



Office of the Vice President for Enrollment Management & Student Affairs Annual Report

Leadership:

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EMSA Overview

Mission: The Division of Enrollment Management and Student Affairs advances learning and community through a rich array of essential services, engagement opportunities and programs to prepare students to become their best selves and create meaningful lives.

Divisional Goals 2017-2022:

In support of the College Mission and the Strategic Plan 2017-2022, all members of the division partner with students, faculty, staff, communities, families, and alumni to:

- Develop and execute data-informed recruitment, admission, financial, and academic support models which promote the highest likelihood of student enrollment, retention, and success. (1.1, 1.5, 1.7, 1.8, 4.8)
- Cultivate, deliver, and sustain activities that strengthen student learning, development, and connections to the College and community, grounded by standards for excellence. (1.1, 1.5, 1.10, 2.1, 2.6, 2.8, 3.7)
- Provide support and administrative services that anticipate and respond to student needs and enhance quality of college life. (1.1, 1.5, 3.4, 3.5, 4.1)
- Ensure staff members have opportunities to achieve their maximum potential through purposeful supervision, mentoring, and professional development. (3.5, 4.1, 4.3, 4.9)
- Utilize administrative and financial partnerships to ensure appropriate practices and processes are routinely applied for the oversight and stewardship of resources to improve the quality of place. (1.1, 3.2, 3.4)
- Foster an optimal learning, living and work environment by applying current principles and practices of equity, diversity, and inclusion in all divisional operations. (1.1, 1.8, 2.8, 4.2)

Divisional Units & Services

Academic Success Center
Divisional Assessment
Campus Recreation
Career Services
EOP
Financial Aid

Hazen Center for Integrated Care
Intercollegiate Athletics
Registration and Records
Residential Life/LLCs
Student Conduct
Student Union and Leadership
Activities

Student Risk Management
Title IX
Undergraduate Admissions
University Police

Section One: 2021-2022 Strategic Annual Goals

Divisional Strategic Annual Goal 1: Develop and execute data-informed recruitment, admission, financial, and academic support models which promote the highest likelihood of student enrollment, retention, and success.

- Outcome/Status: Progress achieved; Ongoing

Divisional Strategic Annual Goal 2: Cultivate, deliver, and sustain activities that strengthen student learning, development, and connections to the College and community, grounded by standards for excellence.

- Outcome/Status: Progress achieved; Ongoing

Divisional Strategic Annual Goal 3: Provide support and administrative services that anticipate and respond to student needs and enhance quality of college life.

- Outcome/Status: Progress achieved; Ongoing

Divisional Strategic Annual Goal 4: Ensure staff members have opportunities to achieve their maximum potential through purposeful supervision, mentoring, and professional development.

- Outcome/Status: Progress achieved; Ongoing

Divisional Strategic Annual Goal 5: Utilize administrative and financial partnerships to ensure appropriate practices and processes are routinely applied for the oversight and stewardship of resources to improve the quality of place.

- Outcome/Status: Progress achieved; Ongoing

Divisional Strategic Annual Goal 6: Foster an optimal learning, living and work environment by applying current principles and practices of equity, diversity, and inclusion in all divisional operations.

- Outcome/Status: Progress achieved; Ongoing

Section Two: 2021-2022 Assessment Plan

Divisional Goal 1: Develop and execute data-informed recruitment, admission, financial, and academic support models which promote the highest likelihood of student enrollment, retention, and success (1.1, 1.5, 1.7, 1.8, 4.8).

Outcomes and Criteria:

Department Name: Academic Success Center

- Goal 1: Encourage and engage staff development to adapt to the new needs of students and the campus, by becoming more knowledgeable of other departments and resources, and helping students through a collaborative approach with other departments (Divisional Goal 1, 3, 4, College Goal 1.1, 2.6, 4.3, 4.5).
- Data:
 - ASC Workshop Menu Development was completed. A total of approximately 40 workshops were developed to educate the campus on the various functions of the ASC, including the ASC Showcase (a broad overview provided six times in the semester), SAP Compliance and SAS Roadshow, tabling in residence halls through the Advisor Liaison Program (each advisor participated in two activities in two residence halls), and CELT workshops addressing topics such as EagleSUCCESS, Talon Academy, and others.

- Advisement Trainings were offered twice per semester to all staff and faculty to work towards the goal of a standard skill level across the College in terms of academic advising. We were able to reach about 30 faculty and staff through this training.
- The Advisement Coordinator Team was (ACT) established in Spring 2021.
- Outcome: Goal Met.

Department Name: Academic Success Center

- Goal 2: Use creative programming, including technology and campus partnerships, to enhance the services provided to all students, with the intention to identify, track, and create programming to ensure the retention and persistence of cohorts, including underrepresented populations (Divisional Goal 1, 6, College Goal 1.1, 1.5, 1.8, 2.6).
- Data:
 - Student tracking of communications, outreach, notes and appointments. For the FY21-22 there were 6,592 appointments made by students with 215 faculty and staff members, 2,284 notes submitted by ASC advisors, and 3,410 alerts raised by 581 unique campus faculty and staff members.
 - Integration of Slate into the communications strategy for the ASC. The process to begin the transition of Golden Eagle Orientation functions into Slate is ongoing. Both the transfer and standard orientations are facilitated entirely through Slate (communications, reminders, reservations, payments), with initial benefits from automation already apparent.
- Outcome: Goal Met

Department Name: Academic Success Center

- Goal 3: Identify and adapt to areas of growth and redevelopment within the Academic Success Center based on evolving student needs, changing staffing structure, and updated College priorities (Divisional Goal 2, 3, 4, College Goal 1.1, 1.2, 1.5, 1.8, 4.3-4.5).
- Data:
 - Created and facilitated new student success programs. A new position (Academic Success Coordinator) was introduced with the implementation of the Fannie Barrier Williams Scholars, a scholarship initiative providing full financial support to local students with high potential and academic need. This Coordinator will also have responsibilities for the Emerging Scholars program, as well as an advising caseload, and our new summer bridge program. The merging of the Second-Year Coordinator, Transfer Coordinator, and Peer Mentorship Program coordinating responsibilities into one position has created efficiencies with respect to overlapping goals and a harmonized programmatic and student leadership plan.
 - Successfully integrated Career Services into the Academic Success Center.
 - Significant effort to recruit, onboard and retain new staff occurred over the past year.
- Outcome: Goal met; Progress ongoing.

Department Name: Intercollegiate Athletics

- Goal 1: 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).
- Data:
 - 1st year female student-athletes achieved notably higher in overall GPA (3.29) in comparison to non-athletes. (2.77)
 - 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.

- 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.
- 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.
- Outcome: Goal Met.

Department Name: Intercollegiate Athletics

- Goal: 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).
- Data:
 - SAFE Committee
 - 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.
- Outcome: Goal Met.

Department Name: Educational Opportunity Program

- Goal 3: To recruit and retain 25% of those EOP students who withdrew or were academically dismissed and did not complete degree requirements (Divisional Goal 1, 4, College Goal 1, 2).
- Data:
 - Three of the seven students focused on for this goal have returned to the college. Many of the students that have left or separated with six or fewer credits needed to graduate have exhausted their financial aid. EOP will continue to seek financial assistance opportunities that will support these students in their degree completion.
- Outcome: Goal met.

Department Name: Student Conduct

- Goal 2: Ensure best practices in Student Conduct that emphasize fairness and equity, along with self-reflection to encourage student development (Divisional Goal 1; College Goal 1.A, 1.D).
- Data:
 - Students who had gone through the Student Conduct process were asked to what extent they agreed with the following statement "I learned about strategies to help me make responsible decisions that would not result in further student conduct meetings" as it relates to their experience in a hearing and their experience with their sanction.
 - 72.5% of students during the 2021-2022 academic year Agreed or Strongly Agreed that they had learned how to make responsible decisions based on the conversations at their hearing. 83% of students during the 2021-22 academic year Agreed or Strongly Agreed that they had learned how to make responsible decisions based on the reflections they completed in their sanctions. These numbers are increased from the previous year and show the efficacy of both the Student Conduct hearing process and assigned sanctions in helping students to make better decisions in the future.

- Mid-Year Survey Results –Responses about Perception of Fairness of Student Conduct System

2017-18	2018-19	2019-20	2020-21	2021-22
Perception of Student Conduct System – fair				
52.63%	46.19%	47.24%	37.35%	32.18%
Perception of Student Conduct System – fair + somewhat fair				
76.07%	69.49%	73.21%	64.41%	56.32%

- The data shows that a majority of student during the 2021-22 academic year perceived the Student Conduct system to be fair (56.32%). However, this number is significantly down from pre-Pandemic numbers during the 2017-18 and 2018-19 academic years. We believe that this number is the result of the implementation of SUNY Uniform Sanctions for Covid-19 violations during the 2020-21 academic year and the continuation of Covid-19 policies during the Fall 2021 semester.
- Outcome: Goal partially met.

Department Name: Undergraduate Admissions

- Goal 1: Enroll 1240 FTE First Time students and 900 FTE Transfer students supporting the College in meeting or exceeding SUNY and College enrollment goals (Divisional Goal 1; College Goal 1.1, 1.7).
- Data:
 - This goal is still in progress. Since we are rolling admissions, we are not through our admission cycle yet, but we likely have received most of our deposits for the upcoming year. As of May 17, 2022, our first-year deposits are tracking 141 students ahead of last year, but we have not reached our goal of 1240 deposits. (Please note: our 2021 decision deadline was June 1st vs May 1st this year). Additionally, as of May 17, 2022, our Transfer deposits are tracking 50 students behind last year and we have not reached our goal of 900 Transfer deposits. This goal will also need to be evaluated next year.
- Outcome: Goal partially met.

Department Name: Undergraduate Admissions

- Goal 3: Audit current admissions processes and interorganizational relationships (Divisional Goal 1, 2, 5; College Goal 1.1, 1.7).
- Data:
 - Enhanced communication about financial aid to prospective students: This year, Admissions and Financial Aid collaborated to provide estimates into Slate so that they were more easily accessible to students. Students were sent an email notifying them to view their financial aid estimate on their portal. This email was opened by 91% of the students it was delivered to. Students also received an email helping them understand the cost of college, breaking down what each component of the financial aid estimate means. This email was opened by 95% of students who had viewed their estimate. Additionally, out of the 620 students who were sent a Financial Aid estimate in Slate, 164 deposited.
 - Admissions created the Brockport Bound Portal, where applicants could view their application checklist and deposited students could view their next steps. To make the enrollment process easier and more streamlined, we collaborated with Residential Life and the ASC to add the Housing Preference Form, Course Preference Request, and Orientation Registration onto the portal. We also added a Housing Opt-In form for any students who originally did not select to live on campus to make the process easier if they change their mind and would like to live on campus. We simplified the language on the portal to make it more student-centered. For example, instead of calling the form that students must complete

- to trigger a deposit the “UG Offer Reply Form”, we re-named the form “Click Here to Confirm Your Admission to Brockport”.
- Admissions also removed the secondary RN to BSN application to remove boundaries and increase access to the program. Some RN to BSN applicants weren’t aware of the secondary application and by not completing it, they wouldn’t be considered for the program.
- Outcome: Goal met.

Department Name: Undergraduate Admissions

- Goal 2: Coordinate on- and off-campus initiatives to advise prospective students of opportunities featured at Brockport (Divisional Goal 1, 2, 3; College Goal 1.7, 2.1, 2.5).
- Data:
 - Large-scale events this year were very successful, and we saw an increase in the rate that students enrolled at Brockport after attending a large-scale event, such as our Accepted Student Days, Scholars Sleepover, and Ellsworth Bus Trip. Overall, all three of these events saw at least a 6% increase in the enrollment rate after attending the events.
 - Yield % of Accepted Student Events

	Yield % (2019)	Yield % (2022)
Accepted Student Days	75%	81%
Scholars Sleepover	65%	74%
Ellsworth Express Bus Trips	46%	66%

- Daily visit enrollment rates remained consistent with years prior around 40%. We saw promising enrollment rates for the new Nursing Day and KSSPE Day and will continue to assess these events in the future.
- Outcome: Goal met.

Other Divisional Functions:

Enrollment Management Committee:

- Completed, updated and communicated the Persistence Roadmap, as a living document that is responsive to campus trends
 - Adjusted targets and timelines to be aggressive but realistic.
 - Streamlined strategies and action plans to provide increased focus on priorities.
 - Presentations were completed for JPBC, College Senate and EMSA Directors.
 - Partnered with Institutional Effectiveness to develop, and make widely accessible, departmental reports on persistence and graduation.
 - Hosted Dr. Tia Brown McNair for an interactive workshop on student success, equity and high impact practices.
- Advising: Created and offered new training materials and sessions to improve advisement support. Developed a plan to improve first year advising by adding professional staff advisors to the ASC.
 - Four year plans were created by each academic unit and will be on the college website in August, the first time these have been standardized, streamlined and consolidated.
- Enhanced scholarship program to increase enrollment likelihood for 2022-2023.
- Initiated Strategic Enrollment Management efforts in spring 2022, to continue into 2023.

Additional Key Findings:

The past three years has challenged the enrollment environment and outcomes, due to declining NYS demographics and pandemic impacts. Several EMSA departments demonstrated the impact that the divisional/departmental programs have on student persistence, such as student employees in various

departments, and athletic participation. Overall enrollment is 6,247 as of Spring 2022, down from 7,761 in Spring 2018.

- Since 2017, roughly a 20% decline in FY students has occurred.
- Since 2015, student persistence has declined.
 - 2015 FYFT cohort had a first year retention rate of 82.4% and a third year persistence rate of 72%.
 - 2019 FYFT cohort had a first year retention rate of 75.6% and a third year persistence rate of 60%.
 - 2020 FYFT cohort had a first year retention rate of 68.8%.
 - 2021 FYFT cohort is lagging 3% behind the 2020 FYFT cohort fall to spring retention rate, and 6-10% behind earlier cohorts.

Dissemination/Discussion of Key Findings:

Key findings related to this goal are shared at EMSA Director's meetings, Joint Planning and Budget Committee, College Senate and throughout college-wide and divisional committees. Additional efforts to partner with Academic Affairs occurred this year, evidenced by increased collaboration related to recruitment and retention activities.

Divisional Goal 2: Cultivate, deliver, and sustain activities that strengthen student learning, development, and connections to the College and community, grounded by standards for excellence (1.1, 1.5, 1.10, 2.1, 2.6, 2.8, 3.7).

Outcomes and Criteria:

Department Name: Campus Recreation

- Goal 1: Increase all program participants by 25% which includes intramurals, club sports, and group exercise (Divisional Goal 2 & 3, College Goal 1.1 & 1.5).
- Data:
 - Increase the intramural program by 25%. Intramural sports program increased from 21 participants (2020-21) to 323 participants (2021-22). Covid-19 restrictions were lifted, so we were able to offer leagues and tournaments originally offered prior to Covid-19.
 - Increase the club sports program by 25%. Club sports increased from 393 participants (2020-21) to 890 participants (2021-22) which is a 126% increase. Clubs were allowed to practice, travel, and compete with fewer restrictions throughout the year.
 - Increase the fitness center and group exercise programs by 25%. Group exercise distinct usage grew from 175 (2020-21) to 374 (2021-22) a 114% increase and participation grew from 580 (2020-21) to 894 (2021-22), a 54% increase. We were able to offer more classes with no restrictions on class sizes.
 - Fitness center attendance grew from 68,378 (2020-21) to 87,142 (2021-22), a 27% increase. Hours of operation as well as patrons feeling safer to come back attributed to the increase.
- Outcome: Goal Met.

Department Name: Campus Recreation

- Goal 3: Club sport participants will create safe, welcoming, and inclusive organizations through gainful leadership opportunities which will result in long-term pride in and for SUNY Brockport (Divisional Goal 2 & 4, College Goal 1D).
- Data:

- 100% of club sport leaders, 90 officers, completed the Hazing and Prevention online training over the academic year.
- 76% of the clubs completed at least 2 community service activities and 92% participated in at least 1 campus involvement event. The clubs averaged 3.2 community service projects and 6.1 campus involvement events.
- Outcome: Goal Met/Partially Met.

Department Name: Career Services

- Goal 2: Engage with employers to develop experiential learning opportunities and employment pipelines and opportunities for students. Facilitate strong relationships with employers to maximize opportunities for student placement (Divisional Goal 1, 2 College Goal 1.1, 1.5, 2.1).
- Data:
 - Despite work through the Academic Internship Committee (AIC) there was still a lack of buy in from campus partners. This resulted in a low number of responses from departments. Despite multiple requests from the AIC and prior to the increased partnership with the Experiential Learning (EL) Workgroup only Psychology and Kinesiology have added data to the forms.
 - Documents were utilized to collect data on experiential learning opportunities (mostly internships). This was completed in partnership with the Experiential Learning Workgroup (Adam Rich). To date: Approximately 1,300 EL opportunities were gathered on the forms.
 - An employer plan was created that included the wants and needs of individual employers, but a communication plan is not yet developed. This plan is very hands on and assesses the varying needs of each employer we work this. Because of these variances, the plan is not a step-by-step repeatable action, rather than a fact-finding assessment.
- Outcome: Goal partially met.

