



Office of the Vice President for Enrollment Management & Student Affairs

Unit End of Year Report		
Report includes: <ul style="list-style-type: none">• 2020-2021 Annual Goals• 2020-2021 Assessment Plan• Key Performance Indicators• 2021-2022 Annual Goals• 2021-2022 Assessment Plan• 2020-2021 Points of Pride	Unit: Residential Life/Learning Communities Director: Monique Rew-Bigelow Assessment Team Representative: Devon Smith	
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.		
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: 2020-2021 UNIT STRATEGIC ANNUAL GOALS

Unit Strategic Annual Goals	Outcome/Status
Complete the Housing and Residential Life Programs CAS Self-Assessment Guide to identify strengths, as well as opportunities for improved services and support for residential students.	Complete.
Complete Residence Hall Condition Assessment / Update Residential Life Master Plan	In Progress.
Create and reimagine current curricular practices to meet students' needs in different formats, including virtual.	Complete.
Residential Life/Learning Communities professional and student staff will actively engage in EDI training in order to foster an environment within the residence halls and beyond that is inclusive and welcoming of all students.	Complete and Ongoing.

SECTION TWO: 2020-2021 Assessment Plan

Unit Goal	College Mission Alignment:
Completed a Residence Hall Condition Assessment / Updated Residential Life Master Plan	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:
Collaborated with SUNY and Offices of Facilities and Planning to procure a consultant to complete the assessment.	<p>2014 Residential Life Master Plan plus the addition of Eagle Hall</p> <p>Dormitory Income Fund Refundable (DIFR) Strategic, DIFR Budget along with Historical Occupancy Data</p> <p>Interviews with perspective firms- it was felt that two of the firms interviewed did not have substantial experience with the scope we were looking for. The identified firm had projects in their portfolio that matched the campus size. Even though most of their experience was in a K-12 setting.</p>	<p>Goal Partially Met.</p> <p>In progress. The project will not start until June 1 2021. The project will be completed by November 1 2021. At this point, all we have identified is the firm that will be conducting the condition assessment. After 3 candidate interviews, we identified the firm of Young & Wright.</p> <p>This project will cost us \$90,000. This is \$35,000 less than what we originally budgeted.</p> <p>Monitored overall occupancy trends, to determine feasibility of the study. FY 17, 18 and 19 saw overall flat occupancy trends. We noted a decline in FY 20 due to an enrollment drop. We also saw a drop in FY21 due to increase in students who were approved for 100% online remote learning, due to the COVID-19 Pandemic. However, due to the results of this study, we continued to move forward with its completion. (See KPI below).</p> <p>DIFR Strategic has been updated on the condition assessment along with status updates and financial impacts.</p>

CLOSING THE LOOP

Resources Used:

DIFR Strategic committee, DASNY and SUNY were resources consulted throughout this process. We also reached out to other SUNY colleagues to discuss process, potential agencies and overall price. We originally allocated \$125,000 to this project. However, after interviewing multiple firms, this project will cost us \$90,000. This is \$35,000 less than what we originally budgeted.

Key Findings:

To be determined. This assessment is being completed between June 1, 2021 and November 1, 2021.

Dissemination/Discussion of Key Findings:

Through this process, the following individuals were involved in the overall procurement process: Director of Residential Life/Learning Communities, Assistant Director of Housing, Interim Director of Planning, Cross Divisional Budget and Facility Officer and DIFR Strategic (which is composed of most of the campus Assistant Vice Presidents and Executive Director of Auxiliary Services).

Summary Sentence for EMSA Divisional Report:

The residence hall condition assessment will be used to support the next Residence Hall Master Plan, which will dictate major Residence Hall capital improvements and renovations. The results of the condition assessment will be finalized in November of 2021. Furthermore, the results will be used to address critical maintenance needs along with general upgrades to on-campus housing facilities.

Unit Goal	College Mission Alignment:
Create and reimagine current curricular practices to meet students' needs in different formats, including virtual.	This directly aligns with the college's mission to be a great place at which to learn. Meeting the students' needs in an untraditional environment due to a global pandemic was essential in ensuring a positive on campus living experience and maintaining inclusive learning communities.

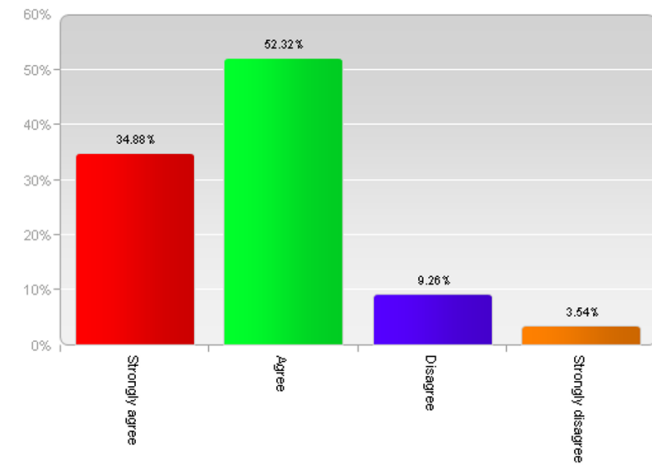
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p>Residential Life/Learning Communities collaborated with the Academic Success Center, Hazen Center for Integrated Care, and Community Development to engage students in programming related to their academics, health/wellness, and civic engagement.</p> <p>Resident Director and Resident Assistant programming expectations were updated to reflect virtual programming needs.</p> <p>Residential Life/Learning Communities professional staff conducted outreach to all on-campus students on a weekly basis.</p>	<p>Resident Directors met with all students in their residence hall every three weeks to check-in and document notes in EagleSUCCESS.</p> <p>Resident Director/Resident Assistant Program Trackers</p> <p>Resident Director Planning and Assessment Forms</p> <p>Mid-Year Survey Data</p>	<p>Goal Met.</p> <p>The COVID-19 pandemic allowed our unit the opportunity to engage in reflection of our current practices and identify areas where we can reimagine some of our practices to better meet the needs of the students, particularly in a virtual environment.</p> <p><u>Student Outreach:</u></p> <p>Students had regular check-ins with their Resident Directors throughout the academic year. Outreach took place both virtually and in-person with social distancing requirements being held. These check-ins varied in topics and included:</p> <ul style="list-style-type: none"> • Quarantine and Isolation support and follow-up • Pool testing requirement support and follow up • Student Conduct meetings • Academic Interventions • Midterm grade meetings • Virtual and in-person programs • No-Show process • Rounds of the residence halls • Virtual and In-Person program attendance

