



Office of the Vice President for Enrollment Management & Student Affairs

Unit End of Year Report

Unit: Athletics

Director: Erick Hart

Assessment Team Representative: Dani Drews

Unit Overview

Unit Mission:

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: *Integrate with the University, Champion diversity and inclusion, Achieve academically, Excel athletically, and Play with integrity.*

Integrate with the University: 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.

Champion Diversity and Inclusion: 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).

Achieve Academically: 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, 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:

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

Section One: 2021-2022 Unit Strategic Annual Goals

- **Unit Strategic Annual Goal 1: Develop programming that supports student-athlete mental health.** (Divisional Goal 1, 2, College Goal 1.1, 2.1, 3.4)
- Outcome/Status: In progress; delayed due to staffing shortage
- **Unit Strategic Annual Goal 2: Enhance programming for student-athletes and staff supports Brockport's EDI goals .** (Divisional Goal 1, College Goal 1.1, 2.1, 3.4)
- Outcome/Status: In progress; on-going

Unit Strategic Annual Goal 3: Support institutional enrollment goals by actively recruiting student-athletes that fit the overall mission of the College. (Divisional Goal 1, College Goal 1.1, 1.8)

- Outcome/Status: Completed; on-going

Section Two: 2021-2022 Assessment Plan

Unit Goal 1: Reflect the NCAA focus on student-athlete experience by supporting student-athlete academic achievement, team success, and personal growth.

College Mission Alignment: 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:

- Student Athlete Academic Performance
- Student-athlete Persistence and Retention
- Student-athletes will be prepared to be leaders in life after college
- Athletic Achievement Outside of the classroom experiences increase student-athletes connectivity and affinity for SUNY Brockport

Data Sources and Methods:

- Academic grade reports
- Data from Institutional Research and Analysis
- Data from Registrar via Mach Form for Priority Registration
- RISE staff and student-athlete survey and Zoom sessions result in EDI recommendations for Athletic Department

Assessment Data:

- 1st year female student-athletes achieved notably higher in overall GPA (3.29) in comparison to non-athletes (2.77) (EXCEEDED) (see chart below)
- Persistence rates of SA vs. non-athletes were higher than in previous years, which is significant in 2020-21 when only spring teams were able to conduct competitive intercollegiate seasons. The persistence (EXCEEDED) (see chart below)
- GPA and Persistence rates disaggregated by race and gender are significantly higher for student athletes vs. non-athletes, particularly Hispanic females and African-American males. (EXCEEDED) (see chart below)
- There are 20 UG majors in which least 5 Brockport student-athletes (including Undeclared) are enrolled. In every one, SA have higher persistence rates than non-athletes. In just two majors (CIS and Social Work), SA report lower GPAs. (EXCEEDED)
- Senior female student-athletes continued the strong showing, capping their academic careers with 3.6 GPA; Male SA completed their careers with a 3.34 mark, both well above their non-athlete peer at 3.31 and 3.14, respectively (EXCEEDED)
- Student-Athlete committees (Student Athlete Advisory Committee (SAAC) and Student Athletes for Equity (SAFE)) initiated impactful changes, such as advocating for Priority Registration and collaboration with RISE (Ross Institute for Sport Equity) (MET)
- 195 Fall semester student athletes utilized Priority Registration with the intent of reducing missed class time (MET)
- COVID impacted our usual community service efforts. Student-Athletes continued the department's annual Leaf Raking program. The department raised over \$1000 for annual Adopt a Family program with Brockport CSD. Spring 2022 also saw the return of "Dancing with the Athletes" in collaboration with the Dance Department after a year hiatus due to COVID. (MET)
- Athletic Department finished in 4th place (out of 10) in the SUNYAC Commissioners Cup. (MET/NEEDS IMPROVEMENT)
- Several teams enjoyed outstanding seasons, included Baseball (advanced to the NCAA championship); Gymnastics (NCGA Division III 2nd place). Individual honors abounded for those two programs and Ice Hockey that included conference Players of the Year and multiple All-Americans. (EXCEEDED)

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 2022, we hosted our 2nd annual Day of Giving that generated over \$100K.

Key Findings: 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 encourages 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.

