



Division of Enrollment Management and Student Affairs

Annual Report 2017-18



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Division End of Year Report
2017-2018

Report includes:

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

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 Accessibility Services	University Police
EOP	Student Conduct	
Financial Aid	Student Leadership Development	
Hazen Center for Integrated Care	Student Risk Management	

SECTION ONE: 2017-2018 UNIT ANNUAL GOALS

Unit Annual Goals	Outcome/Status
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; Emphasis added for 18-19 through departmental strategic goals

SECTION TWO: 2017-2018 Assessment Plan

Divisional Goal #1	College Mission Alignment: how does this goal support the College's Mission?
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: identify 2-3 specific outcomes related to goal and criteria for success	Data Sources and Methods: resources and tools used to assess	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met
Financial Aid: Implementation of the NYS Excelsior Program.	Implementation of program Excelsior award data	Outcome met. Program implemented. The College at Brockport was awarded \$2,848,458 in the Excelsior Scholarship and \$130,166 in the Excelsior Tuition Credit. Baseline data was collected this year and is available in NYS Higher Education Services and Banner.
Registration & Records: Utilize improved credit verification and compliance processes to enhance scholarship effectiveness and student success.	Credit verification process Certification process Registration data	Goal met. Credit verification is complete for the 2017-2018 aid year. Certification is complete for the Fall 2017 term. Certification for the Spring 2018 term is pending, as credits from the Summer 2018 term can be included to certify a student's eligibility
UG Admissions: -Use informed promotion of restructured Extraordinary program to improve likelihood of meeting admissions expectations. - Meet NYS and College admissions milestones through the expansion of NYS recruitment markets downstate and expand the diversity of students enrolling in and succeeding at the College.	Restructuring of the scholarship program Admissions application and yield data	Ongoing. The Extraordinary Scholarship Program was modified to account for more need-based aid for high achieving students. This year the Honors (\$6,670), Presidential Scholar-in-Residence (\$4,500), and the Dean's Scholar-in-Residence (\$2,250) scholarships were altered in their awarded amounts and reconfigured to be Prometheus (\$4,000), Gold (\$3,000), and Green (\$2,000) respectfully. Overall, the scholarship recipients are yielding at a higher rate than last year although the total number of scholarships awarded are lower than the three year averages in all categories. Ongoing. SUNY Welcome Center Admissions Events, which includes EOP counseling, instant decision days, and general college guidance. Other events include College Fairs designated for

		underrepresented groups, high school visits, coffee chats, and many other accepted student events. These events are accomplished by placing our Admissions Advisors in more diverse areas to connect with prospective students eliminating the transportation barrier.
ASC: -Identify, assist, and support at-risk students beginning with the smooth transition of students entering, remaining, leaving, and returning to college.	Strategies to Eliminate Probationary Status program data EagleSUCCESS data re: faculty alerts and flags	Ongoing. A higher number of probation students were retained when they met with a STEPS advisor 3 or more times and actively participated in program. The retention rate of (active) at-risk students on probation and in STEPS program for spring 2018 is ~78.82% vs. (passive) at-risk students on probation and in STEPS program 64.22%. EagleSUCCESS had a high faculty participation, with over 87% (fall) and 93% (spring) of all courses responding to the first survey upon implementation. In total, over 4,730 faculty-raised flags were utilized for the 2017-18 academic year.
Career Services: Identify and implement appropriate software and data tracking systems to generate appropriate service- and information-providing functions for the improvement of internship experiences, student employment, and campus and community employment and service partners.	Created dashboards to help track usage of resources. Needs assessment survey Career resource survey	Outcome met. Based on surveys collected 81.63% of students were able to identify learning two items. Learning reported included information related to resume formatting, cover letter structure and to communicate accomplishments on a resume using bullet statements. Outcome met. 80.56% of students Strongly Agreed (5) with the statement: "I felt more confident about making decisions related to my career/academic future". Our average rating for all responses fell between Agree (4) and Strongly Agree (5) at 4.66.
Counseling Center: Improve the group therapy experience and retention using student feedback gathered in 2016-17.	Group therapy offerings and participation Therapy Group Climate Questionnaire, and the Therapeutic Factors in Group Inventory assessment data Individual client survey data	7 groups were offered during the 2017-18 academic year, serving 47 students for a total of 330 visits. 100% of the students identified a sense of belonging to the group they participated in. Students consistently made mention to the benefits of connecting with others in similar situations and how the group supported them. 100% of the students reported that their participation in the group aided in their success at Brockport.

the College being awarded \$2,848,458 in the Excelsior Scholarship and \$130,166 in the Excelsior Tuition Credit.

- Goals related to EOP counseling and tutoring will require additional attention in 2018-2019 as a result of decreased student participation.
- Academic Success Center programming, including STEPs and EagleSUCCESS are yielding positive results related to academic alerts and intervention efforts.

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.

Summary Sentence for EMSA Briefing Book:

Recruitment and retention functions in EMSA are increasingly collaborative as evidenced by the partnership between Financial Aid, Registration & Records, Admissions, EOP, Athletics, and the Academic Success Center to attract and retain students.

Divisional Goal #2		College Mission Alignment: how does this goal support the College's Mission?
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
Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success	Data Sources and Methods: resources and tools used to assess	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met
EAT: Complete division-wide training and unit-specific implementation of CAS standards' self- and peer-assessment processes.	CAS training and planning documents	Mapping of units to CAS areas/standards completed CAS training provided to all Directors and EAT representatives Program review preparation in progress for fall 2018 unit launches
EMSA: Finalize a Co-curricular High Impact Practices review and framework. Implement unit-specific year one reviews for Residential	CHIPs chart and planning documents Round 1 of department planning	CHIPs status chart completed: Residential Curriculum/Living Learning Communities, Club Sports and Leadership Development Program phase one was completed by June 2018. Additional CHIPs planning has occurred for future cycles. HIPs/CHIPs Plan drafted and submitted to VPs

<p>Counseling Center: -Enhance presence and support of residential students through liaison, programming and staff satisfaction reviews.</p>	<p>85% of RD's will rate their satisfaction with the Counseling Center Liaison program as a "4" (satisfied) or "5" (extremely satisfied)</p> <p>100% of CC staff will collaborate with Residential Life 2 times a semester.</p>	<p>Outcomes met.</p> <p>Process improvements were implemented, related to liaison programming requests.</p> <p>Fall 2017: 85 % of RDs rated their satisfaction with the CC liaison program as a 4 or 5; Spring 2018: 100% of the RDs rated their overall satisfaction with the CC Liaison Program as a 4 or 5.</p> <p>Counselors participated in a total of 21 programs with their assigned RD's, which averages out to 3.5 per counselor, just short of our goal which was 4 (2 per semester).</p>
<p>Athletics: Consistent with NCAA's focus on the student-athlete experience, implement/enhance support efforts for academic achievement, team success, and personal growth.</p>	<p>SUNYAC Commissioner's Cup status/Top 100 of Division III Learfield Sports Directors' Cup</p> <p>Student Athlete average GPA of 3.0 or higher</p> <p>Senior athlete exit survey data</p>	<p>Finished 4th of 11 in SUNYAC Commissioner's Cup; Finished 52nd in the Division III Learfield Sports Directors' Cup (top 20%).</p> <p>For 14th consecutive semester, student-athlete GPA's were over 3.0: Fall 3.12, Spring 3.13.</p> <p>Highlights from Senior student-athlete surveys show that: 68% participated in campus life outside of athletics 100% reported that Brockport provided leadership and life skills that will impact them beyond their playing days. 93% would encourage other student-athletes to attend Brockport</p>
<p>POS: Utilize national best practice and program review strategies to ensure programs and student leaders delivering them continue to improve.</p>	<p>Excel tracking sheets for student learning outcomes associated with programs; excel spreadsheets mapped to ACPA, AHA, ACHA and CDC best practices</p>	<p>Outcome met.</p> <p>All programs have been aligned with ACPA, American Health Association, CDC and other national best practices: -25 Brockport Influencing Responsible Decision Programs -5 traditional 60 minute programs</p>
<p>RLLC: Improve the integration of the residential curriculum and the Living Learning Communities Program through a more unified assessment process.</p>	<p>LLC Closing the Loop Report</p> <p>RD Educational Program Assessment Data; RD Staff Feedback</p> <p>CHIPs cycle</p>	<p>Outcome met. The LLC Closing the Loop Report is updated on an annual basis.</p> <p>Feedback was fully integrated into our systems.</p> <p>Year one of CHIPs cycle is completed.</p>

