



Office of the Vice President for Enrollment Management & Student Affairs

Unit End of Year Report		
Report includes: <ul style="list-style-type: none"> • 2020-2021 Annual Goals • 2020-2021 Assessment Plan • Key Performance Indicators • 2021-2022 Annual Goals • 2021-2022 Assessment Plan • 2020-2021 Points of Pride 	Unit: Community Development Director: Karen Podsiadly Assessment Team Representative: Joanne Panarisi-Bottone	
UNIT OVERVIEW		
Unit Mission To prepare civic-minded leaders who possess the knowledge, skills, and values to engage fully in their communities.		
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: 2020-2021 UNIT STRATEGIC ANNUAL GOALS

Unit Strategic Annual Goals	Outcome/Status
Align Community Development programs towards active citizenship using various models.	Partially completed, on pause due to impact of COVID-19, Pool Testing Management Team responsibilities, and staffing changes.
Implement recommended changes from the CHIPS review of Community Service initiatives.	Partially completed / delayed due to COVID-19, Pool Testing Management Team responsibilities, and staffing changes.
Improve administrative, data tracking of the Leadership Development Program aimed at capacity building and program sustainability.	Partially completed / delayed due to COVID-19 and Pool Testing Management Team responsibilities, and staffing changes.
EDI departmental plan implemented August 2020-May 2021.	Completed.
Establish Inter-cultural Center (New 2020-2021)	Completed.
Pool Testing Core Management Team, 2-full-time professional staff assigned. (New addition)	Completed

SECTION TWO: 2020-2021 Assessment Plan

Unit Goal	College Mission Alignment:
Align Community Development programs towards active citizenship using various models.	This unit goal aligns with the College's Strategic Goal 1: To be a Great College at which to Learn, specifically measures 1.1.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p>Summer 2020: researching models for example civic engagement continuum, Emergent Theory of Change, AACU Value Rubric.</p> <p>Fall 2020: Evaluating alignment of current programs with research.</p> <p>Spring 2021: Redesigning and implementing findings from evaluation.</p>	Review of literature Emergent Theory of Change	Goal partially met during Summer 2020, remainder of the goal on pause due to the impact of COVID and 2-departmental staff members enlisted as core members of the colleges pool testing team.

CLOSING THE LOOP

Resources Used: Human Capital utilized or initial research on Campus Ethos for deeper learning and teaching about why service is important.

Key Findings: NA

Dissemination/Discussion of Key Findings: NA

Summary Sentence for EMSA Divisional Report: NA

Unit Goal	College Mission Alignment:
Implement recommended changes from the CHIPS review of Community Service initiatives.	This unit goal aligns with the College's Strategic Goal's 1 and 2: To be a Great College at which to Learn and to be a College Engaged with its Community, specifically measures 1.1, 2.1.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p>Create specific surveys for other Eagle Service Days (9/11, Make a Difference Day, King for a Day, Spring Spruce Up, Trash to Treasure).</p> <p>Update and assess learning outcomes for community service.</p> <p>Update website to help explain what constitutes community service and when/how to register service hours.</p>	<p>Baseline, SUNY Student Opinion Survey, Multi-Institutional Study of Leadership, Annual Reports, SERVE, and myBROCKPORT.</p>	<p>Goal partially met. Due to COVID, the findings from year 1 were unable to be fully implemented. However, data retrieved from previous years, still highlight the expected outcomes of student learning, engagement and participation, completion and retention, and satisfaction. Reviewing data from previous years also revealed the growth of community service initiatives on campus over the years, and the need to continue to develop different strategies for improvement. 3 outcomes are listed to the left- please report out on them in this column.</p> <p>Goal partially met. Per CHIPS assessment. Episodic</p> <ul style="list-style-type: none"> • Describe the impact that their actions have on themselves and their community ISLO: 1, 3, 4 • Identify at least one member of the community and/or peers with whom they engaged in conversation ISLO: 1, 3 • Express a belief that participating in service strengthens communities and fosters civic engagement ISLO: 1, 3, 5 • Reflect on the ways in which engaging in service demonstrates their commitment as an active citizen ISLO: 1, 4, 5 <p>Sustained</p> <ul style="list-style-type: none"> • Identify the ways in which the service projects are informed by community identified assets and needs in conjunction with community partner(s) ISLO: 3, 4, 5 • Demonstrate their ability to reflect, engage in dialogue, and participate in other opportunities to process their learning and experience ISLO: 1, 4 • Discover their ability and commitment to working collaboratively with others to address community issues ISLO: 3, 5 <p>Student Group of Community Service</p> <ul style="list-style-type: none"> • Describe the impact that their actions have on themselves and their community ISLO: 1, 3, 4

