



Unit End of Year Report

Additionally, any supporting images should be added to the 2015-2016 Annual Report Folder on the StuAffSec Filecity 2. These pictures will be used in the briefing book and at the annual breakfast in October.

Report includes:

- 2015-2016 Annual Goals
- 2015-2016 Assessment Plan
- Key Performance Indicators
- 2015-2016 Points of Pride
- 2016-2017 Annual Goals
- 2016-2017 Assessment Plan

Unit: Residential Life/Learning Communities

Director: Sara Kelly, Ph.D.

UNIT OVERVIEW

This section corresponds with Administrative Unit Assessment Document 1

Unit Mission

The Office of Residential Life/Learning Communities supports the College at Brockport's mission by developing safe, inclusive and vibrant communities that value academic excellence and overall student development. Through collaboration and unique relationships with students, our staff provides an appropriate balance of challenge and support, community development and a purposeful residential curriculum with holistic student education at its core.

Alignment with College Mission

Residential Life/Learning Communities supports the overall College mission by enhancing the living and learning experience for students who reside on campus. Through cross-divisional partnerships and intentional support systems, our department facilitates student development and success on various levels.

Unit Functions and Services

Residential Life/Learning Communities provides high quality living and learning experiences through the following functions:

- Residential Curriculum Development and Implementation
- Living Learning Communities Program
- Dormitory Income Fund Reimbursable (DIFR) financial management
- Early Warning and Academic Intervention Programming
- Housing Selection and Management Process
- On-call crisis and emergency response
- Facilities and Operations Resident Assistant and Resident Director Program
- Night Desk Attendant Program & Training
- Capital Planning

SECTION ONE: 2015-2016 UNIT ANNUAL GOALS

Identify the overall annual goals for the unit

Unit Annual Goals	Outcome/Status
Continue to expand the LLC program to include more formal academic partnerships via coursework.	Goal Met. An additional class was added this year. Efforts to expand will continue.
Audit the number of all-gender bathrooms in the residence halls and increase the total number.	Completed Audit; total number increased.
A plan should be in place for the upgrading of the residence hall wireless internet for the 2016-17 academic year.	Goal met.
Develop a comprehensive marketing plan including materials.	Goal partially met. Tagline created. Review of existing materials in print and on the web are completed. Web presence and messaging efforts are ongoing.
Increase student satisfaction as it relates to RA/RD relationships	Goal met.
Increase hiring of professional staff who identify with a historically under-represented group(s)	Results remain flat. Efforts continue to be a priority.

SECTION TWO: 2015-2016 Assessment Plan

Select 3-4 unit goals to comprehensively assess. Section corresponds with the Administrative Unit Assessment Document 2.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Continue to expand the LLC program to include more formal academic partnerships via coursework.	This supports the College's Mission by engaging students, increasing student satisfaction and contributing to the retention of students. 1.2, Academic Quality and Engagement Community Building, Retention, Recruitment Strategies

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools used to assess (1, 2)	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
THE 232 (Improv Theatre) was offered in Spring 2016 to the Creative Artists, Teachers of Tomorrow and Delta College LLCs ENG 225 (The Empire Writes Back) was offered in Spring 2016 to the Perspectives on Humanity, Brockport Global Village, Law & Civility and Creative Artists LLCs	Courses offered Course enrollment	15 LLC students enrolled in THE 232; outcome met No students enrolled in ENG 225. Students reported not being able to meet when the class was offered, and the class was a higher level elective that they did not feel academically prepared.

CLOSING THE LOOP

Resources Used: describe what resources (human, financial, etc.) were used to pursue this goal

- Course spaces set aside for LLC students, as agreed upon by the English and Theatre & Music Studies Departments.
- New collaboration with the English Department to designate a class for LLC students.
- Informational meetings were held in MacVicar Hall and Benedict Hall to recruit students.

Key Findings: list key findings related to unit goal and outcomes (5)

- Students enrolled in THE 232 (Improv Theatre) because it is easily identifiable and a commonly sought after class that satisfied the General Education requirement (Fine Arts with Performance).
- Students did not enroll in ENG 225 (The Empire Writes Back). This was a new class offering that had never been an option for students. Students reported that they had schedules that conflicted with when this class was being offered. Furthermore, students of non-English majors did not understand how this course fit into their four year course plan.

