The Roster Verification Completion percentages are 94% for Fall 2019 with number of flags raised below :</p> <p><b>13700</b></p> <p>The Roster Verification Completion percentages are 93% for Spring 2020 with number of flags raised below :</p> <p><b>11582</b></p>	<p><b>Academic Success Center</b></p> <p>In Fall 2019, 2080 surveys were sent of which 1956 were completed by faculty for a 94% completion rate. There were 13,700 faculty raised flags.</p> <p>In Spring 2020, 1990 surveys were sent of which 1846 were completed by faculty for a 93% completion rate. There were 11,582 faculty raised flags.</p>										
 <p><b>EOP Graduates</b></p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Graduates</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>53</td> </tr> <tr> <td>FY18</td> <td>74</td> </tr> <tr> <td>FY19</td> <td>40</td> </tr> <tr> <td>FY20</td> <td>44</td> </tr> </tbody> </table>	Fiscal Year	Graduates	FY17	53	FY18	74	FY19	40	FY20	44	<p><b>EOP</b></p> <p>EOP graduates increased slightly this year.</p>
Fiscal Year	Graduates										
FY17	53										
FY18	74										
FY19	40										
FY20	44										

 <p><b>Registered Student Organizations</b></p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Number of Organizations</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	Number of Organizations	FY17	133	FY18	135	FY19	142	FY20	143	<p><b>Student Union &amp; Activities</b></p> <p>Total number of student organization registrations: 143.</p> <ol style="list-style-type: none"> <li>1. Academic Honor Societies: 5</li> <li>2. BSG Clubs: 103</li> <li>3. Campus Recreation Club Sports: 25</li> <li>4. Fraternities/Sororities and councils: 10</li> </ol> <p><b>Total number of organization officers (Presidents, Vice Presidents, Treasurers, Secretaries): 457</b></p> <p><b>Total number of organization advisors: 100</b></p>
Fiscal Year	Number of Organizations										
FY17	133										
FY18	135										
FY19	142										
FY20	143										
 <p><b>BSG/SUA Program Attendance Numbers</b></p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Attendance Number</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>21,534</td> </tr> <tr> <td>FY18</td> <td>27,453</td> </tr> <tr> <td>FY19</td> <td>27,134</td> </tr> <tr> <td>FY20</td> <td>14,039</td> </tr> </tbody> </table>	Fiscal Year	Attendance Number	FY17	21,534	FY18	27,453	FY19	27,134	FY20	14,039	<p><b>Student Union &amp; Activities 2019-2020</b></p> <ul style="list-style-type: none"> <li>• 14, 039 BSG/SUA</li> <li>• 132 events</li> </ul> <p>Due to COVID-19 and BSG decision to no longer host a concert numbers are significantly different for 2019-2020</p> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>• 27,134 BSG/SUA</li> <li>• 195 events (179 prior year)</li> </ul>
Fiscal Year	Attendance Number										
FY17	21,534										
FY18	27,453										
FY19	27,134										
FY20	14,039										



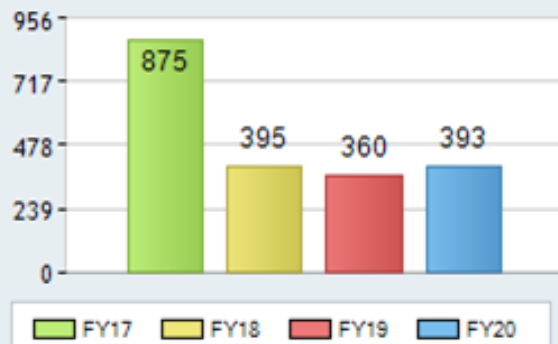
Total Number of First-Year Students Enrolled  
Fall 2020 overall first-year enrollment remained steady with a marginal increase over Fall 2019 despite COVID-19, since decision day being pushed back there was still room to be on track with Fall 2019. Relative to the three-year mean (1219), Fall 20 enrollment is coming in behind this benchmark but slowly creeping up.



