



Office of the Vice President for Enrollment Management & Student Affairs

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: Student Union &amp; Activities</b>  <b>Director: Dr. Kimberley Haines</b>  <b>Assessment Team Representative: Dr. Kimberley Haines</b>
UNIT OVERVIEW	
<b>Unit Mission</b> Student Union and Activities creates, supports, and /or implements high impact, dynamic, and diverse programs/services to enrich student growth and promote discovery. This is accomplished through collaborations with students, staff, faculty, alumni, and the respective community.	

Unit Functional Goals	Division Goal Mapping	College Goal Mapping
Student Union & Activities creates, supports, and implements programming initiatives that enhance student growth and creates campus affinity, pride, and spirit.	2 & 3	1.1, 4.1
Student Union & Activities ensures that the Seymour College Union is an integral part of the educational mission of the college regarding creating community amongst students, faculty, staff, alumni, and guests.	2 & 6	1.5, 4.2

Student Union & Activities provides student organizations with optimal administrative and operational support to maximize engagement as an opportunity for students to acquire knowledge and transferable skills essential to the College's learning environment.	2 & 3	1.5, 1.8
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**SECTION ONE: 2020-2021 UNIT STRATEGIC ANNUAL GOALS**

<b>Unit Strategic Annual Goals</b>	<b>Outcome/Status</b>
Implement strategies identified in 2019-2020 for increasing underrepresented students, specifically underrepresented males, in student organizations	Goal Partially Met
Following investigating off-campus/commuter sense of belonging and connectedness to the institution (2019-2020), implement, minimally, 2 strategies outlined in the CAS action plans and/or identified in the Mid-Year Survey	Goal Partially Met
Identify strategies to enhance a sense of community in the Seymour College Union by conducting CAS for College Unions	Goal Not Met Goal moved to 21-22
Examine opportunities for student engagement after analysis of CAS for Campus Activities	Goal Met

## SECTION TWO: 2020-2021 Assessment Plan

Unit Goal	College Mission Alignment:	
Implement strategies identified in 2019-2020 for increasing underrepresented male involvement in student organizations	<p><i>SP Operational Plan: 1.1, 1.5</i></p> <p>In understanding current institutional retention initiatives and the importance of enhancing the overall student experience, focusing on this goal is important to developing pathways for developing a genuine sense of belonging amongst males of underrepresented populations which also impacts retention and persistence. Involvement in student organizations is an area that enhance a sense of belonging, so it is important to now implement strategies for increasing involvement amongst male students of underrepresented populations.</p>	
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<ol style="list-style-type: none"> <li>1. Implement Strategies for increasing and supporting involvement</li> <li>2. Implement Strategies to support academic success for underrepresented males</li> </ol>	<p>Institutional Retention Data</p> <p>Conduct Focus Groups with underrepresented male students in BSG student organizations to learn more about involvement perspectives and support needed for student organizations</p> <p>Review data from NSSE, Persistence/GPA data, CAS, CHIPS and NASPA consortium surveys</p> <p>Work closely with the Men of Color student organization, as well as the new Transition &amp; Success Coordinator in the Academic Success Center to identify plans.</p>	<ol style="list-style-type: none"> <li>1. Partially Met Partnered with various campus partners (EOP, OEDI, ASC, CC) to create questions and conduct focus groups for men of color students to seek input on how we can support and increase their involvement on campus. Three focus groups were hosted at the end of April 2021 and the transcripts will be reviewed by the team this summer to create strategies moving forward.</li> <li>2. Partially Met As an outcome from recent Co-curricular High Impact Practice (CHIP) work, a new process was implemented for determining student organization member status based on myBROCKPORT rosters. At the end of the Fall 2020 semester, IR was able to provide data to show persistence and GPA data for members of all student organizations, including underrepresented males (see Key Findings below). SUA will now be able to use this data to examine strategies moving forward. Also, SUA continued to move forward with the 2019-2020 SUA goal related to intentionally supporting the chapter and individual academic action plans for 2 multicultural fraternities.</li> </ol>

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## CLOSING THE LOOP

### Resources Used:

- A team comprised of Student Union & Activities, Academic Success Center, Educational Opportunity Program, Counseling Center, Campus Recreation and Brockport Student Government create focus group questions and selected three facilitators to lead conversations with various men of color student leaders on campus.

### Key Findings:

Although the COVID-19 pandemic shifted our plans, the Student Organization Steering Committee focused on supporting student organization leaders as they had to reinvent themselves and readjust their organizational goals/plans for the 2020-2021 academic year.

Three focus groups were hosted at the end of April 2021 and the transcripts will be reviewed by the team this summer to create strategies moving forward.

The chart below shows the 2019-2020 persistence and GPA data for all underrepresented minority student organization members compared to all undergraduate underrepresented minority students. Underrepresented minority students in student organizations persist at a higher rate and have a higher GPA compared to uninvolved underrepresented minority students.

