



<p>Unit/Office 2014-2015 Goals & Assessment Plan</p> <p>2014-2015 Closing the Loop Summary</p> <p>2015-2016 Goals & Assessment Plan</p>	<p>Unit: Residential Life/Learning Communities</p> <p>Director: Sara Kelly, Ph.D.</p>
<p>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.</p>	

2014-2015 Assessment Plan

This section summarizes the unit plans for progress toward strategic goals.

Strategic Plan Construct	Divisional Priority/Objective(s)	Unit Goal	Assessment Objective	Assessment Results	Resources Used	Outcome/Status
1.2, Co-curricular Programming & Support Services	Community Building Retention	From 2014-2015 Closing the Loop Summary Report: Increase LLC returning student participation and improve placement process	Returning Student participation: 12% in 2014-2015 to 18% in 2015-2016 Increase # of returning student residence halls with LLCs	18% (210) of our returning/transfer students participated in an LLC. This year we offered 15 LLCs for our first-year students and 10 for returning/transfer students.	Marketing materials Additional LLCs created	Returning Student participation grew by 6% Returning student participation in LLCs continues to be a priority.

Strategic Plan Construct	Divisional Priority/Objective(s)	Unit Goal	Assessment Objective	Assessment Results	Resources Used	Outcome/Status
4.4, Learning Environment and Quality of place	Diversity & Inclusiveness	Complete a self-study on placement of students within the residence halls categorized by gender and ethnicity. Develop an action plan to improve equity in housing placements.	Student placement via housing selection.	There was a 21% decline in the number of EOP students living in Harmon, Gordon, and Mortimer and a 9.8% increase in the number of EOP students living in Briggs, Bramley, and Perry.	CBORD: HMS and Banner.	We believe that the modification of housing selection times had an impact on equity goals. Additional years of monitoring the changes will help to determine long term effects since there were concurrent changes of LLC placements within buildings.
Learning Environment and Quality of Place	Technology Improvement	Utilize electronic check-in/out processes in the residence halls	Number of buildings that used this process. Number of appeals for damages.	This process was implemented for all residence halls and student townhomes complex. The percentage of appeals declined from 40% in 2013-14 to 12% for 2014-15.	IT, CBORD, RDs and RAs	Goal was met. Utilizing the software for check-in will also allow us to better predict check-in times which will assist in staffing for move-in.
6.1, Learning Environment and Quality of Place	Technology Improvement	Implement a database of furniture/fixture and equipment in order to have a cycle of replacement and renewal.	During fiscal 2015-16 budget preparation, a new allocation of funds will be created to begin the replacement cycle of items in the database.	The database was successfully created and will be implemented for 2015-16 fiscal year.	Partnerships with Facilities Services	Goal was met. The database outlines the next 10 years of life cycle replacement of furniture, fixtures and equipment. An annual \$450k expenditure will result in the successful implementation of this plan.

