



Unit End of Year Report

Report includes:

- 2018-2019 Annual Goals
- 2018-2019 Assessment Plan
- Key Performance Indicators
- 2018-2019 Points of Pride
- 2019-2020 Annual Goals
- 2019-2020 Assessment Plan

Unit: Residential Life/Learning Communities

Director: Monique Rew-Bigelow

UNIT OVERVIEW

Unit Mission

Residential Life/Learning Communities and Student Conduct contribute to the holistic development of students through intentional support, programs and collaboration, which foster a safe, inclusive and engaged community.

Functional Goals and Division/College Mapping

Unit Functional Goals	Division Goal Mapping	College Goal Mapping
Utilize and implement national best practices related to residential curriculum and Living Learning Communities to advance student learning and support retention.	2	1.1, 1.5
Offer appropriate academic, social and personal support to on-campus students to increase overall retention and student success through the Resident Assistant and Resident Director programs.	4	1.1, 3.5
Create and sustain an environment that supports enrollment/occupancy to ensure a balance between access, affordability and financial sustainability of the RLLC program.	5	3.4

SECTION ONE: 2018-2019 UNIT ANNUAL GOALS

Unit Annual Goals	Outcome/Status
Begin the design for the middle quad renovations with construction set to begin in spring 2020.	Goal Partially Met.
Complete year two of Co-Curricular High Impact Practices (CHIPs) Review.	Goal Met.
Continue to enhance safety and security in all on-campus housing facilities.	Goal Met.
Establish and charge the new Residential Life/Learning Communities Equity, Diversity and Inclusion Committee.	Goal Met.

SECTION TWO: 2018-2019 Assessment Plan

Unit Goal		College Mission Alignment:
Begin the design for the middle quad renovations with construction set to begin in spring 2020.		Supports the College mission through the continuous improvement in the quality of the residential housing physical space. To be a Sustainable Institution for the 21st Century
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
The completion of the design for the renovation of Benedict/Dobson.	The ten-year capital plan document submitted to SUNY on an annual basis will be utilized to monitor the progress of master plan and the overall financial health of the Residential Life fund.	Goal Partially Met. RL/LC staff, DASNY, Facilities and Planning, SUNY, Students, Faculty, and Campus Wide Facilities Planning Committee (CFPC). Design for the next phase of the RL/LC master plan was put on hold due to occupancy and budget forecasting, with the goal of keeping room rates affordable.

CLOSING THE LOOP

Resources Used:

DIFR Strategic committee, DASNY and SUNY. We originally allocated 2.5 million for design, but were able stop the design process before we expended all of that money. To date, we have only spent roughly \$20,000 on initial design, which were costs associated with procuring initial architects.

Key Findings:

Due to enrollment and occupancy projections, the design for the renovation of Benedict/Dobson was delayed until the fall 2020 semester at the earliest. The existing debt service to DIFR and the drop in occupancy resulted in a decline in additional bonding capacity. If conditions improve, by 2022-23 our bonding obligations for several renovations that occurred circa 2009-12 will be fulfilled, which will allow for additional bonding for major renovations.

Dissemination/Discussion of Key Findings:

The key findings were disseminated during the DIFR budget presentation at the Joint Planning and Budget (JPB) committee meeting and to the Campus-Wide Facilities Planning committee (CFPC).

Summary Sentence for EMSA Briefing Book:

RL/LC Master Planning requires ongoing evaluation of occupancy and budget projections, resulting in a slower pace for major renovations for Benedict Dobson.

