



Unit End of Year Report	
Report includes: <ul style="list-style-type: none"> <li>• 2020-2021 Annual Goals</li> <li>• 2020-2021 Assessment Plan</li> <li>• Key Performance Indicators</li> <li>• 2021-2022 Annual Goals</li> <li>• 2021-2022 Assessment Plan</li> <li>• 2020-2021 Points of Pride</li> </ul>	<b>Unit: Athletics</b>  <b>Director: Erick Hart</b>  <b>Assessment Team Representative: Dani Drews</b>
UNIT OVERVIEW	
<p><b>Unit Mission</b>            The mission of the SUNY Brockport athletic department is to provide a transformational, holistic student-athlete experience by integrating intercollegiate athletics into the SUNY Brockport education. We achieve this by focusing on five key areas: <i>Integrate with the University, Champion diversity, and inclusion, Achieve academically, Excel athletically, and Play with integrity.</i></p> <p><b>Integrate with the University:</b> The student-athlete experience is an important aspect of the overall, SUNY Brockport education. This experience provides student-athletes with the opportunity to learn from their peers and to pursue interests beyond athletics. Brockport Athletics builds and strengthens relationships within the Brockport community while helping the University connect with the greater regional community.</p> <p><b>Champion Diversity and Inclusion:</b> To be engaged, you must feel included and valued. We strive to build and nurture a culture where inclusiveness is a reflex, not an initiative. On every team, diversity of experience, skills, and perspectives creates depth and strength. We are stronger together than we are apart. We know through experience that different ideas, perspectives, and backgrounds create a stronger and more creative learning environment that delivers better results. Brockport Athletics is committed to a respectful environment in which all student-athletes and staff are welcomed and valued. We will diversify our department through intentional recruiting and hiring and serve as a model for our University and the SUNY Athletic Conference (SUNYAC).</p> <p><b>Achieve Academically:</b> Student-athletes will strive to achieve excellence in the classroom as well as the competitive arena. At Brockport, athletics offers exceptional educational opportunities that support and supplement the lessons learned in the classroom. Life-long skills such as teamwork,</p>	

discipline, perseverance, and leadership are cultivated through intercollegiate athletics.

**Excel Athletically:** Supported by talented and committed coaches and staff, student-athletes can channel their passion and drive for athletic excellence, pushing themselves to be the best through hard work and high standards.

**Play with Integrity:** At Brockport, we foster a community of sportsmanship and compliance that is never compromised. While winning is important, it is kept in perspective.

Unit Functional Goals	Division Goal Mapping	College Goal Mapping
Reflect the NCAA focus on student-athlete experience by supporting student-athlete academic achievement, team success, and personal growth.	1, 2, 3	1.1, 2.1, 3.4
Develop programming that supports student-athlete mental health.	1, 3	1.1, 1.5
Support institutional enrollment goals by actively recruiting student-athletes that fit the overall mission of the College.	1	1.1, 1.8

#### **SECTION ONE: 2020-2021 UNIT STRATEGIC ANNUAL GOALS**

Unit Strategic Annual Goals	Outcome/Status
Complete CHIPS report for Athletic Teams, focused on assessing student satisfaction, engagement, learning and persistence.	Completed. Ready for presentation
Offer comprehensive programming that supports student-athlete mental health	Completed/Ongoing
Enhance programming for student-athletes and staff supports Brockport's EDI goals	Completed/Ongoing

## SECTION TWO: 2020-2021 Assessment Plan

Unit Goal		College Mission Alignment:	
Complete CHIPS report for Athletic Teams, focused on assessing student satisfaction, engagement, learning and persistence.		<p>1.5 Ensure that all undergraduate students, including transfer students and non-traditional students, have the opportunity to undertake multiple HIPs and CHIPs and have these experiences identified on their academic and co-curricular transcripts.</p> <p><b><u>EMSA GOAL 2:</u></b></p> <p>1. <i>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)</i></p>	
Outcomes and Criteria:		Data Sources and Methods:	Assessment Data:
<p>Develop strategies to improve underrepresented minority male first year student-athlete GPA and retention rates</p> <p>Student engagement, retention, satisfaction and learning were measured as part of the CHIPs process.</p> <p>Reaffirmed Brockport Athletics commitment to and successful implementation of a holistic model for student-athlete success</p>	<p>End of Year Surveys Grade Reports IR Data Enrollment and Persistence Data NSSE Data</p> <p>EDI program completion and feedback Roundtable Discussion feedback</p> <p>Post program surveys Senior student-athlete exit feedback</p>		<ul style="list-style-type: none"> <li>• Overall, student athletes achieve higher GPA and persist at a higher level than non-athletes.</li> <li>• Underrepresented minority student-athlete achieve higher GPA and persistence levels than underrepresented minority non-athletes.</li> <li>• Persistence and GPA rates of underrepresented minority student-athletes are lagging behind non-underrepresented peers.</li> <li>• Associate AD and FAR (who supervise student-athlete extraordinary talent (ET) program) have been consulted for additional insights and intervention ideas, such as extending the course over the first two semesters. We will continue to discuss them prior to the fall semester</li> <li>• Develop collaboration with Talon Academy to support male student-athletes of color</li> <li>•</li> </ul>

### **CLOSING THE LOOP**

**Resources Used:** The report was a two-year, collective effort to gather, analyze and synthesize data from our student-athletes and staff. Resources were limited to our state, IFR, and fundraising revenue used to implement NCAA Division III athletic program. Additional support from grant and sponsorship revenue enabled us to provide financial support for student initiatives (such as the SAFE program and mental health programming).

### **Key Findings:**

The institutional strategic plan is our contract with students promising each student our unwavering commitment to their holistic success. The Brockport student-athlete experience includes multiple layers of support that create the foundation for rewarding collegiate experiences and preparation for life after graduation. Beginning with the recruiting process and carrying throughout their playing careers, student-athletes develop strong connections to their coaching and administrative staffs as well as opportunities to connect with faculty and the community. Categorized in five areas below, the results demonstrate that the Golden Eagle student-athlete experience is well-rounded and strong preparation for life-long achievement.

