carolina HOUSING

STRATEGIC UPDATES 2018

OUR ROAD TO COMPLETION OF THE 2015-2020 STRATEGIC PLAN

OUR MISSION

Carolina Housing works to provide convenient housing that is secure, inclusive and supportive. Students create a home in our on-campus communities, build life-long friendships and develop skills for their current and future successes as they journey through their Carolina experience.

ENVISIONED FUTURE

As the department continues to enact its strategic plan, the residential students of UNC Chapel Hill will have:

► World-class residence hall environments that blend modern features of home with the traditional elements of a historic campus.

► Dynamic administrative systems that balance efficiency and consistency with flexibility and responsiveness to individual needs.

► Consistent access to services and amenities regardless of which hall they choose to live.

► A residential experience created to be the best value and greatest benefit for the cost.

► Phenomenal programs and services that provide:

■ Access to multiple paths to academic excellence and success.

■ Opportunities to develop leadership, interpersonal, intercultural, and other critical life skills.

■ Safe and inclusive communities that create space for the exploration of self and social justice.

ARTICULATED VALUES

► INCLUSIVE: Provide programs, spaces, and experiences that promote a sense of belonging, adaptability and responsiveness to student needs, an understanding of others different in their interests, backgrounds, cultures, and perspectives, as well as affirm cultural identities in order to develop the potential of every individual in our community.

► SAFETY: Aim to maintain residential facilities and programs that are safe, secure and healthy, promote physical and emotional well-being, and educate students to live safely and make decisions in line with their values and goals.

► SUPPORTIVE: With care and compassion, place students at the center of our work and engage them in educational activities, roles, and relationships that support success and foster growth.

► QUALITY: Take innovative approaches to balancing our tradition with progressiveness, providing comfortable living and learning environments, and being accountable for the efficient and effective use of resources.

► LEARNING

Residential Education staff cultivate co-curricular environments for students and student staff to thrive. Several signature programs exist to serve students such as the First Year Experience, Cultural Immersion Experience, Men of Color, Discover More, Residential Learning Programs, Social Justice Advocates, and Residence Hall Association. Through these programs and more, student develop skills to help them be successful at and after Carolina such as communication, cross-cultural perspectives, civic involvement, fairness and respect for others, interpersonal development and self-awareness.

► OPERATIONS

Carolina Housing staff continue to explore opportunities to make our operations flexible, adaptable, and efficient for students and staff. The assignments process is regularly evaluated to best serve the diverse needs of the multitude of students applying for housing. A long-term map of building usage, developed in conjunction with the campus master plan and inclusive of diverse student populations, residential programming, and summer conference operations, provides perspective on how our buildings could be utilized in the short and long-term.

WORK IN PROGRESS

► FACILITIES

The average build year for the on campus residence halls is 1946. With aging residences halls comes increased costs in deferred maintenance and a growing divide between the needs of 21st century world-class students and the current residential facilities. Carolina Housing aims to bridge this divide by offering high quality facilities that balance sustainability needs with student demands for innovative educational and social spaces. Bridging this divide has led to new collaborations across campus and increased communication with students about the design of their residential spaces.

► ASSESSMENT

Through assessment efforts, the Carolina Housing team is able to invest in sustainable and desirable facilities solutions for short-term and long-term needs of students and staff. Operations are made more effective and efficient while incorporating student feedback into processes, policies, and procedures such as the housing assignments process. Assessment is used to continually explore the experience of diverse students in the residence halls to promote equity and access and foster safe and inclusive environments. Using minute papers, surveys, rubrics, and retrospective pre and posttest, the Carolina Housing staff can articulate our contributions to student learning in the co-curricular environment and share this learning with students, parents, and other stakeholders.

carolina
HOUSING

provides housing
for approximately

10,000

undergraduate,
graduate and
professional
students in

46

apartment and
residential buildings.

The current
average assignable
capacity is
approximately

8,100

The annual
operating budget is

$69
MILLION

The department has

223

full-time employees

20

part-time employees
and

513

student employees.

4

2017-2018 HIGHLIGHTS AND ACCOMPLISHMENTS

Each year, the Carolina Housing team works collectively to provide a number of high-quality services and learning experiences. Listed below are some of our proudest accomplishments for the year.

▶ Opened the MakerSpace in Carmichael Residence Hall

As part of BeAM@Carolina, the MakerSpace provides residents with space to participate in open studios, training sessions, workshops, and more. In the MakerSpace residents will find 3D printers, drag knife cutter, soldering irons, power supplies and arduino kits, sewing and embroidery machines, and a state of the art kitchen.

- **Metrics:** Since its opening, the MakerSpace has offered 195 trainings and workshops, served over 930 residents and had over 3,450 check-ins.

▶ Launched the BLUE RLP

The BLUE Residential Learning Program seeks to inspire students to shape an innovative and collaborative residential community by using physical and virtual tools to engage in self-discovery, build diverse connections, and bring ideas to reality.

BLUE

BLUE

RESIDENTIAL LEARNING PROGRAM

▶ Collaborated to design an art studio in Morrison

As part the University wide Arts Everywhere initiative, the Art Studio is projected to open fall 2018.

► **Launched the Haulin' Heels move-in program**

Haulin' Heels provides incoming first year students and returning students the volunteer opportunity to assist new students and their families as they arrive on campus and move into their new homes.

- **Metrics:** 229 first year students and transfer students and 254 returning students and community members welcomed over 4,100 of their fellow Heels to their new home on move in day.

► **Completed phase 5 of our furniture remodeling project**

- **Metrics:** $3 Million spent on lounge furniture replacement to make community spaces more comfortable for residents.

