



**Democratic Engagement Action Plan
2024**



**CAMPUS
DEMOCRACY
CHALLENGE**

I. Executive Summary

The 2024 Democratic Engagement Action Plan for SUNY Westchester Community College (SUNY WCC) was developed by the members of the Student Government Association's Civic Engagement Committee. The Civic Engagement Committee is composed of students interested in improving and maintaining the campus' civic environment. The action plan is meant to provide future students a realistic and well-developed guide to follow in order to improve the institution's current civic environment. Generally, New York state is known for its actions to defend democracy. For example, the John Lewis Voting Rights Acts, signed into law by Governor Kathy Hochul, depicts the significance that democracy has on the state. Thus, as a state community college, SUNY WCC wants to lead by example by increasing its civically aware population.

SUNY WCC's main campus is located in Valhalla, New York. Additionally, the institution has four other extension centers in New York, located in Yonkers, Mount Vernon, Peekskill, and Ossining. The action plan will not only seek to improve civic engagement on the main campus, but also across all extension centers. Efforts will be made, in-person and virtually in order to attempt to reach all students.

The action plan is planned to start early in the fall semester of 2024 and end at the end of the spring semester of 2025. Through different approaches, the action plan is designed to successfully focus on short-term and long-term goals. Subsequently, the action plan will be updated in the fall semester of 2025.

There are two significant parts of the action plan, its creation and its execution. The Civic Engagement Committee will be responsible for the implementation of the action plan. Particularly, the chair of the committee, the Secretary of the Student Government Association, will lead the members of the committee. With the aid of SUNY WCC's Department of Student Involvement, the committee will be able to access the required resources to successfully execute the plan.

Certain strategies were employed to guarantee that the action plan is equitable and included a diverse audience. First, the Department of Student Involvement helped the Civic Engagement Committee visualize its goals in order to determine how equitable they were. Moreover, in order to ensure the action plan included a diverse audience, the committee was composed of people from diverse backgrounds and academic programs.

II. Leadership

At SUNY WCC, the Civic Engagement Committee is not the only entity wanting to improve and maintain the campus' civic environment. Support from senior administrative leaders from different departments is also received. SUNY WCC's President and Vice President of Student Affairs strongly support the work the Civic Engagement Committee does.

More direct involvement from senior administrative leaders comes from SUNY WCC's Department of Student Involvement and Faculty Senate. The Director of Student Involvement, Tiago Machado, and the Assistant Director of Student Involvement for Clubs and Organizations, Candace White, directly advise the Civic Engagement Committee. They help the committee by providing them with the necessary tools to succeed in their mission. Moreover, the Diversity Committee of the Faculty Senate communicates with the Civic Engagement Committee on shared objectives. The co-chairs of the diversity committee are Professor Margaret Eiden, Professor Ekta Bhatia and Erik Fortune from Academic Financial Services.

There is one community organization very involved and committed in improving the college's civic environment. That organization is the League of Women Voters. They come to campus very often and table in the student center and help students get registered to vote. Additionally, the Student Government Association has also partnered with New Rochelle City Councilman Shane Osinloye in an attempt to find new ways to civically engage younger audiences.

The Civic Engagement Committee is involved by working on the action plan and tabling for civic engagement causes, such as handing out and delivering voter registration forms. The group is demonstrating there is diversity by not having any political bias and not having a hidden agenda. The chair and leader of the committee is the Student Government Secretary. They report to the Student Government Association Senate with any updates. Students on the committee are thanked for their work in a small celebration at the end of the academic year.

The committee members consist of diligent students and faculty. The members are very involved and create a fun atmosphere around civic engagement. Through the Student Government Association, the committee will be able to reach out to students through promotional marketing. The committee would seek students who normally would not get involved from all of its centers. The committee wants to hear from students who typically would not voice their opinions. They would be able to share what they care about in relation to civic engagement in the institution. In order to also take into consideration different campus and community stakeholders, the committee would attempt to connect with them to hear their opinion.

Support of upper administration is also received by the committee. SUNY WCC's President and Vice President of Student Affairs support the work the Civic Engagement Committee does. The

committee will meet once every two weeks and the chair of the committee will be responsible for communicating such dates with the rest of the committee. The committee will also occasionally host around two events per semester for its members to relax. This will help motivate them to keep working towards improving civic engagement.

In the instance a member of the committee seems to stop doing their work and does not show up to meetings, action would be taken. First, the chair of the committee would reach out and talk to them on a personal level to see what is the reason why the student is no longer an active member. The chair would then do their best to accommodate the student and make them feel comfortable enough to attend the meeting and once again continue working towards the goals of the committee.

Finally, the committee will always have a chair. The Student Government Secretary, as part of their role, is always the chair of the Civic Engagement Committee. A new Secretary is elected every academic year. As a result, when the former chair leaves their position, a new one would replace them the following academic year.