### **Engagement:**

Giving back to the Brockport community is an important part of the Brockport Athletic culture. All Brockport teams and student-athletes participate in an array of annual events in addition to individual team service projects. Some of the most impactful have been the annual Leaf Raking and Canned Food Drive, Bears and Blankets night as well as Dancing with the Athletes. More than just giving back, Brockport student-athletes take part in other aspects of campus life with 68% of 2020 senior student athletes reporting that they participated in campus organization and events outside of athletics. NSSE data from 2020 showed that student-athletes spent an average of over 16 hours/week on extracurricular activities (as compared to 3.7 hours by non-athletes).

### **Satisfaction:**

Annual and longitudinal data demonstrates the overall satisfaction with Brockport student-athletes and their experience at Brockport. Over 80% of student-athletes reported their coaches provided strong support of their academic performance while 93% of senior student-athletes would encourage other student-athletes to attend Brockport. NSSE data also shows satisfaction with overall Brockport experience for student-athletes is greater than non-athletes.

If you could start over again, would you go to the SAME INSTITUTION you are now attending?	Not Athletics		Athletics	
	Respondents	Mean	Respondents	Mean
Freshman (1st year)	109	2.972	13	3.462
Senior (4th year)	345	2.887	22	3.227

**Retention:**

In every comparison, by gender, class year, ethnicity, Brockport student-athletes are persisting at a higher rate than non-athletes. Overall persistence rates for underrepresented minorities are 85% for athletes vs. 77.5% for non-athletes. Another notable example is with first year students. In 2018-19, first year student-athletes posted an 88% persistence rate and GPA of 2.93 versus non-athletes with a 69.2% persistence and 2.72 GPA. That pattern continues in subsequent years in GPA and expands with persistence rates during junior and senior years.

**Learning:**

College education takes place inside and outside the classroom. While it is difficult to quantify the life skills honed on the playing field, over 95% of senior student-athletes reported that Brockport provided them with leadership and life skills that would impact them beyond their playing days. In strictly academic terms, Brockport student-athletes are achieving high marks, earning higher GPAs by gender and in most majors. In 2018-19, data shows that in academic majors with at least five student-athletes, student-athletes achieved higher GPAs in 19 of 21 majors. Additionally, female student-athletes at Brockport earned a combined GPA of 3.34 (versus 3.06 for non-athletes) while male student-athletes outperformed non-athletes (2.92 vs. 2.84).

**Equity, Diversity and Inclusion:**

The Athletics Department at Brockport is an engaged member of the division of Enrollment Management and Student Affairs (EMSA), actively supporting institutional, EDI goals.

Over the summer of 2020, it became clear that we needed to create a platform for student voices to be heard. Brockport student-athletes organized the Student Athletes For Equity (SAFE) committee prior to the start of the 2020 academic year with the mission to “...to work together to give each other the opportunity to become more effective in our communication. This includes ways in which we can bring our problems into actionable goals to create change on campus and on our teams. We will also work to find more ways in which our athletic teams can support each other.” The committee includes members from every Brockport varsity team as well as two head coaches and a graduate fellow liaison from the Brockport EDI office. They have met bi-weekly throughout the year, with guest presenters on topics regarding racism, language, and LGBTQ issues.

**Dissemination/Discussion of Key Findings:** The Athletic Communication office creates and distributes print, video, and social media content for all our Athletic programs and achievements. We are fortunate to have one of the best in the business, Gil Burgmaster at the helm. He is on the cutting edge in his field and will continue to lead our promotional efforts, on and off campus. Post-COVID, we will resume our KPI/promotional work on campus, sharing the story of the academic, athletic, and community excellence of our program.

**Summary Sentence for EMSA Divisional Report:**

The CHIPS report demonstrated Brockport Athletics' commitment to institutional goals and student success and reinforced our proud tradition as a leader in Division III.

Reflect the NCAA focus on student-athlete experience by supporting student-athlete academic achievement, team success, and personal growth.		This goal directly aligns with the College's mission to "Build a Better Brockport", aiming for excellence in all phases of the student-athlete experience.
Student-Athlete Academic performance	Academic grade reports Dean's List Honor Roll Data from Institutional Research and Analysis	<ul style="list-style-type: none"><li>• 1<sup>st</sup> year student-athlete achieved notably higher in overall GPA (2.89 vs. 2.62 for non-athletes) and they persisted at a rate over 25% higher than non-athletes (91.4% vs 70.6%).</li><li>• Senior student-athletes continued the strong showing, capping their academic careers with 3.32 GPAs (as compared to 3.03 by non-athletes)</li><li>• In 2019-20, student-athletes were enrolled in 39 academic majors and posted GPAs equal or higher than non-athletes in 30 (77%). Additionally, student-athletes achieved GPAs over 3.0 in 25 out of 39 majors (64%).</li><li>• A five-year snapshot of the women's athletic teams at Brockport clearly demonstrates consistent athletic excellence with GPAs well above the institutional average. Each of the institution's 12 women's varsity programs completed the academic year with GPAs above 3.0, combining for a 3.26 average GPA over the last five years. This is exceptionally noteworthy considering the athletic success these teams have enjoyed, including six SUNYAC team titles, 22 NCAA/NGCA appearances, and a team and individual national championship honors.</li></ul>

Student-Athlete Persistence Rates	Data from Institutional Research and Analysis	ACADEMIC YEAR STUDENT ATHLETE OVERALL GPAs BY TEAM								
		Women's Teams	FY'20	FY'19	FY'18	FY'17	FY'16	FY'15	5 YEAR AVG	
		Basketball W	3.36	3.18	3.39	3.28	3.26	3.08	3.26	
		Cross Country W	3.37	3.33	3.30	3.29	3.33	3.35	3.33	
		Field Hockey	3.16	3.02	3.11	3.06	3.13	3.14	3.10	
		Gymnastics	3.44	3.36	3.34	3.43	3.30	3.32	3.37	
		Lacrosse W	3.31	3.14	3.30	3.06	3.21	3.00	3.17	
		Soccer W	3.35	3.36	3.25	3.35	3.29	3.14	3.29	
		Softball	3.26	3.16	3.12	3.18	3.18	3.41	3.22	
		Swimming W	3.45	3.33	3.29	3.42	3.14	3.21	3.31	
		Tennis	3.37	3.25	3.29	3.25	3.12	3.39	3.28	
		Track and Field W	3.28	3.24	3.23	3.23	3.16	3.21	3.23	
		Volleyball	3.48	3.27	3.26	3.34	3.39	3.18	3.32	
		Women's Teams GPA		3.35	3.24	3.26	3.26	3.23	3.22	3.26
		2019-20 Persistence and GPA Data by Class Year (FT UG)					#	Persistence (%)		2019-20 Inst. GPA
		Participated in Athletics			Freshman		140	91.40%		2.89
					Junior		137	98.50%		3.03
					Sophomore		141	92.90%		2.93
					Senior		121	90.10%		3.32
					Total		539	93.30%		3.03
		Other Brockport Student			Freshman		928	70.60%		2.62
					Junior		1,536	89.10%		3.04
					Sophomore		1,093	83.40%		2.84
					Senior		2,171	91.00%		3.17
					Total		5,728	85.70%		2.98