		<p>Students would meet with their Resident Director as time and schedule allowed.</p> <p>Community meetings and floor meetings were still conducted, however, they were done in a virtual environment rather than in-person to maintain the health and safety of the students.</p> <p><u>RA Class:</u> For Resident Assistants, who are required to take EDC 302 in their first year as a RA, we adjusted assignments to be more in-line with a virtual course. The course was split between in-person and online classes and presenters were given options to either meet face-to-face or present via zoom. In addition, assignments were adjusted to allow more virtual options. For example, the first project, which was traditionally a poster presentation of the floor diagrams, was adjusted to allow students to create a PowerPoint presentation, virtual poster/PDF, etc.</p> <p><u>Welcome Week:</u> Welcome Week functions for both Fall 2020 and Spring 2021 were adopted to ensure the safety and security of the students. Students were allowed one guest to ensure maintenance of social distancing guidelines. In addition, students were assigned to move in over several days. That way, the traditionally busy times for each building would be slower and allow for safety. Students were also provided the option to have one guest during move out.</p> <p><u>Check-In/Out:</u> Check-in and Check-out models were adapted to an “express” model, which reduced physical transactions, such as exchanging of the key or paperwork. All paperwork was moved to ResCenter and communication was frequent to students and parents about completing prior to move-in. There was significant outreach related to pre-arrival and arrival Covid-19 testing.</p> <p><u>EagleSUCCESS:</u> Resident Directors continued to put notes into EagleSUCCESS to provide snapshots of their conversations with students.</p>
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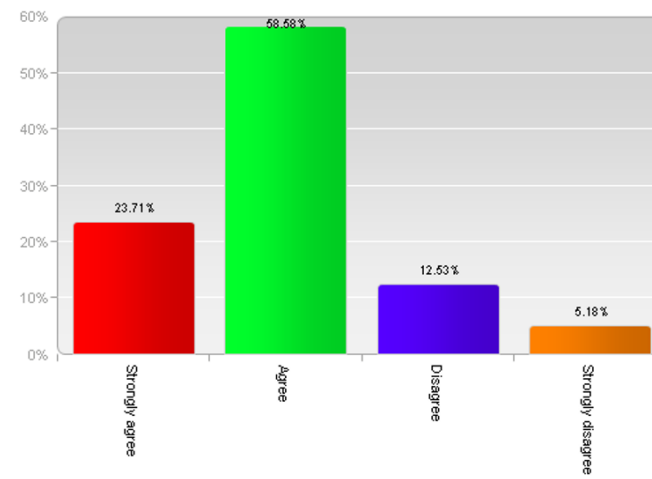
		<p><u>Collaborations:</u></p> <p>Below is a breakdown of collaborations between ResLife and the key units to meet our updated programming model. The number represent the number of collaborative programs that took place throughout the 2020-2021 academic year.</p> <ul style="list-style-type: none"> • Academic Success Center: 20 • Prevention and Outreach Services: 36 • Counseling Center/Hazen Center for Integrated Care: 5 <p>Counseling Center liaisons also attended RA Staff meetings to get to know student leaders and engage with students on a more personal level.</p> <p><u>Programming Expectations:</u></p> <p>For the Fall 2020 semester, Resident Directors and Resident Assistants were expected to complete virtual programs. As the semester continued and we received new CDC guidance, we were able to provide small in-person programming with social distancing in place. In-person programming requirements were established to meet the true needs of students and provide them with multiple forms of engagement. Our unit hosted a total of 121 programs in the residence halls this year. Of the 121, 39 of them, or 32% were virtual. The rest were in-person programs. Resident Director program requirements were reduced to four programs, from 8 programs, in order to accommodate more time for one on one interventions. In addition, Resident Assistants requirements were adjusted slightly to 6 community builders, from 8 community builders, which were a combination of in-person and virtual. Resident Directors were required to program within four dimensions; mental health, EDI, Physical Health, and Academic Success.</p> <p><u>LLCs:</u> Living Learning Community placements and programming were altered to fit a more virtual environment. To accommodate safety</p>
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		<p>measures, students were provided the option to participate in a LLC virtually. Each LLC and each building were provided a myBrockport page to post programs, events, and other opportunities. In addition, faculty members were still invited to engage with the LLC in a virtual platform. LLC Monthly meetings also took place in the fall using Microsoft teams as a strategy.</p> <p><u>Academic Interventions:</u> RDs were provided updated instructions and success plans to accommodate virtual meetings. In addition, many interventions overlapped, such as midterm grade meetings and Quarantine/Isolation follow-up. Resident Directors met with 75% of students below a 2.25 at midterms in fall and 63% of students in the spring. Following up with students for quarantine and isolation, holds, and unregistered students likely filled in the percentage gap for the spring.</p> <p><u>RA/RD Connectedness:</u></p> <p>Maintaining positive relationships between students and Resident Assistants (RA) and Resident Directors (RD) has remained a goal that has been consistent over the past four years. Students generally feel they have a positive relationship with their RD (FY18 84.56%, FY19 83.88%, FY20 85.55%, FY21 82.29%). As well, students generally feel they have a positive relationship with their RA (FY18 89.76%, FY19 92.71%, FY20 90.74%, FY21 87.2%) Results remained flat.</p> <p>Despite the largely virtual year, students still felt connected to both their Resident Assistants and Resident Directors. See data below related to connectedness and supportive relationships:</p>
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Q13. I have a positive and supportive relationship with my Resident Assistant (RA).