Department Name: Career Services

- Goal 3: Using the CHIPS process, develop and implement strategies that cultivate employment opportunities for students (Divisional Goal 1 College Goal 1.1, 1.5, 1.8).
- Data:
 - Year 1 of the CHIPS self-assessment process has been completed.
 - Efforts to continue to enhance student employment program to shift to an experiential learning environment for each student that works on campus are ongoing. Engaging supervisors in more training, adding professional development for students, ensuring equity, and looking for solutions to improve customer service will keep us moving forward. The second year of the CHIPS data will allow us to analyze student employment data to inform processes and policy.
- Outcome: Goal met, in progress.

Department Name: Community Development

- Goal 1: To re-envision and brand the department given the reduction in financial and personnel resources (Divisional Goals 2 and 6, College Goal 1.1).
- Data:
 - Community Development (ComDev) and Student Union and Activities (SUA) have been merged and are now Student Union Leadership & Activities (SULA). The initial goal to re-envision and brand ComDev has pivoted to address the merger with SUA. The process is now focused on SULA and will be carried forward into the coming year.

- Outcome: Goal partially met.

Department Name: Community Development

- Goal 3: Reconfigure the Leadership Development Program from 4 to 3 levels. (Divisional Goals 2 and 6, College Goals 1.1 and 2.2).
- Data:
 - Recruitment efforts were not effective at inspiring registration. Having received feedback that the registration form was deterring students, the form was shortened.
 - Traditional recruitment strategies have not been successful. The most successful recruitment effort (18 registrants) was a recruitment event hosted in a Residence Hall and open to all. We will continue to expand how we recruit next year.
 - It was evident that participating in all levels of LDP is impactful. The Expressions of Growth Project requires that students summarize their learning and because of program participation and articulate their personal leadership style and the values that were most important to them. Collaboration, communication, and confidence were three common outcomes across all emotionally impactful presentations.
 - The blending of Presidential (Level 3) and Capstone (Level 4) was successful.
 - Overall numbers were low across major events and workshops. Assessment efforts highlight a resistance in some to attend in-person events outside of class. We will be exploring hybrid options for participation with a blend of in-person and virtual activities.
 - Offering only four Green Level 1 workshops per semester did not improve retention. We will go back to offering a more robust schedule and are considering hybrid options.
- Outcome: Goal partially met.

Department Name: Community Development

- Goal 4: Create opportunities for students to engage in active dialogue (Divisional Goals 2 and 6, College Goals 1.1 and 2.1).
- Data:
 - Six Deliberative Dialogues offered, 16 people participated: Political Fix, Free Speech and the Inclusive Campus – offered 3 times, Mental Health, Climate Choices.
 - Two forums for Engaging Citizens offered, nine people participated.
 - Materials were updated and used for Resident Director Training and GEP 303 Leadership and Society, (LDP Presidential/Capstone course).
 - Recruit and train 5-10 facilitators. Several RDs received an introduction to facilitating Deliberative Dialogues. 11 faculty and staff participated in National Issues Forum Institute (NIFI) Moderator Training on February 17th. 15 total trained, including students.
- Outcome: Goal partially met.

Department Name: Hazen Health Center

- Goal 2: The Health Center will outreach to clubs and organizations of underrepresented groups to align and promote sexual health and wellness through the continuum Topics include LARC, STI, PrEP. Health Center staff will attend, at least two club and organization programs to share information on safer sex and LARC (Divisional Goals 2, 6, College Goals 1.1, 1.8).
- Data:
 - 400 students were provided with PrEP information shared during 3 tabling events conducted in the Union, KISS Day and The Health Fair.
 - The Student Health Center outreached to arrange meetings and offer information to PRIDE and their advisors via email, 15 different student clubs and groups via email through MyBrockport. None of the groups responded.

- Outcome: Goal partially met.

Department Name: Hazen Health Center

- Goal 1: Provide SUNY Brockport with services, programs, and interventions that address the biological, psychological, and social factors that impact the health of individuals, student groups, and the campus community (Divisional Goal 1, 2, 6; College Goal 1.1, 1.8, 2.1, 2.6. 4.2).
- Data:
 - There are demonstrable gains reported among students who complete the EagleCHECK workshop as part of the APS Class experience. Students have healthy bumps in awareness of important campus resources, university policies, and self-confidence for intervention. Strategies to replicate this success among sophomores, juniors, and seniors should be explored.
 - While AUDIT and CUDIT data demonstrate that students engage in low-risk substance use behaviors, there is a clear minority of students that require educational interventions to reduce frequency, duration, and amount of consumption.
 - Men should be targeted for AOD educational interventions because their incidence rates of heavy episodic drinking are significantly higher than their female peers.
 - Based on the data from the campus climate survey and spring sexual health study, efforts should be made to provide targeted education to LGBTQIA+ and BIPOC students that specifically address concerns reported within these student populations.
- Outcome: Goal met.

Department Name: Residential Life/Learning Communities

- Goal 3: Using new and enhanced engagement strategies, revitalize the LLC Program to emphasize student identity and sense of belonging in a post-virtual learning environment (Divisional Goal 1, 2, 3, 6; Divisional Goal 1.1, 1.5, 2.4).
- Data:
 - Welcome Weekend Programming was re-established for all First Year Living Learning Communities. Every student, in all 18 First Year Living Learning Communities, participated in a program during welcome weekend. This was a traditional staple of the LLC program to build community, establish restorative practices and create a sense of belonging for the academic year.
 - An addition to the program included a restorative circle designed to engage students in the community building process right after move in. These circles focused on vulnerability and trust building by asking students what they are most excited and nervous about. In addition, the circles also asked students to share what they wanted to get out of the LLC. This helped to provide the RAs with a roadmap for programming during the academic year.
 - Collaboration between offices continued to be an integral part of the LLC program. Faculty involvement slightly decreased (37 faculty led programs in FY 21) while staff involvement increased from 38 programs in FY 21 to 66 in. This is likely because our student leaders and professional staff do not have as close connections to these folks after operating in a virtual environment. The numbers are as follows:
 - 66 LLC programs included staff involvement
 - 29 LLC programs included faculty involvement
 - Training needs to be done to reestablish traditions and help student and professional staff understand the importance of the LLC program and how to establish an LLC as an institutional identity. This will include updates to RA/RD training and Professional Development throughout the academic year.

- Having a balance of interest-based, academic-based, and identity-based LLCs is an excellent way to gain student participation. Updating the first-year LLCs is a natural next step.
- Outcome: Goal met.

Department Name: Student Union & Activities

- Goal 2: Identify strategies to enhance a sense of community in the Seymour College Union by conducting CAS for College Unions (Divisional Goals 2 and 6, College Goals 1.1 and 4.2).
- Data:
 - CAS was not conducted due to position vacancies and the need to cover multiple roles.
- Outcome: Goal not met.

Department Name: Student Union & Activities

- Goal 3: Implement at least two 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 (Divisional Goals 2 and 6, College Goals 1.1 and 4.2).
- Data:
 - Position vacancies and the need to cover multiple roles prevented us from formally working on this goal.
 - Moving forward as a part of SULA, all positions and programs will focus on all students. We will begin tracking groups served, i.e., off-campus/commuter, BIPOC, first generation, etc. to ensure our promotion and programming are balanced across all student groups throughout the year.
 - Reviewing the Mid-Year Survey, our traditional promotion practices are not effective with off-campus/commuter students.
 - The data on student employment and participation in organizations highlights a strong correlation between involvement in campus activities and an increase in persistence.
- Outcome: Goal not met.

Department Name: University Police

- Goal 1: Citizens' Police Academy- Continue and build upon the inaugural academy cut short by Covid-19 during the Spring 2020 semester (Divisional Goal 2, 3, 6, College Goal 2.1).
- Data:
 - In Fall of 2021, the Department held a Citizen's Policy Academy with 9 sessions. The goal was to have 20 participants, this fell short as we had 10 students attend the sessions. Both the Officers and the participants felt that the smaller setting was more relaxed and easier to interact with each other. The participants also felt that they smaller setting was more beneficial. The students enjoyed the smaller classes because they felt that they could ask more questions and be more interactive.
- Outcome: Goal met.

Department Name: Registration & Records

- Goal 2: Implement Student Outcome Tracking (SOT), revised target date. Collaborate with BITS (Brockport Information Technology Services) and SICAS to continue project momentum; a new upgrade to DegreeWorks 5.0.7 scheduled for early June 2022 to resolve issues caused by version 5.0.4 SOT has been deployed in the Banner and Degree Works test environment (Divisional Goal 1& 3, College Goal 1.1, 1.5, 1.7).
- Data:
 - Data shows setups have been updated and degree encoding with all necessary changes complete/current. MachForms Course Registration form was implemented and supports continued efforts keeping curriculum and requirements information current and accurate.

- The initiative to implement SOT as mapped was overly aggressive and requires more time due to necessary software updates; with soft rollout of SOTFall, 2022.
- SOT trainings are in the startup phase; gathering system information screens, with the start of training development. The goal is to be prepared to finalize training and support users with in-person and online instruction when the full implementation is completed.
- Outcome: Goal partially met.

Department Name: Registration & Records

- Goal 3: Continue the project tasks for Spring 2022's rollout of the Student Educational Planner (SEP) within DegreeWorks; assess whether this tool is duplicative and if not plan a phased piloted rollout after Spring 2022 (Divisional Goal 3, College Goal 1.1).
- Data:
 - Data shows banner setups and degree works encoding continue to be updated and maintained to support this initiative. The MachForms Course Registration form supports continued efforts keeping curriculum and requirements information current and accurate to support the SEP tool.
 - SEP trainings are necessary for the startup phase; gathering user instructions, sample screens to support training. This is a measurable goal to be provide training materials and then support users with in-person and online instruction when the full implementation is completed.
 - Ellucian recommended the implementation of Banner 9 which required extensive training for users to understand new onscreen form formats and the latest functionality. Additionally, the latest upgrade to DegreeWorks is required (June 2022). Version changes are extensive with all users adjusting to functionality, tools, tricks and tips when used.
 - After DegreeWorks has been upgraded, next steps will include identifying which setups need refining for implementation of SEP. A review with Ellucian, SICAS, and IT will involve identifying action items to complete and which elements/setups in Banner need to be updated.
- Outcome: Goal partially met.

Additional Key Findings:

The 2021-2022 year served as a transitional year for our student engagement efforts. Navigating the changing pandemic environment challenged our departments to cautiously reinvigorate in-person student programming, which required re-building and re-launching many efforts. Staffing reductions and changes also occurred, providing both challenges and opportunities related to EMSA Goal 2.

EMSA coordinated Dr. Tia Brown McNair, AAC&U Vice President for EDI, to offer a two day workshop on high impact practices and inclusive excellence in March 2022. EMSA departments completed action plans to further our efforts in this area.

Lastly, CAS & CHIPs priorities continued to advance in 2021-2022.

- Completed Council for the Advancement of Standards in Higher Education self-assessment cycle, including: Student Conduct & Financial Aid in 2021-2022. Developed a new cycle for 2022-2027.
- Completed year 1 of the last CHIPs cycle, including Peer Mentoring & Student Employment. Year 2 will continue into 2022-2023, and a new CHIPs program will launch in 2023.

Dissemination/Discussion of Key Findings:

Progress and efforts towards achieving this goal were discussed regularly at EMSA Director's meetings, as well as several extended student engagement planning meetings/retreats.

Divisional Goal 3: Provide support and administrative services that anticipate and respond to student needs and enhance quality of college life (1.1, 1.5, 3.4, 3.5, 4.1).

Outcomes and Criteria:

Department Name: Counseling Center

- Goal 2: The Counseling Center will provide services to 50% more students than were seen last academic year (Divisional Goal 3, College Goal 1.1).
- Data:
 - From July 1, 2021 – May 19, 2022, the Counseling Center saw 655 individual students according to the “Standard Report” feature run on Mediat. This represents a 30% increase over the last academic year, which did not meet our goal of seeing 50% more students.
 - Although we did not reach our goal, we were still able to increase the number of students seen this year by 30%. Student satisfaction surveys revealed positive feedback re: the implementation of the online self-scheduling option in Mediat (Hazen’s electronic medical record and scheduling software), despite periodic system challenges. It is important to note that the Counseling Center was down 1 full time counselor during the spring 2022 semester, impacting our capacity.
- Outcome: Goal partially met.

Department Name: Educational Opportunity Program

- Goal 2: Increase faculty/student engagement and increase student utilization of faculty office hours for the purpose of cultivating relationships, and student comfort with engaging with faculty. (Divisional Goal 1, 2, 3, College Goal 1.1)
- Data:
 - There were 212 faculty/student interactions for this goal as recorded from counselor conference records and Mach forms. This number serves as a baseline for keeping records of student faculty interactions for coming years. We will continue to pursue this goal with anticipation of increasing faculty/student engagement to create a climate of comfort and inclusion for EOP students.
- Outcome: Goal partially met.

Department Name: Financial Aid

- Goal 2: Continue to build upon the implementation of CampusLogic’s StudentForms platform by utilizing other options (features) available in the system for student and financial aid office staff use (Divisional Goal 2, College Goal 1.1).
- Data:
 - FAO is close to successfully launching the appeals feature in Studentforms for the student and staff use. This will allow students to submit appeals through the platform. The upcoming year will be the first year utilizing this feature, after the upcoming year we will be able to obtain assessment data to evaluate the effectiveness of this feature. Implementation has been difficult with changes at CampusLogic with unanticipated platform changes and staff turnover of main points of contact at CampusLogic.
- Outcome: Goal partially met.

Department Name: Hazen Health Center & Prevention & Outreach Services

- Goal 1: Increase the accessibility of safer sex supplies and services (including condoms, STI/HIV testing and PrEP access, etc.) particularly among at risk populations. (Divisional Goals 1, 2, 3, 6, College Goals 1.1, 1.8, 2.4)
- Data:
 - Increased accessibility of safer-sex supplies. Prevention & Outreach Services and the Student Health Center implemented an Online Safer Sex Supplies Ordering system pilot August 2021 – May 2022. A total of 147 orders received and filled, 80 during the fall 2021 semester and 67 during the spring 2022 semester.
 - The Student Health Center increased access to HIV/STI testing during the 2021-2022 academic year as evidenced by the following:
 - 400 students were tested for STIs (Sexually Transmitted Infections: chlamydia, gonorrhea, etc.), up from 333 the previous academic year (20% increase), 177 students were tested for HIV, up from 107 the previous year (65% increase). The Health Center organized and supported 4 Trillium Healthcare campus visits to provide free STI/HIV testing, during which time a total of 35 students received free testing.
- Outcome: Goal met.

Department Name: Hazen Health Center

- Goal 3: The Health Center will develop a tracking and compliance system for Covid-19 vaccines, referral source for obtaining vaccine and consider offering Johnson and Johnson to administer to students. (Divisional Goals 1 & 3, College Goals 1.1, 2.1, 2.4)
- Data:
 - The Covid-19 vaccine became required for the fall 2022 semester for students that attended in person classes. The Covid-19 booster vaccine became required for the spring 2022 semester.
 - 10 vaccine clinics were held on campus
 - 5 vaccine clinics in the fall, 5 vaccine clinics in the spring
 - 574 Covid-19 vaccines were administered to students.
 - Assistant Director met with IT staff and Electronic Medical Record (EMR) vendor staff to outline and develop an action plan for Covid-19 immunization tracking.
 - Specific parameters were developed in Medcat to be sent to Banner nightly.
 - The Banner team is then able to utilize Covid-19 vaccine data provided by Medcat to track and report student compliance on providing documentation of receiving required vaccines, boosters and/or exemptions.
 - The Student Health Center outreached to students in the methods below until obtaining required information from students:
 1. Emails via Medcat
 2. Text messages via Slate
 3. Outreach from Student Health Center staff via telephone
 - There was a total of 4907 students that attended in person classes during the fall 2022 semester.
 - 4715 (96.1 %) received the vaccine and provided supporting documentation to the university
 - 190 (3.9 %) requested and received a waiver for the vaccine
 - 2 (<1%) students are in progress and did not complete the booster after a medical waiver.
- Outcome: Goal Met.

Department Name: University Police

- Goal 2: CIT (Crisis Intervention Training) for 100% of Department members (Divisional Goal 4, College Goal 2.1).
- Data:
 - 100% of our UP department certified in Crisis Intervention Training. This is to include the newest Officer who joined the Department on December 9, 2021.
- Outcome: Goal met.

Department Name: University Police

- Goal 3: Revitalize and re-energize the Community Policing Program (Divisional Goal 1, 3, 6, College Goal 2.1).
- Data:
 - Prior to Covid-19, the Department reach 197 community policing hours. This year the department completed 97 hours. For example, the Officers did “Shop with a Cop”, K9 demonstrations, and drug take back programs.
- Outcome: Goal partially met.

