

ANNUAL REPORT

2021



Division of Enrollment & Student Services
STATE UNIVERSITY OF NEW YORK
AT FREDONIA

ANNUAL REPORT
Department of Student Engagement & Inclusion
2020 - 2021

Welcome to ESS Annual Report

2020-2021 Divisional Report

Our Annual Report summarizes the work by Division of Enrollment and Student Services departments and provides a narrative of the work guided by strategic goals and objectives to carry out our mission on behalf of SUNY Fredonia Students.

The Division of Enrollment and Student Services (ESS) strives to provide transformative pathways where students are empowered to develop as leaders, embrace diversity, and become life-long contributors in a global society.

ESS Mission Statement

In support of Fredonia's strategic plan and institutional goals, the division creates programs and services to support students in their development of skills leading to personal and academic goals, foster responsible citizenship, and enrich the student experience.

With Core Values that include Assessment and Accountability, the Division is continually evaluating and improving practices in order to *hold professionals accountable through the collection and use of assessment evidence.*

We measure our success in the ways we embody a culture of care and foster growth during a student's university journey. While the numbers speak for themselves, the collective staff spirit behind each student story ultimately promotes access, service, and engagement for each member of our community.



2020 – 2021 ESS Leadership Team

Department of Student Engagement and Inclusion (SEI)

Department Overview

The Department of Student Engagement and Inclusion (SEI) provides pathways for student involvement through activities and social opportunities that enhance leadership skills, reinforce responsible citizenship, and an appreciation for diversity. Students have opportunities to join student clubs, participate in volunteer and community service, leadership experiences and learn about themselves through their living and learning environment.

Departmental Units within SEI:

- Campus Life
 - Student Association
- Intercultural Center
 - International Support Services
 - Multicultural Support Services
 - Veterans Support Services
 - Volunteer & Community Services (*services were suspended for 20-21 academic year due to COVID-19*)

Departmental Points of Pride

- Campus Life's collaboration with the IT department to develop a new student portal, FREDconnect.
- Development of the FREDwell Lounge, a collaboration with Campus Life, Counseling Center, Residence Life and the Student Association.
- International Student Services secured \$8,000 in COVID relief funding for international students.
- The development of the Intercultural Speakers' Series by Multicultural Support Services, with topics ranging from "Conversation with the Family of George Floyd" to Brandon Brown's "School Yard Rap: Black History Through Music."
- The Veterans Affairs Office was designated as a 2021 Military Friendly School.

Campus Life

Overview and Scope of Service

Through a broad array of programs and services, Campus Life supports student success and involvement by providing leadership, campus/community engagement, Williams Center management and student activities. We are firmly committed to holistic student development that enhances a student's academic, personal and professional growth.

Points of Pride (up to 5):

1. The new **FREDconnect** student portal and card swiping was strategically built to promote and encourage student involvement. The portal includes student clubs' mission, contact information and events which integrate Localist calendar with FREDconnect. Clubs are able to register and conduct club business through an array of forms that ensure proper workflow and oversight. This labor intensive project was made possible by collaboration with IT and in particular, Mike Gerholdt. While the large majority of other SUNY campuses were highly restrictive for student activities, FREDconnect forms allowed Fredonia to support 50 student tabling activities, 54 events that were open to all of campus and 283 club specific (only) events and meetings.
2. **Weekend Hangout Activities (WHOA)** - This important weekend program provides students an opportunity to have safe fun during the evenings on weekends. 470 students participated in a broad range of activities that allowed for in-person connections to be made. Students were highly satisfied with their engagement with the WHOA program. 93.5% of students surveyed indicated that they will attend a WHOA event in the future.
3. The new **FREDwell Lounge** - This lounge, located on the 2nd floor of the Williams Center, offers students a place to seek out peer-to-peer support groups, resources and meet with counselors in a relaxed atmosphere. This service is a collaboration with Campus Life, Counseling Center, Residence Life and the Student Association.
4. Williams Center work-study student leadership - 11 work-study students assisted in the management of the Williams Center on evenings and weekends. This crew supported student club, student activities and departmental requests by ensuring students complied with COVID-19 regulations. Not one COVID-19 outbreak or contact tracing was needed for approved extracurricular activities.
5. The genesis of the card reader used for COVID-19 campus-wide pool testing began with the FREDconnect project and was quickly adopted by the campus for attendance tracking efficiency. 3,933 students utilized the card reader for student activities/programs.

Student Learning Outcomes & Assessment:

1. Communicate and act with a consistent value system based upon integrity and ethical reasoning. (P.D., I.C., I.G.)

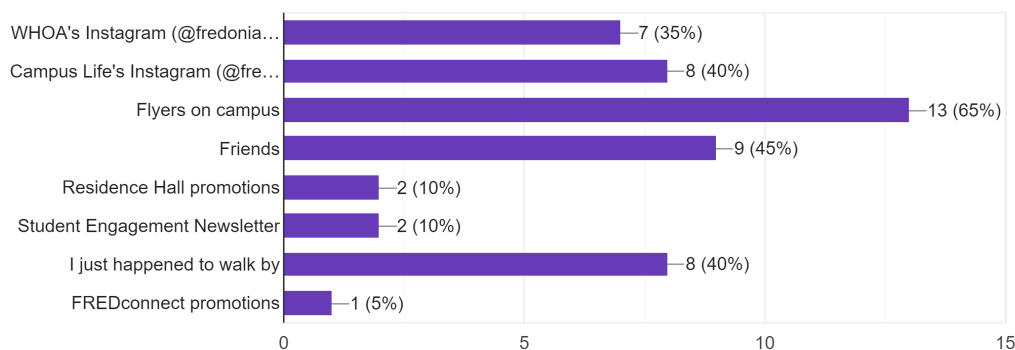
- **Student Association Summit** moved to Oncourse to support online learning for club Presidents and treasurers. In Fall 2020, 189 students completed the course Topics in the course included Campus Life and FREDconnect information, Finance and Budgeting with SA, Messages from each executive, Title IX presentation from Dr. Liggins, Quizzes to determine competency and completion of videos. Campus Life worked with SA and Online learning to facilitate this change. In Spring 2021, 228 students completed the course. A Talks Saves Lives collaboration with Chautauqua County Department of Mental Hygiene was also added in spring. 100% of participants scored at least a 95% grade on the clubs and Campus Life information.

2. Appreciate and acknowledge the value of participating in social and educational interaction with others from different backgrounds and nationalities. (P.D., P.S., I.C., I.G.)

- **Campus Connections** (daytime) and **WHOA** (weekend evenings) allowed students to connect through social activities.
 - Assessment for WHOA for 20-21
 - 90% agree events were well organized
 - 74% agree the events allowed them to connect with others
 - 87% agree that the events connected them to campus or gave them a sense of belonging to the campus community
 - 90.3% agreed that the event was a nice break
 - Over 93% agreed that the event was COVID-safe
 - 93.5% plan to attend WHOA events in the future
- Campus Connections (daytime events) allowed for students to engage socially. Students, surprisingly, continue to find out about events through flyers/posters. The three charts below outline overall satisfaction with the Campus Connections program. The last chart highlights Stress Away Day and the holistic programming being conducted.

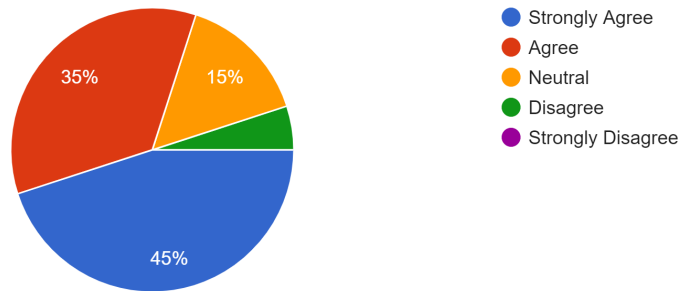
How are you finding out about Campus Connections events (choose all that apply)

20 responses



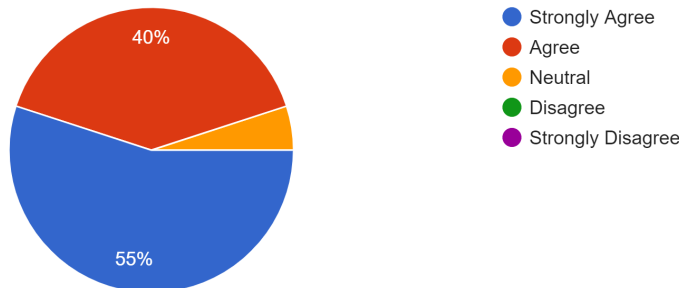
The event(s) allowed me the opportunity to connect with others.