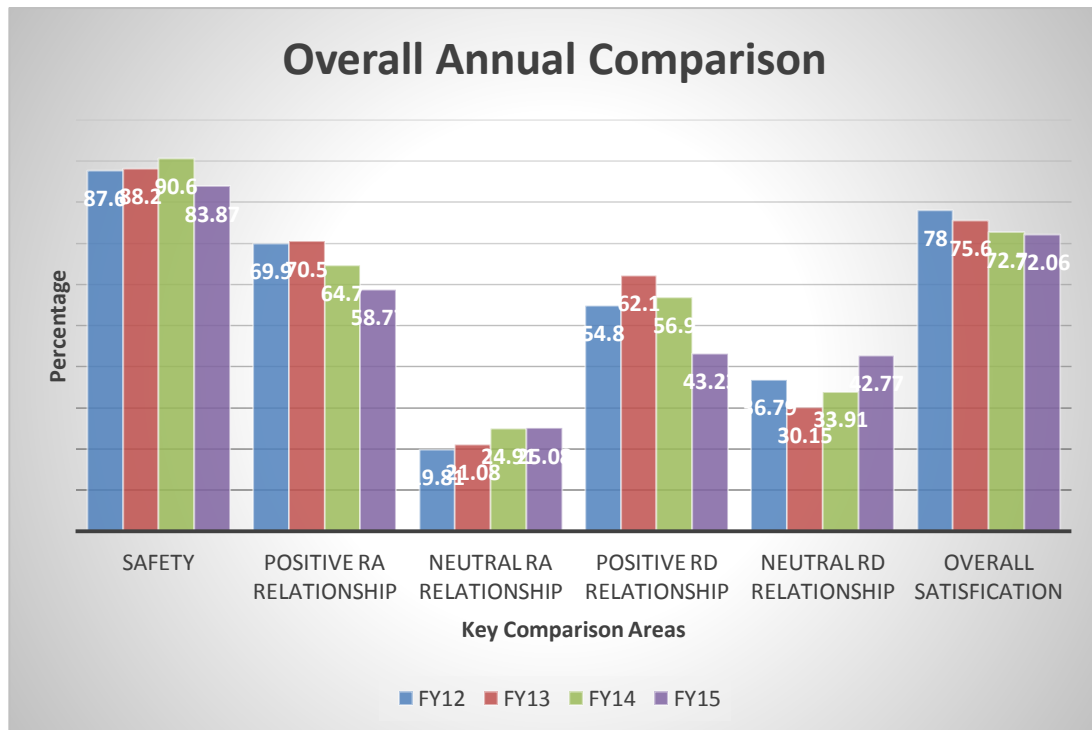
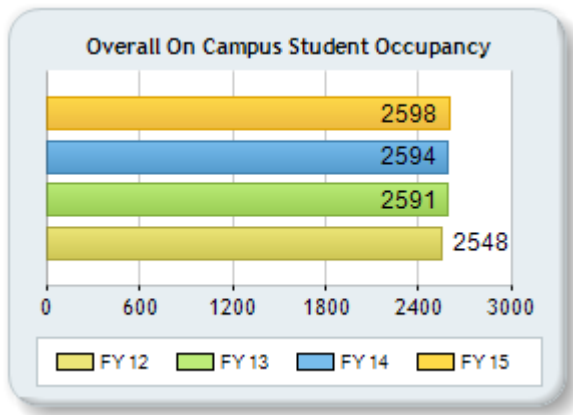
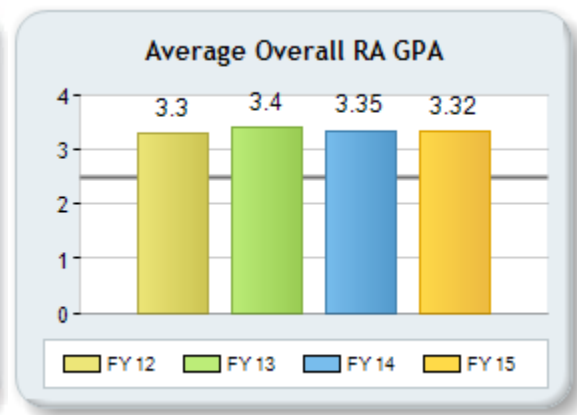
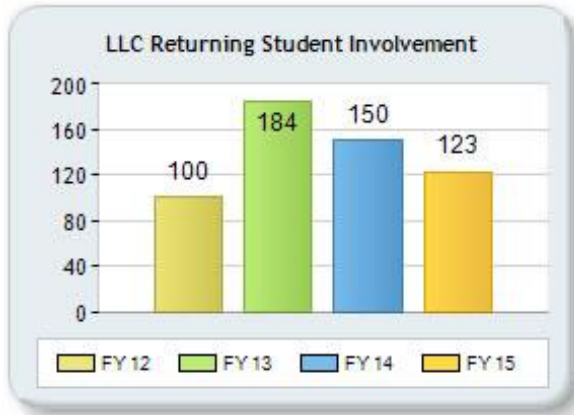
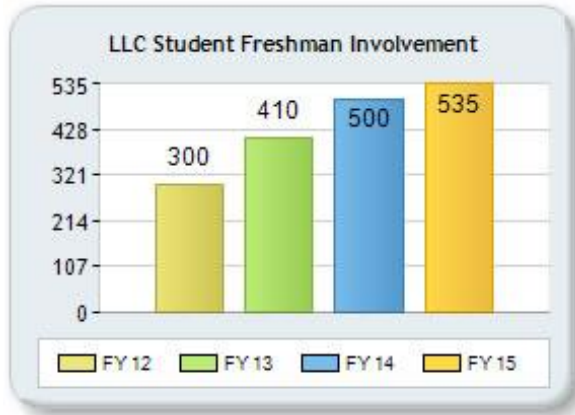
Strategic Plan Construct	Divisional Priority/Objective(s)	Unit Goal	Assessment Objective	Assessment Results	Resources Used	Outcome/Status
Co-Curricular Programming & Support Services	Diversity & Inclusiveness Civic Engagement & Student Leadership	Improve and standardize RA training initiatives	Online RA training components RA in-service trainings RA training manual updates Training logs	RA Post- Training Assessment: RAs reported comfort and competence related to: Student Conduct (96.5%) Emergency Issues (100%) Following Protocol (100%) In-Service Trainings: 3 educational quad meetings were planned and implemented this year. Pre-arrival online training occurred.	Angel/Blackboard Campus Partners Resident Directors	RA staff continue to feel comfortable fulfilling their duties as a result of training. Their performance evaluation results show they are successfully meeting expectations. Continued attention will be given to training both online and throughout the year. Increased attention will be given to EDI for the '15-'16 year.
Co-Curricular Programming & Support Services	Learning Outcomes & Assessment Community Building	Review and improve the Residential Education Assessment process via RD programming assessment	Student learning outcomes Sense of community	Angel/MyBrockport Assessments – All programming assessments were collected in a centralized location. RD End of the Year Portfolio – staff completed a minimum of 16 programs annually. Each program met at least 1 of the 6 departmental learning outcomes. Many programs met more than 1 learning outcome.	ACUHO-I tools ACPA/NASPA Professional Competencies Angel/Blackboard	Moving educational programming and assessments to a shared server allowed for sharing of ideas and collaboration between RDs. Assessment reporting changed to a more detailed form in the spring 2015 resulting in quality assessment strategies. This goal continues to be a priority for the '15-'16 year. See Closing the Loop (p.7).

