



Unit End of Year Report

Report includes:

- 2018-2019 Annual Goals
- 2018-2019 Assessment Plan
- Key Performance Indicators
- 2018-2019 Points of Pride
- 2019-2020 Annual Goals
- 2019-2020 Assessment Plan

Unit: Athletics

Director: Erick Hart

UNIT OVERVIEW

Unit Mission

The mission of the athletic department is to integrate intercollegiate athletics into the mission of the College at Brockport, which “has the success of its students as its highest priority.” We achieve this by focusing on four key areas, *to Integrate with the University, Achieve academically, Excel athletically and Play with integrity.*

Integrate with the University: At Brockport, keeping student-athletes focused on being a student first, they are treated like other members of the general student body. This experience allows student-athletes to pursue interests beyond athletics. Furthermore, Brockport Athletics builds and strengthens relationships within the Brockport community as well as helping the University connect with the greater regional community.

Achieve Academically: Student-athletes are encouraged to achieve excellence in the classroom as well as the competitive arena. At Brockport, athletics offers an education that supports and supplements the lessons learned in the classroom. Life-long skills such as teamwork, discipline, perseverance, and leadership are cultivated through intercollegiate athletics.

Excel Athletically: Supported athletically by a talented and committed group of coaches and staff, student-athletes are encouraged to channel their passion and drive for athletic excellence by 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.

Functional Goals and Division/College Mapping

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
Staffing model and operations procedures ensure efficient delivery of services and outstanding work experience for student staff.	4, 5	3.2, 4.3
Support institutional enrollment goals by actively recruiting student-athletes that fit the overall mission of the College.	1	1.1; 1.8

SECTION ONE: 2018-2019 UNIT ANNUAL GOALS

Unit Annual Goals	Outcome/Status
Finish in Top 3 of SUNYAC Commissioner's Cup and top 100 in of Division III Learfield Sports Directors' Cup	Finished 4 th in SUNYAC; 68 th in Learfield
Obtain NCAA Diversity Grant	Achieved
Student Athlete average GPA of 3.0 or higher	Achieved Spring 2019 marked 16 th consecutive semester over 3.0
Senior student-athletes attribute personal growth to their athletic experience.	Achieved (see KPIs)
Generate over \$50,000 in external revenue from outside group reservations	Completed (over \$75,000 generated)
Complete over 1,000 hours of community service	Completed
Support department goals through expanded Sponsorship program	Achieved

SECTION TWO: 2018-2019 Assessment Plan

Unit Goal		College Mission Alignment:																	
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.																	
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:																	
Student-Athlete Academic performance	Academic grade reports Dean’s List Honor Roll	Academic Achievement: Met 16 th consecutive semester with gpas over 3.0; 15 teams post gpa’s over 3.0; 38 % of student-athletes earn honor roll distinction (gpa over 3.0) Over the last two years (in which data was available) Female student-athletes posted gpas significantly higher than their non-athlete counterparts. (Data from office of Institutional Research)																	
		<table><tr><th colspan="2">Gender</th><th>N</th><th>Persistence (%)</th><th>2016-17 Inst. GPA</th></tr><tr><td rowspan="2">Participated in Athletics Other Brockport Student</td><td>Female</td><td>235</td><td>95.7%</td><td>3.30</td></tr><tr><td>Female</td><td>4,019</td><td>85.6%</td><td>3.09</td></tr></table>				Gender		N	Persistence (%)	2016-17 Inst. GPA	Participated in Athletics Other Brockport Student	Female	235	95.7%	3.30	Female	4,019	85.6%	3.09
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Student-athletes will develop skills to effectively work with others	End of season survey (Baseline) Senior Exit Interviews (Baseline)	End of Season Surveys: Exceeded Highlights from Senior student-athlete surveys show that: 95% reported that the leadership and life skills they developed as a result of their student-athlete experience would impact them beyond their playing days. 75% participated in campus life outside of athletics. 100% reported their student-athlete experience helped them “develop” as a person.																	
Student-athletes will be prepared to be leaders in life after college	Community connections/feedback “Prepare to Launch” program in conjunction with Career Services and Alumni Office	Mass Mutual Life After Sports Data: Met 100% of respondents (insert N) indicated that the “Life After Sports” presentation helped them understand: -the transferable skills that they possess as student-athletes.																	