		N	Persistence (%)	2019-20 Inst. GPA
<b>ALL Org Member</b>	<b>Underrepresented Minority</b>	480	89.40%	2.84
	<b>Not Underrepresented Minority</b>	1,589	90.90%	3.16
	<b>Total</b>	2,069	90.50%	3.09
<b>FT UG Brockport</b>	<b>Underrepresented Minority</b>	969	80.10%	2.67
	<b>Not Underrepresented Minority</b>	3,306	85.80%	2.98
	<b>Total</b>	4,275	84.50%	2.91

The chart below shows the 2019-2020 persistence and GPA data for all underrepresented minority student organization officers compared to all undergraduate underrepresented minority students. Underrepresented minority students in student organization officer roles persist at a higher rate and have a higher GPA compared to uninvolved underrepresented minority students.

		N	Persistence (%)	2019-20 Inst. GPA
All Org Officers	Underrepresented Minority	97	91.80%	2.94
	Not Underrepresented Minority	345	93.30%	3.28
	Total	442	93.00%	3.21
FT UG Brockport	Underrepresented Minority	1,352	82.50%	2.71
	Not Underrepresented Minority	4,550	87.00%	3.02
	Total	5,902	86.00%	2.95

**Dissemination/Discussion of Key Findings:** Key findings have currently been shared with those departments, outlined above, that were involved in the focus group process. During Summer 202, graduate intern will finalize themes from the focus groups; themes will be shared with departments involved, along with EMSA EAT team and Directors.

**Summary Sentence for EMSA Divisional Report:** In an effort to support institutional retention and sense of belonging initiatives, Student Union & Activities, along with the Counseling Center, EOP, ASC, and Campus Recreation, seek to understand a sense of belonging to the institution from minoritized men. Creating this understanding will provide a baseline of information for how to proceed in developing strategic plans for connecting men of color to campus and assisting them with achieving success. Plans will focus on enhancing programs and services along with addressing areas in need of improvement

Unit Goal		College Mission Alignment:
After investigating off-campus/commuter sense of belonging and connectedness to the institution (2019-2020), implement, minimally, 2 strategies outlined in the CAS action plans and/or identified in the Mid-Year Survey		<i>SP Operational Plan: 1.1, 1.5</i>
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p>Conduct Mid-Year survey for off-campus/commuter students</p> <p>Conduct a focus group following Mid-Year survey</p> <p>Review SOS, NSSE and Persistence/GPA data for information to support defining a commuter student and off-campus student's sense of belonging.</p> <p>A partnership with EDI as well as the Basic Needs committee to create and understand out students' needs better to provide them the best resources and understanding impacting our our off-campus and commuter population.</p>	<p>Mid-year Survey</p> <p>CAS report</p> <p>NSSE and Persistence/GPA data from Institutional Research</p> <p>Hope Center Data for basic needs, and SUNY survey</p>	<p>Mid- year Survey–Goal Met</p> <ul style="list-style-type: none"> <li>Survey completed, along with a focus small focus group with students on off-campus/commuter student needs</li> <li>Survey sent out during the same timeframe as the Mid-Year residential survey. Sent to over 4300 students with a 7.9% response rate. Find details in the key findings section below.</li> </ul> <p>CAS Report – Goal Partially Met</p> <ul style="list-style-type: none"> <li>Implementing strategies from CAS was partially met due to COVID, but there was a focus on social media engagement and holding events/activities relative to this population through the year.</li> </ul> <p>Institutional Research Data – Goal Met</p> <ul style="list-style-type: none"> <li>Student organization involvement specific to students living off campus was reviewed for persistence, GPA, and retention data points.</li> <li>NSSE was examined to determine items specific to students living off campus</li> </ul> <p>Hope Center Data and SUNY Survey – Goal Met</p> <ul style="list-style-type: none"> <li>Strategy to develop a proposal for on-campus food pantry met, see details in key findings for why to develop proposal.</li> <li>Proposal being finalized by BASIC needs committee for presentation to President's Cabinet</li> </ul>

## CLOSING THE LOOP

### Resources Used:

- A team comprised of Student Union & Activities, including Director, GA, and student staff, Basic Needs Committee and 13 Social Work students

### Key Findings:

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

- Majority of Off-campus and commuter students are Junior and Senior Year status
- **32.91% of students feel very connected to campus community** compared to **33.8%** last year
- **67.09 %of students feel somewhat disconnected or very disconnected** to campus compared to **66.92 %** last year
- Top Five Topics students off-campus feel there needs to be more education on are,
  - In 2019 and 2020- Time Management, Career Preparation, Study Skills, Interview/Resume Skills, Academic Advising
- Themes from comments from survey:
  - Desire for connection to campus for commuter/off-campus student needs, not just for students living on campus
    - Services seemed geared towards student living on campus
    - Times for events and activities are not geared to living off campus
    - Isolated this year due to pandemic
  - Events/Activities are not geared towards Commuters/Off-Campus students
    - Lack of daytime programming
  - Communication with students not living on campus is a concern
    - Lack of advertisement to commuters/off-campus students on what is happening on campus

### Institutional Data

The chart below shows the 2019-2020 persistence and GPA data for all student organization members related to Persistence/GPA and those living on campus/off compared to all undergraduate students.