Creating a Culture of Evidence & Continuous Improvement

The College at Brockport is committed to improving program effectiveness and the quality of the student experience through assessment data. The use of assessment data will contribute to the culture of evidence within each unit and the overall campus community. This section allows units to report administrative assessment data that might not necessarily be tied to a specific goal, but illustrates program or unit effectiveness.

Assessment Objective	KPIs/Benchmark	Outcome/Results	Analysis
Enhance the Living Learning Community Program	LLC GPA Faculty Participation	15 First Year (FY) LLCs and 10 Returning LLCs were offered this year FY On-Campus LLC Overall GPA: 2.96 FY On-Campus non-LLC Overall GPA: 2.88 64.90% of LLC students feel connected to the community in their residence hall, compared to 38.3% of non-LLC students (Mid-Year Survey). 50.21% of LLC students feel their residence hall was “inclusive,” or “very inclusive” compared to 42% of non-LLC students (Mid-Year Survey). 49 Faculty Members and 46 Staff Members were involved in the LLCs, compared to 47 faculty and 43 staff in 2013-2014.	Students that chose to participate in LLCs seem to be more academically successful and connected to the community. 16 first year LLCs will be offered next year and will continue to grow in 2016-2017. Continue to increase faculty involvement and strengthen partnerships. Continue to add LLC classes to the LLC Program for Spring 2016.
Maintain student satisfaction with the overall residential experience	Satisfaction with the overall experience (neutral to very satisfied)	Mid – Year Survey Results 2011 Results: 92.9% 2012 Results: 88.5% 2013 Results: 89.7% 2014 Results: 87.4% 2015 Results: 86.7%	Significant attention for '15-'16 will be spent on relationship building between the Residence Life Staff (RA & RD) and the students. Students reported in the 2015 SUNY Opinion Survey an increased satisfaction in residence hall services/programs.
	Satisfaction with Residence hall services/programs (1 – low – 5 high)	SUNY Opinion Survey Data Results 2006 Results: 3.7% 2009 Results: 3.58% 2012 Results: 3.64% 2015 Results: 3.71%	See Closing the Loop (p.8).