<p>Student-athletes feel connected to and feel affinity for the College at Brockport</p>	<p>Post event response; job shadowing/internships Career data/feedback from former student-athletes</p>	<p>- how to utilize their student-athlete experience to enhance their resume/cover letter/ interview skills in a way that will appeal to employers.”</p> <p>Enterprise Holdings results from Spring 2019 : Met (from Jeremy Moody, Recruitment Coordinator):</p> <ul style="list-style-type: none"> -Interviewed 17 students/alumni from Brockport -Hired 4 full time professionals, (3 Manager Trainees and 1 Full time Accountant). -3 Management Trainee Intern Hires -conducted 6 sessions totaling 24 hours; met 7 different students for resume/career prep and interviews -2019-20 Plan—in progress <p>The Guest Coach: Met</p> <p>Program included 13 faculty and staff members participating with 8 varsity teams. As a result of those connections, student-athlete surveys indicated that:</p> <ul style="list-style-type: none"> -62% were more likely to seek out a faculty member for assistance -25% felt a greater appreciation for Brockport Faculty -24% were more likely to participate in class -22% established a connection outside of the classroom <p>-Alumni team events/participation: Met</p> <ul style="list-style-type: none"> - Seven athletic teams hosted alumni events in 2018-19 with over 100 former student-athletes participating -all 23 programs had consistent interaction with alums via email, newsletters, Facebook and other social media channels. -Info from Homecoming Surveys (pending Kerry Gotham report) -Info from Advancement/Donor records (Pending John Sapienza report)
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CLOSING THE LOOP

Resources Used:

This area is the primary focus of our department’s activity, so at least 75% of our resources are dedicated toward this goal. Additionally, our department and teams do a significant amount of fundraising to supplement program needs (facilities, equipment, and travel) that are not met by our allocated budget. In 2018-19, the department generated over \$175,000 to support items such as extended travel (spring break training trips for Baseball and Softball and supplemental meets for Track and Field) and video-breakdown software (football, volleyball, basketball, soccer).

Key Findings:

- 84% of student-athletes felt that “The Athletic Department played a role in campus pride at Brockport:” (source: End of Season student-athlete survey)
- 95% of senior student-athletes would choose to attend Brockport again (source: Senior student-athlete survey)
- 100% also agreed with the statement “Brockport provided leadership and life skills that will impact me beyond my playing days.” (source: Senior student-athlete survey)
- 75% of senior student-athletes participated in extra-curricular activities outside of athletics. (source: Senior student-athlete survey)
- Donor participation increased by 38% from 2017-18 (source: Office of Advancement)

- GES Donations (for team and department initiatives) increased 57.8% from \$111,340 to \$175,006. (source: Office of Advancement)

Dissemination/Discussion of Key Findings: In 2018-19, we continued to use posters, bookmarks and social media to promote our athletic and academic highlights and KPIs on campus and in recruiting. Kerry Gotham, Director of Alumni Engagement, will present to the Coaching staff in August 2019 to assist with planning and execution of team fundraising efforts.

Summary Sentence for EMSA Briefing Book:

The Athletic Department takes great pride in providing an environment that supports the holistic growth of our student-athletes. By the end of their collegiate careers, student-athletes have demonstrated high academic achievement, strong leadership skills and a deep affinity for Brockport. As demonstrated by the increased donor support, our alumni and community understand the value of the collegiate athletic experience and want to help support the Golden Eagles.

SECTION TWO: 2018-2019 Assessment Plan

Unit Goal		College Mission Alignment: how does this goal support the College's Mission?
Staffing model and operations procedures ensure efficient delivery of services and outstanding work experience for student staff.		This provides appropriate administrative services and support for the department while also improving the efficiency and development of the staff.
Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success	Data Sources and Methods: resources and tools used to assess	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met
Facilities and Operations staffing model improves efficiency and event management execution	Survey results from Head Coaching staff with feedback about support services	Exceeded: Home event management revisions resulted in higher than anticipated satisfaction by Head Coaches.
New Facilities and Operations procedures provide more robust work experience for student staff.	Survey results from student supervisors and event staff Feedback from other sources (Visiting teams, officials)	Home event management successfully hosted several major events including 2 rounds of NCAA football, NCAA Regional Wrestling and SUNYAC Track and Field Championships. Exceeded: Student staff survey results showed positions provided outstanding work and professional development experience
Safe and efficient procedures enabled expansion of programs and new sources of revenue	Post-program survey of parents from Learn to Swim program	Exceeded: Learn to Swim programs raised over \$10,000 Exceeded: Learn to Swim surveys showed excellent satisfaction ratings with service and instruction