Unit Goal		College Mission Alignment:																																																																								
Complete year two of Co-Curricular High Impact Practices (CHIPs) Review.		The residential curriculum and the Living Learning Communities Program contribute to Brockport being a Great College at Which to Learn through the delivery of a CHIP, specifically addressing measure 1.1 of the operational plan. This engages students, which has a positive correlation to persistence and retention rates.																																																																								
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:																																																																								
<p>Engagement and Participation: An increase in participation and engagement over time (2012-2018) has not changed the positive impact of the Residential Curriculum and LLC Program.</p> <p>Learning: Based on the LLC Learning Outcomes, NSSE data demonstrates that LLC students are learning and experience high impact interactions more than their non-LLC peers. Additionally, LLC students consistently have higher GPAs than there non-LLC peers.</p> <p>Satisfaction and Sense of Belonging: LLC students report higher satisfaction and experience a greater sense of belonging</p>	<p>LLC Retention & Persistence data.</p> <p>Mid-Year Survey data.</p> <p>RD Educational Planning and Assessment Forms.</p> <p>CHIPs cycle.</p> <p>Feedback from Resident Director and Resident Assistant Staff.</p> <p>NSSE Results.</p> <p>GPA Analysis.</p>	<p>Goal Met.</p> <p>Engagement and Participation: The Living Learning Communities (LLC) Program started in 2008 with two LLCs; Math & Science and Brockport Global Village. Since 2008 the LLC program has continued to grow at a steady rate. The budget has remained the same (\$42,000) since 2008. As of fall 2018, 950 students participate in the LLC program, up from 73 students in 2008.</p> <p style="text-align: center;"><u>Number of LLCs Offered 2008-2019</u></p> <table border="1"> <thead> <tr> <th>Academic Year</th><th>First Year LLCs</th><th>Returning/Transfer LLCs</th></tr> </thead> <tbody> <tr><td>2008-2009</td><td>2</td><td>0</td></tr> <tr><td>2009-2010</td><td>4</td><td>2</td></tr> <tr><td>2010-2011</td><td>6</td><td>4</td></tr> <tr><td>2011-2012</td><td>8</td><td>8</td></tr> <tr><td>2012-2013</td><td>10</td><td>9</td></tr> <tr><td>2013-2014</td><td>13</td><td>10</td></tr> <tr><td>2014-2015</td><td>15</td><td>10</td></tr> <tr><td>2015-2016</td><td>16</td><td>12</td></tr> <tr><td>2016-2017</td><td>16</td><td>14</td></tr> <tr><td>2017-2018</td><td>16</td><td>15</td></tr> <tr><td>2018-2019</td><td>16</td><td>15</td></tr> </tbody> </table> <p style="text-align: center;"><u>Number of Students in LLCs 2008-2019</u></p> <table border="1"> <thead> <tr> <th>Academic Year</th><th>First Year Students</th><th>Returning/Transfer Students</th></tr> </thead> <tbody> <tr><td>2008-2009</td><td>73</td><td>0</td></tr> <tr><td>2009-2010</td><td>87</td><td>28</td></tr> <tr><td>2010-2011</td><td>176</td><td>23</td></tr> <tr><td>2011-2012</td><td>300</td><td>100</td></tr> <tr><td>2012-2013</td><td>410</td><td>184</td></tr> <tr><td>2013-2014</td><td>500</td><td>150</td></tr> <tr><td>2014-2015</td><td>535</td><td>123</td></tr> <tr><td>2015-2016</td><td>550</td><td>210</td></tr> <tr><td>2016-2017</td><td>575</td><td>280</td></tr> <tr><td>2017-2018</td><td>575</td><td>323</td></tr> <tr><td>2018-2019</td><td>600</td><td>351</td></tr> </tbody> </table>	Academic Year	First Year LLCs	Returning/Transfer LLCs	2008-2009	2	0	2009-2010	4	2	2010-2011	6	4	2011-2012	8	8	2012-2013	10	9	2013-2014	13	10	2014-2015	15	10	2015-2016	16	12	2016-2017	16	14	2017-2018	16	15	2018-2019	16	15	Academic Year	First Year Students	Returning/Transfer Students	2008-2009	73	0	2009-2010	87	28	2010-2011	176	23	2011-2012	300	100	2012-2013	410	184	2013-2014	500	150	2014-2015	535	123	2015-2016	550	210	2016-2017	575	280	2017-2018	575	323	2018-2019	600	351
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<p>compared to their non-LLC peers.</p> <p>Completion and Retention: Students that live on campus and in LLCs have higher retention and graduation rates compared to their peers.</p>		<p>Learning: <u>Mid-Term GPA Meetings</u> Fall 2018</p> <ul style="list-style-type: none"> • Total Participants 295 • 50% response rate <p>Spring 2019</p> <ul style="list-style-type: none"> • Total Participants 243 • 54% response rate <p><u>2014 NSSE</u> Areas of significant difference between LLC and non-LLC students, where LLC students reported higher include:</p> <ul style="list-style-type: none"> ○ Discussed course topics, ideas, or concepts with a faculty member outside of class ○ Discussed their academic performance with a faculty member ○ Held a formal leadership role in a student organization or group ○ Participated in a learning community or some other formal program where groups of students take two or more classes together ○ Quality interactions with Faculty Members ○ Quality interactions with Student services staff (career services, student activities, housing, etc.) <p><u>2017 NSSE</u></p> <ul style="list-style-type: none"> • LLC students had higher percentage participation or satisfaction in the following areas: <ul style="list-style-type: none"> ○ During the current school year, about how often have you done the following? <ul style="list-style-type: none"> ▪ Talked about career plans with a faculty member ○ During the current school year, about how often have you had discussions with people from the following groups? <ul style="list-style-type: none"> ▪ People of a race or ethnicity other than your own ▪ People from an economic background other than your own ▪ People with religious beliefs other than your own ○ Which of the following have you done or do you plan to do before you graduate? <ul style="list-style-type: none"> ▪ Hold a formal leadership role in a student organization or group ▪ Participate in a learning community or some other formal program where groups of students take two or more classes together ▪ Participate in a study abroad program ○ Indicate the quality of your interactions with the following people at your institution
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- Students
- Student services staff (career services, student activities, housing, etc.)

