The College at BROCKPORT
STATE UNIVERSITY OF NEW YORK

Unit End of Year Report	
Report includes: • 2019-2020 Annual Goals • 2019-2020 Assessment Plan • Key Performance Indicators • 2019-2020 Points of Pride • 2020-2021 Annual Goals • 2010-2021 Assessment Plan	**Unit: Community Development** **Director: Karen Podsiadly**

UNIT OVERVIEW

Unit Mission
To prepare civic-minded leaders who possess the knowledge, skills and values to engage fully in their communities.

Functional Goals and Division/College Mapping

Unit Functional Goals	Division Goal Mapping	College Goal Mapping
Engage members of campus in personal and professional growth through leadership development initiatives.	**2, 6**	**1.1, 1.5, 2.2**
Provide leadership for initiatives related to community service and connecting members of campus to community through service programs.	**2, 6**	**1.1, 1.5**
Prepare members of campus to be engaged citizens in their communities by fostering democratic learning and engagement including voting initiatives, deliberative dialogues, and participation in the democratic process.	**2, 6**	**1.1, 2.8**

SECTION ONE: 2019-2020 UNIT ANNUAL GOALS

Unit Annual Goals	Outcome/Status
Engage in year one of the Co-Curricular High Impact Practices (CHIPS) review cycle for Community Service initiatives.	Completed
Revitalize the "Brock The Vote" campaign as a campus-wide initiative to promote democratic engagement.	84% Completion
Enhance processes and systems that track community service to support the College's achievement of the Carnegie Classification.	Completed, ongoing
Implement areas for improvement within the Leadership Development Program as identified during the CAS review.	Completed, ongoing
Adopt a civic engagement continuum for the campus and develop a curriculum utilizing the AACU Value Rubric that can be used to promote student growth in a variety of locations on campus.	Paused due to personnel changes. To be reengaged in 2020-2021

SECTION TWO: 2019-2020 Assessment Plan

Unit Goal	College Mission Alignment:
Engage in year one of the Co-Curricular High Impact Practices (CHIPS) review cycle for Community Service initiatives.	This unit goal aligns with the College's Strategic Goal 1: To be a Great College at which to Learn, specifically measures of success 1.1 and 1.5

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Complete a review of relevant literature and national best practices.	Internal documents and reports Marketing materials and website Program instructional materials Demographic data.	Goal met. CHIPs review cycle for Community Service completed. Relevant literature and national best practices were researched and reviewed. Findings can be found in report. Primary work for this goal will be completed during the 2020-2021 academic year.
Identify relevant data sources and compile Identify action items for year two of the review cycle	Normed assessments such as the SUNY Opinion Survey and National Survey of Student Engagement	Goal met. Data sources used were Baseline, SUNY Student Opinion Survey, Mutli-Institutional Study of Leadership, Annual Reports, SERVE, and myBROCKPORT. Action items outlined in report of completed CHIPs review cycle.

CLOSING THE LOOP

Resources Used:

Human Capital: The Coordinator of Service and Community Building spent time to compile data and write the report.

Key Findings:

- Create specific surveys for other Eagle Service Days (9/11, Make a Difference Day, King For a Day, Spring Spruce Up, Trash to Treasure)
- Establish framework for community service
- Update and assess learning outcomes for community service
- Update website to help explain what constitutes community service and when/how to register service hours
- Create a better system to capture student learning when it comes to student-led community service and academic service-learning courses

Dissemination/Discussion of Key Findings:

The report will be shared with the EMSA Assessment Team and will be shared with the EMSA Directors. Additionally, data will be used to create different marketing materials about the CHIP to be disseminated to students and other stakeholders. Finally, the report is part of the strategic plan operational plan.

Summary Sentence for EMSA Briefing Book:

Community service initiatives underwent a review process to identify areas of strength and areas for improvement as a Co-Curricular High Impact Practice. Implementation of recommendations as a result of the review will be put in place in 2020-2021.