III. Commitment

SUNY WCC is a vastly diverse college and as important as it is to get students to vote, only about 30% of WCC students are registered to vote. With various proposals used in efforts to fully become a designated voter friendly campus, SUNY WCC was able to help 920 students in registering to vote in the 2020 presidential election. SUNY WCC along with the great help of the Civic Engagement Committee achieved this by doing things such as partnering with organizations destined to eliminate the voting barriers and improve election administrations like the Fair Elections Center and the Campus Votes Project. In efforts to further increase these numbers my team and I plan to contact various officials like Yonkers Mayor Mike Spano and ask to speak to the students of SUNY WCC. This is of great significance since many students come from the City of Yonkers.

SUNY WCC throughout the years has partnered with the Fair Elections Center, a national organization determined to put an end to racial & age group barriers in voting all throughout the US, and the Fair Elections Center's Campus Vote Project, an establishment who works with university campuses in supporting students to stay involved in the voting process. In collaboration with these organizations, SUNY WCC has also created the Voter Friendly Campus designation, in successful attempts to put an end to these barriers. SUNY WCC and their staff achieved this by hosting multiple virtual events directed at students on current governmental issues and the importance of our votes. With this, SUNY WCC has earned the honor of being a "Voter Friendly Campus" for the third year in a row.

Commitment to improving civic learning and democratic engagement is shown usually months before the election and is shown by holding multiple school meetings on educating and informing students about the federal and governmental issues and why their votes matter. The efforts are shown multiple times a month before the elections. Commitment is shown mostly to SUNY WCC students and not to outside institutions. The Civic Engagement Committee is mostly focused on the efforts of its students but other organizations such as the Campus Vote Project focus on all Universities across the U.S. SUNY WCC and the Civic Engagement Committee's number one priority and reasoning is to further include more students with different ethnic backgrounds and political needs. To add on, the SUNY WCC's President has signed the ALL IN Presidents' Commitment to Full Student Voter Participation.

SUNY WCC offers many ongoing civic learning programs such as the Political Activists Club and classes, including American Government and Issues, American Politics and Policies, State and Local Government. In times such as the year before the elections, SUNY WCC and the Civic Engagement Committee host multiple informative meetings that are available to all students, in efforts to try and increase the number of diverse voters. SUNY WCC has created action plans in the past. Unfortunately, most of them were never brought to fruition, mainly due to the COVID-19 pandemic. Some of SUNY WCC's civic outcomes include joining the Campuses Nationwide and being named a "Voter Friendly Campus" by this organization for the third year in a row. This also shows up in the many classes available such as Introduction to Politics and American Government and Issues. With this, the committee makes sure we identify the main problems we have and review the statistics in order to create a game plan that is necessary to help. SUNY WCC offers many courses and majors that focus on civic learning and democratic engagement, such as providing degrees in political science and social science. Also providing classes like comparative politics and administrative law all year around.

IV. Landscape

SUNY WCC might not have a legacy of civic engagement, but its leaders do ambition a more civically active campus for the future. Currently, SUNY WCC does not have anything in the curriculum related to civic engagement. Nonetheless, the Student Government Association has reached out to the Faculty Senate and they are in the process of finding a way of potentially incorporating it into the curriculum.

Additionally, every semester, the Department of Student Involvement sends every student a form to complete, the form provides information on several factors. The head of their department, Tiago Machado, shares the results with the Civic Engagement Committee. According to the data that is presented, the number of students who were eligible and registered to vote in the fall of 2020 was 7,601, whereas the number of students who were eligible and registered to vote in the

spring of 2023 was 7,151, marking a decrease of 450 students. During this span of time, the number of students who were eligible and not registered to vote likewise increased by 657 students. In addition to this, during this span of time, the number of students who declined to answer/opted out increased significantly from 3,858 students to 4,797 students, marking an increase of 939 students. Contrary to the trend reported above, the number of students who were eligible and registered to vote increased substantially from the fall of 2021 to the spring of 2021. In the fall of 2021, 7,523 students were eligible and registered to vote, whereas 8,091 students were registered to vote in the spring of 2022, marking an increase of 568 students. Not long after this, however, in the fall of 2022, the number of the students who were eligible and registered to vote decreased to 7,247 students. Compared to the spring of 2022, 844 fewer students were eligible and registered to vote. The number decreased even more after this, to 7,151 students in the spring of 2023, which is the last time that data about this was collected. The number of students who were ineligible to vote increased from the fall of 2020 to the spring of 2023, from 1,256 students to 1,601 students, marking an increase of 345 students. At its peak, 1,751 students were ineligible to vote when data was collected in the spring of 2021.