Dissemination/Discussion of Key Findings: how and with whom were key findings shared and what were the results of these discussions (6)

- This information was discussed with the LLC Advisory Board. Moving forward, we will identify academic departments that are willing to designate sections of their classes for LLC students.
- Future LLC courses will have a clear connection to the LLC and be a previously offered course. In order for a student to register for the course it must fulfill a General Education requirement.

Summary Sentence for EMSA Briefing Book:

- Identifying and designating classes for LLCs continues to be a priority. The initial success of THE 232 can be used as a model moving forward.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Audit the number of all-gender bathrooms in the residence halls and increase the total number.	This supports the college mission by creating inclusive restrooms facilities in the residence halls. 4.4, Learning Environment and Quality of place Diversity & Inclusiveness

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools used to assess (1, 2)	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
Provide more inclusive public restrooms in the residence halls Converting multi-use bathrooms to single-use bathrooms in McFarlane Hall	Number of gender inclusive restrooms in residence halls Tools used to assess included Facilities & Planning and DASNY	The audit analyzed 27 public bathrooms in on-campus housing facilities. The findings are as follows: <ul style="list-style-type: none"> As of July 15th, 2 out of 27 public bathroom signs have been changed. 5 out of 27 public bathrooms require change in signage. These signs were updated by August 1, 2016. 20 out of 27 require minor updates such as adding the capability for the door to be locked. In addition changes in signage will be required. This will be completed by the end of the fall 2016 semester.

CLOSING THE LOOP

Resources Used: For the audit, minimal resources were used. Residential Life/Learning Communities staff completed the audit. Based on the audit findings, there will be a follow-up walkthrough with Facilities and Planning to discuss next steps for the doors that require hardware to be changed (locks, etc.) in Fall 2016. The transformation of select multi-use bathrooms in McLean Hall to single-use bathrooms will require capital investments that are currently included in the capital plan. The multi-use bathrooms in McLean will be discussed with DASNY/Facilities and Planning in order to assess the feasibility of construction and the costs.

Key Findings: We found that this unit goal requires three levels of work:

- Signage changes (where no structural improvements are needed)
- Altering pre-existing hardware (locks, etc.)
- Identifying larger projects for community bathroom modifications, specifically in the lower quad

Dissemination/Discussion of Key Findings: The sign changes were discussed with Residential Life/Learning Communities Central Staff and Resident Directors. The initial planning for converting bathrooms in McLean Hall included a discussion with Central Staff and Resident Directors to obtain input on the location of the single-use bathrooms, and DASNY will assist in the design and construction of the bathrooms.

Summary Sentence for EMSA Briefing Book: To convert the community bathrooms to gender inclusive bathrooms Residential Life staff conducted an audit of existing bathrooms. It was determined that the bathrooms could be converted with changes in signage, replacement of door hardware, or a through a large capital construction project in corridor-style residence halls.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
A plan should be in place for the upgrading of the residence hall wireless internet for the 2015-16 academic year.	<p>This supports the college mission by improving students' access to the college network, Internet and other electronic resources.</p> <p>6.1, Learning Environment and Quality of place Technology Improvement</p>

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools used to assess (1, 2)	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
<p>Increase the coverage of the wireless network for on-campus students.</p> <p>Increase speed of the wireless network for on-campus students.</p>	<p>Number of access points and hardware upgrades</p> <p>Wireless internet speed</p> <p>Apogee, Telecommunications and Facilities and Planning</p>	<p>595 wireless access points and 54 switches were upgraded across all on-campus housing facilities.</p> <p>The wireless was upgraded from standard 802.11N to 802.11AC. The increase in speed is from 0.45Gbps to 1.3Gbps (Gigabits per second).</p>

CLOSING THE LOOP

Resources Used: Apogee upgraded the wired and wireless student network in the residence halls during the winter break. Residential Life/Learning Communities hired students at our own expense to chaperone Apogee representatives into student rooms.

Key Findings: Apogee administered a student satisfaction survey in the fall 2015 and spring 2016. Students were asked if they were satisfied with the wireless internet service, 73% responded yes in fall 2015 and 88% responded yes in spring of 2016, showing an increase in satisfaction after the upgrade occurred.