GPA's

LLC v. non-LLC
Semester GPA
First Year Living Learning Communities

Semester	LLC Overall GPA	Non-LLC Overall GPA
Fall 2012	3.05	2.97
Spring 2013	3.08	2.99
Fall 2013	3.00	2.77
Spring 2014	2.95	2.78
Fall 2014	2.88	2.82
Spring 2015	3.03	2.94
Fall 2015	3.02	2.74
Spring 2016	2.99	2.73
Fall 2016	2.89	2.70
Spring 2017	2.97	2.75
Fall 2017	2.85	2.69
Spring 2018	2.88	2.77
Fall 2018	2.85	2.66

Findings for LLC v. non-LLC GPA

LLC students have consistently had higher GPAs compared to non-LLC students each semester since Fall 2012.

Satisfaction and Sense of Belonging:

2013-2018 Mid Year Surveys

- LLC students reported higher satisfaction compared to their non-LLC peers in the following categories:
- Positive, supportive relationship with their Resident Assistant. (all six years)
- Positive, supportive relationship with their Resident Director. (all six years)
- Satisfaction with overall on campus living experience. (all six years)
- Feeling connected to the community in their residence hall. (all six years)
- Their residence hall community was more inclusive. (for 2014-2018; not asked in 2013)

2015 & 2018 SOS

	2015			2018		
	N	% "Very satisfied" and "Satisfied"	% "Neither satisfied nor dissatisfied"	N	% "Very satisfied" and "Satisfied"	% "Neither satisfied nor dissatisfied"
Section III A - Sense of Community						
20. Your Sense of Belonging on this campus	355	65%	21%	240	62%	20%
Section III A - Student Life						
42. Residence hall services/programs	222	65%	23%	156	66%	23%

Completion and Retention:

For College at Brockport First-time, Full-time Freshmen from Fall 2006 through Fall 2012, students who lived on-campus for the first two years were more successful (retention and graduation) than those who lived off-campus. Retention to Junior year (of those who retained to Sophomore year) for on-campus has been 90% on average vs. 85% for off-campus. Four-year graduation for on-campus has been 60% on average vs. 49% for off-campus. Six-year graduation for on-campus has been 83% on average vs. 72% for off-campus (Institutional Research & Analysis, 2019).

Graduation Rates of LLC and Non-LLC Students:**2012 and 2013 Full-time Freshman Cohorts**

	Fall 2012 Cohort		Fall 2013 Cohort	
	<i>LLC</i>	<i>Non-LLC</i>	<i>LLC</i>	<i>Non-LLC</i>
4-yr Rate	53.8%	47.0%	51.9%	42.9%
5-yr Rate	67.3%	59.1%	67.4%	57.5%
6-yr Rate	70.1%	63.1%	n/a	n/a

Residential Curriculum and Living Learning Communities have a positive impact on students. This is demonstrated in the data from local and national surveys that show positive correlation with engagement, learning, participation, satisfaction and persistence and retention.

CLOSING THE LOOP**Resources Used:**

Interim Director, Interim Assistant Director and Coordinator of Residential Education and Community Standards, Associate Director for Institutional Research, Jamie Scheid's time and resources were utilized. Other resources include Baseline, mach forms, and national survey data.

Key Findings:

Residential Curriculum and Living Learning Communities have a positive impact on students. The Living Learning Communities (LLC) Program started in 2008 with two LLCs; Math & Science and Brockport Global Village. Since 2008 the LLC program has continued to grow at a steady rate. The budget has remained the same (\$42,000) since 2008. As of fall 2018, 950 students participate in the LLC program, up from 73 students in 2008. LLC students have consistently had higher GPAs compared to non-LLC students each semester since Fall 2012 and indicate they have higher instances of satisfaction, engagement, persistence and retention compared to their non-LLC peers. For College at Brockport First-time, Full-time Freshmen from Fall 2006 through Fall 2012, students who lived on-campus for the first two years were more successful (retention and graduation) than those who lived off-campus. Retention to Junior year (of those who retained to Sophomore year) for on-campus has been 90% on average vs. 85% for off-campus. Four-year graduation for on-campus has been 60% on average vs. 49% for off-campus. Six-year graduation for on-campus has been 83% on average vs. 72% for off-campus (Institutional Research & Analysis, 2019).

Dissemination/Discussion of Key Findings:

The completed Co-Curricular High Impact Practices (CHIPs) Review will be shared with EMSA constituents through presentations, website publications and showcasing all of the CHIPs that completed their cycles. Information will be shared in the LLC Closing the Loop report which is published on the LLC website. Findings will be published on a “flyer” type advertisement to be used at student orientations, open houses and accepted student days as well as the Residential Life/Learning Communities website.

Summary Sentence for EMSA Briefing Book:

Residential Life/Learning Communities successful completed a two year Co-Curricular High Impact Practices (CHIPs) Review that demonstrated Residential Curriculum and Living Learning Communities have a positive impact on students who live on campus and they persist and retain at a higher rate compared to those who live off campus.