		<ul style="list-style-type: none"> • Identify at least one member of the community and/or peers with whom they engaged in conversation ISLO: 1, 3 • Express a belief that participating in service strengthens communities and fosters civic engagement ISLO: 1, 3, 5 • Reflect on the ways in which engaging in service demonstrates their commitment as an active citizen ISLO: 1, 4, 5 <p>Goal met.</p> <p>Information added to our website included, "Community service is working with a community to address a need. Community Development collaborates with campus organizations and departments, national nonprofit organizations, and other groups whose missions intersect to provide community service opportunities. This can be done individually, as well as with a group. Through community service volunteers can:</p> <ul style="list-style-type: none"> • Learn about themselves and others • Develop valuable knowledge and skills <p>For more information website: https://www.brockport.edu/life/service/</p>
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CLOSING THE LOOP

Resources Used:

Human Capital Resources; The Coordinator of Service and Community Building dedicated time to compile data and write the report. Worked with IR to retrieve specific data.

Key Findings:

- Establish framework for community service was a suggested finding that is unrealized due to the impact of COVID-19 and the focus of human capital resources toward management of campus wide pool testing events for students, faculty, and staff this academic year.
- Create a better system to capture student learning when it comes to student-led community service and academic service-learning courses. This suggested finding was also unrealized as noted above.

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.

Summary Sentence for EMSA Divisional Report:

The CHIPs review of Community Service emphasized the impact it has on our students and their experience at Brockport. Suggested key findings suggested were unable to be implemented due to impact of COVID-19. Historical data highlighted the development of programs offered, and the obligation to adapt programs for continued student development.

Unit Goal	College Mission Alignment:
Rebranding of Citizen B Alliance as a campus-wide initiative to promote democratic engagement.	This unit goal aligns with the College's Strategic Goal 2: To be a College Engaged with its Community, specifically measures 2.1.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
3 Civics 101 workshops per semester 15 publications for the year 650 members on Eagle Civics Corps Survey about Eagle Civics Corps rebrand	Number of Workshops Microsoft Teams Number of Publications myBROCKPORT membership count Survey assessment through Baseline	<p>Goal met. The Civic 101 workshops offered Fall 2020 were Access to your Ballots, Active Citizenship, and Letter Writing Campaign. The workshops offered Spring 2021 were What is Fascism?, What is Socialism?, and First 100 Days. We plan to host similar programming next year.</p> <p>Goal met. Publications defined as social media posts containing information related to civic engagement and policy that are not solely event advertising. Platforms included both Instagram and Twitter.</p> <p>Goal not met. The Eagle Civics Corps registered membership is currently at 384 out of the goal of 650.</p> <p>Goal met. The randomized survey measuring student engagement with, and knowledge of, the newly rebranded Eagle Civics Corps was distributed. The results of those who participated are below:</p> <ul style="list-style-type: none"> 42% Heard of Eagle Civics Corps 61% Joined the Eagle Civics Corps group on myBROCKPORT 5% Participated in one or more events sponsored by Eagle Civics Corps

CLOSING THE LOOP

Resources Used:

- Human resources: Graduate Assistant for Democratic Engagement, Community Ambassadors, Organization for Students of African Descent for program development and advertising
- External partner: Foodlink
- Online resources: Twitter, Instagram, myBROCKPORT for program advertising and informational posts

Key Findings:

We were able to offer different workshops related to civic engagement. Low attendance to live virtual events led to transition to focusing on publications for students to read and interact with on their own time. These different forms of engagement unfortunately did not attribute to an increase in membership. Due to departmental changes, this goal will be altered as duties and responsibilities are redistributed, due to the Coordinator of Community Services and Engagement position not being filled due to impact of COVID-19 and financial constraints.