Assessment Objective	KPIs/Benchmark	Outcome/Results	Analysis																												
Provide various educational programs in the halls	Number of educational programs offered	2012: 194 educational programs offered 2013: 207 educational programs offered 2014: 231 educational programs offered 2015: 224 educational programs offered	Educational and community building programming continues to be a focus and remained constant.																												
Hire staff reflective of the student body that are academic role models	RA GPA Diverse representation Academic achievement	<table><tr><td></td><td>2009-2010</td><td>2010-2011</td><td>2011-2012</td><td>2012-2013</td><td>2013-2014</td><td>2014 - 2015</td></tr><tr><td>Dean’s List</td><td>74</td><td>83</td><td>91</td><td>100</td><td>101</td><td>85</td></tr><tr><td>Overall GPA</td><td>3.26</td><td>3.35</td><td>3.3</td><td>3.4</td><td>3.35</td><td>3.32</td></tr><tr><td>Ethnic Minority Representation</td><td>19%</td><td>21%</td><td>19%</td><td>14%</td><td>19%</td><td>31%</td></tr></table>		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014 - 2015	Dean’s List	74	83	91	100	101	85	Overall GPA	3.26	3.35	3.3	3.4	3.35	3.32	Ethnic Minority Representation	19%	21%	19%	14%	19%	31%	The RA staff continues to remain strong academically. This year showed a significant increase in diverse representation of our RA staff which continued during the selection process for the ’15-’16 year with 34% of RA hires identifying with an ethnic minority group.
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014 - 2015																									
Dean’s List	74	83	91	100	101	85																									
Overall GPA	3.26	3.35	3.3	3.4	3.35	3.32																									
Ethnic Minority Representation	19%	21%	19%	14%	19%	31%																									
Improve the quality of place by addressing the physical needs of the aging residence halls	Mid-Year Survey SUNY Student Opinion Survey	Students satisfaction with the condition of the residence halls from the Mid Year Survey (percentages based on satisfied or very satisfied): 2010 – 64% 2011 – 65% 2012 – 77 % 2013 – 67% 2014 - 61% For two consecutive years, the highest level of dissatisfaction was in Mortimer at 55% at somewhat dissatisfied and very dissatisfied. Harmon was second worst level of dissatisfaction at 42%. SUNY Student Opinion Survey Data Results (1 = very dissatisfied, 5 = very satisfied) 2006 Results: 3.39% 2009 Results: 3.30% 2012 Results: 3.29% 2015 Results: 3.41%	Students reported a decrease in overall satisfaction in the living conditions. The master plan continues to provide us with a “road map” to address physical concerns. Carpet and painting will occur in Mortimer and furniture replacement will occur in Harmon during summer 2015 which will hopefully improve this rating. The mid-year survey and the SOS survey show conflicting results in student satisfaction. Students that take the Mid-Year survey are current residents ranging from freshmen to seniors while SOS participants may not reside on campus. Additional review of sophomore and junior satisfaction will occur.																												



2014-2015 Closing the Loop Summary Report

2014-2015 Goal: Review and improve the residential education assessment process via RD programming assessment

Tool Used: Development and use of Educational Program Lesson Plans & RD Portfolio

Data/Results: The development of the educational program lesson plans for spring 2015 allowed for all programs to be planned and assessed within the same document. Over half of all educational programs offered this year had an assessment component planned into the program.

Summary/Conclusions: As the resident director staff increase competence in the area of residential curriculum and continue to learn creative assessment techniques, we will be able to better assess and report student achievement of desired learning outcomes through intentional educational programming.

Recommendations/Action Items for next year: It is recommended for next year that additional training and discussions around qualitative assessment and reporting continue. Maintaining the same format for reporting will allow consistency in order to focus solely on assessment strategies. It will be a goal to find a home for the reports within blackboard for the 2015-2016 year.

Methods for disseminating results: Results and action items will be disseminated during August 2015 RD training. Training on program assessment will be increased for the upcoming year as well as providing additional useful tools for professional staff to reference. As part of the 2015-2016 goal to enhance departmental communication, results will be shared with students in fall 2016.

Sentence to be included in EMSA Briefing Book: Educational programming and increased intentional assessment within the residence halls continues to evolve in order to meet departmental learning outcomes.

2014-2015 Goal: Maintain student satisfaction with the overall residential experience

Tool Used: Mid-Year Survey & SUNY Student Opinion Survey

Data/Results: Overall Student satisfaction continues to be high overall. Results from the mid-year survey showed a decline in satisfaction with RA/RD relationships. However, results from the SUNY Student Opinion Survey show that there is an increase in satisfaction with the programs and services offered in the residence halls. The mid-year survey tool was modified this year, which could have unintentionally influenced results.