► **Worked with Brailsford & Dunlavey and the University Master Planning Group to complete the Campus Plan 10-year renovation strategy for 12 residential communities.**
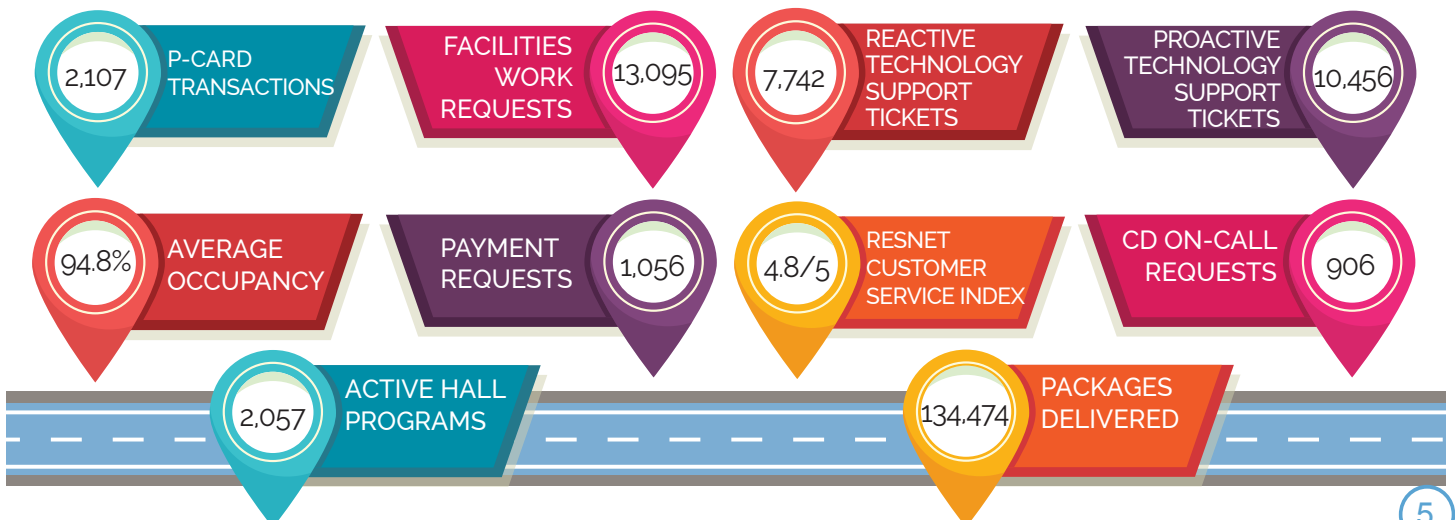
► **Continue to offer quality programs focused on increasing a sense of belonging among our residents and promote equity, access and diversity.**

- **Metrics:** There were approximately 4,300 programs offered in the residence halls, with about 2,100 active programs and 2,200 passive programs. Over 115 programs focused specifically on Diversity and Inclusion and over 2,575 programs on Sense of Belonging.

► **Received grant funding to support the following programs:**

- **Trinidad Trip:** Total $6,200 ($500 from SEAHO and $5,700 from UNC Global)
- **First Year Fridays:** $3,000 from Parents Grant
- **Haulin' Heels:** $1,500 from Parents Grant
- **Meals with Heels:** $1,089 from Carolina Dining Services
- **Halloween Food Truck Rodeo:** $500 from Parents Grant

2017-18 KEY PERFORMANCE INDICATORS

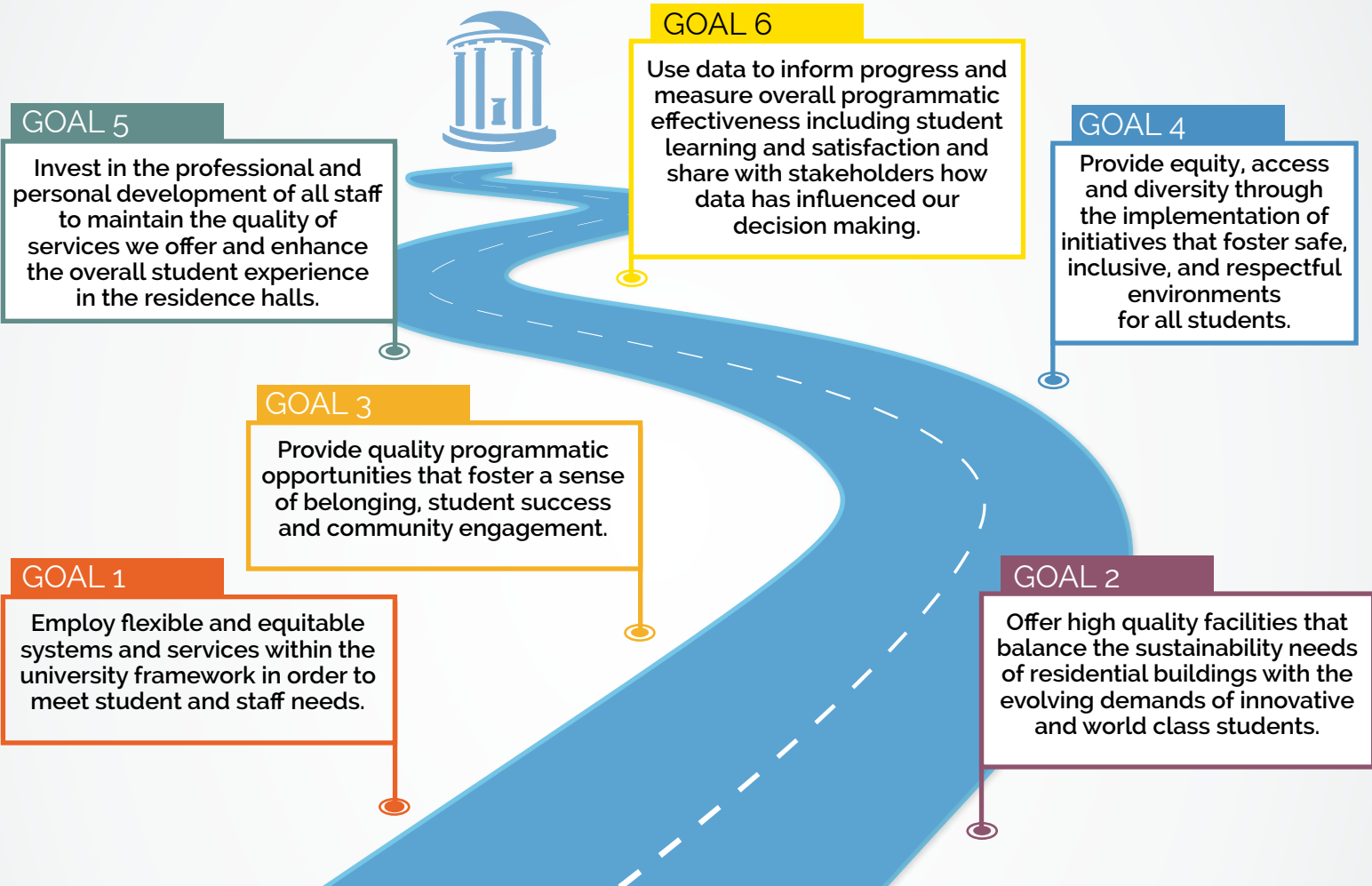|			
2,107 — P-CARD TRANSACTIONS	FACILITIES WORK REQUESTS — 13,095	7,742 — REACTIVE TECHNOLOGY SUPPORT TICKETS	PROACTIVE TECHNOLOGY SUPPORT TICKETS — 10,456
94.8% — AVERAGE OCCUPANCY	PAYMENT REQUESTS — 1,056	4.8/5 — RESNET CUSTOMER SERVICE INDEX	CD ON-CALL REQUESTS — 906
2,057 — ACTIVE HALL PROGRAMS		134.474 — PACKAGES DELIVERED	