CLOSING THE LOOP

Resources Used: Revised policies and procedure manuals for the Fulton Natatorium, equipment room, and Bill Steele Weight Room align with Department expectations and industry best practices; additional training sessions for student workers; New procedures allowed GA Supervisor to grade practicum student staff on their performance; Additional \$7000 in student temporary service funds spent on event and facility management supervisors.

Key Findings:

Home event management:

-90% of head coaches agreed that “The Athletic home event staff was well prepared for our home contests” and Athletic home event staff performed their duties well throughout our contests”

-100% of head coaches agreed that The athletic event staff is knowledgeable and meets the needs of my Program” and “The Athletic home event managers/administrators were flexible and accommodating to our needs” (source: Head Coach end of season survey)

“I would like to congratulate the entire College at Brockport Staff for a flawlessly administered SUNYAC OTF Championship. Brockport has a national caliber Track and Field facility. However, the facility alone is of no value without the staffing to run a meet properly. As with every other meet I have refereed at TC@B, the personnel, support, equipment and needed to run a successful competition were attended to fully,” Tom Mooney, Head Track Official

Learn to Swim Program

100% of parents from the Learn to Swim program indicated that the program was well organized and executed. 100% of children that participated enjoyed the experience. One parent wrote, “We have taken swim lessons through other organizations and this one was the best. My kids look forward to their lessons. We signed up for session 2.”

Student staff gained valuable professional experience as members of the home event and facilities staff. 100% of respondents indicated they were very satisfied with the training, expectations, and feedback from supervisors. One noted, “I love the Brockport Athletic Department. Everyone is amazing and the experience you gain is like no other!”

Dissemination/Discussion of Key Findings:

-Survey results and anecdotal feedback are provided to the Athletic department leadership and directors of each operational area in order to assess strengths and areas for improvement.

Summary Sentence for EMSA Briefing Book:

Providing excellent, operational support to our student-athletes and the Brockport community is critical to the undergraduate experience and institutional sustainability. Feedback from a variety of sources including students, professional staff, and visitors to the college reinforce that our efforts to improve efficiency and customer service have been successful.

SECTION TWO: 2018-2019 Assessment Plan

Unit Goal		College Mission Alignment: how does this goal support the College's Mission?
Support department goals through expanded corporate sponsorship program		Recruiting outstanding scholar-athletes and providing them with life-changing student-athlete experiences takes a village. Partnerships with our community create a foundation of support while also providing our benefactors with exposure for businesses and organizations. Our partnership opportunities generate financial assistance for our athletic program and visibility for local organization, supporting Strategic Plan Goals 1, 2, and 3.
Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success	Data Sources and Methods: resources and tools used to assess	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met
-Annual increase of sponsorship revenue/trade -Annually expand number of community partners from 10 to 24 -Established multi-year partnership for Recruiting Room sponsorship	-Data from Athletic contracted agreements and revenue collection Summer 2019 project with Enterprise	-Exceeded: 2018-19 revenue/trade was over 200% increase from 2017-18, from \$19,500 to \$51,170. Impact was directly tied to partnership with Advancement and our new liaison Adam Standish. -Exceeded. Similar to the above statement, our community partners committing to sponsorship opportunities increased from 10 to 24. -Achieved. Adam led the effort that resulted in Enterprise Holdings committing to a 4 year/\$20,000 partnership with the Athletic department. Funding will be used to renovate the Tuttle Recruiting Room. Additionally, Enterprise will partner with Athletics to create a year-long career preparation, internship placement, and networking program for student-athletes.

CLOSING THE LOOP

Resources Used: The bulk of the resources were time and energy from Adam Standish and Dani Drews to complete printed materials, mailings, in person visits, phone calls, and contract agreements with local vendors. Additionally, printing costs (banners and dasher boards) were higher than expected with new (campus approved) vendor. We will solicit quotes from other vendors in an effort to reduce those costs.

