



Office of the Vice President for Enrollment Management & Student Affairs

Unit End of Year Report

Unit: Community Development (SULA)

Director: Karen Podsiadly

Assessment Team Representative: Betty García Mathewson

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:

- Engage members of campus in personal and professional growth through leadership development initiatives. (Divisional Goals 1 and 4, College Goals 1.B, 4.D).
- 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. (Divisional Goals 1 and 4, College Goals 1.B, and 4.D).
- Host a safe space for BIPOC students to feel most comfortable in developing as a leader, developing a sense of self, and preparing them for life after graduation. (Divisional Goals 1 and 4, College Goals 1.B, 1.C, and 4.D).

Section One: 2021-2022 Unit Strategic Annual Goals

Unit Strategic Annual Goal 1: To re-envision and brand the department given the reduction in financial and personnel resources. (Divisional Goals 2 and 6, College Goal 1.1).

Outcome/Status: Goal Partially Met. The department was reconfigured, and we had an additional change, Student Union & Activities, (SUA) merged with Community Development (ComDev) to become Student Union Leadership and Activities (SULA). A SULA department structure has been identified. We are beginning the branding process.

Unit Strategic Annual Goal 2: Intercultural Center programming for students to build their ability to engage in and outside of the classroom setting to increase awareness around their social identity and to develop as leaders. (Divisional Goals 2 and 6, College Goals 1.1 and 2.1).

Outcome/Status: Goal Met.

Unit Strategic Annual Goal 3: Reconfigure the Leadership Development Program from 4 to 3 levels. (Divisional Goals 2 and 6, College Goals 1.1 and 2.2).

Outcome/Status: Goal Partially met. Relaunch the Leadership Development Program with an emphasis on Green (Level 1) will begin in Fall 2022. Similarly, opportunities to complete the Gold (Level 2), and Capstone (Level 3) will be appropriately provided.

Unit Strategic Annual Goal 4: Create opportunities for students to engage in active dialogue. (Divisional Goals 2 and 6, College Goals 1.1 and 2.1).

Outcome/Status: Goal Met.

Section Two: 2021-2022 Assessment Plan

Unit Goal 1: To re-envision and brand the department given the reduction in financial and personnel resources. (Divisional Goals 1 and 2, College Goals 1.1 and 2.1).

College Mission Alignment: Our goal is to develop a staffing model that integrates programs, activities and personnel responsibilities to provide opportunities for student growth, engagement, and transformation. The revised language will make communication and services more accessible to the broader campus community.

Outcomes and Criteria:

- Hiring and on-boarding process for Inter-Cultural Center Coordinator and Associate Director positions, and onboarding of shared part-time administrative assistant is key step toward this goal.
- Streamline programs, activities, personnel responsibilities, as part of the re-branding efforts of the department.
- Effective communication and implementation of re-envisioned departmental focus.

Data Sources and Methods:

- On-boarding and planning.
- Updating materials, website, campus wide communications as well as departmental communications.

Assessment Data:

To re-envision and brand the department given the reduction in financial and personnel resources. **Goal Partially Met**

- New Intercultural Center Coordinator began in July 2021. The progress made this year in building community through programming and leadership has been significant.
- The onboarding and integration of the part-time Administrative Assistant that is shared with SUA was completed.
- The Interim Associate Director for Community Development was hired in December 2021 with priorities to plan and implement the Annual Student Leadership Conference and Student Award ceremonies with a focus on relaunching LDP. Information about LDP was integrated into both programs.
- Improved collaboration and programming propelled integration efforts across program areas within ComDev.
- The second phase of the merge and reorganization is underway with Spring 2022 searches for Associate Director for Leadership and Democratic Engagement, the Assistant Director for Student Union Facilities, and the Associate Director for Student Activities Programming.

- The team of 5 Community Ambassadors have primarily focused on Intercultural Center events. They expanded promotion beyond tabling, engaging in outreach across campus. Distributing invitations to individual students is an example of a particularly successful strategy.
- SULA Strategic planning efforts resulted in the development of a Mission Statement, and group working agreements.

Closing the Loop

Resources Used:

- Human Resources
- ComDev and SULA staffs
- Community Ambassadors

Key Findings:

- The increased communication through staff meetings focused on program integration and collaboration were effective.
- Communication and shared experiences are key to building a high-functioning team.
- Developing policies and procedures for SULA is essential.
- Graduate Assistant positions and Community Ambassador roles need revision to become more meaningful and developmental.
- Promotions need to be expanded beyond tabling and social media to include campus-wide outreach.

Dissemination/Discussion of Key Findings:

Key findings are shared in staff meetings with all staff and with Division leadership as needed by the SULA Director.

Summary Sentence for EMSA Divisional Report:

Community Development (ComDev) and Student Union and Activities (SUA) have been merged and are now Student Union Leadership & Activities (SULA). The initial goal to re-envision and brand ComDev has pivoted to address the merger with SUA. The process is now focused on SULA and will be carried forward into the coming year.

Unit Goal 2: Intercultural Center programming for students to build their ability to engage in and outside of the classroom setting to increase awareness around their social identity and to develop as leaders. (Divisional Goals 2 and 6, College Goals 1.1 and 2.1).

College Mission Alignment: Creating an inclusive environment within a divided society requires affirming identities and providing resources for overcoming the systemic barriers historically marginalized students will encounter. The Intercultural Center provides the support BIPOC students need to engage as equals within the broader, predominantly White SUNY Brockport community.

Outcomes and Criteria:

- Establish internal collaborations focusing on Talon Academy, CSTEP McNair, EOP, Prevention and Outreach Services and other campus partners.
- Build a sustainable program structure that supports balanced implementation of programming across all goal areas with a focus on empowerment, academic success, and professional development.

Data Sources and Methods:

- Meet with campus partners to develop collaborative relationships. Focus on developing shared understanding of Intercultural Center and each respective program, explore areas for collaboration and growth while leveraging student learning, and develop student centered programming.
- Develop programming and engage in a process of implementation, assessment, reflection, and refinement to identify the combination of programming that meets BIPOC student needs.