SUNY Brockport 2020-21 Persistence Outcomes Data by Race and Gender (UG Students Only)

			#	Persistence (%)	Inst. GPA
Participated in Athletics	American Indian or Alaska Native	Female	*	100.0%	3.00
		Male	*	100.0%	2.92
	Asian	Female	*	100.0%	3.53
		Male	*	100.0%	3.42
	Black or African American	Female	14	92.9%	2.99
		Male	35	85.7%	2.82
	Caucasian	Female	171	96.5%	3.52
		Male	235	96.6%	3.15
	Hispanic of any race	Female	11	100.0%	3.41
		Male	21	95.2%	2.70
	Multiracial	Female	*	100.0%	3.14
		Male	13	92.3%	3.06
	Native Hawaiian or Other Pacific Islander	Female	0		
		Male	0		
	Non Resident Alien	Female	0		
		Male	*	100.0%	3.80
	Unknown	Female	10	80.0%	3.18
		Male	5	100.0%	3.15
	Total	Female	211	95.7%	3.45
		Male	315	95.2%	3.09
Other Brockport Student	American Indian or Alaska Native	Female	6	83.3%	3.30
		Male	5	100.0%	2.98
	Asian	Female	70	90.0%	3.22
		Male	59	74.6%	3.05
	Black or African American	Female	413	78.7%	2.74
		Male	222	68.0%	2.52
	Caucasian	Female	2,093	84.0%	3.18
		Male	1,533	79.8%	2.99
	Hispanic of any race	Female	273	75.5%	2.90
		Male	184	66.8%	2.69
	Multiracial	Female	93	73.1%	2.98
		Male	73	68.5%	2.82
	Native Hawaiian or Other Pacific Islander	Female	*	100.0%	3.90
		Male	0		
	Non Resident Alien	Female	19	84.2%	3.32
		Male	18	83.3%	3.09
	Unknown	Female	134	85.1%	3.21
		Male	77	81.8%	2.87
	Total	Female	3,103	82.4%	3.09
		Male	2,171	77.1%	2.91

Dissemination/Discussion of Key Findings: We share our successes with the Athletic Department and Admissions staff to support our recruitment efforts. The Sports Information staff utilizes this information to post graphics/kudos on all social media platforms.

Summary Sentence for EMSA Divisional Report: The Athletic Department takes great pride in providing an environment that supports the holistic growth and opportunities for success 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.

Unit Goal 2: Enhanced programming for student-athletes and staff supports Brockport's EDI goals

College Mission Alignment: 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."

Outcomes and Criteria:

- Support student-athlete organization (Student Athletes for Equity aka SAFE) whose goals are to provide a voice for student-athletes and mechanism for action to address team and campus EDI goal.
- Develop and implement baseline EDI training for Athletic department staff

Data Sources and Methods:

- Collaboration with the Ross Initiative for Sport Equity (RISE)
- SAFE Committee

Assessment Data: Conclusion

The RISE Leadership & Education Program at SUNY Brockport included two sessions on identity, perspective taking, and campus reflection. Both student athletes and staff gave strong satisfaction ratings and reported taking away key ideas from the programs, indicating the sessions reached their objectives. Participants particularly enjoyed the highly engaging and interactive nature of RISE programming and the opportunity to have meaningful discussion with peers. Responses for both groups showed strong affinity for interactive and in-depth work, with both student athlete and staff participants asking for more comprehensive discussions and action steps.

Recommendations from RISE

1. Continue to administer RISE perceptions surveys to gauge climate as it relates to diversity, inclusion and social justice longitudinally.
2. Require leadership and education programming for coaches and staff, particularly in leadership positions. By participating in this programming, coaches and staff members can:
 - a. Gain deeper understanding of student's experiences and how to best support them
 - b. Develop skills to build community and engage in difficult conversations
 - c. Bring RISE curriculum back to their teams/ work circles
 - d. Demonstrate their and the Athletic Department's commitment to diversity and inclusion
3. Create both formal and informal opportunities for coaches, student athletes, and athletic administration staff to have more discussions about race relations, culture, diversity and inclusion.

This can be done through:

 - a. Implementation of additional RISE leadership and education workshops
 - b. Creation of forums where staff and students engage in conversation and education around DEI
 - c. Creation of town-hall style forums where students can engage in open and honest conversation around issues of race relations on campus and forming action steps to address them
 - d. Campus/Athletic Department-wide conversations to form better cohesion and community across siloes
4. Continue educational programming with greater emphasis on more in-depth, specific topics and challenges that have been identified on campus. For example:
 - a. Privilege
 - b. Student Activism
 - c. Inclusive Leadership

Closing the Loop

Resources Used:

Key Findings: The RISE program was a good first step for the department, but we parted ways for several reasons including the lack of responsiveness from the RISE organization and their ability to work with our timeline. We were also concerned that the CEO of RISE, the owner of the Miami Dolphins, is the subject of a high-profile lawsuit by the former head coach, for racial discrimination. We did not think partnership with that organization was a positive step for our department. Finally, our department cannot continue to fund (approximately \$5000 annually) for this type of training that should be available and delivered by our own campus' resources and programs.