20 responses



The event(s) was interesting and/or engaging.

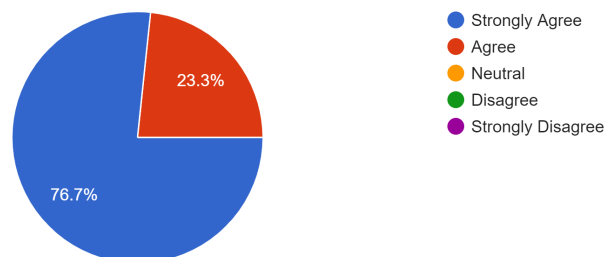
20 responses



- Campus Life’s Stress Away day assessment from the event held on 11/10/2020 indicates that students appreciated a break. (see pie chart graph)

The event provided a nice break.

30 responses

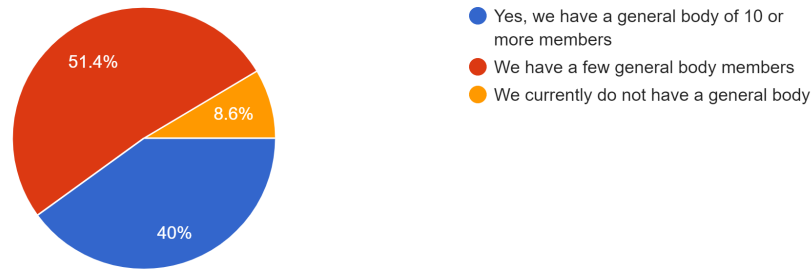


3. Apply decision-making and leadership skills that have a positive impact on career and educational opportunities, relationships, health, and reputation. (P.D., I.C.)

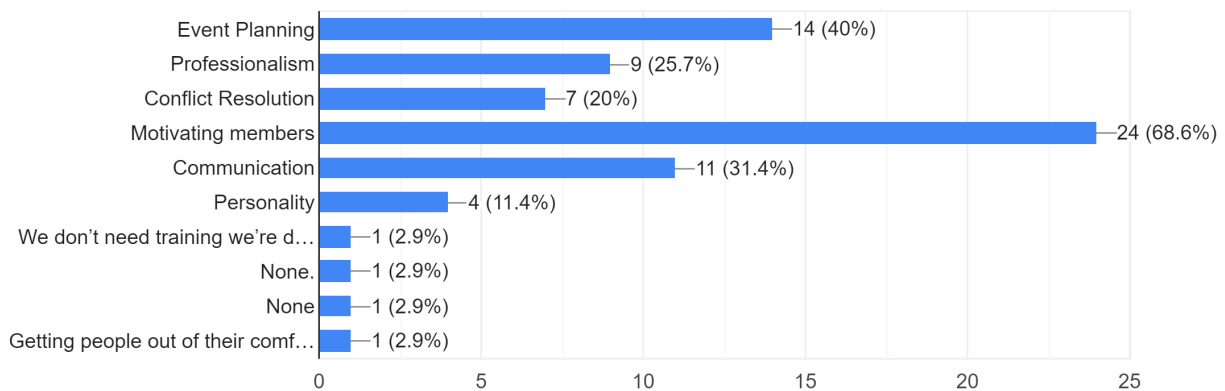
- A needs assessment was designed to gauge club engagement during the 20-21 academic year. Results show that general body participation is low for 59% of clubs. Restrictions from the COVID-19 pandemic have impacted club functions. When asked “what clubs desired training

on”, motivating members and event planning were the top two topics. The 21-22 academic year leadership workshops/conferences will be designed around club needs, including supporting advisors.

Do you have a strong general body?
35 responses



What leadership topics would your club like training on?
35 responses



4. Demonstrate competencies related to health and wellness, workplace skills, communication and related professional and practical abilities. (P.D., P.S., I.C., I.G.)

- The collaboration to bring the FREDwell lounge to the Williams Center in February of 2020 was a true collaboration between Student Association executives, Campus Life, the Counseling Center and Residence Life. The deliverables included reimagining space and creating a programming structure that includes peer-to-peer education through support groups.

5. Value the foundation and role that collaborative leadership and relationships play as a part of individual success and worth. (P.D., P.S., I.C., I.G.)

- Kick-off events truly allow new students to make connections. 352 students attended Welcome week that were in-person. Rooms were limited to 50 people due to COVID-19 restrictions. Students desired these personal connections as demonstrated by attendance in spite of health concerns by some.

- 270 Students participated in 12 Campus Connections events. 85 percent of those surveyed indicated they strongly agreed or agreed the event allowed for connection. 100 percent of students said the events were well organized.



(Campus Connections Events - *Let's Chalk* Event wellness and Trivia! Making connections with Counseling staff and Campus Life Staff.)

6. Identify how the content of their learning connects to their persistence, success, university engagement and future life goals. (P.D., I.C., I.G.)

- The Williams Center provides opportunities for student activities and continuously improves services, facilities and collaboration to enhance the student experience. In addition to the new FREDwell lounge, a major Extron upgrade to the MPR and 204 A-E is slated for summer of 2020. Extron operates all of the “brains” of the student union's audio and visual capabilities, which ensures classes, conferences, student activities and major events are properly supported with up-to-date and reliable technology for student, faculty, staff and client (rentals) engagement and satisfaction.
- **FREDstrong Public Health Ambassadors:** The offices of Alumni Affairs, Marketing and Communications, the Health Center and Campus Life collaborated to create the FREDstrong Public Health Ambassadors. This peer-to-peer approach allowed student leaders the opportunity to engage students in conversation regarding safe behaviors during the COVID-19 pandemic. On Wednesday, August 26, the Public Health Ambassadors spoke to over 230 students from 10 am to noon about the importance of working together to keep everyone safe and protecting yourself. Flyers had key and simple advice for staying safe. This outreach occurred throughout the year on Fridays to encourage health and safety on weekends.



Assessment and Program Evaluation Expectations for 2021-2022

1. Strategy: Create a working group to support Family Weekend offerings.
 - a. Through collaboration, more resources and programs can be offered to families. This may be a special family weekend if things open up post-COVID-19.Evaluation: Attendance, satisfaction, number of collaborative partners

2. Strategy: Build an engaged community of first-year students and beyond through student activities collaboration, offerings and club support.
 - a. Tactic: Concerted focus on promoting student activities in Residence Halls. Increase co-sponsorships and touch points with Residence Life hall staff.
 - b. Tactic: Re Envision activities night through scenario planning for changes to campus policy and procedures related to crowds.Evaluation: Attendance and satisfaction

3. Strategy: Engagement with advisors and club leaders early and often for student activities, information and innovation.
 - a. Tactic: Provide an advisor workshop that outlines high impact practices and includes a roundtable discussion.
 - b. Tactic: Frequent communication that includes opportunities for collaboration with Campus Life on needs identified in the 2020-2021 academic year.Evaluation: Formal and informal feedback and/or assessment

4. Strategy: Train and build a student staff to support student activities, departmental/division events and rentals as we return to “near normal”.
 - a. Tactic: Market odd job squad opportunities to incoming students and seek referrals from ESS staff for reliable and driven students.
 - b. Tactic: Offer training seminars throughout September on set-ups/teardowns, safety, event management, emergency procedures, etc.Evaluation: Performance review and number of trained students

International Support Services

Overview and Scope of Service

The International Student Support (ISS) Office provides a variety of support for our international student body. This includes orientation, social programming, field trips, transportation, referrals, health insurance troubleshooting, academic advising, life counseling, student visa related advisement, and more.