Additional Key Findings:

SBCT:

- Goal 1: Continue to promote professional development of SBCT members and implement best practices for BITs.
- Data:
 - Due to budgetary limitations no members attended the NABITA national conference. SBCT members reviewed NaBITA and other national association resources throughout the academic year referenced at weekly SBCT meetings with an emphasis on EDI including but not limited to the JED foundation Steve Fund webinars, JED foundation national survey data on trends in mental health and impact of Covid-19, Trevor Project annual survey on LGBT and mental health. Annual mini-retreat, Chief Isaacson presenting on behavioral threat assessment to the team.
 - SBCT hosted CELT workshop on students and mental health and presented for one divisional meeting for SOBAM and one departmental meeting.
 - SBCT Trends of new referrals have been experienced a 6 year trend of significant increase of cases, exception on the 2020-2021 year due to Covid-19 with fewer residential students, without any additional resources to support the case management needs and the needs of increasingly complexity in mental health of students. 101 students were referred to SBCT this year, a 26% increase from last year but comparable to 2019-2020.
- Outcome: Goal Met.

Dissemination/Discussion of Key Findings:

Continued efforts to improve student services and administrative support were a priority for 2021-2022, particularly as many offices navigated being down staff members due to difficulty filling positions. Many offices prioritized student services by having staff work fully in-person, rather than using the maximum remote days allotted. Progress towards this goal was regularly discussed at EMSA Director’s meetings and within departments.

Divisional Goal 4: Ensure staff members have opportunities to achieve their maximum potential through purposeful supervision, mentoring, and professional development (3.5, 4.1, 4.3, 4.9).

Outcomes and Criteria:

EMSA Great Place to Work Committee

- Goal 1: Enhance the professional development of EMSA employees through PD trainings and programs/events.
- Data:
 - Offered *Equity Talk to Equity Walk*, book chapter discussions on a monthly basis, facilitated by campus staff and faculty.
- Outcome: Goal met.

- Goal 2: Enhance employee engagement and performance through the recognition of outstanding performance by EMSA employees, a program that demonstrates that EMSA values its employees.
- Data:
 - The EMSA Divisional awards ceremony was offered again in-person this year, with several staff recognized for their contributions over the past year.
 - EMSA staff participate in the college-wide Green & Gold Star Award program, either by receiving awards or nominating their colleagues.
- Outcome: Goal met.

Enrollment Management

- Goal 1: Assistant Vice President meets individually with every new staff hire in Enrollment Management within the first month to welcome, extend support and provide an overview of divisional goals.
- Data:
 - Every new Enrollment Management staff member participated in this meeting effort.
- Outcome: Goal met.

Enrollment Management

- Goal 1: Assistant Vice President meets every semester with every department to provide divisional updates, listen to concerns and collect ideas.
- Data:
 - Semesterly meetings occurred, often resulting in additional engagement opportunities, trainings and individual meetings with staff.
- Outcome: Goal met.

Additional Key Findings:

Many offices focused on supporting the “Great Place to Work” goal by increasing flexibility with work schedule options, in accordance with the current Telecommuting Policy. Other offices re-launched staff recognition and teambuilding efforts within individual offices. Many of these activities were not centrally collected but EMSA Directors spent significant time working to support their staff’s sense of belonging, teamwork and overall happiness at work.

Dissemination/Discussion of Key Findings:

EMSA Directors and leadership regularly discussed progress towards this goal at individual supervision meetings, staff meetings and at larger EMSA divisional events.

Divisional Goal 5: Utilize administrative and financial partnerships to ensure appropriate practices and processes are routinely applied for the oversight and stewardship of resources to improve the quality of place (1.1, 3.2, 3.4).

Outcomes and Criteria:

Department Name: Intercollegiate Athletics

- Goal 3: Implement field development/stadium renovation plans (Divisional Goal 5, College Goal 3).
- 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).
 - Renovated Press Box creates space for additional radio and TV broadcast.
 - Video board enhances student athlete, spectator experience while increasing sponsorship revenue.
 - Concession, ticket, rest room features provide outstanding student-athlete, staff, and spectator experience.
- Outcome: Goal Met.

Department Name: Residential Life/Learning Communities

- Goal 2: Use results from the condition assessment to identify facility related projects to enhance access to on-campus housing. (Divisional Goal 3; College Goal 3.5)
- Data:
 - A clear break down, by residence hall, of the repairs/upgrades that needed to be made.
 - The repairs/upgrades also note what systems are in Good, Fair or Poor condition.
 - The repairs/upgrades come with an estimated cost to make the repairs (Note: repairs were estimated in December of 2021 dollars, and do not account for inflation or cost escalation).
 - The \$800,000 allotment for small projects will be used to increase the number of students who are satisfied with the value of living in the residence halls.
- Outcome: Goal partially met.

Department Name: Student Union & Activities

- Goal 4: Purchase, installation, and staff training on new radio station transmitter for 89.1 the Point. (Divisional Goal 2, and College Goal 1.1).
- Data
- Outcome: Goal partially met.

Additional Key Findings:

Departmental and divisional budget reductions occurred this year so EMSA could meet institutional budget targets. Many construction projects were put on hold, and many offices managed budget targets through vacant positions being left unfilled (temporarily or permanently). EMSA staff have successfully managed to reduce expenses while maintaining a high quality student experience and student services.

Dissemination/Discussion of Key Findings:

EMSA's work to support the financial health of the college was regularly discussed at Joint Planning and Budget Committee, Budget Town Halls and at various EMSA director's meetings.

Divisional Goal 6: Foster an optimal learning, living and work environment by applying current principles and practices of equity, diversity, and inclusion in all divisional operations (1.1, 1.8, 2.8, 4.2).

Outcomes and Criteria:

Department Name: Intercollegiate Athletics

- Goal 2: Enhance programming for student-athletes and staff supports Brockport's EDI goals. (Divisional Goal 1 & 6, College Goal 1.1, 2.1, 3.4)
- Data:
 - 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.
- Outcome: Goal met; progress ongoing.

Department Name: Campus Recreation

- Goal 3: Professional staff and graduate assistants will complete a monthly BizLibrary session on 1 topic related in EDI and 1 in leadership. (Divisional Goal 4 & 6, College Goal 1.8, 4.2, & 4.5)
- Data:
 - All professional staff and graduate assistants will complete 8 EDI trainings in the BizLibrary: Graduate assistants were not able to access the BizLibrary site to watch the trainings videos, so they were unable to complete the goal. Professional staff each watched a minimum 8 training videos.
- Outcome: Goal partially met.

Department Name: Career Services

- Goal 1: Develop an inclusive and equitable Clothes Closet that meets the needs of the diverse student population. (Divisional Goal 2, 3, 6, College Goal 1.1, 1.4, 1.7, 2.1, 4.2)
- Data:
 - At the completion of the Spring 2022 semester the organization of the clothing items was completed. Using a non-binary approach clothes were separated by type and size. Student feedback has shown that this organization has created a more inclusive and safe space for students.
 - The 1st annual Fashion Show and Open House event was offered in the Spring 2022 semester. This coincided with the Jobs and Internship Fair and had 15 student volunteers serving as models.
 - Intentional thought and research were placed into the redesign of the Professional Clothes Closet, with the goal of creating an inclusive, equitable, and safe space for a diverse student population.
- Outcome: Goal met.

Department Name: Community Development

- Goal 3: Intercultural Center programming for students to build their ability to engage in and outside of the classroom setting to increase awareness around their social identity and to develop as leaders. (Divisional Goals 2 and 6, College Goals 1.1 and 2.1).
- Data:
 - Leadership development and advocacy skill development events: 168 students attended 14 events, and our collaborators were Talon Academy, Liberal Arts, ALAS, WOCE, MOC, AAS, POS, OEDI, Drake Library, ASC, Women and Gender Studies, Brockport Soccer, Advancement, M&T Bank, Ganondogan, SUNY Binghamton, and Dr. Albert Paul Brenson. Example of events include: Talon Academy Welcome, 5 Arts & Science Affinity, Financial Literacy, Puerto Rico Becoming a Colony, etc.
 - The center serves as a resource for existing student organizations for underrepresented students and assist in the development and establishment of future cultural, academic, service and social organizations to meet the growing needs of underrepresented students. 126 Students attended 3 events, and our collaborators were Talon Academy, ALAS, WOCE, International Center, and Latinas Unidas.
 - The center serves as a safe space, resource, facilitator, coordinator, and provider of support for underrepresented students. 159 Students attended 18 events, and our collaborators were Talon Academy, ALAS, AAS, POS, OEDI, Drake, Advancement, FSOCIG, and Dr. Albert Paul Brenson.
 - The Intercultural Center has become an integral part of the campus hosting a broad range of events for students and included campus, community, and alumni collaborators. It is the safe space for BIPOC students it was intended to be. The words, “Hey, how are you doing?” have transitioned from a greeting to a conversation starter.
- Outcome: Goal partially met.

Department Name: Counseling Center

- Goal 1: The Counseling Center will enhance cultural competency and develop and implement at least 2 innovative programs/initiatives specifically focusing on underrepresented students. (Divisional Goal 3 & 6, College Goal 1)
- Data:
 - The Counseling Center staff exceeded their goals to attend at least 2 certified professional development trainings on EDI, attend at least 2 campus events in support of historically underrepresented students, and offered the first BIPOC student counseling group in spring 2022.
 - The Associate Director chairs the Steve Fund steering committee and worked with members as well as the Steve Fund coach/staff gathering assessment data and analyzing EDI issues on campus.
- Outcome: Goal met.

Department Name: Educational Opportunity Program

- Goal 1: Increase the amount of EOP student engagement within culturally diverse events and programs within the EOP department (Divisional Goal 2, College Goal 1.1).
- Data:
 - Although Covid-19 compromised event plans as we would have liked, we were able to plan a few cultural events with limited attendance/restrictions. Hispanic History Celebration (120 students attended, End of Semester Celebration (Walk-through only, 66 students attended and the Black History Celebration (student and staff displayed artwork and decorated office doors celebrating Black History). Through department Counselor assessment data, we were able to determine that students felt the cultural events helped them to feel a sense of

belonging. Surveys were sent out to each student on the program asking the question did cultural events/programs create a sense of belonging.

- Outcome: Goal partially met.

Department Name: Financial Aid

- Goal 1: Facilitate regular DEI trainings at monthly staff meetings (Divisional Goal 2, 3, 4, 6, College Goal 1.1, 1.8, 4.2, 4.5).
- Data:
 - Financial Aid office staff participated in several DEI activities during the 2021-2022 academic year. Continued participation and opportunities for these trainings is both welcomed and looked forward to by staff. Staff participation in DEI related activities also extends outside of Brockport to our state aid association (NYSFAAA), where two members of our staff are members of the NYSFAAA DEI Committee.
- Outcome: Goal met.

Department Name: Prevention & Outreach Services

- Goal 3: Develop strategies to effectively use B129 Seymour Union space for LGBTQIA+ Student Lounge, Co-Curricular Space for Pride House LLC, Programming Space, Queer Closet, etc. (Divisional Goal 1, 2, 3, 6; College Goal 1.1, 1.5, 1.8, 1,10, 2.6, 4.2)
- Data:
 - On average, the LGBTQIA+ Student Lounge Located in Seymour B129 had 30-40 student users each week that came to the space to lounge, do homework, or hang out. This increased exponentially over the course of the academic year.
 - During each program offered that related to the LGBTQIA+ student experience, either within the lounge space or in a residence hall, post-program assessments were provided to each participant.
 - During the spring semester of 2021, prior to returning to in person staffing, POS added two LGBTQIA+ peer educators to its roster. During AY21-22, the department consistently had 6 LGBTQIA+ peer educators to provide programming and staffing for the Lounge.
 - Students were asked to complete a brief questionnaire when utilizing the Queer Closet. This questionnaire tracked demographics, but also provided space for students to give feedback about how the availability of the Queer Closet impacted their feeling of connection and ability to live authentically. This tracking mechanism was implemented halfway through the academic year, and it will continue to be formalized during AY22-23.
 - The free safer sex online ordering system tracked demographics to determine at what rate it was supporting LGBTQIA+ students.
- Outcome: Goal met.

Department Name: Residential Life/Learning Communities

- Goal 1: Provide identity conscious programs, staff training and operations that focus on improving the experience for all residential students. (Divisional Goal 2, 3, 6; College Goal 1.1, 1.8, 4.5)
- Data:
 - During the 2021-2022 academic year our RA staff was composed of 44.6% (fall 2021) and 46.4% (spring 2022) historically underrepresented students of color based on how students identified themselves.
 - During RA Training, student staff participated in trainings that focused on Racial Justice, LGBTQIA+ Inclusion, Bystander Intervention, Understanding Accessibility and Ableism, Cultural Competency and Mental Health Crises.

- All professional staff members participated in Mental Health First Aid training and SafeZone training. While non-residential life/learning communities staffing constraints prevented the ability to offer Cultural Competency and/or Racial Justice training for the professional team, we are hopeful for the partnership of collaborations with the Office of Equity, Diversity, and Inclusion for this upcoming year.
- During the 2021-2022 academic year, Residential Life/Learning Communities Equity, Diversity and Inclusion (EDI) committee provided programming and education to the residential student population. We provided programming that celebrated Hispanic Heritage Month, First Generation students, Black History Month and Women's History Month.
- Outcome: Goal met.

Department Name: Student Conduct

- Goal 2: Expand EDI training topics in Student Conduct training for Residential Life professional and student staff (Divisional Goal 1, 4; College Goal 1.1, 1.8)
- Data:
 - 90% (n=9) of Conduct Officers and 100% (n=21) of Conduct Board members completed the SUNY SCI module titled "Cultural Relevance and Inclusive, and Responding to Sexual and Interpersonal Violence on Campus."
 - Throughout the 2021-22 academic year, Student Conduct incorporated four Professional Development sessions for Resident Directors related to EDI topics and Student Conduct. The sessions were as follows:
 - Cultural Competency (Fall 2021), Motivational Interviewing (Fall 2021), Cultural Competency and Conflict Management (Spring 2022) & First Amendment Rights (Spring 2022)
 - Throughout the 2021-22 academic year, Student Conduct expanded EDI topics covered within professional and paraprofessional trainings. The training sections were designed for different audiences as follows:
 - Resident Directors: Bias in the Student Conduct Process (Fall 2021) & Recognizing Bias (Fall 2021).
 - Resident Assistants (all Resident Directors attended these sessions):
 - Bias in Student Conduct Reports (Fall 2021 and Spring 2022)
 - Bias in Incident Response (Fall 2021)
 - Acknowledging and Challenging Implicit Bias in Oneself (Fall 2021)
 - First Amendment Rights (Spring 2022)
 - Conflict Management Styles (Spring 2022)
 - Student Conduct Board (all Resident Directors attended this session)
 - Cultural Competency in Student Conduct Processes with Chief Diversity Officer, Damita Davis (Fall 2021)
- Outcome: Goal met.

Department Name: Student Conduct

- Goal 3: Continue development of restorative practices, including development of a Restorative Advisory board. (Divisional Goal 1, 4; College Goal 1.1, 1.8)
- Data:
 - The Office of Student Conduct has formed a partnership with the Office of Equity, Diversity & Inclusion to lead an advisory board that will explore opportunities to expand and implement restorative practices at SUNY Brockport.
- Outcome: Goal met.

Department Name: Student Union & Activities

- Goal 1: Adjust and implement strategies for increasing underrepresented student involvement in student organizations with a specific focus on engaging underrepresented males. (Divisional Goals, 2 and 6, College Goals 1.1 and 1.8)
- Data:
 - Partnered with various campus partners during summer 2021 (EOP, OEDI, ASC, CD, CC, SOSC) to review April 2021 focus groups for men of color students to seek input on how we can support and increase their involvement on campus. The working group reviewed the transcripts during the summer and collectively defined themes:
 - Importance of genuine relationships.
 - Importance of males of colors as mentors (junior/senior students, faculty/staff) and discussed need to fill the gap of junior/senior student mentors because of Covid-19.
 - How to manage constant pressure, time management.
 - Improve Faculty/staff relationships – need more men of color faculty/staff and need for other faculty/staff to be comfortable in genuine conversations.
 - Assistance with transition from downstate to Rochester/Brockport.
 - Communicate events/activities/opportunities.
- The working group did not complete the remainder of this task due to competing priorities for SUA staff.
- Outcome: Goal partially met.

Department Name: Undergraduate Admissions

- Goal 2: Continue to implement EDI best practices and strategic initiatives. (Divisional Goal 6, College Goal 1.8, 4.2)
- Data:
 - Fall 2022 target report: we have seen an increase in the number of students who self-identify as BIPOC who enrolled at Brockport and there is a significant increase in the yield of these students (16.96% in Fall 2022 vs. 13.05% in Fall 2021).
 - Our efforts in increasing scholarship opportunities, increasing event offerings (Ellsworth Bus Trip, Scholars Sleepover, and expanded NYC recruitment weeks), and revising out EOP academic review process have helped us to meet our overall goal.
 - The pilot of the Fannie Barrier Williams Scholarship helps provide access to higher education for students who may not otherwise be able to afford it. It has also helped us build relationships with schools within the counties listed and has supported affordability efforts.
- Outcome: Goal met.

Additional Key Findings:

The Fannie Barrier Williams Scholars Program was developed in 2021-2022, resulting from a partnership between SUNY Brockport and ESL. This scholarship and persistence program supports 30 low income students from the greater Rochester region.