Dissemination/Discussion of Key Findings: Within the department and with student-athlete members of SAFE and SAAC.

Summary Sentence for EMSA Divisional Report:

Equity in sport takes on many forms and needs champions from every corner. The Athletic Department and its student-athlete leadership (SAFE and SAAC) need EMSA support and training to ensure that all stakeholders have shared language and capacity to create safe and inclusive team environments.

Unit Goal: Implement field development/stadium renovation plans

College Mission Alignment: Great College at which to Learn, Work

Outcomes and Criteria:

- Expand athletic and recreation training and competition opportunities
- Expand corporate sponsorship/fundraising program to include new field opportunities.
- Enhanced recruiting opportunities
- Improved student-athlete experience

Data Sources and Methods:

- Planning materials from Physical Plan/SUNY Construction Fund
- Anecdotal information from coaching staff demonstrates recruiting impact
- Admission data on Athletics recruitment for 2023

Assessment Data:

New turf field/seating/press box provides more intimate venue for non-Football sports (5 varsity teams, 150-200 student athletes; club and recreation activities) (GOAL MET)

- Renovated Press Box creates space for additional radio and TV broadcast (GOAL MET)
- Video board enhances student athlete, spectator experience while increasing sponsorship revenue (GOAL MET; GOAL EXCEEDED)
- Concession, ticket, rest room features provide outstanding student-athlete, staff, and spectator experience (GOAL MET; GOAL EXCEEDED)
- Recruiting will be most impacted after the venues are opened in Fall 2022...data to follow in 2022-23.

Closing the Loop

Resources Used: \$9 million dollar project included majority of funding from SUNY Construction fund; planning support from Facilities (Mike Baird, project manager) and Athletic department staff; additional funding support from major sponsors (\$400k) for video scoreboard at Boozier Stadium with lead donation from Canandaigua National Bank, a first-time donor to Brockport Athletics.

Key Findings:

- New turf field with permanent bleachers, press box, and rest room facilities provide outstanding practice and game environment for student-athletes
- Enhanced press box and VIP area with elevator provides accessible space for staff and guests
- Additional turf field alleviates the scheduling burden on single turf field, reducing the need for late practices, games, positively impacting student-athletes and staff.
- Video board creates unique, professional quality game and fan experience
- Enhancements serve as recruitment and retention tools
- Enhancements will generate greater sponsorship interest from local and national vendors

Dissemination/Discussion of Key Findings:

- Coaching staff has been sharing the field projects with recruits
- Ongoing focus of recruiting activities
- Shared with potential sponsors thru existing Corporate Sponsorship program
- Shared with friends, alumni, and followers on all social media platforms

Summary Sentence for EMSA Divisional Report:

In one year, Brockport Athletics has doubled its available turf facilities with a custom designed competition field and enhanced Shriver Stadium venue providing SUNY Brockport with an elite competition complex for student-athletes and revenue generation opportunities for years to come.

Section Four: Student Learning Outcomes**Institutional Student Learning Outcomes**

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

Departmental Learning Outcomes:

1. DISCOVER: Student-athletes will be able to identify and successfully enhance areas of personal development
 - a. 2022
 - b. 1
2. DEVELOP: Student-athletes will develop skills needed to effectively work with others
 - a. 2024
 - b. 1, 3, 5
3. DEDICATE: Student-athletes will be prepared to be leaders in life after college.
 - a. 2023
 - b. 1, 3, 5

Departmental Learning Outcome Measured in 2021-2022:

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

Strategies/Programs:

- Offer a broad range of Division III participation opportunities
- Provide holistic programming that supports student-athlete wellness (Prepare to Launch Program, Academic Support, Athletic Training services; Mental Health initiatives/education for coaches)
- Participation on team identifies personal strengths and weaknesses; creates affinity group and sense of belonging/connection

Assessment Tools/Data Sources:

- NCAA Sport Sponsorship Data shows data that supports our broad-based athletic program including participation rates higher than national average
- End of season Surveys show impact of team participation, overall student-athlete experience
- Student-athlete retention and gpa data

Results:

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Summary of Findings and Next Steps: With a holistic approach to student-athlete programming, we have been able to positively impact individual, personal development, which was critical over the last few years with the “normal” college experience heavily impacted by COVID.