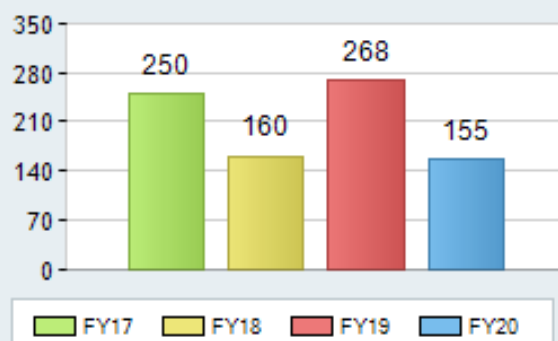
Total Number of Transfer Students Enrolled  
Transfer enrollment saw an 8.4% decline in the Fall term and a 5.4% decline in the spring term (with a smaller 'n'). Much like the first-year population, enrollment demographics in the community colleges are bleak thus affecting our transfer enrollment.



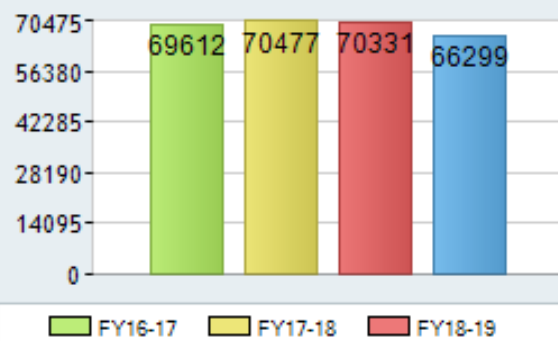
Jobs & Internships Fair Attendance



Careers for Common Good



FY Transaction/Processing Totals



### Career Services

This year saw a 9% increase in Job Fair attendance. This can be attributed to earlier and more intentional marketing across campus and more intentional employer selection.

The trend for attendance at the Careers for the Common Good fair is inconsistent. The department is looking into possible reasons why including marketing, student feedback on job goals including the possibility that the CCG fair did not have crossover with their field or interests.

### Registration & Records

Fall term, the registration and records office completed 36953 and in Spring 32227 registration related transactions, total - 66299, which feed required data into student academic records. This is a measurable accomplishment and an indicator of work volume ensuring transactions are not only performed but the necessity to perform work efficiently and accurately.

Point of Pride/Accomplishment	College Mission and Priorities Alignment
Peer Mentor Program showed improvements in various areas. The peer mentor survey rated an average of 4.58 satisfaction on a scale of 1-5 with 5 being extremely satisfied compared to 4.0 of the previous year. (SYE)	To be a Great College at which to Learn
<p>The Golden Eagle Student Athletes completed the Fall 2019 semester with a 3.04 GPAs over 3.0 while 53% of student-athletes were named to the Honor Roll (semester GPA over 3.0). 181 student-athletes (29%) earned Dean's List recognition.</p> <p>NOTE: (GPAs from fall 2019 only, not full FY 20 due to S/U grading in spring 2020)</p>	To be a Great College at Which to Learn
<p>“Shatter the Stigma”: Mental Health programming was a focus for the department with new training for staff and student-athletes.</p> <p>TEAMS program conducted by Hazen staff provides student-athletes with information and resources to respond to a teammate in crisis.</p> <p>“Prepare to Launch” initiatives provide student-athletes with networking and career preparation opportunities for life after Brockport.</p>	<p>To be a Great College at Which to Learn</p> <p>To Be a College Engaged with its Community</p>
Campus Recreation partnered with campus departments and community organizations to host events both in SERC and the ice arena. The department host 41 on-campus events such as academic convocation, diversity conference, etc. Department also host 17 community events include Tri County Youth Hockey, Brockport Central School District (various events), Section V (various events), etc.	<p>To be a College Engaged with its Community</p> <p>To be a Great College at which to Learn</p>
Proud Eagle LGBTQA+ Pilot Program was offered for the first time this year as a Leadership Development Program Track.	<p>To be a Great College at which to Learn</p> <p>To be a College Engaged with its Community</p>