Student-athletes will develop skills to effectively work with others

## NSSE Data

2019-20 Persistence and GPA Data by Gender (FT UG)		#	Persistence (%)	2019-20 Inst. GPA
Participated in Athletics	Female	211	96.70%	3.27
	Male	328	91.20%	2.88
	Total	539	93.30%	3.03
Other Brockport Student	Female	3,333	87.40%	3.06
	Male	2,395	83.40%	2.87
	Total	5,728	85.70%	2.98

2020 NSSE data demonstrates the impact of athletic participation on overall student experience. Recent results illustrate that student-athletes have a greater tendency to collaborate, assist others, and ask for assistance, even in academic settings.

Prepared for exams by discussing or working through course material with other students	Not Athletics				Athletics			
	Respondents	Mean	Standard Deviation	Standard Error	Respondents	Mean	Standard Deviation	Standard Error
Freshman (1st year)	169	2.166	0.884	0.068	22	2.455	1.057	0.225
Senior (4th year)	490		1.05	0.047	34		0.866	0.148

Worked with other students on course projects or assignments	Not Athletics				Athletics			
	Respondents	Mean	Standard Deviation	Standard Error	Respondents	Mean	Standard Deviation	Standard Error
Freshman (1st year)	168	2.381	0.853	0.066	20	2.5	0.761	0.17
Senior (4th year)	485	2.831	0.882	0.04	32	3.188	0.738	0.13



Student-athletes will be prepared to be leaders in life after college	NSSE Data	<p>The following question also demonstrates growth of student-athletes in synthesizing course materials (demonstrated by responses by 1st year and senior year). Student-athletes were less adept at the start of their first year but accelerated and even surpassed their non-athlete peers by the end of their fourth year.</p> <table><tr><th rowspan="2">Combined ideas from different courses when completing assignments</th><th colspan="4">Not Athletics</th><th colspan="4">Athletics</th></tr><tr><th>Respondents</th><th>Mean</th><th>Standard Deviation</th><th>Standard Error</th><th>Respondents</th><th>Mean</th><th>Standard Deviation</th><th>Standard Error</th></tr><tr><td>Freshman (1st year)</td><td>161</td><td>2.478</td><td>0.859</td><td>0.068</td><td>20</td><td>2</td><td>0.795</td><td>0.178</td></tr><tr><td>Senior (4th year)</td><td>470</td><td>2.936</td><td>0.849</td><td>0.039</td><td>30</td><td>3.033</td><td>0.718</td><td>0.131</td></tr></table> <p>Leadership and resilience are just a few of the intangible skills student-athletes develop through athletics. Student-Athletes develop stress management and solution-oriented mind sets due to their leadership and resilience that is gained in practice and competition This may explain why student-athletes are less likely to shy away from academic activities, such as presentations before an audience.</p> <table><tr><th rowspan="2">Given a course presentation</th><th colspan="4">Not Athletics</th><th colspan="4">Athletics</th></tr><tr><th>Respondents</th><th>Mean</th><th>Standard Deviation</th><th>Standard Error</th><th>Respondents</th><th>Mean</th><th>Standard Deviation</th><th>Standard Error</th></tr><tr><td>Freshman (1st year)</td><td>167</td><td>2.12</td><td>0.856</td><td>0.066</td><td>20</td><td>1.95</td><td>0.887</td><td>0.198</td></tr><tr><td>Senior (4th year)</td><td>486</td><td>2.819</td><td>0.899</td><td>0.041</td><td>30</td><td>3.133</td><td>0.681</td><td>0.124</td></tr><tr><th rowspan="2">Discussed course topics, ideas, or concepts with a faculty member outside of class</th><th colspan="4">Not Athletics</th><th colspan="4">Athletics</th></tr><tr><th>Respondents</th><th>Mean</th><th>Standard Deviation</th><th>Standard Error</th><th>Respondents</th><th>Mean</th><th>Standard Deviation</th><th>Standard Error</th></tr><tr><td>Freshman (1st year)</td><td>134</td><td>1.754</td><td>0.75</td><td>0.065</td><td>17</td><td>1.529</td><td>0.624</td><td>0.151</td></tr><tr><td>Senior (4th year)</td><td>414</td><td>2.162</td><td>0.947</td><td>0.047</td><td>25</td><td>2.4</td><td>1</td><td>0.2</td></tr></table>	Combined ideas from different courses when completing assignments	Not Athletics				Athletics				Respondents	Mean	Standard Deviation	Standard Error	Respondents	Mean	Standard Deviation	Standard Error	Freshman (1st year)	161	2.478	0.859	0.068	20	2	0.795	0.178	Senior (4th year)	470	2.936	0.849	0.039	30	3.033	0.718	0.131	Given a course presentation	Not Athletics				Athletics				Respondents	Mean	Standard Deviation	Standard Error	Respondents	Mean	Standard Deviation	Standard Error	Freshman (1st year)	167	2.12	0.856	0.066	20	1.95	0.887	0.198	Senior (4th year)	486	2.819	0.899	0.041	30	3.133	0.681	0.124	Discussed course topics, ideas, or concepts with a faculty member outside of class	Not Athletics				Athletics				Respondents	Mean	Standard Deviation	Standard Error	Respondents	Mean	Standard Deviation	Standard Error	Freshman (1st year)	134	1.754	0.75	0.065	17	1.529	0.624	0.151	Senior (4th year)	414	2.162	0.947	0.047	25	2.4	1	0.2
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Outside of the classroom experiences increase student-athletes connectivity and affinity for SUNY Brockport	NSSE Data	<p>One of the distinguishing characteristics of Division III athletics is the emphasis on the overall experience of each student-athlete. Athletics is one part of the collegiate experience. Integration with the campus, not isolation from other students, activities, and experiences, is unique to Division III. Athletic department staff must be encouraging of student-athlete activities outside of sport in order for student-athletes to enjoy a full, rich collegiate experience. The benefits of this approach are a more rewarding student-athlete experience and a connectedness between student-athletes, the student body, and the institution, itself.</p>																																																																																																									