Q18. I have a positive and supportive relationship with my Resident Director (RD).



CLOSING THE LOOP

Resources Used:

Residential Life/Learning Communities staff, Student Conduct staff, Prevention and Outreach Services staff, Academic Success Center staff, Student Union and Activities staff, Counseling Center staff, and the Pool Testing Team/Quarantine and Isolation group were all human resources used to pursue this goal. Technology used to complete this goal and compile the data included Baseline, myBrockport, MachForms, EagleSUCCESS and NSSE Survey Data.

Key Findings:

Restructuring programs and services to meet student needs is essential in building connections between Residential Life staff and the on-campus student population. The mid-year survey indicated that 87.21% of students felt connected to their Resident Assistant and 82.29% felt connected to their Resident Director. In a largely virtual world, particularly in the fall semester, forming connections seemed challenging, but providing students with essential programming helped continue the trend of students feeling connected to the Residential Life team as well as building a sense of belonging among their residence hall communities. As the fall semester continued, students' engagement in virtual programming continued to drop. This was likely because students expressed experiencing severe screen fatigue and needing a break from the computer. During the spring semester, allowing students to attend in-person events increased attendance and engagement within the buildings. This was aided by the fact that lounges and kitchens were opened as well as the weather being nicer in the spring semester. Lastly, virtual LLCs were used as a secondary strategy, but strategically placing students within the same residence hall by LLC will be considered the primary strategy moving forward.

Dissemination/Discussion of Key Findings:

Information was shared to all Residential Life/Learning Communities staff during trainings and departmental staff meetings. In addition, student engagement data was shared with Bringing Brockport Back and other key safety committees in order to make informed and safe decisions about in-person/virtual programs. Information about collaborative programs was also shared to individual departments in order to provide them data related to collaboration and student engagement.

Summary Sentence for EMSA Divisional Report:

Residential Life/Learning Communities successfully restructured several of their programs, operations and practices in order to meet the changing needs of students during the COVID-19 pandemic.

Unit Goal	College Mission Alignment:
Residential Life/Learning Communities professional and student staff will actively engage in EDI training in order to foster an environment within the residence halls and beyond that is inclusive and welcoming of all students.	The Residential Curriculum and the Living Learning Communities Program assist with achieving this goal which contributes to Brockport being a Great College at Which to Learn and Great College at Which to Work. Through the delivery of trainings, CHIPS and programming, specifically addressing measure 1.1 and 1.8B of the operational plan. This engages students, which has a positive correlation to persistence and retention rates. As well as increase the collaborative and collective engagement of faculty, staff and students in educational programs and initiatives related to equity, diversity and inclusion.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p>Residential Life/Learning Communities provided trainings at the beginning of each semester to set the framework of ensuring staff was trained on fostering an environment that is inclusive and welcoming to all students.</p> <p>Residential Life/Learning Communities supported SUNY professional development opportunities that professional and paraprofessional staff can engage with.</p>	<p>Mid-year Survey Data</p> <p>Resident Director Training</p> <p>Resident Assistant Training</p> <p>Resident Director/Resident Assistant one on one meetings</p> <p>Feedback from Resident Director</p>	<p>Goal Met.</p> <p>Annual Mid-Year Survey Residential Life/Learning Communities conducts their annual residential mid-year survey between November and December of each fall semester. The 2020-2021 academic year mid-year survey provided the eight years of data collected.</p> <p>Student Learning During the 2020-2021 academic year, Residential Life/Learning Communities Equity, Diversity and Inclusion (EDI) committee provided programming and education to the residential student population. We provided programming related to first gen students and partnered with Academic Success Center and career services for our first gen fest. We also created EDI newsletter editions to send to our residential students on a bi-weekly basis in the spring 2021 semester that highlighted Black History Month, Women's History Month and Second Chance Month. We also created weekly newsletters to send to residential students and provided educational information through weekly "editions" to our newsletters that highlighted Women's History Month, Black History Month and Second Chance Month. This provided a slight increase in students feeling their residence</p>

	<p>and Resident Assistant Staff</p> <p>hall was very inclusive/inclusive in FY21 compared to the previous year's surveys (FY18 70.95%, FY19 79.01%, FY20 73.45%, FY21 73.99%).</p> <p>Q26. In your opinion, how inclusive is the residence hall community? (Please reflect on culture, gender, sexual orientation, religion, ethnicity, ability, socioeconomic status etc.)</p> <table border="1"> <thead> <tr> <th>Response Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Inclusive</td> <td>33.82%</td> </tr> <tr> <td>Inclusive</td> <td>40.17%</td> </tr> <tr> <td>Neither inclusive nor not-inclusive</td> <td>20.81%</td> </tr> <tr> <td>Somewhat inclusive</td> <td>3.47%</td> </tr> <tr> <td>Not inclusive</td> <td>1.73%</td> </tr> </tbody> </table> <p>During the 2020-2021 academic year our RA staff was composed of 55% (fall 2020) and 53.94% (spring 2021) historically underrepresented students of color based on how students identified themselves.</p> <p>During RD and RA training, we have incorporated practices and educational sessions to advance our services and support for our residential students such as adopting a restorative approach. RDs have been able to implement restorative approach when addressing roommate conflicts, incident responses and conduct meetings. In addition, RAs have been able to adopt restorative approaches into their programming for their residents.</p>	Response Category	Percentage	Very Inclusive	33.82%	Inclusive	40.17%	Neither inclusive nor not-inclusive	20.81%	Somewhat inclusive	3.47%	Not inclusive	1.73%
Response Category	Percentage												
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		<p>During RA Training, student staff participated in trainings that focused on Racial Justice, LGBTQIA+ Inclusion, Bystander Intervention, Understanding Accessibility and Ableism, Cultural Competency and Mental Health Crises. All professional and paraprofessional staff participated in departmental wide trainings that included Cultural Competency and Suicide Prevention QPR training.</p> <p>All Professional staff participated in the following readings and discussions:</p> <ul style="list-style-type: none"> • “Becoming a Student-Ready College” https://ebookcentral.proquest.com/lib/brockport/detail.action?docID=4572957 • Addressing Anti-Black Racism in Higher Education: Love Letters to Blackness and Recommendations to Those Who Say They Love Us • Completed Kirwan Institute for the Study of Race & Ethnicity's Implicit Bias Module Series
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CLOSING THE LOOP