Key Findings:

Athletics expanded promotional opportunities (such as sponsorship of the Ice Rink Zamboni and Athlete of the Week awards) resulting in increased revenue as well as strong partnerships with local vendors. Those relationships led to additional connections and opportunities for collaboration. For example, Jimmy Z night at Ice Hockey game on 2/8/19 resulted in the highest attendance (2179) for a Brockport home hockey game in several years.

We invited our highest-level sponsors (Wegmans, Enterprise, 58 Main, VSP Graphics, Jimmy Zs, Perri's Pizza) to attend our annual Senior Student-Athlete luncheon to give them the chance to meet our student-athletes and coaching staff and see the impact of their support. Four sponsors were able to attend and found the opportunity so impactful, they verbally renewed their sponsorship plans on site and opened the discussion for expanding ways to connect.

With the rapid expansion of this program, we found that it is imperative to begin the annual sponsorship drive in June in order to finalize contracts and be most efficient with printing/production costs. We hope to bring on a student intern to assist with on-going communication with vendors and assist with regular mailings and updates.

Dissemination/Discussion of Key Findings:

Results of sponsorship and revenue generation are shared with the Directors of Athletics and Advancement. Sponsors are readily visible to coaches, students, prospects, and fans on signage in athletic venues and athletic website. We are currently developing programming that will create networking opportunities for student-athletes and vendors with an interest in hiring or assisting student-athletes with their career preparation. We hope to have the full calendar of events ready for the 2019-20 academic year.

Summary Sentence for EMSA Briefing Book:

The importance of the Athletic Sponsorship is three-fold. Not only does the program provide opportunities for us to connect with local businesses, but it also allows them to gain visibility with our students and fans, expanding their consumer base and sales. The 200% increase in revenue generated from the sponsorship was critical to the Athletic Department's ability to support our student-athletes and programs. Funding has already been used to provide women's locker room renovations, recruiting support, and extended team travel.

CAS Part 7 Summary of Findings: Diversity, Equity and Access

The complete Self-Assessment for Part 7 is required to be shared with the EMSA AVPs and saved on the Filecity2-Stuaffsec- EMSA Assessment Team- CAS- Part 7 Self-Assessment. Fill in each section of Part 7 in your specific Self-Assessment Guide and include any referenced documents/materials in the Filecity2 folder.

Overall average (#). 2.17

Areas Requiring Follow-Up (Based on 2017 NCAA ISSG report)

- Review current data on student-athlete persistence and retention to determine if underrepresented students are at, above, or below averages.
- Develop opportunities student-athletes of color to provide feedback about their overall student and student-athlete experience at Brockport.
- Expand diversity on Athletic department staff. Need to continue to expand searches for all vacancies using HR's "Diversity Recruiting Package".

Action Items:

- Development of EDI programming/training for student-athletes and coaches
- Ensure that facilities and staff are prepared to meet the needs of transgender student-athletes and/or staff
- Create leadership development module for SAAC and/or captains that provides them with tools and support to develop inclusive, open team cultures.

Achievements:

- Awarded NCAA Ethnic Minority and Women's Diversity grant providing two years of funding (totally nearly \$50,000) for new administrative staff
- Development of Transgender Policy for Student-Athletes (pending DEDI approval)
- Supported campus wide, Title IX initiatives including Yards for Yearley events, Green Dot trainings for staff and student-athletes, and "Can I Kiss You" program sponsored by Center for Select Respect.

SECTION FOUR: STUDENT LEARNING OUTCOMES

Institutional Student Learning Outcomes

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

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		x	2021
3. DEDICATE: Student-athletes will be prepared to be leaders in life after college.	x		x		x	2020
4.						