Athletic Achievement	Guest Coach Program, alumni events, community service activities	How would you evaluate your entire educational experience at this institution?	Not Athletics				Athletics				
			Respondents	Mean	Standard Deviation	Standard Error	Respondents	Mean	Standard Deviation	Standard Error	
			Freshman (1st year)	107	2.916	0.675	0.065	13	3.154	0.689	0.191
			Senior (4th year)	342	2.968	0.844	0.046	22	3.227	0.612	0.13
		If you could start over again, would you go to the SAME INSTITUTION you are now attending?	Not Athletics				Athletics				
			Respondents	Mean	Standard Deviation	Standard Error	Respondents	Mean	Standard Deviation	Standard Error	
			Freshman (1st year)	109	2.972	0.833	0.08	13	3.462	0.519	0.144
			Senior (4th year)	345	2.887	0.86	0.046	22	3.227	0.752	0.16
		<p>Many of these in-person events and activities were cancelled due to COVID 19. We look forward to 2021-22 and resuming these important events.</p> <p>Egypt Page becomes Brockport's 1<sup>st</sup> NCAA Division III Outdoor Track and Field National Champion, winning the long jump in 2021 Softball earns 9 NFCA Academic All-American honors Heather Conklin and Morgan Elmer earn IWLCA All American honors (Women's Lacrosse) Tom Krenzler and Ryan Mansell (Baseball) earn All Region honors (More Points of Pride are shown on page 22)</p>									
		<p>Athletic Communication Office</p> <p>NCAA</p> <p>SUNYAC Conference</p>									

## CLOSING THE LOOP

Student success is the primary focus of our department's activity, where perseverance, patience, and stamina were tested even more during the year of COVID. It is important to emphasize that while intercollegiate competition was suspended for the fall and winter seasons, the focus of athletic activities shifted, it was not cancelled. The fall season was conducted like the NCAA non-traditional season with a focus on individualized instruction and skill development, strength and conditioning, leadership development, and team building. In place of NCAA competition, athletic staff actively engaged in team practice and conditioning, monitoring and enforcing of health and safety protocols virtually and in person, as well as recruiting, academic support, and in the management of campus athletic facilities.

With the support of the Bringing Brockport Back committee and other campus partners, we were able to implement a successful spring season for nearly 300 SUNY Brockport student-athletes. The dedication of the coaching and administrative staffs was critical to continued student-athlete success and essential to their positive educational experience.

### **Key Findings:**

- With one exception, all 23 teams were able to engage in team activities, ranging from workouts, strength and conditioning, team building, and some intercollegiate competition.
- Student-athlete feedback from fall climate and spring end of season surveys demonstrate the importance of athletics to student-athlete physical and mental well-being.
- The positive impact of athletic participation and teamwork is directly reflected in the academic setting, as reflected in NSSE data
- Student-athletes are committed to work on social justice issues on campus and in their community

**Dissemination/Discussion of Key Findings:** This information is included in our CHIPS report, which will be used by EMSA and presented to Cabinet.

Athletic Communications will be our primary point of distribution of athletic events, activities, and the voices of our student-athletes. We will use their resources to amplify their perspective and accomplishments.

Unit Goal:	College Mission Alignment:
Enhanced programming for student-athletes and staff supports Brockport's EDI goals	The Athletics Department at Brockport is an engaged member of the division of Enrollment Management and Student Affairs (EMSA), actively supporting institutional, EDI goals. As a Division, we are in full support of the College's Strategic Plan for Equity, Diversity, and Inclusion. Of note is Goal 3 which "...Ensure(s) that curriculum, programming, and/or trainings educate all incoming students, faculty, and staff and are available to current students, faculty, and staff in issues of social equity and the ability to speak to each other across differences as part of the College's

	commitment to an inclusive community, diverse engagement, academic excellence, and self-transformation.”
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Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<ul style="list-style-type: none"> <li>Review and revise Athletic department policies and procedures to address systematic and unconscious biases.</li> <li>Develop and support student-athlete organization whose goals are to provide a voice for student-athletes and mechanism for action to address team and campus EDI goal.</li> </ul>	<ul style="list-style-type: none"> <li>Review of search/hiring materials</li> <li>RISE meeting minutes</li> <li>2020 Student-Athlete EDI and Climate surveys</li> </ul>	<ul style="list-style-type: none"> <li>While COVID 19 has forced a hiring freeze in SUNY, we have taken steps to revise our standard department search materials, preparing ourselves for future opportunities to equitize recruitment and diversify our staff.</li> <li>Changed Department mission statement to include commitment to EDI: In addition to our existing core values, we will: <ul style="list-style-type: none"> <li><b>Champion Diversity and Inclusion:</b> “.... Brockport Athletics is committed to a respectful environment in which all student-athletes and staff are welcomed and valued. We will diversify our department through intentional recruiting and hiring and serve as a model for our University and the SUNY Athletic Conference (SUNYAC).”</li> </ul> </li> <li>Collaborate with Facilities/Trades to make modifications to locker rooms to accommodate transgender student-athletes; place directional signage in Tuttle indicating location of gender-neutral rest rooms</li> </ul> <p>SAFE: 28 students representing 23 teams created Student Athletes for Equity with support from the Athletic Department and SUNY Brockport Office of Equity, Diversity, and Inclusion.</p> <p>Conducted climate survey in November 2020</p> <ul style="list-style-type: none"> <li>81% of respondents agreed that Brockport Athletics provided a welcoming environment</li> </ul>