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 the Prepare to Launch program, work with SAAC and RISE committees, that prepare students for the challenges of graduation and the end of their playing careers and prepare them to positively impact their communities after graduation.

Section Five: Unit Key Performance Indicators

Key Performance Indicator: SUNY Brockport 2020-21 Persistence Outcomes Overall by Gender (UG Students Only)

		#	Persistence (%)	2020-21 Inst. GPA
Participated in Athletics	Female	211	95.7%	3.45
	Male	315	95.2%	3.08
	Total	526	95.4%	3.23
Other Brockport Student	Female	3,103	82.4%	3.09
	Male	2,171	77.1%	2.90
	Total	5,274	80.2%	3.01

Analysis:

Student-athletes achieved significantly higher GPAs and persisted at a rate over 15% higher than non-athletes in a year in which only spring teams had intercollegiate competition. This is a resounding endorsement of the importance of Athletics in student-athlete success and achievement. It should also remove any doubt about the role of coaches and athletic support staff in meeting those goals.

Key Performance Indicator: SUNY Brockport 2020-21 Persistence Outcomes Overall by Demographics (UG Students Only)

SUNY Brockport 2020-21 Persistence Outcomes Data (Overall) (UG Students Only)		N	Persistence (%)	2020-21 Inst. GPA
Participated in Athletics	Underrepresented Minority	99	91.9%	2.93
	Not Underrepresented Minority	411	96.6%	3.30
	Non Resident Alien	1	*	*
	Unknown	15	86.7%	3.17
	Total	526	95.4%	3.23
Other Brockport Student	Underrepresented Minority	1,271	73.6%	2.75
	Not Underrepresented Minority	3,753	82.3%	3.09
	Non-Resident Alien	37	83.8%	3.19
	Unknown	213	84.0%	3.09
	Total	5,274	80.2%	3.01

SUNY Brockport 2020-21 Persistence Outcomes Data by Race and Gender (UG Students Only)

SUNY Brockport 2020-21 Persistence Outcomes Data by Race and Gender (UG Students Only)			#	Persistence (%)	Inst. GPA
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		Male	13	92.3%	3.06
	Native Hawaiian or Other Pacific Islander	Female	0		
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	Non Resident Alien	Female	0		
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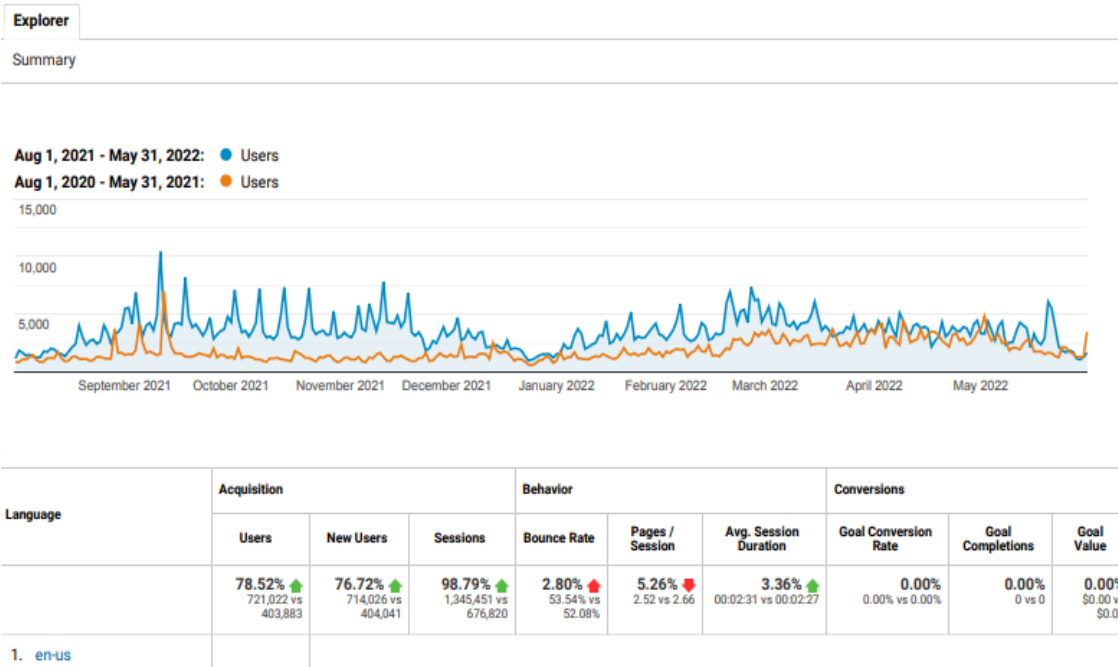
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		Male	59	74.6%	3.05
	Black or African American	Female	413	78.7%	2.74
		Male	222	68.0%	2.52
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		Male	18	83.3%	3.09
	Unknown	Female	134	85.1%	3.21
		Male	77	81.8%	2.87
	Total	Female	3,103	82.4%	3.09
		Male	2,171	77.1%	2.91

