





SUNY DELHI ACTION PLAN



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and the Chief Diversity Officer
November 2023



SUNY Delhi 2024 ACTION PLAN

I. EXECUTIVE SUMMARY

This SUNY Delhi Action Plan has been developed by the Delhi Broncos Vote Team (DBV), which is the campus Voter Engagement Committee. Members and areas of representation are listed in Section II. This action plan will take effect for the 2024-25 Academic Year, and be updated annually. Planning and considerations for increases in engagement and in person, online, and hybrid events is ongoing as new information is shared of best practices among higher education institutions.

Our campus is committed to mapping out civic engagement efforts to develop annual traditions, establish assessment and attainable goals, and connect student learning outcomes and action with the Campus Mission and Institutional Learning Outcomes. The DBV Team will implement communication, and facilitate campus learning available to encourage communication and education in a diverse and equitable way.

II. LEADERSHIP

The following individuals make up the core of the Delhi Broncos Vote Team, who attend all monthly virtual meetings, volunteer for events, and develop campus community programming. We recognize that our efforts are only one small part that spearhead the campus forward into a culture of Civic Engagement.

- Elizabeth Hoyt, Assistant to the Vice President for Student Life and Assistant to the Chief Diversity Officer
 - Chair, Marketing Manager, Liaison to Student Life Departments, and Diversity Office, Local Non-Partisan groups, Local Resident
- Kali Barnhart, Assistant Director, Center for Student Leadership & Engagement
 - Liaison to Student Senate and Student Activities, Marketing Assistant
- Dan Gashler, Associate Professor, Liberal Arts & Sciences
 - Liaison to Academic Classroom, Constitution Committee, Village Resident
- Terry Hamlin, Professor/Honors Program Coordinator/Program Director, Liberal Arts and Sciences
 - Liaison to Academic Classroom, History Club Advisor
- Ann-Lis Glenn, Coordinator of the O'Connor Center for Community Engagement and Veteran Student Support
 - Liaison to off-campus community
- Sarah Meisch-Lacombe, Senior Assistant Librarian
 - Library Event Manager
- Michael Tweed, Associate Professor, Liberal Arts & Sciences
 - Liaison to Academics Classroom, Rotary International, Local Village Council
- Christina Viafore, Director of Human Resources & Marketing, CADI
 - Liaison to Chamber of Commerce and Dining Services, Local Resident, Local column in campus and in village newspaper

Partnerships have developed this past year with the Local Board of Elections. Communication and plans for Voter Engagement are shared on a monthly basis through email, and in person. A roster of local

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volunteers and non-partisan alumni has been created to assist during large scale registration and educational events.

The campus welcomes all and any assistance with educational and non-partisan events, activities, and seminars by any member of the campus community on or off campus. Calls for new members of the group go out through electronic bulletins, and in the campus newspaper. DBV is always willing to assist with events and activities that have any focus around Civic Engagement. Any assistance needed by upper-level administration is welcomed and communicated through the President's weekly Cabinet meetings.

SUNY Delhi has signed up and partnered with the following organizations in the past, and will continue to utilize educational tools from them in the future:

- All In
- Association of People with Disabilities
- Civic Influences
- Every Vote Counts
- Guides.Vote
- National Voter Education Week
- National Voter Registration Day
- Rock the Vote
- When We All Vote

III. COMMITMENT

SUNY Delhi's Mission was recently updated in 2023 and states, "The SUNY Delhi community transforms students' lives by providing accessible, civic-minded, and hands-on education that advances personal and professional growth." The addition of 'civic-minded' was purposeful, and as the campus advances their culture of civic engagement throughout campus, reporting and data show that civic-minded students develop through action and education.

SUNY Delhi Institutional Learning Outcomes (ILOs) include the knowledge, skills, and competencies intentionally embedded at moments throughout the student's lifecycle at SUNY Delhi, to inspire and enhance each transferable learning skills. SUNY Delhi's ILOs have been collaboratively-defined (during Fall 2020) as critical areas of competence that enable students to be successful in further education, careers, and as overall citizens. SUNY Delhi students are #BroncoRAD (**R**esponsible, can **A**pply knowledge in and out of the classroom, and are **D**iversity, **E**quity, and **I**nclusive-Minded citizens!)