Dissemination/Discussion of Key Findings:

Insights were noticed by Community Ambassadors and shared with mentors, leading to deliberate shift towards publications.

Summary Sentence for EMSA Divisional Report:

Output goals relating to programming and publications were met, but input goals relating to actual student engagement were not met, largely due to lower engagement due to COVID-19.

Unit Goal	College Mission Alignment:
Improve administrative, data tracking of the Leadership Development Program aimed at capacity building and program sustainability.	This unit goal aligns with the College’s Strategic Goal 1: To be a Great College at which to Learn, specifically measures 1.1.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p>Fall 2020: research tracking systems utilized across campus and determine most efficient and compatible w/LDP needs.</p> <p>Spring 2021: Convert current excel “master-list” tracking to new system.</p> <p>Summer 2021: Ensure “on-boarding” procedural manual is updated.</p> <p>Fall 2021: Train Community Development team on software system.</p>	<p>College IT Salesforce Handshake Galaxy</p>	<p>Fall 2020: Goal Met.</p> <p>Spring 2021-Fall 2021: Goal Unmet. Research through exploration of current systems being used on campus.</p> <ul style="list-style-type: none"> • Met with IT personnel (March 2020) to explore college-wide software systems. Software tracking systems are individual department-based solutions and costs. • Salesforce - Career Services only, with limited use through Academic Internship Committee (April 2020), contract not being renewed. • Handshake - Career Services uses for student appointments, job postings, personalized job recommendations, and allows students a simple way to learn about and register for career-pre events. (April 2020) Does not meet tracking needs of LDP • Galaxy – Community Development uses to track Community Service hours for Saturday of Service and Eagle Service supports (April 2020), contract up in August 2020. This system was funded through the college investment funds. Does not meet tracking needs of LDP. <ul style="list-style-type: none"> ○ Removed from ComDev budget (Spring 2020) ○ Reinstated into budget for College-wide solution for COVID Pool Testing volunteer and student, staff, faculty testing self-registration system.

CLOSING THE LOOP

Resources Used:

Human Capital resources, Community Development Interim Associate Director and Coordinator, Associate Director of Career Services and Graduate Assistant, and IT personnel.

Key Findings:

Budgetary constraints and a siloed departmental approach to software needs, along with the impact of COVID-19 show systemic gaps across department and campus need for IT integrated software solutions and oversight. With departmental personnel changes including a decrease in the number of FTE's, it is even more critical to identify and implement tracking software that will reduce the current labor intensive tracking system and better alignment with departmental, EMSA, and College goals and strategic plans. Implementing a software system will allow new staffing structure to focus their time and strategies on student engagement and learning.

Dissemination/Discussion of Key Findings:

Suggested recommendation for EMSA E.A.T. and Directors to explore implementation of a software gaps and needs assessment in collaboration with the IT department. The colleges COVID-19 pool testing management team experience, solutions, and collaboration to fill college-wide system gaps provides an opportunity for further assessment and exploration that will benefit departmental and college need.

Summary Sentence for EMSA Divisional Report:

Leadership Development Program underwent a review process to identify potential software solutions to improve the tracking process of both students and mentors, with a goal for an improved ROI on human capital resources. Budgetary constraints and a siloed departmental approach to software needs, along with the impact of COVID-19 show systemic gaps across department and campus needs for IT solutions. Implementing software solutions will support the newly reduced staffing structure in being able to focus on the engagement and learning of students, reducing the amount of time spent on the current labor-intensive tracking process. Ultimately the goal would be, for Community Development as a whole, to utilize this software system for each of its programs student data tracking.

Unit Goal (Intercultural Center)	College Mission Alignment:
Establish the Intercultural Center (new goal added during academic year).	This unit goal aligns with the College’s Strategic Goal’s 1 and 2: To be a Great College at which to Learn and to be a College Engaged with its Community, specifically measures 1.1, , 2.1.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Fall 2020 & Spring 2021: Get space ready (Furniture, technology, etc.)	Number of programs	Goal met: Furniture and technology was purchased for the center and a muralist came in and did a mural on three walls.
Fall 2020 & Spring 2021: Establish programs based on student, faculty and staff feedback.	Handshake, MachForms	Goal met: We had a total of 26 programs and collaborated with a variety of departments and community organizations.
Fall 2020 & Spring 2021: Hire staff		Goal met: We hired an Interim Coordinator for the center and 2 students in the Fall. In the Spring we hired 3 new students.