Summary/Conclusions: There was an increase in students reporting neutral results from the mid-year survey which may result in the lower satisfaction with RA/RD relationships. This may explain the slight variation in results between the two reports.

Recommendations/Action Items for next year: Measurement tools for the mid-year survey will be evaluated and reformatted with the intention of collecting a more accurate response from residents. Increased emphasis on RA/RD relationships will exist in fall training and throughout the year.

Methods for disseminating results: Mid-Year retreats and trainings were used to report back results from mid-year survey.

Sentence to be included in EMSA Briefing Book: Residential Life/Learning Communities continues to measure student satisfaction as it relates to their residential experience. Specific attention will be spent on student and professional staff relationship building for the '15-'16 year.

2014-2015 Goal: Improve student satisfaction with the overall condition of the residence halls

Tool Used: Mid-Year Survey

Data/Results: Student satisfaction regarding the condition of the residence halls declined for the 2nd consecutive year, from a high of 77% responding satisfied or very satisfied in 2012 to a low of 61% in fall of 2014.

Summary/Conclusions: The greatest level of student dissatisfaction is with Mortimer and Harmon halls. We are currently carpeting and painting the Mortimer living spaces and have also purchased loftable beds to be distributed to students upon their request. The bedrooms are very small and loftable beds will help create more space. In Harmon, we are replacing all of the 30 year old common area furniture during the summer of 2015.

Recommendations/Action Items for next year: Additional training of staff will help us be prepared to respond to facilities concerns in a timely manner. We may also consider purchasing more loftable beds if there is an overwhelming demand. Furthermore, the capital plan attempts to address the living conditions of Mortimer and the middle quad in the early years of a ten year plan.

Methods for disseminating results: Results were shared internally with our staff, DIFR Strategic, and Facilities Services, and has been used to inform our capital plan.

Sentence to be included in EMSA Briefing Book: Residential Life/Learning Communities continues to measure student satisfaction as it relates to the living conditions in the residence halls. Specific attention will be spent on the customer service response from Facilities Services and Residential Life/Learning Communities when challenges with the living conditions/facilities occur throughout the semester.

2015-2016 Assessment Plan

This section summarizes the unit's future plans for progress toward strategic goals.

Strategic Plan Construct	Divisional Priority/Objective(s)	Unit Goal	Assessment Objective	Assessment Measures	Resources Needed	Action Plan	Person(s) Responsible
1.2, Academic Quality and Engagement	Community Building Retention Recruitment Strategies	Continue to expand the LLC program to include more formal academic partnerships via coursework.	Number of LLC designated courses and number of LLC students enrolled	Add at least one new LLC designated course to be offered in Spring 2015 (ENL 200), with the goal of adding two, in addition to THE 232	Academic Affairs, Institute for Engaged Learning & Faculty	May 2016	Sara Kelly & Monique Rew-Bigelow
4.4, Learning Environment and Quality of place	Diversity & Inclusiveness	Audit the number of all-gender bathrooms in the residence halls and increase the total number.	The number of all-gender bathrooms	The creation of an all-gender bathroom in each residence hall.	Facilities Services, Resident Directors, Students	June 2016	Craig Ross & Carl R. O'Connor
6.1, Learning Environment and Quality of place	Technology Improvement	A plan should be in place for the upgrading of the residence hall wireless internet for the 2016-17 academic year.	Total cost of contract and speed and reliability of the wireless network.	The total cost of wireless and cable tv contract will either remain the same or decline. The wireless will be upgraded from wireless N to wireless AC protocol.	Telecom, DIFR Strategic, Purchasing, Information Technology Services.	May 2016	Craig Ross
Co-curricular Programming & support Services	Community Building Retention	Develop a comprehensive marketing plan including materials.	Number and quality of new or altered marketing materials.	Response to new/altered materials Focus groups	Marketing & Communications	June 2016	Carl R. O'Connor, Kat Dennehy, Monique Rew-Bigelow