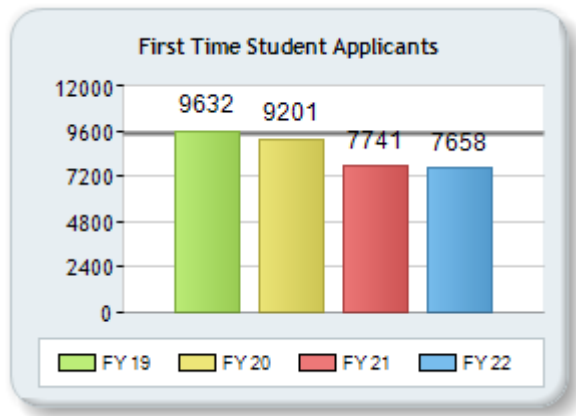
An identity and belonging landing page was created to showcase the various engagement opportunities.

Dissemination/Discussion of Key Findings:

Findings are discussed at EMSA Director's meetings, EMSA Assessment Team meetings, Office of Equity, Diversity and Inclusion progress reporting. Admissions and the Academic Success Center also reported out on the incoming student diversity and disaggregated retention trends to College Senate.

Section Five: Unit Key Performance Indicators

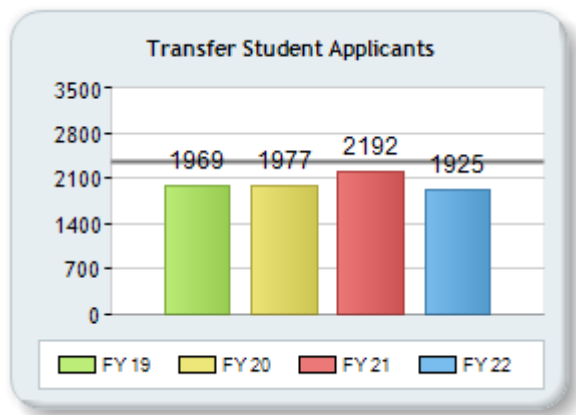
Key Performance Indicator: Total Number of First Time Student Applicants (as of May 18, 2022)



Analysis:

As of May 18, 2022, we saw a slight decrease in applications compared to 2021 (FY 21). The decrease in applications seen in FY 21 is due to Covid-19 and the decline in demographics in NYS and was seen across the entire SUNY system. This trend in applications continued into FY 22.

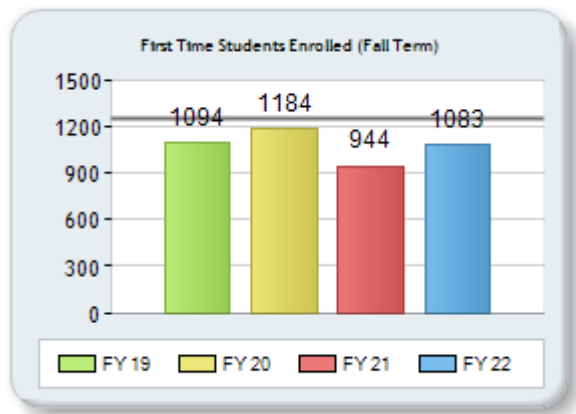
Key Performance Indicator: Total Number of Transfer Applicants (as of May 18, 2022)



Analysis:

Even though we saw an increase in transfer applications in FY 21, we saw a decrease in applications this year. Similar to first-year applications, this is most likely due to the Covid-19 pandemic and the general decline in community college enrollment (down 53,000 students over the past five years).

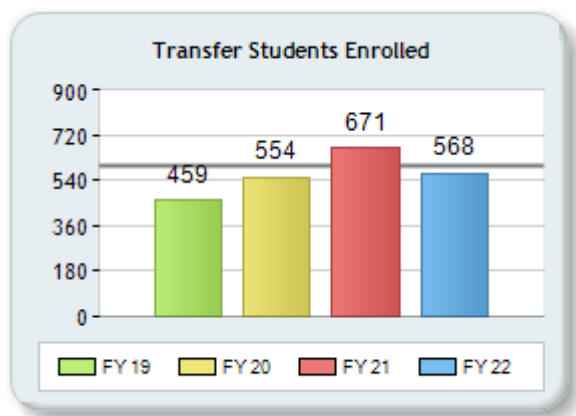
Key Performance Indicator: Total Number of First-Year Students Enrolled (as of May 18, 2022)



Analysis:

This year (FY 22), we have seen a return to “pre-Covid-19” numbers for first time students enrolled and we have seen an increase over last year (FY 21). Our goal this year will be adjusted to a more realistic goal for the declining demographics and impacts of Covid-19 on higher education.

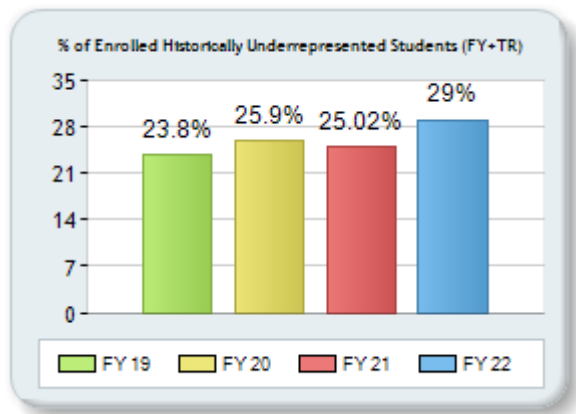
Key Performance Indicator: Total Number of Transfer Students Enrolled (as of May 19, 2022)



Analysis:

After seeing an increase in transfer students enrolled last year (FY 21), as of May 18, 2022, we have seen a decline this year (FY 22). There is a chance that we could get more enrolled transfer students over the summer, but it is unlikely that we will match the FY 21 enrollment.

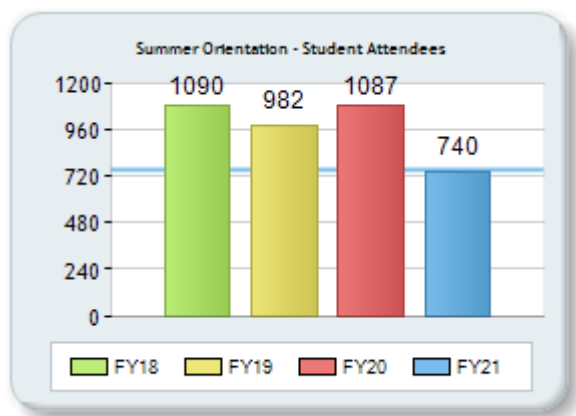
Key Performance Indicator: % of Enrolled Historically Underrepresented Students



Analysis:

Through new initiatives, such as the Fannie Barrier Williams Scholarship, we have seen an increase this year (FY 22) in the percent of students enrolled who are considered historically underrepresented students.

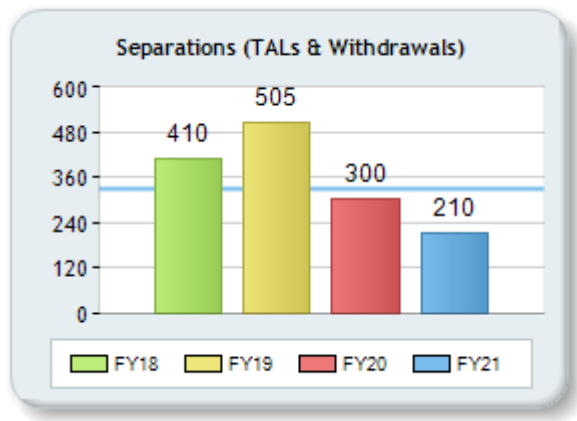
Key Performance Indicator: Summer Orientation: Student Attendees



Analysis:

Golden Eagle Orientation suffered due to complications from the pandemic, declining enrollment numbers, and problems with the format of the orientation. Summer 2022 enrollment and participation in summer orientation is projected to be closer to 2019 and 2020.

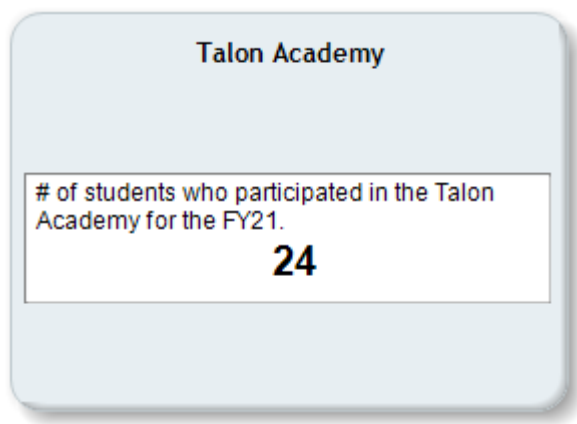
Key Performance Indicator: Separations (TALs and Withdrawals)



Analysis:

Separations from the College in the form of temporary academic leaves and withdrawals continued to decrease due to improvements in advising practices, early alert processes, and improved student supports. Numbers for FY21 are not final until the conclusion of FY21.

Key Performance Indicator: Talon Academy Participation



Analysis:

The number of students participating in Talon Academy, which is inclusive of students from various populations (EOP, Golden Eagle Academy, Second-Year, First-Year).

Key Performance Indicator: SUNY Brockport Athlete 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

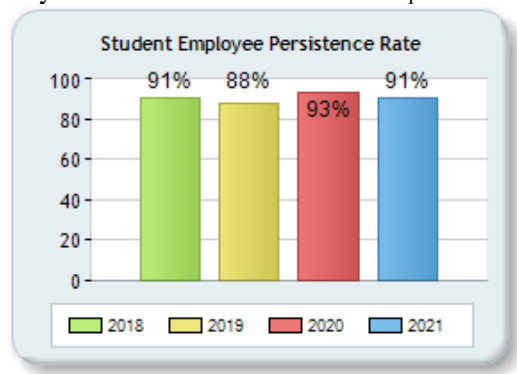
Analysis:

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 Athlete 2020-21 Persistence Outcomes Overall by Demographics (UG Students Only)

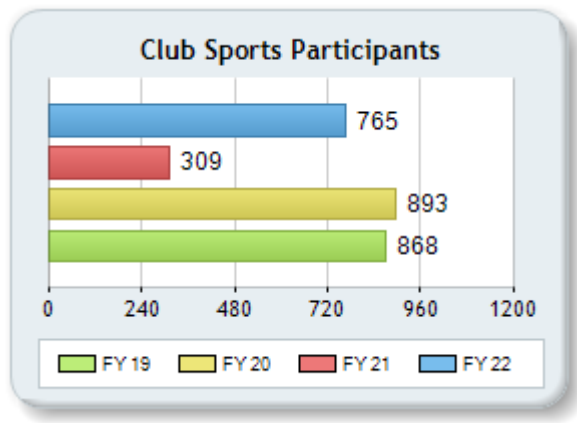
SUNY Brockport 2020-21 Persistence Outcomes Data (Overall)		(UG Students Only)	N	Persistence (%)	2020-21 Inst. GPA
Participated in Athletics	Underrepresented Minority		99	91.9%	2.93
	Not Underrepresented Minority		411	96.6%	3.30
	Non Resident Alien		1	*	*
	Unknown		15	86.7%	3.17
	Total		526	95.4%	3.23
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

Key Performance Indicator: Campus Recreation Student Employee Persistence Rate



Analysis: Campus Recreation student employee's persistence rate dropped 2 points from the 2019-20 year (93%). Campus Recreation student employees are persisting at 91% compared to the rest of the student body at 81%.

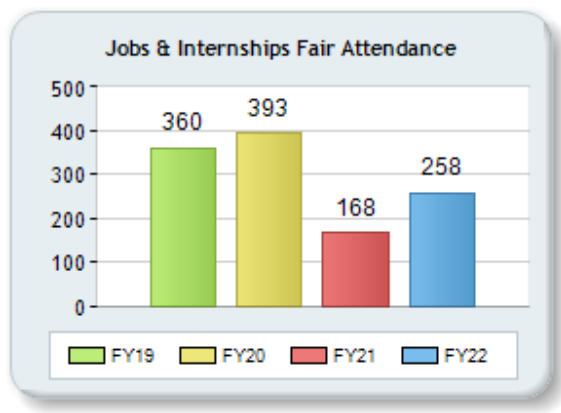
Key Performance Indicator: Club Sports Participants



Analysis:

Club Sports participants grew by 148% from previous year (309 participants).

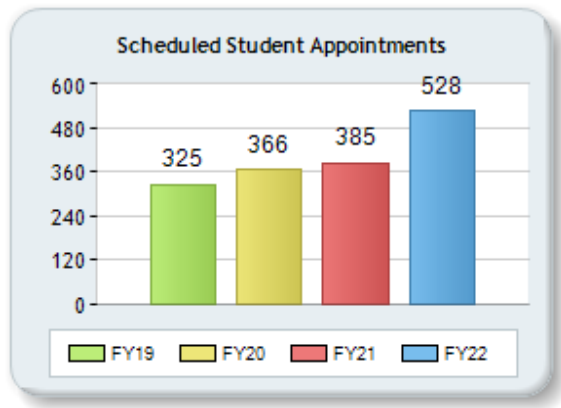
Key Performance Indicator: Jobs & Internship Fair Attendance



Analysis:

There was a 54% increase in attendance to the Jobs & Internship Fair in 2022. As one of the largest in person events in the academic year the intentional marketing done to engage students through departments and the EMSA division manifested in increased engagement from students.

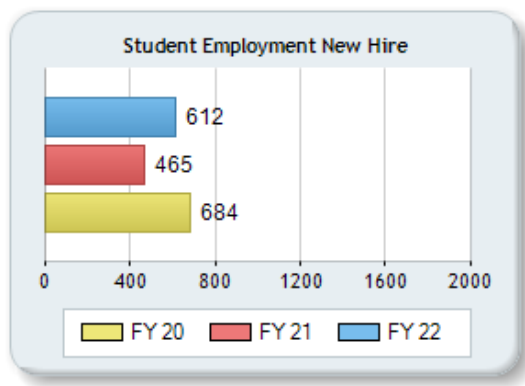
Key Performance Indicator: Career Services Student Appointments



Analysis:

Student appointments for career development saw a 27% increase from FY 21 to 22. This increase can be attributed to the intentional outreach and partnerships with faculty and departments, who are adding into their class syllabus and assignments that students meet with the office. Many of these initial student appointments resulted in repeat visits to the office both virtually and face to face.

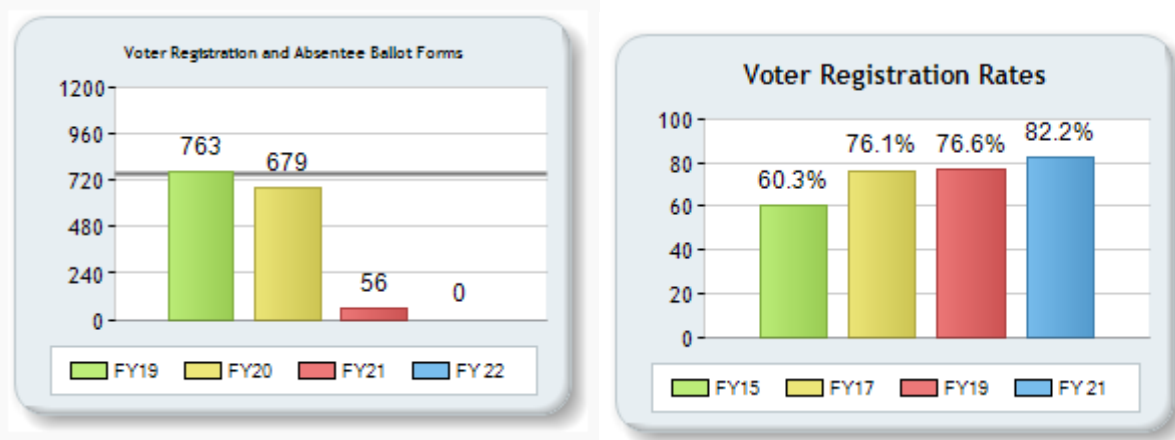
Key Performance Indicator: Student Employment New Hires



Analysis:

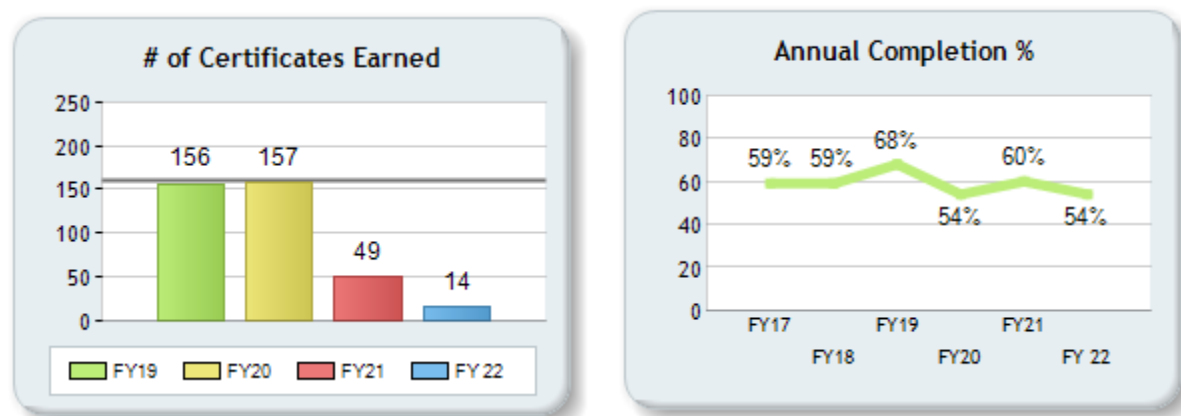
New hires for student employment increased by 24% from the previous year. This data will continue to be analyzed during the student employment CHIPs assessment. Additionally, 1079 Students were processed as "rehired" last year, up from 781 in the previous year.