Assessment Data: Services were provided within the framework of the Intercultural Center Goals.

Intercultural Center Goal 1: Provide services and opportunities to support development of leadership and advocacy skills for underrepresented students. **Goal Met**

- 168 students attended 14 events, and our collaborators were Talon Academy, Liberal Arts, ALAS, WOCE, MOC, AAS, POS, OEDI, Drake, ASC, Women and Gender Studies, Brockport Soccer, Advancement, M&T Bank, Ganondogan, SUNY Binghamton, and Dr. Albert Paul Brenson.
 - Talon Academy Welcome
 - Arts and Science Affinity – 5 Sessions
 - Puerto Rico Becoming a Colony
 - Financial Literacy
 - The Medicine Game (Indigenous Peoples' Celebration
 - Study Hours with the Academic Success Center – 2 Sessions
 - Transition Back Home Panel
 - Yoga – 4 Sessions
 - Cultural Campfire
 - Black History Month Jeopardy
 - Courtland to Colorado
 - Golden Eagle Experience
 - Men of Color Summit
 - Umoja Ceremony
 - Painting on the Lawn
 - Gardening
 - Massages
 - Game Night

Intercultural Center Goal 2: Serve as a resource for existing student organizations for underrepresented students and assist in the development and establishment of future cultural, academic, service and social organizations to meet the growing needs of underrepresented students. **Goal Met**

- 126 Students attended 3 events, and our collaborators were Talon Academy, ALAS, WOCE, International Center, and Latinas Unidas
 - Hispanic Heritage Celebration
 - International Student Farewell
 - Lunar New Year

Intercultural Center Goal 3: Provide a forum for deep and multifaceted discussions around collective interests, issues, and concerns. **Goal Met**

- 162 Students attended 16 events, and our collaborators were History Department, Talon Academy, MOC, BSG Advocacy, OEDI, Drake, Women and Gender Studies, Brockport Soccer, FSOCIG, Advancement, Ganondogan, and Dr. Albert Paul Brenson
 - Attica Prison Uprising Exhibit and Discussion

- Puerto Rico Becoming a Colony
- The Medicine Game (Indigenous Peoples' Celebration
- Transition Back Home Panel
- Black History Month Film Festival
- Systemic Oppression Red Table Talk
- Black History Month Jeopardy
- Black History Month Book Tastings
- Cortland to Colorado
- Golden Eagle Experience
- Men of Color Summit

Intercultural Center Goal 4: Serve as a safe space, resource, facilitator, coordinator, and provider of support for underrepresented students. **Goal Met**

- 159 Students attended 18 events, and our collaborators were Talon Academy, ALAS, AAS, POS, OEDI, Drake, Advancement, FSOCIG, and Dr. Albert Paul Brenson
 - Day of the Dead
 - Cultural Campfire
 - Lunar New Year
 - Black History Month Film Festival
 - Black Heritage Month Book Tastings
 - Golden Eagle Experience
 - Men of Color Summit
 - Painting on the Lawn
 - Yoga
 - Gardening
 - Massages
 - Game Night

The intercultural Center has become a space students “own” as their own. In addition to attending events, students use the space for homework, relaxing between classes, watching football (soccer) games, and getting to know each other. The words, “Hey, how are you doing?” have transitioned from being a greeting to becoming a conversation starter.

Closing the Loop

Resources Used:

- Intercultural Center Coordinator, Community Ambassadors, Office Assistants, Administrative Assistant, Transition and Success Coordinator, (Chaperones on Golden Eagle Experience).
- Student organizations including ALAS, AAS, POS, and WOCE.
- Financial resources for food, transportation, posters, fliers, film licenses from BASC, Joey Jackson donations, Advancement through Alumni Donations, Office of Equity Diversity and Inclusion, Prevention and Outreach Services, African and African American Studies, History Department, and EOP.
- Social media, focused email, website, myBrockport.

Key Findings:

- Campus and community partnerships are vital to success.
- Recognized the need for external collaborations which included three universities, a civic and social organization and four alumni.
- Many students shared experiencing microaggressions from well-meaning faculty and staff. This has been a challenge. At the same time, the support and desire to engage with the Intercultural Center

and the commitment to BIPOC students is high. It will be important to manage both as we continue to expand our program.

- Transitioning programming and services back to campus after COVID has been a challenge to efficiency and implementation with faculty, staff, and students.

Dissemination/Discussion of Key Findings:

- Regular staff meetings.
- One on ones with Department Director and Community Ambassadors.
- Strategic planning with colleagues.
- Conversations with Student Leaders across campus.
- Findings discussed in regular staff meetings and shared with Division leadership as needed by the SULA Director.

Summary Sentence for EMSA Divisional Report:

The Intercultural Center has become an integral part of the campus hosting a broad range of events for students and included campus, community, and alumni collaborators. It is the safe space for BIPOC students it was intended to be. The words, “Hey, how are you doing?” have transitioned from a greeting to a conversation starter.

Unit Goal 3: Reconfigure the Leadership Development Program from 4 to 3 levels. (Divisional Goals 2 and 6, College Goals 1.1 and 2.2).

College Mission Alignment: The manifestation of personal leadership leads to growth, engagement, and personal transformation. Contributing to being a great college at which to learn, and being a college engaged with its community.

Outcomes and Criteria:

- Re-design the Leadership Development Program from 4 to 3 levels.
- Graduate Assistant focus on recruitment plans:
 - Fall 2021 plan for an October start for LDP Green level
 - Shift to a year-long program

Data Sources and Methods:

- Current curriculum for redesign.
- Classroom presentations, ASC, mentor training
- MachForm, excel spreadsheet tracking, Baseline surveys

Assessment Data:

Redesign the Leadership Development Program from 4 to 3 levels. **Goal Partially Met**

- The most significant change was combining Presidential (Level 3) with a focus on Society and Capstone (Level 4) with a focus on the application of skills to become the new Capstone (Level 3): with a focus on both Society and the application of skills.
 - Presidential (Level 3) consisted of taking GEP 303 Leadership and Society, a two credit-hour course, and participating in a Practicum.
 - Capstone (Level 4) had focused on the application of skills through either planning and implementing the LDP Kick-Off, the Annual Student Leadership Conference, the Annual Leadership Award Ceremony, or engaging in a Capstone Cause aimed at addressing a social

need in the immediate community. Students also created an Expressions of Growth presentation that summarizes their growth and learning over the course of the program.