Departmental Learning Outcome Measured in 2018-2019:

DISCOVER: Student-athletes will be able to identify and successfully enhance areas of personal development

Strategies/Programs	Assessment Tools/Data Sources	Results
-Membership on Varsity team	-NCAA compliance records -End of Season Survey -Senior Exit Interviews	-Number of student-athletes that completed a year of NCAA eligibility -Nearly 70% of student-athletes responded that their student-athlete experience at Brockport helped them “Discover” their passion. One example is <i>“I have always been passionate about my sport, however, my student-athlete experience allowed me to discover how I can translate that passion into any career as I played a role on a team. I found how an encouraging and optimistic attitude can boost a team or work group's morale. I will think of all my endeavors as being a part of a team, and that's what I was passionate about when it came to Brockport (sport).”</i>

<p>-Member of/participation in SAAC activities</p> <p>-Participation in Community Service</p>	<p>-End of Season and Senior Exit Surveys</p> <p>-End of Season and Senior Exit Surveys; Annual Coaches' Report</p>	<p>-72% of student athletes were involved/knowledgeable of SAAC; 75% were satisfied with SAAC and/or team community service events.</p> <p>All 23 teams participate in Community Service activities, including SAAC Sponsored events such as Leaf Raking/Canned food drive, Bears and Blankets and Dancing with the Athletes; 13 programs conduct additional community service projects.</p>
<p>-Participation in Life After Sports Program</p> <p>-</p>	<p>Post-program surveys</p>	<p>- 30 student-athletes from 5 different programs participated in our inaugural "Life After Sports" program with Mass Mutual representatives. Post event surveys indicated that 80% responded that <i>"Thinking about the end of my collegiate playing career is stressful to me"</i> and only 40% had <i>"a post-graduation plan in place."</i> However, as a result of the presentation, 100% had <i>"a greater overall knowledge of the transferable skills that I possess as a student-athlete"</i> and <i>"Am more confident in my ability to succeed in life after sports."</i></p>

Summary of Findings and Next Steps:

With a holistic approach to student-athlete programming, we have been able to positively impact individual, personal development. Beginning with membership on a varsity team, each student-athlete is immersed in an environment that requires time management, resilience, dedication, teamwork, and sacrifice. The challenges faced by student-athletes each day builds physical, mental, and emotional strength that carries over into their lives outside of sport.

After these skills have "developed" in our student-athletes, the next step is to put them into action. "Dedication" follows development and moves our student-athletes to be strong team and campus leaders. Servant leadership is a mind-set and transferable skill that results in Community and other service opportunities providing us with occasions to give back to the people and communities that have supported us, build ties that bind us together, and model civic-minded behaviors.

Finally, the self-awareness that results from programs such as the "Life After Sports" program and Enterprise career assistant workshops, prepare students for the challenges of graduation and the end of their playing careers. This is an extremely stressful time for student-athletes as they face a loss of identity, structure, and the activity that has provided their physical and mental outlet for years. Student-athletes must prepare for that eventuality well in advance of their senior years, developing new plans for the next challenge in their lives. Our goal for 2019-20 is to create a comprehensive program to that begins career planning as early as the 1st year at Brockport.

SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS

Using charts from Baseline, display and analyze your key performance indicators.

Key Performance Indicators and Benchmarks				Analysis																															
<div>2017-18 Persistence (%) <table><thead><tr><th>Category</th><th>Gender</th><th>Persistence (%)</th></tr></thead><tbody><tr><td rowspan="3">Participated in Athletics</td><td>Female</td><td>95.4%</td></tr><tr><td>Male</td><td>90.2%</td></tr><tr><td>Total</td><td>92.2%</td></tr><tr><td rowspan="3">Other Brockport Student</td><td>Female</td><td>85.0%</td></tr><tr><td>Male</td><td>80.4%</td></tr><tr><td>Total</td><td>83.1%</td></tr></tbody></table></div>				Category	Gender	Persistence (%)	Participated in Athletics	Female	95.4%	Male	90.2%	Total	92.2%	Other Brockport Student	Female	85.0%	Male	80.4%	Total	83.1%	<p>Data analysis provided by the Office of Institutional research reinforces the long-held belief that persistence rates student-athletes of are higher than the general student body. In the 2017-18 data, combined male and female student athletes persistence rates are nearly 10% higher than non-athletes.</p>														
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<div><div>Discover, Develop, Dedicate</div><div><div>Brockport senior student-athletes who said their Athletic experience helped them "Develop as a person".</div><div>100%</div></div></div>				<p>The NCAA Division III motto is "Discover, Develop, Dedicate." We asked our senior student-athletes about their overall experience at Brockport and how their athletic experience contributed to individual growth.</p> <p>In addition to these figures, other noteworthy results demonstrate the well-rounded experience provided at Brockport:</p>																															