Key Performance Indicator: Democratic Engagement – Voter Registration and Absentee Ballot Forms



Analysis: Attendance at all events and tabling continued to be negatively impacted by Covid-19. The number of voter registration and absentee ballot forms handed out dropped over the three previous years, dropping 11% in FY 20 and 92% FY 21 going from 679 in FYI 20 to 56 forms in FY 21. So few forms were handed out in FY 22, that we did not track them. We were not concerned because the overall voter registration rate among students on campus has been high and increasing from 60.3% in FY 15 to 76.1% in FY 17, 76.6% in FY 19, and 82.2% in FY 21. Based upon the low engagement at this time and high saturation of registered voters on campus numbers were not collected for registration and absentee ballot forms.

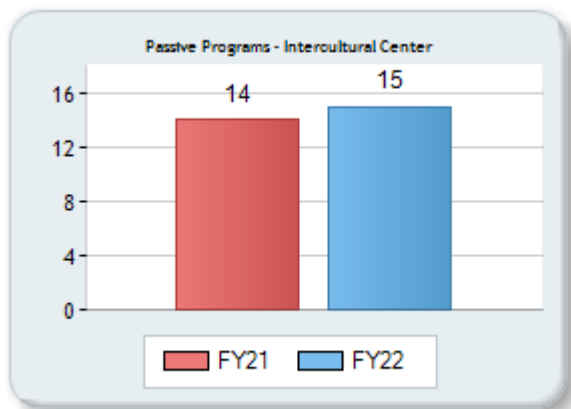
Key Performance Indicator: Leadership Development Program – Number of Certificates Earned & Annual Completion Percentage



Analysis: The continued drop in # of Certificates Earned from last academic year reflects both the continued impact of working to engage “post” Covid-19, and staff vacancies. We experienced a 69% drop in FY 21 from 157 to 49, and an additional 9% to 14 in FY 22. The Associate Director for Community Development position was vacant for a period and an interim was brought in on December 9, 2021. The Leadership Development Graduate Assistant left mid-year and the Graduate Intern stepped into the role.

In addition, the percentage of students of color participating in LDP has historically been high, with 46% in FY 19 and 54% in FY 20. A drop to 39% in FY 21 and move back up to 50% in FY 22 is not significant because of the low levels of overall participation in the program the last two years. Our goal in re-launch will be to achieve 50% students of color with the higher level of participation.

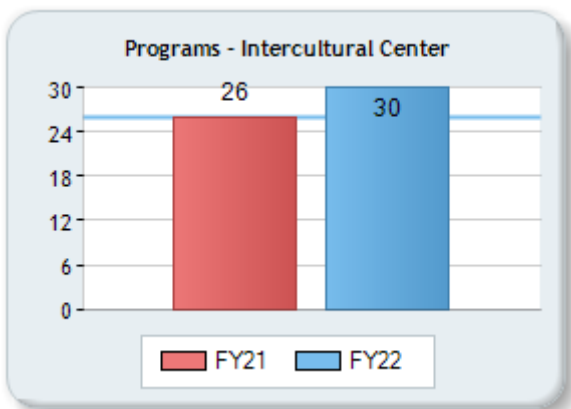
Key Performance Indicator: Intercultural Center Passive Programs



Analysis: Passive programs in the Intercultural Center started at 14 in the first year and moved up to 15 this second year. The first-year definition of passive programs included students attending external conferences. This is not consistent with the definition in other programs areas. Four events were removed from passive programs in FY21 to ensure passive programs reflect social media programming provided by the Intercultural Center.

- Fall: 7 (2 month long social media postings, 2 holiday postings, 3 infographic campaigns)
- Spring: 8 (2 month long social media postings, 2 holiday postings, 3 infographic campaigns)

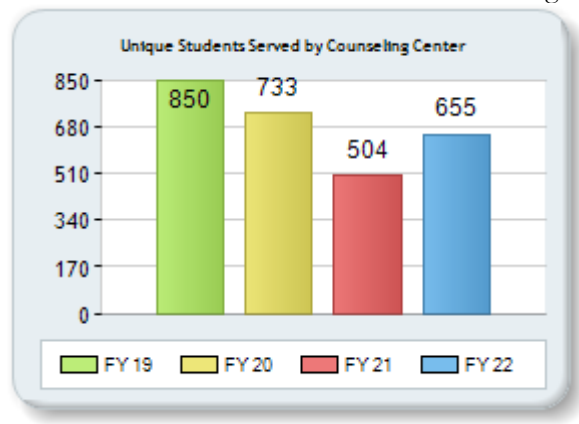
Key Performance Indicator: Intercultural Center Programs



Analysis: The Intercultural Center Coordinator shifted programming from virtual to in-person and arranged a broad array of programming as he works to respond to student needs and interests. Leveraging the skills and engagement of the team of 5 student leader Community Ambassadors, the programming increased from 26 programs in FY 21 to 30 in FY 22.

Key Performance Indicator: Unique Students Seen in Counseling Center

The Counseling Center saw 655 unique students for individual and group sessions. Note this number does not count students seen in more informal settings such as residence halls and outreach programs.

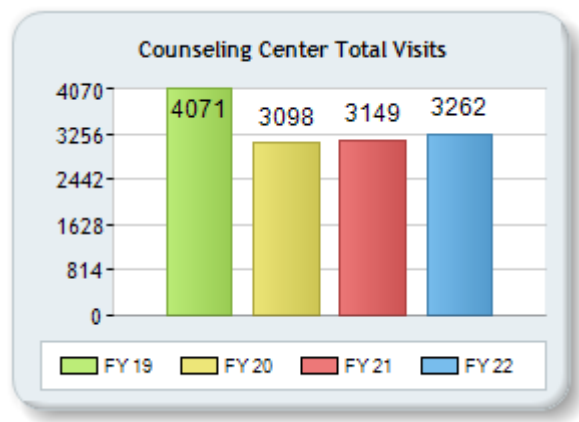


Analysis:

In 2020-2021, the CC saw a dramatic decrease in number of students seen due to fewer students being on campus and all sessions were virtual. The CC was able to increase the number seen this year by 30% as a result of the return of in person learning.

Key Performance Indicator: Counseling Center Total Attended Visits

The CC completed a total of 3262 attended individual and group counseling visits.



Analysis:

The number of The CC total attended visits went up slightly from the last 2 years, however it was still lower than pre-pandemic numbers. This is likely related to lower overall enrollment and fewer students living on campus.

Key Performance Indicator: EOP Graduates

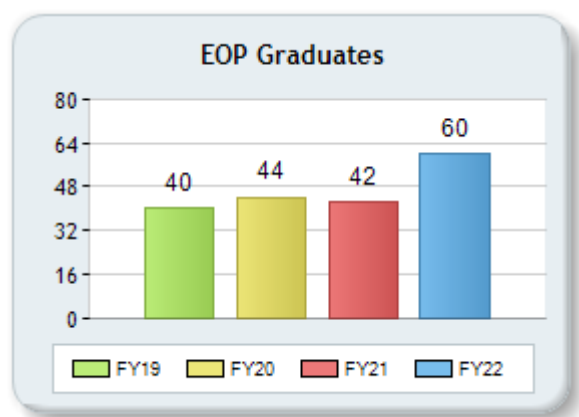


Figure 1: graph showing the number of EOP graduates in 2019, 2020, 2021, and 2022

Analysis:

The number of EOP graduates increased in 2022. EOP still remains a comparable graduation rate when analyzed with college data. Summer Graduates will be added upon completion of degree in August.

Key Performance Indicator: EOP Career Counseling Contacts

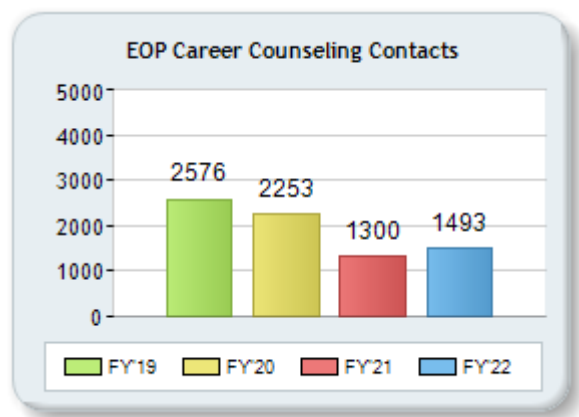
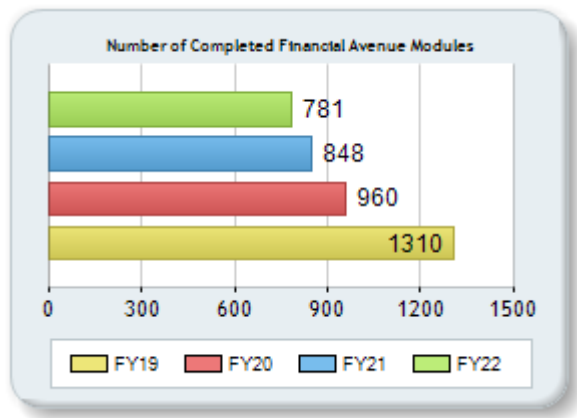


Figure 2: graph showing the number of EOP student career counseling contacts for 2019, 2020, 2021, and 2022

Analysis:

The number of counseling contacts for the purpose of career increased from 2020-2021 to 2021-2022 indicating an APPR form return increase of 13% from the previous year.

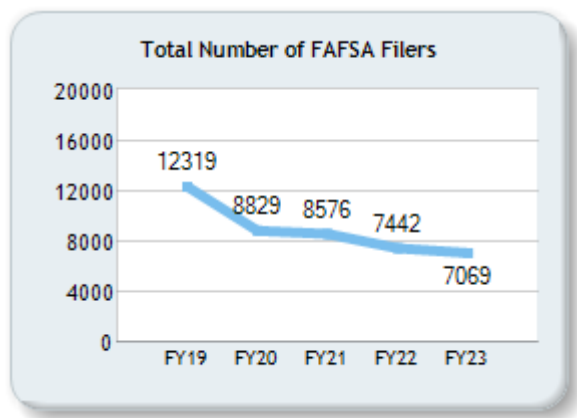
Key Performance Indicator: Number of Completed Financial Avenue Modules



Analysis:

The number of SUNY SMART TRACK Financial Avenue modules completed are down from the previous year (FY21). This decrease can be attributed to a few factors. The first would be the declining enrollment numbers from previous years. It is also likely attributed to the lingering aftereffects of distance education due to the pandemic coupled with the transition back to formal in-person learning for the 2021-2022 year. Our team continues to work with other areas on campus and the SUNY Financial Literacy Task Force to increase usage for the 22-23 academic year.

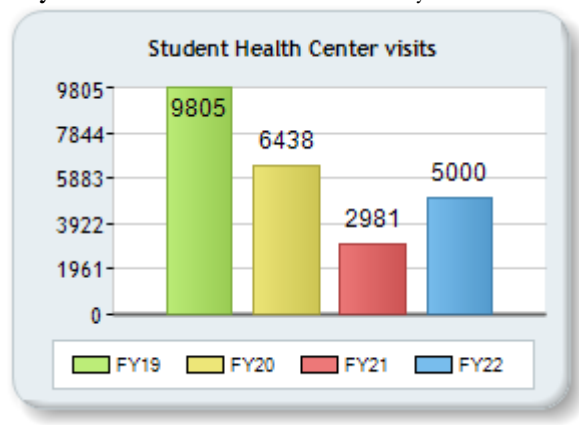
Key Performance Indicator: Total Number of FAFSA Filers



Analysis:

Like many colleges, Brockport is also experiencing the alarming growing downward trend of student's not completing FAFSA applications. This decrease could be attributed to the declining enrollment numbers from previous years.

Key Performance Indicator: Yearly Health Center Visits



Analysis:

As students resume in person classes and residential life activities, the number of student health center visits has increased from last year. Satisfaction survey and telephone call information revealed students had concerns coming to the health center:

1. Fear of getting Covid-19
2. Fear of testing positive and being isolated.

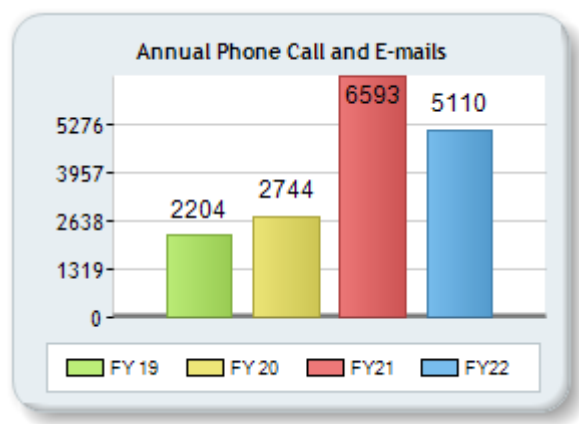
We look forward to returning conversations towards student health and wellness and expanding awareness of provided services to continue to increase student visit volumes over the next year.

Visit numbers are another area difficult to assess, depending on whether we consider Covid-19 phone triages as a visit.

Total Covid-19 interactions:

- July 2021- May 27, 2022- 1331 patient Covid-19 interactions (Positive student), July 2020- June 2021 -863 positives

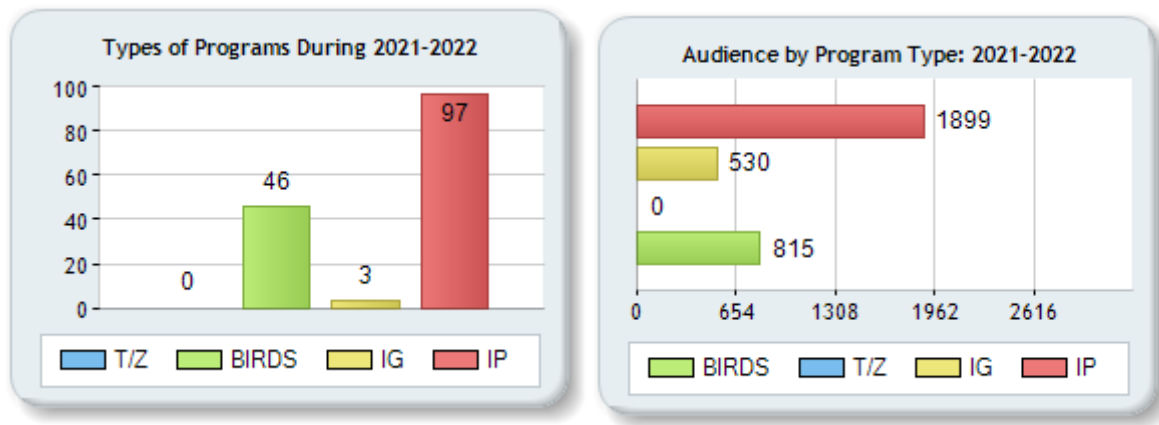
Key Performance Indicator: Health Center Annual Phone Calls and Emails



Analysis:

Phone calls and e-mail volumes remain much higher than traditional years. The use of telehealth and nurse triage calls were vital to supporting Covid-19 needs with positive students, exposures and contact tracing. We note a decrease from last year as quarantine mandates have evolved. Not all outreach clinic work is captured in this KPI data. Secure messaging is one of our primary methods of communicating exposure information to students and we have not been able to capture that work volume in our electronic medical record.

Key Performance Indicator: Prevention & Outreach Services Program Delivery

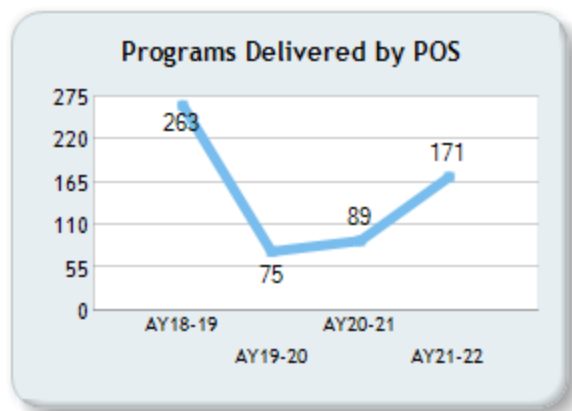


T/Z: Teams/Zoom

BIRDS: Brockport Influencing Responsible Decisions (Tabling Events)

IG: Instagram Lives

IP: In Person



Analysis:

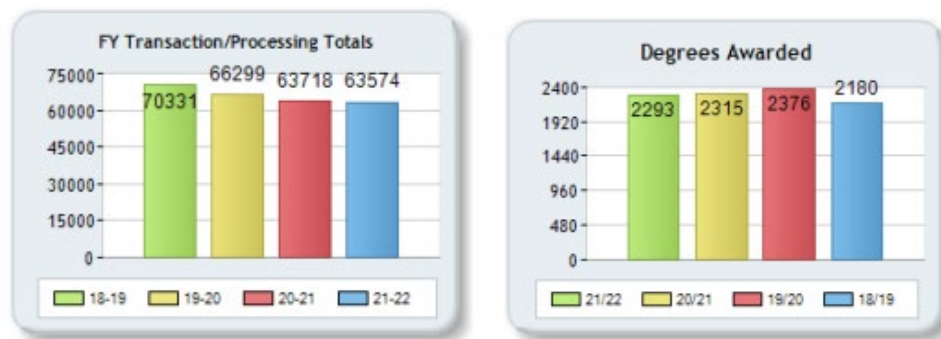
During the pandemic, POS adapted its programming to meet student needs in a remote setting. As such, most of our programs happened via Microsoft Teams or Instagram Live. The workshops held via Teams were the least successful modality, and the Instagram Live events were the most successful. However, during AY21-22, POS returned to primarily in-person programs. We offered no workshops solely on Teams, though some of our programs (e.g., Lavender Graduation) had a remote option for people who were unable to attend in person.