Points of Pride (up to 5):

- 1) T-Shirt Fundraiser:** Sold t-shirts benefitting international student scholarships and raised \$575.
- 2) COVID Relief Funding:** Secured \$8,000 in COVID relief funding for international students.
- 3) Global Banquet Fundraiser:** Raised \$355 at our annual dinner event, which was held in a “grab ‘n go” format this year. Proceeds benefited international student scholarships.
- 4) Virtual Programs & Grab ‘n Go Events:** Provided a series of virtual trivia night events and coffee hour socials as we adapted to the COVID-19 pandemic. We also held multiple events in a “grab ‘n go” format including an international student appreciation lunch.

International Student Population:

Spring 2021 = 79

(Spring 2020 = 105)

Fall 2020 = 83

(Fall 2019 = 112)

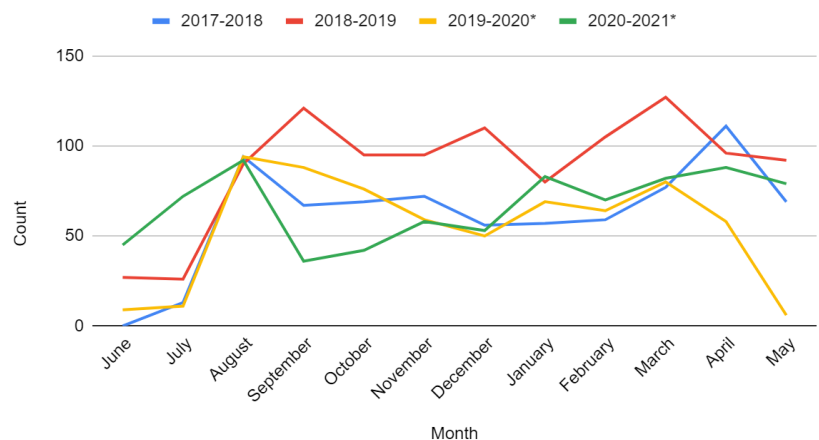
Fall 2020 = 293 walk-ins*

Spring 2021 = 400 walk-ins*

(* In prior years this graph showed only office “walk-ins” in the literal sense. During the 2020-2021 year, this total would better be described as

“advisement sessions,” which could have occurred in the office, by email, Google Meet, Zoom, or another method of communication.

Office Walk-Ins (*Includes Virtual Meetings)



Student Interns: Fall 2020 - 2 office interns; Spring 2021 - 1 office intern

Programs/Activities Offered:

Fall 2020

- International Student Orientation (2 participants)
- Coffee Hours (104 participants)
- Mentor Program (10 participants)
- Social Security Administration Trip (6 participants)
- Global Banquet & Photo Contest - (60 participants)
- Halloween Party and Pumpkin Carving (21 participants)
- Virtual Offerings: 8 Virtual Trivia Nights (21 participants)

Fall Impact: 224 attendees involved/influenced with program/activities

6+ events (each coffee hour counted, but multi-day events counted as 1 -- i.e. orientation)

Intersemester

- Christmas Party (7 participants)
- Shopping trips (12 participants)
- Winter Break Lunch with students (2 participants)

Spring 2021

- International Student Orientation (*delivered individually this semester - 5 participants)
- Coffee Hours (85 participants)
- Mentor Program (18 participants)
- Social Security Administration trip (3 participants)
- Student Appreciation Grab n Go Lunch (45 participants)
- Virtual Offerings: 4 Virtual Coffee Hours (8 participants)

Spring Impact: 156 attendees involved/influenced with program/activities

6+ events (each coffee hour counted, but multi-day events counted as 1 -- i.e. orientation)



Student Learning Outcomes & Assessment:

Assessment carried out by the ISS Office can be divided into two categories. First, we conduct a general assessment survey administered to all international students, and second, we conduct programmatic assessment with individual program participants.

For the “general assessment,” we conduct multiple focus group discussions in the fall semester that cover all aspects of the international student experience at Fredonia. Then, attempts were made to identify the most salient themes from these discussions in order to survey the entire international student body as a whole in relation to those themes. The identified themes and survey results are:

- 1) COVID-19 Related
- 2) Fitting in at Fredonia
- 3) Your Culture at Fredonia

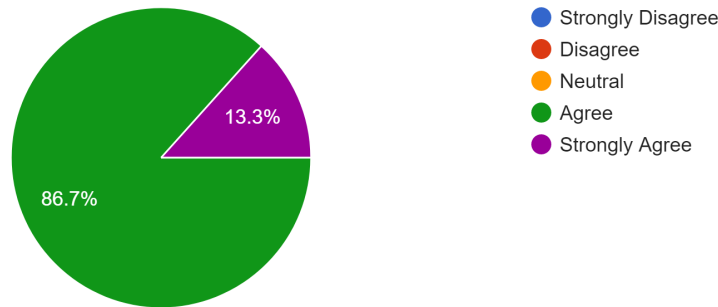
A total of 15 responses were received (or 19% of the international student population). The results are as follows:

General ISS Learning Outcome (assessed annually):

1) COVID-19 Related:

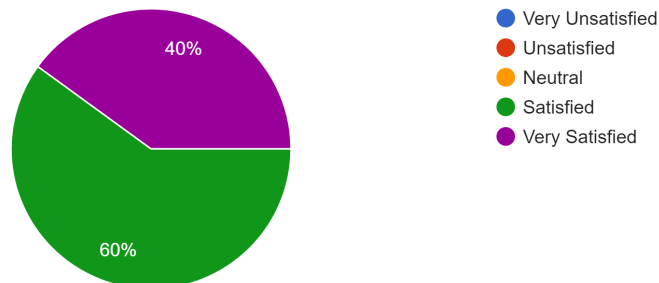
The ISS Office helps me to acquire knowledge of best practices in order to progress through my college career, while minimizing obstacles.

15 responses



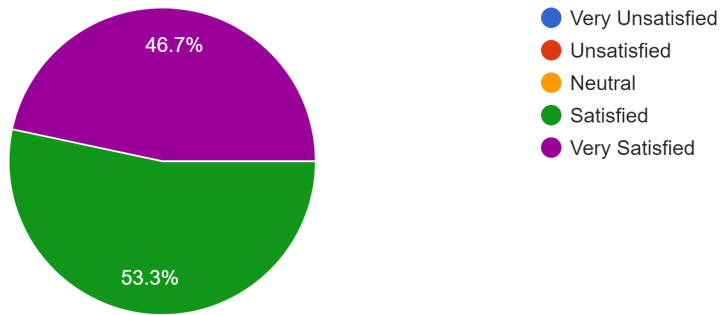
The communication from the ISS Office regarding updates about COVID-19 (visa, travel, quarantine, etc.)

15 responses



The ISS Office's efforts to adjust programming to the COVID-19 safety guidance this past year.

15 responses

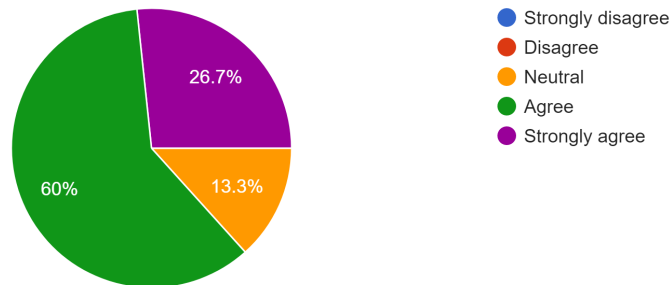


Compared to last year, we saw a shift in responses toward 100% agreement with this stated learning outcome of the ISS Office. Last year saw a split between neutral and agreement (Agree & Strongly Agree) at 33.3% and 66.7% respectively. On the other hand we see a decrease from last year in the “Strongly Agree” response from 38.9% to 13.3%.

2) Fitting in at Fredonia:

I feel that I "fit in" at SUNY Fredonia.

15 responses



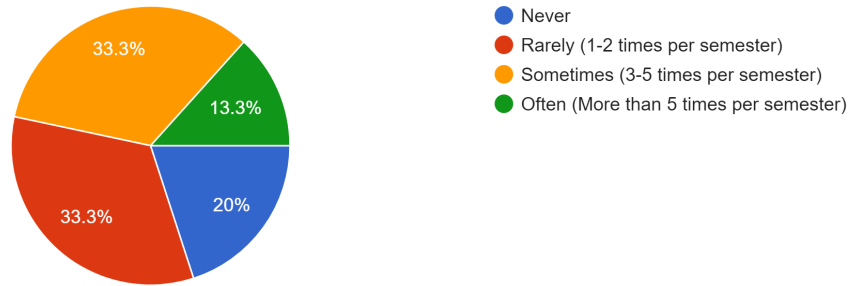
Please indicate your satisfaction with making American friends at Fredonia.