Resources Used:

Human resources to implement surveys and analyze data, Institutional Research, Mach Forms and Baseline. Training resources

Key Findings:

Building supportive and developmental relationships with our residential student is critical to our program to ensure we are providing all students with an inclusive and welcoming environment. Through formal trainings at the beginning of each semester for our professional and paraprofessional staff, we create and provide trainings that is identity conscious to assist with the development and education of our RLLC staff. Our staff engages with their community through programming, events, office hours, roommate meetings, and in general interactions to ensure they are keeping a pulse on how their students are feeling, which includes how students are feeling welcomed and included in their halls. We seek the feedback from our residential students every year at the conclusion of the fall semester to gauge how residents are doing and if there are any programs or training, we can incorporate to ensure all residents are feeling included and welcomed in their halls. The annual mid-year survey is one tool we continuously evaluate and provide to our students to gauge how our students are doing at the conclusion of their Fall semester leading into the Spring semester. This provides our department and many collaborative departments across EMSA, time to reevaluate current services and supports to adapt to the needs of students. Since 2019 there has been an increase in students feeling their residence hall community was more inclusive compared to the previous two years (FY18 70.95%, FY19 79.01%, FY20

73.45%, FY21 73.99%). As we move into this upcoming year, we will ensure that programs, trainings and opportunities to our students and staff remain available to ensure we continue providing a positive experience for our residential students.

Dissemination/Discussion of Key Findings:

Information was consistently collected and shared with Resident Directors and Resident Assistants in trainings, staff meetings and via email. Information for our mid-year survey was also shared with our campus partners such as University Police, Hazen Center for Integrated Care, Financial Aid, Academic Success Center, Community Development, Personal Safety Committee, Career Services, and Enrollment Management and Student Affairs (EMSA) division. In the future, information will continue to be incorporated to further goals of inclusion in the residential curriculum and living learning communities' program

Summary Sentence for EMSA Divisional Report:

Residential Life/Learning Communities prioritized EDI training for professional and paraprofessional staff members to ensure they provide residents a welcoming and inclusive environment. Trainings will continue to be a focus for current and future staffs to ensure that residents maintain an overall welcoming and inclusive environment while living on campus at SUNY Brockport.

SECTION THREE, CAS REVIEW

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Complete the Housing and Residential Life Programs CAS Self-Assessment Guide to identify strengths, as well as opportunities for improved services and support for residential students.	The CAS Self-Assessment Guide and review process aligns with the college's mission to inspire excellence through growth, engagement and transformation. The exercise achieves all of these. It is also aligned with the goal "To be a Great College at which to Learn."

Standards under review	Summary of Initial Findings	Recommendations
Part 1: Mission Part 2: Program Part 3: Organization and Leadership Part 6: Law, Policy and Governance Part 7: Diversity, Equity, and Access Part 12: Assessment and Evaluation	<p>Describe conclusions (description of what you learned that was significant)</p> <ul style="list-style-type: none"> Residential Life/Learning Communities at SUNY Brockport is distinct and impactful. Relationship building will always be a priority and key to our mission. Using technology to enhance communication and increase efficiency continues to be a priority. Assessment plays a significant role in our operations. Equity, diversity and inclusion will continue to be a priority throughout our operations. Residential Curriculum and Academic Interventions are essential approaches to the delivery of services. <p>Describe meaningful limitations to completion of the program review (such as if you could not score all of them and why or if you lacked data/evidence) and why</p> <ul style="list-style-type: none"> The COVID-19 global pandemic, impacted the ability to execute in-person programs, services and relationship building. There are examples throughout the evidence, ratings and feedback where 2020-2021 was a prominent focal point. There was an effort to 	<p>List the improvements needed, the accompanying action plan, and the results of implementation of the action plan in priority order.</p> <ul style="list-style-type: none"> A future draft of the mission statement, which the current one does also, addressing programs, services and experiences that are appropriate for students and community settings as well as learning and development. Efforts need to be made to create access to Leadership Team and Resident Directors for Resident Assistants and students living in residence halls. Professional development content needs to be developed for both RD training sessions, Leadership Team Retreats, and for Professional Development sessions throughout the academic year. HRLP Leadership Team should collaborate to create a timeline of when assessments typically occur throughout the academic year.