Unit Goal		College Mission Alignment:
Continue to enhance safety and security in all on-campus housing facilities.		Supports the College mission through the continuous improvement in safety and security of on-campus housing facilities. To be a Sustainable Institution for the 21st Century
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p>All exterior entrances of on-campus housing facilities will have card access control.</p> <p>All community spaces within all on-campus housing facilities will have security cameras installed.</p> <p>Evaluated student guest check-in software and provide recommendations.</p>	<p>Number of card access installations.</p> <p>Number of security cameras installations.</p> <p>Implementation of national best practices according to ACUHO-I related to safety and security for on-campus housing facilities.</p> <p>Pricing and software features will be the main data sources.</p>	<p>Goal Met</p> <p>We continue to move towards all exterior entrances of Residence Halls having access control. Our card access and control position (currently housed in BASC) has worked on adding swipe locations to Harmon and Gordon (the last buildings on the renovation list). We did not achieve as many card access points as we initially had wished (our goal was 24, but only 13 were able to be completed), due to the fact this person took lead on installing all surveillance cameras in Eagle Hall and the entrance ways to all the residence halls. He also installed digital signage in the lobbies of each on-campus housing facility (14). This signage is integrated with the campus notification systems (RAVE). This individual also helped transition 7 on-campus department's cameras (25 cameras total) from a legacy system to the campus FLIR system.</p> <p>Due to budgetary restraints, we have divided the remainder of the security camera project into two additional phases. Phase 2 will cover community spaces and phase 3 will cover hallways and remaining stairwells. We plan to add the Briggs, Bramley and Perry Elevators, once they are replaced during the Summer of 2020 and 2021.</p> <p>We reviewed guest check in software systems in spring 2019 and determined that they are not feasible to pursue at this time. We spoke with colleagues (Oswego, UB, Buffalo State and Geneseo) to benchmark what they were doing. Our current process either met or exceeded practices they currently had in place.</p> <p>Outcome was met, and continued enhancements will be made.</p>

CLOSING THE LOOP

Resources Used:

We utilized a temporary employee hired in collaboration with BASC. This employee created a cost avoidance of nearly \$50,000 for the 2018-2019 academic year. Furthermore, we allocated DASNY FFE monies to complete the first phase of the camera installation.

Key Findings:

We found out that both time and money were key factors to the completion of these projects. We prioritized locations for card access based on Residential Life/Learning Communities priorities, and staff requests from Residential Life/Learning Communities and Facilities and Planning.

Dissemination/Discussion of Key Findings:

Working in collaboration with The Emergency Manager, University Police, Facilities and Planning and LITS, we will continue to install safety enhancements as soon as fiscally appropriate.

Summary Sentence for EMSA Briefing Book:

Residential Life/Learning Communities will continue to adhere to national best practices with regard to installing card access throughout our residence hall system along with installing additional security cameras in on-campus housing locations.

Unit Goal		College Mission Alignment:
Establish and charge the new Residential Life/Learning Communities Equity, Diversity and Inclusion Committee.		To be a Great College at which to Learn To be a Great College at which to Work
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p>A central committee was created to support EDI efforts across the department.</p> <p>We continue to demonstrate that EDI is a priority and therefore support student needs with human and financial resources.</p>	<p>Mid-Year Survey data.</p> <p>RD Educational Planning and Assessment Forms.</p> <p>Feedback from Resident Director and Resident Assistant Staff.</p> <p>NSSE & SOS data.</p> <p>End of Year Reports.</p>	<p>Goal Met.</p> <p>Feedback was fully integrated into our systems including RD Educational Program Planning and Assessment Forms, RA Programming Expectations and questions for the Mid Year Survey and completing. We integrated questions on our Resident Assistant applications, information sheets, training materials to proactively ask students if they have any need for accessibility prior to a planned event. This committee developed materials for recruiting student and professional staff members. This committee participated and sponsored a room for Tunnel of Oppression.</p> <p>A Mission and Goals for the committee were created.</p> <p>There are more resources and support for EDI programming and initiatives. During 2018-2019 64% professional staff members became trainer certified in a training revolving around EDI initiatives (Racial Justice, Safe Zone, Understanding Ableism and Accessibility, Green Dot) to support trainings on campus and in residence halls. Residential Life/Learning Communities also co-sponsored many event on campus such as the Inaugural Lavender Ceremony, Out of the Darkness Walk and the Purple Run.</p>

CLOSING THE LOOP

Resources Used:

Human resources implement surveys and analyze data, Resident Director time and continued training, Interim Director, Interim Assistant Director, Resident Directors, Resident Assistants, Mach Forms, Baseline, NSSE and SOS data.

