

**SUNY Potsdam
Administrative Unit
Assessment Plan**

Administrative Unit: **Center for Diversity- DDEI** Unit Contact Name: **Shawn Ramos / Dr. Richardson-Melecio** Date: **12/15/2022**
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PURPOSE

Administrative Assessment is an ongoing process that allows a unit to evaluate and – where necessary – improve its programs, services, and operations. Assessment is a systematic approach to demonstrate continuous improvement in programs, services, and operations. This template is to be used when creating your assessment plan. Assessment plans should be measurable, meaningful, and manageable.

UNIT MISSION STATEMENT

SUNY Potsdam is dedicated to fostering a campus culture that embraces diversity, practices inclusivity, and exercises equity for all the members of the campus community. The Center for Diversity exists to support all students in their academic, social, and personal development with an emphasis placed on students representing diverse cultural backgrounds and historically marginalized communities. We strive to foster a campus culture that is inclusive and respectful of differences in which the lived experiences of students are one of inclusivity and belonging.

GOAL #1

Reminder: Generally speaking, goals should be grounded in the mission of the unit, be broad, and linked to the overall institutional priorities and goals. They should focus on strengthening and improving critical functions, services and processes and reflect the most important/urgent priorities of the unit.

Demonstrate a commitment to recruit, retain and provide appropriate resources for students of diverse backgrounds

GOAL #1 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply – Descriptors available at the end of this template document)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Programs and Planning
- ☐ Strengthening Community Connections
- ☒ Diversity, Equity, Inclusion, & Belonging

Briefly describe the link between goal #1 and the institutional priority area(s) selected.

The efficacy of recruitment and retention efforts for students of diverse backgrounds is influenced by the engagement and support initiatives of the campus. Students who are actively engaged in campus activities and who are linked to the resources and services of the campus are better able to find community, navigate through challenges of adjustment, and more likely to make strong connections, and to effectively utilize campus resources to support their success. The lived experiences of our students from diverse backgrounds informs the quality of life on our campus, their sense of belonging, the ability to thrive, and to grow in what should be a time of self-discovery. Our capacity to provide a campus climate that is inclusive, and that respects and values diversity is critical to advancing our DEIB institutional goals and achieving our retention and enrollment goals.

<p>GOAL #1 – DESIRED OUTCOMES AND OBJECTIVES</p> <p>Tip: Outcomes and objectives should be SMART... <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, <u>T</u>ime-bound</p> <p>1A: Participation in Student Recruitment and Orientation Programs The CFD Staff will collaborate with the offices of admissions, student success, and student affairs in the delivery of recruitment programs and events with particular focus on the recruitment of students from diverse backgrounds.</p> <p>1B: Support of CFD Student Organizations representing diverse student backgrounds (Advisement, Leadership Development, Programming Supports, Access to Resources)</p> <ul style="list-style-type: none"> • The CFD will continue to house diverse student association groups and to provide advisement in their administration and student engagement activities <p>1C: Assessment of student resource gaps and development of alternative solutions to address identified student needs</p> <ul style="list-style-type: none"> • The CFD and the DDEI will gather information from students regarding resource needs in order to identify resource, services and product gaps 	
<p>GOAL #1 – ASSESSMENT METHODS, MEASURES, AND TARGETS</p> <p>Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.</p> <p>1A: Participation in Student Recruitment and Orientation Programs The CFD staff will participant in 100% of the following campus recruitment initiatives/programs</p> <ul style="list-style-type: none"> • <u>Multicultural Weekend</u> – This weekend program is organized by the Office of Admissions and the College’s Center for Diversity • <u>Open House Events</u> – CFD will set and staff information tables for open house events to share information on CFD activities, answer prospective student questions, and parent questions about diversity and inclusion initiatives on campus. • <u>Orientation Sessions</u>- Presentations to incoming students on campus DEI initiatives, CFD student associations and activities, CFD resources, Tours of CFD facilities <p>The CFD staff will participant in 100% of on-campus recruitment initiatives and programs in the following manner:</p> <ul style="list-style-type: none"> • Serving on planning committees • Developing information materials 	

- Delivery of Presentations on CFD Resources, Services, and Programs
- Conducting Tours of the CFD
- Connecting Prospective Students with current students
- Tabling at Open house events and other activities

CFD will maintain Attendance & Evaluation records on 100% of programs

- Registration and attendance information will be shared with co-sponsors for future planning and follow-up
- Participant evaluation forms will be utilized for reporting purposes and to inform content of future events and programming.