	<p>remind the team, raters and contributors that our goal in this exercise is to look at the unit over time, not just 2020-2021.</p> <p>Describe the primary strengths of the functional area and how have these changed over time.</p> <ul style="list-style-type: none"> • Residential Curriculum & 32 Living Learning Communities and counting, with extensive faculty involvement. • Academic Interventions & the 2021 ACPA Collaborative Excellence Award • Professionals are encouraged to acquire certifications (e.g., Green Dot, Safe Zone, etc.), which are development opportunities in themselves and is an investment in students. • Restorative justice resolutions for bias-related incidents. • Assessment program, closing the loop reports and how data are used to inform future decision-making. • Mission. • Continuity of Operations Plan. <p>Describe the innovative programs/services/practices that the functional area has initiated with respect to “best practices” in the field.</p> <ul style="list-style-type: none"> • Living Learning Communities • Academic Interventions • Residential Curriculum • Student Conduct and Residential Life cross-training 	<ul style="list-style-type: none"> • Residential Life/Learning Communities staff will collaborate with OEDI, the Intercultural Center, Prevention and Outreach Services, the Academic Success Center, and various academic units to provide programming, centers on various identities and cultures. • 4 times annually (in conjunction with quarter occupancy checks), campus policies (Code of Conduct and On-Campus Housing License) are reviewed with live-in staff and then will be shared with student staff. Examples will be pulled and used to explain policy further. Furthermore, pre-planned scripts and facility incident response plans will be created and shared with live in staff and staff from Facilities and Planning. • HRLP will communicate student policies more frequently via multiple forms of media (social media, email, Weekly Eagles, Welcome Packets, Digital Signage and Website.)
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SECTION FOUR: STUDENT LEARNING OUTCOMES

Institutional Student Learning Outcomes

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|---|--|
| 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
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 2020-2021:

Investigate social justice, diversity and multicultural education issues, including opportunities to participate in opportunities for community service, civic engagement and leadership development.

Strategies/Programs	Assessment Tools/Data Sources	Results
<ul style="list-style-type: none">• RD Programs• RD and RA Training• Collaborative programming between Prevention & Outreach Services and Residential Life/Learning Communities• All professional and paraprofessional staff participated in departmental wide trainings that included Cultural Competency and Suicide Prevention QPR training.• All Professional staff participated in a common read for• “Becoming a Student-Ready College” https://ebookcentral.proquest.com/lib/brockport/detail.action?docID=4572957• Addressing Anti-Black Racism in Higher Education: Love Letters to Blackness and Recommendations to Those Who Say They Love Us	<p>Mid-Year Survey</p> <p>RD Planning and Assessment Forms</p>	<ul style="list-style-type: none">• <u>Mid-Year Survey</u><ul style="list-style-type: none">○ <u>Question 26:</u> “In your opinion, how inclusive is the residence hall community? (Please reflect on culture, gender, sexual orientation, religion, ethnicity, ability, socioeconomic status etc.)”○ Of the 346 respondents to this question, 33.82% (n=117) answered “Very Inclusive”, 40.17% (n=139) answered “Inclusive”, 20.81% (n=72) answered “Neither Inclusive nor not-inclusive”, 3.47% (n=12) answered “somewhat inclusive”, and 1.73% (n= 6) answered “not inclusive”.• RD Planning and Assessment Forms RLLC staff provided 45 programs that focused on social justice, diversity and multicultural education issues. These programs offered education around Cultural competency. Black History Month, Rock the Vote, Cultural

<ul style="list-style-type: none"> Completed Kirwan Institute for the Study of Race & Ethnicity's Implicit Bias Module Series 		Appropriation, LGBTQIA+, Mass Incarceration, Autism and Accessibility, Women's History month, Second Chance Month, Hispanic History Month, American Sign Language
<p>Summary of Findings and Next Steps:</p> <p>Findings:</p> <p>According to our mid-year survey results, our residents feel that their residence hall communities are inclusive when they reflect on culture, gender, sexual orientation, religion, ethnicity, ability, socioeconomic status etc.)”</p> <ul style="list-style-type: none"> ○ 33.82% (n=117) answered “Very Inclusive” ○ 40.17% (n=139) answered “Inclusive” ○ 20.81% (n=72) answered “Neither Inclusive nor not-inclusive” ○ 3.47% (n=12) answered “somewhat inclusive” ○ 1.73% (n= 6) answered “not inclusive” <p>To ensure that RLLC maintains an inclusive environment for all residents, trainings and workshops are created and provided to all professional and paraprofessional staff through training and professional development opportunities.</p> <p>Next Steps:</p> <p>As we move forward with going back to being able to hold trainings and workshops in person, we will collaborate with more campus partners to assist in the holistic education and development of our students to ensure we maintain and increase students feeling of being welcome and included in their residence halls. We will assess trainings and workshops to ensure learning outcomes are met.</p> <p>RLLC staff will continue to provide and attend professional development opportunities that assist with the education and development of all staff as it relates to historically underrepresented populations</p>		

Departmental Learning Outcome Measured in 2020-2021:

Examine their individual identity through the identification of personal/professional/social/academic goals and values.

Strategies/Programs	Assessment Tools/Data Sources	Results
<ul style="list-style-type: none"> • Living Learning Community Programming • RD Programs • Collaborative programs between the Academic Success Center and Residential Life/Learning Communities • Academic Interventions • LLC Learning Outcomes: The following LLCs have Student Learning Outcomes that directly relate to this Learning Outcome. • Academic Exploration • Honors House • Nursing Intent • Future Health Professionals • Teachers of Tomorrow • Creative Artists • Emerging Scholars • Biological Sciences and Psychology • Math and Physical Sciences • Global Village • Law and Civility • Recreation and Fitness 	<ul style="list-style-type: none"> • Mid-Year Survey • RD Planning and Assessment forms • Residence Hall Program Trackers 	<p><u>Mid-Year Survey:</u> Total Respondents: 489</p> <ul style="list-style-type: none"> • Question 46: “Do you have a clear idea of your academic goals?” • Of the 339 respondents to this question, 71.98% (n = 244) answered, “yes;” 24.78% (n = 84) answered, “somewhat;” and 3.24% (n = 11) answered, “no.” • Question 47: “Do you have a clear idea of your career goals?” • Of the 339 respondents to this question, 55.46% (n = 188) answered, “yes;” 35.99% (n = 122) answered, “somewhat;” and 8.55% (n = 29) answered, “no.” • Question 48: “Do you understand how your major(s) or minor(s) could lead to a career path or how they correlate to your interests?” • Of the 339 respondents, 78.47% (n = 266) answered, “yes;” 18.88% (n = 64) answered, “somewhat;” and 2.65% (n = 9) answered, “no.” <p><u>Resident Director/Resident Assistant Programming:</u> The following indicates the number of programs in which the units collaborated with RLLC:</p>