Key Findings:

Verbal and written feedback collected in committee meetings, feedback sessions, in End of Year Reports and in one on ones indicate that there is an intentional need to integrate inclusive language, forms, systems, deadlines, explanations and trainings to improve the experience of students, professional and student staff around the residential curriculum and the Living Learning Communities program related to equity, diversity and inclusion efforts. Our 2018-2019 mid-year survey collect feedback from residential students asking students in their “opinion,

how inclusive is the residence hall community? (reflecting on culture, gender, sexual orientations, religion, ethnicity, ability, socioeconomic status, etc)” Of 753 students who participated in this survey shared they felt 37.58% (n=283) very inclusive, 41.43% (n=312) inclusive, 16.87% (n=127) neither inclusive nor not-inclusive, 2.92% (n=22) somewhat inclusive, 1.20% (n=9) not inclusive. Resident Directors also facilitated equity, diversity and inclusion programming into their residence halls which accounted for a total of 118 programs within the 2018-2019 academic year. Residential Life/Learning Communities also offered the opportunity for each staff member to place their pronouns on their nametags to build a more inclusive community here at The College at Brockport. All Resident Director staff members were trained as deliberative dialogue facilitators to support the colleges goal to be a college engaged with its community and to be a great college at which to learn.

Dissemination/Discussion of Key Findings:

Information was consistently collected and shared with Resident Directors and Resident Assistants in trainings, staff meetings and via email. The results were well received and helped the professional staff see that their feedback was implemented and that more is welcome. In the future, information will continued to be implemented and incorporated to build a more inclusive residential curriculum and Living Learning Communities program.

Summary Sentence for EMSA Briefing Book:

The establishment and integration of the Equity, Diversity and Inclusion Committee advances the Residential Life/Learning Communities Mission which contributes to Brockport being a Great College at which to Learn and a Great College at which to Work

CAS Part 7 Summary of Findings: Diversity, Equity and Access

Overall average (2.0)

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Areas Requiring Follow-Up:

- Improving the program requirements of the Resident Director position to best meet the needs of our students.
- Assessing that all learning outcomes aligned with the College ISLOs
- Provide accessible supplies for programming in residence halls.

Action Items:

- Resident Director and Resident Assistant manuals need to be updated and improved leading into 2019-2020.
- Develop and finalize recruitment materials for student and professional staff positions.
- Share update and improvements of mid-year survey for 2019-2020 with campus partners.
- Exploring the development of a loyalty program to offer students discounts the longer they reside on campus, which will provide a more predictable financial commitment to students.

Achievements:

- During the academic year, Housing and Residential Life Program Staff offered 118 EDI programs within the residence halls.
- 64% of our professional staff are trained facilitators for trainings related to Equity, Diversity and Inclusion on our campus.
- Four Housing and Residential Life Program staff members are certified bystander intervention trainers for Green Dot. This training educates students on recognizing and intervening in potential incidents of dating violence, sexual violence and stalking.
- Nine Housing and Residential Life Program staff members are certified trainers for SafeZone. This training is created and developed to enhance and maintain environments in workplaces, schools and other social settings that are safe, welcoming and inclusive for individuals who are LGBTQ+ (lesbian, gay, bisexual, transgender, queer/questioning, plus so much more), as well as for straight, cisgender people who care about diversity, equality and inclusion.
- Four Housing and Residential Life Program staff members are trained facilitators to lead Racial Justice: Creating Space for Change. This training was developed by creating space for change training provides an opportunity for participants to learn about the workings of individual and institutional racism and to dialogue about opportunities for racial justice.
- Four Housing and Residential Life Program staff members are trained facilitators to lead Understanding Ableism and Accessibility training. This Understanding Ableism and Accessibility training will assist participants in defining ableism as a form of oppression, exploring cultural understandings of disability, understanding how society replicates

ableism, and considering ways to make our community more inclusive of all bodies and minds. These training is open to all faculty, staff, and students.

- Seventeen Housing and Residential Life Program staff members facilitate and lead a group of student leaders in our campus RISE (Reflect, Interact, Solve, Excel) Student Leader training at the beginning of each semester.
- Five members of Housing and Residential Life Programs served as members and/or committee chairs of the inaugural Lavender Ceremony.
- Provided pronouns for each staff member's nametag.
- Designed and built single use restrooms in a first year residence hall.

SECTION FOUR: STUDENT LEARNING OUTCOMES

Institutional Student Learning Outcomes

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

Departmental Learning Outcomes	Institutional Learning Outcomes					Assessment Year
	1	2	3	4	5	
1. Identify as a contributing member of the residence hall and campus community by feeling connected and forming positive relationships with faculty, staff and students.	X		X		X	2018-2019
2. Engage in activities leading to improved personal, physical and mental health.				X		2019-2020
3. Investigate social justice, diversity and multicultural education issues, including opportunities to participate in opportunities for community service, civic engagement and leadership development.			X	X	X	2020-2021 along with RLLC CAS #7
4. Examine their individual identity through the identification of personal/professional/social/academic goals and values.			X	X	X	2020-2021
5. Demonstrate an understanding of policies, procedures and expectations of living in a residence hall community including respect, responsibility and personal accountability.	X		X		X	2021-2022 Along with SC CAS
6. Identify support systems within Residential Life/Learning Communities and the College to meet academic expectations and be academically successful.	X		X	X		2019-2020

Departmental Learning Outcome Measured in 2018-2019:

Identify as a contributing member of the residence hall and campus community by feeling connected and forming positive relationships with faculty, staff and students.