<p>Brockport received Silver Seal for Voter Participation from NASPA All-In Challenge</p> <p>NSLVE Data shows that the campus voting rate has doubled since 2014</p> <p>The Town of Sweden's overall voter registration rate increased by 9%, the largest increase in Monroe County</p> <p>2019 was the College's second year participating in the Monroe County Elections Fellow Program: two student fellows recruited 34 other Brockport students to serve as election inspectors at various polling sites across Monroe County in the November 2019 election.</p>	<p>To be a Great College at which to Learn</p> <p>To be a Great College at which to Learn</p> <p>To be College Engaged with its Community</p> <p>To be a Great College at which to Learn</p>
<p>As of this summer, 2020, 1733 EOP students will have graduated from the College at Brockport</p>	<p>To be a Great College at which to Learn</p>
<p>Sponsored a FAFSA completion day in conjunction with Rochester College Access Network at the REOC and assisted 20 families with completing their FAFSA and TAP applications</p>	<p>To be a Great College at which to Work</p> <p>To be a College Engaged with its Community</p>
<p>Implemented Starfish kiosk check-in process to improve customer service in Financial Aid.</p>	<p>To be a Great College at which to Learn</p>
<p>Health Fair with over 650 students and faculty staff in attendance</p>	<p>To be a Great College at which to Learn</p> <p>To be a College Engaged with its Community</p>
<p>Telehealth implementation during Covid pandemic as well as the planning and implementation of self-scheduling. Students can schedule and have a visit from their homes.</p>	<p>To be a Great College at which to Learn</p>
<p>Residential Life developed a student success communication and intervention plan to support the most at-risk students.</p>	<p>To be a Great College at which to Learn</p>
<p>Selected and supported a Resident Assistant staff of 45% (Fall 2019) and 47% (Spring 2020) historically underrepresented populations.</p>	<p>To be a Great College at which to Learn</p>

Residential Life completed first year of supporting and implementing our Emerging Scholars LLC program for our first-year population which housed 56 students.	To be a Great Place at Which to Learn
<p>Student Union &amp; Activities Persistence to the following fall semester:</p> <ul style="list-style-type: none"> <li>• SUA Student Leaders: 100%</li> <li>• SUA Student Employees: 95%</li> <li>• Fraternity &amp; Sorority Officers: 93.33%</li> <li>• Fraternity &amp; Sorority Members: 92.42%</li> <li>• Student Organization Officers:</li> <li>• BSG Officers:</li> <li>• BSG Staff:</li> </ul>	To be a Great College at which to Learn
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
Community Policing Program conducted 163 hours of programming, with a total of 5056 participants in more than 30 program offerings.	<p>To be a Great College at which to Learn</p> <p>To be a College engaged with its Community</p>
First ever K9 Unit Implemented: K9 Ellie joined SUNY Brockport and the University Police Department. Officer Laura Thompson selected as K9 Officer.	<p>To be a College engaged with its Community</p> <p>To be a Sustainable Institution for the 21st Century</p>
Staff has increased knowledge base in reporting systems in Mediat and Cisco to better analyze staff utilization, trends and need.	To be a Great College at which to Work
Flu pandemic tabling event in collaboration with Emergency Manager Fred Rion and several departments on campus. This event increased awareness and pandemic preparedness.	To be a Great College at which to Work
Covid -19 response in working with SUNY and the college to plan and implement a quarantine hall. Staff engagement and fantastic teamwork.	To be a Great College at which to Work

New State Aid services staff are fulfilling HESC compliance requirements while providing students on-time and on-demand support services with dedication to uphold compliance requirements as rules and pronouncements change.	To be a Great College at which to Work
Implementation of the latest document imaging upgrade, developing new standard operating procedures (SOPs), streamlining processes, and supporting ongoing initiatives to continue archiving academic records.	To be a Great College at which to Work  To be a Great College at which to Learn
Implementation of the new Registration and Records website; in compliances with ADA accessibility requirements including updated content and FAQs, including new and online MachForms.	To be a Great College at which to Work  To be a Great College at which to Learn
Residential Life/Learning Communities and Academic Success Center were recognized for the EMSA Collaboration Award. Devon Smith's leadership and initiative in this effort has been particularly impressive throughout this tenure in his interim role.	To be a Great College at which to Work
Successful hosting of SUNY Study Abroad Students for quarantine in March 2020, used as a model across the state.	To be a College Engaged with its community

#### **SECTION FOUR: 2019-2020 EMPLOYEE ACCOMPLISHMENTS**

<b>A Great Place to Work</b>	
Kathryn Warren awarded NODA Region IX Outstanding New OTR Professional Award	To be a Great College at which to Work
Director, Scott Haines, and three colleagues presented at the SUNY Student Success conference on Co-Curricular High Impact Practices: Programs that Support Learning, Engagement, Retention, and Satisfaction.	To be a Great College at which to Work
Darrell Deas- EMSA Outstanding New Professional Award	To be a Great College at which to Work