Strategic Plan Construct	Divisional Priority/Objective(s)	Unit Goal	Assessment Objective	Assessment Measures	Resources Needed	Action Plan	Person(s) Responsible
1.3 & 4.4, Co-Curricular Programming & Supportive Services	Community Building Diversity & Inclusiveness Retention	Increase student satisfaction as it relates to RA/RD relationships	Number of students reporting satisfaction with RA/RD relationships	Mid-Year Survey	RA/RD training Baseline	May 2016	Kat Dennehy
4.4, Co-Curricular Programming and Support Services	Recruitment Strategies Diversity & Inclusiveness	Increase hiring of professional staff who identify with a historically under-represented group(s)	Number of diverse individuals hired within provided vacancies	Successfully hiring diverse individuals	Human Resources Recruitment websites & networking Increased attendance at placement exchanges.	June 2016	Kat Dennehy

Points of Pride & Accomplishments

This section allows for you to identify points of pride and accomplishments throughout the 2014-2015 year. These points of pride may align with The College at Brockport's Strategic Plans Constructs (Academic Quality & Engagement, Co-curricular & Support Programs, Learning Environment & Quality of Place, Culture of Philanthropy & Alumni Connectedness), College Priorities, College Goals; Divisional Priorities; and Unit Goals. Also, note if the point of pride aligns with a unit goal.

Point of Pride/Accomplishment (include data/results as applicable)	Applicable Strategic Construct/ College Priority/College Goal/ Divisional Priority/Unit Goal	Additional Notes
53% (535) of the first year students living on campus, chose to participate in the LLC program	Co-curricular Programming & Support Services	The program continues to thrive.
2 new first year LLCs implemented for 2014-2015: Law & Civility and Perspectives on Humanity. Successfully partnered with Delta College and ROTC to implement 2 new/amended LLCs for 2015-2016	Co-curricular Programming & Support Services	Increased first year LLC participation from 50% in 2013-2014 to 53% in 2014-2015
49 Faculty Members and 46 Staff Members were involved in the LLCs (increase from 47 Faculty Members and 43 Staff members)	Co-curricular Programming & Support Services, Academic Quality and Engagement	Continue to increase faculty involvement and strengthen partnerships.

36 Alumni participated in LLC programming during the 2014-2015 AY (increase from 23). “Careers In…” LLC/Alumni Programming series was successful with 6 events.	Co-curricular Programming & Support Services and Alumni Connectedness	Continue to strengthen partnerships.
Facilities improvements: All lounges Mortimer were renovated Bramley floor tile replacements, carpet, and paint McLean boiler and emergency generator replacements	Learning Environment and Quality of Place	Funded \$1.5 million in total capital projects, improving the quality of study and living space for 850 residents.
Package room relocation to the Seymour College Union from Dobson Hall.	Quality of Place	Centralized package delivery process to remove this operation from a residence hall to better accommodate student needs.
Housing and equity study: There was a 21% decline in the number of EOP students living in Harmon, Gordon, and Mortimer and a 9.8% increase in the number of EOP students living in Briggs, Bramley and Perry.	Learning Environment and Quality of Place	Efforts to contribute to equity, diversity and inclusion goals are ongoing.
Technology improvement projects included paperless check-in/check-out and inventories and electronic lockbox installations in all on-campus housing facilities. Appeals related to damages declined.	Quality of Place	The College at Brockport was the first beta test site for CBord’s check-in/out software. The electronic lockboxes were installed in all of the residence halls, improving key control.
Diversifying Resident Assistant Staff: Increased percentage of students identifying with an ethnic minority for the RA position to 31%	Co-curricular Programming & Support Services	The RA position is a key student leadership position that can contribute to campus climate and EDI goals.
Staff Recognition: Daniela Bulos, Resident Assistant <ul style="list-style-type: none"> Marion Schrank Student Leadership Award SUNY Chancellors Award NASPA Region II Rising Star Award Start a Revolution Conference Grant – sponsored by AAUW and Pantene Megan Tefft, Resident Assistant <ul style="list-style-type: none"> Resident Assistant of the Year Award Tracy Gavin, Townhomes Coordinator <ul style="list-style-type: none"> NASPA Region II New Professional Award SUNYRLHA Mike Holland Outstanding New Professional Award Sara Kelly, Director <ul style="list-style-type: none"> Women’s Outstanding Achievement Award, NEACUHO Edwin D. Duryea, Jr. Higher Education Achievement Award, University at Buffalo 	Co-curricular Programming & Support Services, Academic Quality and Engagement	Our staff continues to be recognized on local, regional and national levels for outstanding dedication to The College at Brockport and contributions to the field of higher education.