		N	Persistence (%)	2019-20 Inst. GPA
ALL Org Member	On-campus	965	87.90%	3.05
	Off-campus	1,104	92.80%	3.12
	Total	2,069	90.50%	3.09
FT UG Brockport	On-campus	1,383	79.70%	2.7
	Off-campus	2,892	86.90%	3.02
	Total	4,275	84.50%	2.91

Basic Needs findings:

- SUNY Survey Results:
  - 318 students took the survey
  - 45.11% stated they were hungry but did not have enough money to eat
- Hope Center 2019 #REAL College Survey Results
  - Invitations to complete the questionnaire were sent by email to approximately 8,300 students from The College at Brockport and 1,085 students participated. Thus, the estimated response rate is 13.1%.
  - Overall Basic Needs Insecurity Rates:
    - 32% of respondents experienced food insecurity in the prior 30 days
    - 32% of respondents experienced housing insecurity in the previous year
    - 16% of respondents experienced homelessness in the previous year
  - 48% of students at The College at Brockport experienced at least one of these forms of basic needs insecurity in the past year.
  - 9% of food insecure students utilize SNAP benefits and 4% of homeless students utilize housing benefits.

**Dissemination/Discussion of Key Findings:** Key findings have currently been shared with key departments, such as Counseling and Hazen, and will be further disseminated in Summer 2021 to address the needs of students living off campus. Findings have been and will continue to be discussed in Student Union & Activities as a means for managing services for students living off campus.

Proposal for on-campus food pantry is being finalized by the BASIC Needs committee following the work of 13 Social Work students. The intent is for the proposal to be reviewed by President's Cabinet during Summer 2021.

**Summary Sentence for EMSA Divisional Report:** In an effort to support institutional retention initiatives, Student Union & Activities seeks to understand the feelings of off-campus students and their sense of belonging to the institution. Creating this understanding will provide a baseline of information for how to proceed in developing strategic plans for off-campus/commuter students on campus. The strategic plans will focus on enhancing programs and services along with addressing areas in need of improvement.



### SECTION THREE, CAS REVIEW

Unit Goal	College Mission Alignment:
Complete CAS Review Phase 1 for Campus Activities to include required standards and development of appropriate action plan to improve department services and programs as well as address gaps as appropriate.	<i>SP Operational Plan: 1.1, 1.5</i>

Standards under review	Summary of Initial Findings	Recommendations
Part 1: Mission Part 2: Program Part 3: Organization and Leadership Part 6: Law, Policy and Governance Part 7: Diversity, Equity, and Access Part 12: Assessment and Evaluation	<ul style="list-style-type: none"> <li>CAS Program Review and Self-Assessment Final Report for Campus Activities was completed and submitted in June 2021.</li> <li>Describe conclusions (description of what you learned that was significant)               <ul style="list-style-type: none"> <li><input type="checkbox"/> The Student Organization Steering Committee (SOSC) has been able to collaborate to ensure that all operating policies and procedures are up to date for all student organizations. This partnership has greatly improved services and support to all student organizations.</li> <li><input type="checkbox"/> Completion of the Co-Curricular High Impact Practice (CHIP) for student organizations gave the SOSC data and evidence to show the impact of student organization on areas of engagement, learning, satisfaction, and retention.</li> </ul> </li> <li>Describe meaningful limitations to completion of the program review (such as if you could not score all of them and why or if you lacked data/evidence) and why.               <ul style="list-style-type: none"> <li>This Self-Assessment team consisted of primarily Student Organization Steering Committee members that come from three different functional areas (student government clubs, club sports, fraternities/sororities). Although collaborative efforts are growing through the years, each area has its own reporting structure for annual report and assessment data and organization management. Although each member was able to supply and understand their</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>During the 2021-2022 academic year, the SOSC will create a collective student organization mission statement and continue to explore ways to further collaborate to meet the needs of our student organizations.</li> <li>Review recent focus group data and determine next steps for strategy implementation</li> <li>Review the student organization program to look for ways to further develop – Organization Leadership Certificate, annual required training, ongoing training, and other programs.</li> <li>Review all related student organization policies, procedures, and manuals.</li> </ul>

	<p>own area's evidence and data, it was sometimes difficult to score collectively when some areas scored different from others.</p> <ul style="list-style-type: none"> <li>• Describe the primary strengths of the functional area and how have these changed over time. Describe the innovative programs/services/practices that the functional area has initiated with respect to "best practices" in the field. <ul style="list-style-type: none"> <li>• In the summer of 2015, the Student Organization Steering Committee (SOSC) was formed as an official collaboration between all areas that oversee the college's student organizations. Brockport Student Government, Campus Recreation and Student Union and Activities representatives had been working for years together and separately to support the needs of organizations and their officers. This committee helps bridge gaps or minimize duplications in procedures, training, recognition, communications, and policies. Moreover, the SOSC has been able to accomplish the following, since its inception: <ul style="list-style-type: none"> <li>i. A combined annual student organization officer training in August. Combining this training has allowed our campus partners to share their important content with all organization officers at once, has created unity among all officers/organizations, has provided consistent information to each type of organization, has increased the ability to assess the needs of the incoming officers, and has allowed for networking among officers.</li> <li>ii. The Organization Leadership Certificate (OLC) was created in partnership with the Leadership Development Program to help officers build specific skills related to being an officer, thus creating opportunities for growth and development. The program focuses on individual officer growth, organizational growth, and community impact. The program has continued to evolve based on the needs of officers and organizations.</li> <li>iii. In addition to maintaining consistency in the annual student organization registration process for existing organizations,</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways to increase Equity, Diversity, and Access opportunities</li> <li>• Promote collaborations and partnerships with key campus stakeholders.</li> <li>• Analyze current data and trends to help the student organization system in terms of resources and access</li> </ul>
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	<p>the SOSC has worked to better assist new organizations as they complete the steps toward recognition and provide support and resources for the members.</p> <ul style="list-style-type: none"> <li>iv. In 2016, the Student Organization Appreciation Banquet was created to celebrate all organizations accomplishments over the year collectively. The launch of 6 campus-wide organization awards were created – Unsung Hero, Advisor of the Year, Officer of the Year, Event of the Year, Equity, Diversity &amp; Inclusion Initiative, and Organization of the Year.</li> <li>v. Collaboration on policies and procedures related to organizations have helped create the Off-Campus Travel Policy, Safe Event Hosting Training and Hazing Prevention.</li> <li>vi. Creating similar items in each respective area's tier system for recognition has increased consistency for officers who are leaders in various organizations. It also has allowed a streamlined way to communicate with officers via regular email updates and provided assessment data across all organizations.</li> <li>vii. Conducting satisfaction and learning assessments and collectively utilizing assessment data, including IR persistence and GPA data, to make strategic decisions to improve services and programs.</li> </ul>	
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## SECTION FOUR: STUDENT LEARNING OUTCOMES