<p>Education for administration and staff enhances student-athlete support</p> <p>Review/revision of search process and materials to remove unconscious bias</p>		<ul style="list-style-type: none"> <li>○ Fewer than 10% of respondents have witnessed harassment on campus in the last 12 months</li> <li>○ When witnessing situation of harassment/discrimination, 35% of students reported that they would “correct/challenge the stereotype”</li> <li>○ If experiencing discrimination themselves, 23% would “correct/challenge” while 16% would ignore it but feel angry and a similar number were more likely to share their concerns/experience with a friend.</li> <li>○ As a campus, we still have much work to do. This was one example provided in the comments: <i>“Only one of five of my professors discussed what was going on with our country involving racial issues/ discriminatory issues. I was honestly disappointed that they could not even take 10 minutes to talk to their students about it. It might not involve what we talk about in class, but it affects many of us if not all of us because it should affect you, outside of the classroom.”</i></li> </ul> <p>During summer 2020, amid the COVID 19 pandemic, the United States finally began to face its issues of racism and social justice. Institutions of higher education, like Brockport, had to come to terms with their own systematic and unconscious biases while also responding to the needs of their students and staff who finally felt empowered enough to voice their concerns.</p> <p>We will begin a more formal educational plan for staff and student athletes when we partner with RISE (<a href="#">Ross Initiative for Sport Equality</a>) To Win organization for the department in the 2021-22 academic year.</p> <p>The Athletic Department will work with Human Resources and the Chief Diversity Officer to review and revise search materials to remove existing unconscious bias in our applicant review and interview resources. We will also be more aggressive and</p>
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		intentional in our advertisement and networking to broaden our traditional search channels and diversify our applicant pools.
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## CLOSING THE LOOP

### Resources Used:

Primarily individual participation through NCAA and other professional networks. Brockport Athletic staff participated in NCAA and NADIII AA (Division III administration association) modules and Zoom trainings. Many participated in 21 Day Racial Equity Challenge and used the Anti-Racism Calendar.

We conducted a Baseline survey of our student-athletes and their experience with and/or witness harassment and discrimination.

**Key Findings:** COVID19 created many challenges to our financial and mental resources, but it also solidified our commitment to improving our awareness of and improving EDI issues on our campus. The EDI survey of student-athletes gave us some insights into the type of discrimination they have seen and how they react. The findings show that we still have work to do to not only empower our students how to react while also ensuring that they are protected from retaliation.

We will continue to be strapped by staffing and budget reductions, but the continued progress of SAFE and educational programming for our staff will take place in 2021-22. This is a priority for our student-athletes, and we will not let them down.

**Dissemination/Discussion of Key Findings:** Athletic Communications will be our primary point of distribution of EDI events, activities, and the voices of SAFE. We will create physical messaging (posters, game programs...) that amplify their perspective and accomplishments.

**Summary Sentence for EMSA Divisional Report:** Athletics, particularly Division III athletics, places an emphasis on the student-athlete experience. It is a priority for our department to ensure that every student-athlete has the opportunity to thrive in an inclusive, supportive environment.

#### **SECTION FOUR: STUDENT LEARNING OUTCOMES**

##### **Institutional Student Learning Outcomes**

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

Departmental Learning Outcomes	Institutional Learning Outcomes					Assessment Year
	1	2	3	4	5	
1. DISCOVER: Student-athletes will be able to identify and successfully enhance areas of personal development	x				x	2019
2. DEVELOP: Student-athletes will develop skills needed to effectively work with others	x		x		<b>x</b>	2021
3. DEDICATE: Student-athletes will be prepared to be leaders in life after college.	x		x		x	2020

<b>Departmental Learning Outcome Measured in 2020-2021:</b>		
DEVELOP: Student-athletes will develop skills needed to effectively work with others		
Strategies/Programs	Assessment Tools/Data Sources	Results
<ul style="list-style-type: none"> <li>Participation on team provides opportunity for student-athletes to develop teamwork skills</li> </ul>	<ul style="list-style-type: none"> <li>End of season survey</li> <li>Senior Exit Interviews</li> </ul>	<ul style="list-style-type: none"> <li>Despite COVID19 impacted NCAA experience, nearly 600 student-athletes participated, six teams conducted intercollegiate regular seasons, four teams advanced to post season play and two teams competed at NCAA championships.</li> <li>End of season surveys were distributed to spring student-athletes, but responses were limited (less than 10%).</li> <li>Surveys were distributed to fall and winter student-athletes (that did not have competitive seasons due</li> </ul>

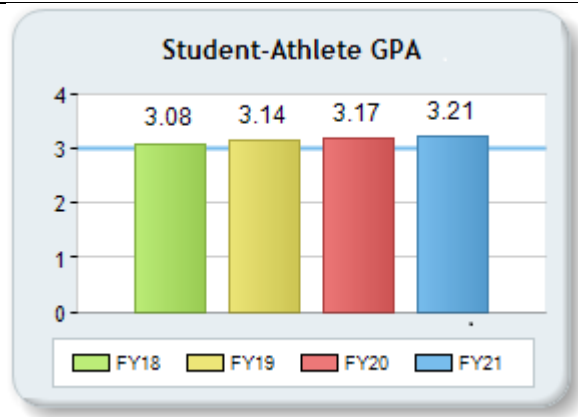




Summary of Findings and Next Steps: Creating multiple opportunities for student-athletes to understand and leverage their collegiate athletic experience for career development is a vital component of the Brockport educational experience. We need more to find more ways to collaborate and connect student-athletes with alums and future employers.