2015-2020 STRATEGIC PLAN

In 2015, Carolina Housing went through an external review process and developed our 5-year Strategic Plan. Keeping in mind the University's Strategic Framework (Blueprint for Next), the University's Student Success Framework (Thrive @ Carolina) and the Student Affairs' Learning Framework (Carolina Excellence), Carolina Housing developed 6 broad goals and identified 44 objectives related to these goals. Every year we update the plan and provide metrics to illustrate our progress.

GOALS

Goals are not listed in any order of priority and all goals are necessary to achieve the envisioned future of Carolina Housing.

GOAL 6
Use data to inform progress and measure overall programmatic effectiveness including student learning and satisfaction and share with stakeholders how data has influenced our decision making.

GOAL 5
Invest in the professional and personal development of all staff to maintain the quality of services we offer and enhance the overall student experience in the residence halls.

GOAL 4
Provide equity, access and diversity through the implementation of initiatives that foster safe, inclusive, and respectful environments for all students.

GOAL 3
Provide quality programmatic opportunities that foster a sense of belonging, student success and community engagement.

GOAL 1
Employ flexible and equitable systems and services within the university framework in order to meet student and staff needs.

GOAL 2
Offer high quality facilities that balance the sustainability needs of residential buildings with the evolving demands of innovative and world class students.

2018 ROADMAP TO COMPLETION

When preparing for the 2018 update, it was clear that we had addressed many of our original outcomes and we are excited to evolve our strategic thinking as the needs of our students continue to evolve. Thus, we take a slightly different approach to this year's update. After showcasing key accomplishments in 2017-2018, we demonstrate our progress related to each goal by providing a gauge to measure the overall completion of outcomes related to each goal, highlight specific milestones related to each goal, and then identify our "miles to go" or outcomes from the original plan that still need to be addressed.

We then include an overview of GPA, retention and occupancy trends over the past three years. Additionally, a list of the 44 original outcomes identified in our 2015-2020 plan is found in the Appendix. This list demonstrates just how much we have accomplished over the past three years.

GOAL 1

Employ flexible and equitable systems and services within the university framework in order to meet student and staff needs.
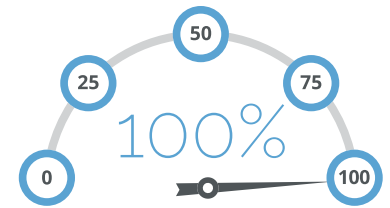
GAUGE: 8 out of 8 original outcomes have been addressed! **(100% complete)**

⦿ MILESTONES

METRICS

► BREAK HOUSING

In order to support marginalized students who may not be welcomed at home, may not have a home, or who may be challenged in the ability to travel home as well as to support students who choose to remain on or near campus for various reasons, Carolina Housing made the decision to remain open for Thanksgiving and Spring Break. Additionally, we are exploring the option to expand our Winter Break operation by remaining fully open in all residence halls.

- Since the decision to remain open during breaks, over 500 students have chosen to remain in their residence hall rooms for some or all of the break.
- Survey data also suggest that the experience of residents was overwhelmingly positive with the only major concern being the relative lack of food due to the closure of dining services. We are working with Carolina Dining Services to continue to provide vouchers for residents to eat on Franklin Street during breaks to alleviate some of this concern.
- In a 2018 survey, residents indicated they stayed on campus for the following reasons:
  - Needing to remain on campus to work a job
  - Unable to travel back home
  - Needing to come back early to mentally settle in before class
  - Are a student-athlete who have practices throughout break

► MODEL ROOM

In order to create easy access to a residential space that is viewable by families and perspective students, in fall 2016, Carolina Housing established a model room in Alexander residence hall on North Campus *(above)*.

- **Metrics:** In the first year of operation, The Office of Undergraduate Admissions estimates that approximately 10,000 parents and prospective students visited the room. The room continues to see a high volume of use and provides a great opportunity to glimpse into the residential experience at Carolina!

MILES TO GO

NONE! We have addressed each of the original eight outcomes from the 2015-2020 Strategic Plan. As we move forward, one of our biggest priorities is the implementation of the Housing Master Facilities Plan. We continue to work with B&D and other partners to identify how we can provide sustainable housing that meets the diverse needs of our student body. Additionally, in the upcoming year, we will continue to develop future objectives related to flexible and equitable systems within Carolina Housing.