Based on these considerations, steps should be taken to register more students to vote. The fact that the number of students who were eligible and not registered to vote increased by 657 from the fall of 2020 to the spring of 2023 should concern anyone who values voter participation in our country's republic. Perhaps events could take place every semester that would encourage and help students register to vote. The Student Government Association has also partnered with New Rochelle City Councilman Shane Osinloye in an attempt to find new ways to civically engage younger audiences. Another interesting fact is that the number of students who were ineligible to vote increased by 345 from the fall of 2020 to the spring of 2023, which suggests that the number of minors and immigrants likewise increased during that span of time

Next, civic learning and democratic engagement can be seen in organizations and clubs. Aside from the Student Government Association's Civic Engagement Committee, there exist clubs that try to get students civically engaged. First, the Political Activists Club is dedicated to politics and tries to get students more engaged. The club hosts events during the academic year to not only get students involved in their local and federal politics but with SUNY WCC's politics. For example, they are trying to convey how groups such as the college's faculty senate and student government function. Subsequently, the Philosophia Society is a more general group of students that tries to get other students more involved in their field of interest. Sometimes the Philosophia Society has discussions and presentations related to politics. Professor George Keteku often goes during meeting times to help with the discussions as he is a political science professor.

Currently, one of the main limitations of SUNY WCC is the amount of money being allocated for student involvement. As a two-year college, there is only so much we can do in terms of investing resources for civic engagement. With a growing number of students getting involved, it

is harder for particular clubs to get more funding for civic engagement related events. Apart from that, there are no external barriers affecting SUNY WCC.

V. Goals

Long Term Goals

As previously stated, the Civic Engagement Committee's central goal is to improve and maintain the campus' civic environment. Hence, the committee's long-term vision is to continually increase the amount of students registered to vote and to keep the campus a voter friendly campus.

It is not only important for a group such as the Civic Engagement Committee to put in the effort but also for the institution itself. As part of SUNY WCC's last Strategic Plan, it was mentioned how the college is committed to student success, academic excellence, workforce development, economic development, and lifelong learning. On top of that, the strategic plan has a *values* section that contains nine important values the institution wants its students to take away. Six of those values pertain to students being active and informed. These include collaboration, civic engagement, innovation, diversity, environmental sustainability, and empathy. These values are supposed to help students better their communities, societies, and the world as a whole. Particularly, it is important to note how the institution values civic engagement. SUNY WCC wants every student to be well informed and active in their community.

Over the next 10 years, the committee looks forward to improving, primarily in communicating better with the student body. The committee thought that it would be important to focus long-term goals on improving the curriculum and democratic engagement. It takes time for changes in the curriculum to be approved and applied. Similarly, it also takes time to improve democratic engagement on campus. Therefore, the committee decided to include them as long-term goals.

SUNY WCC has been striving over the years at improving its civic engagement. Nevertheless, the school is still recovering from the COVID-19 pandemic. Therefore, the committee did not want to exaggerate the potential of what could be achieved and decided to limit itself to attainable goals. These goals were designed to be S.M.A.R.T.I.E. (specific, measurable, ambitious, realistic, time-bound, inclusive, and equitable).

The stated goals also contribute to expanding access to voting for a diverse set of students. By improving the curriculum and incorporating a section that expects students to learn about basic civic duties, the committee believes it would have an impact on all students of all backgrounds.

Next, when attempting to increase democratic engagement, it would be directed to all students as well. Overall, these goals the committee has set to achieve are not restricted to any particular student population. They are meant to have an effect on all students and are well informed by principles of diversity, equity, inclusion, and justice.

These long-term goals were also decided to be focused on by the committee based on the data received and detailed in Section IV. Particularly, the data from the fall of 2020 in comparison to that of the spring of 2023 shows that the number of students who declined to answer/opted out of completing the form increased significantly from 3,858 students to 4,797 students, marking an increase of 939 students. This shows that the college is not doing enough to get students civically engaged. Hence, the best way the committee thought of improving such numbers was by having students learn about their civic duties in the classroom and encouraging them to be more active. Thus, improving the curriculum and democratic engagement on campus will help decrease the number of students who decide not to answer the form, and it will help get them to be more engaged with their civic duties.

The committee also reviewed the NSLVE report and wanted to improve certain aspects. Particularly, the committee is aiming at improving its voting rate by following the previously mentioned goals. In 2020 the voting rate was 44.0% and the national average for 2020 was 66%. Because of this, the committee plans on working to increase that rate to 51% by 2026. A 7% increase seems reasonable in the given time. Then, by 2030 the committee hopes that SUNY Westchester Community College can reach the national average and keep going up from there. Important data is broken down in more detail in Section VI.

Short-Term Goals

The mentality used to create the committee's long-term goals was reapplied when creating short-term goals. Meaning that the Civic Engagement Committee put emphasis on its goal of improving and maintaining the campus' civic environment. This led to the committee wanting to focus its short-term efforts on promoting voter registration and voter education. These goals, in return, will help the institution accomplish the previously mentioned long-term goals.