### **Institutional Student Learning Outcomes**

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

Departmental Learning Outcomes	Institutional Learning Outcomes					Assessment Year
	1	2	3	4	5	
Students who participate in student organizations will demonstrate personal and professional growth through the co-curricular activities, programs, and services they provide for the campus community.	X			X		2018-2019; 2020-2021
Students employed with or directly advised by Student Union & Activities will develop skills that emphasize the importance of customer service, foster effective communication, build meaningful interpersonal and inclusive relationships, and collaborate as a team.	X			X		2018-2019, 2019-2020, 2020-2021
Students involved in Student Union & Activities initiatives, programs, and services will recognize a sense of belonging to the institution and develop an appreciation for fostering a diverse community.			X		X	2019-2020

**Departmental Learning Outcome Measured in 2020-2021:**

Students who participate in student organizations will demonstrate personal and professional growth through the co-curricular activities, programs, and services they provide for the campus community.

Strategies/Programs	Assessment Tools/Data Sources	Results								
<p>Organizational Leadership Certificate Program</p> <p>Partnership with BSG, Campus Recreation – Student Organization Steering Committee</p> <p>Implement strategies identified in 2019-2020 for increasing underrepresented male involvement in student organizations</p>	<ol style="list-style-type: none"><li>1. OLC Assessments</li><li>2. IR undergraduate data for persistence and GPA</li><li>3. Student Organization Co-curricular High Impact Practice (CHIP) report</li><li>4. CAS Self-Assessment for Campus Activities report</li></ol>	<ol style="list-style-type: none"><li>1. Organization Leadership Certificate (OLC) program data:<ul style="list-style-type: none"><li>○ 2020-2021 addition – Organization Coach meeting to create strategic goals with at least 3 officers. (22 coach sessions held in 2020-2021)</li><li>○ 2020-2021 OLC workshops were offered virtually. 80 students participated across all workshops offered.</li></ul><div><p>OLC overall workshop attendees</p><table><thead><tr><th>Fiscal Year</th><th>Attendees</th></tr></thead><tbody><tr><td>FY19</td><td>128</td></tr><tr><td>FY20</td><td>239</td></tr><tr><td>FY21</td><td>80</td></tr></tbody></table></div><ul style="list-style-type: none"><li>○ 2020-2021 OLC assessment data from participants:<ul style="list-style-type: none"><li>▪ Number of Assessments Submitted: 47, Across 11 different workshops</li><li>▪ 75% Completed the Action Item Assigned at the workshop<ul style="list-style-type: none"><li>• The remainder Identified how they plan to complete the action item</li></ul></li><li>▪ 91% found the material Helpful</li></ul></li></ul></li></ol>	Fiscal Year	Attendees	FY19	128	FY20	239	FY21	80
Fiscal Year	Attendees									
FY19	128									
FY20	239									
FY21	80									

		<ul style="list-style-type: none"> <li>▪ 81% felt that they were “given enough information to create and implement an Action Item</li> <li>▪ 89% felt that the information received will be helpful and applicable in leading their organization</li> </ul> <p>2. Data Results on Persistence and GPA for the 2019-2020 cohort:</p> <p>Persistence Rate:</p> <ul style="list-style-type: none"> <li>○ Student Organization Members: 90.5%</li> <li>○ Student Organization Officers: 93%</li> <li>○ All other undergraduates: 84.5%</li> </ul> <p>Overall GPA:</p> <ul style="list-style-type: none"> <li>○ Student Organization Members: 3.09</li> <li>○ Student Organization Officers: 3.21</li> <li>○ All other undergraduates: 2.91</li> </ul> <p>3. See CHIP Student Organization final report</p> <p>4. See CAS Campus Activities final report</p>
<p>Summary of Findings and Next Steps: Through completion of the CAS Self-Assessment for Campus Activities and the CHIP Student Organization assessment, the Student Organization Steering Committee was able to collect data supporting that student organizations provide opportunities for growth and development for its members. The data collected included the four areas: satisfaction, learning, retention and assessment. The next steps will be focusing on the action plans from both assessments in addition to continuing to focus on increasing underrepresented male involvement in student organizations.</p>		