Dissemination/Discussion of Key Findings: The on-campus Apogee representative attends our professional staff meetings once per month. He fields questions from our staff and provides updates on the operations of the network. The Associate Director participates in a monthly stewardship call with Apogee and is briefed on common trouble tickets and network usage.

Summary Sentence for EMSA Briefing Book: During the winter break the on-campus student housing wireless and wired network was upgraded by our network service provider, Apogee. The wireless internet was upgraded from standard 802.11N to 802.11AC. The increase in speed went from 0.45Gbps to 1.3Gbps (Gigabits per second), significantly improving the quality of wireless internet connectivity for our residential students.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Develop a comprehensive marketing plan including materials.	Supports the College Mission through communicating a clear message of the programs and services offered within Residential Life/Learning Communities. 1.3 & 4.4, Co-Curricular Programming & Supportive Services Community Building, Retention

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools used to assess (1, 2)	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
An updated booklet for Residential Life/Learning Communities was created in collaboration with College Communications to assist in "telling our story" and recruiting professional staff.	A booklet was created.	Outcome was met.
A new tagline was created and approved by staff: Live. Learn. Lead.	A tagline was created.	Outcome was met.
The College at Brockport website has been updated which changed the layout and theme of the Residential Life/Learning Communities website.	The website was updated and will continue to evolve in accordance with College templates and style.	Outcome was met. Ongoing efforts to streamline and update content are ongoing in collaboration with College Communications.

CLOSING THE LOOP

Resources Used: describe what resources (human, financial, etc.) were used to pursue this goal

- Collaboration with College Communities to determine strategy, content, timeline and use of materials.

Key Findings: list key findings related to unit goal and outcomes (5)

- The booklet will be utilized for recruiting professional staff (conferences, placement exchanges, etc.) and used as a resource to tell our story on the newly designed Residential Life/Learning Communities website.
- A new tagline was created and will be incorporated into future marketing materials.
- The newly designed Residential Life/Learning Communities website will help streamline our messaging. The website will continue to improve its "look and feel" based on content edits and format changes.
- Next steps will include adjusting current and new materials for different audiences (prospective students, parents, etc.).

Dissemination/Discussion of Key Findings: how and with whom were key findings shared and what were the results of these discussions (6)

- College Communications held a department-wide brainstorming meeting, at which we discussed the desire to more accurately and comprehensively describe our departmental values, goals and functions.
- An updated booklet draft was created by College Communications and shared in June 2016.
- A departmental tagline was created and will be disseminated via our new marketing materials.
- Continued editing and streamlining of the website will continue throughout the 2016-2017 academic year.

Summary Sentence for EMSA Briefing Book:

- The Office of Residential Life/Learning Communities, in collaboration with College Communications, has worked to identify a new tagline, a booklet for recruiting professional staff and a new website design. Improving our Office's marketing materials continues to be a priority as we incorporate the new templates and themes of the College's website in other materials.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Increase student satisfaction as it relates to RA/RD relationships	<p>This goal supports the College Mission through creating an environment where students have positive relationships with individuals on campus to turn to for support and connections to resources.</p> <p>1.3 & 4.4, Co-Curricular Programming & Supportive Services Community Building, Diversity & Inclusiveness, Retention</p>

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools used to assess (1, 2)	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
<p>Increase student satisfaction as it relates to RA Relationships</p> <p>Increase student satisfaction as it relates to RD relationships.</p>	Mid-Year Survey Results- Students reporting satisfaction with RA/RD relationships	<p>Outcome was met. 85.57% of students who completed the mid-year survey reported having a positive relationship with their RA compared to 58.77% for the 2014-2015 academic year.</p> <p>Outcome was met. 71.82% of students who completed the mid-year survey reported having a positive relationship with their RD compared to 43.23% for the 2014-2015 academic year.</p>

CLOSING THE LOOP

Resources Used: describe what resources (human, financial, etc.) were used to pursue this goal.

- Training for both Resident Directors and Resident Assistants to discuss the importance of building and maintaining relationships with their students.
 - Sessions included: mid-year survey results review and discussion about the data (January 2015) and “The RA Program” session (Fall 2015) where relationship building was discussed for both resident assistants and resident directors
- Baseline survey tool modifications were made to better align with previous year's survey questions (2014-2015 questions were modified).