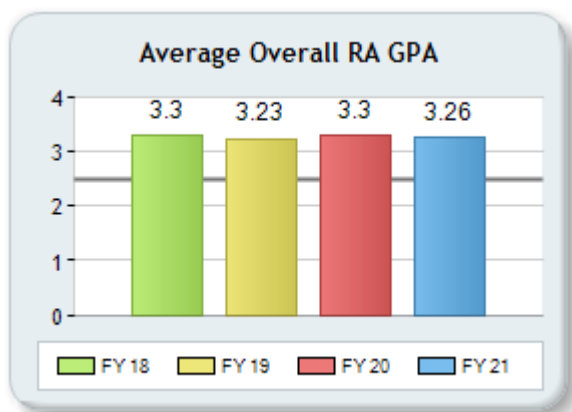
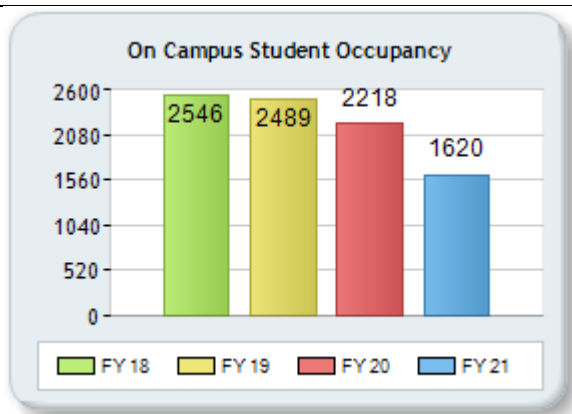
<ul style="list-style-type: none"> Perspectives on Humanity 		<ul style="list-style-type: none"> Academic Success Center: 20 Prevention and Outreach Services: 36 Counseling Center/Hazen Center for Integrated Care: 5 Career Services: 3 <p><u>Midterm Grade Meetings:</u></p> <ul style="list-style-type: none"> For the Fall 2020 semester a total of 412 students were below a 2.25 at midterms RDs met with 75% (n = 308) throughout the midterm grade meeting process. For the spring 2021 semester, a total of 272 students were below a 2.25 at midterms. RDs met with 62.5% (n = 170) throughout the midterm grade meeting process.
<p>Summary of Findings and Next Steps:</p> <p>Findings:</p> <p>According to the mid-year survey, most students have an understanding of their academic goals and values. While not as well as their academic goals, students also seem to have an idea of their career goal and how their academic majors relate to their long-term goals.</p> <ul style="list-style-type: none"> 71.98% (n = 244) of students indicated that they have an idea of their academic goals. 55.46% (n = 188) of students indicated that they have an idea of their career goals. 78.47% (n = 266) of students indicated that they understand how their major/minor connects to their career goals/interests. <p>In addition, the large amount of LLC Learning Outcomes related to establishing goals and identities among the student population. Students are presented with multiple opportunities every year to revisit their passions, explore their goals, and examine their identities through intentional LLC programs. In addition, students are able to learn about social identities through purposeful LLC learning outcomes to build a sense of self and identity.</p>		

Next Steps:

- Residence Halls, specifically the LLC program, will continue to hold programs that help students identify their academic/career goals. This will include collaborations with the Academic Success Center, Intercultural Center, Career Services, and various faculty members.
- A focus on individual identity, community identity and sense of belonging will be reinforced with the overall LLC program.
- As we move into a post-virtual environment, heavier emphasis will be placed on connecting students to offices and physically bringing faculty/staff into the building. Doing so will build students' success networks and support their understanding of career goals.
- Collaborate with the office of Equity, Diversity, and Inclusion to ensure identity conscious programming is happening in every residence hall.
- Include an annual goal that will revitalize the LLC program to focus on student engagement and sense of belonging.

SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS

Key Performance Indicators and Benchmarks	Analysis																				
<div data-bbox="239 321 806 727"> <p>First Year LLC Student Involvement</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>FY 18</td> <td>55%</td> </tr> <tr> <td>FY 19</td> <td>55%</td> </tr> <tr> <td>FY 20</td> <td>56%</td> </tr> <tr> <td>FY 21</td> <td>54%</td> </tr> </tbody> </table> </div> <div data-bbox="239 786 806 1192"> <p>Returning LLC Student Involvement</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>FY 18</td> <td>25%</td> </tr> <tr> <td>FY 19</td> <td>25%</td> </tr> <tr> <td>FY 20</td> <td>27%</td> </tr> <tr> <td>FY 21</td> <td>19%</td> </tr> </tbody> </table> </div>	Fiscal Year	Percentage	FY 18	55%	FY 19	55%	FY 20	56%	FY 21	54%	Fiscal Year	Percentage	FY 18	25%	FY 19	25%	FY 20	27%	FY 21	19%	<p>The number of First-Year students involved in LLCs has increased every year since their inception (2008), with the exception of 2020-2021 due to the decreasing enrollment and the decrease in the number of students who live on campus (FY 18 = 575, FY 19 = 597, FY 20 = 511, FY 21 = 476). The 2020-2021 also marks the first year where percentage of students has slightly decreased. The declining number (FY 18 = 55%, FY 19 = 55%, FY 20 = 56%, FY 21 = 54%) are likely due to declining enrollment and the COVID-19 pandemic. The Pandemic caused more desire for singles, which reduced participation in the LLC Program in general.</p> <p>The number and percentage of returning students involved in LLCs for FY 21 decreased significantly (FY 18 = 323, FY 19 = 307, FY 20 = 312, FY 21 = 181). This is likely due to the decrease in amount of returning students living on campus. Factors include students who went 100% online, the COVID-19 pandemic, an increase in exemption from second-year residency, etc. In addition. Building closures/re-openings and moves also caused folks to be removed from their chosen LLC. In addition, students were sent home during March, which is usually the traditional returning student housing marketing period in which LLCs are advertised.</p>
Fiscal Year	Percentage																				
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The average on-campus occupancy dropped significantly (27% decrease) during 2020-2021 due to increase in students who were approved for 100% online remote learning, due to the COVID-19 pandemic. Additionally, there was a slight increase in single requests due to the pandemic. Also, Students were placed in singles to help reduce density in the residence halls. 2017-2018 and 2018-2019 saw overall flat occupancy trends. We noted a decline in 2019-2020 due to an enrollment drop.