Student Conduct: Enhance opportunities to implement Restorative Justice including bringing training to campus.	Project on Restorative Justice Training (Skidmore) coordination and participation	Goal was met. Approximately 30 staff members completed a two-day training focused on restorative circles, conferencing and practices. Efforts to build a broader restorative justice initiative are ongoing with the CDO.
SUA: Collaboratively initiate and implement a Student Organization Leadership Certificate.	Collaboration with the Leadership Development Program Development of the Certificate program	Outcome met. 67 officers participated; 21 officers attended three or more workshops; 3 officers completed the OLC certificate.
University Police: -Complete at least 50% of the DCJS Accreditation metrics by end of year. - Establish an internship with University Police in partnership with the Criminal Justice Program.	NYS Law Enforcement Accreditation Program Implementation Guide	Outcomes met. Staff consulted with accredited agencies, collected examples and began to prepare materials. Approximately 50% of accreditation was completed this year. General Orders and Procedures continue to be drafted to meet the 110 standard mandate for accreditation. Student Interns were hosted in UP.

CLOSING THE LOOP

Resources Used:

- CAS training was hosted in January; an honorarium was given to the trainer.
- University Police's efforts to work towards accreditation required the support of a part-time administrative assistant.
- Human resources were utilized to advance each unit goal.
- Student Conduct utilized a portion of their departmental funding to pay for national experts on restorative justice, to host a divisional training in spring 2018.
- Community Development secured an investment fund grant for software to assist with community service tracking.

Additional Key Findings:

- The first round of CHIPs planning was successful and provided a strong foundation for this institutional initiative.
- Intercollegiate Athletics had a record-breaking year, specifically Football and Women's Volleyball receiving regional and national attention.
- CAS cycle was established and initial planning has occurred through an addendum to specific departmental annual reports.

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 emphasis on this goal was the focus of the July EMSA Director's retreat, specifically related to sense of belonging and empowerment.

Summary Sentence for EMSA Briefing Book:

EMSA and its departments remain committed to working towards the vision of becoming the engaged SUNY, through various program and process improvements that enrich the lives of our students.

Divisional Goal #3		College Mission Alignment: how does this goal support the College's Mission?
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: identify 2-3 specific outcomes related to goal and criteria for success	Data Sources and Methods: resources and tools used to assess	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met
ASC: Identify, assist, and support at-risk students beginning with the smooth transition of students entering, leaving, and returning to college. Support to continue with staffing and resource investment through the student's college career (advising, academic support, etc).	Summer orientation survey data Temporary Academic Leave data Transfer Academic Planning Seminar student retention data	Over 90% of students who participated in July 2017 indicated satisfaction with summer orientation programs. Goal continues to be met and is ongoing. A total of 385 students took Temporary Academic Leave (TAL) in 17/18. Anecdotally, we estimate that almost 20 students were retained through the personal conversation and made other arrangements to stay at the college, rather than take a TAL. Goal continues to be met: Retention of GEP 300 students remains higher than or equal to non GEP 300 students (in fall).
Career Services: Develop a process and series for on-boarding and on-going student employee training. Assess the impact of campus employment on student retention.	Student employee training and assessment	Ongoing. Put on hold while SE departmental oversight was evaluated due to staff changes.

Counseling Center: Improve web and social media presence to enhance communication and awareness of Counseling Center services, programs, and mental health information.	Social media followers (300 by June 2018) 50% of survey respondents will indicate awareness of website	Goal partially met, 259 followers on Facebook and Instagram. Question was not added to the client satisfaction survey. This approach is under review for next year.
Financial Aid: Mobilize increased staffing and focused implementation of expanded scholarship programs and compliance expectations all in support of extended financial support and access for students.	Recruitment and training efforts Financial aid processing data (number of errors)	Ongoing. Assistant Director of Financial Aid was hired. Two Assistant Financial Aid Advisors were hired and attended the Novice Workshop. This workshop provided in depth training on the sources and types of financial aid. During the training, the attendees were given a pre and posttest. As a result, there was a 48% increase in their knowledge base.
Health Center: Establish a College Diabetes Network (national organization with a CDN chapter on Brockport's campus) to support students with Diabetes care and management of disease.	Number of students interested and participating in CDN	Goal partially met. The College became a recognized affiliate of the national College Diabetes Network. 3 students joined CDN. Increased marketing efforts are ongoing.
SAS: Broaden scope of programming, training, and technology for and with students with disabilities using local and on campus community partnerships.	Document accessibility Learning Ally & Bookshare resource usage	Ongoing. Five new accessibility documents were added to the SAS website. These resources can be readily accessed by students, faculty, and staff as we continue to promote the college's commitment in creating a culture of accessibility. These documents include accessibility checkers for Word, PowerPoint, Excel, and PDF's; creation of alternate text tags for Word, PowerPoint and PDF's, as well as a list of Sans-serif fonts (most appropriate for universal design). Assistive Technologist hired in Spring 2018. LearningAlly & Bookshare Resource: Membership statuses have increased 89% from last school year, and seen a 183% increase from two years ago.

POS: Implement developed student leader competencies into mid-year and end of year student evaluations to improve Peer Educator experiences.	Competency rubrics End of semester evaluations	Goal partially met. Efforts to focus on one competency occurred in the spring, in response to student feedback on working on three competencies at once. 95% of students reported substantial growth within the competency they selected in spring 2018.
Student Conduct: Understand trends to inform prevention and harm reduction efforts as well as understand perceptions of fairness and equity in the conduct process.	Maxient Data Baseline survey POS data	Goal partially met. Assessment project will be completed in August 2018; findings will be shared with campus stakeholders.
Registration & Records: -Utilize improved credit verification and compliance processes to enhance scholarship effectiveness and student success. -Develop electronic forms that allow faculty to submit incomplete contracts, class selections and create/update courses in the college catalog.	Credit verification process Certification process Registration data Forms.brockport.edu reporting	Goal met. Credit verification is complete for the 2017-2018 aid year. Certification is complete for the Fall 2017 term. Certification for the Spring 2018 term is pending, as credits from the Summer 2018 term can be included to certify a student's eligibility Change of Grade form and the Incomplete Contract MachForm was completed. Release and additional form development planning is underway. Technical challenges need to be worked through.
Personal Safety Committee: Improve personal and campus-wide safety via the Enterprise Risk Management review and mitigation process.	Monitor and evaluate at least annually, the College's ERM Risk Register and incorporate risk mitigation procedures.	Ongoing. EMSA Risk Register completed with 24 risks identified within the division. Each risk was analyzed for mitigation strategies in place, risk impact, risk likelihood and a final risk rating score was assigned.
SUA: Use national best practices to create strategies for articulating and aligning the student employee experience more clearly with unit mission.	Revise of best practices in student employment (ACUI) Staff evaluations Exit interview data	Outcome met. Student evaluations were conducted for all SUA student employees, which includes all student employees during the 2018-2019 academic year. This includes a self-assessment and a supervisor assessment. Key themes from student employee evaluation included a positive working

