



DEPARTMENTAL MISSION STATEMENT: The Office of Housing and Residence Life promotes academic success by providing safe, comfortable, attractive, modern, well-maintained residential facilities and quality management operations. The department strives to maintain a campus living and learning environment that fosters student learning, promotes active engagement and collaboration with others, motivates and inspires students to devote time and energy to activities that enhance academic and community living skills. In support of the mission of the Office of Student Affairs and Francis Marion University, opportunities are provided for positive, educational and social experience, both inside and outside the classroom.

HOUSING VISION STATEMENT: The Residence Life Program at Francis Marion University strives to meet the needs of its residents and to promote student learning outside the traditional classroom setting. We will endeavor to build our residential community through programming that will allow our residents to grow and develop in the areas of intellectual development, multicultural awareness, personal awareness, and community service development through our community development model known as IMPACT.

Goals	Desired Outcomes	Assessment Methods and Procedures	Results	Planned Improvements Based on Assessment Results
1. Implement a student conduct component in 'The Housing Director' (current third-party software program). Access files electronically and generate documents from the same program to ensure that all staff members follow uniform procedures.	A. Increase efficiency and consistency by reducing the amount of time spent by individual staff members as they manually create conduct documents.	Baseline: Individual staff members generate conduct documents, based on a general template provided by Student Affairs. Benchmark: November 2018, provide software training for staff members and integrate The Housing Director Software with FMU's Colleague (by Ellucian), student-tracking software. Target: June 2019 all housing staff use stock documents for conduct process and track (housing) student conduct cases within The Housing Director software.	Currently operating at Baseline. Adirondack Solutions (licenser of The Housing Director software) discontinued ownership of the student judicial process application within said software. The application remains available, but at an additional cost.	Investigate alternative software option. FMU's student records software, Colleague (by Ellucian) may provide a judicial component. This alternative requires further investigation.
2. (A) Increase student response to residential surveys that are sent via email throughout the school year. (B) Connect departmental decisions, such as policy making, to student survey results.	A. Increase the percentage of respondents to surveys sent to residential students. B. As result of increased survey responsiveness, Housing Office decisions become more responsive to student desires and interests.	Baseline A: 2017-2018 surveys returned 400 responses-- an average response rate of 16%. Surveys deployed October 2017 & March 2018. Deployment consistent of an email to all residential students, containing a link to a SurveyMonkey survey. October deployment generated 248 responses, March deployment generated 152. Benchmark A: exceed 20% survey responsiveness in 2018-2019. Target A: attain/sustain a 30% or greater responsiveness. Baseline B: '17-'18 Survey focused on RA's, RHA interest, best communication method, and desired programs. Benchmark B: Change survey focus to areas of student satisfaction and dissatisfaction. Target B: make survey data more relevant in departmental policy making.	A. Benchmark not attained. Survey not deployed fall 2018, survey deployed spring 2019 returned 116 responses, resulting in a responsiveness rate of 10%. Note: housing survey deployment coincided with Facilities Maintenance satisfaction survey. B. Benchmark attained. The survey deployed in spring 2019 underwent revision. Questions focused on student were satisfaction and dissatisfaction. The Spring 2019 revealed that the most salient dissatisfaction fell in the realm of Housing Office policies (e.g., guest visitation) and procedures (e.g., room sign-up). Thirty three percent of responses identified these types of concerns.	A. In fall 2019 and spring 2020, revises and coordinate with Facilities Maintenance to deploy one survey. B. Review current data to determine areas of improvement or change in departmental decision making (i.e., review the room sign-up procedure for improvements).



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3. By June 2019, implement RHA or RSA (Residence Hall Association or Resident Student Association).	A. In fall 2019 provide a student organization specifically for student living in FMU Housing, which will provide leadership, advocacy, and programming tailored specifically to the needs of residential students.	Baseline: Presently, no student organization formed, specifically for residential students. Benchmark: (i) Spring 2019 propose and receive approval for the organization plan/constitution for an RHA or RSA. (ii) June 2019, select and begin training of RHA/RSA Executive Officers. (iii) Fall 2019 begin recruitment of residential students in each housing area. Target: Spring 2020 RHA/RSA fully staffed, organized, and engaged on campus.	Benchmark not attained. Proposal for compensated Executive Officers, and proposal for residential student activities fees not accepted. No student formation committee organized.	By November 2019 form student formation committee. Revisit possible ways to compensate executive officer (e.g. rent covered).
4. Increase the number of weekend programming (Friday, Saturday, or Sunday) offered.	A. Increase opportunities for student involvement through Housing Office sponsored programming.	Baseline: 2017-2018 programming not available each weekend of the academic school year. Benchmark: 2018-2019 offer at least one weekend program (activity), each weekend. Target: 2019-2020 increase average attendance at weekend programs.	Benchmark achieved. With the exception of emergency closures, extended breaks (i.e., thanksgiving/spring), and finals weekend, RAs presented a program each weekend.	Focus on increasing average attendance at weekend programs (e.g. improve advertisement/promotion or incentives).
5. Enhance RA Training design and implementation through incorporation of peer-to-peer training and mentoring.	A. Provide more opportunities for returning RAs to train/mentor newly hired RAs.	Baseline: Returning RAs do not lead specific training session. Benchmark: Assigned specific RAs training sessions to lead. Target: Established regular sessions lead by returning RAs.	Benchmark achieved. Fall 2019 RA training included specific assignments for returning RAs to lead teambuilding sessions.	Solidify "Lead RAs" positions with defined duties and expectations for training sessions.
6. Increase "IMPACT" programming, targeting (I) intellectual growth, (M) multicultural awareness, (P) personal development, (A) active campus involvement, (C) community service, (T) transitional skills	A. IMPACT component in each RA program.	Baseline: 2017-2018 Impacts in use, not consistently applied to all RA programs. Benchmark: 2018-2019 greater emphasis on IMPACT component requirement for RAs. Target: all RA programs will have at least one IMPACT component and all RAs will incorporate all IMPACT letters throughout the semester.	Target achieve. All RAs complete programming requirements related to IMPACTS.	Maintain current goal, however propose removal of this goal items from report, continue focus on goal #4.