Key Findings: list key findings related to unit goal and outcomes (5)

- Students reported that they have a positive relationship with their RA and RD (85.57% related to RAs and 71.82% related to RDs).
- Students choose the neutral option when they do not have a strong opinion one way or another. This year, the neutral option was eliminated for this question only and we found that most students felt positively about their relationships with their RA and RD. Students shared qualitative feedback that they would have chosen “neutral” if it was provided because they hadn't sought out or needed the staff member but knew that they would be available to them.

Dissemination/Discussion of Key Findings: how and with whom were key findings shared and what were the results of these discussions (6)

- All staff members from Residential Life/Learning Communities (Resident Directors, Resident Assistants, Central Staff) receive the results of the mid-year survey in January in order to make any necessary adjustments for their community.
- The Assistant Director provides recognition and constructive criticism to specific staff members, to influence positive change.

Summary Sentence for EMSA Briefing Book: Resident relationships with RAs and RDs have improved over the course of the year, furthering goals related to community building and support. Residential Life/Learning Communities continues to measure student satisfaction as it relates to their residential experience. Specific attention has been spent on student and professional staff relationship building for the '15-'16 year and has been reflected positively in the mid-year survey.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Increase hiring of professional staff who identify with a historically under-represented group(s)	Supports the College Mission through hiring a diverse team where students are able to connect with individuals within administration. 4.4, Co-Curricular Programming and Support Services Recruitment Strategies, Diversity & Inclusiveness

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools used to assess (1, 2)	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
Hire professional staff who identify with a historically under-represented group.	Number of diverse individuals hired within provided vacancies	As we continue to recruit for the 2016-2017 academic year, we have been able to maintain a diverse team. We continue to be consciously mindful of this as we recruit for additional vacancies.

CLOSING THE LOOP

Resources Used: describe what resources (human, financial, etc.) were used to pursue this goal

- Human Resources
- Recruitment Websites & Networking, including social media groups, regional and statewide listservs, etc
- Increased attendance at placement exchanges (Western New York Placement Exchange & The Placement Exchange (TPE).)

Key Findings: list key findings related to unit goal and outcomes (5)

- While we increased the number of applicants who may have identified with historically under-represented groups, a few of our most qualified applicants removed themselves early in the process to already securing a position elsewhere.
- Partnering with Human Resources is essential during the recruitment process to ensure that we are working together to continue to improve timelines and retain strong candidates in our pool.

Dissemination/Discussion of Key Findings: how and with whom were key findings shared and what were the results of these discussions (6)

- Departmental meetings. These conversations included the importance of recruitment of a diverse staff along with brainstorming of ideas of where to advertise and tap into pre-established and new networks to share our vacancies.
- Human Resources
- Resident Director Selection Committee

Summary Sentence for EMSA Briefing Book:

Recruiting and hiring a diverse professional staff that reflects the residential population continues to be a priority for Residential Life/Learning Communities