The RA staff GPA remained strong overall. There was a slight decrease in the overall RA GPA this academic year (2020-2021). Staff members who may have struggled academically after the Fall semester were supported by their RD as a mentor and came up with a successful academic plan (tutoring, study habits, time management, etc.) to ensure that they were successful for the spring semester.

SECTION SIX: 2021-2022 UNIT STRATEGIC ANNUAL GOALS

Strategic Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
Provide identity conscious programs, staff training and operations that focus on improving the experience for all residential students.	2, 3, 6	1.1, 1.8, 4.2	Throughout the 2021-2022 academic year, develop, enhance, and provide programs that are focused on individual identities, diversity, and inclusion throughout the residence halls. Programming will involve collaborations with offices such as OEDI, POS, ASC, the Counseling Center, Community Development, etc. In addition, ongoing professional development for student leaders and professional staff members on identity conscious approaches will be made available throughout the academic year.	May 2022
Use results from the condition assessment to identify facility related projects to enhance access to on-campus housing.	3	3.5	Based on the results of the condition assessment that is being completed between June 1, 2021 and November 1, 2021 identify areas in on-campus housing that can be modified or enhanced to create more access to on-campus housing. Those projects would then be added to future capital plans.	May 2022
Using new engagement strategies, revitalize the LLC Program to emphasize student identity/sense of belonging in a post-virtual learning environment.	1, 2, 3, 6	1.1, 1.5, 2.4	The LLC program has experienced some challenges in our virtual world. With most things returning to pre-pandemic status, a focus on building identity and sense of belonging within all of the LLCs will be prioritized during the 2021-2022 academic year. This will include a re-emphasis on faculty involvement, bringing the community together, and various in-person programming strategies to help solidify the LLC as part of the students' identity.	May 2022

SECTION SEVEN: 2021-2022 Assessment Plan

Unit Goal:	College Mission Alignment
Provide identity conscious programs, staff training and operations that focus on improving the experience for all residential students.	This goal directly aligns with the institution's mission to be a great place to learn. Providing identity-conscious programming will help all students to feel welcome and valued, contributing to their desire to learn. In addition, this goal contributes to the institution's mission to be a great place to work. Showing value in identities for students will also show professional staff that they are valued and accepted.

Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
<p>Residential Life/Learning Communities staff will collaborate with OEDI, the Intercultural Center, Prevention and Outreach Services, the Academic Success Center, and various academic units to provide programming centered on various identities and cultures.</p> <p>Professional and student staff members will have monthly opportunities to engage in professional development related to equity and identity-conscious topics. Training and themes will also be explored during RD and RA training.</p> <p>Students will indicate a greater sense of belonging and feeling of inclusion within the residential communities.</p>	<p>Resident Director/Resident Assistant Program Trackers</p> <p>Resident Director Planning and Assessment Forms</p> <p>Mid-Year Survey Data RD and RA Training assessments</p> <p>RA class feedback</p> <p>ResLife Leadership Team, Resident Director and Resident Assistant relationship building</p>	<p>Residential Life/Learning Communities staff</p> <p>Support from OEDI, the Intercultural Center, Prevention and Outreach Services, the Academic Success Center</p> <p>Faculty/Staff from across the institution (from varying departments based on LLC).</p> <p>Banner</p> <p>Machforms</p> <p>Baseline</p> <p>EagleSUCCESS</p> <p>Monique Rew-Bigelow, Carl O'Connor, Vanessa Taylor, and Devon Smith are responsible for this goal.</p>

Action Plan:

- Outreach to offices listed above to begin the program planning process and identify facilitators for training(s)(Summer 2021).
- Plan and organize trainings for Resident Director and Resident Assistant training related to identity conscious programming and communication (Summer 2021).
- Pre-plan the Professional development schedule to include sessions from campus partners related to equity, diversity, and inclusion (Summer 2021, August 2021).
- Collaborate with the Intercultural Center to consider programming in the residence halls focused on the experience of students of color (Summer 2021, throughout the 2021-2022 academic year).
- Execute interventions for students who may be part of at-risk identities, with a specific focus on certain identities (throughout the academic year).
- Utilize the information related to inclusion and identities gathered on the mid-year survey to inform spring programming (Early spring 2022).

Goal Rationale:

Current events and system issues that face our nation highlight the need to provide safe spaces for students to live and learn. In order for students to truly feel accepted, individualized attention and support needs to be provided to all students. This means that our professional staff needs to be accurately trained/have an understanding of how to work with various identities as well understand how programs and initiatives can be tailored through an equity lens. Collaborating with various offices will show students that they have resources from across the institution, hence, providing a positive experience for all, rather than just some identities.