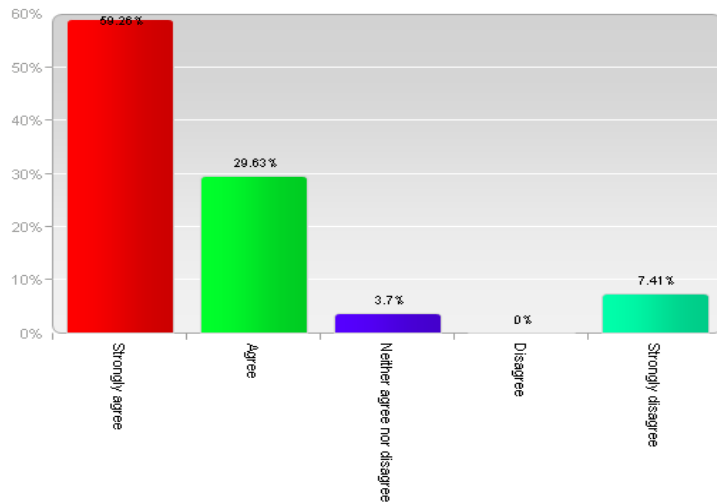
#### **SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS**

Key Performance Indicators and Benchmarks	Analysis
<ul style="list-style-type: none"><li>• Spring GPA 3.24</li><li>• Overall GPA 3.21</li><li>• 39 student-athletes that earned 4.00 Spring GPA's. This number does not include anyone that took a "S or U" grading option.</li><li>• All teams except one had a Spring GPA over 3.00 and only two teams have an overall GPA below a 3.00.</li></ul>	<p>This marks the 20<sup>th</sup> consecutive semester that team overall GPAs are over 3.0. 39 student-athletes posted 4.0 semester GPA in the spring.</p> <p>Of the team GPA, Gymnastics (3.53) and Ice Hockey (3.45) led the women's and men's sports, respectively.</p>



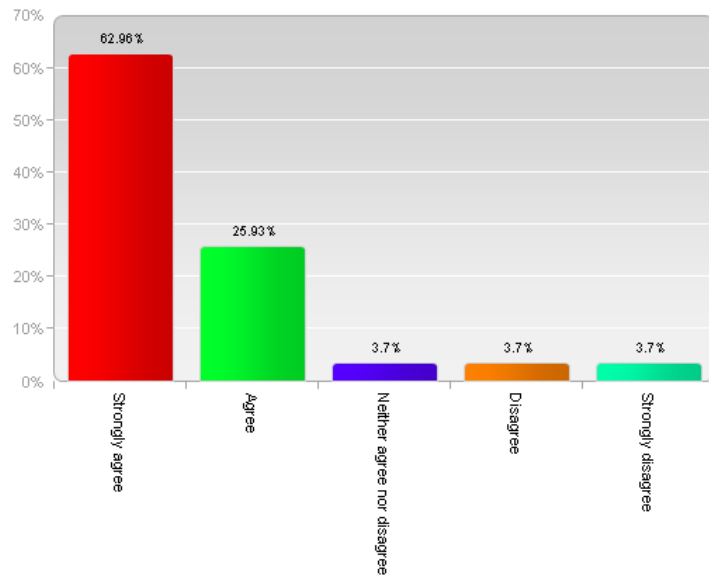
Brockport Student-Athletes combined for their highest overall GPA in 2020-21 despite the challenges of COVID19.

Q1. Please select the extent to which you agree or disagree with the following statements. - My coach connected with me consistently throughout the past year.

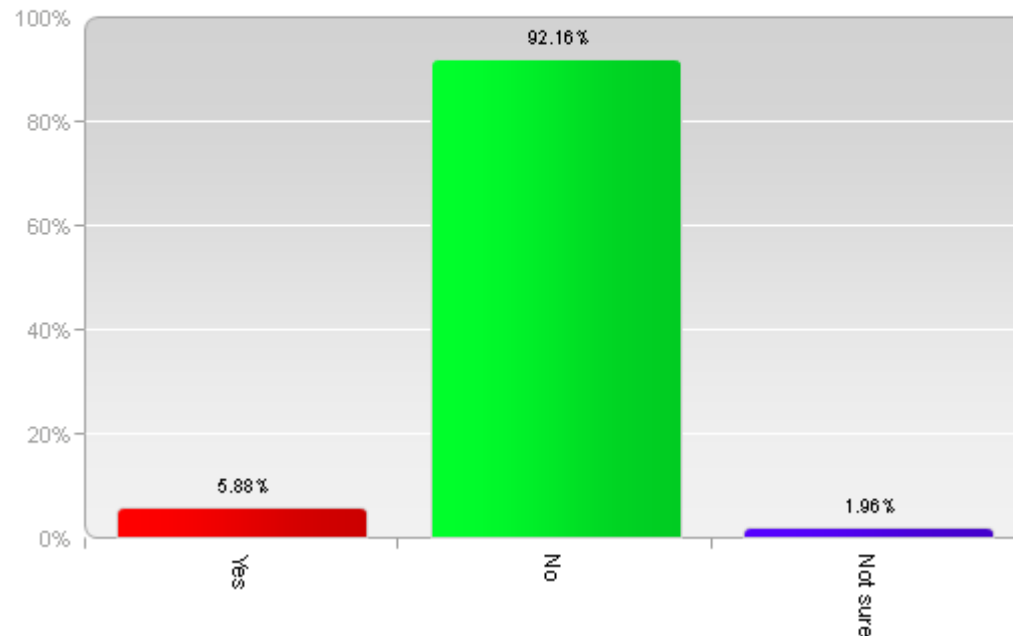


Although fall and winter teams did not have the opportunity to compete intercollegiately this year, teams were able to practice, work out, and develop team cultures despite the impact of COVID19. These two slides demonstrate the importance of the player-coach relationship on student success and retention.

Q2. Please select the extent to which you agree or disagree with the following statements. - My coach supported me throughout the past year.