CLOSING THE LOOP

Resources Used:

- Human Resources: Community Development Staff, Academic Success Center, Prevention and Outreach Services, HAZEN Counseling Center, Career Services, OEDI, and Cultural Clubs
- Funds: \$45,000
 - Foundation department
 - Brockport Auxiliary Services (BASC)
 - EMSA VP account

Key Findings:

- Getting the physical space ready for in person events was a success. The Ribbon Cutting Ceremony was held in the Spring.
- Low turnout for some events during the Fall led us to collaborating with departments and community organizations on majority of events in the Spring.
- Although attendance was low, 26-programs were created and held during the Fall and Spring semesters. “Listening Sessions”, “Hear Me Out!”, “Latinx Alumni Panel Discussion”, “Black Student Lead Conference”, “Gender and Race Film Programs: Madonna Thunder Hawk”, “Uncensored Conversations: LGBTQ+ in the Workplace” are a few examples of the programs delivered.
- The creation of the Intercultural Center was created as a safe space with a focus on underrepresented groups, specially people of color, to engage in active dialogue regarding social injustices, exploring one’s own identity and leadership of self.

Dissemination/Discussion of Key Findings:

Data from surveys will be shared with internal and external stakeholders and used as a recruitment tool for future programs.

Summary Sentence for EMSA Divisional Report:

The Office of Community Development coordinated 26 Intercultural Center programs and collaborated with a variety of departments and community organizations from Fall 2020-Spring 2021. In 2020-2021 we had over 80 students, faculty and staff members that participated in the programs delivered.

SECTION FOUR: STUDENT LEARNING OUTCOMES

Institutional Student Learning Outcomes

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

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 2020-2021:						
Students will demonstrate the skills needed to work within social and political systems to create lasting change in the community.						
Strategies/Programs	Assessment Tools/Data Sources		Results			
Eagle Civics Corps Saturday of Service	SRS Baseline survey Community Service Reflections		In a randomized survey measuring student engagement with, and knowledge of, the newly rebranded Eagle Civics Corps participants responded to the prompt, “In the past year I have... (please select all that apply)”:			

<p>BEST Participants</p> <p>Leadership Development Program</p>	<p>NA</p> <p>Leadership Development End of Year Survey, Baseline results</p>	<ul style="list-style-type: none"> • 52% Voted in an election • 9% Donated to a political candidate, PAC, advocacy group, etc. • 10% Contacted/engaged with an elected official or other public servant • 13% Participated in a public demonstration, protest, etc. • 15% Not participated in any political or civic engagement opportunities <p>This year’s Saturday of Service was held virtually. Students engaged in discussions and activities centered on Active Citizenship. In a survey after their experience, participants responded to, “Did you learn different ways to engage with your new community?”:</p> <ul style="list-style-type: none"> • 67% said Yes • 31% said Somewhat • 2% said No <p>BEST Participants, NA due to COVID restrictions.</p> <p>This year’s Leadership Development Program (LDP) was held virtually. At all 4-levels of LDP, students engaged in interactive workshops, mentoring session, classroom instruction, via Teams, Zoom, Blackboard, and Live Events focused on social and political local and global events. Responses to 3-survey questions below.</p> <p>Thinking about social issues and community problems.</p> <ul style="list-style-type: none"> • 42% Constantly • 50% Once per day
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		<ul style="list-style-type: none"> • 8% Once per week • 0% Once per month <p>Taking action to address social issues and community problems.</p> <ul style="list-style-type: none"> • 33% Constantly • 0% Once per day • 25% Once per week • 42% Once per month <p>Connecting your personal abilities, values and identities to your involvement in the community.</p> <ul style="list-style-type: none"> • 67% Constantly • 0% Once per day • 17% Once per week • 17% Once per month
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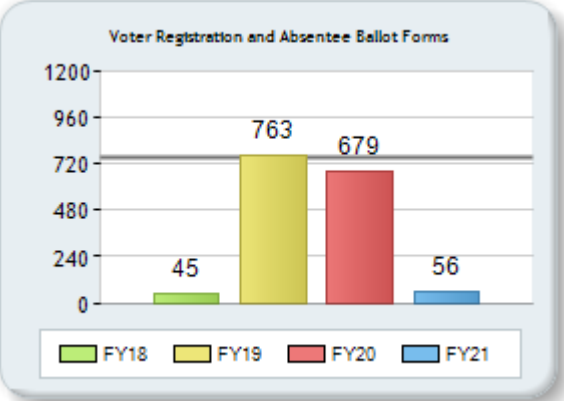
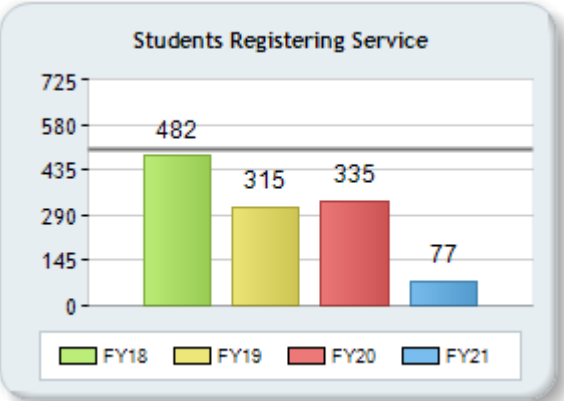
Summary of Findings and Next Steps:

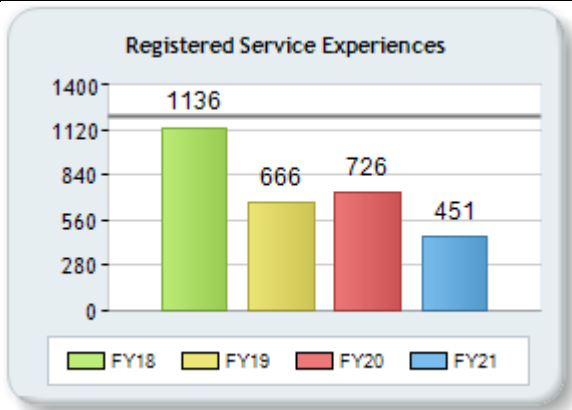
Despite the realities of the COVID-19 pandemic, students were engaged with and found new ways to connect with members of the community and social issues.

To accommodate the changes in departmental funding and staffing, the following changes will be made to programs and activities:

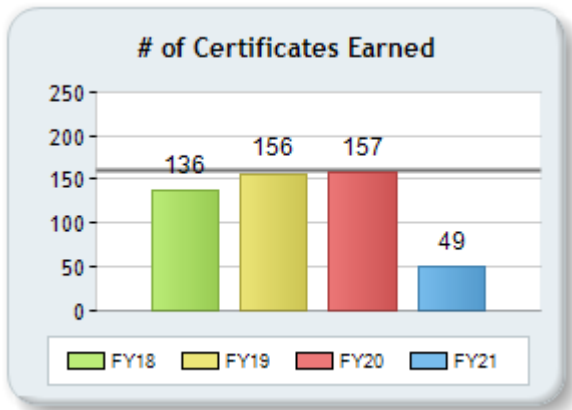
- Reconfigure the Leadership Development Program to include merging of Presidential and Capstone levels.
- Discontinue Saturday of Service, Gifts of Gratitude and Trash to Treasure programs.
- Shift from coordinating projects to serving as a resource for those interested in participating and/or planning service projects.
- BEST trips will continue to be offered in collaboration with Intercultural Center programming.

SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS

Key Performance Indicators and Benchmarks	Analysis																				
<p>Democratic Engagement</p>  <table border="1"> <caption>Voter Registration and Absentee Ballot Forms</caption> <thead> <tr> <th>Fiscal Year</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>FY18</td> <td>45</td> </tr> <tr> <td>FY19</td> <td>763</td> </tr> <tr> <td>FY20</td> <td>679</td> </tr> <tr> <td>FY21</td> <td>56</td> </tr> </tbody> </table> <p>Community Service</p>  <table border="1"> <caption>Students Registering Service</caption> <thead> <tr> <th>Fiscal Year</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>FY18</td> <td>482</td> </tr> <tr> <td>FY19</td> <td>315</td> </tr> <tr> <td>FY20</td> <td>335</td> </tr> <tr> <td>FY21</td> <td>77</td> </tr> </tbody> </table>	Fiscal Year	Count	FY18	45	FY19	763	FY20	679	FY21	56	Fiscal Year	Count	FY18	482	FY19	315	FY20	335	FY21	77	<p>Offered both virtual and in-person voter registration assistance for students. Provided free postage for students to send election related mail to Boards of Election. NYS sent all state residents application for Absentee Ballot, so voting assistance was not well attended. Partnered with Residential Life to provide a voter registration form and absentee ballot application to every on-campus student. Usual tabling not possible during Move-In due to COVID restrictions. Partnered with College Communications to provide students information about their polling locations and encouraging them to vote on Election Day.</p> <p>The number of students who registered their service experiences were drastically lower due to the pandemic. Students were not allowed to participate in any off-campus service projects, and there were only a few opportunities for on-campus community service. Those who did submit their service hours, completed them primarily through the campus' pool testing initiative.</p>
Fiscal Year	Count																				
FY18	45																				
FY19	763																				
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FY18	482																				
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FY20	335																				
FY21	77																				



Leadership Development Program



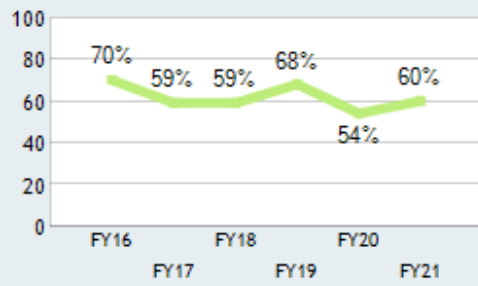
While the number of certificates earned decreased significantly this year due to the impact of COVID-19, the annual completion rate showed a 6% increase. Student of color data shows a 15% decrease.

16 out of the 27 respondents to the LDP End of Year Survey answered the question, “To what extent would you say that the COVID-19 pandemic had on your ability to fully experience/learn in the Leadership Development Program”:

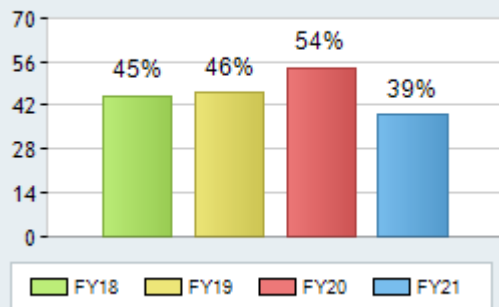
68% noted a slight to significant impact.

- Significant Impact: 27%
- More Than Slight Impact: 23%
- Slight Impact: 18%
- No impact and/or no response 32%

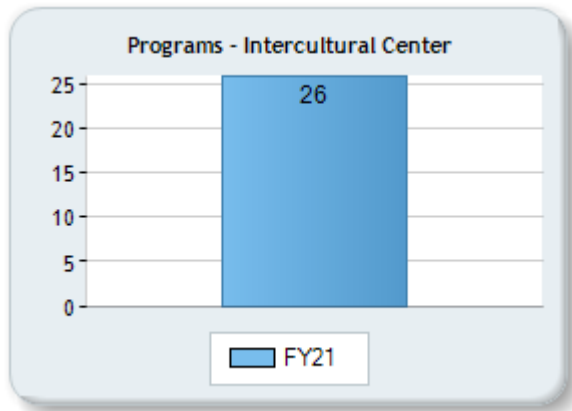
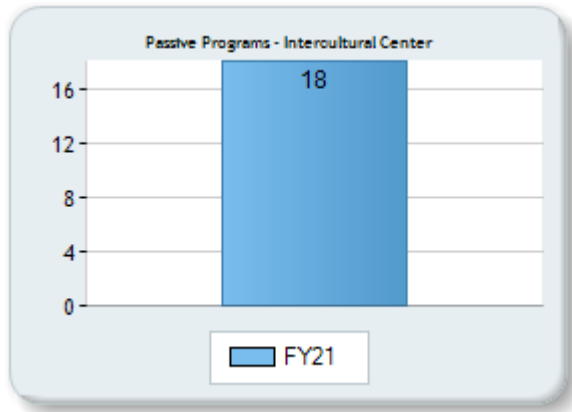
Annual Completion %



% Students of Color



Intercultural Center (New 2020-21)



The data for the Intercultural Center is based on program startup during COVID-19 and will serve as baseline data moving forward.