Karen Podsiadly – SUNY Chancellor’s Award for Excellence in Professional Service	
Julie Pettit became a board certified Telemental Health provider, and subsequently helped counselors develop and deliver effective counseling services using telemedicine.	To be a Great College at which to Work
Darlene Schmitt was recognized with the EMSA Partner Award for her ongoing support and impact on every department across campus and the students that we all work for. She was recognized by numerous members of EMSA for her consistency with initiatives surrounding mental health awareness and the ever-changing needs of students and staff preparedness for serving students.	To be a Great College at which to Work
Cheryl Van Lare, Val Rusin and Cindy Daniel were recognized with the EMSA Kudos Award for going beyond their regular job responsibilities and have contributed to making SUNY Brockport a Great Place to Work!	To be a Great College at which to Work
EMSA Assessment Team was awarded the SUNY Outstanding Student Affairs Program Award and the NASPA Excellence Award	To be a Great College at which to Learn  To be a Great College at which to Learn
Panel Moderation at SMSS Higher Education Conference  Chris D’Orso moderated a panel titled "Into and Beyond Your First Role as a Social Media Manager - Perspectives on Different Career Paths in Higher Education" at the SMSS Higher Education conference in New York City in October 2019.	To be a Great College at which to Work

**SECTION FIVE: 2019-2020 DIVISION STRATEGIC GOALS**

<b>Strategic Goals</b>	<b>Strategic Plan Operational Objective(s)</b>	<b>Action Plan and Timeline</b>
1. Develop and execute data-informed recruitment, admission, financial, and academic support models which promote the highest likelihood of student enrollment, retention, and success.	1.1, 1.5, 1.7, 1.8 4.8	See assessment plan
2. Cultivate, deliver, and sustain activities that strengthen student learning, development, and connections to the College and community, grounded by standards for excellence.	1.1, 1.5, 1.10 2.1, 2.6, 2.8 3.7	See assessment plan
3. Provide support and administrative services that anticipate and respond to student needs and enhance quality of college life.	1.1, 1.5 3.4, 3.5 4.1	See assessment plan
4. Ensure staff members have opportunities to achieve their maximum potential through purposeful supervision, mentoring, and professional development.	3.5 4.1, 4.3, 4.9	See assessment plan
5. Utilize administrative and financial partnerships to ensure appropriate practices and processes are routinely applied for the oversight and stewardship of resources to improve the quality of place.	1.1 3.2, 3.4	See assessment plan
6. Foster an optimal learning, living and work environment by applying current principles and practices of equity, diversity, and inclusion in all divisional operations.	1.1, 1.8 2.8 4.2	See assessment plan

## **SECTION SIX: 2020-2021 DIVISION GOALS, PRIORITIES & ASSESSMENT PLAN**

Alignment to the “Building a Better Brockport: A Strategic Plan for the Future 2017-2022”

The following provides a summary of the Division of Enrollment Management and Student Affairs (EMSA) goals, priorities, funding requests, and unit annual goals as aligned with the College’s Strategic Plan 2017-2022. Specific EMSA unit annual reports can be found at: [https://brockport.edu/support/enrollment\\_management/assessment/reports.html](https://brockport.edu/support/enrollment_management/assessment/reports.html)

**Mission:** The Division of Enrollment Management and Student Affairs advances learning and community through a rich array of essential services, engagement opportunities and programs to prepare students to become their best selves and create meaningful lives.

In support of this mission, all members of the division partner with students, faculty, staff, communities, families, and alumni to achieve the following goals:

### **EMSA GOAL 1:**

*Develop and execute data-informed recruitment, admission, financial, and academic support models which promote the highest likelihood of student enrollment, retention, and success. (1.1, 1.5, 1.7, 1.8, 4.8)*

- a. **Divisional Priority:** Pursue innovative early acceptance and onboarding initiatives as a recruitment and retention strategy (i.e. Expand partnerships with community colleges, financial aid packaging for early acceptance, etc).
- b. **Divisional Priority:** In collaboration with Academic Affairs, establish a shared vision of student success and persistence. Develop, strengthen and/or expand use of the following programs to encourage degree completion: EagleSUCCESS, DegreeWorks (including Student Outcome Tracking & Student Educational Planner), assistive technologies, and academic advising.
- c. **Divisional Priority:** Develop and execute data-informed recruitment, admission and financial aid process to attract and retain a diverse student body.