1B: Support of CFD Student Organizations (Advisement, Leadership Development, Programming Supports, Access to Resources)

- The CFD will continue to house diverse student association and to provide advisement in their administration and student engagement activities
 - Provision SA office space in CFD facilities
 - Advisement services to CFD Student organization officers and members
 - Monthly information meetings
 - Leadership development, Wellness, Campus Services and Resource Presentations will be provided monthly
 - Assistance with programming, community service projects
 - Management of CFD student facilities (Student Lounge and Game Room, Computer Lap, Meditation Room, Conference Room, SA Offices)
- CFD will continue to provide on-site staff to support students with navigating CFD and campus wide services and resources.
- A total of eight (8) monthly meetings will be provided throughout the academic year with the exception of January.
- Both formal and informal student gatherings and discussions will provide additional opportunity for students to inform programming and support services.
- Program and Meeting Agendas – Will be used to document program content and meeting discussion and follow-up items
- Program advertisement and communication materials will be used to promote events and document programming initiatives (Flyers, Announcements, Banners, Email)
- Sign in Sheets, Evaluations, and log sheets will be used to document program participation rates

1C: Assessment of Student Resources Gaps and development of solutions to identified student needs

- The CFD and the DDEI will gather information from students in an effort to identify existing gaps in student resources, services and products
- The CFD will conduct an annual survey related to culturally appropriate products, services, and resource gaps for students from diverse backgrounds
- The CFD and the DDEI will use information gathered to enhance the capacity of the following CFD service/resource areas
 - **Sisson Hall Clothing Closet** – To support students not prepared for the climate of the Norther Region or to support the need for professional clothing for employment purposes.
 - **CFD Food Pantry item** – Providing culturally appropriate food products which meet the dietary needs and customs of students from diverse backgrounds
 - **CFD Health and Beauty Aid Pantry**– Culturally appropriate ethnic health and beauty products to be gifted to students in need or priced equitably
- The CFD and DDEI will work to identify funding streams, and campus resources to support the above initiatives

Additional CFD information gathering efforts will include:

- Monthly one-on-one student association officer meetings will be scheduled to address individual group technical support needs and to identify existing service gaps and other support or administrative needs.
- CFD student program evaluations will be used to inform resource gaps
- Quarterly check in surveys administered via email will provide additional opportunity for student feedback throughout the year.
- Monthly DEI Community Roundtables will also be utilized as an informal platform for identifying student needs

GOAL #2

Programming and Resource Development:

Develop programming and resource initiatives which support and sustain a culture of inclusion among the student body, to ensure that students from historically marginalized backgrounds have a positive campus experience and equitable access to campus wide resources and academic scholarship offered on the Potsdam campus and to ensure that students from all backgrounds engage positively with each other.

GOAL #2 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Programs and Planning
- ☐ Strengthening Community Connections
- ☒ Diversity, Equity, Inclusion, and Belonging

Briefly describe the link between goal #2 and institutional priority area(s) selected.

The Center for Diversity programming and resource development initiatives aim to foster inclusion through engagement, communication, support, and advisement. CFD programs seek to identify, assess, and remedy student engagement and inclusion challenges and barriers through programming and tangible experiences that demonstrate respect and value of cultural, racial, and ethnic differences. CFD intentionally seeks to recognize the inherent value added to our campus community because of the diversity of its members. These experiences of engagement and community have a direct impact on the affirmation of our institutional goals of retention, enrollment, and Diversity, Equity, Inclusion and Belonging.

GOAL #2 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

2A: **Diversity Roundtable:** The CFD will host DDEI monthly roundtables which will be open to all faculty, staff, and students. These monthly sessions will provide an opportunity for community gatherings and discussions about diversity, equity, and inclusion as experienced by the members of the campus community.

2B: Collaborative Programming Initiatives: The CFD will collaborate with other student facing departments/ programs (TRIO, NSTEP, EOP, SSC, BRIDGES, and Office of Accommodations, University Police) in the development of student programs and activities aimed at providing student community engagement, student wellness, leadership development, exposure to STEM and Education fields, and linkages to campus resources, supports and academic programs.