The SUNY General Education Requirement (SUNY-GER) enables students to acquire knowledge and skills that are useful and important for all educated persons, regardless of their jobs or professions. (SUNY Board of Trustees Resolution, January 2010). As of Fall 2023 the General Education Framework was been divided into several categories two of which hold a strong commitment to civic engagement throughout academic programming: Diversity (Equity, Inclusion, and Social Justice) and US History and Civic Engagement. With both of these categories over 20 course measure outcomes and meet the standards required for civic learning.

IV. LANDSCAPE

SUNY Delhi has a history of providing high-quality hands-on teaching and learning, educating approximately 2,500 students per academic year on campus and online, with a 11:1 student:faculty

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ratio. The 625-acre campus can house about 1,700. Academic degrees range from Certificate to Master's Degrees throughout 5 Academic Schools.

As mentioned in Section III, Academic Programs shows a strong commitment to civic engagement, which trickles down from the mission and vision of the campus. The particular subsets of assessment data are currently not available, but we will be sharing the data with campuses when it is ready. The following courses do provide the public with Student Learning Outcomes that are assessed in the course:

Diversity: Equity, Inclusion, and Social Justice

- ANTH 100 - Cultural Anthropology
- ANTH 320 - Medical Anthropology
- EDUC 220 - Diversity and Teaching
- GOVT 240 - Civil Liberties
- HUMN 205 - Introduction to Gender Studies
- LITR 105 - Diversity through Literature: Special Topics
- PRKM 330 - Recreation for Special Populations
- SUST 310 - Environmental and Social Justice
- VETS 216 - Diversity, Equity, and Inclusion in Veterinary Medicine

US History and Civic Engagement

- HIST 100 - Early American History
- HIST 104 - History of American Technology
- HIST 105 - Modern American History
- HIST 200 - Race in America
- HIST 230 - Topics in American History
- HIST 315 - New York State History
- HIST 320 - America and the World - 1750 to Present
- HIST 325 - The American Century
- HIST 330 - Topics in American History
- HONR 210 - The American Experience
- HONR 230 - American Public History in Culture & Memory
- HONR 245 - Honors Topics in American History

World History and Global Awareness

- ANTH 100 - Cultural Anthropology
- ANTH 300 - Survey of World Cultures
- ANTH 320 - Medical Anthropology
- GOVT 130 - World Affairs
- GOVT 160 - Comparative Politics
- GOVT 350 - Middle Eastern Politics
- HIST 120 - History of the Ancient & Medieval World
- HIST 125 - History of Western & World Civilizations I
- HIST 130 - History of Western & World Civilizations II
- HIST 205 - Russian History 1801-2000
- HIST 240 - Latin American History
- HIST 310 - Topics in World or European History
- HIST 320 - America and the World - 1750 to Present
- HIST 335 - History of Farming, Famine and Fraud
- HUMN 210 - World Religions
- HONR 200 - Foundations in Western Thought
- HONR 205 - Contemporary Thinkers

In addition, faculty members developed alternative break programs for students to take part in. The History Club & the School of Nursing, Arts & Sciences set up a trip during Fall Break to explore Fort

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Ticonderoga and learn about the strategic importance of Upstate New York. They visited Cooperstown to learn about Baseball and Farming, and saw the capital city of Albany. In the spring of last year, the same collaboration took students to the Gettysburg Battlefields. Students had the opportunity to learn about how Gettysburg changed the nation's history and the history of the world, explores the causes of the change, and understand the lasting impact. In this particular case, students were able to earn 1 credit for attending and completing the necessary assessment. More trips are being planned and proposed for the future, which students are already excited about.

Beyond the classroom, our Center for Student Leadership & Engagement (CSLE) is designed to prepare students for lifelong success, active engagement in a diverse world, and socially responsible citizenship through co-curricular engagement and leadership development. Within the CSLE, we have the O'Connor Center for Community Engagement. For over 20 years this department has been supported by grant funding, and is the clearing house for community service opportunities, developing strategic local partnerships, campus community training, and programs that foster collaborative learning and prepare students to become socially responsible citizens. Collaboration with this department has been a beautiful way to gain knowledge an insight of the campus's commitment to civic engagement. Historically, the data shows a high rate of campus and off-campus involvement. We continue to find innovate ways to increase our reach to all students.