<b>Unit Assessment Goal</b>	<b>Accountability</b>	<b>Unit Report Reference</b>
ASC: Identify, track, and create programming to ensure the retention and persistence of cohorts, including underrepresented populations.	Academic Success Center	ASC 3
RR: Track and encourage the implementation of DegreeWorks latest version that will allow the implementation and use of the SOT tool  Continue setups needed to implement Student Outcome Tracking (SOT) targeted	Registration & Records	RR 1  RR 2



implementation for the start of the 2021-2022 financial aid year  Continue the project tasks for Fall-2020's rollout of the Student Educational Planner (SEP) within DegreeWorks; assess this tool and plan as a phased piloted rollout after Fall-2020		RR 3
EOP: To increase the recruitment of the number of students enrolled in EOP from the Rochester and Buffalo areas compared to that of 2019 – 2020.	Educational Opportunity Program	EOP 2
FA: Successfully implement CampusLogic's StudentForms platform for student and financial aid office staff use	Financial Aid	FA 2
UA: Enroll 1240 FTE First Time students and 900 FTE Transfer students supporting the College in meeting or exceeding SUNY PIP and College enrollment goals.  Continue to Enhance the EOP Admissions Process.	Undergraduate Admissions	UA 1  UA 2

## **EMSA GOAL 2:**

*Cultivate, deliver, and sustain activities that strengthen student learning, development, and connections to the College and community, grounded by standards for excellence. (1.1, 1.5, 1.10, 2.1, 2.6, 2.8, 3.7)*

- a. **Divisional Priority:** Increase collaboration within and outside the division to promote the highest likelihood of student learning, enrollment, retention and success, specifically related to the implementation of SPUR as well as a focus on subpopulations and identity conscious programming.
- b. **Divisional Priority:** Identify and map units to CAS standards and initiate program review schedule between Fall 2018 and Fall 2022.
- c. **Divisional Priority:** Review, create and sustain co-curricular high impact practices (CHIPS); complete cycle 2.
- d. **Divisional Priority:** Further develop civic engagement, service and community involvement through student leadership development, town/gown initiatives, and efforts to achieve Carnegie classification.

Unit Assessment Goal	Accountability	Unit Report Reference
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<p><b>CS:</b> Provide and manage short- and long-term management of career education efforts, including subpopulation programming, assessment efforts, and academic department partnerships.</p> <p>Increase efficiencies, partnership and communication within the department, across departments and with academic affairs.</p>	Career Services	<p>CS 1</p> <p>CS 4</p>
<p><b>CR:</b> Increase the number of group exercise participants by 15%.</p>	Campus Recreation	CR 1
<p><b>RLLC:</b> Complete the Housing and Residential Life Programs CAS Self-Assessment Guide to identify strengths, as well as opportunities for improved services and support for residential students.</p>	Residential Life/Learning Communities	<p>RLLC 1</p> <p>RLLC 3</p>
<p><b>CD:</b> Align Community Development programs towards active citizenship using various models.</p> <p>Implement recommended changes from the CHIPS review of Community Service initiatives.</p> <p>Improve administrative, data tracking of the Leadership Development Program aimed at capacity building and program sustainability.</p>	Community Development	<p>CD 1</p> <p>CD 2</p> <p>CD 3</p>
Complete cycle 2 of CAS Self-Assessments	EMSA Assessment Team	N/A
<p><b>SC:</b> Support campus climate through promoting education of First amendment rights that empower civil discourse for students, faculty &amp; staff</p>	Student Conduct	SC 3
<p><b>SUA:</b> 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</p>	Student Union & Activities	SUA 2

Identify strategies to enhance a sense of community in the Seymour College Union by conducting CAS for College Unions		SUA 3
Examine opportunities for student engagement after analysis of CAS for Campus Activities		SUA 4
<b>EOP:</b> To increase the number of EOP students enrolled in the Leadership Development Program (LDP) by 5% over the total of student enrolled in the 2020-2021 academic year.	Educational Opportunity Program	EOP 1
<b>IA:</b> Complete CHIPS report for Athletic Teams.	Intercollegiate Athletics	IA 2
<b>EAT:</b> Complete second round of Co-Curricular High Impact Practices assessment and implementation.	Community Development Intercollegiate Athletics Student Union & Activities	IA 4 CD 1
<b>Title IX:</b> Complete CAS on sexual violence.	Title IX	N/A
<b>POS:</b> Move all assessments into Baseline	Prevention & Outreach Services	POS 1
Complete the Alcohol and other Drugs CAS assessment		POS 2

### **EMSA GOAL 3:**

*Provide support and administrative services that anticipate and respond to student needs and enhance quality of college life. (1.1, 1.5, 3.4, 3.5, 4.1)*