		environment, provides a sense of belonging, opportunity to build skills, and professionalism.												
Title IX: Implement mandates and recommendations per government regulations and Sexual Violence Prevention Survey 16-17.	Attend trainings on best practices and update Title IX practices; host training and speakers Prepare interim NYS Education Law 129-B aggregate data report	Outcomes met. Aggregate data report for 128-B was prepared; content in syllabi was updated and a comprehensive offering of training and events occurred. Updated Title IX language in syllabi												
UG Admissions: Use informed promotion of restructured Extraordinary program to improve likelihood of meeting admissions expectations.	Financial leveraging strategies Enrollment data	Ongoing. The Extraordinary Scholarship Program was modified to account for more need-based aid for high achieving students. This year the Honors (\$6,670), Presidential Scholar-in-Residence (\$4,500), and the Dean's Scholar-in-Residence (\$2,250) scholarships were altered in their awarded amounts and reconfigured to be Prometheus (\$4,000), Gold (\$3,000), and Green (\$2,000) respectfully. Overall, the scholarship recipients are yielding at a higher rate than last year although the total number of scholarships awarded are lower than the three year averages in all categories.												
University Police: -Increase number of Community Policing hours, and maintain high community contact. - Actively recruit/promote 2018 UPD dispatcher test on campus.	Community Policing hours and events Dispatcher recruitment and training	Outcomes met. Officers completed over 223 documented hours of Community Policing while making contact with 4633 community members. Increased community policing hours by 44% and contact with community members by 27%, compared to 2016-2017. Dispatchers were hired and training, reducing officer overtime, by 287.50 hours in the first quarter of 2018 compared to the first quarter of 2017.												
SBCT: To analyze trends in SBCT referrals AY 2017-2018. Review of best practices in risk assessment and management of students of concern.	Analyze reports from Maxient on all referrals to the team in 2017-18. Utilize Maxient database to identify trends in student behaviors referred to the team, and complete a report that summarizes the findings on trends and distribute to SBCT and designated College Officials.	SBCT managed 73 new referrals this AY, 100% of the referrals were students exhibiting concerning behaviors related to mental health. SBCT New Referrals <table border="1"> <thead> <tr> <th>AY</th><th>New Referrals</th><th>% Increase</th></tr> </thead> <tbody> <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	New Referrals	% Increase	2017-2018	73	33.7%	2016-2017	55	31%	2015-2016	42	13.5%
AY	New Referrals	% Increase												
2017-2018	73	33.7%												
2016-2017	55	31%												
2015-2016	42	13.5%												

CLOSING THE LOOP

Resources Used:

- Human resources were utilized to advance each unit goal.
- Student Accessibility Services saw a significant increase in the number of students using their services, including assistive technology. An Assistive Technologist was hired to support student needs.
- Dispatchers were hired and training, reducing officer overtime, by 287.50 hours in the first quarter of 2018 compared to the first quarter of 2017.

Additional Key Findings:

- 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, community policing and enhancements made to anticipate and meet student needs.
- Student leader training and evaluation was a priority for Student Union & Activities, Prevention & Outreach Services, and Career Services.

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.

Summary Sentence for EMSA Briefing Book:

Collaboration and coordination of services, programs and activities met the increased needs and requests of students related to accessibility, recruitment, safety and accountability.

Divisional Goal #4		College Mission Alignment: how does this goal support the College's Mission?
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: identify 2-3 specific outcomes related to goal and criteria for success	Data Sources and Methods: resources and tools used to assess	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met
EAT: Complete division-wide training and unit-specific implementation of CAS standards' self- and peer-assessment processes.	Training completion Template development	Outcome met. National CAS training occurred in Spring 2018. Templates developed as part of the divisional annual reporting process.

Health Center: Staff will be provided training to better serve growing campus and community populations as well as to respond to current community threats.	Training events and records	Outcome met. 100% of Hazen Center for Integrated Care staff received Narcan training and were issued a device.
Athletics: Evaluate staffing model and operations procedures for more efficient use of personnel and delivery of services.	Policy and procedure updates in manuals Revision of Athletics Facilities and Operations staffing model	Goal met. Implementing improvements in fall 2018. Researched current practices with SUNYAC and other like-sized, Division III institutions. Area coordinators obtained sample structures and models from SUNYAC and private school colleagues. Developed manuals for Strength and Conditioning room and in process of finalizing same for Facilities and Operations; Updated policy manual for Equipment room; revised Performance Programs of Director of Facilities and Operations and Equipment room manager to better align with duties.
POS: Implement developed student leader competencies into mid-year and end of year student evaluations to improve Peer Educator experiences.	Competency rubrics End of semester evaluations	Goal partially met. Efforts to focus on one competency occurred in the spring, in response to student feedback on working on three competencies at once. 95% of students reported substantial growth within the competency they selected in spring 2018.
Student Conduct: Enhance training for Resident Directors, conduct officers, and conduct board members by providing a full day training to better ensure engagement with and accountability for compliance expectations.	Enhancement of internal documents Implementation of a full-day conduct board training	Goal was met. In partnership with Title IX, a comprehensive training was offered in August, along with supplemental training throughout the year on topics such as the First Amendment, hazing, restorative justice, etc.
SUA: Use national best practices to create strategies for articulating and aligning the student employee experience more clearly with unit mission and strategic plan.	Revise of best practices in student employment (ACUI) Staff evaluations Exit interview data	Outcome met. Student evaluations were conducted for all SUA student employees, which includes all student employees during the 2018-2019 academic year. This includes a self-assessment and a supervisor assessment. Key themes from student employee evaluation included a positive working

		environment, provides a sense of belonging, opportunity to build skills, and professionalism.
Title IX: Expand and advance training for faculty, staff and students regarding reporting expectations and bystander intervention.	<p>Meet with various student groups and table at events</p> <p>Participate at NEST and new faculty training</p> <p>Offer Green Dot training</p>	Outcomes met. Training for faculty, staff and students was offered throughout the year, and mandated for mandatory reporters (including student leaders).

CLOSING THE LOOP

Resources Used:

- Staff training and conference attendance (i.e. SUNY First Amendment Conference, Restorative Justice training, etc)
- National professional organization resources (ACUI, Division III, CAS)
- Green Dot training

Additional Key Findings:

- Targeted training was offered to various departments in the division, specifically related to: Green Dot, Narcan administration, Title IX, the Council for the Advancement of Standards in Higher Education, First Amendment, hazing, restorative justice, Safe Zone, etc.
- Student Conduct board training was re-vamped to include a daylong training with additional topical trainings throughout the year.

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.

Summary Sentence for EMSA Briefing Book:

Departmental training enhancements were made in the majority of the EMSA departments, with a focus on best practices, compliance, current issues in higher education and diversity.

Divisional Goal #5		College Mission Alignment: how does this goal support the College's Mission?
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: identify 2-3 specific outcomes related to goal and criteria for success	Data Sources and Methods: resources and tools used to assess	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met
Campus Recreation: Develop a 5 year facility repair and replacement plan for SERC.	Bi-annual review of equipment replacement, life cycles and budget implications. Focus group data	Outcome met. Focus groups with student employees, intramural sports and group exercise participants were completed; data was used to inform facility repairs and equipment purchases.
RLLC: -Successfully complete the new build project and determine the next phase of the Residential Life Master Plan. - Analyze and implement best practices related to card access control and risk management.	Master Planning Process Card access expansion and project data	Outcome met/efforts ongoing. Construction of Eagle Hall started in May of 2017 and was completed in July 2018. The next phase of the master plan will be the renovation of the Middle Quad beginning with Benedict Hall, tentatively anticipated to start in the spring 2020 with occupancy for fall 2021. As of June 1, 2018, 84 doors were fully complete with 25 doors in progress (waiting on locks to be installed, final tie ins, etc.). There are 30 doors remaining. All student rooms in Eagle Hall were equipped with card access.
University Police: With the oversight of the Emergency Manager, lead the campus planning and implementation process.	Emergency Planning Risk Management Policy Development	Updated College's Emergency Operations Plan, and Student Domestic Travel Plan, and have made preliminary changes to the Infectious Disease Plan and significant changes to the College's Crisis Communications Plan. College's Enterprise Risk Management Group has worked on identifying and categorizing all levels of risk on campus. Developed a Security Camera Policy that will standardize the process for which security cameras are identified, acquired, installed and monitored throughout campus.

CLOSING THE LOOP

Resources Used:

- Master planning process in Residential Life/Learning Communities; funding of Eagle Hall project
- Card access and security camera enhancements
- Human resources dedicated to each unit goal; external agency involvement via the Emergency Manager

Key Findings:

- Residential Life Master Planning resulted in the new construction of Eagle Hall, a design-build project that reduced the average cost per bed while delivering a high quality product.
- Equipment replacement in SERC was aligned with a 5-year plan, based on focus group data.
- Emergency management planning and training resulted in enhanced college-wide crisis management plans and responses.