Unit Goal	College Mission Alignment:
Revitalize the "Brock The Vote" campaign as a campus-wide initiative to promote democratic engagement. *2019 was pilot program	The unit goal aligns with the College's Strategic Goal 2: To Be a College Engaged with its Community by equipping students with the skills they need to be contributing members within their community.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
800 voter registration /absentee ballot applications collected	Voter Registration Forms Absentee Ballot forms	Goal partially met. 679 (84%) of registration/absentee ballot goal met in Fall 2019. COVID-19 significantly impacted full completion.
80 Early Voting Participants as part of Brock the Vote on the Road	Participation rates	Goal not met. 10 students voted early. We only had funding for 2-days to drive students. Busing arrangements changed mid-stream.
75% of students surveyed in December 2019 indicating that they have heard of "Brock the Vote"	Brock the Vote December Questionnaire	Goal partially met. Questionnaire was not sent out due to personnel and reporting structure changes.

CLOSING THE LOOP

Resources Used:

- Human Capital: Associate Director of Community Development, Coordinator of Service and Community Building, Graduate Assistant for Democratic Engagement, Community Ambassadors, and Residential Life, 89.1 The Point, Talon TV, Caribbean Student Association, Student Union and Activities.
- Programming funds: $6,000

Key Findings:

- We were able to accomplish over 84% of our voter registration goal in the Fall 2019 semester but failed to meet the overall goal due to the impact of COVID-19. We most likely would have met the registration goal if classes continued as normal and we were able to assist students in completing more absentee ballots for the April and June elections.
- Low turnout for early voting has led us to reconsider transportation options to the polls for the 2020 election
- Revitalizing Brock the Vote was a success despite not meeting our overall goals. This campaign not only helped students register to vote but also gave them the tools to become educated and active voters.

Dissemination/Discussion of Key Findings:

- Data will be shared with internal and external stakeholders. A Democratic Engagement Report will be created during Fall 2020 for the National Voter Friendly Campus Designation and NASPA All-In Challenge.
- Democratic Action Plan will be presented to the American Democracy Project committee for review and adoption to establish campus-wide approach.

Summary Sentence for EMSA Briefing Book:

The Office of Community Development, 'Brock the Vote Campaign,' assisted 679 students in completing their voter registration and absentee ballot forms and hosted 37 events designed to foster democratic engagement within the Brockport community.

Unit Goal	College Mission Alignment:
Prepare members of campus to be engaged citizens in their communities by fostering democratic learning and engagement including voting, deliberative dialogues, and participation in the democratic process.	The unit goal aligns with the College's Strategic Goal 2: To Be a College Engaged with its Community by equipping students with the skills they need to be contributing members within their community.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
200 of students engaging with elected officials	Program attendance rates Correspondence sent to legislators	Goal met: (201 students). "Understanding Monroe County Campaign", held 7-events for Candidates to engage with students before November 2019 election. Community Ambassador Tabling – plastic straws and 'vape juice' bans, students expressed support or non-support of the policy. Post cards to the Governor
700 people attending Democratic Engagement events	Program attendance rates SRS assessment data	Goal partially met: 86% (601 attendees). Hosted 8 - Deliberative Dialogues, Constitution Day, Democrat Debate Watch Party, Impeachment program panel, and Understanding Monroe County Campaign. COVID-19 impacted March-May plan with Women Voters and plans to host Tabling and other events for Primary Election.
Racial/ethnic identities of students engaging in democratic activities will reflect the college demographics	Program attendance demographic Race/Ethnicity Attendance Rates in Percentage:	Goal met. Program attendee data: Asian: 4.72%, Black or African American: 20.75%, Caucasian: 56.60%, Hispanic of any race: 12.26%, Multiracial: 4.25%. Non-Resident Alien: 1.42% These rates surpass the college's overall demographic breakdown. We experienced a participation percentage of historically underrepresented groups at our events that is higher than the enrollment rates of such groups at the college.
Establish baseline data for students engaging in lobbying	Event attendance rates	Goal was met. We have been able to sketch a baseline image of the issues our students are most interested in. Based on attendance numbers, students were most interested in issues relation to the criminal justice system (119), the opioid crisis (73) and immigration (130)

CLOSING THE LOOP

Resources Used:

- Human Capital: Associate Director of Community Development, Coordinator of Service and Community Building, Graduate Assistant for Democratic Engagement, and Community Ambassadors, 89.1 The Point, Talon TV, Caribbean Student Association, Residential Life, The Department of History, Political Science/Pre-Law Club, Brockport Student Government, Student Union and Activities.
- Programming funds: $6,000

Key Findings:

- Deliberative Dialogues offered in 2019-2020: Immigration, National Security, Hyper-partisanship, Opioid Crisis, Mental Health, Obesity, Climate Change were well attended, students engaged in thoughtful discussions regarding the issue and potential policy solutions to address each issue, students reflected on their values and how personal experiences shaped their values and attitudes towards issues and policy approaches.
- Constitution Day Programming: Panel Sessions on political parties, civil liberties, interactions between the branches of government, grassroots organizing; Naturalization Ceremony were well attended (best attendance was at the panel on the branches of government and Naturalization Ceremony).
- Students were very motivated to contact their elected officials when provided materials (postcards/postage, physical access) to do so.
- The demographic breakdown of students who attended our events was similar to the college's overall demographics.