Unit Goal:	College Mission Alignment
Use results from the condition assessment to identify facility related projects to enhance access to on-campus housing.	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:	Resources Needed and Individual(s) Responsible:
Prioritize findings from the condition assessment to improve residential facilities over time.	SUNY Brockport Residential Life Master Plan	Residential Life/Learning Communities staff and student input
Increase the number of cameras in on-campus housing locations	SUNY Brockport Residential Life Capital Plan	Facilities and Planning, Campus Emergency Manager, IT Services, University Police and BASC
Increase the number of card access points in on-campus housing locations	Condition Assessment Results Provided by Young & Wright Consultants	Student Accessibility Services
Installing card access control on the remainder of the Perry Hall Doors	North Campus Infrastructure Project: Phase 2	Carl O'Connor, Craig Ross and Gary Morog are responsible for this goal.
Address ADA access into all on-campus housing locations	Mid Year Survey Data	
	Insourcing card access, security camera installation and electronic locks will result in on-going cost avoidance, in comparison to utilizing a contractor.	

Action Plan:

- Receive findings from condition assessment (Fall 2021)
- Review findings and prioritize critical maintenance items (Fall/Winter 2021)
- Identify projects/items that could be added into future versions of the capital plan for execution as early as Summer 2022 (Spring 2022)

Goal Rationale: Based on the results of the condition assessment that is being completed between June 1, 2021 and November 1, 2021 identify areas in on-campus housing that can be modified or enhanced to create more access to on-campus housing. Those projects would then be added to future capital plans.

Unit Goal:	College Mission Alignment
Using new and enhanced engagement strategies, revitalize the LLC Program to emphasize student identity and sense of belonging in a post-virtual learning environment.	This goal directly aligns with the college's mission to be a great place at which to learn. Living Learning Communities provide students with the opportunity to connect their learning in the classroom to co-curricular activities. In addition, the LLC program will help to build stronger relationships between students and faculty members.

Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
<p>Residential Life/Learning Communities student and professional will collaborate with faculty and staff members from multiple divisions/schools to offer LLC specific programming.</p> <p>Welcome Week community meetings and programming will be reinstated and focused on fostering an identity within the LLC.</p> <p>Students will feel a sense of belonging within the Living Learning Communities.</p>	<p>Resident Director/Resident Assistant Program Trackers</p> <p>Resident Director Planning and Assessment Forms</p> <p>Mid-Year Survey Data LLC Pre/Post surveys</p>	<p>Residential Life/Learning Communities staff</p> <p>Faculty/Staff from across the institution (from varying departments based on LLC).</p> <p>Banner</p> <p>Baseline</p> <p>Monique Rew-Bigelow, Carl O'Connor, Vanessa Taylor, and Devon Smith are responsible for this goal.</p>

Action Plan:

Revisit and enhance Welcome Week programming to be focused on building identity and community within each Living Learning Community (Summer 2021).

- Connect with various faculty/staff members from across the institution to facilitate interest in collaborative programming (Summer 2021).
- Create a virtual all LLC Community meeting (Summer 2021).
- Create and implement trainings for Resident Assistants and Resident Directors that refocuses the importance of the program and teaches appropriate strategies for facilitating Living Learning Communities (Summer 2021).
- Update Mid-Year Survey to reflect whether or not the student is a member of the LLC to compare (Fall 2021).
- Create LLC Pre/Post surveys that specifically ask about student experience and assess their learning (summer 2021, spring 2022).
- Host community meetings throughout the academic year (four times per year).

- Structure LLC Monthly meetings that focus on student experience, LLC Learning Outcomes, and individual identities (Throughout the academic year).

Goal Rationale:

Over the pandemic, the LLC program has not looked the same. Previous data has shown that the LLC program supports retention, sense of belonging, and academic success. Bringing the LLC program back to the pre-pandemic will support the students' ability to connect curricular and co-curricular practices and build a sense of identity within the community. Several of the current RAs and RDs do not know how the LLC functioned previously, so re-educating on the importance and value will be critical in meeting this goal. This goal will also allow us to make critical decisions to improve the LLC program with the changing population.

SECTION EIGHT: 2020-2021 POINTS OF PRIDE AND ACCOMPLISHMENTS

Point of Pride/Accomplishment	College Mission and Priorities Alignment
The Pride House LLC was proposed and established for Fall 2021	Great Place at Which to Learn
Soaring Scholars LLC completed its first year	Great Place at Which to Learn
“Academic Interventions” with Residential Life/Learning Communities and Academic Success Center was the winner of the 2021 ACPA Collaborative Excellence Award	Great Place at Which to Learn
Supported the management of the Quarantine & Isolation and Pool Testing	Great Place at Which to Learn
<p>The following RAs were recognized with the following campus-wide awards:</p> <ul style="list-style-type: none"> • Adeola Akinyemi - Outstanding McNair Scholar Award • Justin Kipp - Joseph S. Franek, Kr. Award • Ariani Colon - Raymond DiPasquale Student Life Award • Hunter Lincoln – John R. Halstead Family Leadership in Higher Education • Serenity Lovett – Marion D. Schrank Student Leadership Award 	Great Place at Which to Learn
RHA was recognized at the 2021 NEACURH Student Leader Conference 2021 with two awards; Top Overall Educational Display & Excellence in First Time Educational Display	Great Place at Which to Learn
Transitioned operational processes including check-in documentation to electronic formats	Great Place at Which to Learn Sustainable Institution for the 21st Century
Maximized CBORD HMS Communication Module in an effort to support the Campus quarantine/isolation process	Great Place at Which to Learn Sustainable Institution for the 21st Century
Carl O'Connor serves as the Treasurer of the SUNY Residence Life & Housing Association	Great Place at Which to Work
The 38 th Annual RA Conference was held virtually and hosted over 230 student leaders	Great Place at Which to Learn