15 responses



Please indicate how often you attend NON-ISS events and activities. (This means events that my office does not facilitate.)

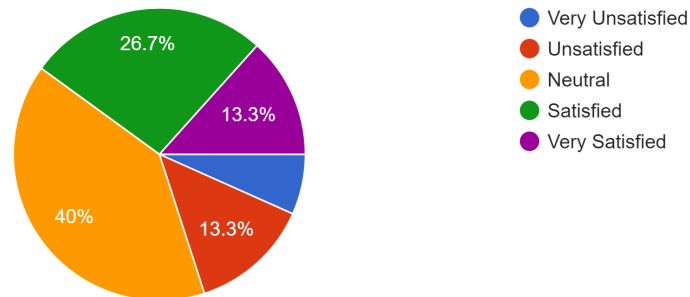
15 responses



3) Your Culture at Fredonia:

Please indicate your satisfaction with how Fredonia celebrates your culture.

15 responses



Implications for Future Best Practice:

As we've seen with previous years' surveys, there is a sizable component of individuals that report dissatisfaction or neutrality when it comes to their satisfaction with American friends. Efforts need to continue to incorporate American student sub-groups with ISS programming.

There also appears to be a sizable group that are either unsatisfied or neutral when it comes to how Fredonia celebrates other cultures. This is something that could be addressed in a number of ways. (Email announcements/recognition, cultural events, featured food at Cranston-Marche, etc.)

Programing Assessment

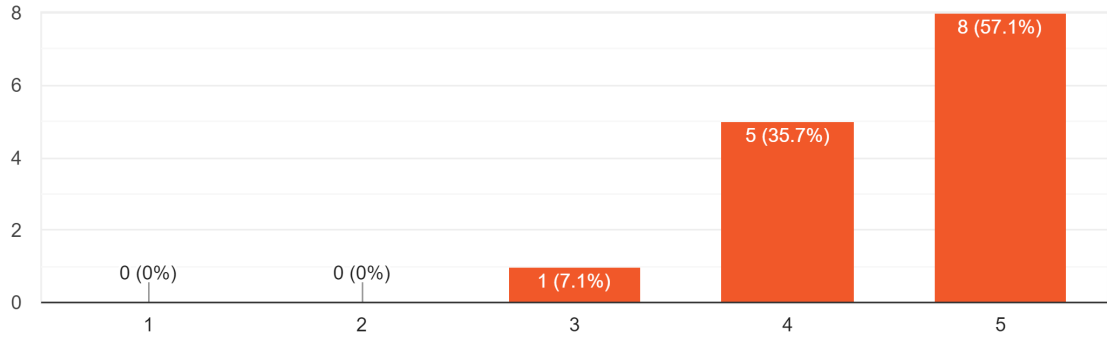
Efforts were made following every program offered by the ISS Office to assess the satisfaction and degree to which the program aligned to stated student learning outcomes established for the Student Engagement and Inclusion department. The following are the results from our most popular programs that occur annually.

1. Coffee Break

(Likert scale survey with 1 indicating “very unsatisfied” or “Strong disagree” and 5 indicating “very satisfied” or “strongly agree”)

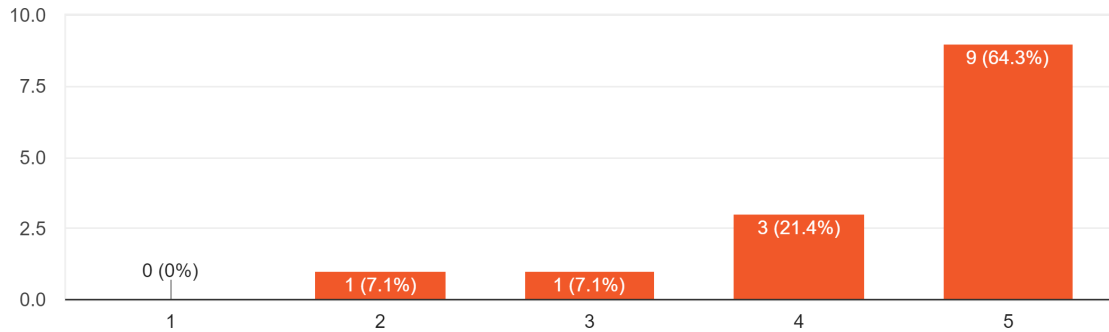
Please rate your satisfaction with the Coffee Break event.

14 responses



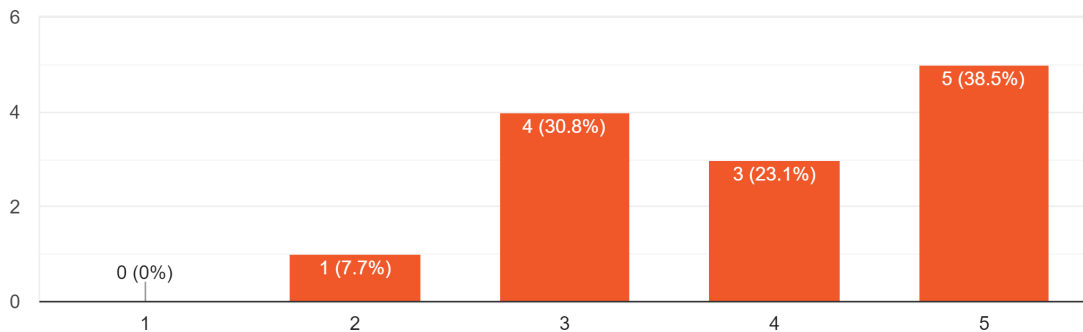
Attending Coffee Break allowed me to access a community of diversity minded peers.

14 responses



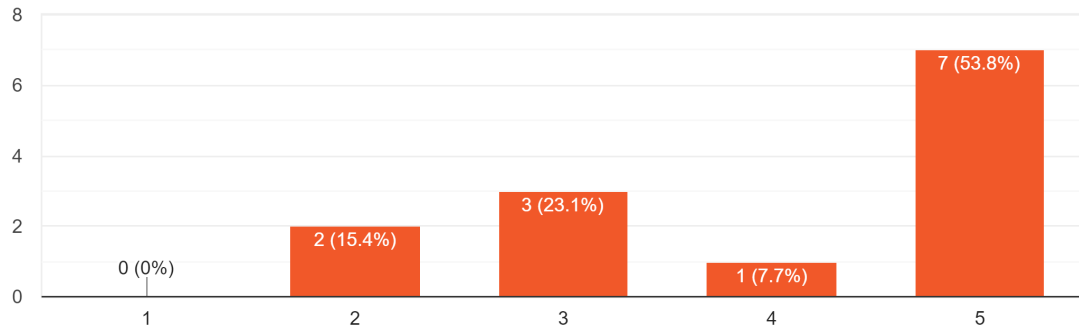
Attending Coffee Break helped me learn how to progress through college more efficiently.

13 responses



Attending Coffee Break allowed me to gain a greater understanding of my personal identity.

