



Unit End of Year Report

Report includes: <ul style="list-style-type: none"> • 2017-2018 Annual Goals • 2017-2018 Assessment Plan • Key Performance Indicators • 2017-2018 Points of Pride • 2018-2019 Annual Goals • 2018-2019 Assessment Plan 	Unit: Community Development Director: Karen Podsiadly
UNIT OVERVIEW	
Unit Mission 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, 4, 6	1.1, 1.5, 2.1, 2.8, 4.1, 4.7
Provide leadership for initiatives related to community service and connecting members of campus to community through service programs.	2, 6	1.1, 1.5, 1.8, 2.1, 2.8
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, 1.8, 2.1, 2.8

SECTION ONE: 2017-2018 UNIT ANNUAL GOALS

Unit Annual Goals	Outcome/Status
Hire a new coordinator for service and community building.	Completed – Darrell Deas, Jr. started June 11
Utilize CAS standards and National Best Practices to enhance assessment processes in the Leadership Development Program.	Ongoing – see Section Two
Enhance processes and systems that track community service to support the College's achievement of the Carnegie Classification and President's Community Service Honor Roll.	Ongoing – see Section Two
Enrich social change and inclusion efforts using national best practices to provide opportunities for members of the campus community to collaboratively address social issues.	Completed – see Section Two
Research best practices and current trends to set the groundwork for establishing a Center for Social Change and Inclusion.	Aborted due to divisional priorities, may be reconsidered in the future

SECTION TWO, PART ONE: 2017-2018 Assessment Plan

Unit Goal		College Mission Alignment:
Utilize CAS standards and National Best Practices to enhance assessment processes in the Leadership Development Program.		This aligns with college goal 1.5 to enhance the co-curricular high impact practices, for which completing CAS Self-Studies is a component.
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Complete a self-assessment using CAS standards for Student Leadership Programs to determine areas of strength and areas for improvement. Determine baseline data and set targets for achievement in accordance with the college's strategic plan goal 1.5.	CAS Standards Nationally normed surveys Retention and graduation rates 1 st Destination survey	Team has been established and process of compiling documents for review has begun. Primary work for this goal will be completed during the 2018-2019 academic year. However, an examination of the Leadership Development Program as part of the CHIPS formal review process identified key areas for improvement and areas of strength, which will be included in Sections Five and Six. The Multi-Institutional Study of Leadership was administered and the results will be available in late Summer 2018.

CLOSING THE LOOP

Resources Used:

Human resources were utilized to complete this goal. The Associate Director spent time to compile data and write the report. Financial resources to implement the Multi-Institutional Study of Leadership was also used.

Key Findings:

The key findings and recommendations of the CHIPS study were:

- Explore the use of the Socially Responsible Leadership Scale as a tool for individual, developmental assessment for each student.
- Creation/implementation of a standard set of assessment questions that a student would take at each level in the program to assess student growth. This would include assessment of the 4 Community Development Learning Outcomes listed under the Capstone Leadership Certificate.
- Enhance systems for maintaining student learning assessment data and sharing the results with students as they make their way through the program.
- Increase participation, completion and percentage numbers in all areas of the program.
- Explore strategies to improve student retention in the program
- Add quantitative questions to evaluate student satisfaction.

Dissemination/Discussion of Key Findings:

The report has been shared with the EMSA Assessment Team and will be shared with the EMSA Directors. Additionally, data will be used to create a two page fact sheet 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:

The Leadership Development Program underwent a review process to identify areas of strength and areas for improvement as a Co-Curricular High Impact Practice.

Unit Goal		College Mission Alignment:
Enhance processes and systems that track community service to support the College's achievement of the Carnegie Classification and President's Community Service Honor Roll.		This goal specifically aligns with Goal 2 to be a college engaged with its community, specifically objectives 2.1 and 2.8 of the operational plan.
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Collaborate with at least 5 service learning courses requiring students to register service hours.	Service Hour Registration	Coordinator collaborated with 5 courses to provide presentations and encourage registration of service hours.
Engage at least 800 unique students in the reflection process through service hour registration.	Service Hour Registration	482 students registered their service hours using the myBrockport system during the past year. While we did not meet our intended goal, this number is a modest increase from 472 during the previous year.
Verify service hours completed during the academic year for at least 3311 students	Community Service Tracking Program	The numbers are still being compiled and the results will be available in late Summer 2018.