- Piloted the new Capstone (Level 3) This year the transition included working with students at both levels simultaneously.
 - Presidential (Level 3) students, took the course Leadership and Society, attended Deliberative Dialogues, at least two Annual Diversity Conference workshops, and completed the Capstone requirement with the Capstone Students who had previously completed the course.
 - In response to self-study, components were added to the Presidential Course, GEP 303 Leadership and Society.
 - Capstone (Level 4) students applied the skills learned through LDP by contributing to at least one major event: LDP Kick-off, Leadership Conference, or Annual Leadership Award Ceremony. In addition, each student worked on a smaller project for at least three hours, projects included working at the Umoja Ceremony, Green and Gold recruitment, and serving on an Award Committee.
 - All students completed the Expressions of Growth project that summarized their growth and learning through the course of the program.
- Gold (Level Two): Focus on the Group
 - In the past the Gold Level consisted primarily of service projects. The Coordinator of Service and Community Building is no longer a position. The focus will shift to group process and developing skills for creating effective groups.
 - The curriculum will be finalized this summer.
- Green (Level One): Focus on the Individual
 - Provided the workshops students who were currently engaged in Green (Level One) needed to complete the certificate requirements.
 - To effectively integrate the recommendations from the self-study, met with Kim Piatt, former Associate Director of Community Development. The self-study was conducted prior to her leaving, and just before COVID. Responding to COVID shifted the focus and the information gained is an important starting point for updating the workshops at this time.
 - Added attending two workshop at the Annual Diversity Conference
 - Graduate Assistant gathered and organized all the past materials from Green Level 1 workshops to serve as a starting place for updating the workshops.

Graduate Assistant focus on recruitment plans

- Extensive tabling in the Union by Graduate Assistant, Graduate Intern, Community Ambassadors
- Social media advertising Green (Level One) and Gold (Level Two) programs with links to registration.
- Email recruitment to students who did not complete Green.
- Worked with Capstone students on recruitment projects:
 - A recruitment event at the Residence Halls was the most effective; 18 students signed up for Green (Level One).
 - Developed a script and flow for an LDP recruitment video.

Shift to a year-long program

- Four workshops were offered each semester, and makeup sessions were scheduled as needed.

Closing the Loop

Resources Used:

- Primarily used human resources which included: Graduate Assistant, Graduate Intern, Associate Director for Community Development, Administrative Assistant Community Ambassadors, Office Assistants, Jamia Williams, Terrian Garvis.

- IT resources included social media posting, myBrockport, focused email, and Brockport Communications.

Key Findings:

- Recruitment efforts were not effective at inspiring registration. Having received feedback that the registration form was deterring students, the form was shortened.
- Traditional recruitment strategies have not been successful. The most successful recruitment effort (18 registrants) was a recruitment event hosted in a Residence Hall and open to all. We will continue to expand how we recruit next year.
- It was evident that participating in all levels of LDP is impactful. The Expressions of Growth Project requires that students summarize their learning and because of program participation and articulate their personal leadership style and the values that were most important to them. Collaboration, communication, and confidence were three common outcomes across all emotionally impactful presentations.
- The blending of Presidential (Level 3) and Capstone (Level 4) was successful. The students felt they learned a lot. The learning component was articulated throughout, and students responded with sincere engagement. The Presidential students took the course while engaging in Capstone application activities and were able to participate fully in all components.
- Overall numbers were low across major events and workshops. Assessment efforts highlight a resistance in some to attend in-person events outside of class. This was reinforced in a Guest Post from Inside Higher Education. The article and the links to additional information were very informative. We will be exploring hybrid options for participation with a blend of in-person and virtual activities.
- Offering only four Green Level 1 workshops per semester did not improve retention. We will go back to offering a more robust schedule and are considering hybrid options.

Dissemination/Discussion of Key Findings:

Findings were discussed in regular staff meetings and will be shared with Division leadership as needed by the SULA Director.

Summary Sentence for EMSA Divisional Report:

The Leadership Development Program was re-configured from four to three levels and is ready for relaunch in Fall 2022.

Unit Goal 4: Create opportunities for students to engage in active dialogue. (Divisional Goals 2 and 6, College Goals 1.1 and 2.1)

College Mission Alignment: Structured environments that create the safety needed to allow people to share their personal stake in an issue within a broad range of views being expressed inspires active dialogue, engagement, and transformation.

Outcomes and Criteria:

- Develop facilitator guide and materials
- Recruit and train of 5-10 facilitators
- Deliver 10-20 programs

Data Sources and Methods:

- 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.
- Baseline surveys per program delivered for facilitator training and program delivery.