13 responses



Implications for Future Best Practices

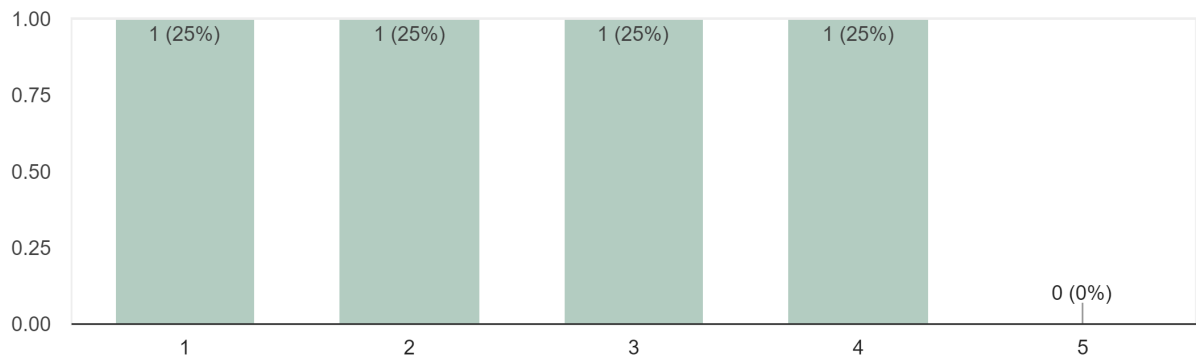
Compared to the previous year, we do not see a major difference in the assessment results for identical questions. I'd also like to note that 18 individuals attended this event at least once, and we only have 5 responses. It would help our assessment efforts if we had a larger pool of responses to consider. Nevertheless, based on the results we have, it still appears that there is room for improvement in the area of sensitizing students to their personal identity and education on progressing through college. The event seems to serve the purpose of creating a meeting place for students, however we could still improve upon this by offering additional and useful content at these meetings.

2. Mentor Program

(Likert scale survey with 1 indicating "very unsatisfied" and 5 indicating "very satisfied.")

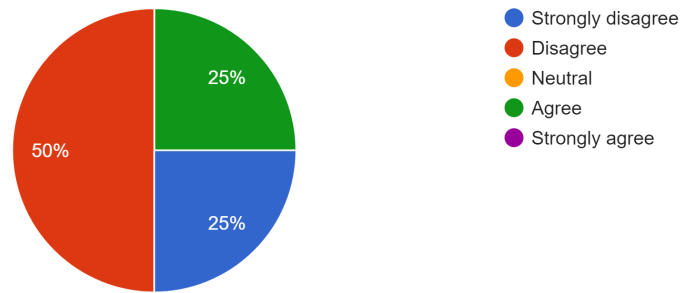
Please rate your overall satisfaction with the program.

4 responses



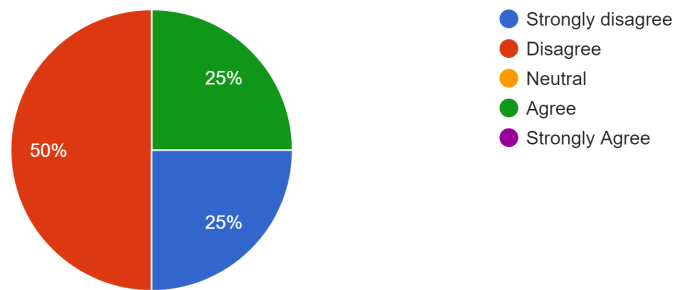
I experienced language exchange as a result of my participation in the Buddy Program.

4 responses



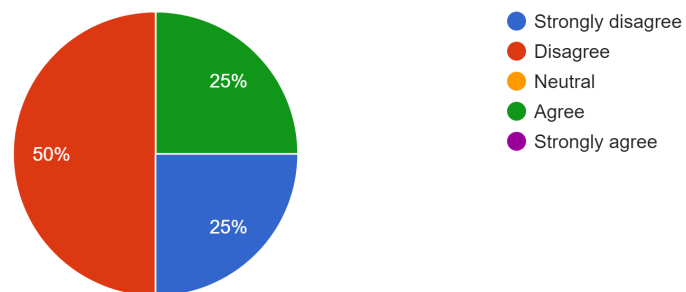
I have gained a greater understanding of my personal and peer identities, practices, customs, struggles and cultures as a result of my participation in the Buddy Program.

4 responses

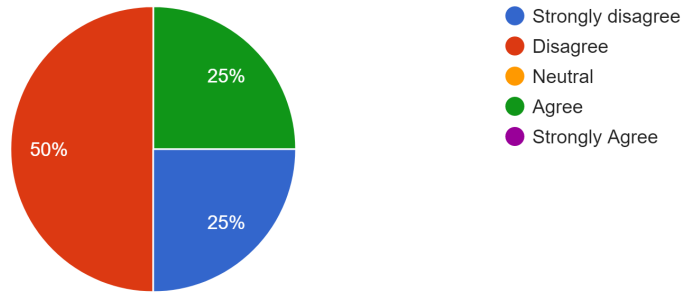


I experienced cultural exchange as a result of my participation in the Buddy Program

4 responses



I have gained a greater understanding of how to access an on-campus community of diversity-minded peers from which I can gain an ap...as a result of participation in the Buddy Program.
4 responses



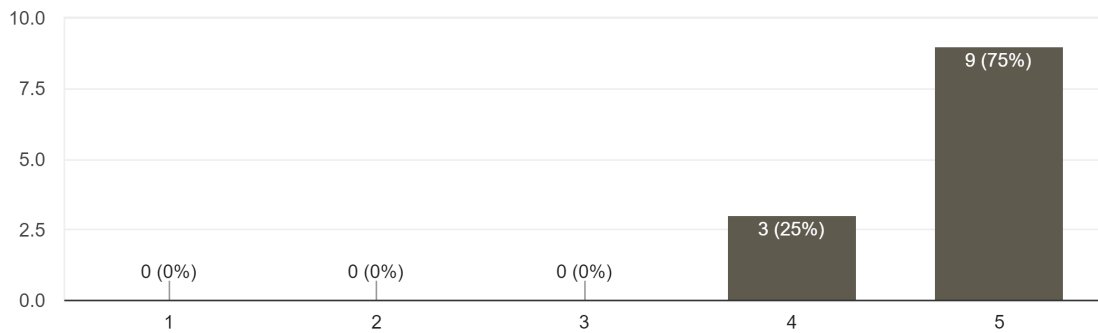
Implications for Future Best Practices

The International Buddy Program (mentor program) struggled this past semester. It seems that many of the mentor-mentees did not have many chances to meet and interact with each other. It seems that we should put forth a more structured approach with designated events just for the mentors and mentees throughout the entire duration of the program instead of just book-end events. We also struggled this past semester because our pool of mentees were all continuing students and not new students. It seems that we had more success in the past with new students as their need for a mentor would have likely been more profound. Due in part to the unique character of a pandemic year, it appears that the program failed in attaining its goals this academic year.

3. Global Banquet

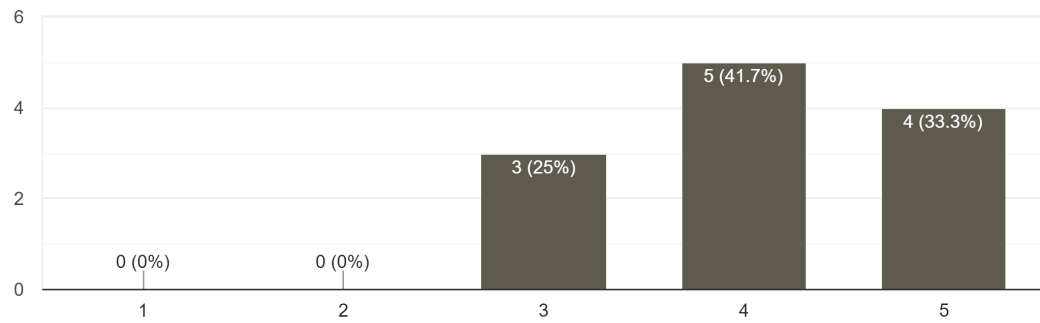
(Likert scale survey with 1 indicating “very unsatisfied” and 5 indicating “very satisfied.”)

Please rate your satisfaction with the Global Banquet Grab 'n Go event.
12 responses



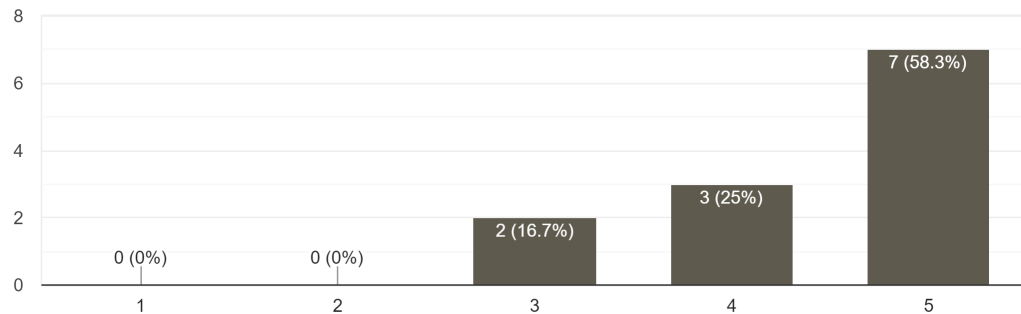
As a result of attending the Global Banquet, I have a greater understanding of other cultures.