- a. **Divisional Priority:** Review and identify opportunities to improve programs and services to students, including federal work-study, emergency funds, as well as customer service enhancements.
- b. **Divisional Priority:** Enhance event management approach through campus-wide partnerships, training and procedural improvements.
- c. **Divisional Priority:** Utilize best practices in emergency preparedness and risk management, inclusive of department-level risk management, facility improvements, threat assessment, Title IX/VAWA, etc.
- d. **Divisional Priority:** Improve communication with students through alternate methods (i.e. Microsoft Teams, alternate delivery formats, Blackboard announcements, text messaging, etc)
- e. **Divisional Priority:** Develop and implement flexible and responsive services and programs to meet student needs during the pandemic.

Unit Assessment Goal	Accountability	Unit Report Reference
<b>PSC:</b> To ensure the College's compliance with the regulations set forth by NYS Article 129-A, §6431 & SUNY Policy on Campus Safety Advisory Committee, in addition to providing suggestions for risk mitigation strategies to ERM.	Personal Safety Committee	N/A
<b>SBCT:</b> Provide a centralized team of trained College officials to manage early intervention of students of concern and provide the necessary resources for students to be successful.	Student Behavioral Consultant Team	N/A
<b>Title IX:</b> Implement new Title IX regulations; update forms, draft Title IX Grievance Policy for students and employees, website, etc.  Identify how to incorporate more cultural sensitivity, and work to find more diverse investigators/decision-makers.	Title IX	N/A
<b>CS:</b> Engage with employers to develop internship and employment pipelines and opportunities for students.  Facilitate strong relationships with employers and administrative systems to maximize opportunities for short- and long-term student placement.	Career Services	CS 2
<b>CC:</b> Improve access to mental health services for non-traditional students who have barriers to accessing services at the counseling center in Brockport.	Counseling Center	CC 2
<b>IA:</b> Offer comprehensive programming supports student-athlete mental health	Intercollegiate Athletics	IA 2
<b>EOP:</b> To increase the student/counselor contacts in EOP for the purpose of career counseling by 5%	Educational Opportunity Program	EOP 3
<b>FA:</b> Train three new professional staff members to provide more timely aid processing and improved customer service and workflow	Financial Aid	FA 1

Provide cross training for Financial Aid Office staff		FA 3
<b>UP:</b> Implement Microsoft Teams with University Police and Student Patrol.	University Police	UP 2
<p><b>HC:</b> The health center will increase PrEP awareness and marketing to underrepresented groups and students.</p> <p>The health center will implement LARC (long acting reversible contraception) in collaboration with the nursing department.</p> <p>Expand the use of telehealth. Continue virtual chats to connect with students and implement self-scheduling.</p>	Health Center	<p>HC 1</p> <p>HC 2</p>
<b>SC:</b> Update processes, procedures, and training to reflect compliance with new federal Title IX regulations from Department of Education	Student Conduct	SC 2
<p><b>RR:</b> Continue monitoring State Aid certification requirements while modifying processes for all State Aid when necessary.</p> <p>Continue digitizing paper student files meeting adjusted annual targets while adjusting to external factors such as software upgrades or changes.</p>	Registration and Records	RR 4
<b>RLLC:</b> Create and reimagine current curricular practices to meet students' needs in different formats, including virtual.	RLLC	RLLC 3

#### **EMSA GOAL 4:**

*Ensure staff members have opportunities to achieve their maximum potential through purposeful supervision, mentoring, and professional development. (3.5, 4.1, 4.3, 4.9)*

- a. **Divisional Priority:** Provide high quality training and onboarding for EMSA employees, both student and professional staff, with an emphasis on communication, intercultural competence and leadership development.
- b. **Divisional Priority:** Enhance and communicate efforts that recognize employee development, performance and engagement in professional organizations, research, service, etc.

- c. **Divisional Priority:** Establish/expand a genuine sense of connection among staff within the division, with an emphasis on mentoring and team-building.
- d. **Divisional Priority:** Analyze “Great Place to Work” survey results; develop action plans inclusive of staff.