SECTION THREE: UNIT KEY PERFORMANCE INDICATORS

Using charts from Baseline, display and analyze your key performance indicators

Key Performance Indicators and Benchmarks	Analysis																																								
<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 13</td> <td>410</td> </tr> <tr> <td>FY 14</td> <td>500</td> </tr> <tr> <td>FY 15</td> <td>535</td> </tr> <tr> <td>FY 16</td> <td>550</td> </tr> </tbody> </table> <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 13</td> <td>184</td> </tr> <tr> <td>FY 14</td> <td>150</td> </tr> <tr> <td>FY 15</td> <td>123</td> </tr> <tr> <td>FY 16</td> <td>210</td> </tr> </tbody> </table> <p>On Campus Student Occupancy</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Occupancy</th> </tr> </thead> <tbody> <tr> <td>FY 13</td> <td>2591</td> </tr> <tr> <td>FY 14</td> <td>2594</td> </tr> <tr> <td>FY 15</td> <td>2598</td> </tr> <tr> <td>FY 16</td> <td>2605</td> </tr> </tbody> </table> <p>Average Overall RA GPA</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Average GPA</th> </tr> </thead> <tbody> <tr> <td>FY 13</td> <td>3.4</td> </tr> <tr> <td>FY 14</td> <td>3.35</td> </tr> <tr> <td>FY 15</td> <td>3.32</td> </tr> <tr> <td>FY 16</td> <td>3.31</td> </tr> </tbody> </table>	Fiscal Year	Student Involvement	FY 13	410	FY 14	500	FY 15	535	FY 16	550	Fiscal Year	Student Involvement	FY 13	184	FY 14	150	FY 15	123	FY 16	210	Fiscal Year	Occupancy	FY 13	2591	FY 14	2594	FY 15	2598	FY 16	2605	Fiscal Year	Average GPA	FY 13	3.4	FY 14	3.35	FY 15	3.32	FY 16	3.31	<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 13 = 10, FY 14 = 13, FY 15 = 15, FY 16 = 16) and growing student interest. This is also 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 increased significantly due to a strategic decision to disseminate the returning student LLCs among the four Upper Quad buildings rather than placing them all in Mortimer Hall. This helped distribute attention to the LLCs among more Resident Directors and Resident Assistants as well as increase access to students. In addition, this allowed us to respond to student feedback regarding the impact of perceived discrepancies in facility quality. Spreading out the returning LLCs allowed us to increase the number of returning student LLCs offered (FY 13 = 9, FY 14 = 10, FY 15 = 10, FY 16 = 12).</p> <p>From 2013-2016 the average on-campus occupancy remained flat.</p> <p>The RA staff grades remained strong overall. Staff members who may have struggled academically in the fall were connected with an RD mentor for the spring semester and came up with a plan (tutoring, study habits, time management, etc.) to ensure that they were successful for the spring semester.</p>
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SECTION FOUR: 2015-2016 POINTS OF PRIDE AND ACCOMPLISHMENTS

Identify up to 10 points of pride and accomplishments throughout the 2015-2016 year. Where applicable, indicate how the accomplishment aligns with college mission and priorities.

Point of Pride/Accomplishment	College Mission and Priorities Alignment
LLC Program received the 2015 SUNY Outstanding Student Affairs Program Award	Co-curricular Programming & Support Services
54% (550) of the first year students living on campus, chose to participate in the LLC program	Co-curricular Programming & Support Services
2 new/amended first year LLCs implemented for 2015-2016: Delta College LLC and Yellow Ribbon LLC.	Co-curricular Programming & Support Services
51 Faculty members were involved in the LLCs (slight increase from 49 Faculty Members in 2015-2016)	Co-curricular Programming & Support Services, Academic Quality and Engagement
Improved Residence Council Program and developed a multi-year plan, including recruitment, training and inter-council communication	Co-curricular Programming & Support Services, Academic Quality and Engagement
Increased level of connectedness and communication within Residence Life staff through creation of Residential Life/Learning Community Staff Facebook page	Co-curricular Programming and Support Services
Increased large scale programming for residential students and collaboration with other departments. (i.e. Quad Fest, #Reslove, Residence Royale)	Co-curricular Programming & Support Services,
The on-campus Student Package Room was renovated in Seymour Union and the volume of packages delivered increased from 21,000 in the 14-15 academic year to 27,000 in the 15-16 academic year (a 26% increase).	Learning Environment and Quality of Place
All student suites in Mortimer hall were carpeted and painted, affecting 450 residents.	Learning Environment and Quality of Place
The Residential Life/Learning Communities Facilities Master Plan was approved by the College President in January 2016. The plan will result in approximately \$110 million in capital construction improvements through 2025. The potential first phase of the plan is a new 250 bed residence hall is expected to begin construction in May 2017.	Learning Environment and Quality of Place