Dissemination/Discussion of Key Findings:

- Data will be shared with internal and external stakeholders. A Democratic Engagement Report will be created during Fall 2020 for the National Voter Friendly Campus Designation and ALL IN-Campus Democracy Challenge.
- Democratic Action Plan will be presented to the American Democracy Project committee for review and adoption to establish campus-wide approach.
- The information will also be used externally to entice candidates to return to campus for continued engagement with students and the overall campus community.

Summary Sentence for EMSA Briefing Book:

The Office of Community Development provided opportunities for over 600 members of the campus community and beyond engage in programs, learn and practice the skills necessary to be engaged citizens in their communities. Participants in Civic Learning and Democratic Engagement (CLDE)activities were diverse across race, ethnicity, gender, age and several other identities.

Unit Goal	College Mission Alignment:
Strengthen the Brockport Eagle Service Trips (BEST) program, entering its second year of existence.	The unit goal supports the College's Strategic Goal 2: To Be a College Engaged with its Community, specifically measure of success 2.1.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
4 Best Trips will take place throughout the year	Number of Trips Participation Rates	Goal partially met. Three trips were planned. 2-trips happened (Fall 2019 and Winter 2020), however two 2020 spring break trips were canceled due to COVID-19.
10 Faculty/Staff will be trained as BEST Team Leaders	Participation Rates	Goal partially met. 6 faculty/staff were trained and 4 additional expressed interest. The process wasn't fully established, will continue to improve process.
40 Students will participate in BEST	Post-Trip Assessment	Goal partially met. 20 students participated, 11 students did not due to COVID-19.

CLOSING THE LOOP

Resources Used:

- Human Capital: Associate Director of Community Development, Coordinator of Service and Community Building, Graduate Assistant for Leadership Development, Community Ambassadors, and Team Leaders trained: School of Business and Management, Sociology Department, Public Health and Health Education, and Residential Life.
- Programming funds: $7,600

Key Findings:

- Sent out the first Fall Break trip to serve with Cass Community Social Services in Detroit, Michigan
- Continued our partnership with All Hands in Hearts, serving with them for three straight years now.
- The potential for BEST to have continued growth on Brockport's campus is there with the interest from faculty and staff to want to lead these experiences.

Dissemination/Discussion of Key Findings:

- Data will be shared with Break Away, national organization dedicated to supporting alternative break programs around the country, in their annual national alternative break survey.
- Data will also be shared with faculty/staff as a recruitment tool to lead future trips.

Summary Sentence for EMSA Briefing Book:

The Office of Community Development coordinated and led two B.E.S.T. alternative break experiences. The fall break experience involved 10 students who served in Detroit, Michigan and another 10 students served a community in Houston, Texas.

Unit Goal	College Mission Alignment:
Implement areas for improvement within the Leadership Development Program as identified during CAS review.	The unit goal supports the College's Strategic Goal 1: To be a Great College at which to Learn, specifically measure of success 1.1, 1.5

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Review program curriculum and design to include recommendations, develop marketing and communication materials for students and department.	Summer 2019 added key areas of improvement to curriculum. Data results shared via marketing postcard. Tabeling, presentations and social media.	Goal met. Philosophy of Leadership workshops and assignments added to all 4 levels of LDP with 157 students completing the program. 2-5 Tabeling events, social media posts, and Annual Leadership Conference.
Meet with academic departments to emphasize the benefits of involvement for students, recruit students to join the program.	Presentation at staff meetings of academic departments, and Freshman GEP and Transfer classes.	Goal met: 10-15 Faculty/staff, 40-50 Students
Final recruitment for the year, promote attendance at the annual conference for all students, manage program completion and recognition.	Annual conference held in person, and Annual Leadership Awards Ceremony was held on-line.	Goal met: Annual Leadership Conference - over 170 students, plus faculty. Annual Leadership Awards Ceremony on-line with over 1,000 views.