<b>Departmental Learning Outcome Measured in 2020-2021:</b> Students employed with or directly advised by Student Union & Activities will develop skills that emphasize the importance of customer service, foster effective communication, build meaningful interpersonal and inclusive relationships, and collaborate as a team.		
Strategies/Programs	Assessment Tools/Data Sources	Results
Provide continuous improvement on and assessment of the Student Union & Activities student employment program to enhance the student experience by:  a. Develop a departmental hiring process that is inclusive of all student populations. b. Developing a consistent evaluation process for all student employees to examine skill development. c. Develop an exit interview process for all students not returning to SUA in the next academic year to ascertain student learning and development	1. Conduct semester student employment evaluations  2. Review retention numbers for student employees  3. Analysis of student employee information obtained during exit interviews	1. Student employee evaluations were conducted each semester, involvement included graduate assistants, student leaders, and student employees. General theme: <ul style="list-style-type: none"> <li>Students were able to share areas of growth and an area to improvement upon</li> </ul> 2. Data Results on Persistence to the following fall semester for <b>2017-2018</b> cohort: <ul style="list-style-type: none"> <li>SUA Student Leaders: 92.9%</li> <li>SUA Student Employees: 96.8%</li> <li>All other Brockport students: 83.4%</li> </ul> Overall GPA: <ul style="list-style-type: none"> <li>SUA Student Leader: 3.33</li> <li>SUA Student Employees: 3.20</li> <li>All other Brockport students: 3.07</li> </ul> Data Results on Persistence to the following fall semester for <b>2018-2019</b> cohort: <ul style="list-style-type: none"> <li>SUA Student Leaders: 100%</li> <li>SUA Student Employees: 95%</li> <li>All other Brockport students: 87%</li> </ul> Overall GPA: <ul style="list-style-type: none"> <li>SUA Student Leader: 3.25</li> <li>SUA Student Employees: 3.22</li> <li>All other Brockport students: 2.99</li> </ul> Data Results on Persistence to the following fall semester for <b>2019-2020</b> cohort: <ul style="list-style-type: none"> <li>SUA Student Leaders: 93.3%</li> <li>SUA Student Employees: 94.4%</li> </ul>

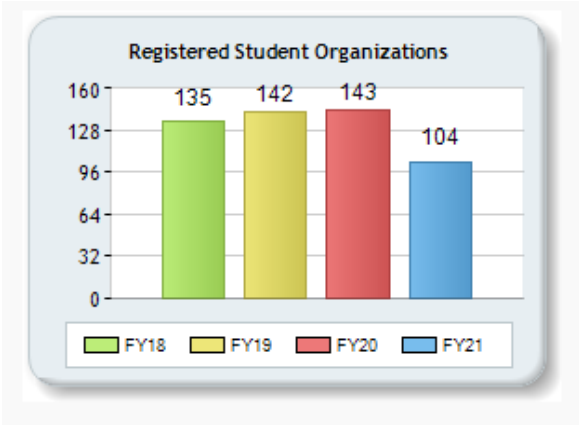
		<ul style="list-style-type: none"> <li>• All other Brockport students: 86.5%</li> </ul> <p>Overall GPA:</p> <ul style="list-style-type: none"> <li>• SUA Student Leader: 3.12</li> <li>• SUA Student Employees: 3.05</li> <li>• All other Brockport students: 2.95</li> </ul> <p>3. Themes from 17 Exit Interviews 2018-2019:</p> <ul style="list-style-type: none"> <li>• Students would choose to work for SUA again</li> <li>• Student consistently felt that they learned the following skills: professionalism, customer service, time management, diversity and inclusion, leadership, and communication skills</li> <li>• Improving communication around training expectations and knowledge of job is an area for improvement</li> </ul> <p>Themes for 18 Exit Interviews 2019-2020:</p> <ul style="list-style-type: none"> <li>• Students would choose to work for SUA again</li> <li>• Student consistently felt that they learned the following skills: professionalism, customer service, time management, diversity and inclusion, leadership, and communication skills</li> <li>• Students felt that trainings were good introductions, but particularly in operations, needed more 1:1 mentoring the first week or two on the job</li> </ul> <p>Themes for 8 Exit Interviews for 2020-2021</p> <ul style="list-style-type: none"> <li>• Students would choose to work for SUA again</li> <li>• Student consistently felt that they learned the following skills: professionalism, customer service, time management, diversity and inclusion, leadership, and communication skills</li> <li>• Students appreciate the feelings of family and inclusion in SUA</li> <li>• COVID added complications in terms of training and changes to job responsibilities but SUA managed them.</li> </ul>
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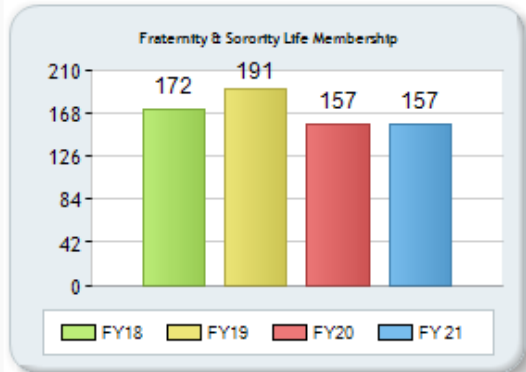
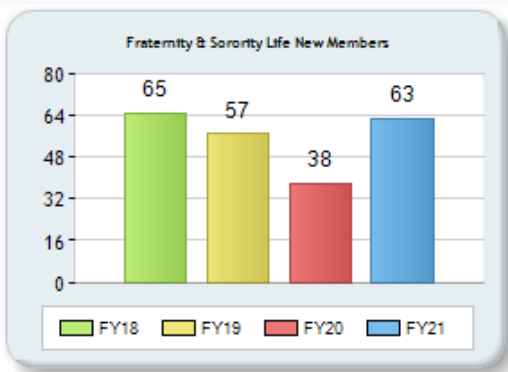


