THE TEAM

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THE PLAN

Dimension
Students who engage with their college community benefit from a host of positive outcomes, including high rates of college completion; enhanced critical-thinking, problem-solving, communication skills, and an increased sense of belonging. The Division of Student Affairs supports the concept that an engaged student is a successful student; accordingly, energies are directed at creating conditions that deepen involvement and learning.

Objectives

1.1 Communicate the value of engagement and the existing opportunities for all students with an additional and intentional focus on populations with identified risk.

1.2 Improve the sense of belonging of all students by partnering with students from key demographic groups to identify and remove barriers to engagement.

1.3 Explore the feasibility of creating, implementing, and assessing systems which promote opportunities to plan, track and share engagement experiences.
5-year vision statement

The Engage subcommittee will identify barriers to engagement and provide opportunities for divisional and campus-wide partners to create intentional pathways for the engagement of all RIT students.

Metrics and outcomes statements

Objective 1. Communicate the value of engagement and the existing opportunities for all students with an additional and intentional focus on populations with identified risk.

Metric: Student Affairs demonstrates intentional efforts to deepen student engagement in opportunities provided by the Division

Outcome Statements:

• Increased frequency of intentional interactions between staff and students, focused on the value of engagement

• Increased frequency of intentional interactions between staff and students, focused on deepening the level of student engagement

• Baseline established for student articulation of the value they attribute to engaging in opportunities provided by the Division

Objective 2. Improve the sense of belonging of all students by partnering with students from key demographic groups to identify and remove barriers to engagement.

Metric: Reduction in barriers to engagement, particularly for students from populations with identified risk and students with individual characteristics which increase their risk.

Outcome Statements:

• Baseline established for barriers to engagement for subgroups identified as being at high risk for student success at RIT

• Reduction/mitigation of barriers as evidenced by annual report from each department identified as serving students with selected risk factors or managing a resource/service that is perceived as having barriers
Objective 3: Explore the feasibility of creating, implementing, and assessing systems which promote opportunities to plan, track and share engagement experiences.

Metric: None at this time. Once the Campus Groups system is implemented, this will be revisited to determine appropriate metrics and outcomes related to the division’s ability to leverage this and other platforms for engagement planning, execution and assessment as evidenced in departmental assessment reporting.

ACTIVITY AND RESULTS

Year 2 summary of activities and the related impact

Objective 1

- One subteam met regularly with a focus on developing concepts for an “engagement” infographic for distribution, customization and use across the division. Concept and language were developed in the first half of the year and given to the division marketing team for design development, summer 2017. The team anticipates having the materials completed and ready to share with departments (via directors and brand ambassadors) in August 2017. The goal of the infographic is to offer a common design concept to all departments, with customizable areas to make the design fit for a particular program or area. The infographic may be made into a poster for display in a waiting room, used on a website, added to training materials for paraprofessional staff or student leaders, or adapted for other department initiatives where discussion of the value of engagement is a priority.

- A second subteam met regularly with a focus on developing an assessment tool for use with division staff to collect information and establish a baseline of current status with regard to both level of active discussion of the value of engagement with students and the frequency of offering tangible opportunities to increase the level of engagement (i.e. encouragement of students volunteering to table for a wellness event to becoming a wellness ambassador). Team is working with Jennifer Maltby to finalize the questions for distribution in June and August 2017.

Objective 2

- This subteam met regularly to develop a plan for administration of multiple focus groups comprised of the initial student populations that were identified as being at risk for academic success (ALANA, GLBTQIA+). In working closely with Jennifer Maltby we developed questions, a rubric, and a focus group protocol with the goal of offering the focus groups in March of 2017. Upon further conversation it was
determined that a better approach would be to engage individual students using a qualitative interview strategy. The team will be meeting over the summer to finalize the recruitment strategy and interview protocol. This effort has been approved for funding from the Sr VPSA and will take place in September, 2017.

Objective 3

- There was no active work by the committee on objective three for the 16-17 year, as planned. ATC was tasked with identifying a new engagement software platform. Campus Groups has been selected and will be implemented in late summer/fall 2017. Once in place, the Engage committee will consider how they can further assist and evaluate its success. One idea is to look at departmental assessment annual reports to evaluate the level of use of data from this (and other) system in the understanding of student engagement in Student Affairs’ programs and services.

Metrics plan and results from year 2 (Outcomes, Benchmark, and Actual)

*see chart attached. No data collection planned for Year 2

FUTURE DIRECTION

Year 3 plan (include strategies and data collection plans)

- Distribute Engage Infographic – Fall 2017
- Complete Staff Survey on Value of Engagement
  - Administration June/August 2017
  - Assessment Analysis and Report, Fall 2017
  - Distribution of outcomes to departments and senior leadership, January 2018
- Complete Interviews with At-Risk Students
  - Development of recruitment strategy, June/July 2017
  - Development of interview questions and protocol, June/July 2017
  - Complete interviews, September 2017
  - Interview Analysis and Report, Fall 2017
  - Distribution of outcomes to departments and senior leadership, January 2018
**Year 4-5 plan** (overview/high level)

**Objective 1**
- Year 4: Monitor use of infographic and edit annually as needed. Collect and provide high level summary of its use across the division and develop a “possible uses” guide for brand ambassadors.
- Year 5: Reassess division staff on the “value of engagement” survey and compare to baseline data from Year 3.
- Year 4: Develop tool or methodology to assess students’ thinking regarding the value of engagement.
- Year 5: Implement tool to collect baseline data on students’ thinking regarding value of engagement

**Objective 2**
- Year 4: Monitor progress of barrier reduction based on interview data from year 3 via reporting from department/program leadership and through follow-up interviews with students from the same identified risk groups regarding noted changes.
- Year 4: Identify additional at-risk groups with whom to discuss barriers to engagement (Women in STEM, D/deaf or Hard of Hearing, etc) and conduct additional interviews and follow-up (in parallel with the year 3 process).
- Year 5: Year 4: Monitor progress of barrier reduction based on interview data from year 4 via reporting from department/program leadership and through follow-up interviews with students from the same identified risk groups regarding noted changes.

**Objective 3**
- Year 4: Investigate appropriate evaluation for Campus Groups (and other platforms) related to engagement data for the division.