Analysis:

Similar to the gender analysis, underrepresented minority student-athletes are achieving significantly higher academic and persistence rates than non-athletes (in a year in which only 6 of 23 teams had intercollegiate competition). While this supports the Division III model of the holistic development of student-athletes, it also does indicate that institutionally, URM students are achieving at a lower rate than non URM students. Additional support is needed for them and also strengthens the need for more diverse faculty and staff.

Key Performance Indicator:

Brockport Athletics website activity for 2021-22



Analysis:

Gobrockport.com 2021-2022 Stats

Increased users +78.52% compared to the previous year

Increased sessions +98.79% compared to previous year

August 2021-June 2022

721,022 Users

1,345,451 Sessions

Section Six: 2022-2023 Unit Strategic Annual Goals

Strategic Annual Goal 1:

- Comprehensive programming supports student-athlete mental health
(Divisional Goal 1, 2, 4, College Goal 1 A &D, 2D, 4A)

Action Plan

- Develop comprehensive mental health awareness and training program for coaches and staff in collaboration with Team Physician (Dr. Rizzone) and Hazen Counseling Center staff
- Student-Athlete programming includes awareness training and support programs:
- Shatter the Stigma promotional events/activities
- Prepare to Launch programming prepares student athletes for life after college

Timeline

- Beginning with sessions for fall teams in August
- Identify marquee games for Shatter the Stigma, high profile events
- Messaging in Athletic complex and social media platforms throughout the year

Strategic Annual Goal 2:

- Reflect the NCAA focus on student-athlete experience by supporting student-athlete academic achievement, team success, and personal growth. (Divisional Goal 1, 2, 4, College Goal 1 A &D, 2D, 4A)

Action Plan

- Provide broad based, Division III athletic program that emphasizes student-athlete development
- Enhance health, wellness, and safety protocols for student-athletes and staff, including emphasis on Nutrition
- Student-athletes maintain balance to achieve academically and athletically with support from Academic Success Center and priority registration.
- Revitalize Prepare to Launch program to create career preparation education/opportunities

Timeline

- Athletic Training and Hazen Centers providing medical care following national best practices (ongoing)
- Enhanced Nutrition education and services (August – May)
- Prepare to Launch (focus on juniors and seniors beginning with Fall 2022 with career prep and culminating with spring 2023 networking event)

Section Seven: 2022-2023 Assessment Plan

Annual Goal 1: Develop programming that supports student-athlete mental health. (Divisional Goal 1, 2, College Goal 1.1, 1.5)

Outcomes and Criteria:

- Student-athletes will have a greater awareness of mental health issues and resources.
- Athletic Department staff is trained and prepared to assist student-athletes with mental health concerns.
- The Athletic Department will work to increase awareness of the issue of mental health and help to “shatter the stigma.”

Data Sources and Methods:

- Hazen Counseling/POS program survey
- Shared resources from NCAA and medical/athletic training staff
- End of Season Surveys
- SAAC sponsored events

Resources Needed and Individual(s) Responsible:

- Collaborations with Hazen Counseling Center, POS, U of R Medical Staff
- Programming with SAAC, SAFE
- Guest Speakers

Action Plan:

- Coordinate with Hazen Counseling Center staff during to schedule mental health programs for all teams and staff in August/September
- Create assessment tools for implementation in preseason screening
- Create promotional plan to raise awareness and reduce stigma of student-athlete mental health
- Identify point person from Athletic Administration to drive program

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.