<div data-bbox="113 100 678 504"> <p>Discover, Develop, Dedicate</p> <p>Brockport senior student-athletes who said their Athletic experience helped them "understand the importance of Dedication".</p> <p>100%</p> </div> <div data-bbox="113 619 678 1018"> <p>The Brockport Student-Athlete Experience</p> <p>Senior student-athletes who agreed that Brockport provided leadership and life skills that will impact them beyond their playing days.</p> <p>95.24%</p> <p>Brockport Senior Student-Athletes that said they would chose to attend Brockport again.</p> <p>95.14%</p> </div>	<p>-68% participated in campus life outside of athletics</p> <p>-100% reported that Brockport provided leadership and life skills that will impact me beyond my playing days.</p> <p>-93% would encourage other student-athletes to attend Brockport</p> <p>Brockport senior student athletes representing 12 varsity programs responded to a series of questions about their overall experience at Brockport. When asked what they know now that they wished they had known as freshmen, the two most popular responses were:</p> <p>-I wish I had built more time into my schedule to study</p> <p>-It's okay to ask for help</p> <p>Other highlights (on the left) demonstrate the impact that their experience has had on their leadership development and their affinity for Brockport.</p>
<div data-bbox="113 1312 836 1543"> <p>#1 INTERCOLLEGIATE ATHLETIC PROGRAM</p> <p>among all 27 four-year SUNY institutions</p> <p><small>*ACCORDING TO 2018 SUNY STUDENT OPINION SURVEY</small></p> </div>	

<div data-bbox="113 100 673 514"> <p>Brockport Athletic Sponsorship (in dollars)</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Sponsorship (in dollars)</th> </tr> </thead> <tbody> <tr> <td>FY19</td> <td>51,170</td> </tr> <tr> <td>FY18</td> <td>19,500</td> </tr> </tbody> </table> </div>	Fiscal Year	Sponsorship (in dollars)	FY19	51,170	FY18	19,500	<p>In collaboration with the Advancement Office, the number of sponsors increased from 10 in 2017-18 to 24 in 2018-19. The result was over 200% increase in revenue and trade agreements.</p>				
Fiscal Year	Sponsorship (in dollars)										
FY19	51,170										
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<div data-bbox="113 558 673 955"> <p>Student-Athlete GPA</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>GPA</th> </tr> </thead> <tbody> <tr> <td>FY16</td> <td>3.09</td> </tr> <tr> <td>FY17</td> <td>3.09</td> </tr> <tr> <td>FY18</td> <td>3.08</td> </tr> <tr> <td>FY19</td> <td>3.14</td> </tr> </tbody> </table> </div>	Fiscal Year	GPA	FY16	3.09	FY17	3.09	FY18	3.08	FY19	3.14	<p>For the 16th consecutive semester, the Golden Eagles maintained a combined grade point average over 3.0.</p>
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FY18	3.08										
FY19	3.14										
<div data-bbox="113 978 673 1375"> <p>Guest Coach Program</p> <p>Guest Coach surveys showed that the experience enhanced the faculty/staff knowledge of the student athlete experience.</p> <p>91.67%</p> </div> <div data-bbox="113 1428 673 1827"> <p>Guest Coaches Impact Student-Athletes</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Shared Experience</td> <td>81.58%</td> </tr> <tr> <td>Greater appreciation</td> <td>36.84%</td> </tr> </tbody> </table> </div>	Category	Percentage	Shared Experience	81.58%	Greater appreciation	36.84%	<p>The Guest Coach program was originally designed to share the student-athlete experience with faculty and staff. The experience proved to be as impactful to the student-athletes as it was to their Guest Coaches.</p>				
Category	Percentage										
Shared Experience	81.58%										
Greater appreciation	36.84%										

SECTION SIX: 2018-2019 POINTS OF PRIDE AND ACCOMPLISHMENTS

Identify up to 10 points of pride and accomplishments throughout the 2018-2019 year. Where applicable, indicate how the accomplishment aligns with college mission and priorities.