2C: Alternative Spring Break: The CFD will host the Annual Alternative Spring Break. This program will provide an opportunity to students to familiarize themselves with the Adirondack Region, and to learn about environmental sciences.

2D: Foster open lines of communication and building positive relationships between students and University Police; and the facilitation of increased opportunities for student feedback on UP services and experiences

The CFD will co-host sessions and programs with University Police with the following goals and objectives (1) opening lines of communication, (2) addressing negative experiences with campus police and surrounding community police personnel, (3) building comfort with UP, (4) promoting familiarity of UP campus safety resources and services, and (4) improving student rapport with campus police.

GOAL #2 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

2A: Diversity Roundtable

- A total of 8 Diversity roundtables will be held each academic year.
- The campus “Get Involved” event portal will be used to make program announcements
- A sign in sheet will be used to record program participation levels
- A goal of 10% increase in participant attendance per session based on previous session attendance of similar programs in content, and delivery format
- Program evaluations will be administered following the last session of the academic year with a goal of 65% participants indicated satisfaction with program.

2B: Collaborative Programming Initiatives

- A total of 3-4 programs (Workshops, field trips, information sessions, community initiatives, cultural awareness/recognition programs) per semester will be offered and hosted by the CFD and co-sponsoring departments.
- Workshop and event topic examples include: Understanding Bias and Campus BIRT process; Mental Health Topic; Wellness and Safety; STEM; Title IX; Diversity and Culture Topics; Ethnicity Recognition Days; Holiday Gatherings; Leadership Workshops; Mentorship Sessions.
- The campus “Get Involved” event portal will be used to make program announcements
- A sign in sheet will be used to record program participation levels
- Program evaluations will be administered with a goal of 65% participants indicating satisfaction with program.

2C: Alternative Spring Break:

- The program will include the opportunity for 12-15 students to attend based on funding availability.

- The program will include the delivery of pre-event preparation sessions facilitated by Environmental Science Department Faculty and CFD Staff, to make sure students know what to expect, clothing recommendations, information on accommodations, program schedule, transportation services, required documents for registration. Attendance will be taken via sign-in sheets to record student participation.
- Pre-event sessions will also provide an opportunity to gather information from students on ideas for program activities to be integrated into program schedule.
- Program will include workshop presentation(s) and student activity sessions to be facilitated by faculty members from the Environmental Science and Biology Departments and other experts to integrate a STEM component to program
- Program Registration documents will be used to record program participation
- Participant evaluations will be used to evaluate program objectives and to inform future programming initiatives and overall content.
- We will aim to collect 100% of participant evaluation forms.
- Program evaluations will be administered with a goal of 85% participants indicating satisfaction with program.

2D: *Foster open lines of communication and a positive relationship between students and University Police; including providing additional opportunities for student feedback on UP services and experiences and facilitating*

- A minimum of 3 information/ programs with University Police will be held per academic year
 - Examples of Programming include: Community Town Hall Meeting, Safety Workshops , Game night with UP, Supporting Student Dispatch Hires w/ Outreach to students from diverse backgrounds
- The campus “Get Involved” event portal will be used to make program announcements
- A sign in sheet will be used to record program participation levels
- Program Evaluation forms will be used to collect participant feedback.
- The campus climate survey will include items measuring student experiences with University Police.
- Program evaluations will be administered with a goal of 65% participants indicating satisfaction with program.

GOAL #3

Understanding and Improving student experiences of campus community engagement, belonging, and participation.