Strategies/Programs	Assessment Tools/Data Sources	Results
<ul style="list-style-type: none"> • RD Educational Programming • RA Community-Building Programming • Intentional housing placements • Early Warning & Academic Intervention System • Liaison Programming with University Police & Counseling Center 	<ul style="list-style-type: none"> • Mid Year Survey • NSSE • Resident Director Planning & Assessment Form • EagleSUCCESS (Mid Term Grade Meeting Participation) 	<ul style="list-style-type: none"> • Mid Year Survey Results • Total Respondents 886 <ul style="list-style-type: none"> ◦ 34.25% Response Rate • Question 13: "I have a positive and supportive relations with my Resident Assistant (RA)." Of the 782 students who completed the survey; 47.83% (n=374) strongly agree, 44.88% (n=351) agree, 5.24%(n=41) disagree, 2.05%(n=16) strongly disagree. • Question 16: "I have a positive and supportive relationship with my Resident Director (RD)". Of the 782 students who completed the survey, 23.91%(n=187) strongly agree, 59.97%(n=469) agree, 12.40%(n=97) disagree, 3.71%(n=29) strongly disagree. • Question 19: "How connected are you to the community in the residence hall" of the 782 students who completed the survey felt; 13.55%(n=106) very connected, 48.08%(n=376) connected, 28.39%(n=222) somewhat disconnected, 9.97%(n=78) very disconnected. • Question 30: "Please rate your satisfaction in regards to the follow: Your overall on campus living experience" of the 753 students who completed the survey felt; 26.43%(n=199) very satisfied, 43.03%(n=324) satisfied, 21.78%(n=164) neutral, 5.71%(n=43) somewhat dissatisfied, 3.05%(n=23) very dissatisfied. • Mid-Term GPA Meeting • Total Participants 243 <ul style="list-style-type: none"> ◦ 54% response rate

Summary of Findings and Next Steps:

Findings:

Mid-Year Survey Data

Students generally feel that they form a positive and supportive relationship with faculty, staff and students while living on campus in a residence hall.

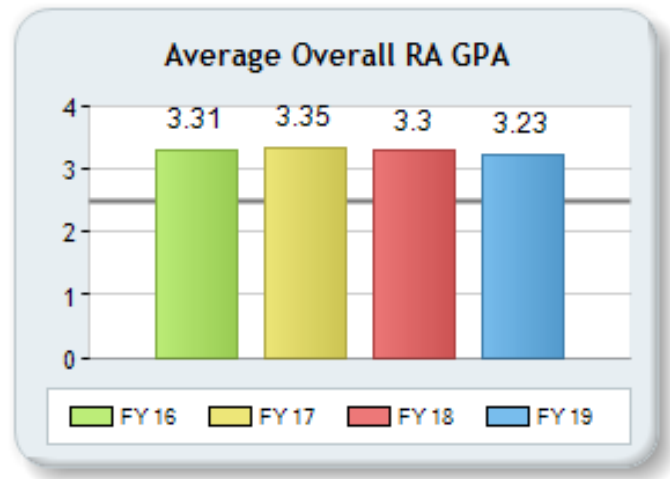
- 92.71% (n=725) of students feel they have a supportive relationship with their Resident Assistant.
- 83.88% (n=656) of students feel they have a supportive relationship with their Resident Director.
- 61.63% (n=482) of students feel connected or very connect to their residence hall
- 69.46% (n=523) of students are very satisfied or satisfied with their overall on campus experience

Next Steps:

- The Office of Residential Life/Learning Communities will develop a more effective way to utilize the qualitative and quantitative data from our mid-year survey and mid-term GPA meetings to improve our programming and outreach to increase students' satisfactions with living on campus and their positive relationship with faculty, staff and students.
- The Office of Residential Life/Learning Communities will implement a success coach model and initiatives to improve the outreach to residential students who fall below a 2.25 GPA each semester.

SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS

Key Performance Indicators and Benchmarks	Analysis																														
<div data-bbox="115 279 792 762"> <p>First Year LLC Student Involvement</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Student Involvement</th> </tr> </thead> <tbody> <tr> <td>FY 16</td> <td>550</td> </tr> <tr> <td>FY 17</td> <td>575</td> </tr> <tr> <td>FY 18</td> <td>575</td> </tr> <tr> <td>FY 19</td> <td>597</td> </tr> </tbody> </table> </div> <div data-bbox="115 863 792 1346"> <p>Returning LLC Student Involvement</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Student Involvement</th> </tr> </thead> <tbody> <tr> <td>FY 16</td> <td>210</td> </tr> <tr> <td>FY 17</td> <td>280</td> </tr> <tr> <td>FY 18</td> <td>323</td> </tr> <tr> <td>FY 19</td> <td>307</td> </tr> </tbody> </table> </div> <div data-bbox="115 1446 792 1892"> <p>On Campus Student Occupancy</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Student Occupancy</th> </tr> </thead> <tbody> <tr> <td>FY 16</td> <td>2605</td> </tr> <tr> <td>FY 17</td> <td>2584</td> </tr> <tr> <td>FY 18</td> <td>2546</td> </tr> <tr> <td>FY 19</td> <td>2489</td> </tr> </tbody> </table> </div>	Fiscal Year	Student Involvement	FY 16	550	FY 17	575	FY 18	575	FY 19	597	Fiscal Year	Student Involvement	FY 16	210	FY 17	280	FY 18	323	FY 19	307	Fiscal Year	Student Occupancy	FY 16	2605	FY 17	2584	FY 18	2546	FY 19	2489	<p>The number of students in first year LLCs has increased every year since the program started (2008). This is due to the increased number of first year LLCs offered (FY 16 = 16, FY 17 = 16, FY 18 = 16, FY 19 = 16) and growing student interest. This is a reflection of consistent communication about the LLCs (open houses, orientation, etc.) and the streamlined housing application process.</p> <p>The number of returning students in LLCs dropped slightly this year compared to the past, as the overall number of returning students living on campus also slightly declined. For 2018-2019, we have also offered 3 LLCs in our new residence hall, Eagle Hall. (FY 16 = 210, FY 17 = 280, FY 18 = 323, FY 19 = 307).</p> <p>The average on-campus occupancy dropped slightly this year in part to the additional number of academic dismissals we had from the fall term to the spring term. Approximately 40 more students were academically dismissed from Fall 2018 to Spring 2019 than from Fall 2017-Spring 2018.</p>
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The Resident Assistant staff grades remained strong overall. Staff members who may have struggled academically after the Fall semester were connected with an RD mentor and came up with a plan (tutoring, study habits, time management, etc.) to ensure that they were successful for the spring semester.

SECTION SIX: 2018-2019 POINTS OF PRIDE AND ACCOMPLISHMENTS

Point of Pride/Accomplishment	College Mission and Priorities Alignment
All professional and student staff nametags included pronouns (unless declined)	To be a Great College at which to Work To be a Great College at which to Learn
Newly built residence hall, Eagle Hall, opened	To be a Sustainable Institution for the 21st Century To be a Great College at which to Learn
Residential Life/Learning Communities collaborated with BASC to integrate their GET app, to allow residential students to change their room PIN from their mobile device.	To be a Sustainable Institution for the 21st Century To be a Great College at which to Learn
Carl O'Connor was elected to be the Treasurer of the SUNY Residence and Life Housing Administrators Professional Organization	To be a Great Place to Work
Lower quad landscaping project was completed	To be a Sustainable Institution for the 21st Century To be a Great College at which to Learn
Digital signage was installed in 14 on campus housing facilities and synced with emergency notification systems.	To be a Sustainable Institution for the 21st Century
Allyson Heacock, Residence Hall Association National Communications Coordinator (NCC) was elected to serve as the Officer for Recognition and Service for the Regional Board of Directors within the North East Affiliate of College and University Residence Halls. Residence Hall Association (RHA) received the North East Affiliate of College and University Residence Halls, Building Block Award at the annual Spring Conference. The Building Block Award recognizes an RHA that has made significant steps in the development of their organization.	To be a Great College at which to Learn
55% (597) of the first year students living on campus, chose to participate in the LLC program	To be a Great College at which to Learn
5 professional and student staff members served on the First Annual Lavender Ceremony Planning Committee	To be a Great College at which to Work To be a Great College at which to Learn
Craig Ross received SUNY Residence Life and Housing Administrators Mid-Level Professional Award	To be a Great Place to Work

SECTION SEVEN: 2019-2020 UNIT STRATEGIC GOALS

Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
Complete Residence Hall Condition Assessment/ Update Residential Life Master Plan	3, 5	1.1, 3.4	Assess what has been accomplished since the previous plan (2014) and create a plan for the next five years for small capital projects.	May 2020
Implement recommendation from CHIPs which include a longitudinal analysis of the Mid Year Survey and an Educational Program Data review.	1, 2, 6	1.1, 1.5	Complete a Longitudinal analysis of Mid Year Survey results in early spring to include 2019 results. Educational Program Data review.	May 2020
Implement and integrate a Success Coaching Model within the Residential Curriculum	1, 2, 6	1.1, 1.5	Collaborate with the Academic Success Center and other EMSA units to intentionally streamline college retention strategies, nudges and support to students within the residential system in order to positively impact student persistence and retention.	May 2020
In collaboration with Student Conduct, integrate Restorative Justice methodologies within Residential Life/Learning Communities practices and approaches	2, 6	1.1, 1.8	Develop and execute timelines and strategies to integrate practices into already existing and new events, systems and solutions to enhance the student experience based on national best practices.	May 2020

SECTION EIGHT: 2019-2020 Assessment Plan

Unit Annual Goal:		
Complete Residence Hall Condition Assessment/ Update Residential Life Master Plan		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Collaborate with SUNY and Facilities and Planning to procure a consultant to complete the assessment Use data collected by the consultant to update the pre-existing master plan. Use data collected to update the annual capital plan, to chart out the next 5 years of small capital projects.	The ten-year capital plan document submitted to SUNY on an annual basis will be utilized to monitor the progress of the master plan and the overall financial health of the Residential Life fund (DIFR).	RL/LC staff, DASNY, Facilities and Planning, SUNY, Students, Faculty, Students, and Campus Wide Facilities Planning Committee (CFPC), DIFR Strategic Committee. Carl O'Connor is responsible for this goal.