Assessment Data:

Develop facilitator guide and materials – Goal Met

- Materials were updated and used for Resident Director Training and GEP 303 Leadership and Society, (LDP Presidential/Capstone course).
- Recruit and train 5-10 facilitators – **Goal Met**
 - Several RDs received an introduction to facilitating Deliberative Dialogues.
 - 15 total trained.
 - 11 faculty and staff participated in National Issues Forum Institute (NIFI) Moderator Training on February 17th.
 - Four students from GEP 303 Leadership and Society, (LDP Presidential/Capstone course) received moderator training on April 24th and showed interest in moderating Deliberative Dialogues when they return in the fall.
 - 6 total recruited
 - Two NIFI training participants.
 - Four students who have completed the Leadership Development Program.
- Deliver 10-20 programs - **Goal Not Met**
 - Worked with internal and external collaborators to plan and implement 8 programs.
 - Six Deliberative Dialogues offered, 16 people participated.
 - Political Fix
 - Free Speech and the Inclusive Campus – offered 3 times
 - Mental Health
 - Climate Choices
 - Two forums for Engaging Citizens offered, nine people participated
 - Community Policing Table Talk: ComDev provided planning and implementation support to a Capstone student completing a Social Work internship.
 - Is Deplatforming Valid on College Campuses Debate: A collaboration with Braver Angels an organization whose mission is to bring Americans together to bridge the partisan divide and strengthen our democratic republic. Based upon low registration we chose to postpone to the Fall of 2022.
- Social media postings for externally hosted dialogue and engagement events.
 - Constitution Day Virtual Events Promotion
 - Week of Deliberation Virtual Events Promotion
 - ADP Global Literacy Talks Virtual Event promotion
 - National Week of Conversation promotion
- We are working internally to identify a process to increase our capacity to leverage their efforts in the Democratic Engagement program area.
- To meet the needs of the full range of students we are currently serving we will be exploring hybrid options for dialogues with a blend of in-person and virtual participation options to increase attendance and representation across identities.

Closing the Loop

Resources Used:

- This work was led by our Graduate Assistant who worked with internal and external collaborators,
 - Internal Collaborators: Democratic Engagement Intern, BSG Advocacy Department, Resident Directors, Community Development Staff, LDP Graduate Assistant, Interim Associate Director Community Development, LDP Capstone students, Community Development Community Ambassadors and Office Assistants.
 - External Collaborators: Braver Angels, American Council of Trustees and Alumni (ACTA), Bridge USA and the National Issues Forum Institute.
- Promotional resources for advertising via Daily Eagle/Events Calendar, social media posting, focused emails, flyers, etc.
- Financial resources allocated for Braver Angels event will be used in the event planned for Fall 2022.

Key Findings:

- Our revised facilitator guide and materials were effective. We will offer more facilitator training in the coming year.
- Our outreach efforts were insufficient to encourage the level of participation we would like. As a program within Community Development, we did not use our Community Ambassadors to the level they could be utilized.
- Limited participation also appeared to impact faculty and staff. 11 faculty/staff participated in Deliberative Dialogue Moderator training, yet there was limited follow-up after reaching out to collaborate.
- We will establish a working group of stakeholders to expand planning of active dialogues outside of ComDev/SULA. The group will assist in the identification of topics, identifying times, locations, and forums for events, and helping with recruitment and promotion of events.

Dissemination/Discussion of Key Findings:

Findings were discussed in regular staff meetings and will be shared with Division leadership as needed by the SULA Director.

Summary Sentence for EMSA Divisional Report: Seven dialogues were held over the course of two semesters with 10+ potential dialogue moderators trained for future events. A working group of stakeholders will be established to expand input and ownership of planning and implementation, as well as help to reimagine the process for promoting student engagement.

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

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

Departmental Learning Outcomes:

1. Students will examine the strengths, weaknesses, values, and aspects of identity that influence their action within the community.
 - a. 2018-2019
 - b. Intercultural Competence and Civic Engagement
2. Students will collaborate with others who possess differing views, identifies and perspectives to address community issues.
 - a. 2019-2020

3. Intercultural Competence and Civic Engagement Students will demonstrate the skills needed to work within social and political systems to create lasting change in the community.
 - a. 2020-2021
 - b. Written and Oral Communication and Civic Engagement
4. Students will demonstrate civic ethos by participating in activities that reflect the infusions of individual, group, and democratic values.
 - a. 2021-2022
 - b. Critical Thinking and Information Literacy and Civic Engagement

Departmental Learning Outcome Measured in 2021-2022:

Students will demonstrate civic ethos by participating in activities that reflect the infusions of individual, group, and democratic values.

Strategies/Programs:

- Four educational events
 - Constitution Day Tabling – Constitutional Awareness, amendments, and history.
 - Voter Registration with the League of Women Voters – Registration, awareness, and encouragement.
 - Voter Registration at REOC – Registration, awareness, and encouragement.
 - Voter Registration tabling in the Union – Registration, absentee ballot applications, awareness, and encouragement.
- Eight dialogues
 - Deliberative Dialogue (DD) Political Fix
 - DD Free Speech and the Inclusive Campus in Harmon-Gordon (Res Halls)
 - DD Free Speech and the Inclusive Campus in the Union
 - DD Mental Health
 - DD Free Speech and the Inclusive Campus
 - DD Climate Choices
 - Community Policing Table Talk – Assisted student for a Social Work Internship project.
 - Braver Angels Debate – Postponed to next semester due to low registration.
- Two moderator trainings
 - National Issues Forum Institute Moderator Training, recruitment, and promotion among campus community to expand facilitators and partners. 11 registrants, two have since served as facilitators, and others are interested.
 - Presidential Level 3 students (4) participated in training. All have expressed interest in facilitating during 2022-2023.
- Passive Programming through social media
 - Educational/Awareness Postings
 - Bill of Rights and Amendment Educational Posting
 - National Voter Registration Day
 - Hispanic voting rates population
 - Voter Registration Deadline
 - Voter resources
 - Last day to register to vote
 - Last day to request an absentee ballot
 - Ballot proposals 101
 - Last day of early voting for NYS
 - Election day reminder story and graphic
 - Mental Health statistics story
 - Primary election infographic

- Promotion for external events
 - Week of Deliberation Virtual Events Promotion
 - ADP Global Literacy Talks Virtual Event promotion
 - Constitution Day Virtual Events promotion
 - National Week of Conversation promotion

Assessment Tools/Data Sources:

- Gathered attendance data.
- Utilized National Issues Forums Post Questionnaires, though we do not have access to the data.