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<p>GOAL #3 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO? (Select all that apply)</p> <p> <input type="checkbox"/> Retention and Enrollment <input type="checkbox"/> Financial Stability and Analysis <input type="checkbox"/> Academic Programs and Planning <input type="checkbox"/> Strengthening Community Connections <input checked="" type="checkbox"/> Diversity, Equity, Inclusion, & Belonging </p>	<p>Briefly describe the link between goal #3 and institutional priority area(s) selected.</p> <p>This goal contributes to the campus commitment to diversity, equity, and inclusion. Furthering our understanding of experiences of bias, discrimination or other forms of exclusion, ill treatment, harm and disrespect of individuals from diverse backgrounds, provides opportunity for address and remedy through: the provision of aides, supports, and services for victims; the opportunity to address and take corrective measures; the revision of policies, procedures, and practices that hinder our elimination of bias and discriminatory behaviors; the informing of critical content areas to include in DEIB training initiatives</p>
<p>GOAL #3 – DESIRED OUTCOMES AND OBJECTIVES Tip: Outcomes and objectives should be SMART... <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, <u>T</u>ime-bound</p> <p>3A: Ensuring Timely Responses to Bias Incident Reports- and the development and implementation of appropriate procedures and record keeping</p> <p>3B: Development of campus wide training initiatives that promote diversity, equity, and inclusion</p> <p>3C: Delivery of student programs and activities which foster student experiences of community, belonging and inclusion.</p> <p>.</p>	
<p>GOAL #3 – ASSESSMENT METHODS, MEASURES, AND TARGETS Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.</p> <p>3A,3B,3C</p> <p>Bias Incident Reporting and Response Processes: Bias incident reports will be used to assess prevalence, patterns of incidents and to inform training content, policies, procedures, and practice</p> <ul style="list-style-type: none"> • Bias Incident report (BIRT) administration will include timely reply and follow-up intake meetings with incident respondents and other parties involved. • BIRT team response within 24 hours in 80% of reports submitted. • Respondent support and resource needs will be assessed and referrals to campus resources will be made as needed (UP, Title IX, Student Conduct, Guidance, Health) same day of follow-up intake. • Outreach and information gathering meetings will be scheduled with identified parties involved to the degree necessary to capture incident details and to remedy incident impact 	

- Bias incident response activities will be recorded on the Maxient the Administrative platform for BIRT, within 3-5 business days from intake in 80% of reports
- Data from system will be used for annual reporting, training content decisions, recommendation for revisions to policies, procedures, and practice.

Campus Wide DEI Training Initiatives:

- DDEI & CFD Staff will deliver training to individual campus departments including and not limited to: Residential Life, Academic Departments, Admissions, Financial Aid, and other student facing departments with a goal of conducting a minimum of 3 Presentations per semester.
- The CFD in collaboration with the DDEI will administer programmatic assessment and evaluation tools as part of its program delivery and resources development efforts in support of DEIB institutional goals.
- The CFD staff will serve as members of the BIRT Team
- The CFD Staff will join campus wide training, programming, and student lead activities in support of DEIB
- All residential life staff and resident assistants will participant in Bias Incident Response Training annually
- DDEI will provide regular consultation to Resident Life staff in the event of any bias, racial, incidents

Development of Student Engagement Opportunities

- **CFD Student Association Monthly Meetings:** A minimum of 9 monthly student meetings will be held per academic year.
- **Student Engagement Activities/Events:** CFD will provide a minimum of two (2) monthly student programs and activities per month.
- **Individual and group student discussions and feedback data:** will be collected in 100 % of CFD Student Association Meetings/information will be recorded as part of meeting minutes, follow-up notes, and referral reports

Institutional Priority Areas

Priority 1: Financial Stability & Analysis

SUNY Potsdam will put in place the policies, procedures and expertise needed to execute transparent data-informed financial decision-making and efficient resource allocation.

Priority 2: Enrollment & Retention

SUNY Potsdam will recruit and retain a diverse and motivated student body—starting with strategic enrollment management for both undergraduate and graduate programs, backed by effective marketing and communications campaigns and a campus-wide culture of outreach and caring—as we support every student on their path to graduation, through effective academic support services, engaging student life, and high-quality applied learning opportunities for both personal and professional growth.

Priority 3: Academic Programs & Planning

SUNY Potsdam will foster innovative, highly relevant academic programs that prepare students to lead both in their careers and in their communities, by aligning our degree and non-degree programs in the liberal arts, sciences, education, performing arts and professional studies with local, state and national workforce needs.

Priority 4: Connecting with the Community

SUNY Potsdam will drive community engagement by leveraging the combined power of our faculty and staff expertise, student interest, entrepreneurial activities, dedicated alumni and supporters, and expanded partnerships with businesses and non-profit organizations, to serve the North Country and expand revenue streams for the College.

Priority 5: Diversity, Equity, Inclusion & Belonging

SUNY Potsdam will continue to affirm our commitment to diversity, equity, inclusion and belonging by fostering, empowering, and sustaining a campus community that is built on trust and a universal commitment to respect for all.