1. Team, Dimension and Objectives
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.

- **Objective 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.

- **Objective 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.

- **Objective 1.3:** Explore the feasibility of creating, implementing, and assessing systems which promote opportunities to plan, track and share engagement experiences.

2. Membership

**Co-Chairs:** Dawn Soufleris, *Associate Vice President*
Shawna Lusk, *Center for Orientation & Transition*

**Members:** Brittany Bowhall, *Center for Women & Gender*
Christie Dobson, *Center for Residence Life*
Amy Fisher, *Academic Support Center*
Chris Henry Hinesley, *Center for Women & Gender (Q Center)*
Dawn Herman, *College Restoration Program*
Joe Johnston, *Center for Student Conduct and Conflict Resolution*
Eric Pope, *Center for Campus Life*
Ericka Smith-Schubart, *Center for Residence Life*
Dave Stevens, *Recreation & Intramurals*
Phyllis Walker, *Center for Leadership & Civic Engagement*

3. **Five 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.

4. **Metrics**

   - **Metric 1:** Students can articulate the value they attribute to engaging in opportunities provided by the Division (*Objective 1.1*)
   - **Metric 2:** Reduction in barriers to engagement, particularly for students from populations with identified risk and students with individual characteristics which increase their risk. (*Objective 1.2*)

5. **Year 1 Summary**

   - **Objective 1.1:**
     i. Created five year plan (Measurable outcome: completed)
     ii. Begin partnering with T-shaped professional subcommittee regarding how best to implement university agreed upon t-shaped competencies (Measurable outcome: met with Kerry Fox to begin connection--completed).
     iii. Develop survey for students regarding engagement, with focus on at risk students (Measurable outcome: In progress--on hold until we know next steps for university regarding competencies)

   - **Objective 1.2:**
     i. Create a 5 Year Plan-- (Measurable outcome: completed).
ii. Determine what populations of students to focus our efforts on (Engage Strategic Planning Team and Student Affairs Leadership Team) – (Measurable outcome: Student populations are clearly defined)

iii. Begin deciding what information we want to know from students and find out what information is already available and what information we will need to gather (Engage Strategic Planning Team and the Assessment, Technology and Communications Department) – (Measurable outcome: Clear list of information we have and need to gather is established)

Objective 1.3:

i. Creation of Five Year Plan (Measurable outcome: completed).

ii. Determine if the Link@RIT will continue to be utilized as the primary software to assess student engagement (Measurable outcome: completed).

iii. Determine the timeline for the implementation of the new EMS system (Measurable outcome: completed)

iv. Identify the functionality of the new EMS system as it relates to student engagement (Measurable outcome: In progress).

6. Baseline Data from Year 1

- Each subcommittee has created a five year plan, with measurable objectives
- Those still in progress are reliant upon other factors in order to complete the objectives

7. Year 2 Plan

Objective 1.1:

i. Create talking points/to-do list for Student Affairs offices and other partners regarding the value of engagement.
ii. Meet with all Student Affairs offices and other partners regarding how they can/will share the value of engagement with their constituent groups.

1. Institute Advising
2. NTID
3. MCAS
4. I’m First
5. HEOP

iii. Begin implementation of survey

**Objective 1.2:**

i. Design and facilitate focus groups to gather desired information and collect other engagement data around campus.

ii. Based on all the gathered data, identify the barriers to engagement and possible strategies for removing them.

**Objective 1.3:**

i. Continue to identify and assess the functionality of the EMS software for student engagement

ii. Develop an implementation plan for the roll out of the EMS program

iii. Identify technology utilized by students, clubs/organizations, Fraternities/Sororities, and other campus organizations to fill gap between what EMS offers and what is not included and identify software programs being utilized by Student Affairs Centers/Departments

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8. Year 3–5 Plan
Objective 1.1:

Year 3:

i. Meet with Center for Campus Life leadership, Student Government, CAB, MSOs (focus group) to better understand how they are marketing their organization/efforts. Assess how supported they feel to get their message out and what their ideas are for growth in this area.

ii. Assess changes made by Student Affairs offices and partners regarding the value of engagement messaging.

iii. Repeat survey to students to assess changes made in year 2 and year 3.

Year 4:

i. Implement course of action based on focus groups with Center for Campus Life leadership, Student Government, CAB, MSOs

Year 5:

i. Assess if we meet our goals

ii. Partners/division members who are informed about the value of engagement and are sharing it with key constituents

iii. Increased number of at risk students identifying as engaged

iv. Clubs and organizations better able to market their efforts

Objective 1.2:

Year 3:

i. Develop a plan for implementing strategies to remove barriers, with an emphasis on timeline and allocation of resources (funds, people, and time)

ii. Communicate plan to responsible departments to begin implementing

Year 4:
i. Begin implementing strategies for removing barriers.

ii. Conduct ongoing assessment of engagement levels and barriers to engagement to check for progress

Year 5:

i. All controllable barriers to engagement will be removed

ii. There will be a measurable increase in the level of student engagement and a decrease in the level of students reporting that they are not engaged on campus

Objective 1.3:

Year 3:

i. Assess EMS capabilities to determine what needs are being met and what needs are not being met

ii. Evaluate and assess, focus group and survey from year two of student technology use

iii. Create a technology group to review data from assessments, identify opportunities for improvement, and continued collection of software used within the Division

iv. Create pilot program with student groups to use similar system platform (Google drive?)

Year 4:

i. Identify software programs being utilized by Student Affairs Centers/Departments

ii. Technology group continues to review data from assessments, identify opportunities for improvement, and continued collection of software used within the Division

iii. Identify opportunities to utilize EMS functionality in place of standalone system

iv. Assess EMS capabilities to determine what needs are being met and what needs are not being met
v. Compose results of technology group’s assessments, SWOT of EMS system, and inventory of software used within the division

vi. Review student system consolidation pilot program results

Year 5:

i. Creation of a permanent technology group

ii. Composition of inventory of all software used within the Division

iii. Continue to identify software programs being utilized by Student Affairs Centers/Departments and software being phased out