The Spring semester data, number of passive programs, programs, alumni engagement, internal, and external collaborations show an increase.

- Number of passive programs (conferences, media posting)
 - Fall: 8 (1 conference, 7 social media posting)
 - Spring: 10 (3 conferences, 7 social media postings)
- Number of programs
 - Fall: 9
 - Spring: 17
- Alumni engagement (amount of people)
 - Fall: 3
 - Spring: 10
- Number of internal and external collaborations
 - Fall: 9 (8 internal and 1 external)
 - Spring: 13 (11 internal and 2 external)

SECTION SIX: 2021-2022 UNIT STRATEGIC ANNUAL GOALS

Strategic Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
To re-envision and brand the department given the reduction in financial and personnel resources.	2, 6	1.1	Implementation of ideas developed during the Spring staff retreat. Hire Coordinator, Associate Director and align responsibilities of all staff aimed at achieving refined focus and goals.	Summer 2021 - ongoing
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.	2, 6	1.1, 2.1	Collaboration with Talon Academy, CSTEP McNair, EOP, Prevention and Outreach Services, and other collaborations on campus.	Fall 2021 through Spring 2022
Reconfigure the Leadership Development Program from 4 to 3 levels.	2, 6	1.1, 2.2	Summer 2021: Combine the Capstone level and Presidential class curriculum. Fall 2021: Presidential class to include LDP Conference as practicum. Spring 2022: Presidential class to include LDP Annual Awards Ceremony as practicum.	Summer 2021 through Spring 2022
Create opportunities for students to engage in active dialogue	2, 6	1.1, 2.1	Utilizing the Model of Engaged Citizens, utilize Deliberative Dialogues that permits and invites individuals to create a culture of open community by learning from one another, hearing each other's perspectives, and being heard. Create structure that supports sustainability of program including recruiting and training facilitators and resources for deeper engagement with issues.	Summer 2021 through Spring 2022

SECTION SEVEN: 2021-2022 Assessment Plan

Unit Goal:	College Mission Alignment
Restructure Community Development department to reflect new staffing model.	Goals 1 and 2: To be a Great College at which to Learn and to be a College Engaged with its Community, specific measures of success, 1.1, 2.1

Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
<p>Hiring and on-boarding process for Inter-Cultural Center Coordinator and Associate Director positions, and onboarding share part-time administrative assistant is key step toward this goal.</p> <p>Streamline programs, activities, personnel responsibilities, as part of the re-branding efforts of the department.</p> <p>Effective communication and implementation of re-envisioned departmental focus.</p>	<p>On-boarding and planning.</p> <p>Updating materials, website, campus wide communications as well as departmental communications</p>	<p>College leadership, Director, IC Coordinator, Associate Director, GA's, Admin Assistant, key departmental collateral stakeholders. Web team, IT</p>

Action Plan:

Summer-Fall 2021:

- College leadership and departmental communications of new departmental structure and staffing model.
- Engage in hiring, selection and on-boarding process for open positions.
- Update modes of promotion and communicate to students, college and community stakeholders.
- Recruit professionals desiring learning opportunities through collateral assignments and/or graduate students seeking internships/practicums.

Goal Rationale:

The goal is a direct response to the current financial and personnel realities. It is critical that the changes be communicated, and stakeholders are vested in the provision of different yet intentional and impactful learning opportunities.