GOAL 2

Offer high quality facilities that balance the sustainability needs of residential buildings with the evolving demands of innovative and world class students.
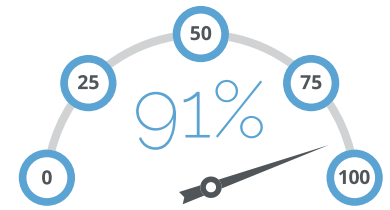
**GAUGE:** 10 out of 11 original outcomes have been addressed! **(91% complete)**

50 · 25 · 75 · 0 · 100 · **91%**

◉ MILESTONES

► RENOVATION PLAN

From data collected in our 2015-2016 Residential Benchmarking Assessment and follow up focus groups, students indicated they wanted more study spaces, lounges, common spaces, and kitchen upgrades. In order to meet this need, we developed a multi-year renovation plan for lounges, kitchen and bathroom upgrades. We are approaching the end of this multi-phase project and hope to complete it by spring 2019.

- To date, we have spent $2.7 million dollars upgrading lounge spaces in nine communities and plan to update the remaining five communities by the end of 2019.
- Starting in spring 2018 we began upgrading common area kitchens with new cabinetry, countertops, appliances, lighting, paint and tile. Communities receiving upgrades includes Hinton James, Ehringhaus, Craige, and Carmichael.
- Bathrooms upgrades are complete in Spencer and Carmichael. Further renovations are being analyzed for the corridor style buildings in North campus.
- A new lounge was created in Grimes Hall during Summer 2017 since limited common space was available in the community.

METRICS

MANGUM LOUNGE

BEFORE   AFTER

HINTON JAMES KITCHEN

BEFORE   AFTER
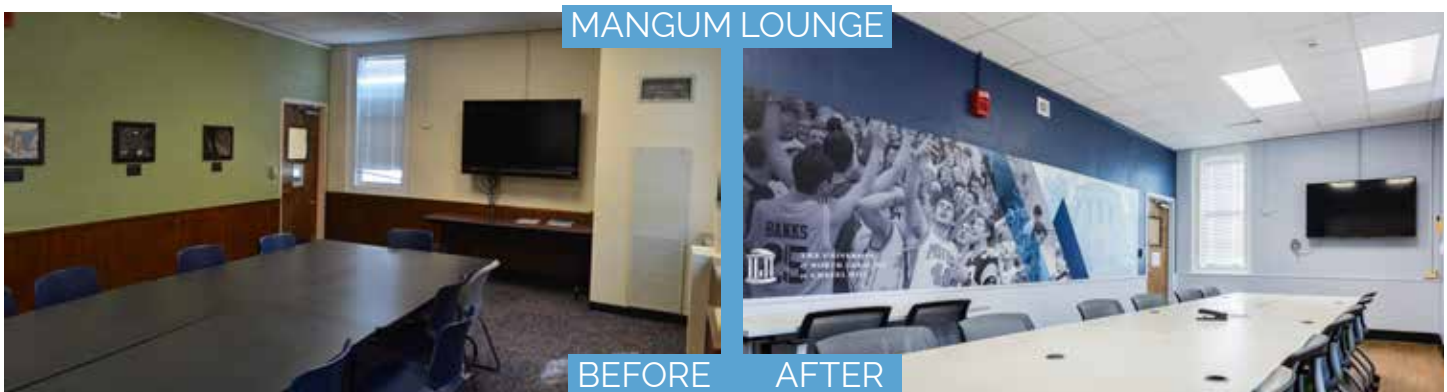
National Pan-Hellenic Council (NPHC) The NPHC housing initiative is designed to give NPHC Greek Lettered students the opportunity to live in themed housing in Ram Village for eight of the nine NPHC chapter organizations on campus. Due to timing and logistics, many students had already signed outside contracts before we were able to offer NPHC housing. We plan to officially launch the program in fall 2019 and are making a concerted effort to have 8 Ram Village apartments occupied by NPHC members starting in fall 2019.

MILES TO GO

EHRINGHAUS LOBBY

► BRANDING CAMPAIGN

In preparation for the University's master plan, Carolina Housing went through an external review process in fall of 2016. During this review, we identified that residents in our halls would not "know" they were on Carolina's Campus simply by looking around the halls. Because an overall sense of connection to the University is quintessential to the residential experience, we decided to embark on a branding campaign to visually make the connection to Carolina stronger. Our branding efforts map directly to the "Welcome" priority of the Universities Master plan and we have received positive feedback on the new look and feel of the residence halls.

- While we cannot measure the degree to which branding specifically correlates to a greater sense of connection with the university, we do see a positive trend in our benchmarking data. Over 100 students mentioned feeling connected to the university when they answered the fill-in-the blank, question: Because I live on campus I…"
- By Fall 2018, all 46 residential facilities will receive the Carolina brand.

We asked students ...

FILL IN THE BLANK
"Because I live on campus, I ..."

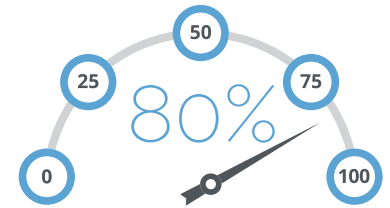"Because of living on campus I am immersed in what it means to be a Tar Heel."
2018 Carolina Housing resident

CRAIGE LOUNGE

GOAL 3

Provide quality programmatic opportunities that foster a sense of belonging, student success and community engagement.

80%

GAUGE: 8 out of 10 original outcomes have been addressed! **(80% complete)**

◉ MILESTONES

▶ DISCOVER MORE

Our Fall 2015 Residential Benchmarking Assessment revealed that our second year residents desired to participate in programming geared specifically to enhancing the sophomore experience. Additionally, national trends suggest that second year students face specific academic and decision-making challenges, especially as they begin to think about their post-college career. Also in 2015, several departments across campus collaborated to create the THRIVE @ Carolina initiative which aims to enhance coordinated efforts to help students navigate their entire collegiate-educational experience.