During the next three years, there are certain outcomes that the college will need to reach in order to reach its long-term vision. First, the Civic Engagement Committee will have to increment the amount of tabling done throughout the academic year to promote voter registration in order to increase its number of registered students. Next the committee could also host events whose sole purpose would be to educate students on their civic responsibilities and the importance of voting.

Moreover, it is important to note that the college promotes equity and disseminates knowledge. So, by promoting voter registration and creating events for voter education, the committee also believes it will help the college's equity and inclusion goals. This is due to the events being open to everyone on campus. Additionally, these goals will support the college's strategic plan. The strategic plan considers civic engagement as a value meant to better the community and collective efforts. Thus, by improving the civic environment on campus through the stated goals, the committee believes it will also support the college's strategic plan.

In order to ensure that the long-term vision is within reach, the committee will need some resources. The primary resource is table reservations around campus. Tabling plays a significant role when trying to reach students. It is a simple but very effective way to get students' attention. Another resource that will be needed is the form that is sent out every semester to all students, the same form that provided the data initially presented in Section IV. Finally, the most important resource of them all is good communication with faculty and staff. This will permit the committee to reach even more students than possible without the support of faculty and staff.

Furthermore, the committee made sure that it had the capacity to achieve the desired goals. Most of the support comes from the Department of Student Involvement. The advisors provide crucial support and guidance that allows the committee access to all of the required resources previously stated. As a result, the committee designed these goals to follow the S.M.A.R.T.I.E. (specific, measurable, ambitious, realistic, time-bound, inclusive, and equitable) framework.

By getting more students registered to vote and providing voter education events, the committee aims to provide students with the knowledge they need before going to vote. It is not only important to be registered to vote but also to be well-informed. Nowadays, many student voters are not well-informed before they go to vote. Therefore, the presented short-term goals will help solve an immediate issue student voters face.

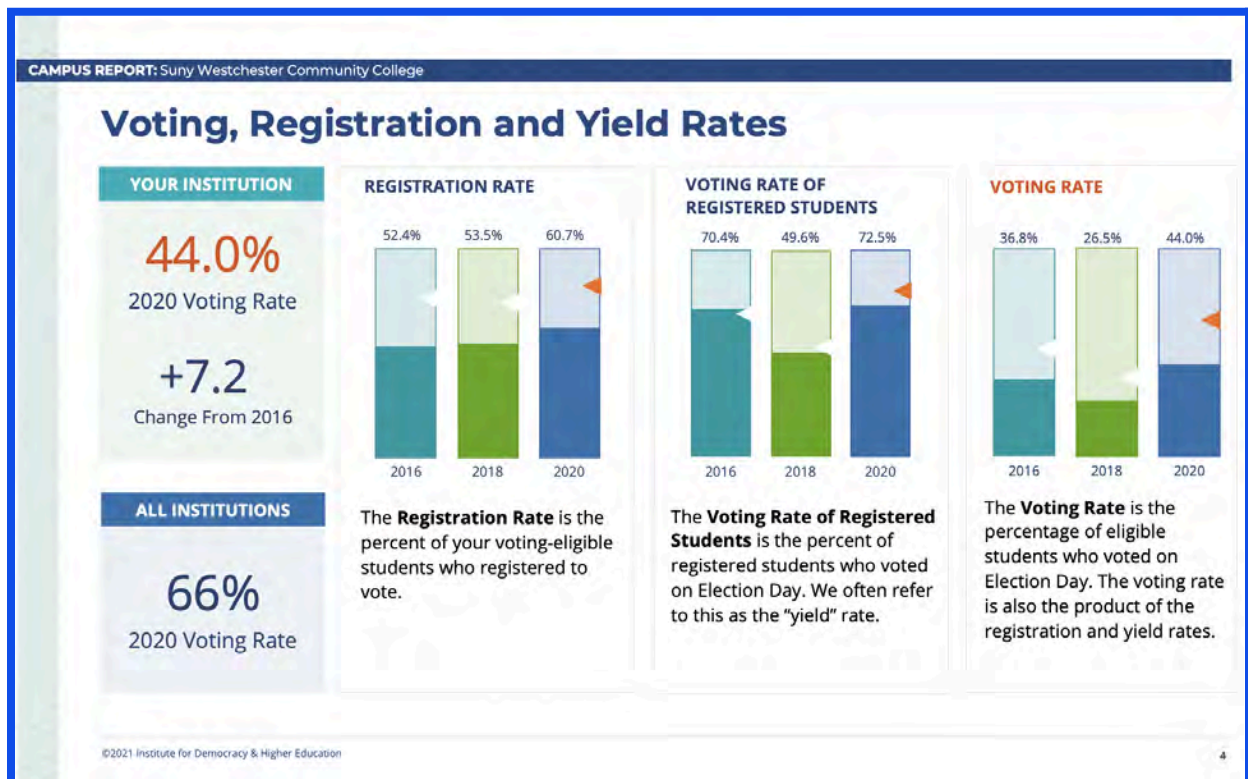
These short-term goals were also decided to be focused on by the committee based on the data received and detailed in Section IV. Specially, the data from the fall of 2020 in comparison to that of the spring of 2023 shows that the number of students who were eligible and registered to vote in the fall of 2020 was 7,601, whereas the number of students who were eligible and registered to vote in the spring of 2023 was 7,151, marking a decrease of 450 students. This depicts how the college has to improve at encouraging students to get registered to vote. Consequently, the committee thought that it could improve the numbers mentioned by promoting voter registration while also providing them with voter education.