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.

Summary Sentence for EMSA Briefing Book:

Enhancements to the physical environment of the EMSA facilities are evidenced by the Residential Life Master Plan progress, SERC equipment replacement and enhancements to various emergency management functions.

Divisional Goal #6		College Mission Alignment: how does this goal support the College's Mission?
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: identify 2-3 specific outcomes related to goal and criteria for success	Data Sources and Methods: resources and tools used to assess	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met
Community Development: Identify best practices and trends to ground planning for a Center for Social Justice and Inclusion. -Offer a comprehensive deliberative dialogue program	Research on best practices	Divisional budget request for a position to operate the Center is not approved at this time. Hosted 8 Deliberative Dialogues in 2017-2018 open to all students; 12 sessions for Gold Leadership Students; and 2 Facilitator Training Sessions
Health Center: Increase staff members' knowledge on LGBT+ care and best practices.	Safe Zone Training completion Pre- and Post-test data	Outcome met. The goal of 95% familiarity was achieved related to familiarity with terminology and providing affirming care for LGBTQ+ members.
EOP: Increase the recruitment and admission of underrepresented males and students from targeted residential locations in collaboration with Undergraduate Admissions.	2016 and 2017 cohort data related to historically underrepresented male recruitment.	Ongoing. 29 underrepresented men enrolled in fall 2016, compared to 27 in 2017 (decrease of 2 students). EOP played a major role in the planning and implementation of the campus-wide Women of Color Empowerment Summit, and Men of Color: Journey to Manhood
UG Admissions: Meet NYS and College admissions milestones through the expansion of NYS recruitment markets downstate and expand the diversity of students enrolling in and succeeding at the College.	Admissions application and yield data	SUNY Welcome Center Admissions Events, which includes EOP counseling, instant decision days, and general college guidance. Other events include College Fairs designated for underrepresented groups, high school visits, coffee chats, and many other accepted student events. These events are accomplished by placing our Admissions Advisors in more diverse areas to connect with prospective students eliminating the transportation barrier.

RLLC: Improve the integration of the residential curriculum and the Living Learning Communities Program through a more unified assessment process.	Emphasis on diversity and inclusion programming, and sponsorship of campus-wide events	RLLC offered/sponsored 155 Equity Diversity and Inclusion (EDI) focused programs
Collaborative Training: Offer a relevant training experience for student leaders to assist in their contributions of building a better Brockport together.	Collaborative training sessions offered in August and January	Student Leader Training: 176 student leaders completed Racial Justice training in 2017-2018. Approximately 110 student leaders completed Safe Zone training in 2017-2018.
University Police: -Increase number of Community Policing hours, and maintain high community contact.	Community Policing hours and events	Outcomes met. First Annual Brockport Night Out was hosted; planned in collaboration with UP, Office of Diversity and Men of Color. Officers completed over 223 documented hours of Community Policing while making contact with 4633 community members. Increased community policing hours by 44% and contact with community members by 27%, compared to 2016-2017.

CLOSING THE LOOP

Resources Used:

- Restorative Justice training; Assistant Director of Student Conduct attended a train-the-trainer session; Campus training was offered in Spring 2018
- Human resources were dedicated to this goal, through training

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.
 - Hosted 8 Deliberative Dialogues in 2017-2018
 - Student Leader Training: 176 student leaders completed Racial Justice training in 2017-2018.
 - RLLC offered/sponsored 155 Equity Diversity and Inclusion (EDI) focused programs.

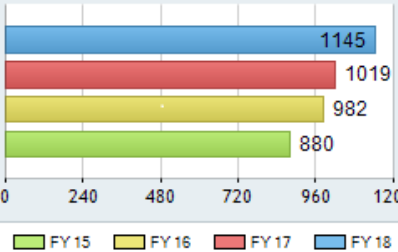
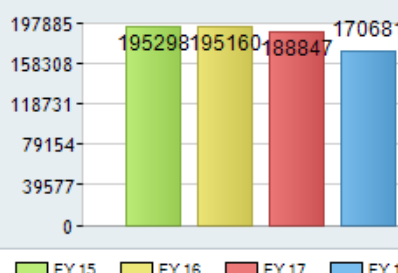
Dissemination/Discussion of Key Findings:

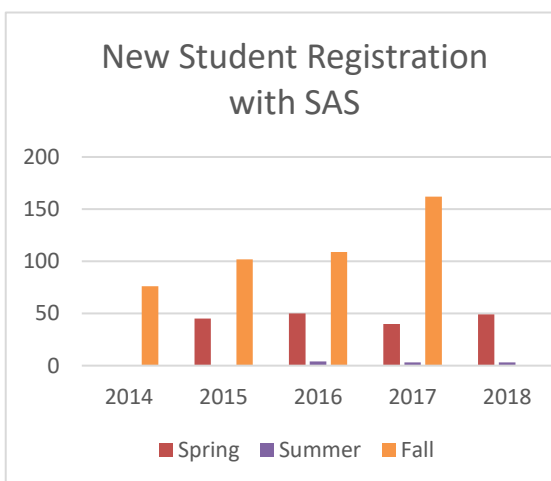
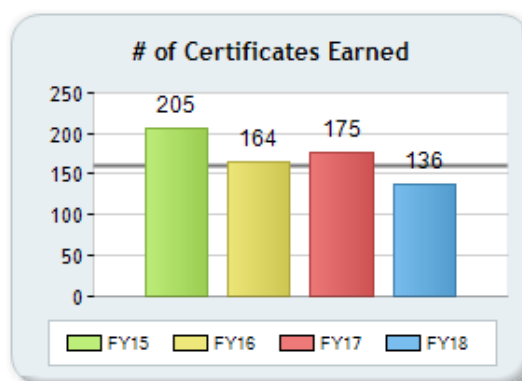
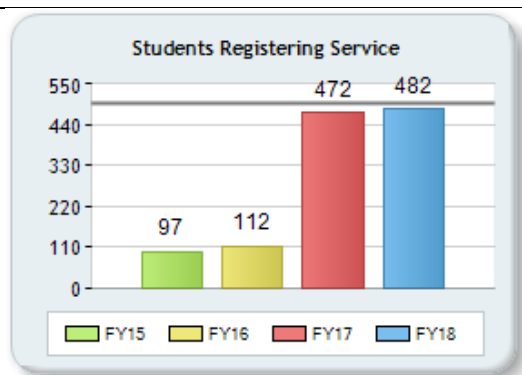
Assessment data across the division is shared regularly through the EMSA Director's Meetings, EMSA Assessment Team, through the annual reporting cycle and through the EMSA Briefing Book and annual breakfast. Additional emphasis on this goal was the focus of the July EMSA Director's retreat, specifically related to sense of belonging and empowerment.

Summary Sentence for EMSA Briefing Book:

Various EMSA departments collaborated within and outside the division to offer increased programming and training related to equity, diversity and inclusion.