SECTION FIVE: 2016-2017 UNIT ANNUAL GOALS

Identify the overall annual goals for the unit

Unit Annual Goals	Action Plan and Timeline
Continue to expand the LLC program to include more formal academic partnerships via courses.	Increase relationship building and partnerships among Faculty members, continued advocacy of LLC Program; May 2017
Create and maintain sustainable LLC assessment tools.	Partner with LITS to create and update existing Banner coding. Partner with Institutional Research and Analysis to create forms and computer programming & coding for future data pulling. Streamline interface communication (Maxient, CBORD, Banner); May 2017
Continue to enhance student leadership opportunities within the residence halls through student organizations: RA Honor Society growth and Residence Hall Association creation.	<p>Increase peer recognition events and consistent membership participation from Rho Alpha Sigma (RA Honor Society), establishing the organization as a liaison and partner to the central office.</p> <p>Rho Alpha Sigma will identify a philanthropic organization to support through community service.</p> <p>Establish the Residence Hall Association that will provide consistency for the Residence Councils and act as a communication body for students through large scale programming and student advocacy; May 2017</p>
Continue to make a conscious effort in recruiting professional staff members who identify with a historically under-represented group(s).	<p>Expand distribution of position announcements to an even wider audience. Identify opportunities to advance our process faster with Human Resources.</p> <p>Continue to start the recruitment and advertising for the Resident Director positions; May 2017</p>
Continue to advance Residential Curriculum through incorporating intentional interactions and blending more seamlessly with Living Learning Communities.	<p>Intentional Interactions and guides for conversations in partnership with occupancy processes.</p> <p>Combining learning outcomes for LLCs with Residential Curriculum. Include intentional focus on faculty involvement; Fall 2016</p>
Completion of the card access project on 75 exterior residence hall doors.	Continue to utilize a temporary employee trained for card access installations. Purchase the necessary equipment for continued installations; May 2017
Develop an RFP for Residential Network Services, internet and television.	December 2016
The planning for the construction of a new 250 bed residence hall will be completed.	If the bid project costs from fall within the budget, then a potential construction start is May 2017.

SECTION SIX: 2016-2017 Assessment Plan

Select 3-4 unit goals to comprehensively assess. This section corresponds with the Administrative Assessment Documentation Document 2.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Continue to expand the LLC program to include more formal academic partnerships via courses.	1.2, Academic Quality and Engagement Community Building, Retention, Recruitment Strategies

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools that will be used to assess (1, 2)	Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal
Coordinator of Living Learning Communities (Monique Rew-Bigelow) will instruct GEP 100.43B (approx. 25 Undeclared students) for Fall 2016. As many students as possible from this section will be strategically placed in the Academic Exploration LLC. Explore World Literature LLC Class with English Department Continue to offer THE 232 (Improv Theatre)	Relationships with Faculty members and willingness of Academic Departments and Chairs to approve an LLC specific section of a class Partnerships with Academic Advisement and leadership in Academic Affairs	Support from Academic Affairs Faculty Members that are willing to designate one of their classes as LLC or dedicate spaces to LLC students. Revisit strategies of putting LLC students in fall classes rather than spring classes (freshman registration) Dr. Sara Kelly & Monique Rew-Bigelow

Action Plan (2016-2017):

- Revisit strategies of putting LLC students in fall classes rather than spring classes (freshman registration).
- Build relationships with faculty members and explore the willingness of academic departments and chairs to approve an LLC class section or reserve LLC spaces in classes.
- Having intentional conversations with Faculty in Residence about possibly teaching LLC specific classes.

Goal Rationale: describe the reasons for selecting this goal including any relevant assessment data and key findings

- In accordance with Chickering and Gamson, several researchers (Astin, 1993; Ewell & Jones, 1996; Fries-Britt, 2000; Pascarella & Terenzini, 1991; Tinto, 1993, 2000) documented the strong association of both formal and informal faculty-student contact to enhanced student learning. These interactions influenced the degree to which students became engaged with faculty and were frequently the best predictors of student persistence (Braxton, Sullivan, & Johnson, 1997; Hurtado & Carter, 1997; Pascarella & Terenzini; Stage & Hossler, 2000).

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Create and maintain sustainable LLC Assessment program	1.2, Academic Quality and Engagement Community Building, Retention, Recruitment Strategies

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools that will be used to assess (1, 2)	Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal
Identify and outline data collection methods for Living Learning Communities Data will be used to share the LLC story at least once each semester Qualitative data collection related to student learning outcomes	LITS (Banner) Research, Analysis & Planning Maxient CBORD-HMS myBrockport	Partnerships with LITS (Banner), CBORD-HMS, Maxient and Research, Analysis & Planning Support from Assistant Director of Student Conduct and Assistant Director for Housing Monique Rew-Bigelow

Action Plan (2016-2017):