12 responses



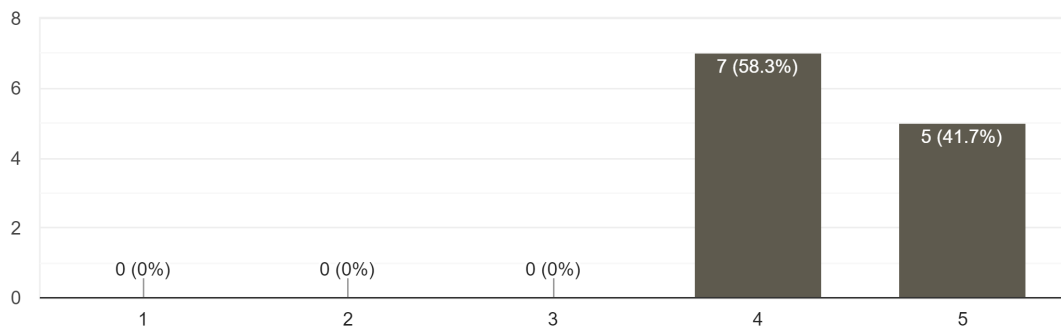
The Global Banquet gave me a stronger appreciation for diversity on campus.

12 responses



The Global Banquet allowed me to learn about food from other countries.

12 responses



Implications for Future Best Practices

Compared to the assessment results the previous year for the Global Banquet Event, there is a shift from the majority of responses away from “very satisfied” to simply, “satisfied.” The most profound shift was the last assessment question which asked about understanding of other cultures. I believe that we have to attribute this to the changed delivery method of the event to a “grab ‘n go” format. In previous years, the event was held in-person as a dinner event. This year we missed out

on the opportunity to showcase performances, informational displays, and so forth. Moving forward beyond the pandemic, we should have the opportunity to revert to how the event was previously offered and continue to build upon that traditional version of the event.

Assessment and Program Evaluation Expectations for 2021-2022

- Exhibit a meaningful increase in the satisfaction results of the “Buddy Program”
- Strive to showcase students’ culture more effectively and reassess that aspect of ISS programming.
- Continue to attain assessment results that indicate “satisfaction” or agreement with student learning outcomes associated with each assessed program.

Multicultural Support Services

Overview and Scope of Service

The Office of Multicultural Support Services (MSS) is a unit within the Intercultural Center. MSS will engage in peer interactions in order to gain a better understanding and appreciation for diversity, inclusion, and social justice, while providing meaningful support to assist students in their transition (to Fredonia), retention (at Fredonia), and graduation (from Fredonia.)

The MSS welcomes all students, faculty, staff and community members to our events as we support and celebrate constituency groups including African and African American, Asian and Asian American, Caribbean Americans, Native American/Indigenous, Hispanic/Latino, LGBTQ+, and Faith communities.

Points of Pride (up to 5):

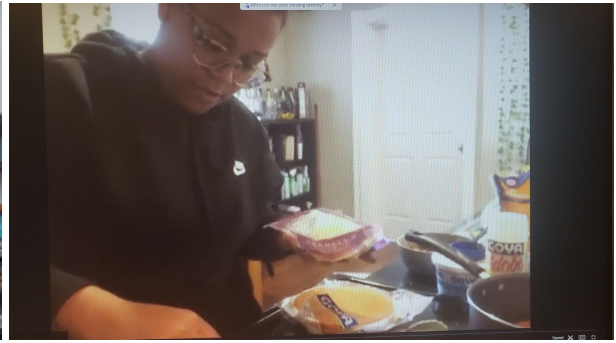
1. **Kings' Corner**: Fredonia's male student of color support group, was created this year to provide a sense of belonging and empowerment to self-identified men of color (Arab/Middle Eastern, Asian/Pacific Islander, Black/African, Latino, Native/Indigenous, and Multiracial) in a safe and supportive space. Kings' Corner developed into a brotherhood that is committed and dedicated to enhancing their Fredonia experience while striving to improve the success (retention and graduation rates) of the men of color at Fredonia. Achievements were celebrated, challenges were shared, service was encouraged, unity was fostered, and leadership was developed.
2. The **Keeper of the Dream Scholarship and Leadership Program** welcomed four additional scholars to continue the program's objectives of leadership development, cultural pluralism, and cross-cultural dialogue. Additionally, Senior KOD Scholar Braelin Scott received the SUNY Chancellor's Award for Student Excellence, which recognizes students for outstanding achievements including demonstrated integration of excellence in areas of academics, leadership, campus involvement, community service, or the arts.
3. **Cooking with Culture** was introduced and developed to celebrate the diverse cooking talents and cultural dishes of the Intercultural Groups. Each of the Intercultural Groups facilitated a fun and interactive virtual cooking demonstration, which provided attendees the opportunity to



observe and prepare traditional cultural dishes with the IC Student Chefs. Dishes included Chinese Hot Pots, Jewish Challah Bread, Japanese Dango, Korean Tteofbokki (rice cakes), Southern Mac & Cheese, Puerto Rican Style Empanadas, and Jamaican Rasta Pasta.



(Enfusion and CSA - Rasta Pasta)



(Latino Unidos - Empanadas)

4. The **Intercultural Speakers' Series** was extremely successful. From the Conversation with the Family of George Floyd, and Brandon Brown's School Yard Rap (Black History Through Music), to Dr. Yohuru Williams' Black Lives Matter Movement in Historical Context, Crystal Rodriguez-Dabney's Overcoming Adversity on the Road to Success, and Chief Justice Craig Hannah's Succeeding Against All Odds. Each of these insightful presentations served to enlighten attendees, while also providing a sense of inspiration and motivation. The series was well-attended and received extremely favorable feedback.

5. The **Rosa Parks Scholarship** gives all students at SUNY Fredonia an opportunity to voice their opinion on the subjects of social injustice, cultural perspective, and activism. The Rosa Parks Awards Ceremony took place Wednesday, October 28, 2020, where three winners were recognized and received a \$350 award, a Rosa Parks Coin, and a certificate at the ceremony. Winners Pictured: Tim Snider, Tiffani Robinson, and Samantha King.



Student Learning Outcomes & Assessment:

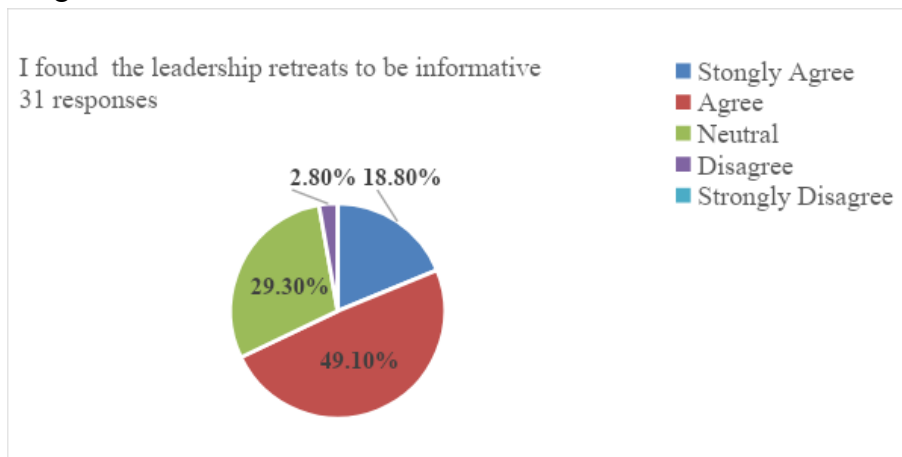
The SLO's for the Office of Multicultural Support Services (MSS) are as follows:

1. Acquire knowledge of best practices in order to progress through their college careers, while minimizing obstacles. (P.D., P.S.)
2. Understand how to access an on-campus community of diversity-minded peers from which they can gain an appreciation for diversity, inclusion, and social justice. (I.C., I.G.)
3. Gain a greater understanding of their personal and peer identities, practices, customs, struggles and cultures. (I.C., I.G.)
4. Articulate and apply the tools and skills necessary to constructively communicate and collaborate with others. (I.C.)
5. Articulate the role of civic engagement, service learning, and volunteerism in building an inclusive global society. (P.D., I.C., I.G.)