Point of Pride/Accomplishment	College Mission and Priorities Alignment
Women's Gymnastics won the Division III NCGA Championships led by All-Around Champion Candis Kowalick	To be a Great College at Which to Learn
Football, Men's Soccer, and Women's Lacrosse each advanced to NCAA 2 nd Round competition.	To be a Great College at Which to Learn
Eleven Brockport teams advanced to NCAA Championship competition while 12 student-athletes earned All-American honors	To be a Great College at Which to Learn
Major community service events: Blankets and Bears; Toys for Tots; Leaf Raking/Canned Food Drive; Dancing with the Athletes	To Be a College Engaged with its Community
The Golden Eagles completed the year with a 3.14 overall GPA. 14 teams posted cumulative GPAs over 3.0 while 38% of student-athletes were named to the Honor Roll.	To be a Great College at Which to Learn
Associate Athletic Director Susan Hoffman received Brockport's Outstanding Service to Students Award	To be a Great College at Which to Work
Enhanced programming – Mass Mutual "Life After Sports" presentation; collaboration with Enterprise for career development and internships; co-sponsored "Can I Kiss You?" program with Title IX office and Center for Select Respect	To be a Great College at Which to Learn To Be a College Engaged with its Community
Received NCAA Ethnic Minority and Women's Internship Grant	To be a Great College at Which to Work
Major Events: Hosted two rounds of NCAA Football, Section V Football championships, NCAA Division III Wrestling Regional, SUNYAC Outdoor Track and Field championships	To be a Great College at Which to Learn To be a Great College at Which to Work
Sponsorship opportunities generated over \$50,000 in support of Brockport Athletics	To Be a College Engaged with its Community

SECTION SEVEN: 2019-2020 UNIT STRATEGIC GOALS

For the purpose of EMSA's work, *Annual Goals* will be defined as the 2-4 goals that are determined for your unit to advance the strategic direction as defined by the College and supported through the Division's goals (i.e. CAS, CHIPs, etc).

Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
Support student-athlete success by raising \$150,000 through Golden Eagle Society and Corporate Sponsorship	1, 2	2.1 3.2, 3.4	<p>Trainings to assist coaches with social media activity</p> <p>Partner with Alumni Engagement Office to improve athletic team outreach and donor support</p> <p>Department-wide Challenge campaign during one week in Fall 2019</p> <p>Establish an annual calendar includes combination of athletic alumni activities and fundraising events.</p> <p>Develop a list of athletic alumni that are willing to assist with networking and mentoring current student-athletes.</p> <p>Create additional sponsorship opportunities (rink, fields, HOF)</p>	<p>On Going</p> <p>Fall 2019</p> <p>Fall 2019</p> <p>Summer 2019</p> <p>On going</p> <p>Summer 2019</p>
Prepare to Launch program prepares upperclassmen for life after sports with post-graduation training and workshops	1,2,3	1.1 2.1	<p>Support Student-athlete success and preparation for life after college with series of events:</p> <p>Resume/cover letter workshops Career Nights/Networking with former student-athletes</p> <p>New Programs: Financial Health program</p> <p>Develop and implement workplace Equity/Diversity/Inclusion component for senior student-athletes</p>	<p>On going</p> <p>Fall 2019/Winter 2020</p> <p>Spring 2020</p> <p>On Going</p>

			Enterprise hosts weekly Open Hours for students to career prep	
Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
Enhanced programming for student-athletes and staff supports Brockport's EDI goals	3,4, 6	SP 1.8, 4.1, 4.2;	<p>Obtain NCAA Diversity Grant</p> <p>Provide training and leadership opportunities for NCAA Diversity Grant recipient</p> <p>Coordinate Diversity Dialogue programming with Community Development 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>Establish opportunities for feedback and discussion with Brockport student-athletes of color</p> <p>Implement Athletic Department policy for Transgender Student-Athletes</p> <p>Annual Athletic department staff training on EDI, Title IX, and Green Dot (Relationship violence prevention)</p>	<p>Achieved</p> <p>On Going</p> <p>Fall 2019/On Going</p> <p>Fall 2019/On Going</p> <p>Fall 2019/On Going</p>
Complete year one of the co-curricular high impact process cycle for Athletic Teams	1,2,3	1.1, 1.8, 2.1, 2.7	Gather data from multiple sources (2017 NCAA ISSG, NSSE data from Institutional research, and departmental surveys) to identify impact of Athletic teams on recruitment, persistence and retention of student-athletes.	Year 1 of CAS Review 2019-20