Key Performance Indicator: Overall Registration & Records Transactions and Satisfaction

In comparison to FY20-21 with 63,718 transactions, FY21-22 had a very slight reduction with 63,574 transactions all tied to registration, scheduling, grading and degree processing which updates student academic records within Banner-. Web transactions versus manual processing have had no change and remain the same with 76% of transactions are online and 24% requiring staff intervention to add/drop/withdraw and specialized coursework.

Other processing:

Below offers a summary showing stable trends for transaction totals and degrees awarded

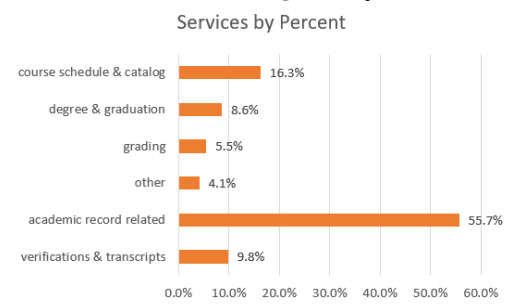


Analysis:

Transactional data and degrees awarded remains consistent and are tracked throughout the year substantiating the registration and records office as busy all twelve months of the year with some months experiencing surges in processing due to start and end of term processing along with end of term graduation processing when degree audits are reviewed and cleared with diplomas being generated. The reduction in degrees awarded was insignificant to operations despite fewer enrollments and available classes; efforts to uphold services continued despite the impacts of Covid-19 on student engagement with RPS working diligently to process increased scheduling changes including numerous room updates, faculty changes, and other course related modifications as required when adjusting for precarious times.

Key Performance Indicator: Registrar Email and Service Tracking

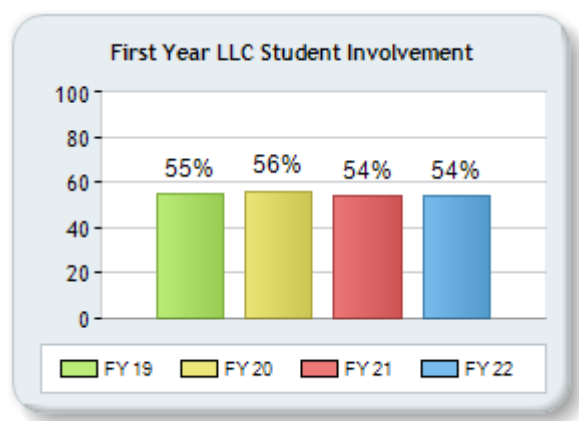
Since June 2021, the registrar@brockport.edu email has received 31,575 emails not counting the additional emails sent to schedule@brockport.edu and degree@brockport.edu.



Analysis:

Emails are consistent with prior year totals with a slight decrease. The decrease is associated with students being able to obtain information independently accessing the departmental website. The shift to using e-forms to request processing substantiates the workload within this department has not decreased. The above graph shows high traffic service areas substantiating work performed.

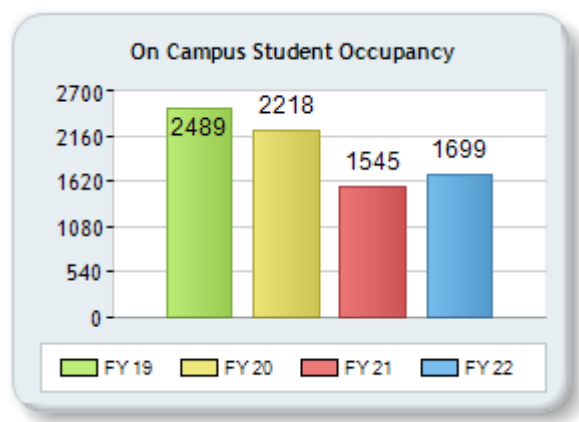
Key Performance Indicator: First-Year LLC Student Involvement



Analysis:

The percentage and number (FY 19 = 597, FY 20 = 511, FY 21 = 476, FY 22 = 435) of First-Year students in Living Learning Communities has remained stable over the last four years. The slight decrease seen between FY 20 and FY 21 is likely due to the Covid-19 pandemic and declining enrollment. In addition, the desire for singles continued to be a major trend, which reduced the number of students in LLCs as single preference was honored before LLC preference.

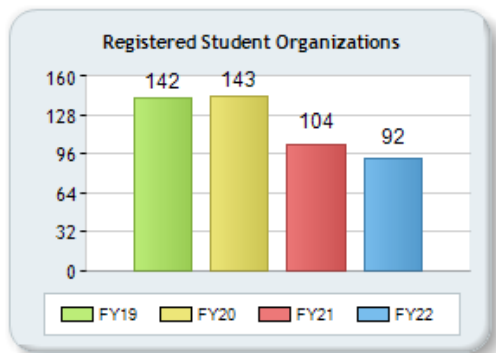
Key Performance Indicator: On Campus Student Occupancy



Analysis:

Overall, we saw an increase in campus occupancy in FY 22 compared to FY 21. This was in part due to a return to “normalcy” and Brockport no longer offering 100% online exemptions for residential students due to Covid-19. During FY 22 we also increased marketing efforts to students who reside within 30 miles of Brockport, highlighting the benefits of living on-campus.

Key Performance Indicator: Registered Student Organizations.



Analysis: Total number of student organization registrations in FY 22 is 92. This number has gone down since Covid-19 began. In FY 19 there were 142 registered organizations, and in FY 20 there were 143. FY 21 saw a drop to 104 and continued in FY 22.

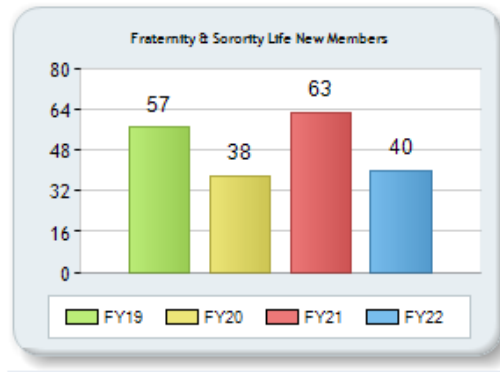
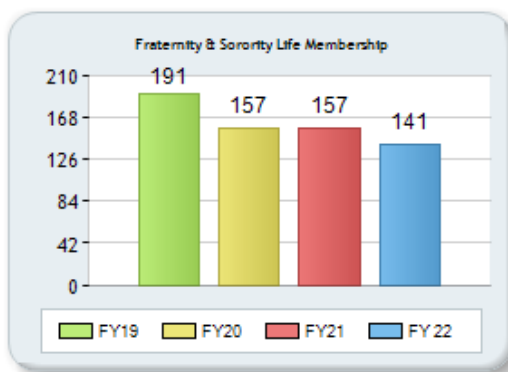
1. Academic Honor Societies: 1
2. BSG Clubs: 68
3. Campus Recreation Club Sports: 24
4. Fraternities/Sororities and councils: 10

Total number of organization officers (Presidents, Vice Presidents, Treasurers, Secretaries): 299

Total number of organization advisors: 88; Total number of new organizations for 2021-2022: 3

The 28% decline in organization registrations in FY 21 was directly related to Covid-19. The additional 8% decline in FY 22 may be and there may be other variables.

Key Performance Indicator: Fraternity & Sorority Life Membership



Analysis: Total newly initiated Fraternity & Sorority Life members at Brockport during FY 22 was 40. This is down 36% from FY 21. To address the impact of Covid-19 the National Panhellenic Council, the NPC allowed Delta Phi Epsilon and Phi Sigma Sigma, the two largest sororities to bring in new members two times in the 2020/2021 academic year. The national policy proved effective because it brought the local numbers up in that year.

Key Performance Indicator: BSG/SUA Program Attendance Numbers

2021-2022

- Attendance data was not collected
- 91 Events

2020-2021

- 6,045 BSG/SUA
- 90 events

2019-2020

- 14, 039 BSG/SUA
- 132 events

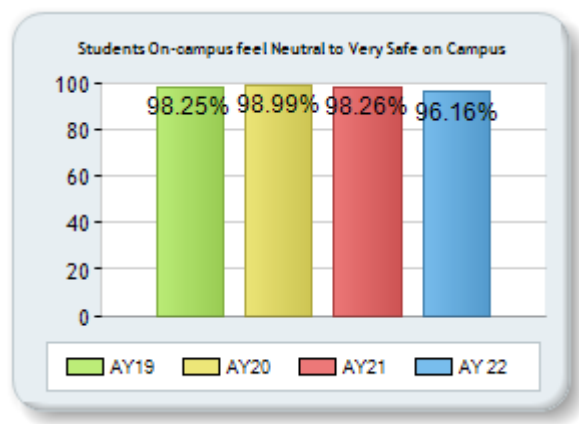
2018-2019

- 27,134 BSG/SUA
- 195 events

Analysis: SUNY Brockport has been working to return to in-person events. We did not track attendance at events during 2021-2022. Our focus on keeping everyone safe, establishing and following evolving Covid-19 guidelines made tracking numbers less of a priority.

Professional staff were needed in pre-event meetings that our student event managers would normally have been able to handle to ensure Covid-19 safety guidelines were in compliance. This added a layer of professional time connected to pre-event planning and approval, because the event still had to go to weekly event meeting team. We will assess how we have historically collected attendance data, and what the information is providing. In our effort to move beyond numbers we will explore how we might measure level of engagement and representation across the range of identity groups on campus.

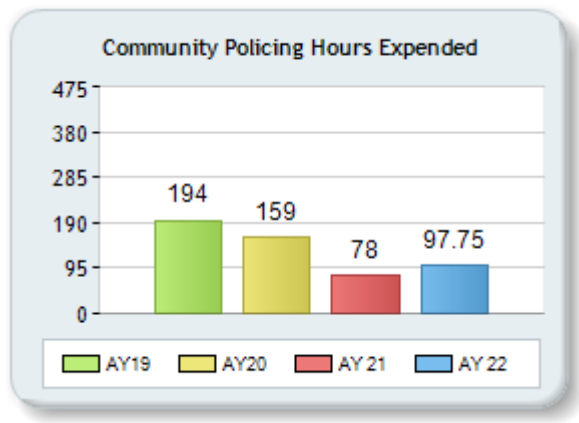
Key Performance Indicator: Student's sense of safety on campus



Analysis:

Students have continued to feel neutral to very safe while on campus. These percentages have remained quite stable during this surveyed time.

Key Performance Indicator: Community Policing hours expended



Analysis:

As we entered this school year, there was still Covid-19 restrictions in place on the campus. With the pandemic still a concern, the ability to interact has been limited. The Department is continuing to work towards pre pandemic numbers.

Section Six: 2022-2023 Strategic Annual Goals & Action Plans

Divisional Goals 2022-2027:

1. **Inclusive Excellence:** Utilize equity-minded practices and programs to foster optimal learning, living and work environments. (SP 1.D, 2.D, 4.E)
2. **Grow and Sustain Enrollment:** Strive for the highest likelihood of student enrollment, persistence, graduation and success. (SP 1.A, 1.B, 3.A)
3. **Refine and Enhance Services:** Increase collaboration and the use of technology to streamline and enhance recruitment, financial, and academic support models (SP 1.C, 2.B, 3.A, 4.B)
4. **Become the Engaged SUNY:** Cultivate and deliver services and activities that strengthen student engagement, support and belonging to the college and community. (SP 1.A, 1.D, 2.D.)
5. **Support Staff Satisfaction & Success:** Create an inclusive culture grounded in purposeful supervision, mentoring and professional development to support employee effectiveness, satisfaction and success. (4.A, 4.D)
6. **Strategic Fiscal Management:** Employ responsible budget management that supports the physical environment and sustainability. (SP 3.B, 3.D)

EMSA Strategic Annual Goal 1: Inclusive Excellence: Utilize equity-minded practices and programs to foster optimal learning, living and work environments. (SP 1.D, 2.D, 4.E)

Action Plan & Timeline

Academic Success Center 3: Identify and adapt to areas of growth and redevelopment within the Academic Success Center based on evolving student needs, changing staffing structure, and updated College priorities (Divisional Goal 1 & 2, College Goal 1 B & C, 4A).

Action Plan

- Refine a program of onboarding and mentorship that empowers our staff and students, promoting their autonomy and judgment while ensuring they possess all of the resources and knowledge necessary for the effective execution of the roles.
- The redistribution of programmatic responsibilities (Talon Academy, Men of Color, Second-Year, Transfer Year, and Peer Mentorship, amongst others) and implementation of new programs, such as the Fannie Barrier Williams Scholars program, will be evaluated and refined as time progresses.
- We continue to evaluate staff morale as it applies to responsibilities and workload to ensure the health, wellbeing, happiness, and effectiveness of our staff. We will be holding regular check-ins to gauge sentiments in the ASC, with the expectation that staff will be heard and responded to.

Athletics 1: Offer comprehensive programming that 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. Rizzzone) 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.

Campus Recreation 1: Professional staff will utilize BizLibrary to increase EDI awareness (Divisional Goal 1 & 5, College Goal 4B).

Action Plan

- Minimally each month the professional staff will decide on a training video to review, which will then be discussed at future staff meeting.

Campus Recreation 2: Campus Recreation's student employee will reflect the diversity of the college (Divisional Goal 1 & 2, College Goal 1C).

Action Plan

- Recruitment of a diverse candidate pool for student employment by utilizing contacts throughout campus (EOP, cultural clubs, etc.).

Counseling Center 1: In response to the Steve Fund Needs Assessment Report, and feedback from BIPOC students, the Counseling Center will identify and promote the mental health and well-being of our students of color. (Divisional Goal 1, 3, 4; College Goal 1A)

Action Plan:

- The Counseling Center will reduce barriers to treatment by offering online scheduling for initial and acute appointments.
- Develop programs and services specifically focused on BIPOC students and improving access to services to increase the number of BIPOC students receiving mental health support.
- Outreach to the leaders of cultural clubs to establish working relationships, and engage in co-sponsored programs. Enhance our outreach in the residence halls and classrooms to "meet students where they're at" by using multiple means of communication including emails, social media and in person meetings.
- Counselors will work closely with liaisons in both RLLC and Academic Affairs to provide guidance and consultation re: best practices as recommended by the Steve Fund (i.e., inclusiveness in residence hall programming; culturally competent approaches to behavior expectations; including mental health statements on course syllabi.

Financial Aid 3: Facilitate regular staff participation in DEI trainings and discussions within staff meetings (Divisional Goal 1, College Goal 4.D, 4.E).

Action Plan

- Provide DEI training opportunities for staff to participate in. Incorporate trainings and discussions of trainings into staff meeting.

Registration & Records 4: Continue supporting staff training with focus on Equity Diversity & Inclusion and improved customer service. This goal is critical to support efforts to promote EDI, ensure desired customer service standards, and to develop staff with trainings that support personal growth and to support EDI goals (Divisional Goal 2, 3, 6, College Goal 1.A, 1.D, 2.D, 4.E).

Action Plan

- Develop positive rapport and positive reputation with students; Continue annual assessment surveys asking patrons for feedback validating and indicating performance, satisfaction, and SLOs.
- Promote and support continued staff training.
- Track trainings monitoring progress involving completion of trainings and overseeing ongoing assessment/surveys tracking progress monthly.

Student Conduct 1: Complete a comprehensive review of the Code of Student Conduct (Divisional Goal 1,4; College Goal 4.E).

Action Plan:

- Create a campus wide committee, including student representation.
- Review current Code of Student Conduct and benchmark against national best practices.
- Make revisions of the Code of Student Conduct to reflect the needs of the SUNY Brockport campus and ensure equity and fairness in our process. Publish new Code of Student Conduct for 2023-23 academic year.

Student Union, Leadership & Activities 1: To re-envision and brand SULA given the merger of SUA and ComDev (Divisional Goal 1, 2, and 4, College Goal 1.B, 2.D, and 4.A).

Action Plan

- Develop and implement effective communication and implementation of re-envisioned departmental focus.
- Engage in hiring, selection, and on-boarding process for open positions.
- Update modes of promotion and communicate to students, college, and community stakeholders.
- Engage in additional strategic planning sessions as a full staff and implement plans as appropriate.