Action Plan:

- Collaboration between Residential Life/Learning Communities, The Office of Facilities and Planning and DASNY to identify and hire a consultant to complete the assessment (Summer 2019)
- Consultant completes their report of our facilities (Fall 2019)
- Review outcome of assessment in consultation with key campus partners and update master plan accordingly (Spring 2019)
- Update capital plan to reflect projects to be completed in the next 5 years (Spring 2019)

Goal Rationale:

This goal was selected to help us make better informed decisions related to the updates of our master plan. Due to the middle-quad renovation being postponed, this assessment will help Residential Life/Learning Communities identify and tackle small projects to continually update our living/learning spaces. This aligns with goals three and five of EMSA and goals 1.1 and 3.4 of The College's Strategic Plan.

Unit Annual Goal:		
Implement and integrate a Success Coaching Model within the Residential Curriculum		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
<p>Residential Life/Learning Communities professional staff will partner with the Academic Success Center staff to maximize outreach and support to residential students to increase interventions.</p> <p>RD and RA Training Manuals will be updated to reflect strategies and best practices within the Success Coaching Model.</p> <p>Four Cross Training sessions will be offered to the ASC and RLLC Staff throughout the year.</p>	<p>Mid Term Grade Meetings</p> <p>Mid Year Survey Data</p> <p>Number of contacts by RD Staff</p> <p>80% of students who are below 2.25 at mid term will have either met or received information specific to them and it will be documented in EagleSUCCESS</p> <p>RD Educational Program Planning and Assessment Forms</p>	<p>EagleSUCCESS</p> <p>Baseline</p> <p>Machforms</p> <p>CBORD</p> <p>Banner</p> <p>Residential Life/Learning Communities staff</p> <p>Academic Success Center staff</p> <p>Financial Aid</p> <p>Registration & Records</p> <p>NASPA & ACPA Professional Competencies</p> <p>ACUHO-I</p> <p>Monique Rew-Bigelow, Carl O'Connor and Vanessa Taylor are responsible for this goal.</p>

Action Plan:

- Plan quarterly cross training between Residential Life/Learning Communities and Academic Success Center staff (August & October 2019 and January & March 2020)
- Create and maintain RD and RA manuals (Summer 2019)
- Execute Mid Term Grade meetings (October & March)
- Execute Mid Year Survey (end of November 2019)
- Track number and nature of RD interventions (throughout)
- Collect and Analyze RD Educational Program Planning and Assessment Forms (throughout)

Goal Rationale:

In line with EMSA Goal 1 and College Strategic Plan Goals 1.1, 1.5, we are supporting college wide efforts for persistence and retention by utilizing Co-Curricular High Impact Practices and ACUHO-I national best practices to provide students with a quality and afford on campus living experience.

Unit Annual Goal:		
In collaboration with Student Conduct, integrate Restorative Justice methodologies within Residential Life/Learning Communities practices and approaches.		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Restorative Justice practices are introduced and practiced by residential students during welcome week	All Hall Meetings	Resident Directors, Resident Assistants & Central Staff
Restorative Justice practices are utilized during roommate and/or other conflict management situations	Community Meetings	Formal training experience (workshops, RD training, RA training)
Proactive Circles will be conducted to help build trust and community among students and staff	Mid Year Survey	Maxient
	Student Conduct Meeting reflections	Baseline
		Monique Rew-Bigelow, Carl O'Connor and Vanessa Taylor are responsible for this goal.

Action Plan:

Restorative Justice strategies for residential communities will be introduced and integrated within RD Training and RA Training. Meeting agendas will be developed so ensure that the strategies are being implemented and measured consistently among residence halls. Continued training and development of the staff and resources will be ongoing throughout the academic year. A question(s) will be added to the Mid Year Survey to help assess students' acceptance and experience of restorative justice themes and practices. Professional staff, student staff and student feedback will be evaluated in May 2020, and integration will continue in 2020-2021.

Goal Rationale:

Miller and Olsad demonstrate in [*The Offspring of Restorative Justice: Understanding the Power of Restorative Practices in Residential Communities*](#) that Proactive Circles, "are one of the most effective ways to build community." Additionally, "In the circle everyone can look one another in the eye. Students get equal time and attention, and they learn to trust each other and feel safe (Costello, Wachtel, & Wachtel, 2010, pp. 22–23). Our Mission, "Residential Life/Learning Communities and Student Conduct contribute to the holistic development of students through intentional support, programs and collaboration, which foster a safe, inclusive and engaged community," demands that our students have these needs met to be successful and thrive in our community.