Unit Goal:	College Mission Alignment
Create opportunities for students to engage in <i>active dialogue</i> that permits and invites individuals to create a culture of open community.	Goals 1 and 2: To be a Great College at which to Learn and to be a College Engaged with its Community, specific measures of success, 1.1, 2.1

Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Build sustainable program structure <ul style="list-style-type: none"> • Develop facilitator guide and materials • Recruit and train of 5-10 facilitators • Deliver 10-20 programs 	Utilizing the Model of Engaged Citizens and Deliberative Dialogues Create structure that supports sustainability of program including recruiting and training facilitators and resources for deeper engagement with issues. <ul style="list-style-type: none"> • Baseline surveys per program delivered for facilitator training and program delivery. 	Human capital resources to develop / collaborate on programs both internal and external community organizations Baseline and IR department – demographic data Volunteer management, Admin Assistant Financial – Galaxy \$5000.00

Action Plan:

- Fall 2021:
 Develop active dialogue programming, based on models of engaged citizens and deliberative dialogue, including facilitator guide/materials.
 Recruit and train facilitators
 Assessment by survey
- Fall 2021-Spring 2022:
 Promote and deliver 10-20 active dialogue programs

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., and to be a college engaged with its community, measure of success 2.1.

Unit Goal:	College Mission Alignment
Reconfigure the Leadership Development Program to adapt to new departmental staffing model and to increase student participation and engagement following the impact of COVID-19.	Goals 1 and 2: To be a Great College at which to Learn and to be a College Engaged with its Community, specific measures of success, 1.1, 2.1

Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Re-design the Leadership Development Program from 4 to 3 levels.	Current curriculum for redesign.	Director, Associate Director, Admin. Assistant
Graduate Assistant focus on recruitment plans: <ul style="list-style-type: none"> Fall 2021 plan for an October start for LDP Green level Shift to a year-long program 	Classroom presentations, ASC, mentor training MACHForms, excel spreadsheet tracking, Baseline surveys	Human Capital: Graduate Assistant, Associate Director, Admin Assistant, and professional collateral assignment from EMSA and/or College

Action Plan:

- Summer 2021: Update curricular design to ensure quality and impact of student leadership development opportunities
- Fall 2021: Implement improved recruitment and enrollment strategies of students and faculty/staff mentors.
- December 2021: Mid-year survey of participants and mentors to determine support needed to meet learning and completion goals.
- Spring 2022: Continue providing learning opportunities and assess program outcomes and feedback for use in evaluation and program improvement.

Goal Rationale:

The goal supports continuous improvement and making LDP program completion more accessible for students. It is presumed that an increased number of students will engage and realize the achievement of all certificate levels.

SECTION EIGHT: 2020-2021 POINTS OF PRIDE AND ACCOMPLISHMENTS

Point of Pride/Accomplishment	College Mission and Priorities Alignment
<p>Pool Testing:</p> <ul style="list-style-type: none"> • Galaxy Software proposal accepted and implemented as Campus-wide volunteer and pool testing appointment scheduling. • Darrell Deas and Joanne Panarisi-Bottone members of COVID-19 Pool Testing Core Management Team, September-May, on average 32 and 26 hours/week, respectively. 	<p>College Engaged with its Community. Great College at which to Work.</p>
<p>Gifts of Gratitude campaign collected just under \$2,700 for 12 local families.</p>	<p>College Engaged with its Community.</p>
<p>Omicron Delta Kappa Leadership Honor Society voted in new Officers, inducted 39 students this year, an increase from 24 in 2019-2020.</p>	<p>To Be a Great College at which to Learn</p>
<p>Intercultural Center Established</p> <ul style="list-style-type: none"> • Fall 2020 Listening Sessions to create programming and collaborations. • Spring 2021 Ribbon Cutting Ceremony • Inaugural Umoja Ceremony celebrating ALAANA students 	<p>To Be a Great College at which to Learn College Engaged with its Community.</p>
<p>Annual Leadership Award Ceremony, Teams Live Event. 59 audience members attended the live ceremony.</p>	<p>College Engaged with its Community.</p>
<p>Leadership Development Program End of Year Survey</p> <ul style="list-style-type: none"> • 80% of participants would recommend LDP to other students, 20% of participants may recommend it to other students. • 100% of the mentors would recommend this opportunity to mentor a student to their colleagues. • “Keeping the student LDP going during the pandemic is highly commendable! • Proud Eagles (LGBTQA+) and Talon Academy (Men of Color) engagement of students with LDP. 	<p>To Be a Great College at which to Learn</p>