Capitalizing on momentum to support the second year experience, Carolina Housing created the Discover sopho[MORE] experience in 2016 with specific learning objectives associated with Academic Commitment, Career Exploration, Personal Enrichment, and Social Responsibility. In Fall 2017, we broadened the scope of Discover sopho[MORE] to include all upper class students and renamed the program Discover MORE.

METRICS

DISCOVER MORE

Discover MORE breakdown

1,992

In AY 2017/18, Carolina Housing offered 1,992 passive and active learning experiences, with some active programs specifically targeting the upper-class students. Below is a breakdown of the targeted programs.

Social Responsibility

Approximately **1,334** residents attended at least one of the **15** programs offered

Academic Commitment

Approximately **652** residents attended at least one of the **11** programs offered

Career Exploration

Approximately **219** residents attended at least one of the **9** programs offered

Personal Enrichment

Approximately **2,196** residents attended at least one of the **21** programs offered

This year, we focused our assessment efforts specifically on programs related to Personal Enrichment. **432** students completed our postcard assessment and **88%** of them stated they would recommend attending these programs to a friend.

We asked students ...

"What did you learn from attending a Discover MORE program?"

"The ability to interact with many students with many different beliefs and backgrounds helps me to learn more about my own values through conversation."

Participant from the Values Personal Enrichment

"It helped me understand that mind and body go hand in hand when dealing with mental and physical health."

Participant from the Wellness Personal Enrichment Program

► RE-ENVISIONED THE HOUSING ADVISORY BOARD

In fall 2015, we worked with the Residence Hall Association (RHA) to re-envision the Housing Advisory Board (HAB) in order to make it more student-centric. Currently, HAB is comprised of the RHA Executive Board and a representative from each of Carolina Housing's 15 undergraduate communities. Carolina Housing staff attends the HAB meetings purposefully to seek feedback from this group of students.

- **Metrics:** Since evolving HAB, the students have provided us valuable feedback, which has led to improvement in our technology infrastructure, diversity and inclusion programming, marketing efforts, enhancements, and in general, has helped us create community within the Halls, all while keeping the student voice at the forefront of our decision making.

MILES TO GO

Identify and promote High-Impact Practices (HIP) that positively influence student retention and success. Because of key staff vacancies and restructuring of some aspects related to our educational programming, we have only identified RHA Executive Board and the RA position as a Student Affairs recognized HIP. Next year, we aim to get the Social Justice Advocate position and Multicultural Advisor positions, as well as the participants on our Trinidad Cultural Immersion Trip designated as a HIP.

Continue to identify areas of need with our underrepresented residence hall students and address those areas of concern in collaboration with strategic partners. We chose to identify this objective as a mile to go because we believe that we will always look to meet the evolving needs of our underrepresented residence hall students. Nonetheless we have made strides in this area. Specifically, we have supported the following initiatives:
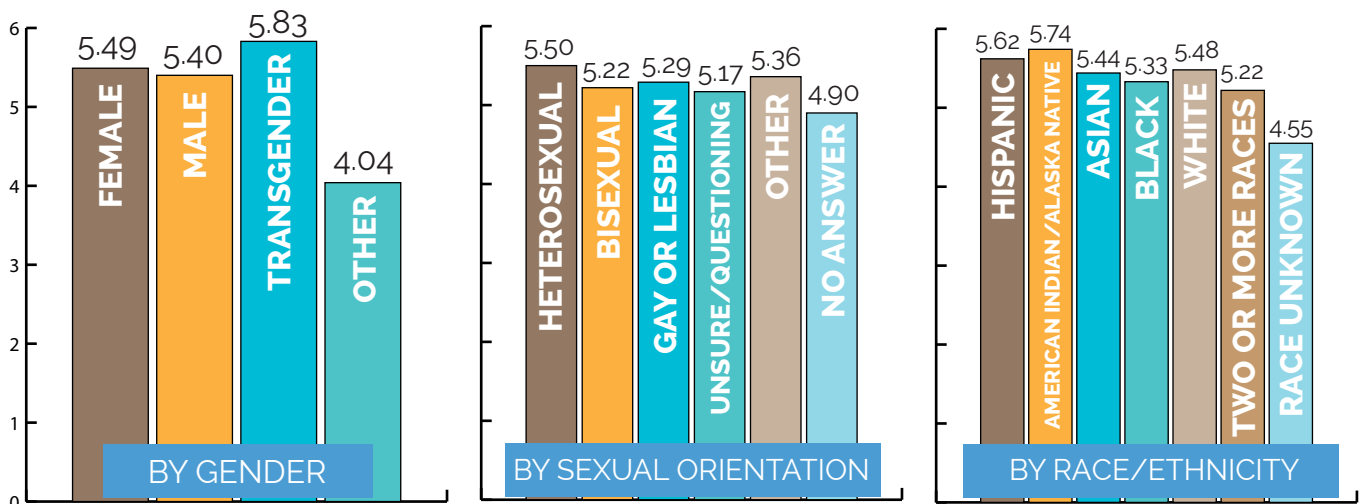
- Womxn of Worth
- Men of Color Engagement
- Pride Place

As we move forward, we will continue to identify more ways we can support our underrepresented residence hall students. Encouragingly, our data suggest that overall satisfaction in the residence hall does not differ based on male or female gender identity. Although the numbers are too small to capture statistical significance it is interesting that students who identified as Transgender have a higher mean satisfaction than their peers while students who identified as "other" have lower rates of satisfaction.

There is slight difference in rates of satisfaction based on sexual orientation as well as race and ethnicity (see chart below). Students who identify as bisexual, gay, lesbian, or questioning and students who identify as Black or African American or Multiracial, indicate lower rates of overall satisfaction than their peers. We are continuing to explore ways to address this gap in satisfaction.