SECTION EIGHT: 2019-2020 Assessment Plan

Unit Functional Goal:		
Enhanced programming for student-athletes and staff supports Brockport's EDI goals		
Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success	Data Sources and Methods: resources and tools that will be used to assess	Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal
Student-athletes will develop skills to effectively work with others	End of season survey (Baseline) Senior Exit Surveys/Interviews (Baseline)	Existing budget allocation from IFR and state funds to support Athletics department programming (Erick Hart/Dani Drews)
Student-athletes will be prepared to be leaders in life after college	Diversity Dialogue post-program surveys; Senior exit surveys (Baseline)	SAAC advisors/coaches to create and implement rubric for team leaders (Susan Hoffman/Dani Drews) CommDev Office collaboration (Kim Piatt/Dani Drews)
Staffing more closely reflects the student population	Equity/Diversity/Inclusion (EDI) module for SAAC Utilize grant opportunities and expanded search advertisements to diversity staff (HR/Eagle Employ)	CommDev Office collaboration (Kim Piatt/Dani Drews) Equity/Diversity/Inclusion (EDI) module for SAAC (Dr. Archie/Susan Hoffman) NCAA Grant funds/IFR/State funds (Athletic Admin)

Action Plan:

- Participation on team provides opportunity for student-athletes to develop teamwork skills
- SAAC takes lead in EDI communication at team level
- EDI modules for seniors and SAAC to provide student leaders with tools to create positive, inclusive team cultures and prepare them for the workplace.
- Continued emphasis on community service and leadership development opportunities
- 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 student-athlete can develop their personal identities and prepare for life after college. Developing the ability to have respectful dialogue and exchange of ideas is essential for a civil society and the 21st century workplace. We will demonstrate our commitment toward EDI with programming and messaging that supports the holistic development of our student-athletes and staff.

Unit Annual Goal:

Support student-athlete success by raising \$150,000 through sponsorship opportunities and Golden Eagle Society (GES)		
Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success	Data Sources and Methods: resources and tools that will be used to assess	Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal
Additional revenue generated through broad campaigns provides financial support needed for equipment and facility upgrades, extended travel, reducing the burden on student-athletes and coaches Fundraising efforts via sponsorship directed at former student-athlete and Brockport Athletic supporters	Fundraising targets established for all teams and projects GES mailings promote expanded electronic donor options Department-wide challenge campaign with overall and team goals Identification and cultivation of “Ambassadors” for each program; Increased participation in athletic/alumni events	Fine-tuning online donation sites (Anna Loria/Advancement) -Ongoing training for coaches to maximize potential of Crowdfunding Platform (Kerry Gotham, Dani Drews) Communications and Athletic Communications to develop video and content for each team’s campaign (Sports Information/head coaches) “Ambassadors” – Adam Standish (Advancement) and Dani Drews -Advancement/Alumni/Dani Drews

Action Plan:

- Crowdfunding campaign for each varsity team, launched prior to or at the start of their regular season (average goal for each team is \$10,000)
- Identify “Ambassadors” from each program that can act as champions for the Crowdfunding and Challenge campaigns, possibly beginning with current Hall of Fame members (over 300)
- Department-wide Challenge campaign during one week in Spring 2020
- Establish an annual calendar that directs communication with and solicitation of former student-athletes through athletic alumni activities and fundraising events.
- Develop a list of athletic alums that are willing to assist with networking and mentoring current student-athletes.
- Create additional sponsorship opportunities (rink, fields, HOF) that appeal to local businesses and former student-athletes
- Create “Day of Giving” campaign for all teams in Spring 2020.

Goal Rationale:

Currently, only about 8% of the former 8,000 student-athletes at Brockport provide the program with financial support through philanthropy. We believe that we can significantly increase that figure if we engage them in ways that are both user-friendly and meaningful. At Brockport, about half of our 23 varsity programs are actively involved in alumni relations.

It is important for us to establish a mechanism for all programs to engage their alumni, families, and friends. Whether alums feel disconnected to the current team or are just unaware of all the outstanding athletic and community achievements of our student-athletes, it is our job to show them that their legacies remain. With a comprehensive approach to alumni/donor relations, we will reignite the passion that former student-athletes felt during their college years and encourage them to “pay it forward” to the next generation of Golden Eagles. That may be in the form of philanthropy, networking, mentoring, or a combination of all three.