The strategies/tactics of MSS are intentionally aligned with all of the listed SLO's:

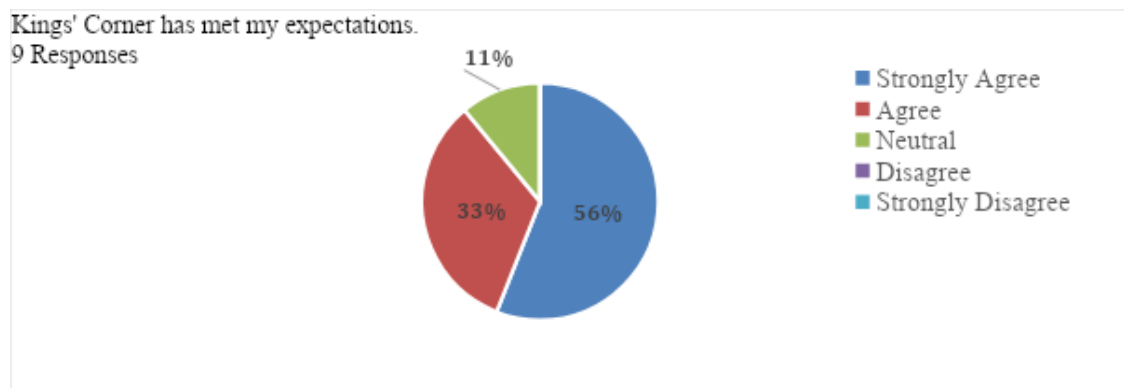
A. The **IC Summer and Winter Leadership Retreats** and the **IC President's meetings** are designed to strengthen leadership skills, discuss SA policies, and engage in event and program planning. These meetings provided IC student leaders with leadership development with emphasises placed on health, wellness, and event planning with COVID-19 protocols.

- 1) The IC Leadership Retreat evaluations indicate that 67% of respondents strongly agree or agree that the leadership retreats were informative and provided valuable information. (See pie chart). Additionally, respondents indicated overwhelmingly that the retreat aligned with the mission of the institution in that it provided an increased sense of being more skilled, more connected, more creative, more responsible, and a stronger leader.



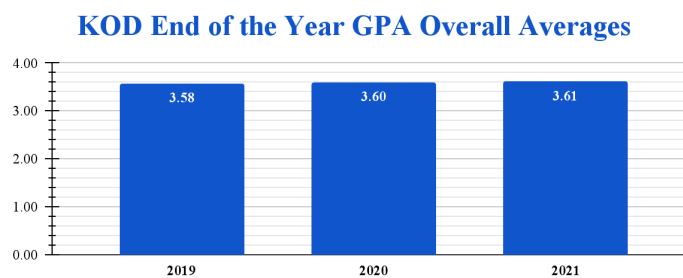
- 2) The IC Presidents' meetings also provide opportunities for leadership development and the sharing of best practices within the IC groups. Student leaders attended and remained engaged. Qualitative data indicates that the IC Presidents found the bi-weekly meetings to be informative and beneficial.

- B. The **New Student Cultural Awareness & Inclusion orientation workshop** was converted into a Cultural Awareness lesson in the FREDReady Mini Course, as a component of the New Student Orientation Program (NSOP). Students completed the lesson with the goal of increasing one’s knowledge about cultural diversity, cultural awareness, and opportunities for positive engagement on campus. According to data obtained from NSO Office, 76% of new students completed the Cultural Awareness Lesson with an average score of 93.7%. A number of those students indicated that of the several FredReady lessons, the Cultural Awareness module was found to be most valuable to them. Additionally, several presentations were delivered during Admissions Group visits. Visiting high schoolers indicated and expressed an appreciation for the resources provided by the Office of Multicultural Support Services.
- C. **Crown Rubies** and the newly formed **Kings’ Corner** groups provided students with mentoring and opportunities to discuss issues pertaining to their cultural, social, and personal development, and acclimation to Fredonia.
- 1) During the 20-21 academic year, Crowned Rubies noticed a significant decrease in participation. There were 29 active women in the program, compared to 89 in the previous academic year. We anticipate that this decrease in enrollment was due to the inability to host some of our typically popular in- person events in the Fall semester. Despite the decreased enrollment we held various online and in person events, including sessions discussing adjusting to campus during Covid-19, an introduction to personal finance session, game night and paint night. This year we introduced a book club, which students expressed interest in continuing in the upcoming academic year.
 - 2) Although Kings’ Corner has not established a baseline for assessment for retention and graduation rates, it has created an increased sense of belonging within the group. Bi-weekly meetings (virtual and in-person) were held and guest speakers addressed the group. Data gathered from the Kings’ Corner Satisfaction Survey indicates that 89% of attendees strongly agreed or agreed that Kings’ Corner met their expectations. (See chart.) One respondent added, “My favorite aspects of King's Corner have been getting to see and talk to other black and brown students and discuss our plans to succeed. Speaking to strong men like Vice President Howard was knowledgeable and should be replicated ...” Others expressed that Kings’ Corner gave them a sense of being “at-home” in terms of having “a space where young men of color could come together to talk.”



D. MSS provided several leadership opportunities and training.

- 1) The **Keeper of the Dream Scholarship and Leadership Program (KOD)** welcomed four additional scholars and continues to meet and exceed the program's objectives of leadership development, cultural pluralism, and cross-cultural dialogue. KOD's success stems from its ability to offer the scholars mentoring, leadership training, multicultural awareness, and career development. Each of the scholars has expressed a sincere appreciation for KOD and the positive impact it has made on their Fredonia experience. One scholar expressed, "KOD is my family. It has provided me with the support and skills necessary to be successful, not only at Fredonia, but beyond." The KOD scholars continue to increase the overall GPA average.



KOD Averages by Year

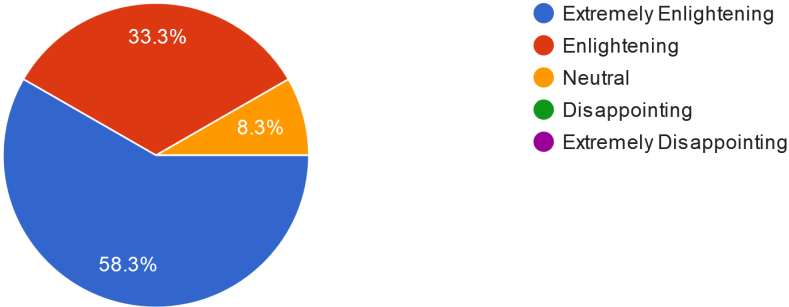
- 2) Due to Covid-19 restrictions, a number of MSS's in-person events were canceled. As a result, the number of available internship opportunities decreased. However, MSS offered 3 year-long internship opportunities. These experiences assisted students in strengthening their leadership, communication, problem solving, and critical thinking skills. Each of the MSS interns expressed a high level of satisfaction and indicated that the internship experience exceeded their expectations. Interns also indicated that a stronger sense of preparedness and confidence was developed as a result of completing their MSS internship.
- E. MSS offered enrichment programs that engaged and exposed the campus to diverse cultures, customs, and social justice issues.

- 1) **Cooking with Culture**, the series of IC student-led cooking demonstrations, provided the campus with the opportunity to observe and/or prepare traditional cultural dishes. Student leaders indicated and expressed a strong sense of appreciation for the opportunity to share and be introduced to those culinary experiences.
- 2) Several factors contributed to the success of the **32nd Annual Rosa Parks Scholarship Competition**. Although the number of entries slightly decreased, the quality of these diverse interpretations remained consistent. Entries addressed issues of social injustice, cultural identity, police reform, and discrimination. Qualitative data collected indicate that students and other members of the campus community appreciate the opportunity and the platform that the Rosa Parks Competition offers.
- 3) The **Intercultural Speakers' Series** was developed to inspire campus dialogue, community engagement, and cultural awareness with the intent of increasing the understanding and appreciation for diversity, inclusion, and social justice. Satisfaction surveys were conducted to measure the effectiveness of the series and whether the objectives aligned with Fredonia's mission. Assessment surveys reflect the favorable

impact that the series had on the respondents. The data indicates that attendees overwhelmingly found the speakers to be enlightening, motivating, and inspiring. 100% of respondents indicated that they strongly agree or agree in being interested in attending additional multicultural events.