Overall satisfaction with on-campus housing experience
Scale: 1 to 7, 7 = highest rating

BY GENDER

FEMALE	MALE	TRANSGENDER	OTHER
5.49	5.40	5.83	4.04

BY SEXUAL ORIENTATION

HETEROSEXUAL	BISEXUAL	GAY OR LESBIAN	UNSURE/QUESTIONING	OTHER	NO ANSWER
5.50	5.22	5.29	5.17	5.36	4.90

BY RACE/ETHNICITY

HISPANIC	AMERICAN INDIAN/ALASKA NATIVE	ASIAN	BLACK	WHITE	TWO OR MORE RACES	RACE UNKNOWN
5.62	5.74	5.44	5.33	5.48	5.22	4.55

GOAL 4

Provide equity, access and diversity through the implementation of initiatives that foster safe, inclusive, and respectful environments for all students.

GAUGE: We believe that our efforts to promote equity, access, and diversity are continuous and evolving. Thus, unlike other objectives identified in the 2015-2020 plan, our objectives related to this goal cannot be easily quantified as "addressed" versus "miles to go" Therefore, we highlight some of the significant strides or milestones we have made in the past three years toward achieving equity, access, and diversity and explain systems we have put in place to reaffirm this commitment moving forward.

◉ MILESTONES

▶ **HIRING AND RETAINING STAFF THAT REPRESENT A BROAD RANGE OF SOCIAL IDENTITIES:** We are committed to hiring staff with a broad range of social identities. Despite the challenges associated with tracking certain demographic trends such as those associated with socio-economic status, religion, and sexual orientation, we continually work to ensure that our staff is comprised of individuals from varying backgrounds and identities. One area we attempt to measure this is through our Staff Diversity Report, which documents the racial, ethnic and gender makeup of our Resident Advisors. In general, the racial and ethnic demographic makeup of our staff is similar to that of our residents. *(see graphic below)*

2017 Racial/Ethnic information of Residential Advisors and Residents
Carolina Housing data, based on NC IPEDs data, does not currently allow residents to select Middle Eastern as race or ethnicity option

	RESIDENT ADVISORS		ALL RESIDENTS
African American/Black	24%	12%	
American Indian/Alaskan	<1%	<1%	
Asian/Asian American	11%	16%	
Latino(a) or Hispanic	7%	3%	
Multiracial	7%	10%	
Native Hawaiian	1%	<1%	
White/Caucasian	40%	53%	
Unknown	2%	6%	

OFFER PROFESSIONAL AND PARAPROFESSIONAL TRAININGS THAT FOSTER CULTURAL COMPETENCY AND OPEN DIALOGUE ABOUT FACTORS THAT WOULD INTERFERE WITH THE CREATION OF A LIVING-LEARNING ENVIRONMENT

METRICS

- In 2017/2018 over 40 professional staff have attended one or more of the following multicultural competency trainings.
  - Common book read of "Hillbilly Elegy" by J.D. Vance
  - Women Leaders in Student Affairs Panel
  - Monthly brown bag discussions centered around community and world events
  - Personal identity workshops
  - Multicultural Competency modules focused on progressing social justice conversations.

As noted earlier, we believe this goal and the subsequent objectives originally identified in 2015 represent continuous and evolving efforts. Our benchmarking Residential Assessment indicates positive trends in many areas related to satisfaction and learning over the past ten years. However, the two areas we see a negative trend concern issues of

THINKING AHEAD

personal interactions and diverse interactions. It is hard to pinpoint the direct cause of this trend, and national data suggest this trend is more indicative of the changing student population more than any specific housing related procedures. Nonetheless, in the upcoming year, we will look strategically at this trend and identify its implication as it relates to our goal to promote equity, access, and diversity.

GOAL 5

Invest in the professional and personal development of all staff to maintain the quality of services we offer and enhance the overall student experience in the residence halls.

50
25   75
0   100

100%
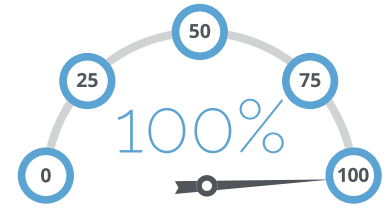
GAUGE: 7 out of 7 original outcomes have been addressed! **(100% complete)**
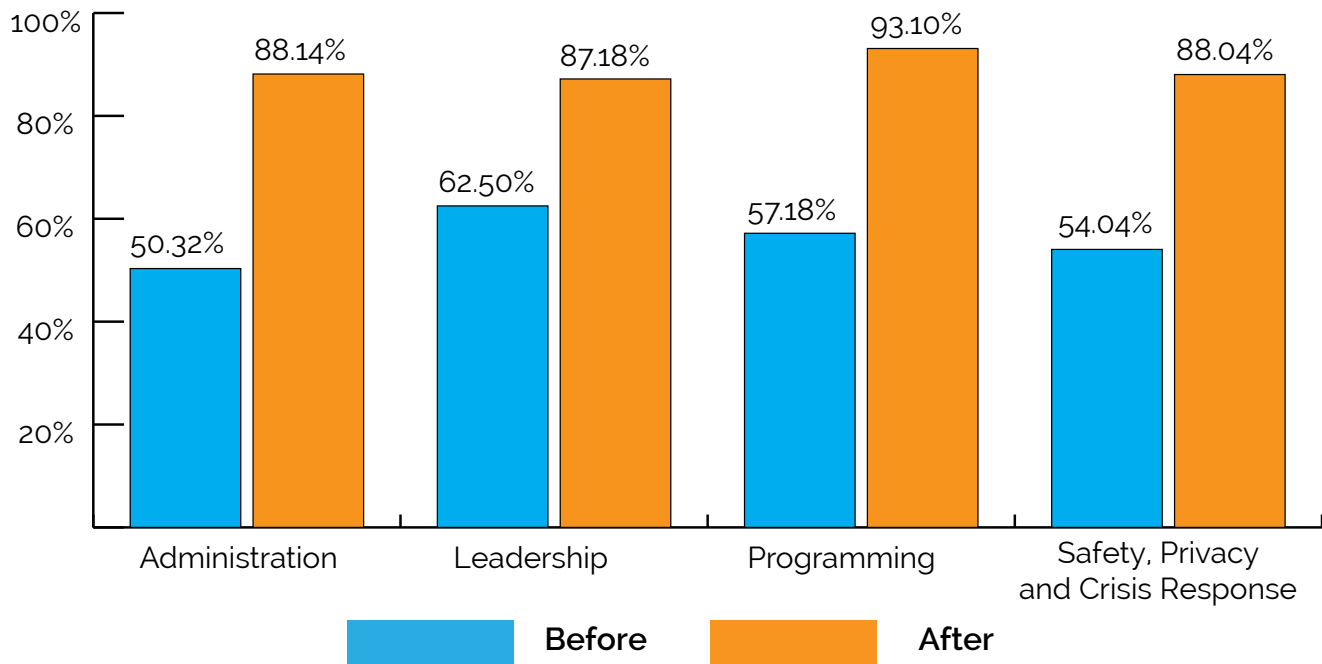
◉ MILESTONES