SECTION THREE: UNIT KEY PERFORMANCE INDICATORS

Key Performance Indicators and Benchmarks	Analysis																				
<div data-bbox="115 384 565 705"> <p>EagleSUCCESS Student Engagement</p> <p>Fall 2017- Total # of Unique Students with a Flag or Kudos:</p> <p style="text-align: center;">6051</p> <p>Average # of flags per student:</p> <p style="text-align: center;">2.24</p> </div> <div data-bbox="115 720 565 1041"> <p>EagleSUCCESS Student Engagement</p> <p>Spring 2018- Total # of Unique Students with a Flag or Kudos:</p> <p style="text-align: center;">5794</p> <p>Average # of flags per student:</p> <p style="text-align: center;">2.05</p> </div> <div data-bbox="115 1056 565 1398"> <p>Club Sports Participants</p>  <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Participants</th> </tr> </thead> <tbody> <tr> <td>FY 15</td> <td>880</td> </tr> <tr> <td>FY 16</td> <td>982</td> </tr> <tr> <td>FY 17</td> <td>1019</td> </tr> <tr> <td>FY 18</td> <td>1145</td> </tr> </tbody> </table> </div> <div data-bbox="115 1455 565 1797"> <p>Fitness and Wellness Individual Visits</p>  <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Visits</th> </tr> </thead> <tbody> <tr> <td>FY 15</td> <td>195298</td> </tr> <tr> <td>FY 16</td> <td>195160</td> </tr> <tr> <td>FY 17</td> <td>188847</td> </tr> <tr> <td>FY 18</td> <td>170681</td> </tr> </tbody> </table> </div>	Fiscal Year	Participants	FY 15	880	FY 16	982	FY 17	1019	FY 18	1145	Fiscal Year	Visits	FY 15	195298	FY 16	195160	FY 17	188847	FY 18	170681	<p>EagleSUCCESS helped increase collaboration between Academic Affairs and EMSA. Not only did the college lead SUNY with 86% Fall and 92% Spring completion percentages for our Roster Verification Survey, but we also reached 6051 unique student in the Fall and 5794 unique students in the Spring.</p> <p>Club Sports had a 12% increase in student participation between 2017-2018</p> <p>There was 10.6% decrease in fitness and wellness visits to the SERC from 2016-2017.</p> <p>Further information will be gathered to assess the decline in fitness and wellness individual visits through Campus Labs Campus Recreation Consortium Survey in 2018-2019</p>
Fiscal Year	Participants																				
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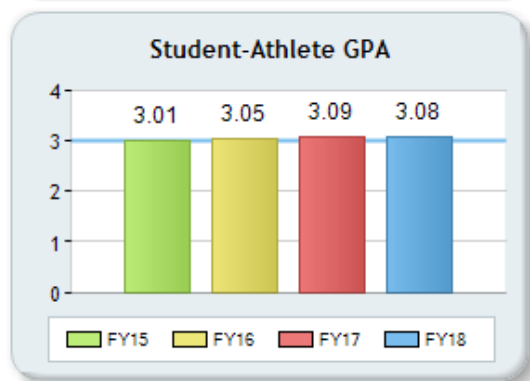
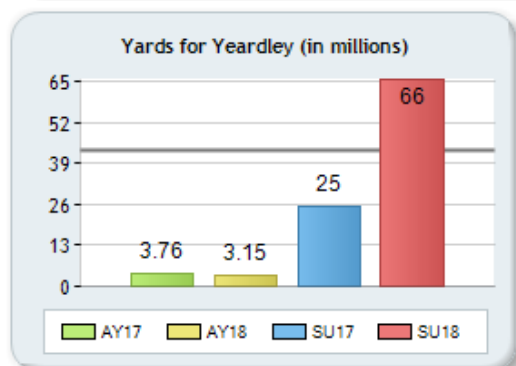
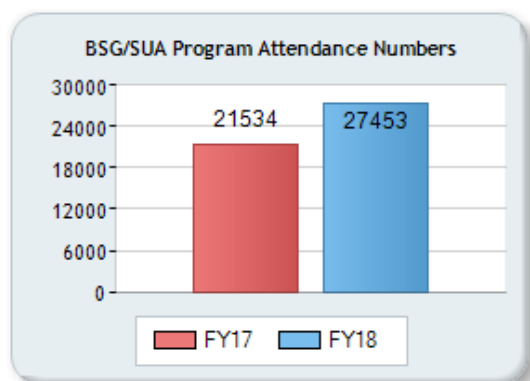
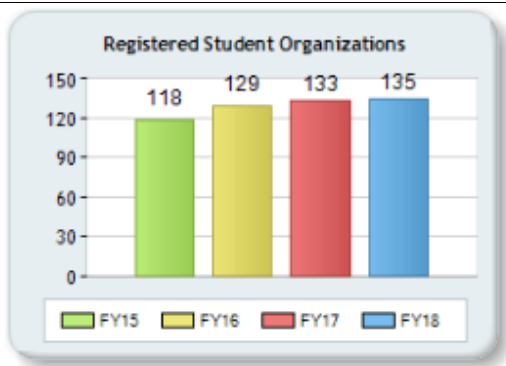


Despite the slightly lower number of registered experiences, more students were recognized with the Eagle Service Honor Roll or President's Volunteer Service Award this year compared to 2016-2017 (39 students).

This year we saw a drop in the number of students participating in the program. One potential cause for this was increased difficulty reaching the first-year students. In previous years, representatives of the program were able to visit between 15-25 APS classes to talk about the program and offer students the chance to sign up. Plans for the Fall 2018 semester are already underway for how to mitigate this change, including:

- Registration for the program available during summer orientation
- Enhanced presence in the first-year residence halls
- Return of the annual Kick-Off event in September to serve as program launch
- Modified structure for Green Certificate to strengthen completion percentage

SAS coordinated and managed a 41.6% increase in new students' intakes for the 2017-2018 school year. 63% of students enrolled in the academic support program offered through SAS continued to receive individualized support.



Total number of student organization registrations: 135.

1. Academic Honor Societies: 4
2. BSG Clubs: 99
3. Campus Recreation Club Sports: 23
4. Fraternities/Sororities and councils: 9

Through a partnership with BSG and Campus Recreation, we streamlined the process and requirements for starting a new organization on campus and increased a net of 7 new groups this year

Total number of officers: 343

Total number of advisors: 87

2017-2018

- 19,653 BSG
- 5,800 SUA

Total= 27,453 -21.5% increase from previous year

2017-2018 – Highlights:

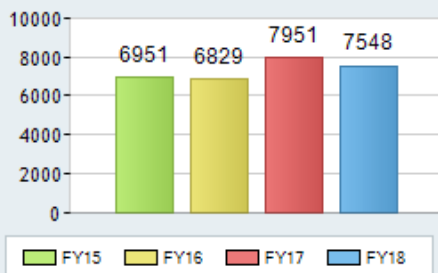
- BSG established a programming board
- BSG increased their programming initiatives by 26% from the previous year

SUA firmly established a programming advisor relationship with BSG

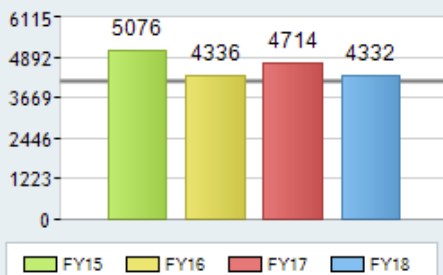
The Golden Eagles have a long tradition of community service. In 2017-18, we sponsored our annual events including a Canned Food Drive (over 850 pounds collected), Bears and Blankets (50 bears and 50 blankets made by 250 student-athletes), and the walked/ran 3.2 million yards in support of OneLove/Yards for Yeardeley event (3rd highest in SUNY).

For the 14th consecutive semester, the Golden Eagles maintained a combined grade point average over 3.0. In addition to built-in support for ET students and our department sponsored study hall program, 15 teams have created additional study hall or other academic support programs for their student-athletes.

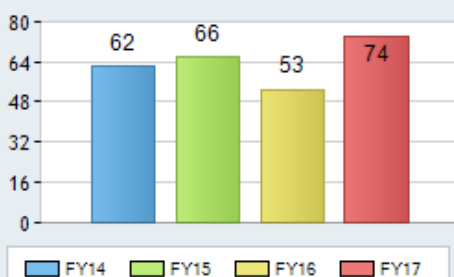
Student & Alumni Touches



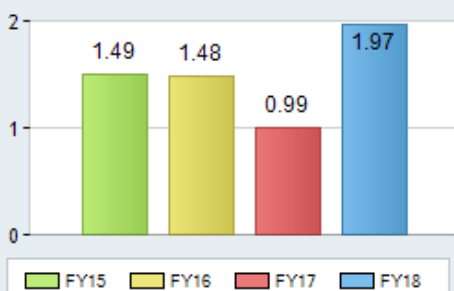
Counseling Center Total Visits



EOP Graduates



Federal Perkins Loans Awarded to Students (millions)

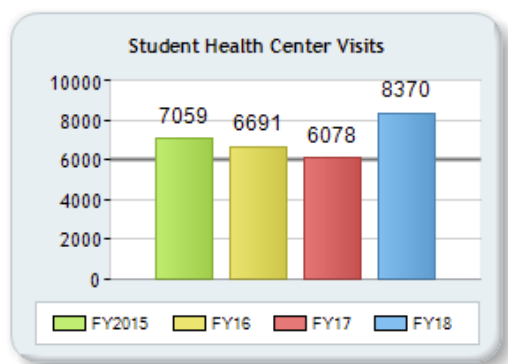


Career Services continues to evolve what is meant by a “touch,” or individual student contact, which makes comparing years difficult. We also continue to evolve our offerings, which also effects yearly comparisons. We will continue to examine this factor of our report to get a better understanding of what numbers will be most useful in continuing to improve how we serve the campus community. It is likely that we will discontinue a broad “touches” number and instead focus on targeted comparisons that provide us with better insight into student needs.