CLOSING THE LOOP

Resources Used:

The Engage platform (myBrockport) is used to collect service hour reflections but primarily the Coordinator of Service and Associate Director spend a significant amount of staff time to compile the hours reported. Additionally, the Coordinator of Service spent time presenting to service learning courses and working with faculty.

Key Findings:

Service Learning Courses

Collaborations with five faculty members led to class presentations and/or required registering of service hours by students. These faculty included:

- Mehruz Kamal, Computer Science
- Megan Norcia, English
- Jie Zhang, Education and Human Development
- Ashley Fico, Public Health & Health Education
- Christine Zinni, Anthropology

We were able to meet our intended goal and plan to continue these relationships with faculty in the coming year. We are pleased that there was variety of departments represented, and seek to further increase our reach with faculty. Additionally, during the Summer 2018, we will be offering a service learning course as part of the NY Stands with Puerto Rico Initiative. This opportunity will provide a platform for future service-learning trips to the commonwealth in the future.

Individual Registered Service Hours

Using myBrockport, individuals register and reflect on service hours. This information is used to determine recipients of the Eagle Service Honor Roll and the President's Volunteer Service Award:

- 482 Unique Students
- 1134 Registered Experiences
- 12114 Hours Total
- 69 Individual Service Awards

While we did not meet our intended goal of 800 unique students, we still saw a modest growth. With the addition of the group service hour reporting process, we believe that there are students who may have used the myBrockport reporting system, but figured they did not need to because their hours were being reported as a group. Despite the slightly lower number of registered experiences, more students were recognized with the Eagle Service Honor Roll or President's Volunteer Service Award this year compared to 2016-2017 (39 students).

Group Registered Service Hours

Student groups and varsity athletic teams used a sign in sheet to track group hours, which were submitted and compiled using excel by the coordinator of service:

- 470 Unique Students
- 36 events
- 3712 Hours Total

Club/Organization	Total Group Hours Registered
ALAS	143.5
BARC	98
Brockport Barbell Club	17.5
Club Basketball	60
Club Gymnastics	99
Club Tennis	16
Dance Team	268.5
Delta Phi Epsilon	1350
Habitat for Humanity	72
Hip Hop Dance Club	30
History Forum	8
LSU Fraternity	12.5
Men's Volleyball Club	94.5
Phi Sigma Sigma	272
Pi Kappa Phi	512
Varsity Softball	40
Varsity Track and Field	205
Women's Club Ice Hockey	29
Women's Club Soccer	45.5
Women's Club Gymnastics	64
Women's Rugby	275

This was our first year successfully gathering data from Clubs and Organizations. The system seemed to work well, with the groups submitting their sign in sheets after the event. As a result, we gained insight into some of the service being completed by our students in the co-curricular setting. However, there is much room for improvement, particularly with varsity athletics. Additionally, the reporting system was extremely time consuming for Community Development staff. Community Ambassadors had to manually type in all the information from the forms. The new system that will be implemented in Fall 2018 will allow for instant access to club and organization service hours so we anticipate greater numbers as student groups see their peers being recognized.

Dissemination/Discussion of Key Findings:

Students who registered service hours, either individually or by group, were recognized at the Annual Student Leadership Awards and Organization Awards Banquet respectively. During those ceremonies, it was emphasized that the honorees had registered their hours, reinforcing the need for others to do so. Additionally, information about the service hour “standings” for teams and organizations will be shared at the start of the Fall semester in order to increase buy-in for the new system.

Summary Sentence for EMSA Briefing Book:

Efforts to increase collaboration with faculty and student clubs and organizations led to an increased comprehension of the various service projects being completed in the community.