**Summary of Findings and Next Steps:**

Once Again, student employees shared that Student Union & Activities has developed a solid employment program that has allowed them opportunities to develop transferrable skills. While, SUA has implemented a consistent process for hiring and evaluation, students during exit interviews did share they would like to learn more about other areas of the department. While persistence/retention with SUA appears significant, SUA can work to increase students of color employed by the department and in our leadership roles. The next steps are for the SUA professional team to meet and discuss how best to move forward with further developing our student employee program.

**SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS**

Key Performance Indicators and Benchmarks	Analysis										
 <table border="1"><caption>Registered Student Organizations</caption><thead><tr><th>Fiscal Year</th><th>Number of Organizations</th></tr></thead><tbody><tr><td>FY18</td><td>135</td></tr><tr><td>FY19</td><td>142</td></tr><tr><td>FY20</td><td>143</td></tr><tr><td>FY21</td><td>104</td></tr></tbody></table>	Fiscal Year	Number of Organizations	FY18	135	FY19	142	FY20	143	FY21	104	<p><b>Total number of student organization registrations: 104</b></p> <ol style="list-style-type: none"><li>1. Academic Honor Societies: 1</li><li>2. BSG Clubs: 68</li><li>3. Campus Recreation Club Sports: 25</li><li>4. Fraternities/Sororities and councils: 10</li></ol> <p>Total number of organization officers (Presidents, Vice Presidents, Treasurers, Secretaries): 380</p> <p>Total number of organization advisors: 99</p> <p>Total number of organizations that did not register for 2020-2021 but were registered in 2019-2020: 39</p>
Fiscal Year	Number of Organizations										
FY18	135										
FY19	142										
FY20	143										
FY21	104										



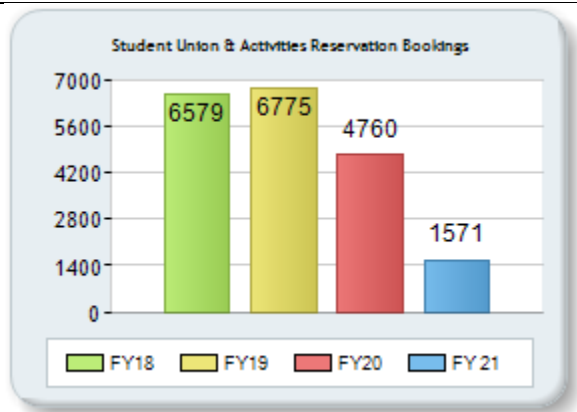
Total newly initiated Fraternity & Sorority Life members at Brockport during 2020-2021: 63

- Alpha Phi Alpha: 0 Fall, 0 Spring
- Delta Phi Epsilon: 7 Fall\*, 15 Spring
- Delta Sigma Theta: 0 Fall, 0 Spring
- Lambda Sigma Upsilon: 0 Fall, 2 Spring
- Omega Phi Beta: 0 Fall, 2 Spring
- Phi Sigma Sigma: 12 Fall\*, 14 Spring
- Pi Kappa Phi: 5 Fall, 6 Spring
- Zeta Phi Beta: 0 Fall, 0 Spring

\* Per National Panhellenic Council, the NPC total was adjusted due to the pandemic to allow all chapters to reach the Fall 2019 total rather than take the incoming Fall 2020 average as the new total. This allowed both chapters to bring in Fall new members.

Total Fraternity & Sorority Life members at Brockport as of May 2021: 157

- Alpha Phi Alpha: 6
- Delta Phi Epsilon: 56
- Delta Sigma Theta: 0
- Lambda Sigma Upsilon: 5
- Omega Phi Beta: 2
- Phi Sigma Sigma: 56
- Pi Kappa Phi: 32
- Zeta Phi Beta: 0



#### 2020-2021 Booking Numbers:

- 1571 bookings
  - 1531 Student Organization Bookings
  - 40 Faculty/Staff Bookings
  - 0 External Group Bookings due to COVID

#### 2019-2020 Booking Numbers:

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

#### 2018-2019 Booking Numbers:

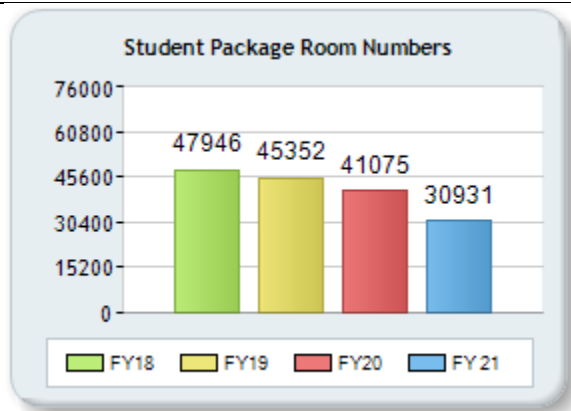
- 6,775 bookings
  - 2,932 Student Organization Bookings
  - 3,689 Faculty/Staff Bookings
  - 154 External Group Bookings