Lastly, it is also important to mobilize voters for the upcoming elections. The best way to do so is by tabling around campus. SUNY WCC is a small campus, which is why tabling is very important. Through tabling, the committee believes it could reach a vast number of students and encourage them to vote. With the help of the Department of Student Involvement, the committee would also create flyers whose aim would be to promote elections. By promoting voter

registration, providing students with voter education, and also encouraging them to participate in upcoming elections, the committee believes that these goals will help improve the institution's civic engagement.

VI. NSLVE (National Study of Learning, Voting, and Engagement)

The latest NSLVE report depicted many areas in which SUNY Westchester Community College needs to improve.



Page 4 of the report presents a bar diagram with percentages on registration rate, voting rate of registered students, and voting rate for 2016, 2018, and 2020. This data shows that although the college is improving its own statistics, it is falling behind the national average. Particularly in registration rate and voting rate. The 2020 voting rate for students at SUNY Westchester Community College was 44.0%. A staggering 22% behind the national average.

CAMPUS REPORT: SUNY Westchester Community College

Looking Closer

Voting and Registration Rates

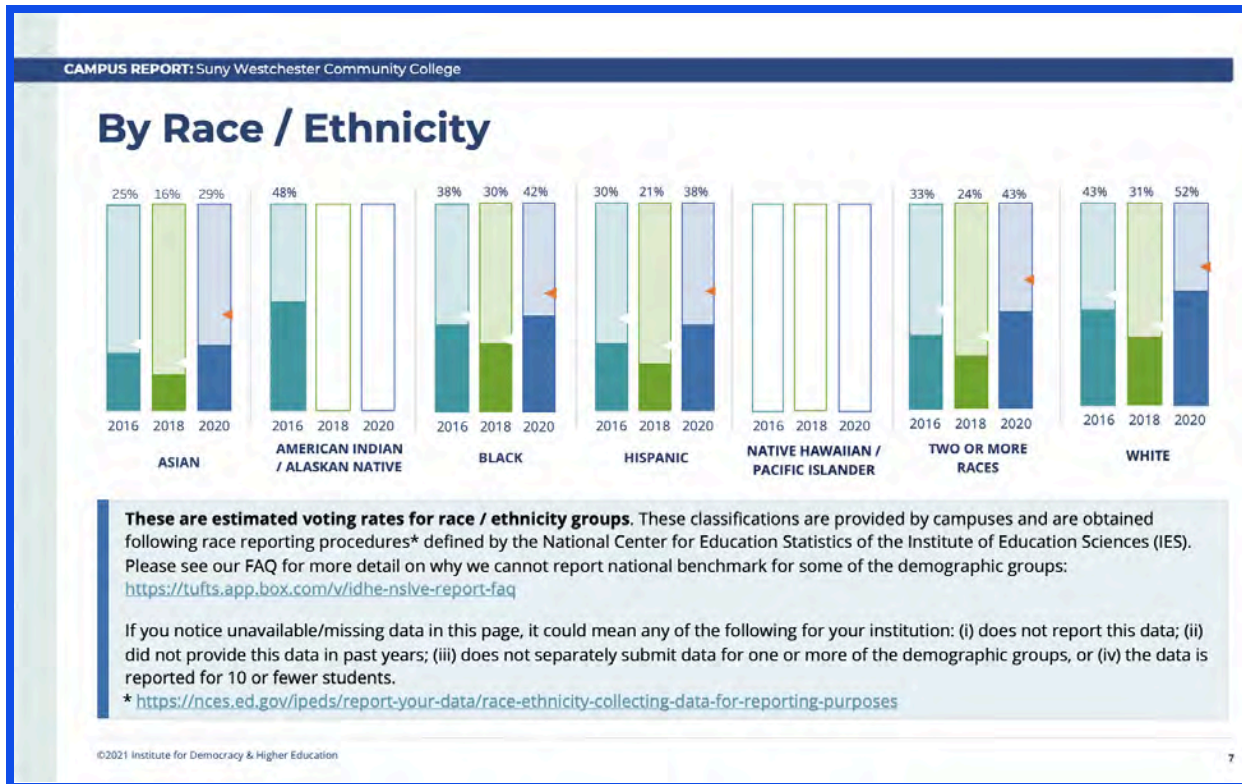
	2016	2018	2020	2016-2020 Change (p.p.)
Total Student Enrollment	12,178	11,165	9,223	↓ -2,955
(Age under 18/Unknown)	-	-	-	-
(IPEDS estimated non-resident aliens)	154	160	115	↓ -39
(FERPA records blocked)	-	-	-	-
(Non-Degree Seeking Students)	288	182	156	↓ -132
Total eligible voters	11,729	10,820	8,942	↓ -2,787
Number of students who registered	6,141	5,785	5,432	↓ -709
Number of students who voted	4,321	2,872	3,938	↓ -383
Registration Rate %	52	53	61	↑ 8
Voting Rate of Registered Students %	70	50	72	↑ 2
Voting Rate %	37	27	44	↑ 7