► PROVIDE ONGOING TRAINING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO STUDENT STAFF AND PROFESSIONAL STAFF

Investment in professional and personal development of all staff remains a high priority for Carolina Housing. In 2017-2018 we supported the development of staff through financially supporting our staff to attend conferences, participate in trainings related to diversity and inclusion, and impeccable staff training that prepared student staff for the various responsibilities within the department.

METRICS

- In 2017-2018, we invested $70,000 in professional staff training and $64,000 in student staff training.
- Although many staff indicated that they felt their skills needed improvement or were developing BEFORE engaging in staff training, AFTER training an overwhelming number of students indicated that they felt they were competent at or even excelled in skills necessary for their job *(see graphic below)*.

Percent of student staff who felt they were competent in or excelled at skills related to their job before and after training

Skill	Before	After
Administration	50.32%	88.14%
Leadership	62.50%	87.18%
Programming	57.18%	93.10%
Safety, Privacy and Crisis Response	54.04%	88.04%

Before ■ (blue)   After ■ (orange)

MILES TO GO

NONE! Out of the 7 original outcomes we have addressed all of them. In spring 2016 we administered a staff engagement survey. Based on this feedback we took several steps to foster a culture of recognition and to enhance communication across the department such as creating a monthly form to allow staff to recognize the work of their colleagues and posting our monthly meeting presentations on the shared drive. We will continue to monitor our efforts in this area and will address concerns related to any of the original objectives should they arise.

GOAL 6

Use data to inform progress and measure overall programmatic effectiveness including student learning and satisfaction and share with stakeholders how data has influenced our decision making.
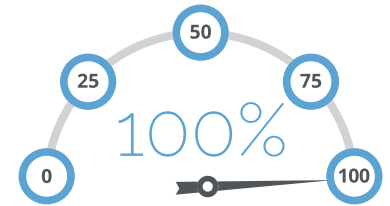
GAUGE: 3 out of 3 original outcomes have been addressed! **(100% complete)**

⊙ MILESTONES

▶ LAUNCH OF SKYFACTOR BENCHMARKING SURVEY

In November 2015, we launched our first Skyfactor benchmarking survey since 2008. We now have three years of data, which we use to address and improve our practices.

- The Skyfactor benchmarking survey consists of 111 questions divided into 19 factors and attempts to measure the rate of satisfaction and learning in the residence halls using a 1-7 pt. Likert scale. Below is the mean factor scores over the past three years. Several general trends emerge from this data. First, residents are overwhelmingly satisfied with the support they receive from their Hall/Apt staff. Second, factors associated with learning scores are lower than factors associated with satisfaction. Finally, regression analysis suggest that personal interaction and self-management has the strongest prediction to overall effectiveness.

METRICS

SATISFACTION FACTORS	2016	2017	2018
Hall/Apt Student Staff	6.09	6.12	6.06
Programming	5.37	5.36	5.38
Hall/Apt Environment	5.62	5.63	5.63
Facilities	5.84	5.62	5.70
Services Provided	5.51	5.66	5.63
Room Assignment	5.45	5.33	5.53
Room Change	5.45	5.33	5.06
Safety and Security	6.01	6.05	6.17
Roommates	6.03	6.16	6.16
Dining Services	5.26	5.45	5.35
Community Environment	5.77	5.86	5.82

LEARNING FACTORS	2016	2017	2018
Personal Interactions	5.19	5.21	5.15
Sense of Community	5.83	5.87	5.82
Diverse Interactions	4.98	4.97	4.96
Self-Management	4.90	4.90	4.96
Alcohol and Drug Use	4.75	4.96	5.01
Sustainability	4.39	4.48	4.53
LLC Connection & Support	4.66	4.62	4.74