Unit Goal		College Mission Alignment:
Enrich social change and inclusion efforts using national best practices to provide opportunities for members of the campus community to collaboratively address social issues.		This goal aligns with the college's mission to be a college engaged with its community by providing opportunities for students to engage in dialogue and consideration of community issues.
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Offer at least 6 Deliberative Dialogues throughout the year using the National Issues Forum framework.	Dialogue evaluations	Hosted 8 Deliberative Dialogues throughout the year open to all students, 12 sessions for Gold Leadership Students and 2 Facilitator Training Sessions
Establish a clear system that fosters collaboration among campus partners seeking to tackle common social issues within the community.	Feedback from Campus Partners	Hosted 2 nd Annual Community Partners Social which had more than 50 people in attendance including new partners Connected with 172 Community Partners during the 2017-2018 year

CLOSING THE LOOP

Resources Used:

Financial resources were used to train faculty, staff and students to help facilitate Deliberative Dialogues.

Key Findings:

Deliberative Dialogue Attendance and Assessment

Topic	# of Attendees	% Indicating they considered something new or changed their view on the topic
Immigration	20	NA
Safety and Justice	54	70%
Hunger and Food Scarcity	74	68%
Obesity	9	NA
Drug and Alcohol Abuse	11	60%
Education	34	56%
Climate Change	34	71%
Sexual Health	22	91%
Mental Illness	88	73%
Mass Shootings	21	NA

This year was the first in which we hosted a robust series of deliberations throughout the year. We saw a significant number of attendees and were able to engage the community in discussing a variety of topics. Deliberations have gained credibility nationwide as a practice that contributes to civic learning. By collaborating with faculty and Residential Life/Learning Communities' Critical Conversations, we were able to engage large groups of students in discussion. For the upcoming year, we have several plans for further strengthening the College's emphasis on community deliberation by hosting a large dialogue on Safety and Justice for first year students in connection with the summer reading book and partnerships with a faculty member to plan a curriculum entirely using the deliberation framework.

Dissemination/Discussion of Key Findings:

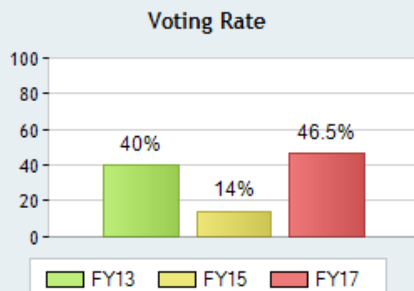
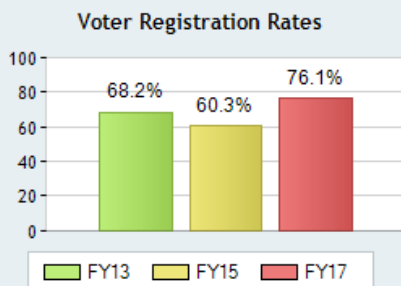
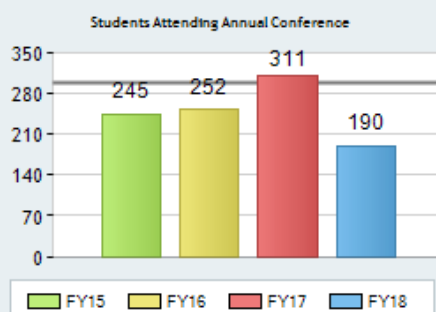
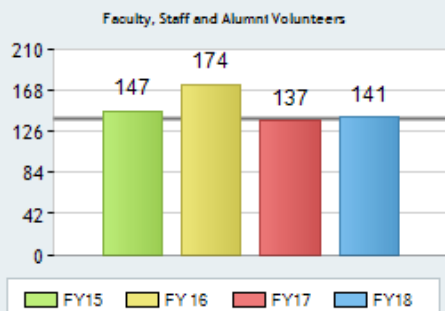
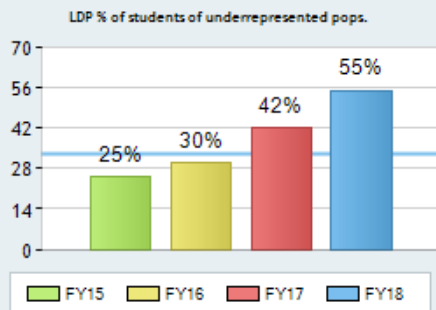
Feedback from the dialogues have not yet been shared formally but in the coming year we plan to showcase community thoughts on each of the topics. Information was shared with Community Partners at the 2nd Annual Community Partners Social. During this time, we discussed initiatives from the year and the continued commitment to service as a means of engaging with our community and supporting student development. .