This page provides the numbers we used to calculate your voting, registration, and yield rates. The sub-categories under total student enrollment are the adjustments that we make to account for students who are ineligible to vote due to age or citizenship status. We also exclude, when correctly flagged, students who are not pursuing degrees.

We use IPEDS-derived estimates of NRAs when institutions do not submit non-resident alien status data to NSC, or we cannot verify the accuracy of the reported counts. This estimate is given by "IPEDS estimated non-resident aliens" on this page. If you believe the number of international students reported on this report is incorrect, you can manually adjust your institution's voting rates by using our recalculation tool. <https://id-he.tufts.edu/nsive/nsive-recalculation-tool>.

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Page 5 provides data on similar factors as seen in Page 4, but in more detail. This is significant because it shows how the number of eligible voters has decreased over the years. Thus, the percentages on page 4 might not give an accurate representation of the data overall because, although percentage-wise, the numbers have gone up, the number of registered students has gone down. The decrease in enrollment has clearly affected the data collected. The data collected would have been better if enrollment had remained more constant.



Next, Page 7 of the NSLVE report provided data on race and ethnicity. As depicted in the graphs, it looks like in 2018, there was a big dip across all populations. However, in 2020, there was a significant increase. It also looks like there was a general trend across the nation for there to be a dip in 2018. Overall, the college still fell behind the national average every year for all categories.