Results:

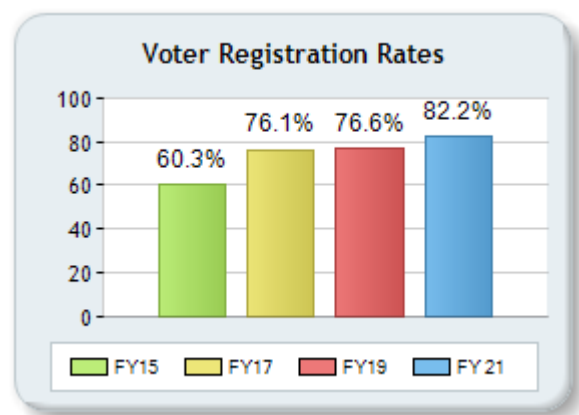
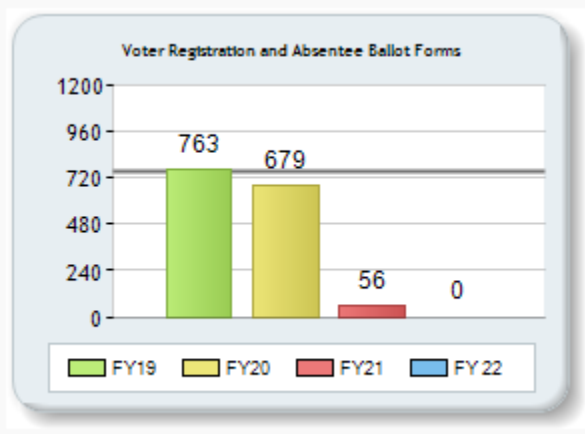
- Limited participation. An issue across program areas.
- LDP students who participated reported in conversations after the events that they learned more about the topic of the discussion. The comments reflected a connection to Critical Thinking and Information Literacy. Two representative examples:
 - After the Climate Change dialogue LDP students reported learning more about climate change. One student shared how she learned about many ways that climate change impacts our daily lives that she had never thought of. Another student commented on how his increased understanding of the many ways climate change impacts our lives, increased his understanding of the topic overall.
 - One student who participated Free Speech and the Inclusive Campus expressed appreciation for hearing a range of perspectives and having the opportunity to contribute to the conversation. He felt that the structure provided the safety to engage honestly and hear other perspectives.

Summary of Findings and Next Steps:

- We need to implement our own post-program reflection or some form of assessment to measure attendance across identity groups and level of engagement to assess our impact and improve existing programs.
- Our traditional promotion practices have not been effective, and we need to identify new ways of reaching students.

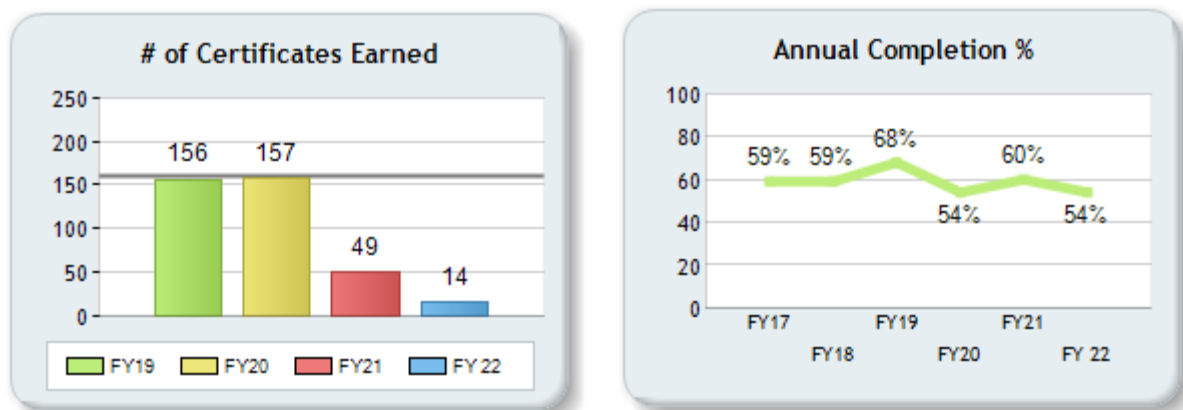
Section Five: Unit Key Performance Indicators

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



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

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



Analysis: The continued drop in # of Certificates Earned from last academic year reflects both the continued impact of working to engage “post” COVID, and staff vacancies. We experienced a 69% drop in FY 21 from 157 to 49, and an additional 9% to 14 in FY 22. The Associate Director for Community Development position was vacant for a period and an interim was brought in on December 9, 2021. The Leadership Development Graduate Assistant left mid-year and the Graduate Intern stepped into the role. The focus of the Interim Associate Director has been completing certificate programming for the students who had begun the process and planning for relaunch, Fall 2022.

The annual completion percentage has historically been around 59% and was beginning to rise at 68% in FY 19. Completion during COVID declined to 54% in FY 20. Low participation numbers in FY 21 and FY 22 make the completion percentage less significant. Overall, a focus on increasing retention across all levels will be a primary focus in FY 23.

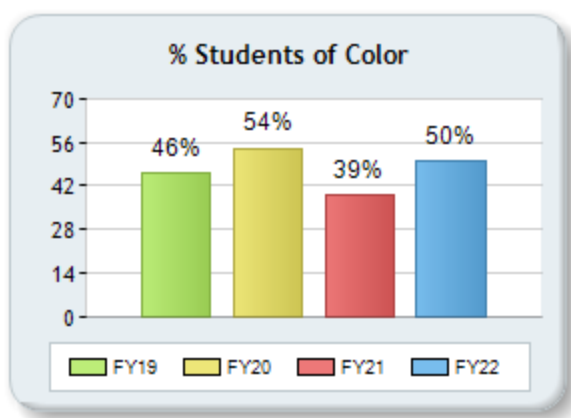
Program Level	Started	Completed	Notes
Green Level 1	12	2	
Gold Level 2	0	0	
Presidential Level 3	4	4	Merged for Capstone Level 4 application activities
Capstone Level 4	10	8	

There was a mid-semester change Graduate Assistants (GA). The initial GA was the primary facilitator of the Green (Level One) workshops. The new GA had established relationship with only a couple of students. Email outreach was unsuccessful. The focus moved to completing the programming with the two students who remained engaged, and a commitment to re-engage students when the program relaunches next academic year.