CLOSING THE LOOP

Resources Used:

- Human Capital: Associate Director of Community Development, Coordinator of Service and Community Building, Graduate Assistant for Leadership Development, and Community Ambassadors.
- Programming funds: $3,150.00

Key Findings:

- Promotion materials with data presented, shows continued promise for growth of the Leadership Development Program.
- 2019-2020 Leadership Development Program End of Year Survey: 21% increase in certificates pursued.
- Current staffing structure continues to be a challenge to building full capacity of Leadership Development Program.

Dissemination/Discussion of Key Findings:

- EMSA Assessment Team
- Department meetings with Department Chairs and Faculty
- Freshmen and Transfer Class to engage students

Summary Sentence for EMSA Briefing Book:

The Leadership Development Program implemented CAS review recommendations for continued expansion of the program through marketing materials and presentations to faculty/staff and students, showing an 21% increase in certificates pursued.

SECTION FOUR: STUDENT LEARNING OUTCOMES

Institutional Student Learning Outcomes

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

Departmental Learning Outcomes	Institutional Learning Outcomes					Assessment Year
	1	2	3	4	5	
1.Students will examine the strengths, weaknesses, values, and aspects of identity that influence their action within the community.			X		X	2018-2019
2.Students will collaborate with others who possess differing views, identifies and perspectives to address community issues.			X		**X**	**2019-2020**
3. Students will demonstrate the skills needed to work within social and political systems to create lasting change in the community.	X				X	2020-2021
4. Students will demonstrate civic ethos by participating in activities that reflect the infusions of individual, group and democratic values.				**X**	X	2021-2022

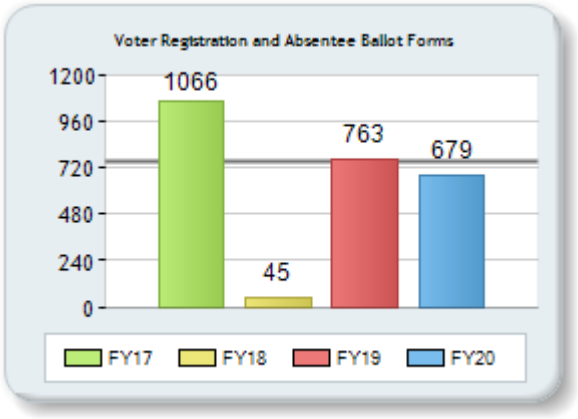
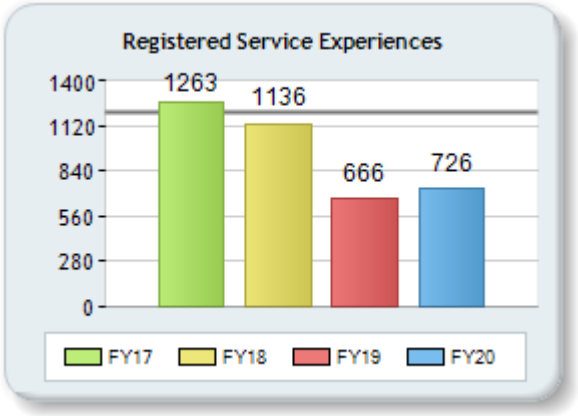
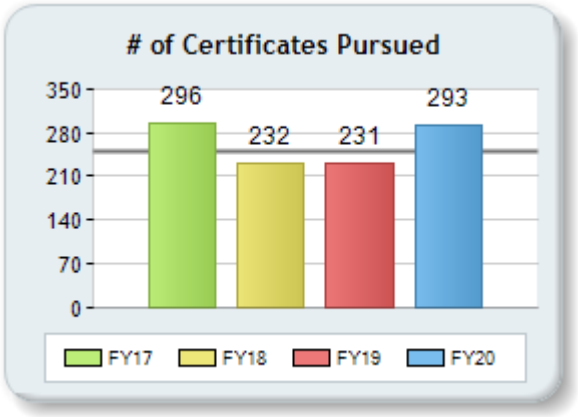
Departmental Learning Outcome Measured in 2019-2020:
Students will collaborate with others who possess differing views, identities and perspectives to address community issues.