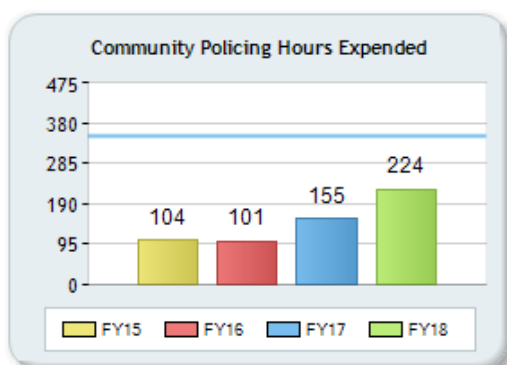
During FY16 and FY17, the Counseling Center supervised 2-3 graduate counseling interns who each carried the caseload of a part-time counselor, thus resulting in increased appointments available and utilized. Interns also assisted in providing outreach and programs to the campus community. CC was not able to supervise an intern during the FY18. As such, counselor time was divided between individual appointments, outreach efforts, groups, campus presentations, and Residential Hall programming. As a result of increased programming and outreach around campus, less time was available for individual sessions.

It is evident that graduation is one of the primary measures of the success of the EOP program. We have continued to maintain a 4 year comparable graduation rate and look forward to increasing this number.

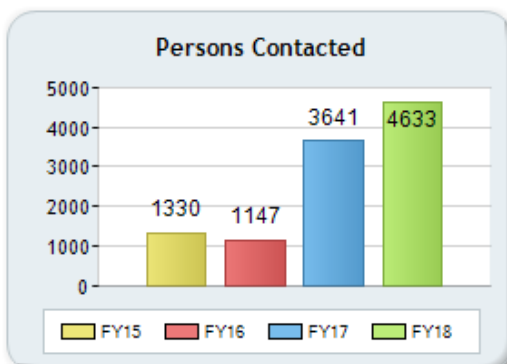
The Federal Perkins Loan is a low interest rate loan (5%) that is awarded to undergraduate and graduate students with exceptional financial need as determined by the FAFSA application. The loan is campus based which means institutions were provided a specific amount to award on a first-come, first-served basis. The College at Brockport awarded the following amounts in the years indicated. First year EOP students with exceptional need was awarded up to \$3000 and non-EOP students with exceptional need were awarded up to \$2000. This program is set to expire at the end of the 2017-18 academic year. This means that this funding will no longer be available after the 2017-18 year to award to students.



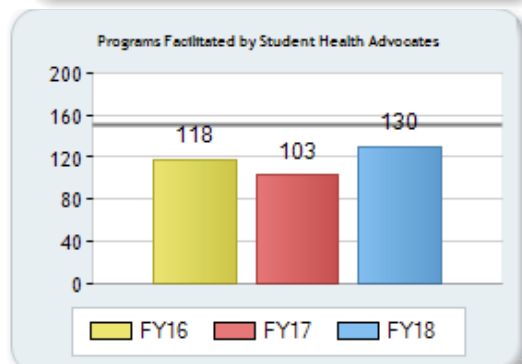
This year we noted an increase in services offered from the HC. Some of our increase in patient volume reflects increased marketing for services, increase in number of flu vaccines given, hosting two specialty clinics' including PPDs for nursing students and tuberculosis screening for International students to maximize time and clinic flow. We have also noticed an increase in call volume for nursing and follow up calls to patients.



The number of dedicated Community Policing programming hours increased significantly. With the length of patrol shifts (from 8 hours to 12 hours) four years ago there was an unintended consequence of the decrease in off-duty hours spent on Community Policing. University Police Command Staff have reinforced the importance of on-duty attention to this priority in support of our Service + Enforcement + Education philosophy of service to the campus community. Shift supervisors have assisted with increasing the number of hours expended by each sworn member.

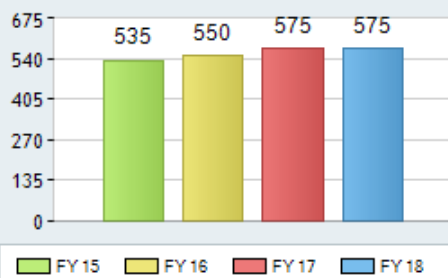


With the aforementioned increase in Community Policing hours, coupled with better promoting of programs, there was an increase in the number of persons contacted during formal programming. Persons (resident students, staff, faculty) contacted by University Police personnel on routine foot patrol are not counted, and these routine contacts occur daily in the residence halls, the service buildings and the academic/athletic facilities.



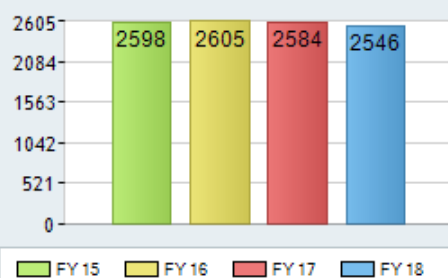
Prevention and Outreach Services had an increase in programming due to better tracking of programs, program report analysis, and a stronger focus on outreach. The year prior student employees created many programs that needed to be implemented around campus. In the fall of 2017, the theme of training was outreach with a focus on better ways to engage with students and best practices when tabling and facilitating programs. With a strong emphasis on implementing programs we see our numbers continuing to grow in our outreach efforts.

First Year LLC Student Involvement



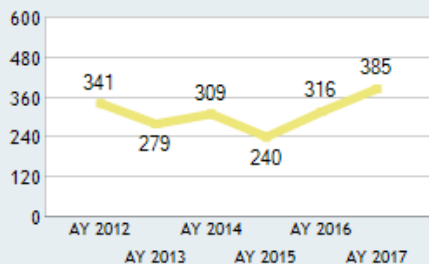
The number of students in first year LLCs has increased every year since the program started (2008).

On Campus Student Occupancy



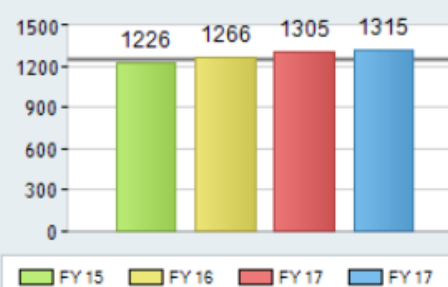
The average on-campus occupancy dropped slightly this year in part to the additional number of academic dismissals we had from the fall term to the spring term. Approximately 30 more students were academically dismissed from Fall 2017 to Spring 2018 than from Fall 2016-Spring 2017.

Number of Conduct Charges, Off Campus



Students charged with violating the Code of Student Conduct as a result of incidents occurring off campus have increased in the past two years.

First Time Students Enrolled



This year, Brockport experienced another record year of deposited/enrolled first time students with 1,315 FTE as of week 38. Similar to the rationale for the increase in applications, a spike in enrollment is likely due to the implementation of the Excelsior Scholarship. Excelsior has also lead to an increase in the commuting population.