- Quantitative
 - Build relationships and help stakeholders understand why these processes need to occur and be streamlined for future assessment and sustainability
 - Work with LITS to have students properly coded in Banner
 - Work with Maxient to pull appropriate information into the system to be able to accurately pull LLC v. non-LLC conduct statistics
 - Explore ways that CBORD can code based on LLC housing placements
 - Work with Institutional Research and Analysis to identify sustainable ways to pull comparison data from year to year, create usable reports and analyze data
- Qualitative
 - Research and identify sustainable method(s) for measuring and reporting student learning outcomes

Goal Rationale:

- The LLC program has yielded useful quantitative data from local surveys and instrument tools. A more longitudinal study of the impact of LLCs overall, as well as on certain student populations is necessary to determine success and next steps.
- The fall 2012 cohort (the first cohort coded in Banner) has graduated and there is data that can be analyzed and compared for the first time. A comparison and analysis should be completed on an annual basis and reported.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Continue to enhance leadership opportunities within the residence halls through student organizations.	Supports College Mission by providing leadership opportunities for students to get involved and positively impact their community. 4.4, Co-Curricular Programming & Supportive Services

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools that will be used to assess (1, 2)	Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal
<p>Establish 2 new peer recognition events that can be identified as signature traditions hosted by Rho Alpha Sigma.</p> <p>Rho Alpha Sigma (RA Honor Society) will begin to serve as a liaison to central staff through participation in RA appreciation and end of the year banquet events.</p> <p>Affiliate the Residence Hall Association with NEACURH (National Affiliate of College and University Residence Halls)</p> <p>Establish the Residence Hall Association (RHA) that will serve as a governing body for Residence Council.</p>	<p>Annual Goal setting and semester reports of involvement from the student organization.</p> <p>History of programs and number of events hosted by Rho Alpha Sigma and RHA</p> <p>Meeting attendance and program participation</p> <p>Communication from NEACURH Board of Directors regarding affiliation</p> <p>Documented development of organization through meeting minutes, agendas, end of the year reports.</p>	<p>Continued support of professional staff advisor(s) (Resident Directors) and investment of the students in Rho Alpha Sigma.</p> <p>Professional staff advisors (Assistant Director of Residential Life and a Resident Director).</p> <p>Funding to support on campus programmatic efforts and conference involvement on a state/regional level.</p> <p>Kat Dennehy</p>

Action Plan: describe strategies that will be used to reach the outcomes and goal, including timeline

- Work with Rho Alpha Sigma Chair to review applications for new members and determine goals for the 2016-2017 academic year (summer and fall semester)
 - Establish peer recognition events that will become traditions and known as signature events for Rho Alpha Sigma
 - Identify a philanthropic organization to support annually
- Work with summer interns to finalize a recruitment plan/election process for the Residence Hall Association. RHA will meet bi-weekly and will be made up of representatives from each residential community.
- Continue to follow RHA development plan below as prepared during the 2015-2016 and make necessary adjustments accordingly.
 - **Spring/Summer 2016:**

Begin to discuss the purpose and creation of a Residence Hall Association, hold bi-weekly presidential meetings and establish a RHA interest group.

Fall 2016:

Affiliate with NACURH, recruit and elect RHA leadership, hold resident council leadership training, conduct regularly scheduled meetings and attend NEACURH in October at SUNY Oneonta.

Goal Rationale: describe the reasons for selecting this goal including any relevant assessment data and key findings
Rationale description

- As large scale programming continues to increase within the department, it is important that we continue to prioritize students' needs and interests which can be accomplished through establishing an organization of students who can be the voice for the residents on campus.
- Additionally, NACURH (National Affiliate of College and University Residence Halls) is one area that The College at Brockport has not participated in recent years. This is a place where our students can establish themselves on a state, regional and even national level by representing our college.
- Rho Alpha Sigma improved over the past year with consistent meetings and inductions each semester. It is a goal for Rho Alpha Sigma to be an organization that RAs aspire to join. This will be done through establishing events throughout the year that includes peer recognition along with identifying a philanthropic organization and participating in community service event(s) to support the organization.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
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Streamline Residential Curriculum and Living Learning Communities professional and student staff expectations	<p>Supports the college mission through providing continued educational programs in partnership with Living Learning Communities.</p> <p>1.1 Increase service learning within the curriculum. 1.2 Grow and sustain Living Learning Communities. 4.5 Expand Health and Wellness Programming to encompass a broader range of issues and programs.</p>
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Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools that will be used to assess (1, 2)	Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal
Increased (more than 50 per year) faculty involvement in LLC specific and educational programming in the residence halls	Living Learning Communities Event Logs	Collaboration with campus partners (EMSA, Faculty and Academic Affairs, etc.)
Increase in pre-planned materials provided to RAs/RDs (i.e. intentional interactions and pre-planned programs)	Resident Director Lesson Plans – including assessment results and program evaluation Previous lesson plans to use as models and pre-planned programs.	Residential Curriculum training. Communication of established timelines and expectations to Resident Director(s) Provide materials that present LLC RD and RA expectations and non-LLC RD and RA expectations. Kat Dennehy & Monique Rew-Bigelow