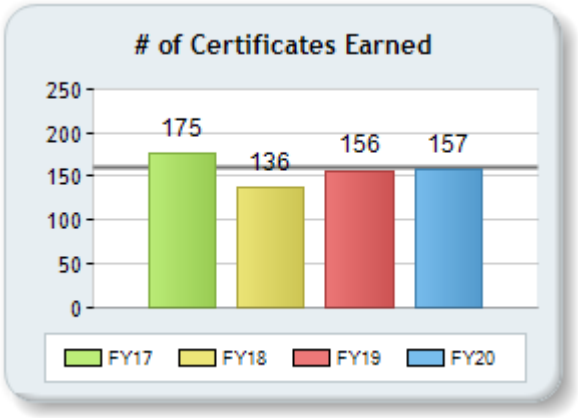
Strategies/Programs	Assessment Tools/Data Sources	Results
Deliberative Dialogues Saturday of Service BEST Participants Leadership Development:	SRS Baseline survey	90% of participants said they considered a perspective they had not previously thought about.
	Community Service Reflections	Based on service reflections from registered service hours, 45% of students articulated the way in which community service improves lives, strengthen communities and fosters engagement.
	Post Assessment	Level of confidence in working with others to address community issues. • Fall Break- 20% Somewhat confident, 80% Very confident • Winter Break: 100% Very confident
	Leadership Development End of Year Survey	Results:

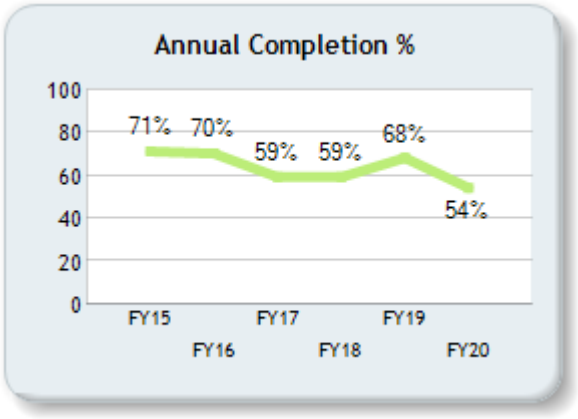
How frequently did you find yourself doing or exhibiting behavior?	**Constantly**	**1/day**	**1/week**	**1/month**	**Rarely**
Reflecting on personal bias and assumptions	33%	23%	28%	12%	4%
Talking to others that disagree with you on societal issues	40%	24%	29%	4%	3%
Positive attitude – bringing together members of diverse identities	84%	16%	0%	0%	0%

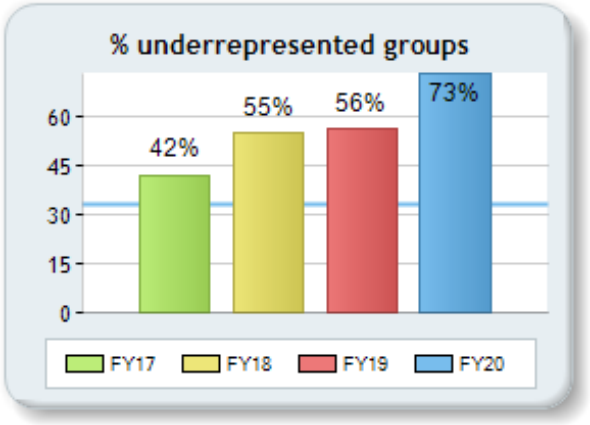
Summary of Findings and Next Steps: The findings to this year's departmental learning outcome shows that students are collaborating with others who possess different views, identities and perspectives with frequency. More work can be done throughout programs to encourage students to take further action, especially in the areas of reflecting on personal bias and talking to others with different views on societal issues. Most students are showing collaboration through a change in personal perspective and attitude, but more can be done with students to encourage self-reflection and engaging in dialogue with others of differing views. Next steps include: • Align Community Development programs towards active citizenship through assessment of theoretical models. • Identify ways in which students with "less popular" views can be engaged in departmental programs.		

SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS

Key Performance Indicators and Benchmarks	Analysis
Democratic Engagement  **Community Service**  **Leadership Development Program** 	**Democratic Engagement** COVID-19 had an impact of reaching our goal of 700 students, however we continue to demonstrate an upward longitudinal trend in voter registration. Based on our 2018 midterm elections numbers. We saw a 13.1% increase in voter registration and 15.7% increase in voter turnout from the previous midterm election in 2014. Furthermore, NSLVE reported our registration rate as 76.6% in 2018 and as we incorporate the students that we registered throughout the 2019-2020 academic year that registration rate increases to 85%. **Community Service** There was a slight increase in the number of students registering their community service hours and experiences, with the bulk of these coming from our **new tracking platform.** Being able to start the year off introducing students to the new system was helpful, but still took some time getting use to on their end. There were a few hours registered on our old system in myBrockport. The number of Eagle Service Honor Roll and President's Volunteer Service Awards decreased compared to previous years. Also, each of these areas were impacted by COVID-19 causing the canceling of in-person community service opportunities scheduled to happen during and after spring break. **Leadership Development Program** While the number of certificates pursued increased this year, the annual completion rate shows a decline this year. The question added to the LDP End of Year Survey was: "To what extent would you say that the COVID-19 pandemic had on your ability to fully experience/learn in the Leadership Development Program?": 20% Significant impact 31% More than slight impact 38% Slight impact 12% No impact. The goal is to increase program participation; however, this continues to prove challenging given our current staff structure. Most recently, the broader financial decisions, due to COVID-19, led to an inability to hire the LDP GA







over the summer and in turn may have an impact on Fall planning due to the significant role that position plays in filling the staffing structure void.

An area of strength for the program continues to be its recruitment of under-represented populations. The percentage of Students of Color continues to show a steady increase from 37% in FY 17 to 54% in FY20. There has also been an increase in the number of students with different abilities joining LDP, and Proud Eagles: LGBTQA+ first year pilot program shows promise, with plans to continue development in 2020-2021.

SECTION SIX: 2019-2020 POINTS OF PRIDE AND ACCOMPLISHMENTS

Point of Pride/Accomplishment	College Mission and Priorities Alignment
Proud Eagle LGBTQA+ Pilot Program was offered for the first time this year.	Great Place at Which to Learn College Engaged with its Community
Ten students served with the Detroit, Michigan community during our first ever Fall Break Brockport Eagle Service Trips.	Great Place at Which to Learn College Engaged with its Community
Presentations: Darrell Deas, presented Planning a Meaningful Service Project at the 2020 IMPACT Conference this past February at Arizona State University.	Great Place in Which to Learn Great Place in Which to Work
Brockport received Silver Seal for Voter Participation from NASPA All-In Challenge NSLVE Data shows that the campus voting rate has doubled since 2014 The Town of Sweden's overall voter registration rate increased by 9%, the largest increase in Monroe County 2019 was the College's second year participating in the Monroe County Elections Fellow Program: two student fellows recruited 34 other Brockport students to serve as election inspectors at various polling sites across Monroe County in the November 2019 election.	Great Place at Which to Learn Great Place at Which to Learn College Engaged with its Community Great Place at Which to Learn
Successfully collaborated to bring the Annual Student Leadership Awards Ceremony held on April 27, 2020, to a Virtual platform celebrating our student leaders.	Great Place at Which to Learn
Omicron Delta Kappa (ODK) Honor Society Inductee's added to Annual Student Leadership Awards Ceremony and were inducted into the Honor Society during live virtual National ODK Ceremony on May 14, 2020.	Great Place at Which to Learn
Staff Awards: Darrell Deas- EMSA Outstanding New Professional Award Karen Podsiadly – SUNY Chancellor's Award for Excellence in Professional Service	Great Place at Which to Learn Great Place at Which to Work
Student Awards: Briana Middleton, Newman Civic Fellowship Award Katelynn Demski, Marion Schrank Leadership Award and SUNY Chancellor's Student Leadership Award Student accomplishments: Average GPA for Community Ambassadors – 3.42 Allyson Baffour Owusu was elected President of the African Student Union and recognized during the EOP Banquet for having a 3.0 GPA	Great Place at Which to Learn Great Place at Which to Learn
Support of Student Employees: A Community Ambassador's response to the question posed to them, "A point that came to mind immediately is ComDev's punctuality and caring for its student employees-when we had to leave campus early this semester, this was one of the first offices to contact its employees and give us a chance to keep working which I really appreciated. Thanks for checking in!"	Great Place at Which to Learn Great Place at Which to Work