CAMPUS REPORT: Suny Westchester Community College

Looking Closer

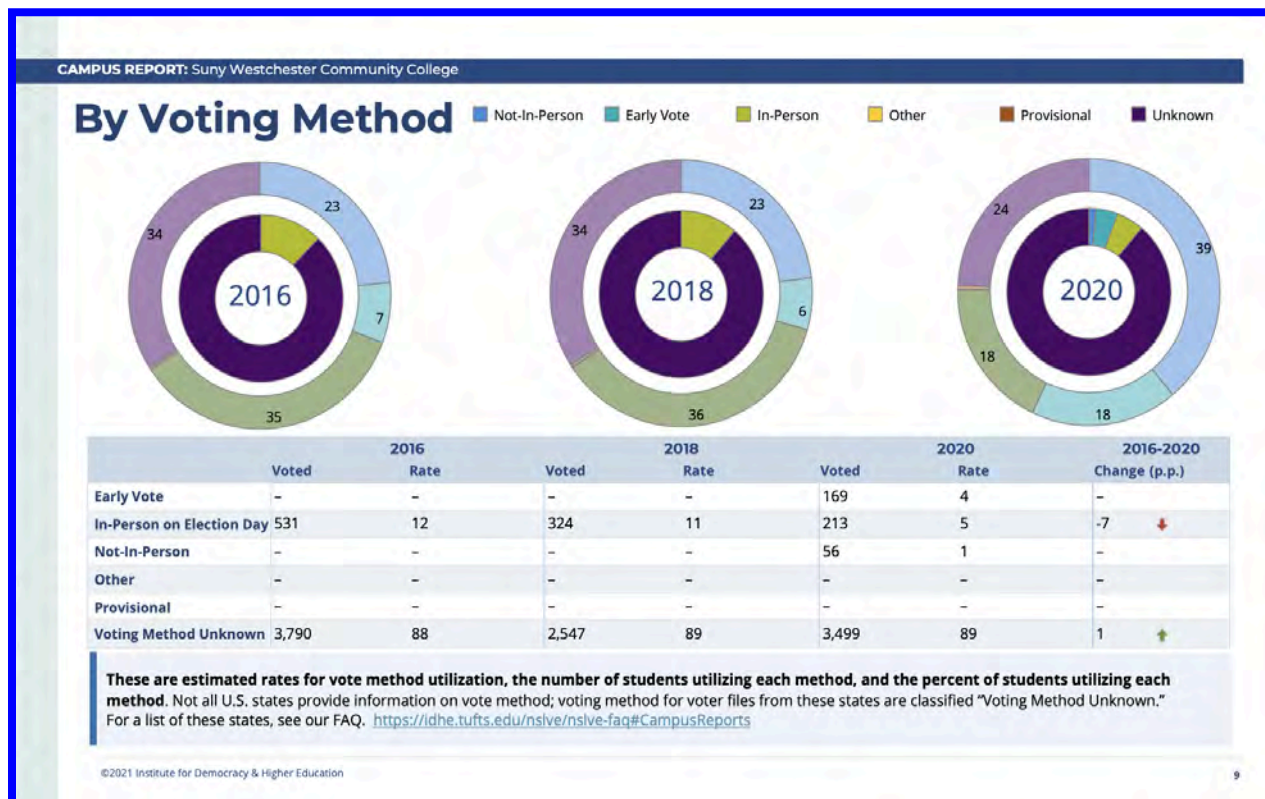
By Race/Ethnicity

This page provides the numbers we used to calculate race / ethnicity group voting rates. We include the counts of students and the change in rates between the two most recent comparable election years. If you notice unavailable/missing data in this page, it could mean any of the following for your institution: (i) does not report this data; (ii) did not provide this data in past years; (iii) does not separately submit data for one or more of the demographic groups, or (iv) the data is reported for 10 or fewer students.

	2016			2018			2020			2016-2020 Change (p.p)
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Asian	453	114	25	431	68	16	386	112	29	↑ 4
American Indian/Alaska Native	42	20	48	27	-	-	24	-	-	-
Black	2,398	911	38	2,168	654	30	1,725	720	42	↑ 4
Hispanic	2,887	855	30	2,627	550	21	1,970	740	38	↑ 8
Native Hawaiian/Pacific Islander	30	-	-	20	-	-	15	-	-	-
2 or More Races	1,753	579	33	1,990	476	24	1,994	865	43	↑ 10
White	3,781	1,616	43	3,324	1,022	31	2,653	1,365	51	↑ 9
Race Unknown	532	217	41	385	87	23	282	125	44	↑ 4

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Page 8 of the report gave precise numbers for all the categories and showed some improvement. But, just like the data provided on voting registration, it is important to note that the college has to improve. In this case, the college has to improve at reaching different populations, as only a small fraction of each voted.



Finally, Page 9 provided important information on the voting method students used. Aside from those who did not provide a voting method, the preferred one was "In-Person on Election Day." This will help the committee when promoting voting because now they will know what voting method students prefer and how to prepare.

VII. Strategy

During the upcoming academic year, the Civic Engagement Committee has a great quantity of objectives to work on. In terms of activities, the committee is definitely planning on tabling throughout the semester. Tabling will be aimed at promoting voter registration, voter education events, and voter access. It will also serve as a good motivator to help improve voter turnout in local elections. In order to make tabling more effective, flyers promoting the mentioned themes will be distributed. Furthermore, pins and pens will also be given away. Events for voter education will have political science professors educate everyone on the process in order for

them to be well-informed. Tabling will occur throughout campus. In front of buildings and in the student center. The events for voter education will take place in classrooms and rooms in the student center. Events will be planned around civic holidays such as National Voter Registration Day, National Voter Education Week, Vote Early Day, and Election Hero Day.

The person responsible for implementing each planned strategy and tactic will be the Student Government Association Secretary for the upcoming academic year. The secretary will lead the Civic Engagement Committee and receive advice. Due to the nature of the strategies and tactics, they will be accessible to all by default. SUNY Westchester Community College is a Hispanic serving institution. As a result, the planned activities and events on campus will be accessible to underrepresented students. Moreover, the secretary for the upcoming academic year will receive training during the summer prior to the beginning of the fall semester. The training will be provided by the Department of Student Involvement. It will train them to ensure conversations remain nonpartisan, culturally sensitive, accurate, and that the voter registration processes result in zero errors. A similar training will be provided to the new members of the Civic Engagement Committee during their first meeting in the fall semester.

The main purpose for each strategy and tactic being implemented is to achieve the short and long-term goals mentioned in Section V. By accomplishing these goals, the committee believes it can generally improve the college's civic environment.

A campus committed to educating for civic learning, political engagement, and voter participation can be described as being vibrant, active and engaged. Such commitment improves student life and it makes an impact on the future of students. The events and activities held during campus are expected to have between 20 to 50 people and the Civic Engagement Committee would be the ones leading them. The committee aims at having an event of such magnitude per semester, one in the fall and another one in the spring.

Even though SUNY Westchester Community College already strives to involve all types of students in any event or activity, it could still do more to deepen its capacity and competence related to diversity, equity, and inclusion in tandem with civic learning, political engagement, and voter participation. First, it would be a good idea to communicate with the college's DEI (Diversity, Equity and Inclusion) Advisory Committee for their opinion. They could provide great advice on how to simultaneously improve the college's capacity and competence in both fields. The Civic Engagement Committee would also assign two students to be responsible for making sure events are as inclusive as possible.