<b>Unit Assessment Goal</b>	<b>Accountability</b>	<b>Unit Report Reference</b>
<b>CC:</b> Improve staff satisfaction.	Counseling Center	CC 3
<b>ASC:</b> Encourage and engage Staff development to adapt to the new needs of students and the campus, by becoming more knowledgeable of other departments, resources, and helping students through a collaborative approach with other departments.	Academic Success Center	ASC 1
<b>CS:</b> Coordinate the student employment operation (federal work-study and temp service) including training and communication for supervisors.	Career Services	CS 3
Support staff and students through rapidly changing work environments due to Covid-19; continual review of operational, staff and student needs.	AVPs EMSA Directors	N/A

**EMSA GOAL 5:**

*Utilize administrative and financial partnerships to ensure appropriate practices and processes are routinely applied for the oversight and stewardship of resources to improve the quality of place. (1.1, 3.2, 3.4, 3.7)*

- a. **Divisional Priority:** Determine and plan for necessary facility enhancements to identify space needs, building renovations, signage, and improve overall quality of place.
- b. **Divisional Priority:** Pilot innovative student programs and/or physical space improvements, funded through internal and external grants.
- c. **Divisional Priority:** Enhance and support health and safety on campus through the implementation of the video surveillance program and the continual evaluation of safety and security measures.

Unit Assessment Goal	Accountability	Unit Report Reference
<b>EM:</b> Increase the number of training and educational offerings regarding College and personal preparedness on campus by 25%. Emergency Manager will offer more trainings specific to faculty/staff/students related to hazards/risk that the campus is subject to.  Emergency manager will conduct a minimal of one exercise (a real incident or event can take the place of an exercise) related to identified needs of the campus community. The exercise(s) can be discussion or action based depending on available funding, resources, and topic areas.	Emergency Management	N/A
<b>CR:</b> Have 90% of employees complete at least 2 red shirt drills during the year.	Campus Recreation	CR 3
<b>RLLC:</b> Complete Residence Hall Condition Assessment / Update Residential Life Master Plan	Residential Life/Learning Communities	RLLC 2
<b>UA:</b> Further explore current Financial Aid model communications to provide consistent oversight and stewardship of resources.	Undergraduate Admissions	UA 3
<b>POS:</b> Adapt programming to account for new health guidelines after COVID-19.	Prevention & Outreach Services	POS 3
<b>UP:</b> Implement PowerDMS technology to assist with Accreditation compliance	University Police	UP 1

**EMSA GOAL 6:**

*Foster an optimal learning, living and work environment by applying current principles and practices of equity, diversity, and inclusion in all divisional operations. (1.1, 1.8, 2.8, 4.2)*

- a. **Divisional Priority:** Develop and implement the EMSA Divisional EDI plan, and corresponding departmental EDI plans.
- b. **Divisional Priority:** Facilitate the development of a genuine sense of belonging among staff and students in support of improving campus climate and EDI progress.
- c. **Divisional Priority:** Develop and execute data-informed recruitment, admission and financial aid process to attract and retain a diverse student body.

Unit Assessment Goal	Accountability	Unit Report Reference
<b>CC:</b> The Counseling Center will increase their interactions with underrepresented students.	Counseling Center	CC 1
<b>FA:</b> Facilitate regular FA staff attendance at EDI trainings	Financial Aid	FA 4
<b>SC:</b> Continue implementation of restorative justice initiatives at SUNY Brockport in partnership with Residential Life/Learning Communities	Student Conduct	SC 1
<b>SUA:</b> Implement strategies identified in 2019-2020 for increasing underrepresented students, specifically underrepresented males and Hispanic women, in student organizations.	Student Union & Activities	SUA 1
<b>IA:</b> Enhanced programming for student-athletes and staff supports Brockport's EDI goals.	Intercollegiate Athletics	IA 3
<b>ASC:</b> Use technology to enhance the services provided to all students, specifically underrepresented populations.	Academic Success Center	ASC 2
<b>CR:</b> Increase participation of historically underrepresented students by 5-10% in intramurals, club sports, and group exercise.	Campus Recreation	CR 2
<b>RLLC:</b> Residential Life/Learning Communities professional and student staff will actively engage in EDI training in order to foster an environment within the residence halls and beyond that is inclusive and welcoming of all students.	Residential Life/Learning Communities	RLLC 4
<b>UA:</b> Continue to implement EDI best practices and strategic initiatives.	Undergraduate Admissions	UA 4



<b>UP:</b> Citizens' Police Academy – Continue and build upon the inaugural academy cut short by COVID-19 during the 2020 spring semester.	University Police	UP 3
Implement departmental and divisional EDI plans	AVPs EMSA Directors	N/A