Student Union, Leadership & Activities 4: Adjust and implement strategies for increasing underrepresented student involvement in student organizations with a specific focus on engaging underrepresented males by utilizing the themes compiled from focus groups in summer 2021. (Divisional Goals 1, 2, and 4, and College Goals 1.B, 1.C, 2.C, and 4.B)

Action Plan

- Gather workgroup to ensure members bring expertise and the ability to focus on strategies for increasing underrepresented student involvement in student organizations.
- Building from themes identified in summer 2021, identify strategies, create action plan, and develop a timeline for implementation.
- Ensure that Student Leader Organization Training and Organization Leadership Certificate program is inclusive of the needs of underrepresented students.
- Increase communication and promotion of involvement opportunities aimed at BIPOC students not currently involved in programming.

Undergraduate Admissions 2: Be intentional in our efforts to be equitable and inclusive throughout the Admissions process through meaningful staff conversations, staff training, clear expectations, and more inclusive scholarships. (Divisional Goals 1 & 4; College Goal 1C, 1D, & 4E)

Action Plan:

- Discuss relevant and meaningful articles in bi-weekly staff meetings to involve everyone in important conversations. Discuss and reflect on topics such as supporting veterans and dependents of veterans, implicit bias, access and affordability, equitable practice in higher education, and current events impacting higher education.
- Revise staffing expectations for the Bus Trip so that it has the same level of importance and customer service as Scholar Sleepover.
- Create strategies to allow scholarships to be more inclusive by continuing to move the needle with EOP, merit, and Honors scholarships.

EMSA Strategic Annual Goal 2: Grow and Sustain Enrollment: Strive for the highest likelihood of student enrollment, persistence, graduation and success (SP 1.A, 1.B, 3.A).

Action Plan & Timeline

EMSA: Establish an elevated first six weeks plan to promote a sense of belonging, share resources and school spirit (SP 1.A, 1.B, 3.A).

Action Plan:

- Continue summer 2022 planning for a coordinated first 6 weeks plan among various EMSA departments.

EMSA: Explore, review and develop strategic enrollment management practices and plans in EMSA. Support the development of a college-wide SEM plan (SP 3.A).

Action Plan:

- Continue summer 2022 planning with a cross-divisional team to explore, research and develop a SEM plan by summer 2023.

Academic Success Center 2: Use creative programming, including technology and campus partnerships, to enhance the services provided to all students, with the intention to identify, track, and create programming to ensure the retention and persistence of cohorts, including underrepresented populations (Divisional Goal 1, 2, 3, College Goal 1C & 3A).

- We continue to promote the utility and effectiveness of the existing technological resources with our colleagues on campus, so as to create a community of practice that benefits from increased input in these platforms. With a focus on increasing efficacy in EagleSUCCESS, Banner, etc., we intend for a standard skill level to be achieved by the bulk of the campus within the next two review cycles.
- As part of our emphasis on the meaningfulness and worth of the offerings of the ASC and our various success initiatives, we are in the process of defining an array of assessments to ensure that the needs of the campus are being met, including but not limited to engagement with the ASC (students and faculty), attendance at programs, and participation in support roles (volunteering at activities).

Career Services 3: Engage with employers to facilitate experiential learning opportunities and employment pipelines for students. Facilitate strong relationships with employers to maximize opportunities for student placement (Divisional Goal 1-4, College Goal 1D, 2B, 3A).

Action Plan:

- Develop an employer relations plan that parses out how each arm of the office engages with Career and includes an ongoing communication plan.
- Update Internship Website and resources.
- Utilize employer relations to establish new experiential learning opportunities.
- Keep on track through departmental Check-ins for action items will be held in August 2022, November 2022, and March 2023.

EOP 2: To retain 80% of the EOP summer 2022 freshmen cohort (Divisional Goal 2, 4, College Goal 1. A, B, C, 2. D).

Action Plan

- During the AY 2022-2023 EOP staff and counselors will have a more intrusive approach to meeting freshmen needs for academic success. Counselors will meet with all freshmen a minimum of once a week to focus on academic, financial, and social and emotional needs. The EOP staff will plan more culturally relevant engagement and events to help students feel welcome on campus.

EOP 3: To recruit and retain students that have separated from the college without completing their degree. This will focus on students who have 15 or fewer credits left to degree completion. (Divisional Goal 2, 3, College Goal 3. A)

Action Plan

- EOP Staff will seek out, by direct contact, students that meet the goal of the criteria.

Prevention & Outreach Services 2: Expand outreach efforts to student populations experiencing retention, persistence, and degree completion deficits (e.g. Black men, Latinx women, LGBTQIA+ students, etc.) (Divisional Goal: 1, 2, 3, 4; College Goal: 1C, 3A).

Action Plan:

- POS will continue to ensure that every program, workshop, event, and intervention offered comprehensively collects assessment data to have a better understanding of how the work of the office reaches, or doesn't reach, Black men and Latinx women students.
- POS will partner with Community Development and the Intercultural Center to provide collaborative programs for students in spaces where they are already comfortable and feel seen.
- POS will use best practices to ensure that its offerings do not reinforce white supremacy and recognize historical barriers to wellbeing.
- POS will conduct focus groups with students to determine their perceptions about POS, needs, and goals for improving prevention work.

Registration & Records 3: Implement Student Outcome Tracking software. Continue setups needed to implement Student Outcome Tracking (SOT) targeted implementation for the start of the 2022-2023 financial aid year: including the required Summer 2022 implementation of the latest DegreeWorks upgrade to 5.07; Divisional Goal 2, 3, College Goal 1.A, 1.B,

Action Plan:

- R&R will be working with the IT programming staff, performing testing using the latest data, as well as partnering Academic Affairs to implement SOT for the 2022-2023 aid year. Trainings will be scheduled to train, familiarize, and immerse stakeholders offering insights related to new messaging associated with SOT.

Undergraduate Admissions 1: Enroll 1150 First Time students and 500 Transfer students supporting the College in meeting or exceeding SUNY and College enrollment goals (Divisional Goal 2; College Goal 1A & 3A).

Action Plan:

- Continue using marketing strategies to send information about the opportunities at Brockport to students through mailings, email, text, video, targeted ads, and social media. Create personalized marketing plans through Slate to meet the needs of interested students.

- Continue to successfully execute recruitment events, such as Open House, Accepted Student Days, Accepted Student Receptions, Ellsworth Bus Trip, and Scholars Sleepover.
- Maintain the academic quality of incoming students through application review. Track the quality of students through Slate target reporting.

Undergraduate Admissions 3: Revise the structure of high school visits to meet the needs of the school and territory (Divisional Goal 2; College Goal 1A, 3A, & 2A).

Action Plan:

- Where it makes sense, transition the traditional high school visit to an “Instant Decision Day” structure. Encourage students to sign up for the visit and review their transcript with them to allow for more intentional conversations.
- Track attendance at high school visits and track the percentage of students who successfully apply/enroll after attending a visit. Compare data to previous years.
- Create intentional marketing for counselors with updates to allow advisors to be able to connect with counselors as well as students at visits.

EMSA Strategic Annual Goal 3: Refine and Enhance Services: Increase collaboration and the use of technology to streamline and enhance recruitment, financial, and academic support models (SP 1.C, 2.B, 3.A, 4.B).

Action Plan & Timeline

EMSA: Continue to utilize self-assessment practices outlined by the Council for the Advancement of Standards in Higher Education (SP 1C).

Action Plan:

- Develop a new CAS cycle for 2022-2027 that accounts for changes in EMSA departments.
- Kick off a new CAS self-assessment schedule and training.

Career Services 1: Establish comprehensive institutional policies regarding best practices for student employment, including supervisor expectations, appointment procedures, and career development integration (Divisional Goal 2, 3, 4, College Goal 1C).

Action Plan:

- Creation of supervisor handbook, training modules and student employee training materials with included checklists; before, during, and after hiring.
- Creation of campus wage band policy and creation of policies that are equitable, diverse, and inclusive to all stakeholders.
- Update student employment website.

Career Services 2: Redesign/establish departmental policies and procedures related to better tracking, collaboration, and efficiencies when it comes to supporting student engagement and campus partnerships (Divisional Goal 3 College Goal 1C, 2B, 3A, 4B).

Action Plan:

- Creation of communication plan to disseminate mission, opportunities to partner, and goals of department to campus stakeholders.

- Utilize process mapping and checklists to better establish departmental policies and procedures in order to assist staff and campus partners in collaboration and understanding their impact. This will include student employment and clothes closet procedures as well as Handshake usage policies and Mentoring opportunities.
- The reinstitution of a Data Dashboard to track student engagement initiatives listed above.

Counseling Center 2:

- The Counseling Center will enhance outreach efforts to students to engage with them in ways other than 1:1 or group counseling (Divisional Goal 3; College Goal 1D).

Action Plan:

- Staff members will be assigned to create Counseling Center social media pages & the website; creating content in collaboration with CC staff; and marketing to students, using digital signage, etc.
- CC graduate interns will engage in tabling events around campus to increase visibility and to engage informally with students.
- Each counselor will be responsible for creating and implementing at least 1 innovative program or event.

Financial Aid 2: Increase collaboration with other offices within EMSA. Through collaboration engage current and prospective students to further support enrollment and retention (Divisional Goal 3, College Goal 1C, 4A, 4D).

Action Plan:

- Arrange cross-departmental activities and projects to enhance student experience.

Hazen Health Center 1 & Prevention & Outreach Services 1: Increase the accessibility of safer sex supplies and services (including condoms, STI/HIV testing and PrEP access, etc.) particularly among at risk populations (Divisional Goal 1 & 4, College Goal 1, 2).

Action Plan:

- The HC and POS will collaborate with community organizations like Trillium to provide free HIV/STI testing, free transportation to their clinic for PrEP services as well as community outreach events on campus targeting at risk populations. (At risk, populations include Gay/Bi men o, African Americans, Latinx people, injection drug users and Trans* students.)
- The HC and POS will collaborate with college communication to provide ongoing and inclusive messaging to promote awareness of HIV testing, PrEP access, STI testing and other safer sex services on campus. This will include digital messaging and targeted social media content.

Hazen Health Center 2: Student self-scheduling for clinic appointments will be available by Dec 1, 2022, for students to schedule their own appointments (Divisional Goal 1, 4; College Goal 1C).

Action Plan:

- Staff will learn the basics of setting up self-scheduling through our electronic medical record and follow up with the vendor if more specifics are required.

Registration & Records 1: Implement external production of diplomas; requires secured data feeds meeting the external vendor's requirements to produce newly validated and conferred degrees to generate new diplomas or supply past degree data for replacement diplomas; 2022-2023 is the planned timeframe for implementation (Divisional Goal 2, 3, 6; College Goal 1A).

Action Plan

- R&R is working with the IT and the external vendor to initiate, test, and implement this new process and product; including the goal to have 12/2022 diplomas generated externally.

Registration & Records 2: Digitize/archive 271890 paper student files. Now with adjusted annual targets while retraining due to external changes such as software upgrades and process modifications (Divisional Goal 2, 3, 6 College Goal 1.A).

Action Plan

- This is a robust goal and requires a dedicated temp-staff to be hired to complete the project. Once hired and trained scanning and archival processes are repetitive and will require documents scanned and indexed with us setting production targets to monitor progress.

Student Conduct 2: Increase the student perception of fairness in the Student Conduct process and increase student knowledge of the Student Conduct process (Divisional Goal 3 & 4; College Goal 1D).

Action Plan:

- Update professional and para-professional staff training regarding the rights of students throughout the Student Conduct process.
- Increase educational programming about policies and procedures in the Residence Halls.
- Assess efficacy of communication and perception at end of Fall 2022 semester.

Undergraduate Admissions 4: Utilize the unique features in Slate to simplify the enrollment process for students and provide consistency of care and information across departments (Divisional Goals 2 & 3; College Goal 2C & 4D).

Action Plan:

- Complete the implementation of Student Success in Slate.
- Add financial aid data points from FAFSA and enrollment checklists into Slate to reduce the confusion of creating multiple accounts for students enrolling at Brockport.
- Create training procedures for Slate within Admissions and other departments on campus.

University Police 2: Increase our community policing numbers to more align with pre Covid-19 numbers and to continue to engage with the with both the staff and students on campus (Divisional Goal 1, 4, College Goal 2).

Action Plan:

- Develop a system where the Officers plan and activity or event each month of the semester. The Officers will have a minimum goal of 10 hours and 50 contacts for each semester. At the completion of the semester, a Mach form will be sent to the RD's for their feedback.
-

EMSA Strategic Annual Goal 4: Become the Engaged SUNY: Cultivate and deliver services and activities that strengthen student engagement, support and belonging to the college and community (SP 1.A, 1.D, 2.D).

Action Plan & Timeline

EMSA: Develop a comprehensive student communication plan that promotes student engagement opportunities and services (Divisional Goal 4, College Goal 1B & 2C).

Action Plan:

- Partner with College Communications to develop and implement a regular, ongoing communication plan for current students.
- Develop and implement the Student Success component of Slate for continuing student outreach, text messaging and intervention efforts.

EMSA: Update and coordinate the Co-Curricular High Impact Practices program (Divisional Goal 2 & 4, College Goal 1B & D).

Action Plan:

- Complete 2022-2023 cycle for the Student Employment & Peer Mentoring CHIP.
- Promote and implement CHIPs planning for the 2023-2027 cycles.

Athletics 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 1A & 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.

EOP 4: Increase the amount of EOP student engagement with culturally diverse events and programs within the department (Divisional Goal 4, College Goal 1B, 1D, 2B).

Action Plan:

- During the AY 2022-2023 EOP plans on continuing this goal by implementing more traditional face-to-face cultural activities and celebrations. At these events students will learn about various cultures, inclusion, and family celebrations. The goal is to increase attendance at these events as we believe that it provides students with a sense of belonging. Events will be created where students will be able to display their talents and cultures. We will be more intentional in these efforts.

Prevention & Outreach Services 3: Implement rollout and assessment of new bystander intervention workshop: BADASS Bystanders (Divisional Goal 1, 3, 4; College Goal: 1B, 1C, 1D, 3A).

Action Plan:

- During the 2021-2022 academic year, the Associate Director of Prevention and Outreach Services met with Tiffany Street, the Assistant Director for Educational Outreach in the Office of Equity and Inclusion at University of Rochester. This benchmarking meeting was intended to learn more about the rollout and efficacy of the BADASS Bystander Intervention program used by University of Rochester. In consultation with the Title IX Coordinator, POS staff decided that the Green Dot

program was neither financially nor logistically sustainable given the current budgetary and staffing situation at SUNY Brockport. As such, a homegrown model would be developed in a research informed practice that would marry the established internal brand of EagleCHECK and the structure and curriculum of the BADASS model.

- During the 2022-2023 academic year, Prevention and Outreach Services will roll out an updated, Brockport-specific bystander intervention program that specifically targets issues of power-based personal violence, including: sexual assault, sectional harassment, dating/domestic violence, stalking, etc.
- POS will partner with EMSA stakeholders such as Student Union, Leadership, and Activities to provide controlled pilot workshops for student organizations, members and offices of social Greek organizations, and as an offering for the Leadership Development Program.

Residential Life/Learning Communities 2: Re-engage students with the Living Learning Community Program by establishing traditions and programming to foster a sense of belonging and institutional identity (Divisional Goal 1, 2, 4; College Goal 1A, 1B, 1D).

Action Plan:

- Covid-19 has continued to show long lasting impacts on the Living Learning Community program at SUNY Brockport. Throughout the 2022-2023 academic year, reestablishing traditions, such as field trips, faculty involvement, and collaboration, will be a major emphasis. With the implementation of suitable, the LLC program, for the first time, will also be able to accurately track student engagement with LLC programs and events, leading to further data informed decisions. Lastly, rebuilding the LLC a student's sense of institutional identity will be a priority.

Residential Life/Learning Communities 3: Track and analyze engagement trends across RA and RD programming (Divisional Goal 1, 4; College Goal 1A, 1D, 2D).

Action Plan:

- Programming has changed in method when Covid-19 became part of our everyday life and at times impacted students wanting to be face to face with peers engaging in programming opportunities. Over this past year we have seen a slight increase in students wanting to come back together in person for engagement opportunities. With collaboration with other divisional and campus departments, Residential Life/Learning Communities will be participating in a new engagement tool, Suitable. Throughout the 2022-2023 academic year, all programming efforts will be tracked in Suitable for RA and RD Programming. We will then be able to analyze throughout the year engagement trends of our residential student population in our programming efforts.

Student Union, Leadership & Activities 2 & 3: Increase the effectiveness of the Intercultural Center by conducting a CAS self-assessment. (Divisional Goals 1, 2, and 4, and College Goals 1.B, 2.B.). Conduct a CAS self-assessment for Civic/Democratic Engagement Programming (Divisional Goals 1, 2, and 4, and College Goals 1A, 1B).

Action Plan:

- Complete the established CAS process & action planning.

Student Union, Leadership & Activities 5: Relaunch Green (Level One) as a part of the new three-level Leadership Development Program (Divisional Goals 1, 2, and 4, and College Goals 1A, 1B, and 4D).

Action Plan:

- Recruit participants in collaboration with the campus community including EMSA and Academic Departments.
- Recruit faculty, staff and alumni volunteers to serve as mentors and workshop facilitators.
- Finalize curriculum revisions for workshop materials and resources.
- Offer multiple Green (Level One) workshops series throughout the academic year allowing students multiple opportunities to complete while balancing engagement in other activities, as well as the ability to complete the workshop portion of the requirements in Fall 2022.