Annual Goal 2: Develop and Implement Student-Athlete Nutrition Program (Divisional Goal 2, College Goal 1C, 3A)

Outcomes and Criteria: Provide financial efficiency for teams during competitive seasons by providing healthy snacks and nutritional support on game days

- Combat food insecurities and improve student-athlete health and performance
- Collaborate with KSSPE to better understand student-athlete nutrition knowledge

Data Sources and Methods:

- Athletic training pre-participation information from student-athletes
- Survey results from KSSPE faculty research
- End of year student-athlete surveys
- Recommendations from Dr. Rizzone, team physician

Resources Needed and Individual(s) Responsible

- Donor/funding for Refueling Station; Staff/student-athletes to monitor
- Support from U of R Medical (via contract with Dr. Rizzone)

Action Plan: Create game day refueling station in former Kinetic Kafe to support student-athlete health and performance (beginning in Fall 2022)

- Nutrition survey administered by KSSPE faculty (Lenz) to assist with research and programming (August 2022)
- Nutrition information sessions with each team by Dr. Rizzone (team physician) informed by KSSPE survey results (ongoing 2022-23)

Goal Rationale: Nutrition is essential to the physical development and mental health and performance of all athletes. Collegiate student-athletes, living on their own and away from home for the first time, need additional education and nutritional support to achieve their academic and athletic goals.

Annual Goal 3: Increase external revenue to support operational, professional staff and student-athlete programming needs. (Divisional Goal 4,5,6, College Goal 2B, 3B, 4A & B)

Outcomes and Criteria:

- Generate over \$100K in donor gifts and services
- Sponsorship program generates over \$100k in external revenue
- Facility rental generates \$50K annually serving as recruiting tool while providing financial resources to support student-athlete programs

Data Sources and Methods:

- Revenue tracked through paid rental agreements and deposit updates from Office of Advancement
- New student-athlete enrollment identifies former participant from rental/camp activity
- New Athletic programs, initiatives, including participation numbers and feedback that were supported by external revenue

Resources Needed and Individual(s) Responsible:

- Associate AD Gil Burgmaster will be the point person from Athletics with support from Advancement liaison Adam Standish for Sponsorship and fundraising revenue
- Local and corporate partners
- Assistant AD Kate Delaney will supervise rejuvenated facility rental program with assistance from Zack Wahl (Aquatics)

Action Plan:

- Expansion of Athletics corporate sponsorship program to include new opportunities at Boozier and Arena stadiums
- Re-connect with former external users and extend outreach to groups seeking facility rental opportunities
- Raise team and overall fundraising goals for Day of Giving

Goal Rationale: With escalating transportation expenses and lower enrollment figures, the athletic fee revenue that supports the operation of the Athletic Department will not meet our actual needs, so we must find additional, consistent, external revenue streams to provide our student-athletes with the student-athlete experience and coaches with the tools they need to succeed.

Section Eight: 2021-2022 Points of Pride and Accomplishments

Goal 1: To be a Great College at which to Learn Points of Pride

- The 2021-2022 edition of the Golden Eagles produced two National Champions (gymnastics), 22 All-American's, 83 All-Region selections and an incredible 109 All-Conference selections.
- Two teams earned a spot in the coveted National Tournament and 16 individual student-athletes qualified for the NCAA Championships. Brockport Football earned an ECAC Bowl Game title as well as an NCGA Gymnastics East Regional Championship.
- Our program's produced 17 major individual conference award winners, including seven Conference Players of the Year. Eight of our teams were nationally ranked throughout the year and seven of our program's qualified for their respective conference tournament.
- 250 Brockport Student-Athletes earned SUNYAC Honor Roll recognition for posting a cumulative gpa of 3.3 or higher
- Brockport student-athletes finished the 2021-22 year with a cumulative gpa of 3.05.

Goal 2: To be a College Engaged with its Community Points of Pride

- Brockport Athletics continued their annual traditions in support of our community, participating in the Adopt a Family Program with Brockport Elementary as well as Community Leaf Raking project.
- Brockport teams continue to serve local youth with the return of Learn to Swim Programs and Junior Eagles gymnastics.
- 1,345,451 page views in an academic year is a new record for www.gobrockport.com . (+24% more views than any other year in the history of the website.)
- We increased website users +41% when compared to the last non-covid year. +79% when compared to a COVID year.
- Annual Day of Giving generated over 1100 donors and almost \$100K in new revenue.

Goal 4: To be a Great College at which to Work Points of Pride

- Retired Associate Athletic Director Susan Hoffman was honored by SUNYAC with the Dr. Patrick R. Damore Distinguished [Award](#) “the highest award given by the conference and honors a retired institutional or conference affiliated individual who has made a significant contribution to the conference and has served the SUNYAC for at least 10 years.”
- Associate Athletic Director Dani Drews recognized with SUNY Chancellor’s Award for Professional Service.