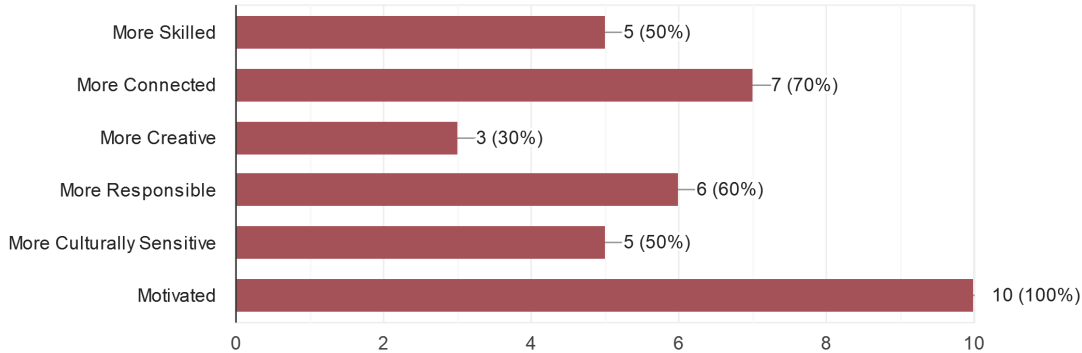
a) The following chart is feedback on the **Conversation with the Family of George Floyd**

Please rate your overall experience.
24 responses

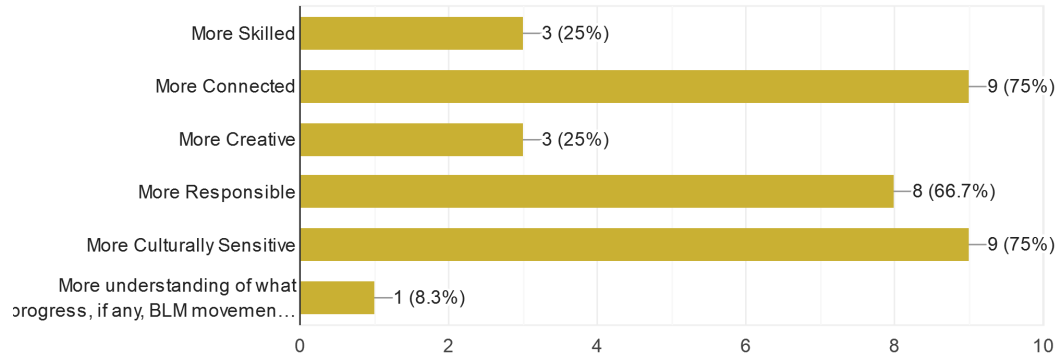


b) The following charts are feedback from **Overcoming Adversity on the Road to Success and Simply Because People Refuse to See Me**

Attending "Overcoming Adversity on the Road to Success" gave me the sense of being (check all the apply):
10 responses



Attending Simply Because People Refuse to See Me gave me the sense of being (check all the apply):
12 responses



Assessment and Program Evaluation Expectations for 2021-2022

Multicultural Support Services program assessment and evaluation plans will remain consistent with the 2020-21 plan. MSS will continue to use satisfaction surveys as its primary means of assessment. Additionally, it is important to note that student focus groups, conversations (interviews) with students, and observation of engagement will serve as important vehicles in obtaining qualitative data. As COVID-19 restrictions are adjusted, attendance tracking will also serve as a measure. Engaging in peer interactions is a critical component of MSS's mission. The ability to initiate and facilitate meaningful interactions ultimately determines favorable programmatic and student learning outcomes.

Veteran Support Services

Overview and Scope of Service

The State University of New York at Fredonia Veterans Affairs Office welcomes all active duty service members, veterans, and dependents, and strives to assist them with the transition from military to academic life; by providing them with the access to information, tools and services that they may be entitled to and providing on-campus military-friendly services and programs.

The responsibilities of the Veterans Office are divided between Financial aid and the Veterans Administrator. Financial aid manages all of the certifications and the Veteran Administrator focuses on supporting students.

Points of Pride (up to 5):

1. The **Veterans Wellness Series** was launched to provide opportunities for virtual wellness education and instruction. These opportunities provided simple, safe, and natural solutions to help enhance the physical, mental, and emotional health of Fredonia's veteran and military affiliated students.
2. The **13th annual Veterans Remembrance Ceremony** took place on Friday, November 13, 2020. The ceremony provided the opportunity to express appreciation to our veteran community. Additionally, seven veteran and military affiliated students were awarded scholarships totaling \$2,900. Pictured: 2020 VA Scholarship Awards with Jeff Waters, David M. White, Brandon Gilliland
3. The Veterans Affairs Office was instrumental in Fredonia once again being designated as a 2021 Military Friendly School, which is truly a testament to Fredonia's commitment to the veteran and military community.



Student Learning Outcomes & Assessment

The SLO's for the Office of Veteran Support Services (VA) are as follows:

1. Acquire knowledge of best practices in order to progress through their college careers, while minimizing obstacles. (P.D., P.S.)
2. Understand how to access an on-campus community of diversity-minded peers from which they can gain an appreciation for diversity, inclusion, and social justice. (I.C., I.G.)
3. Gain a greater understanding of their personal and peer identities, practices, customs, struggles and cultures. (I.C., I.G.)
4. Articulate and apply the tools and skills necessary to constructively communicate and collaborate with others. (I.C.)
5. Articulate the role of civic engagement, service learning, and volunteerism in building an inclusive global society. (P.D., I.C., I.G.)

The strategies/tactics of the VA are intentionally aligned with all of the listed SLO's:

- A. The VA offered in-person welcoming receptions at the beginning of each semester to which all of the veteran and military affiliated students were invited. Although attendance was modest, each of the attendees expressed a sincere appreciation for the event, the opportunity to meet the VA Team, and the information provided.
- B. The VA launched the VA Wellness Series to promote wellness by providing simple, safe, and natural solutions to help enhance physical, mental, and emotional health. The wellness series also provided opportunities for student engagement. Each of the 15 attendees enjoyed the experiences and expressed their interest in similar programs and opportunities. Additionally, programming included "I Got Your 6," which addressed mental health support, and a military scholarship presentation. Attendance to these beneficial workshops were minimal. The VA will continue to explore strategies and incentives to get veterans and military families more engaged.
- C. The VA Office and VA Lounge are important resources for Fredonia's veterans and military affiliated students. Offering open door advisement to discuss issues of culture, social, personal development, veteran benefits, and acclimating to Fredonia is essential to the success of these students. Lines of communication have been established with information routinely being disseminated. The office addresses a number of issues via phone calls and emails but had little in-person or zoom requests for dialogue.
- D. The VA annually participates in the VA work study program and offers three work study positions. Although the purpose of the VA Work Study is to provide part-time employment to students receiving VA educational benefits, the program also provides a platform to engage students in leadership and training. Each of the VA work study students strongly agree that the experience has contributed significantly to their success and look forward to continuing in Fall 2021. The three VA work study students (2 veterans, 1 military affiliated) had meaningful weekly meetings with the VA Administrator. Feedback from these students was extremely

positive. Students indicated that although the VA served as a workplace, it also provided mentoring and a safe space where (during off hours) they could also complete assignments and relax.

Assessment and Program Evaluation Expectations for 2021-2022

Veteran Support Services program assessment and evaluation plans will entail the continued use of satisfaction surveys as its primary means of assessment. Attendance, student focus groups, conversations (interviews) with students, and observation of engagement will also serve as important vehicles in obtaining qualitative data. Engaging and supporting the veteran and military affiliated are essential to the success of the office. The ability to initiate and facilitate meaningful interactions ultimately determines favorable programmatic and student learning outcomes.