It will not be easy to build toward this vision of sustained commitment beyond a single election cycle. It will take time, but also commitment. With the help of the Department of Student Involvement and interested faculty, the Civic Engagement Committee will also have to plan

everything carefully in order for the plan to be successful. Once this plan is in motion, the chair of the committee, the Student Government Association Secretary, could propose passing a resolution that will aim to continue repeating the same process throughout future election cycles. Additionally, the matter could also be brought up with the Faculty Senate in order to encourage faculty to promote the civic work the Civic Engagement Committee is doing. Such work could be considered to have been institutionalized if it were put in writing. So, if the Student Government Association Senate reviews the proposed resolution and it passes, it could be considered institutionalized. This would also mean that after the secretary for the upcoming academic year finishes their term, they would include this resolution in the training for the person who succeeds them. That new person would also make sure that the new members of the Civic Engagement Committee are aware of the resolution. Finally, the process would then repeat, making sure it continues over the years.

The benefit of long-term goals is that they can be tracked in order to make sure they are being accomplished. During the first year, the committee should have implemented the mentioned strategies and also passed the resolution through the Student Government Association Senate. During the years after, the new secretaries would continue following the resolution through election cycles and would ultimately improve and alter the plans from previous secretaries based on the data received every year. Therefore, this process should also ensure that the short-term tactics are embedded into the campus culture, and can outlast the individuals leading that effort.

VIII. Reporting

The action plan was diligently crafted by the students in the Civic Engagement Committee in order to share it with the college community. The committee was thinking about first sharing the results internally through the Faculty Senate and other departments in the school. The future Student Government Association Secretary could request to present in front of the Faculty Senate during their first meeting of the academic year to present their work. The president of the school would also get notified of the action, and she would be able to share it with community partners. The action plan will also be shared with the ALL IN Campus Democracy Challenge, and it will be included on the school's website. This way, anyone will have easy access to the action plan and see what the college is working on. An email will be sent out to all students notifying them of the update on the website. The data used to inform the plan will be made public in a similar fashion to how the action plan will be shared. The data collected by the college and the NSLVE report will be added to the college's website, and anyone will have easy access to them if they would like to review them. The college would update the data it collects every semester and the NSLVE report every time it came out. Furthermore, the Student Government Association's Director of Public Relations would make a post on the Student

Government Association's social media accounts linking to the school's website where the action plan and data could be viewed.

Lastly, since the plan was developed by the Civic Engagement Committee, it will simply pass it on to future committee chairs. The future members of the committee would be introduced to the action plan during the training session, where the advisors would first teach them their responsibilities as members. The sole purpose of the committee would then be to accomplish what is stated in the action plan. Every member of the committee would have easy access to the action plan and data, and the work to accomplish the goals would be divided among the members.

IX. Evaluation

The evaluation is just as important as making a plan and making it come to life. The evaluation will help the college and future student governments how much it has improved in its civic engagement efforts. The information gathered will help the committee reflect and make better decisions in the future. Future chairs and members of the Civic Engagement committee will also use it to help improve future action plans. The results would be shared with the student body through a mass email sent out to inform them of how the college is improving.

The evaluation would not only be carried out by students in the Civic Engagement Committee but also by advisors and faculty. The main advisor, the Director of Student Involvement, Tiago Machado, would help in the process. He has worked with the Student Government Association for several years and has experience. Another important contributor to the evaluation would be Professor George Keteku. He is a political science professor and is very involved with political-related clubs.

The evaluation will be conducted at the end of the 2025 spring semester. The committee will look at the data the college gathers and compare it to numbers from previous semesters. The information that will be collected is the same as that collected for Section IV. The data will be analyzed by simply comparing it to past semesters. This data will show how effective the committee was in its efforts. The committee will create a report, and, as previously mentioned, the student body will receive an email that will inform them of how the college is trying to improve its civic engagement work. Moreover, the success of diversity, equity, and inclusion efforts will be evaluated by the two students in the Civic Engagement Committee in charge of it. After every event, there would be a QR code leading to a form where students would be given the option to state their race, ethnicity, and other questions. The two students would compile a report, breakdown the information, and present it to the rest of the committee. Additionally,

every student would have the opportunity to analyze the data since the committee welcomes members throughout the academic year.

The institution's metrics for success come directly from the NSLVE report and the form that collects data every semester. By comparing it to reports from years ago, the college would consider any increase over time a success. Unfortunately, the committee in previous years did not accurately report data, and they did not make reports. So it was not possible to track factors such as what could have affected certain shifts in the college's NSLVE report. It is because of this that the Civic Engagement Committee this year was limited in what it could achieve this academic year. Furthermore, the Civic Engagement Committee has also only been in existence for a couple of academic years, and unforeseen circumstances, primarily the COVID-19 pandemic, have hindered its progress. Nevertheless, starting this academic year, the committee is getting back on track and aims to keep it up for years to come.