Local and national partnerships are always been built depending on the landscape of the institution and how offerings can benefit the students overall learning. A list of organizations is located in Section II. One barrier that we face at the College is our rural location. Inviting organizations to visit and showcase their information can be difficult. Another barrier is engaging with the online and off-site campus community. Presenting information digitally and on the webpage is just one step, but focusing on creating opportunities for connection and engagement with that cohort is a goal for the future.

Financial constraints and funding are also a barrier. Much work has been done by faculty and staff to develop homegrown academic and co-curricular programs that require less money, and have a high value to the campus community. We are also looking to connect with other institutions who have been fortunate enough to tackle these barriers successfully, and share their knowledge with us.

V. GOALS

The Delhi Broncos Vote Team, Academic Programs, Support Services, and the Student Life Division consistently put civic engagement, leadership development and citizenship at the forefront of teaching and learning. Our campus hopes to continue to educate each new class with the importance of being engaged in one's community, how the short term and long-term effects of civic engagement benefits not just the individual but everyone, and how by connecting real life experiences to their coursework and co-curricular work, they can transform their lives.

We continue to share all Voting Rates and Voter Engagement data with the campus, encouraging all members of the campus community to develop what they see is the best way to engage students, and always inviting students to be a voice at the table. Our goals are to continue being endorsed by our Campus Leadership through the President Commitment signature, and keep climbing the ranks of Action Plan Scoring!

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By Spring 2024, we hoping to receive Data from NSLVE Report to define success with the following goals set forth previously. At that time, the DBV Team will meet to determine who should be included in working groups moving forward to develop additional goals.

Previous Goals (waiting on data to assess)

- Increase Voting Registration Rate by 8% (To 80%)
- Increase Voting Rate of Registered Students by 10% (To 56%)
- Recruit and consistently have 2 Student Leaders serve on the VEC
- Increase Voter Turnout by Field of Study at least 2% across the board

By Fall 2025

- Gain access to General Education Assessment for courses that have a particular focus on Civic Engagement (listed in Section IV)
- Increase the number of Service-Learning Courses being offered
- Have at least two Federal Work Study students consistently for the Civic Ambassador position
- Nominate students for the Voting Honor Roll
- Full implementation of Voter Education and Civic Engagement virtual module at Orientation

By Fall 2028

- Fund at least two people to attend Civic Engagement Conference every other year
- Determine the feasibility of hosting a Civic Engagement Conference on our campus
- Reintroduce Service-Learning courses with designation back into the curriculum

Previous Report Goals achieved Before the Mid-Term Elections

- ✓ Hold 3 in person opportunities to assist students registering to vote
- ✓ Have 3 opportunities to assist students with transportation to local polling location
- ✓ Sponsor 3 events on campus surrounding the Election

Previous Report Goals achieved Before Fall 2023

- ✓ Gather more data from Student Life Division regarding their current forms of Civic Engagement

VI. STRADEGY

The DBV Team will continue to meet and discuss areas of engagement each month. During these meetings, we have found that collaborative efforts tend to hold the most weight with our students, and can increase engagement if we work directly with departments across the campus. Having liaisons in the classrooms is most beneficial, as we can utilize classroom time to share important Election Day Deadlines, discuss events that celebrate Civic Holidays, establishing relationships between students the DBV team, showcase the ease of Voter Registration and why voting is important.

The Civic Ambassador Program (a short-term goal) would be a beneficial touch point with our student community. Information has been gathering regarding the Federal Work Study monies that can assist with recruitment. Implementing this position and supervising will fall on the Student Life Division Administrative Assistant. Collaboration has already started to develop a job description with responsibilities to include Voter Registration Drives, Voter Education targeting groups, clubs and organizations of students, and assisting with increasing voter turnout.

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In addition, the information shared by the Ask Every Student organization has been most beneficial in including an Orientation Course through our Learning Management System (LMS) that focused on Voter Education and Civic Engagement. In the Spring our entire campus changed out LMS so the of this goal was put on hold.

As a small institution with a relatively new group spearheading Voter Engagement, we have utilized many of the resources from the national and local partnerships and organizations we are in contact with. The excellent work and practices shared by other institutions are always helpful in sparking ideas for our campus. Recently, collecting the data and expanding the scope from the narrow “Voter Education” to “Civic Awareness” broadens the umbrella of information we can pull from to show success.