Summary Sentence for EMSA Briefing Book:

Efforts to increase community exploration of challenging issues led to more than 250 students and 172 community partners engaged in discussion and action.

SECTION THREE: UNIT KEY PERFORMANCE INDICATORS

Key Performance Indicators and Benchmarks	Analysis																																								
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from underrepresented backgrounds based on race, ethnicity, LGBTQ+ status and disability status, as self-reported on the program registration. This not only contributes to a greater sense of belonging for these students, but also to a greater learning environment for all students in the program.

The program continues to remain steady in its recruitment of volunteers, however an increase in student participants will need to be matched with more volunteers.

The Annual Student Leadership Conference had significantly lower attendance this year. We have not identified the cause of this drop. Potential causes were lower program numbers overall and decreased marketing. For the upcoming year, the Capstone students will be working to host an event that is not only attended by LDP students but by other students on campus.

Voter Registration and Voting Rates

The National Study of Learning, Voting and Engagement from the Institute for Democracy and Higher Education offers the clearest data regarding voter registration and turnout. The reports are generated every two years in the summer following the midterm and presidential elections. The presidential election during the FY2016-2017 was the first election since the office of Community Development was restructured to include Democratic Engagement. We saw a 7.9% increase in voter registration and 6.5% increase in voter turnout from the previous presidential election in 2012. Data from the upcoming midterm elections, which typically see significantly lower turnout, will provide further insight into the potential impact of these efforts.

SECTION FOUR: 2017-2018 POINTS OF PRIDE AND ACCOMPLISHMENTS

Point of Pride/Accomplishment	College Mission and Priorities Alignment
More than 250 students and community members attended a Deliberative Dialogue, with 70% indicating that the program allowed them to consider a new perspective or approach to address a community topic.	Great Place at Which to Learn – 1.1
Voting rate increased by 6.5 percent in the 2016 presidential election.	Great Place at Which to Learn – 1.1
In the pilot year of the Group Service Hour Reporting Form, 20 student organizations shared their service hours, completed by 470 unique students.	College Engaged with Its Community - 2.1
69 students were recognized for their community service efforts, including 10 students who completed more than 250 service hours.	College Engaged with Its Community - 2.1
Community Development is collaborating with Center for Global Education and Engagement to coordinate participation in Governor Cuomo's New York Stands with Puerto Rico Recovery and Rebuilding Initiative.	College Engaged with Its Community - 2.1
Awarded Investment Fund Grant to fund Galaxy Digital to build a stronger culture of community engagement on behalf of students, faculty and staff at Brockport.	College Engaged with Its Community - 2.1
The Annual Trash to Treasure event collected more than 50,000 items to donate to more than 40 different community organizations.	College Engaged with Its Community – 2.1 To be a Sustainable Institution for the 21 st Century
Community Development worked with Facilities and Planning and Student Union and Activities for the first time to lead the annual Move In Volunteer Process and recruited more than 600 volunteers.	Great Place at Which to Learn

SECTION FIVE: 2018-2019 UNIT STRATEGIC GOALS

Strategic Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
Implement recommended changes from the CHIPS review of the Leadership Development Program	2	1.1, 1.5	Summer 2018 – review resources and create/refine assessment practices including the data from the Multi-Institutional study of Leadership and the Socially Responsible Leadership Scale Fall 2018 – Implement assessment strategies	Summer 2019
Enhance processes and systems that track community service to support the College's achievement of the Carnegie Classification.	2, 6	1.1, 1.5, 2.1, 2.8	Summer 2018 – work with Galaxy Digital to build the system for an August 2018 launch Fall 2018 – Advertise the streamlined process for students, faculty, staff and community members Spring 2019 – Continue to gain active users and prepare to bring Community Partners Summer 2019 – Roll out Community Partner self-service portal Fall 2019 – Grow in active users, including community partners	Summer 2020
Prepare for CAS Review Phase 1 to include the following six standards: Mission, Program, Organization and Leadership, Diversity, Equity and Access, Internal and External Relations, and Assessment.	2	1.1, 1.5	Summer 2018: Establish the unit team and begin collecting data sources Fall 2018: Review data sources and write report Spring 2019: Share with external reviewer for feedback and finalize report	Summer 2019
Increase exposure of students, faculty and staff to leadership development programming.	2	1.1, 1.5, 1.8	See Section Six	Summer 2019