The Capstone students consisted of 4 Presidential (Level 3) students who took GEP 303 Leadership & Society with the Interim Associate Director, and 10 Capstone (Level 4) students. Two Capstone students did not engage after initial contact. The four Presidential students and eight Capstone students completed the application portion and the Expressions of Growth final video project to complete Capstone Level 3 (4).

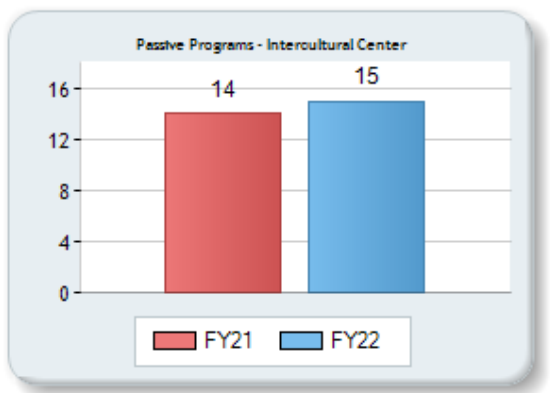
Capstone application projects focused on at least one event, and one or more individualized contributions to LDP programming. Students were involved in one or more of the following events: LDP Kick off, the Annual Leadership Conference, or the Annual Student Leadership Award Ceremony. Additional contributions to LDP included but were not limited to recruitment for Green (Level One) and Gold (Level Two), working at the Umoja Ceremony, LDP testimonial at the Award Ceremony, and working with the Associate Director organizing materials.

Key Performance Indicator: Percentage Students of Color



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

Key Performance Indicator: Intercultural Center Passive Programs

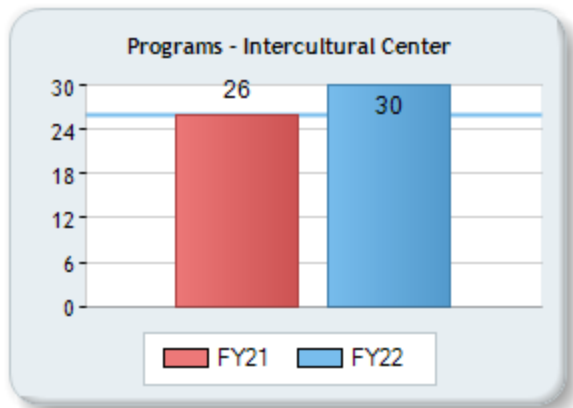


Analysis: Passive programs in the Intercultural Center started at 14 in the first year and moved up to 15 this second year. The first-year definition of passive programs included students attending external conferences. This is not consistent with the definition in other programs areas. Four events were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

programs in FY21 to ensure passive programs reflect social media programming provided by the Intercultural Center.

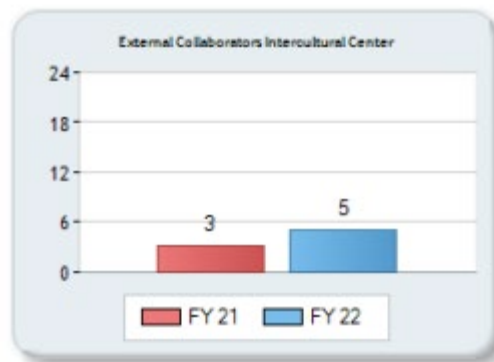
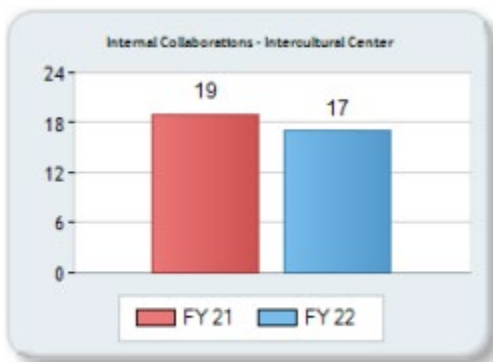
- Fall: 7 (2 month long social media postings, 2 holiday postings, 3 infographic campaigns)
- Spring: 8 (2 month long social media postings, 2 holiday postings, 3 infographic campaigns)

Key Performance Indicator: Intercultural Center Programs

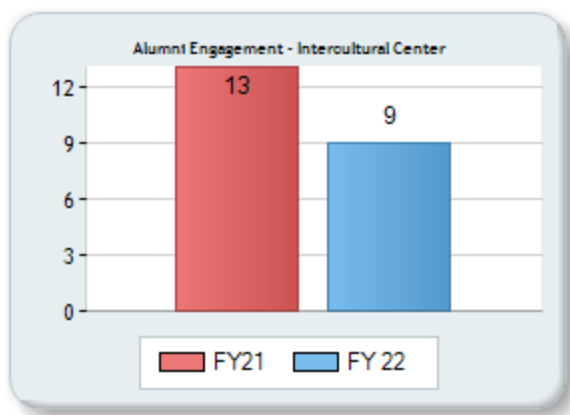


Analysis: The Intercultural Center Coordinator shifted programming from virtual to in-person and arranged a broad array of programming as he works to respond to student needs and interests. Leveraging the skills and engagement of the team of 5 student leader Community Ambassadors, the programming increased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

1. Fall: 14
2. Spring: 16



Analysis: Internal collaborations remain strong and external collaborations are growing. The Intercultural Coordinator has focused on making the Intercultural Center a vital part of the Campus Community. His outreach efforts have touched many across campus as well as the broader community.



Analysis: Alumni engagement was lower this year from 13 alumni participating in events in FY 21 to 9 in FY22. With a focus on nurturing campus and community collaborations, increasing programming and increasing the contribution of the student leader Community Ambassadors, alumni as a priority was lost. We will increase our efforts to integrate alumni. They are important models of success for our current students.