#### 2017-2018 Booking Numbers:

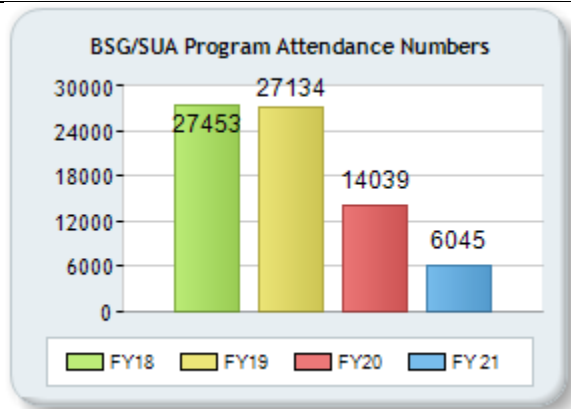
- 6,579 bookings
  - 2,706 Student Organization Bookings
  - 3,801 Faculty/Staff Bookings
  - 72 External Group Bookings

#### 2016-2017 Booking Numbers:

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



Overall package numbers decreased due to number of students on campus during 2020-2021.



**2020-2021**

- 6,045 BSG/SUA
- 90 events

**2019-2020**

- 14,039 BSG/SUA
- 132 events

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

**2018-2019**

- 27,134 BSG/SUA
- 195 events

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

<b>Strategic Annual Goals</b>	<b>Dvisional Goal Mapping</b>	<b>Strategic Plan Operational Objective(s)</b>	<b>Action Plan</b>	<b>Timeline</b>
Adjust and implement strategies for increasing underrepresented student involvement in student organizations with a specific focus on engaging underrepresented males	2,6	1.1, 1.8	<ul style="list-style-type: none"> <li>• Build further buy-in by identifying a work group to support goal and address student needs.</li> <li>• Continue to work with, assess, and inventory progress of 2 multicultural fraternities regarding academics, retention, and persistence.</li> <li>• Compile Focus Groups data and create a survey for underrepresented male students in BSG student organizations to learn more about involvement perspectives and support needed for student organizations</li> <li>• Review data from NSSE, Persistence/GPA data, CAS, CHIPS and NASPA consortium surveys</li> </ul>	May 2022
Identify strategies to enhance a sense of community in the Seymour College Union by conducting CAS for College Unions	2, 6	1.1, 4.2	<p>CAS Review Team membership identified and develop plans for completion Gather and Collect evidence and documents, plus review data from EMS, student organizations, and SOS</p> <p>Finalize report and submit to the Division</p>	March 2022

Implement at least 2 additional strategies outlined in the CAS action plans and/or identified in the Mid-Year Survey related to off-campus/commuter sense of belonging and connectedness to the institution	2	1.1, 1.5	<p>Identify a small team to collaborate on implementing strategies</p> <p>Conduct and analyze the Mid-Year survey for off-campus/commuter students to look at trends for the last 3 – 5 years.</p> <p>Conduct a focus group following Mid-Year survey</p> <p>Review SOS, NSSE and Persistence/GPA data for information to support defining a commuter student and off-campus student's sense of belonging.</p> <p>Present proposal for on-campus food pantry to President's Cabinet for approval to move forward</p>	April 2022
Purchase, installation, and staff training on new radio station transmitter for 89.1 the Point	2	1.1	<p>Coordinate purchase equipment</p> <p>Develop a timeline with Facilities to coordinate installation plans.</p> <p>Conduct training of staff on use of new radio transmitter.</p>	May 2022

## SECTION SEVEN: 2021-2022 Assessment Plan

<b>Unit Goal:</b>		<b>College Mission Alignment</b>	
Adjust and implement strategies for increasing underrepresented students, specifically underrepresented males, in student organizations		SP Operational Plan: 1.1, 1.5	
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Resources Needed and Individual(s) Responsible:</b>	
<ol style="list-style-type: none"> <li>Adjust and implement Strategies for increasing and supporting involvement</li> <li>Adjust and Implement Strategies to support academic success for underrepresented males</li> </ol>	<p>Institutional Retention Data</p> <p>Compile Focus Groups data and create a survey for underrepresented male students in BSG student organizations to learn more about involvement perspectives and support needed for student organizations</p> <p>Review data from NSSE, Persistence/GPA data, CAS, CHIPS and NASPA consortium surveys</p> <p>Work closely with campus partners and multicultural organizations to identify plans</p>	<p>Amy McNulty to lead with support from Kim Haines and the Student Organization Steering Committee</p> <p>Collaboration with the Transition &amp; Success Steering Committee, and the Transition &amp; Success Coordinator in the ASC</p>	

### Action Plan:

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

**Goal Rationale:** In understanding current institutional retention initiatives and the importance of enhancing the overall student experience, focusing on this goal is important to developing pathways for developing a genuine sense of belonging amongst males of underrepresented populations which also impacts retention and persistence. Involvement in student organizations is an area that enhance a sense of belonging, so it is important to now implement strategies for increasing involvement amongst male students of underrepresented populations.