In the past courses with the Service-Learning designation was a tremendous component of the OCCE. Faculty and staff collaboration was established and courses directly applied the classroom education to the applied learning to develop students’ leadership and confidence among all students. Another strategy would be to define the process of developing these courses in the past and presenting as options for the future to engage students for lifelong success, promote academic excellence and build strategic partnerships through civic engagement and experiential learning.

VII. NSLVE

As previously mentioned, the campus does utilize the findings in the NSLVE Campus Report, which at the time of this report being written has not been sent to campuses. This report is shared with the campus community, both the staff and faculty, along with the students. After the next report is published, a short-time goal would be to invite individuals, student groups, and departments to have an open dialogue and empower more people on campus to use their voice and be part of the strategy.

Examples of questions to be asked during these discussions:

- Field of Study low numbers: Which faculty or Academic School Deans would partner with VEC to host events and activities in their area? Or how else can we better serve this population of students?
- What motivates a student to vote with a certain method? How can the campus support students to go out and vote? What barriers are currently in place for students? What connections can we make throughout campus or in the community to increase voter turnout?

The extraordinary amount of information that comes from the IDHE Report assists our campus in igniting change to leverage the NSLVE data moving forward.

VIII. REPORTING

The final SUNY Delhi Action plan will be shared on BroncoConnect (the campus engagement platform). The DBV page has a public designation allowing non-SUNY Delhi members to view the information. BroncoConnect serves as our platform to share articles written, where events and activities surrounding civic and voter engagement are being held, and any campus designations bestowed upon up by the All

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In Challenges. All of this information is linked from our public Voter Registration page, recently updated to include Voter Resources with Talking About Elections in Your Classroom, Incorporating Election Engagement into Courses, and Athletic Department & Student Electoral Engagement.

Prompts will be given to view this information through Delhi Today (faculty and staff listserv), Bronco Bulletin (student listserv), shared in the Campus Voice, our student newspaper, linked to Delhi Broncos Vote Instagram page, and shared directly to Campus Leadership. All of these communications open the doors for discussion of any group to take the data and develop opportunities for increased in engagement and civic education.

We will also be sharing this data with local constituents including the local board of elections, and non-partisan groups off-campus to engage them in additional conversations around voter responsibility and education. The reporting information from NSLVE will be imperative to drive the institution further.

IX. EVALUATION

Events and activities that surround Voter Registration, Requesting Absentee Ballots, and student engagement efforts (number of pledges, etc.) are always recorded and shared with the DBV Team. This information is helpful in finding the best time of day to connect with students in our community center. Additional information is gathered for after-hours events (Ex: Constitution Day Event Record of Attendance). Students who attend as part of courses as asked to submit reflections with faculty assessing the knowledge gained. The more our campus can continue the conversations about Voter Education and Civic Engagement continuing throughout the academic year, the better we can brand our campus and infuse this type of learning.

Annually, SUNY institutions must determine click rates on their Voter Registration webpages to determine which pieces of education the community is mostly looking for. Voter Registration continues to be the most utilized link. These types of evaluation of traffic are done by the Student Life Administrative Assistant (SLAA). Website updates and maintenance is also done by the SLAA with click rates and additional data being checked and updates considered throughout the year.

Academic Programs and assessment data evaluation is gathered cyclically, and can be shared with the broader campus by request. Course instructors push their information up to Deans, who connect all aspects to the Institutional Learning Outcomes, developing an Annual Assessment Report, which will be utilized for evaluation.

SUNY Delhi has achieved the Carnegie Foundation Community Service Classification for 2015 - 2025. The classification for Community Engagement is an elective classification, meaning that it is based on voluntary participation by institutions. The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments, and requires substantial effort invested by participating institutions. The classification is not an award. It is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement. The documentation is reviewed to determine whether the institution qualifies for recognition as a community engaged institution.

Overall, our campus evaluates continuously to prioritize the inclusive and civic-mindedness of all students on campus, offsite and online. There are pockets of evaluations being done on multiple levels

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of the institution, all funneling up to indicate a clear understanding of the importance of civic learning. We still strive to connect those resources together and collaborate in efforts to elevate our status. SUNY Delhi has an established culture of assessment and evaluation, and the Delhi Broncos Vote Team looks forward to more successful years ahead!

CONTACT INFORMATION

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Public Webpage: [Voter Registration](#)

Campus Engagement: [BroncoConnect](#)

Instagram: [Delhi Broncos Vote](#)

LinkTree: [Delhi Broncos Vote](#)