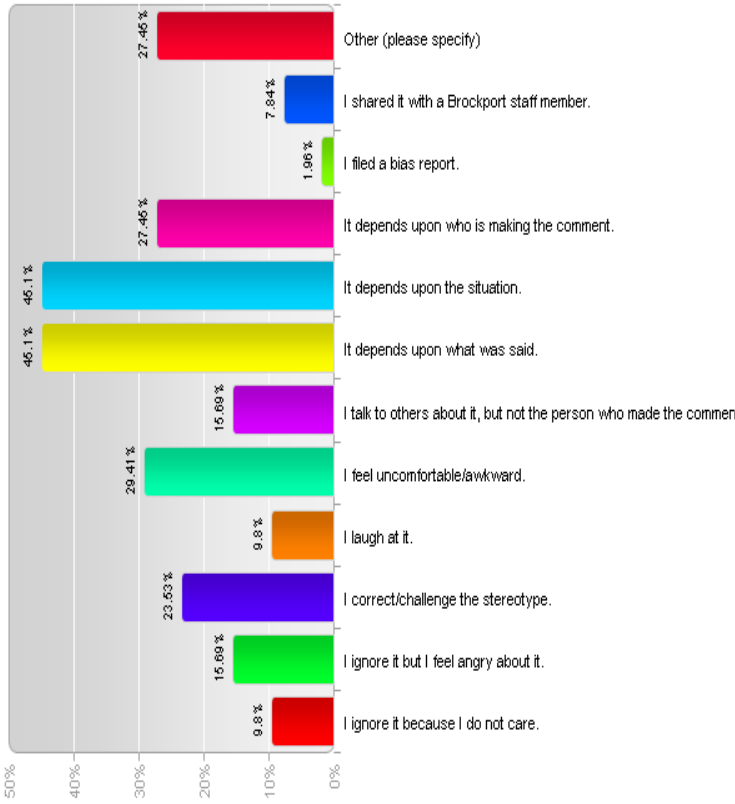


Q20. Have you experienced harassment (discrimination that involves unwelcome verbal or physical conduct based on race, color, religion, sex, sexual orientation, gender, national origin, age, disability, status as military veteran, or protected activity that unreasonably interferes with a person's work, educational performance, or creates a hostile environment) on campus within the last 12 months?



Student-athlete climate survey results indicate that the over 92% have not experienced any form of harassment at Brockport.

The same survey results (below) demonstrate a variety of potential responses by students. Less than 25% of students indicate that they would challenge the stereotype while a similar number would share their experience with others. We will use this information to help guide our discussions with athletic department staff and student-leaders in future trainings.

<p>Q23. If you experience discrimination or harassment, how do you react? (Check all that apply)</p>  <table border="1"> <thead> <tr> <th>Response Option</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>I ignore it because I do not care.</td> <td>9.8%</td> </tr> <tr> <td>I ignore it but I feel angry about it.</td> <td>15.69%</td> </tr> <tr> <td>I correct/challenge the stereotype.</td> <td>23.53%</td> </tr> <tr> <td>I laugh at it.</td> <td>9.8%</td> </tr> <tr> <td>I feel uncomfortable/awkward.</td> <td>29.41%</td> </tr> <tr> <td>I talk to others about it, but not the person who made the comment.</td> <td>15.69%</td> </tr> <tr> <td>It depends upon what was said.</td> <td>45.1%</td> </tr> <tr> <td>It depends upon the situation.</td> <td>45.1%</td> </tr> <tr> <td>It depends upon who is making the comment.</td> <td>27.46%</td> </tr> <tr> <td>I filed a bias report.</td> <td>1.96%</td> </tr> <tr> <td>I shared it with a Brockport staff member.</td> <td>7.84%</td> </tr> <tr> <td>Other (please specify)</td> <td>27.46%</td> </tr> </tbody> </table>	Response Option	Percentage	I ignore it because I do not care.	9.8%	I ignore it but I feel angry about it.	15.69%	I correct/challenge the stereotype.	23.53%	I laugh at it.	9.8%	I feel uncomfortable/awkward.	29.41%	I talk to others about it, but not the person who made the comment.	15.69%	It depends upon what was said.	45.1%	It depends upon the situation.	45.1%	It depends upon who is making the comment.	27.46%	I filed a bias report.	1.96%	I shared it with a Brockport staff member.	7.84%	Other (please specify)	27.46%	<p>The dedication of alums to their athletic programs demonstrates the value of the athletic experience.</p>
Response Option	Percentage																										
I ignore it because I do not care.	9.8%																										
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I shared it with a Brockport staff member.	7.84%																										
Other (please specify)	27.46%																										
<p>Inaugural Day of Giving (10/28/20) yields over \$22,000 for Athletics. Baseball led all programs with 150 donors contributing \$8738.</p>																											

**SECTION SIX: 2021-2022 UNIT STRATEGIC ANNUAL GOALS**

<b>Strategic Annual Goals</b>	<b>Divisional Goal Mapping</b>	<b>Strategic Plan Operational Objective(s)</b>	<b>Action Plan</b>	<b>Timeline</b>
Offer comprehensive programming supports student-athlete mental health	1,3	1.1, 1.7, 1.8,	<p>Develop comprehensive mental health awareness and training program for coaches and staff in collaboration with Hazen Counseling Center</p> <p>Student-Athlete programming in collaboration with Hazen Counseling Center includes awareness training and support programs:</p> <ul style="list-style-type: none"> <li>-Shatter the Stigma promotional events/activities</li> <li>-Reintroduce Therapy Dog program</li> <li>-Prepare to Launch programming prepares student athletes for life after college</li> </ul>	2021-22; Ongoing
Enhanced programming for student-athletes and staff supports Brockport's EDI goals	3,4, 6	1.8, 4.1, 4.2.	<p>Conduct EDI training for head coaching staff with facilitator Illy Ashrim (Gideon's Promise)</p> <p>Coordinate and implement training modules with Ross Institute for Equity (RISE) for student-athletes and staff providing all provide with tools to create positive, inclusive team cultures and prepare student-athletes for the workplace.</p> <p>Designate liaison from Athletic Department to OEDI</p>	<p>August 2021</p> <p>Fall 2021/On Going</p>

			<p>Fully implement Athletic Department policy for Transgender Student-Athletes including facilities gender neutral modifications</p> <p>Annual Athletic department staff training on EDI, Title IX, and Green Dot (Relationship violence prevention)</p> <p>Support Student Athletes for Equity (SAFE) committee program expansion; establish monthly dialogue sessions between members and department administration</p>	<p>Fall 2021</p> <p>2021-22</p> <p>Fall 2021/On Going</p>
Implement field development/stadium renovation plans			Oversee planning and implementation of press box renovation and new field construction project	May 2021-Sept 2022
			Revitalize grass game field adjacent to stadium for competition beginning Fall 2021	Summer 2021
			Expand corporate sponsorship/fundraising program to include new field opportunities.	Summer 2021-ongoing