Action Plan: describe strategies that will be used to reach the outcomes and goal, including timeline

- Plans will be created in summer 2016 to be presented at August 2016 training.
- Review annual cycle of student development and create guidelines for intentional interactions.
- Update pre-planned programs with recent and relevant programs based on previous successful RD educational programs.
- This change will be introduced & discussed during RD and RA training. Adjustments from any feedback will be made in August/September.
- Regular review of lesson plan and assessment materials will provide quality feedback to adjust accordingly with future programs.

Goal Rationale: describe the reasons for selecting this goal including any relevant assessment data and key findings
In efforts to streamline the expectations of programming and general reporting of student involvement, Residential Curriculum and Living Learning Community RA and RD expectations will be seamless rather than separate. This will eliminate confusion among RDs and RAs and reduce the feelings that they cannot be intertwined when planning events in the residence halls. This will also provide clearer messaging for our LLC and non-LLC students about their opportunities for engagement.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Completion of the card access project on 75 exterior doors	<p>Supports the college mission by providing additional secure entry points to the buildings, allowing facilities personnel to more efficiently complete their work.</p> <p>6.1 Create the capacity to further develop residential life facilities</p>

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools that will be used to assess (1, 2)	Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal
<p>The card access will allow for approved RLLC and Facilities staff to enter and exit the buildings from multiple locations, which will allow them to more efficiently perform their jobs.</p> <p>The need for brass keys are eliminated for exterior door access in Residence Halls</p>	<p>Number of doors completed by June 2017.</p> <p>Insourcing this project will result in an estimated \$100,000 in cost avoidance.</p>	<p>We have an allocation of \$150,000 to complete this project.</p> <p>Associate Director and Assistant Director for Housing, Temp Residential Life employee, Facilities and Planning, CBord, BASC</p>

Action Plan: describe strategies that will be used to reach the outcomes and goal, including timeline

- The Associate and Assistant Director will continue to work with our in-house CBord specialist to complete the remainder of the card access points before May 2017.
- As of July 1 we will have completed 8 card access locations.

Goal Rationale: describe the reasons for selecting this goal including any relevant assessment data and key findings
 Transitioning from brass keys to electronic card access will assist in managing access to the residence halls. In addition, this project will allow Facilities and Planning employees to utilize multiple entry points to the building for maintenance related activities that will increase their overall productivity levels and service to our students.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Plan for the construction of a new residence hall, as specified by the first phase of our master plan	Supports the college mission through the continuous improvement in the quality of the residential housing physical space. 6.1 Create the capacity to further develop residential life facilities

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools that will be used to assess (1, 2)	Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal
Construction start in May of 2017 Project costs under \$95,000 per bed	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.	RL/LC, DASNY, Facilities and Planning, SUNY, Students, Faculty, and Campus Wide Facilities Planning Committee (CFPC).

Action Plan: describe strategies that will be used to reach the outcomes and goal, including timeline

- The Associate Director will collaborate with the college community and an architectural firm to design and bid a new residence hall. A cost for the new residence hall will be determined in November 2016 and bonding proceeds and procurement of a builder will be completed by January 2017. Construction will begin in May of 2017 with the aspirational date for occupancy in August 2018.

Goal Rationale: describe the reasons for selecting this goal including any relevant assessment data and key findings
Rationale description.

The completion of this goal will enable the College to continue the implementation of the master plan for the residence halls. Once the new residence hall is completed, it will be utilized for swing space for a residence hall in the middle quad to be renovated. Having a new residence hall allows for students to be relocated during the renovation and avoids the loss of room rate revenue.