SECTION SEVEN: 2020-2021 UNIT STRATEGIC GOALS

Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
Align Community Development programs towards active citizenship using various models.	2	1.1, 2.1	**Summer 2020:** researching models for example civic engagement continuum, Emergent Theory of Change, AACU Value Rubric. **Fall 2020:** Evaluating alignment of current programs with research **Spring 2021:** Redesigning and implementing findings from evaluation.	Spring 2021
Implement recommended changes from the CHIPS review of Community Service initiatives.	2	1.1, 1.5	**Summer 2020:** review resources and create/refine assessment practices **Fall 2020:** Implement assessment strategies	Fall 2020
Improve administrative, data tracking of the Leadership Development Program aimed at capacity building and program sustainability.	2, 6	1.1, 1.5, 2.1	**Fall 2020:** research tracking systems utilized across campus and determine most efficient and compatible w/LDP needs. **Spring 2021:** Convert current excel "master-list" tracking to new system. **Summer 2021:** Ensure "on-boarding" procedural manual is updated. **Fall 2021:** Train Community Development team on software system.	Fall 2021

SECTION EIGHT: 2020-2021 Assessment Plan

Unit Annual Goal:
Engage in year two of the Co-Curricular High Impact Practices (CHIPS) review cycle for Community Service initiatives.

Outcomes and Criteria:	**Data Sources and Methods:**	**Resources Needed and Individual(s) Responsible:**
Create specific surveys for other Eagle Service Days (9/11, Make a Difference Day, King for a Day, Spring Spruce Up, Trash to Treasure)	Survey assessment through Baseline	Membership with Break Away Student Union and Activities Campus Recreation Brockport Student Government (BSG) Academic Departments
Establish framework for community service	Utilize Active Citizen Continuum	Coordinator of Service and Community Building
Create a better system to capture student learning when it comes to student group community service and academic service-learning courses	Survey assessment through Baseline	

Action Plan:

- Summer 2020: Review resources and create/refine assessment practices
- Fall 2020: Implement assessment strategies

Goal Rationale:

- This goal directly relates to the college's strategic plan by contributing to a great place in which to learn, measure of success 1.1.

Unit Annual Goal:
Rebranding of Citizen B Alliance as a campus-wide initiative to promote democratic engagement.

Outcomes and Criteria:	**Data Sources and Methods:**	**Resources Needed and Individual(s) Responsible:**
3 Civics 101 workshops per semester	Number of Workshops Microsoft Teams	Eagle Civics Corps Promotional materials Funding for events
15 publications for the year	Number of Publications	Brockport's Web Team Blog site Audacity
650 members on Eagle Civics Corps	myBROCKPORT membership count	Democratic Engagement Graduate Assistant Coordinator of Service and Community Building
Survey about Eagle Civics Corps rebrand	Survey assessment through Baseline	Community Ambassadors

Action Plan:

- Summer 2020: Establish new name, logo, promotional and marketing items, plan events for the fall semester, create Civic 101 workshops and train community ambassadors.
- Fall 2020: Implement programs using the "Eagle Civics Corps" logo to promote active citizenship.
- December 2020: Randomly assess at least 100 students to find out if they have heard of "Eagle Civics Corps".

Goal Rationale:

- The goal directly relates to the college's strategic goal by contributing to a great place in which to learn, measure of success 1.1.

Unit Annual Goal:
Align Community Development programs towards active citizenship through assessment of theoretical models.

Outcomes and Criteria:	**Data Sources and Methods:**	**Resources Needed and Individual(s) Responsible:**
Identify and research relevant models. Assess current programs against researched models. Design matrix to align current and future models for program implementation.	Civic Engagement Continuum, Emergent Theory of Change, and AACU Value Rubric Internal documents and reports Marketing materials and website Program instructional materials SUNY Student Opinion Survey	Coordinator of Services and Community Building Interim Associate Director of Community Development Graduate Assistant for Democratic Engagement Graduate Assistant for Leadership Development

Action Plan:

- Summer 2020: researching models for example civic engagement continuum, Emergent Theory of Change, AACU Value Rubric.
- Fall 2020: Evaluating alignment of current programs with research
- Spring 2021: Redesigning and implementing findings from evaluation.

Goal Rationale:

- The goal directly relates to the college's strategic goal by contributing to a great place in which to learn, measure of success 1.1.