University Police 1: Citizens' Police Academy- continue to build upon the upcoming year. Increase visibility with the intention of reaching more of the student population (Divisional Goal 1, 4, College Goal 1,2).

Action Plan:

- The planning for the academy will begin during the summer semester. The fliers will be posted in advance and during summer orientation with the intention of drawing more students to register

EMSA Strategic Annual Goal 5: Support Staff Satisfaction & Success: Create an inclusive culture grounded in purposeful supervision, mentoring and professional development to support employee effectiveness, satisfaction and success (4.A, 4.D).

Action Plan & Timeline

Academic Success Center 1: Encourage and engage staff development to adapt to the new needs of students and the campus, by becoming more knowledgeable of other departments, resources, and helping students through a collaborative approach with other departments. (Divisional Goal 1, 3, 5, College Goal 1A, 1D, 4A)

Action Plan:

- Refine a program of onboarding and mentorship that empowers our staff and students, promoting their autonomy and judgment while ensuring they possess all of the resources and knowledge necessary for the effective execution of their roles.
- Continue to identify opportunities for growth and development outside of the Academic Success Center, working with professional organizations, colleagues on campus, and local institutions to ensure a broad array of offerings.

Financial Aid 1: Provide cross training for Financial Aid Office staff (Divisional Goal 5, College Goal 4.A)

Action Plan:

- Implement established training plan (from 2021-2022).

Student Conduct 3: Expand and improve the recruitment and training of Advisors for the Student Conduct process (Divisional Goal 4, 5; College Goal 4.D)

Action Plan:

- Increase recruitment efforts for faculty and staff members.
- Expand upon existing training through the incorporation of in person trainings for Advisors.
- Increase the number of trained Advisors for students to utilize in the Student Conduct process.

EMSA Strategic Annual Goal 6: Strategic Fiscal Management: Employ responsible budget management that supports the physical environment and sustainability (SP 3.B, 3.D).

Action Plan & Timeline

EMSA: Continue to support student enrollment and retention (see Goal 1).

EMSA: Meet annual budget targets while maintaining high level of student service and prioritizing the student experience (3.B & 3.D).

Action Plan:

- See departmental annual reports.

Residential Life/Learning Communities 1: Following the completion of the Residence Hall Condition Assessment and campus wide Facilities Master Plan, Residential Life/Learning Communities will align budget, personnel and marketing strategies to engage post-pandemic prospective and current students and families (Divisional Goal 2, 3, 6, College Goal 1.D, 2.A, 3.A, 3.D).

Action Plan:

- Incorporate 1, 3, and 5 year plan into the annual capital plan process through SUNY. Adjustments will need to be made based on occupancy and fiscal health.
- Re-imagine all Residential Life marketing pieces to strategically align with the look and feel of marketing pieces being produced by The Office of Undergraduate Admissions.
- Implementation of inside and outside wellness/relaxation spaces.
- Meet with resident assistants and students to gather feedback.

Section Seven: 2021-2022 Points of Pride and Accomplishments

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

- Admissions:
 - Brought back in-person large-scale events and hosted more overnights, bus trips, and Saturday visits than years prior.
 - Students on the Admissions Communication Team made just under 4,000 calls this semester over the course of 12-13 weeks.
- ASC:
 - ESL Awarded \$1.1 Million Gift to support the creation of the Fannie Barrier Williams Scholars Program.
- Athletics
 - 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. Our programs 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.
 - 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.
 - 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.
- Campus Recreation
 - Introduced a hazing and prevention training to student organizations that was funded by Campus Rec, Prevention and Outreach Services, BSG, SUA, and Res Life. Club Sport leaders, SERC Managers and Student Supervisors had a completion rate of 100%.
 - Collaborated with KSSPE to host the Faculty and Staff Training (FAST) program in the fitness center. The program allowed students to be personal trainers for faculty and staff who were interested in receiving workout programs.
 - Club sports traveled a total of over 28,000 miles to compete in competitions.
- Career Services
 - Redesign of Clothes Closet to be fully inclusive to all students.
 - Employed 1402 students in on campus employment.
- Counseling Center
 - The Counseling Center was the training site for 3 graduate interns, all of whom reported having a positive experience.
- EOP
 - Nine EOP students were inducted into the Epsilon Rho Chapter (at The College at Brockport) of the Chi Alpha Epsilon (XAE) Honor Society.
 - Four students received the Talon Academy Certificate of Excellence.
- Financial Aid
 - Increased FAO collaboration with Admissions and ASC.
- Hazen
 - The HC maintained Q/I efforts with contact tracing with our small but mighty staff!
 - Vaccine compliance 100% with the Covid-19 primary series, over 95% with boosters.
 - Developed the Covid-19 vaccine tracking system with IT.

- Prevention & Outreach Services
 - Prevention and Outreach Services hosted a record number of interns from academic departments during the 2021-2022 academic year. Coming from the disciplines of Women and Gender Studies, Social Work, and Public Health, these interns focused on supporting student parents, safe lactation on campus, healthy online dating habits, menstruation justice, Women's History Month, and International Women's Day, supporting queer and trans students, etc.
 - Prevention and Outreach Services returned to in-person programming after Covid-19 reaching 2,714 students at its residence hall workshops, BIRDS, and campus events.
- Registration & Records
 - Over 35 Equity Diversity and Inclusion training and development sessions completed
 - Nomination of 2 registrar staff for EMSA recognition/awards
- Residential Life/Learning Communities
 - Pride House LLC completed its first year.
 - The 39th Annual RA Conference was held virtually and hosted over 200 student leaders.
- Student Conduct
 - Office of Student Conduct staff have completed certification for Mental Health First Aid Training.
- Student Union & Activities/Community Development
 - Nineteen students participated in the 2022 Golden Eagle Experience to Atlanta, Georgia. The experience included community service, interactions with alumni and visits to historical sites. While on the trip, students were treated to a tour led by Dr. Paul Albert Brinson, a family friend of Dr. Martin Luther King Jr. and life-long activist for civil rights.
 - Fraternity & Sorority Life continues to increase its persistence of its members at a higher rate than the undergraduate population and held a higher cumulative GPA, in addition to increasing these rates among its underrepresented members as well.
 - The Radio Station won nine awards in 2021 New York State Broadcasters Association and finished second in the nation for Best Special Broadcast in 2021 College Broadcasters, Inc. National Student Production Awards.
 - Classes of 2020 and 2022 were inducted into the WBSU Hall of Fame in a dinner ceremony April 2nd. Over 100 alumni, current students and other guests attended.

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

- Admissions
 - The Admissions office collaborated with ESL to develop the Fannie Barrier Williams Scholarship.
- ASC:
 - Talon Academy hosted its inaugural Men of Color Ceremony. (spring 2022)
- Athletics
 - 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-19 year. +79% when compared to a Covid-19 year.
 - Annual Day of Giving generated over 1100 donors and almost \$100K in new revenue.

- Campus Recreation
 - Campus Rec also hosted the first major event on campus during July 2021, hosting the Rochester Philharmonic Orchestra.
 - Campus Rec brought back outside agencies and rentals. The department hosted AAU basketball tournaments, ice hockey games, fencing tournaments, and high school graduations for the first time since Covid-19.
- Career Services
 - Ran two Face-Face Job Fairs with over 500 students engaged.
- EOP
 - EOP students planted and delivered flowers to Lifetime Assistance Living Home and The Chateau at Heritage Square Senior Living Facility for EOP Day of Service.
- Hazen
 - Restarted the Health Fair, 17 on and off campus vendors with over 100 student attendees.
 - Partnerships: Trillium-free STI testing on campus, Wegmans Flu and Covid-19 immunizations and Monroe County Department of Health for Covid-19 needs.
- Prevention & Outreach Services
 - During the Fall 2021 semester, Prevention and Outreach Services partnered with University Police, the Brockport Village Police, and the Finger Lakes Task Force to host a DEA Drug Take Back Day, at which more than 50 pounds of medication was collected from Brockport locals.
 - Prevention and Outreach Services centralized the planning and administration of Take Back the Night, and partnered with university partners (including Title IX, University Police, the Counseling Center, the Department of Social Work, and Student Union and Activities) and community stakeholders (including the Village Police, Planned Parenthood, Trillium, Willow, and Restore) for the first in-person Take back the Night since 2019. 240 students attended the rally and march.
- Registration & Records
 - Carl Dickinson volunteering & supporting Brockport Symphony which performed music inspired by freedom, paying tribute to the 200th birthday of Underground Railroad conductor Harriet Tubman; featuring William Johnson.
- Residential Life/Learning Communities
 - During the fall 2021 Homecoming Parade, Residential Life/Learning Communities building floats won top awards:
 - Best Creativity – Thompson & McLean with Old Hollywood
 - Best Use of Theme – MacVicar & McFarlane with Rocky
 - Best Overall – Harmon & Gordon with The Incredibles
- Student Union & Activities/Community Development
 - The sense of community and connection of students gathering in the Intercultural Center has grown tremendously. An example that illustrates this sense of community is that the words, “Hey, how are you doing?” have transitioned from a greeting to a conversation starter.
 - The Fraternity & Sorority Life community raised more than 4 times their highest contribution, donating more than \$700 to their collective philanthropy, March of Dimes.
 - Our SUA student employee’s academic success with an overall GPA and persistence rate higher than the Brockport average. Also, maintaining a 100% persistence for our minoritized student employees within SUA compared to full-time, undergraduate Brockport underrepresented students.
- University Police
 - In Fall of 2021, the Department held a Citizen Police Academy. This was taught by Department members over a 9-week period.
 - K9 Ellie continues to be a social media star and presence on campus.

Goal 3: To be a Sustainable and Thriving Institution for the 21st Century Points of Pride

- Admissions
 - Transfer Credit Services created a new website for transfer resources and increased access to SUNY community colleges by increasing credit bearing transfer courses.
- ASC
 - Golden Eagle Orientation continues to reduce and limit the amount of paper products and print outs used in our programs. We have saved tens of thousands of papers year after year.
- Hazen
 - Collaborated with SUNY Upstate through SUNY-STCN program to provide expanded free telehealth psychiatric/mental health services for patients requiring higher level of care.
 - Continue to offer telehealth to meet all students' needs as well as offer services to online only students.
- Prevention & Outreach Services
 - Prevention and Outreach Services and the Academic Success Center partnered to transition the EagleCHECK workshop from move-in weekend to be delivered during APS courses during weeks 4 and 5 of the semester – making its delivery more financially sustainable and its quality control more centralized.
 - In August 2021, Prevention and Outreach Services officially opened its Queer Closet in the LGBTQIA+ student lounge. Ostensibly a basic needs resource for queer and trans students seeking free items to help them live their authentic selves, the Queer Closet has become a popular means of upcycling clothing for students – particularly during move out season.
- Registration & Records
 - Development of paperless processes where e-documents are no longer printed but uploaded to individual student records; this includes independent directed study, grade changes, and various registration changes.
- Residential Life/Learning Communities
 - Completion of the Residence Hall Conditional Assessment.
 - Shifting all damage reports and check-out procedures to a completely virtual format.
- University Police
 - In July, the Department passed the had the mid-cycle Accreditation review. DCJS reviewed 10 standards and found that our Agency was in compliance and the proofs were sufficient.
 - 100% of the Department has completed CIT (Crisis Intervention Training).

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

- ASC
 - The ASC was granted three new academic advisor positions in addition to a new Academic Success Coordinator position.
- EOP
 - EOP received the EMSA Departmental Award for Equity, Diversity, and Inclusion.
- Financial Aid
 - Financial Aid Office received a Certificate of Appreciation from the Office of Undergraduate Admissions.
 - FAO members participated in Corporate Challenge 5k.
- Hazen
 - Hazen started a monthly events group, planning monthly activities for staff to come together and bring fun, stress relief and joy to the workplace.
 - Restarted Cheers for Peers for staff appreciation.
- Prevention & Outreach Services

- Prevention and Outreach Services was nominated for the Equity, Diversity, and Inclusion Award at the EMSA Awards.
- Registration & Records
 - Collaborating with other offices improving new-student onboarding offering students RPS and State Aid information at orientation, welcome, and other events.
- Residential Life/Learning Communities
 - All professional staff members completed Mental Health First Aid training.

Employee Accomplishments

- Dr. Sara Kelly was awarded Rochester Business Journal's 40 under 40 Award.
- Pam Setek was awarded the Academic Advising Award for 2021-22.
- Amber Sheffield was awarded EMSA's Administrative Professional Award for 2021-22.
- Julie Pettit was named "Outstanding Site Supervisor" by the Counselor Education Department.
- Chris D'Orso was elected to the HighEdWeb Board of Directors.
- Nina LaCombe was awarded the SUNYCAP New Professional of the Year Award.
- Megan Sarkis was elected to the Spencerport Board of Education.
- Chaley Swift serves on the Kendall School Board.
- Katie Kloepfer-Mazzaferro and Alex Hopkins-Ives presented at the *New York State Transfer and Articulation Association 2022 Annual Conference*.
- Katie Kloepfer-Mazzaferro was elected *Secretary of the New York State Transfer and Articulation Association*.
- Alex Hopkins-Ives was appointed *Historian of the New York State Transfer and Articulation Association*.
- Terrian Garvis was awarded the *NASPA 2022 NOW Professionals Award for Innovation*.
- Erin Rickman was awarded *President's Award from the New York State Transfer and Articulation Association*.
- William Walker, Coordinator of the Joey Jackson Intercultural Center was recognized as EMSA's Outstanding New Professional.
- Devon Smith received the EMSA Award for Collaborative Excellence.
- Carl O'Connor serves as the SUNY Residence Life and Housing Association Treasurer.
- Dan Greer served as Secretary of the SUNY Conduct Association this past year.
- Sarah Martin was nominated for the EMSA New Professional Award.
- Lieutenant Dennis Price, Lieutenant Michael Johnson and Officer Dennis Shultz received the Professional Service Award by the State University of New York Police Chief's Association.
- Sgt. James Barnes coordinated and collected donations for the Department's 3rd Annual Shop-With-A-Cop.
- Dispatcher Jill Fornarola designed and collected donations for the Veterans' Day Basket Raffle.
- Officer Schultz attend DRE school and became a certified instructor.
- Tonia Risse collaborated and presented with Admissions for prospective students and families.
- Thomas Hickey participated in EOP week in NYC with the Admissions Office.
- Fiona Stockdale was awarded the Hazen Student of the Year Award at the Student Leadership Awards.
- The following RAs were recognized with the following campus wide awards:
 - Hunter Lincoln - Joseph S. Franek, Jr. Resident Assistant of the Year Award
 - Hannah Farewell-Panzica – Lathan H. and Alyce M. Lampen Award
 - Sylvia Rooney – George Rich Student Philanthropy Award
 - Jessica Oddo & Chyna Dyck – Capstone Leadership Certificate

- The following RAs were recognized and received top awards during Track and Field SUNYAC Championships:
 - Arthur Jordan is ranked fourth nationally in the shot put and ranks second all time-Brockport in shot put. Arthur caps his career as a three-time SUNYAC Champion, twice for shot put and once in the discus.
 - Sarah Crockett was honored as the Indoor Field Athlete of the year in the winter and placed first in shot put during SUNYAC Championship.
 - Elijah Washington set a new facility record and placed first in hammer throw during SUNYAC Championship.
- Darlene Schmitt is serving as the chair of the Steve Fund committee, focusing on improving the mental health and wellness of our BIPOC students.
- Lisa Jones and Dan Kandris received awards for “Influencing the Life of a Graduate.”
- EOP Director, Gary Owens, was recognized by SUNY for having 40+ years of experience with EOP and exceptional service to students.
- Dr. Willis was appointed Chair of the DEI Community for the New York State Financial Aid Administrators Association.
- Dr. Willis presented at the National Association of Financial Aid Administrator’s Leadership conference.
- Dr. Willis presented at the National Association of Student Financial Aid Administrators conference.
- Deidre Strutz serves on the Board of Directors for Rochester Education Foundation.
- Dr. Willis serves as a facilitator for Senator Brouck’s Student Mental Health Town Hall.
- 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.”
- John Sheible joined Brockport Merchants Association and engages with ROC 2025 and Campus ROC.
- Associate Athletic Director Dani Drews recognized with SUNY Chancellor’s Award for Professional Service.
- Mat Hall served on the NASPA Strategies Planning Committee for the first in-person Strategies conference since January 2020 and the NASPA Region II conference for the first in-person conference since June 2019. Lauren Mazzeo was awarded a scholarship to attend the NASPA Conference.
- Mat Hall presented “Queer Power: Examining Barriers to Supporting LGBTQIA+ Students at SUNY Brockport” at the 2022 Diversity Conference.
- Dr. Sara Kelly and Devon Smith presented at the National Symposium on Student Retention in spring 2022.
- Dr. Sara Kelly presented at the SUNY Student Success Summit on co-curricular high impact practices.
- Dr. Sara Kelly was accepted to be part of the AACRO Strategic Enrollment Management Endorsement Program.
- Dr. Sara Kelly serves on the Rochester Education Foundation Board and chairs the DEI Committee.