Section Six: 2022-2023 SULA Unit Strategic Annual Goals

Unit Overview

Unit Mission: Student Union, Leadership and Activities creates, supports, and implements high impact, dynamic and diverse programs aimed at enriching the growth and discovery of civic-minded leaders who possess the knowledge, skills, and values to engage fully in their communities.

Unit Functional Goals:

1. Ensure the Seymour College Union is an integral part of the educational mission and community building of the college. (Division Goal 1, 2, and 4 College Goal 1.B, 2D, and 4.D)
2. Engage members of campus in personal and professional growth through leadership development initiatives. (Division Goals 1 and 4, College Goals 1.B, 4.D).
3. Prepare members of campus to be engaged citizens in their communities by fostering democratic learning and engagement- (Divisional Goals 1 and 4, College Goals 1.B, and 4.D).
4. Student Union Leadership & Activities provides student organizations with optimal administrative and operational support to maximize engagement as an opportunity for students to acquire knowledge and transferable skills essential to success. (Division Goal 1, 2, and 4, College Goal 1.B and 2.D)

Strategic Annual Goal 1:

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

Action Plan

- Develop and implement effective communication and implementation of re-envisioned departmental focus.
- Engage in hiring, selection, and on-boarding process for open positions.

- Update modes of promotion and communicate to students, college, and community stakeholders.
- Engage in additional strategic planning sessions as a full staff and implement plans as appropriate.

Timeline

- May 2023

Strategic Annual Goal 2:

Annual Goal 2: Increase the effectiveness of the Intercultural Center by conducting a CAS self-assessment. (Divisional Goals 1, 2, and 4, and College Goals 1.B, 2.B.).

Action Plan

- Plan the process
- Assemble and educate the self-assessment team
- Identify, collect, and review evidence
- Conduct and interpret the ratings using evaluative evidence
- Develop an action plan
- Prepare a report
- Begin to implement the action plan

Timeline

- Plan the process – August and September
- Assemble and educate the self-assessment team – August and September 2022
- Identify, collect, and review evidence – October through December 2022
- Conduct and interpret the ratings using evaluative evidence – December 2022 and January 2023
- Develop an action plan – January and February 2023
- Prepare a report – February 2023
- Report Complete March 2023
- Begin to implement the action plan – June 2023

Strategic Annual Goal 3:

Conduct a CAS self-assessment for Civic/Democratic Engagement Programming. (Divisional Goals 1, 2, and 4, and College Goals 1.A, 1.B)

Action Plan

- Plan the process
- Assemble and educate the self-assessment team
- Identify, collect, and review evidence
- Conduct and interpret the ratings using evaluative evidence
- Develop an action plan
- Prepare a report
- Begin to implement the action plan

Timeline

- Plan the process – September 2022
- Assemble and educate the self-assessment team – September 2022
- Identify, collect, and review evidence – October 2022 through January 2023

- Conduct and interpret the ratings using evaluative evidence – October 2022 through January 2023
- Develop an action plan – February 2023
- Prepare a report – March 2023
- Begin to implement the action plan – June 2023

Strategic Annual Goal 4:

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

Action Plan

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

Timeline

- Throughout academic year 2022-2023.

Strategic Annual Goal 5:

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

Action Plan

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

Timeline:

- July through October focused recruitment for incoming freshman, transfer students, upper class students and non-traditional students in collaboration with partners.
- November through May, ongoing promotion and recruitment focused on incoming freshman, transfer students, upper class students and non-traditional students.
- LDP Kick Off, September 30, 2022
- Offer Workshops October 2022 through April 2023
- Annual Leadership Award Ceremony

Section Seven: 2022-2023 Assessment Plan

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

Outcomes and Criteria:

- Hire positions identified in restructure, (Associate Director for Leadership and Democratic Engagement, Assistant Director for Student Union and Facilities, and Associate Director for Student Activities Programming).
- Align responsibilities for all SULA staff aimed at achieving the mission and goals of the department.
- Develop and implement effective communication and implementation of re-envisioned departmental focus.

Data Sources and Methods:

- On-boarding, training, and planning for new staff
- Review and revision of current staff job descriptions and duties
- Updating materials, website, campus wide and departmental communications.

Resources Needed and Individual(s) Responsible:

- College leadership, SULA Director, Intercultural Center Coordinator, Associate Director for Student Activities Programming, Associate Director for Leadership and Democratic Engagement, Assistant Director for Student Union Facilities, BSG Business Manager, GA's, Admin Assistant, key departmental collateral stakeholders.
- Web team, IT, and College Communications

Action Plan: Summer-Fall 2022:

- Develop and implement effective communication and implementation of re-envisioned departmental focus.
- Engage in hiring, selection, and on-boarding process for open positions.
- Update modes of promotion and communicate to students, college, and community stakeholders.

Goal Rationale: For higher education, college unions are the hub of community, serving as the “living room” of the campus, a place with opportunities for students, faculty, administrators, staff, alumni, and guests to build relationships, learn, and grow together. College unions also provide forums for discussions, showcasing talents, promoting a variety of viewpoints, plus so much more. Merging and re-envisioning the department will support this process.

Annual Goal 2: Increase the effectiveness of the Intercultural Center by conducting a CAS self-assessment. (Divisional Goals 1, 2, and 4, and College Goals 1.B, 2.B.).

Outcomes and Criteria:

- Provide services and opportunities to support development of leadership and advocacy skills for underrepresented students.
- Serve as a resource for existing student organizations for underrepresented students and assist in the development and establishment of future cultural, academic, service, and social organizations to meet the growing needs of underrepresented students.
- Provide a forum for deep and multifaceted discussions around collective interests, issues, and concerns.

- Serve as a safe space, resource, facilitator, coordinator and provider of support for underrepresented students.

Data Sources and Methods:

- CAS Assessment for multicultural student programs
- Internal and external data as appropriate as determined by the self-assessment team

Resources Needed and Individual(s) Responsible:

- CAS team
- Will Walker, Intercultural Center Coordinator, Associate Director for Student Activities Programming, Karen Podsiadly, SULA Director, with support from the SULA team.