SECTION SIX: 2018-2019 Assessment Plan

Unit Annual Goal		
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.		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Establish a campus-wide Democratic Action Plan Increase voter registration rate to 65% for midterm elections and voter turnout rate to 20% Engage at least 500 people in civic learning events, including Deliberative Dialogues, democratic engagement tabling and speakers	Democratic Action Plan National Study of Learning, Voting and Engagement Event Attendance Event Assessment	Associate Director of Community Development Graduate Assistant for Democratic Engagement Community Ambassadors American Democracy Project Funds for Deliberative Dialogues and campus programs

Action Plan:

Summer 2018: Begin working on Democratic Action Plan; Outreach regarding voter registration at Orientation; Program scheduling for the Fall semester

Fall 2018: Voter registration at Move-In, Election Inspector Fellowship Program with Monroe County Board of Elections, APS and other Class Visits, Finalize Democratic Action Plan with input from American Democracy Project, Contact specific departments about increasing voter turnout rates, campus messaging about the midterm elections

Spring 2019: Continue civic learning programs

Goal Rationale:

The upcoming Fall semester will be a midterm election, which typically have lower voter turnout rates. In 2014, our turnout rate was merely 14%, making this a pivotal year for our CLDE efforts. The college seeks to be engaged with its community, which means having students who are not only active but also informed.

Unit Annual Goal		
Increase exposure of students, faculty and staff to student leadership development programming.		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
<p>400 unique students will be exposed to leadership development through workshops, campus-events and the annual student leadership conference</p> <p>175 faculty, staff, alumni and community members will contribute to student leadership development</p> <p>Offer at least 4 trainings for volunteers focused on building cultural competence to contribute to inclusive excellence.</p>	<p>Attendance Rates</p> <p>Participation Rates</p> <p>Training Assessments</p>	<p>Associate Director of Community Development</p> <p>Graduate Assistant for Leadership Development</p>

Action Plan:

Summer 2018: Begin recruitment for the Leadership Development Program, share information about leadership development opportunities at Orientation, schedule leadership development sessions for the Fall semester, recruit volunteers to assist with leadership development efforts, plan at least two trainings for volunteers

Fall 2018: Continue recruitment, offer leadership workshops, seminars, Annual Kick Off event, Fall Leadership Speaker and volunteer trainings

Spring 2019: Continue last wave of recruitment, offer leadership workshops, seminars, Leadership Conference, and volunteer trainings

Goal Rationale:

The Leadership Development Program continues to be a highlight of many students' experience at Brockport, but the number of students impacted has been declining. Efforts for the upcoming year will be to engage students in leadership development, whether as a formal part of the program or through attending a one-time event. We frequently hear upper-class students say they wish they had known about the program earlier, so this strategic goals aims to connect with students at a greater rate.

SECTION SIX SPECIAL ADDENDUM: CAS PREPARATION PHASE

Unit Annual Goal		
Prepare for CAS Review Phase 1 to include the following six standards: Mission, Program, Organization and Leadership, Diversity, Equity and Access, Internal and External Relations, and Assessment.		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Establish the unit team and begin collecting data sources Review data sources and write report Share with external reviewer for feedback	Internal documents and reports Marketing materials and website Program instructional materials Demographic data Normed assessments such as the Multi-Institutional Study of Leadership	Chaynna Colon Darrell Deas, Jr. Kim Piatt Karen Podsiadly

Action Plan:

- Summer 2018: Establish the unit team and begin collecting data sources
- Fall 2018: Review data sources and write report
- Spring 2019: Share with external reviewer for feedback and finalize report

Standards Rationale:

Diversity, Equity and Access was chosen because it remains an essential aspect of the programs mission. When students are able to engage in socio-cultural conversations, with others who have different social identities, they are able to demonstrate greater gains in leadership based on the Socially Responsible Leadership Scale. Internal and External Relations was chosen because the program does quite a bit of work with external agencies, as it is based on the Social Change Model of Leadership. This will allow us to explore ways to improve our community relations.