SECTION FOUR: 2017-2018 POINTS OF PRIDE AND ACCOMPLISHMENTS

Point of Pride/Accomplishment	College Mission and Priorities Alignment
EagleSUCCESS saw a Starfish and SUNY record-level participation in 2017-2018. Upon implementation, over 86% of all faculty completed the first Fall survey, used to verify student attendance for federal financial aid. Over 92% completed the Spring survey.	To be a Great College at which to Learn
Campus Initiatives, such as SPUR, EagleSUCCESS and STEPS, coupled with ASC-Advisement and Retention staff outreach has resulted in a decrease in academic dismissals and students placed on probation at the end of the Spring 2018 semester.	To be a Great College at which to Learn
Director of Campus Recreation presented at 2 national Conferences - NASPA & NIRSA on research topic entitled "Impact of new or renovated collegiate recreation centers on recruitment and retention"	To be a Great College at which to Work
Forty students, eight BASC employees, and two community members completed CPR, First & AED certifications. Also, seven students completed the CPR certification. All were taught by Campus Recreation staff	To be a Great College at which to Learn
More than 250 students and community members attended a Deliberative Dialogue, with 70% indicating that the program allowed them to consider a new perspective or approach to address a community topic.	To be a Great Place at Which to Learn
Community Development is collaborating with Center for Global Education and Engagement to coordinate participation in Governor Cuomo's New York Stands with Puerto Rico Recovery and Rebuilding Initiative.	To be a College Engaged with its Community
The Annual Trash to Treasure event collected more than 50,000 items to donate to more than 40 different community organizations.	To be a College Engaged with its Community To be a Sustainable Institution for the 21 st Century
Successful implementation of initial Excelsior verification and certification	To be a Great College at Which to Learn
Streamlined the graduation and diploma dissemination process, resulting in a more timely notification of degree conferral and diploma receipt	To be a Great College at Which to Learn
Addition of an assistive technology specialist enhances students' access to equipment, accessible software, and campus trainings.	To be a Great College at which to Learn
Student Accessibility Services effectively managed a 103% increase in requests for textbooks in alternate format	To be a College Engaged with its Community
Continued to provide and improve Student Union & Activities operational activities for the campus community by: Supporting an increase in reservation bookings by 17%, which included 525 more Student Organization & 411 more Faculty/Staff event requests from the previous year. Introduced a Campus Major Events committee to influence a collaborative spirit around the coordination of major campus activities.	To be a Great College at which to Learn To be Engaged with the Community
101 Fraternity & Sorority Life members attended the Green Dot training offered by Prevention & Outreach Services.	To be a Great College at which to Learn To be Engaged with the Community

Football, Volleyball and Men's Basketball earn NCAA berths; Football advanced to NCAA Final Four while Volleyball earned their 3 rd consecutive, undefeated SUNYAC title; Women's Track and Field finished in 10 th place at the NCAA Indoor Championships	To be a Great College at Which to Learn
21 All-American honors including national championships for Victoire Kothor in the indoor and outdoor shot put. Other honors include: Joe Germinerio (Football; All-East Region Offensive POY); Dallas Meyers (Men's Lacrosse; SUNYAC Defensive POY); Brandon Amthor (Men's Swimming; SUNYAC Rookie of the Year); Megan Kilgallon (Women's Diving; SUNYAC Diver of the Year); Victoire Kothor (Women's Track and Field; SUNYAC Field Athlete of the Year); Nicole Pollencarz (Volleyball; 2018 SUNY Chancellor's Scholar Athlete Award (3x))	To be a Great College at Which to Learn
Held first Part-Time job fest in Fall 2017. 731 students attended the event.	To be a College Engaged with its Community
Career Services & Community Development partnered to offer the 3 rd annual Non-Profit Career and Volunteer Fair.	To be a College Engaged with its Community
Counseling Center hosted the 36 th annual Counseling Centers of NY Conference. Over 150 counseling center professionals.	To be a College Engaged with its Community
Brockport Women of Distinction (EOP women's empowerment group) had a private meeting with Rochester Mayor Lovely Warren in her personal chambers. The Mayor offered the young women candid advice as to how she overcame adversity in her life and career.	To be a College Engaged with its Community
Financial Aid saw a 14.8% increase in the number of SMART Track modules (financial literacy) completed by students in 17-18 compared to 16-17.	To be a Great College at which to Learn
NYU Immunization Project – 800 flu vaccines given, FNP presented at NYSCHA and American College Health Association national conference - Hazen Student Health Center's intervention for increasing student immunization rates for; tetanus, influenza and HPV.	To be a Great College at which to Work
All officers increased Community Policing programs and individuals contacted.	To be a College Engaged with its Community
University Police Officers and Dispatchers in the department attended Mental Health First Aid training and Safe Zone Training.	To be a College Engaged with its Community
Purple Run 4(k) Change: 264 participants including students, faculty, staff and community members, 66 volunteers, and \$681 raised to donate to Willow Domestic Violence Center	To be a College Engaged with its Community
Residential Life/Learning Communities offered/sponsored 155 Equity Diversity and Inclusion (EDI) focused programs	To be a College Engaged with its Community
Eagle Hall incorporated design/build construction methodology and will be a model for DASNY and SUNY for the construction of future residence halls. The overall savings compared to design/bid/build methodology potentially resulted in \$3 to \$4M in cost avoidance.	To be a Sustainable Institution for the 21 st Century
Dual Admit contracts updated between Brockport and Monroe Community College, Genesee Community College, Finger Lakes Community College, and Niagara County Community College.	To be a Great College at which to Learn

Initiated a collaboration with Academic Advisement, Transfer Year Experience, and top feeder institutions to update existing Dual Admit contracts between institutions to ensure transfer students enrolled in the program will be able to follow and obtain the 2+2 goal of finishing their degree within two years of transferring to Brockport.	To be a College engaged with its Community
Increased participation and awareness in the greater Rochester community. Danielle Armentano, Admissions Advisor, represented Brockport as part of RCAN, the Rochester College Access Network, during monthly meetings and assisting at the annual RCAN hosted FAFSA Fests.	To be a College engaged with its Community
Emergency Management conducted successful exercises with staff in the areas of “Infectious Disease Outbreak”, “Crisis Communications” and “Active Shooter.” Multiple in-service trainings for faculty, staff, and students in the areas of personal preparedness, Emergency Management, Campus Safety, and Severe Weather Preparedness were offered.	To be a Sustainable Institution for the 21 st Century
New student web-based on-boarding program, Think About It, AY 2017-18 reporting a 92.7% completion rate with 2,228 students completing the program, 1.9 % increase from previous year.	To be a Great College at which to Learn To be a Sustainable Institution for the 21 st Century

Great College at Which to Work

- Peter Dowe, College Registrar, was awarded the Chancellors award and inaugural SUNYRA President’s Award
- Tia Kennedy received the Academic Advising Award
- Officer James Barnes received the New York State University Police Lifesaving award.
- Carl O'Connor was elected to be the President of the Brockport Alumni Association
- Gary Owens received the EOP Golden Alumni Honoree Award
- Denise Catlin was awarded Brockport’s Adele Catlin Award recipient for student service
- Coaches of the Year: Jason Mangone (Football): Empire 8, East Region and AFCA Division III Coach of the Year; Don Murray (Wrestling): ECWC Coach of the Year; Ed Jaskulski (Track and Field): USTFCCA Women’s Indoor and Outdoor Atlantic Region Assistant Coach of the Year
- Jill Wesley, Director of Career Services, was awarded President’s award by SUNYCDO
- Thomas Chew and the Academic Success Center staff were recognized as a finalist for The National 2018 Education Advances Award (Hobsons).
- The College was recognized by the Association of College Unions International for 50 years of participation in the professional organization. Kim Haines, Director of SUA, serves as a member of the ACUI Research Team.
- Sara Kelly co-authored and presented a paper for the National Symposium on Student Retention, “What’s in a Nudge? Utilizing Behavioral Science Based Interventions to Promote Student Success”

SECTION FIVE: 2018-2019 DIVISION STRATEGIC GOALS

Strategic Goals	Strategic Plan Operational Objective(s)	Action Plan and Timeline
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: 2018-2019 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
Highlights of the annual reports can be found in the [EMSA Divisional Briefing Book](#).