Action Plan:

- Plan the process – August and September
- Assemble and educate the self-assessment team – August and September 2022
- Identify, collect, and review evidence – October through December 2022
- Conduct and interpret the ratings using evaluative evidence – December 2022 and January 2023
- Develop an action plan – January and February 2023
- Prepare a report – February 2023
- Report Complete March 2023
- Begin to implement the action plan – June 2023

Goal Rationale: Creating an inclusive environment within a divided society requires affirming identities and providing resources for overcoming the systemic barriers historically marginalized students will encounter. The Intercultural Center provides the support BIPOC students need to engage as equals within the broader, predominantly White SUNY Brockport community. Conducting a CAS will increase the Center's effectiveness and impact on campus.

Annual Goal 3: Conduct a CAS self-assessment for Civic/Democratic Engagement Programming. (Divisional Goals 1, 2, and 4, and College Goals 1.A, 1.B)

Outcomes and Criteria:

- Re-establish Democratic Engagement workgroup representing multiple stakeholders across campus (ADP, BSG, BSG Advocacy, Political Science, Clubs, Service Council).
- Establish an institutional definition of Civic Engagement including outcomes and appropriate assessment measures.
- Prepare members of campus to be engaged citizens in their communities by fostering democratic learning and engagement including voting initiatives, a range of dialogues, and promoting participation in the democratic process

Data Sources and Methods:

- CAS Assessment
- Internal and external data as appropriate as determined by the self-assessment team

Resources Needed and Individual(s) Responsible:

- CAS Team
- Democratic Engagement Graduate Assistant, Associate Director for Leadership and Democratic Engagement, Karen Podsiadly, SULA Director with support from the SULA team.

Action Plan:

- Plan the process – September 2022.
- Assemble and educate the self-assessment team – September 2022.
- Identify, collect, and review evidence – October 2022 through January 2023.
- Conduct and interpret the ratings using evaluative evidence – October 2022 through January 2023.
- Develop an action plan – February 2023.
- Prepare a report – March 2023.
- Begin to implement the action plan – June 2023.

Goal Rationale: Civic/Democratic engagement is critical to sustaining vibrant communities. SUNY Brockport contributes to the region by engaging our students in critical dialogue which supports their capacity for growth, engagement, and transformation.

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

Outcomes and Criteria:

- New strategies developed and implemented.
- A process for gathering participant demographic data developed and implemented.
- A process for gathering data on participant level of engagement developed and implemented.
- Increased involvement of males of color in student organizations.

Data Sources and Methods:

- Institutional Retention Data.
- Review data from NSSE, Persistence/GPA data, CAS, CHIPS and NASPA consortium surveys.
- Work closely with campus partners and cultural organizations to identify plans.
- Participant demographic and engagement data from newly developed departmental tracking tools.

Resources Needed and Individual(s) Responsible:

- Amy McNulty to lead with support from Associate Director of Leadership and Democratic Engagement, and Karen Podsiadly, Director of SULA.
- Collaboration with on-campus partners including but not limited to, Will Walker, Intercultural Center Coordinator, Transition & Success Steering Committee, and the Transition & Success Coordinator.
- Collaboration with off-campus partners if identified through the process.

Action Plan:

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

Goal Rationale: To achieve the same level of academic success, retention, and graduation rates as the students from historically privileged groups, we must identify the systemic barriers historically marginalized students encounter and develop strategies for overcoming/dismantling them.

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

Outcomes and Criteria:

- 125 student register and participate in LDP Green (Level One).
- 70% complete within year one (88).
- 70% of people who do not complete in year one, complete in year two (26).

Data Sources and Methods: Not sure what should go here??????

- Recruitment throughout orientation period events, and throughout campus during the year.
- Mach Forms for registration.
- Create and utilize data base and spreadsheets to track participation.
- Conduct outreach and 1-1 meetings with students to problem-solve participation issues that may arise.

Resources Needed and Individuals Responsible:

- Associate Director for Leadership and Democratic Engagement, SULA Director, SULA staff, Graduate Assistants, and Community Ambassadors.
- Faculty and staff mentors and workshop facilitators.
- IT and Communication department staff.

Action Plans:

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

Goal Rationale:

The LDP program contributes to being a great college at which to learn, and being a college engaged with its community. The manifestation of personal leadership leads to growth, engagement, and personal transformation contributing to student success while here and beyond in their future professional lives.

Section Eight: 2021-2022 Points of Pride and Accomplishments

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

- Nineteen students participated in the 2022 Golden Eagle Experience to Atlanta, Georgia. The experience included community service, interactions with alumni and visits to historical sites. While on the trip, students were treated to a tour led by Dr. Paul Albert Brinson, a family friend of Dr. Martin Luther King Jr. and life-long activist for civil rights.
- Fraternity & Sorority Life continues to increase its persistence of its members at a higher rate than the undergraduate population and held a higher cumulative GPA, in addition to increasing these rates among its underrepresented members as well.
- The Radio Station won nine awards in 2021 New York State Broadcasters Association and finished second in the nation for Best Special Broadcast in 2021 College Broadcasters, Inc. National Student Production Awards.
- Classes of 2020 and 2022 were inducted into the WBSU Hall of Fame in a dinner ceremony April 2nd. Over 100 alumni, current students and other guests attended.

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

- The sense of community and connection of students gathering in the Intercultural Center has grown tremendously. An example that illustrates this sense of community is that the words, “Hey, how are you doing?” have transitioned from a greeting to a conversation starter.
- The Fraternity & Sorority Life community raised more than 4 times their highest contribution on record, donating more than \$700 to their collective philanthropy, March of Dimes.
- Our SUA student employee’s academic success with an overall GPA and persistence rate higher than the Brockport average. Also, maintaining a 100% persistence for our minoritized student employees within SUA compared to full-time, undergraduate Brockport underrepresented students.

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

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

- William Walker, Coordinator of the Joey Jackson Intercultural Center was recognized as EMSA’s Outstanding New Professional.