Unit Goal:	College Mission Alignment
Functional Goal: Student Union & Activities ensures that the Seymour College Union is an integral part of the educational mission of the college regarding creating community amongst students, faculty, staff, alumni, and guests. Annual Goal: Identify strategies to enhance a sense of community in the Seymour College Union by conducting CAS for College Unions	<i>SP Operational Plan: 1.1, 1.5</i>

Outcomes and Criteria:	Data Sources and Methods: resources and tools that will be used to assess	Resources Needed and Individual(s) Responsible:
Student Union impacts student retention and persistence through its programs, activities, and employment.  Seymour College Union identifies strategies for promoting its value on equity, diversity, and inclusion, and creating community for all constituents	Review Data from SOS  CAS Assessment for Unions and for Campus Activities  Review persistence/retention and GPA data for student organizations and SUA staff  Review EMS data	CAS team  Kim Haines and Omeri Nwachi to lead work with support from SUA team

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

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

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



<b>Unit Goal:</b>		<b>College Mission Alignment</b>
Implement, minimally, 2 additional strategies outlined in the CAS action plans and/or identified in the Mid-Year Survey related to off-campus/commuter sense of belonging and connectedness to the institution		<i>SP Operational Plan: 1.1, 1.5</i>
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Resources Needed and Individual(s) Responsible:</b>
<p>Implement, minimally 2, strategies from CAS assessment and Mid-Year Survey for off-campus/commuter students</p> <p>Assess sense of belonging to the institution for commuter and off-campus students</p>	<p>CAS assessment for Off-campus/Commuter students</p> <p>Review SOS, NSSE, and Persistence Data</p> <p>Off-campus/Commuter Student Mid-Year Survey</p> <p>Review Student Organization Data</p>	<p>Commuter and off-campus student participation</p> <p>Support from Student Union &amp; Activities, BSG, and ASC to begin the process</p> <p>Working with Faculty to further enhance off-campus/commuter survey</p> <p>Kim Haines to lead, with support from Hannah Arp</p>

#### **Action Plan:**

- Identify a small team to collaborate on implementing strategies
- Conduct and analyze the Mid-Year survey for off-campus/commuter students to look at trends for the last 3 – 5 years.
- Conduct a focus group following Mid-Year survey
- Review SOS, NSSE and Persistence/GPA data for information to support defining a commuter student and off-campus student's sense of belonging.
- Present proposal for on-campus food pantry to President's Cabinet for approval to move forward

#### **Goal Rationale:**

To support institutional retention initiatives, Student Union & Activities seeks to foster a sense of belonging for commuter and off-campus students. This goal will continue to provide a baseline of information for how to proceed in developing strategic plans for off-campus/commuter students on campus. The strategic plans will focus on enhancing programs and services along with addressing areas in need of improvement.

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

<b>Point of Pride/Accomplishment</b>	<b>College Mission and Priorities Alignment</b>
The Student Organization Steering Committee was able to successfully transition its services and resources virtually to its student organizations and officers through the Organization Leadership Certificate workshops, Organization Coach Strategic Planning sessions, Club Craze, and officer trainings.	1.1, 1.5, 1.8
Celebration of our student employee's academic success with an overall GPA and persistence rate higher than the Brockport average.	1.5
Throughout the pandemic, Fraternity & Sorority Life held on to retaining its members at a higher rate than the undergraduate population and held a higher cumulative GPA, while also initiating 63 new members.	1.5
Student Organizations held, virtually and in person, over 1500 events during COVID	1.1, 4.1
89.1 The Point was recognized both at the state and national level winning 12 awards this academic year. Students were named winners in nine of 17 categories in the 2021 New York State Broadcasters Association (NYSBA) Excellence in Broadcasting Awards, placed second in the nation and took an Honorable Mention in the 2021 Broadcast Educator's Association (BEA) Festival of Media Arts competition and finished third in the nation in College Broadcasters, Inc. National Student Production Awards for Hard News Reporting.	1.5
Student Union & Activities, in partnership with Alumni Engagement, BASC, and Campus Recreation, supported initiatives for our graduates which included coordinating and volunteering for all 6 Grad Walks,	1.1

coordination of Fans in the Stands, and implementation of Senior Toast.	
Accomplishing a 100% persistence for our minoritized student employees compared to FT UG Brockport under-represented students.	1.8
Fraternity & Sorority Life supported EDI initiatives by reinstating the Latina sorority, Omega Phi Beta Sorority, Inc., back on campus after 19 years and supporting multicultural fraternity members as 7 out of 9 raised their cumulative GPA from Spring 2020 to Fall 2020.	1.8
Student Union & Activities staff commitment to COVID initiatives through volunteering for more than 180 hours at pool testing, participating in Village walk arounds, and implementing event procedures for campus.	2.1
89.1 the Point supported the dissemination of local COVID information via COVID Conversations—a series of interviews aired and posted online with local officials regarding the pandemic—and updating COVID statistics regularly on the website along with a list of restaurants conducting take-out, etc.	1.5, 2.1