**SECTION SEVEN: 2021-2022 Assessment Plan**

<b>Unit Goal:</b>		<b>College Mission Alignment</b>
Develop programming that supports student-athlete mental health.		The Division III athletic experience supports the College's commitment to an environment that cultivates personal growth. Ensuring student-athletes have the resources to support their physical and mental health inspires their pursuit of excellence.
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods</b>	<b>Resources Needed and Individual(s) Responsible:</b>
<p>Student-athletes will have a greater awareness of mental health issues and resources.</p> <p>Athletic Department staff is trained and prepared to assist student-athletes with mental health concerns.</p> <p>The Athletic Department will work to increase awareness of the issue of mental health and help to "shatter the stigma."</p>	<p>TEAMS program survey End of Season Surveys SAAC sponsored events QPR training? Counseling Center?</p> <p>TEAMS training from Hazen Staff Shared resources from NCAA and athletic training staff</p> <p>2<sup>nd</sup> Annual Mental Health Roundtable SAAC sponsored events Guest Speakers</p>	<p>Collaboration with Hazen Counseling Center; Programming with SAAC, SAFE Shatter the Stigma Event</p> <p>Annual Staff Training in August Increase resources/inventory on <a href="http://www.gobrockport.com">www.gobrockport.com</a> Brown Bag discussions (monthly)</p> <p>Collaborative programming with Athletic Training, Hazen, U of R physician</p>



**Action Plan:**

- Coordinate with Hazen Counseling Center staff during to schedule TEAMS presentation to staff in August and team specific events throughout the year
- Create assessment tools for implementation in preseason screening
- Create promotional plan to raise awareness and reduce stigma of student-athlete mental health

**Goal Rationale:** Mental health is the number one, health-related concern of NCAA student-athletes. The stigma of mental health can be a barrier for student-athletes to admit they are suffering and need to seek help. The goal of the NCAA and SUNY Brockport to “Shatter the Stigma” requires the support of student-athletes, athletic department staff, and collaborators such as the Hazen counseling center.

While we have taken the first steps toward a broad-based approach, in the post COVID19 pandemic, we need to expand our programs, services, communication, and support to create a culture that treats mental health as an injury in need of attention, just like any other sport-related one. The health and safety of our student-athletes is our top priority, so it is vital that we fully commit to this effort now.

Unit Goal:	College Mission Alignment:
Enhance programming for student-athletes and staff supports Brockport’s EDI goals	This goal supports the College’s commitment to provide a safe and inclusive environment in which to work and learn.

Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
<p>Athletic department staff is trained in EDI foundations and communication strategies</p> <p>SAFE expands membership to include all teams</p> <p>SAFE conducts programming with BSG</p> <p>Athletic Facilities are compliant with Transgender policy</p>	<p>Staff and student athlete survey responses</p> <p>Department discussions / meeting topics</p> <p>Designate liaison from Athletic Department to OEDI</p> <p>Department contracts with Ross Institute for Equity (RISE) for student-athletes and staff training. Completed modules provide with tools to create positive, inclusive team cultures and prepare student-athletes for the workplace.</p>	<p>TBD—either modules from RISE or support from Brockport CDO</p> <p>Proposal to and support of VP</p> <p>Fundraising and grant support for RISE; SAFE and SAAC committees</p>

**Action Items:**

- Participation in team provides opportunity for student-athletes to develop teamwork skills
- SAFE/SAAC collaborate to lead EDI communication at team level
- RISE trainings provide staff and student-athletes with tools to create positive, inclusive team cultures and prepare them for the workplace.
- Annual Athletic department staff training on EDI, Title IX, and Green Dot (Relationship violence prevention)
- Printed and electronic messaging supports the respectful, welcoming environment at Brockport

**Goal Rationale:**

The most important results from Division III athletics are not wins, records, or championship. Our primary purpose is to provide the environment and support through which every student-athlete voice is heard, respectful dialogue is encouraged, and each person can develop their personal identities and prepare for life after college. Developing the ability to have respectful dialogue and exchange of ideas is essential in our post-COVID society and the 21<sup>st</sup> century workplace. We will demonstrate our commitment toward EDI with programming and messaging that supports the holistic development of our student-athletes and staff.

## **SECTION EIGHT: 2020-2021 POINTS OF PRIDE AND ACCOMPLISHMENTS**

<b>Point of Pride/Accomplishment</b>	<b>College Mission and Priorities Alignment</b>
<ul style="list-style-type: none"> <li>Egypt Page wins Division III Men's Long Jump championship, becoming Brockport's first male Outdoor Track and Field champion in 46 years.</li> <li>Four National qualifiers in Track &amp; Field - Sarah Crockett, Alayna Fredenburg, Egypt Page, Tony DeYoung</li> <li>Men's Track &amp; Field won its second straight AARTFC Outdoor Championship</li> <li>Devin Kipp - Earned Most Outstanding Performance at the SUNYAC Track &amp; Field Championships</li> <li>Heather Conklin - SUNYAC Women's Lacrosse Offensive POY</li> <li>Logan Hibbard - SUNYAC Women's Lacrosse Rookie of the Year</li> <li>Justin Beach - SUNYAC Coach of the Year</li> <li>Tom Kretzler - SUNYAC Baseball Co-Player of the Year, All Region honors</li> <li>Erin Wegrzyn &amp; Alex Dimatos - SUNYAC Women's Lacrosse Elite 20 Award winners</li> <li>Jamie Sklenar - George M. Rich Outstanding Senior Award Winner</li> <li>Jamie Sklenar &amp; DJ Taylor - Brockport Scholar-Athletes of the Year</li> <li>Women's lacrosse ranked No. 17 in the final IWLCNA National Poll</li> <li>Nine softball players earn NFCA Scholar All-American honors</li> <li>SAAC's Dancing with the Athletes event raised over \$4,000 for local charities.</li> <li>Brianna Lawless was recently elected as the SUNYAC Student-Athlete Advisory Committee (SAAC) President for the 2021-2022</li> </ul>	<p>To be a Great College at Which to Learn</p>          <p>To Be a College Engaged with its Community</p>

<ul style="list-style-type: none"> <li>• Student-athletes create SAFE (Student Athletes for Equity) to provide a voice to student-athletes and platform to reach EDI goals.</li> <li>• Congratulations to Coach Feeney who will retire in June after 22 Years - <a href="http://gobrockport.com/feeney">http://gobrockport.com/feeney</a></li> </ul>	<p>To be a Great College at Which to Work</p>
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