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, EOP verification, bilingual Admissions Advisor, 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, academic advising, and work study.
- 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
ASC: Utilize SPUR – Strategic Plan for Undergraduate Retention to prioritize strategic initiatives to help students.	Academic Success Center	ASC 1, 4
Build community support and engagement with commonly excluded populations and potentially at risk students, e.g. transition students, adult students, commuters, and veteran students.		ASC 2, 3

Determine benchmarks for the Academic Success Center.		ASC 5
RR: Implement Student Outcome Tracking (SOT) for the start of the 2019-2020 aid year. Begin implementation of Student Educational Planners (SEP) within Degree Works.	Registration & Records	RR 1 RR 2
IA: Development of a comprehensive “Prepare to Launch” program.	Intercollegiate Athletics	IA 1
EOP: To increase the percentage of the returns of the Academic Performance Progress Reports (APPR) faculty submit on the progress of each EOP students in each course student is enrolled. To increase the recruitment of the number of students enrolled in EOP from the Rochester and Buffalo areas compared to that of 2017 – 2018.	Educational Opportunity Program	EOP 1 EOP 2
UA: Enroll 1240 FTE First Time students and 975 FTE Transfer students supporting the College in meeting or exceeding SUNY PIP and College enrollment goals. Implement the SUNY EOP Financial Information Form into the EOP admissions review process. Enhance current Financial Aid model communications to provide consistent oversight and stewardship of resources.	Undergraduate Admissions	UA 1 UA 3 UA 5

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:** Enhance unit-level data collection and analysis, including NSSE, SOS and SLO assessment; determine action plans.
- b. **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.
- c. **Divisional Priority:** Identify and map units to CAS standards and initiate program review schedule between Fall 2018 and Fall 2022.
- d. **Divisional Priority:** Review, create and sustain co-curricular high impact practices (CHIPS); cycle 1 to be completed by June 2019; cycle 2 initiated this year.
- e. **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
CS: Create and implement a strategic plan for student employment.	Career Services	CS 1
CR: Club sport participants will create safe, welcoming and inclusive organizations through gainful leadership opportunities, which will result in long-term pride in and for The College at Brockport. Students who participate in Fitness and Wellness programs (10 times or more) will have a strong connection with the college, which will result in a higher GPA and retention rate compared to those who do not participate.	Campus Recreation	CR 3 CR 2
Co-curricular High Impact Practices cycle 1 completed; assessment data reviewed, improvements made and summary documents developed.	Community Development Residential Life/Learning Communities Campus Recreation	CD 1 RLLC 2

<p>CD: Enhance processes and systems that track community service to support the College's achievement of the Carnegie Classification.</p> <p>Increase exposure of students, faculty and staff to leadership development programming.</p>	Community Development	CD 2
		CD 4
<p>EAT: Complete the first round of CAS self-assessments for:</p> <p>Hazen</p> <p>Prevention & Outreach Services</p> <p>Leadership Development Program</p> <p>Student Union & Activities</p>	EMSA Assessment Team	CD 3
		UA 2
		SUA 2
<p>SUA: Commuters/Off Campus Initiatives:</p> <p>Create a 5-year Strategic plan for off campus and commuters students.</p> <p>Continue to expand, develop and strengthen the student organization program, including FSL program that align with national best practices.</p>	Student Union & Activities	SUA 2
		SUA 4 & 5
<p>EOP: To increase the student/counselor contacts in EOP for the purpose of career counseling by 5%</p> <p>To enhance the number of EOP students utilizing individual and/or group tutoring during the 2018 – 2019 academic year by 10% over that of the total number in each semester from the 2017-2018 academic year.</p>	Educational Opportunity Program	EOP 3
		EOP 5
<p>EAT: Develop and implement departmental student learning assessment processes that contribute to divisional and institutional learning goals.</p> <p>Review national survey data (NSSE & SOS) to improve services</p>	EMSA Assessment Team	N/A
		UA 4
		SC 3

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 (i.e. free speech/freedom of assembly).
- 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.

Unit Assessment Goal	Accountability	Unit Report Reference
Personal Safety Committee and SBCT: Enhance personal and campus-wide safety through the collaboration and engagement in the College's Enterprise Risk Management assessment process and risk mitigation strategies.	Personal Safety Committee & SBCT	N/A
SBCT: Review of national best practices for responding to students exhibiting suicide ideation and/or attempt in order to enhance the College's protocols and procedures for managing these cases	SBCT	N/A
SAS: Advance the usage of assistive technology within the department and for broad campus usage.	Student Accessibility Services	SAS 2
CS: Re-evaluate career services staffing model relative to student needs and assessment data.	Career Services	CS 3
SUA: Develop intentional programming initiatives, including: Implement new initiatives as part of Homecoming weekend. Redesign current "six-week committee" to develop intentional programming efforts focused on an inclusive approach to programs and activities that aligns with The College at Brockport EDI strategic plan	Student Union & Activities	SUA 3

Eagle Empire: Establish a full year of student engagement opportunities with Athletic events in collaboration with BSG and Athletics		
CC: Increase counselor presence and enhance ongoing efforts to increase engagement with students in non-traditional ways.	Counseling Center	CC 2
FA: Successfully implement the 2019-2020 financial aid processing cycle	Financial Aid	FA 1
UP: Complete DCJS Accreditation process. Purchase and Implement Morpho Trust Live scan fingerprinting software.	University Police	UP 1 UP 2
POS: Strengthen peer education curriculum to ensure prevention messages are accurate and evidence/research informed. Increase branding efforts of large scale programs (EagleCHECK, Green Dot, and Party Smart) for increased awareness and education efforts linked to programs.	Prevention & Outreach Services	POS 2 POS 3
SC: Utilize assessment data to identify opportunities for early-intervention efforts & create action-plan for students at-risk of violating the student conduct policies Enhance marketing and communication about student conduct's mission, policies and procedures.	Student Conduct	SC 3 SC 1

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.

Unit Assessment Goal	Accountability	Unit Report Reference
CR: Campus Recreation student employees will develop transferable leadership and professional skills through department trainings and workshops	Campus Recreation	CR 1
FA: Revise and provide new communication to Federal Work-Study supervisors regarding: Security requirements, More timely and frequent communication and 24/7 availability. Hire and train three new Financial Aid Office staff members (professional and clerical) to provide more timely aid processing and improved customer service	Financial Aid Financial Aid	FA 2 FA 3
CC & HC: Enhance staff satisfaction through an assessment of employee needs.	Counseling Center Health Center	CC 3 HC 3
HC: Advance utilization of Mediat, specifically favorite note, auto replace, and patient summary updates	Health Center	HC 1

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
EM: Increase the level of personal and community preparedness on campaign through ongoing education, instruction, training and exercises. As needs are identified, develop the appropriate plans, procedures and/or policies to ensure that gaps are filled and addressed accordingly.	Emergency Management	N/A
IA: Support student-athlete success by raising \$100,000 through Golden Eagle Society	Intercollegiate Athletics	IA 2
RLLC: Begin the design for the middle quad renovations with construction set to begin in spring 2020.	Residential Life/Learning Communities	RLLC 1
Continue to enhance safety and security in all on-campus housing facilities.		RLLC 3

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, communicate and model standards and expectations for engagement in activities and training that align with current principles and practices of EDI.
- b. **Divisional Priority:** Facilitate the development of a genuine sense of belonging among staff and students in support of improving campus climate and prioritizing EDI.
- 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
RR: Streamline the certification processes for TAP, Part-Time TAP, and state scholarships	Registration & Records	RR 3
CC: Enhance accessibility to counseling center services for all students.	Counseling Center	CC 1
HC: Pursue inclusive excellence by providing bias awareness training for Hazen Health Center staff	Health Center	HC 2
UP: Offer new programs to students through community policing, with a specific emphasis on developing stronger relationships with historically underrepresented groups.	University Police	UP 3
POS: Ensure all programs offered are inclusive in their language of nontraditional student experiences.	Prevention & Outreach Services	POS 4
RLLC: Establish and charge the new Residential Life/Learning Communities Equity, Diversity and Inclusion Committee.	Residential Life/Learning Communities	RLLC 4
UA: Develop professional development opportunities for staff and student employees to increase individual and office awareness related to equity, diversity and inclusion.	Undergraduate Admissions	UA 6
SC: Develop policies and procedures for implementation of Restorative Practices in partnership with Residential Life/Learning Communities and Office of Diversity	Student Conduct	SC 2