OVERALL PROGRAM EFFECTIVENESS		
5.08	5.16	5.11

▶ ACCESS TO UNIVERSITY WIDE ACADEMIC AND DEMOGRAPHIC DATA
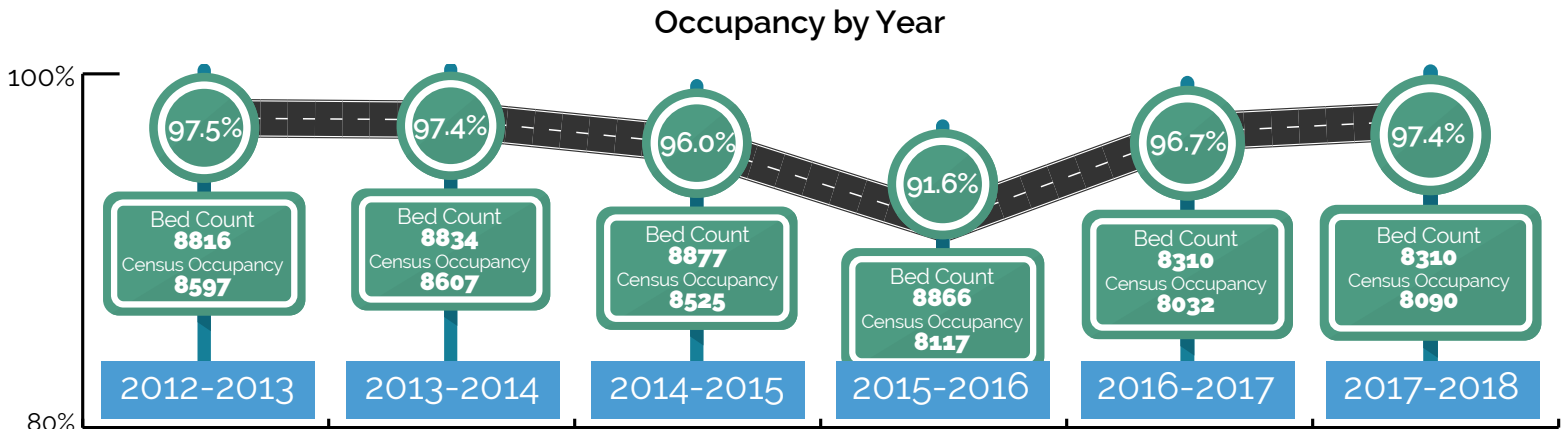
In January 2018, the Assistant Director for Assessment and Strategic Initiatives attended a four-day SAS Visual Analytics Training. As a result of this training, the AD was granted access to academic and demographic data for all Carolina students throughout the University's Enterprise Data Warehouse. Access to this data, significantly expands our internal assessment abilities and we are in the process of figuring out how to appropriately use this data.
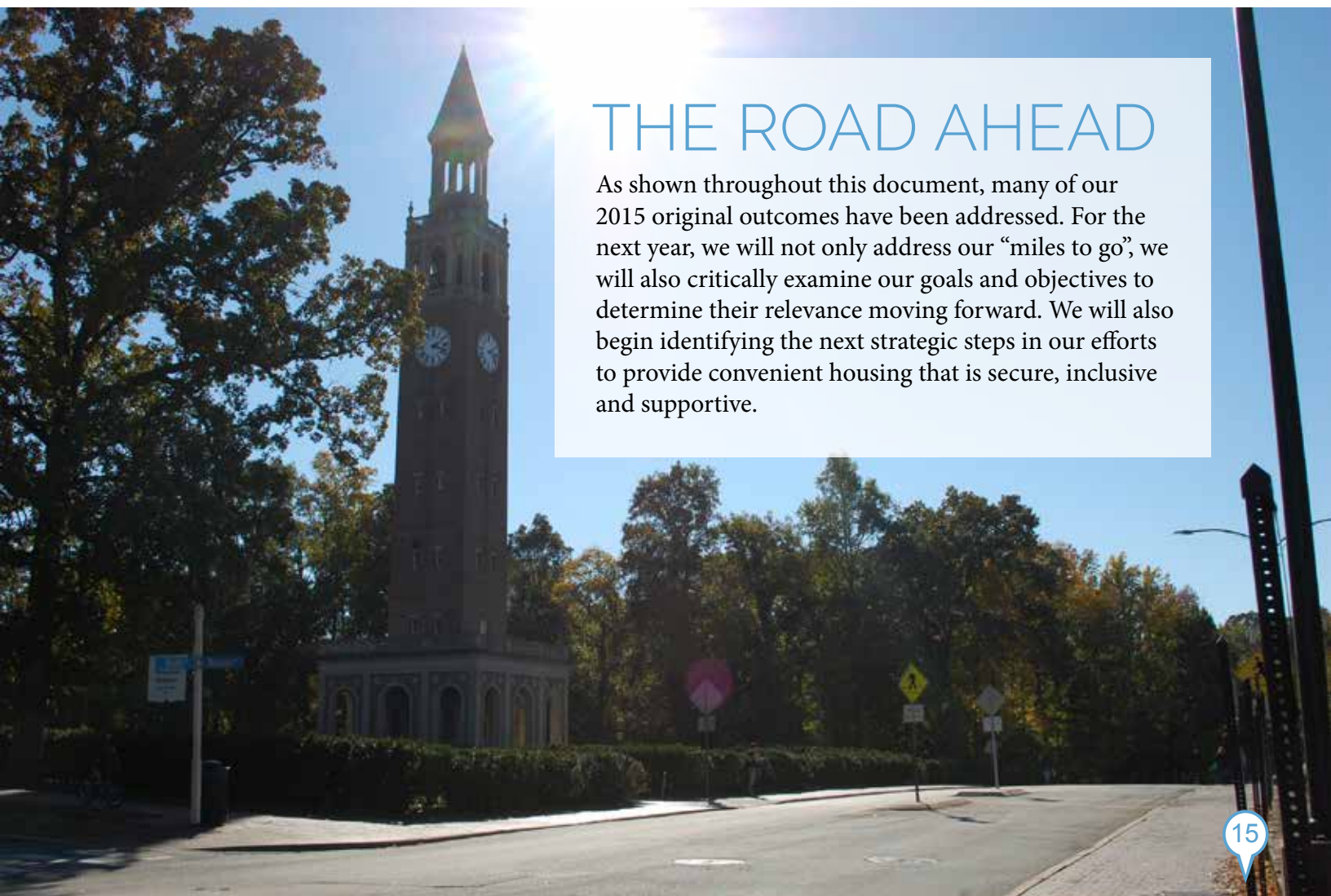
MILES TO GO

Tar Heels Talk Back. The Tar Heels Talk Back program was created to communicate out our assessment efforts and findings to our residents through posters and powerpoint presentations. Moving forward, we are exploring how to digitize our Tar Heels Talk Back program to potentially reach a broader audience and to convey our assessment efforts to all key stakeholders.

OCCUPANCY

In 2015, our occupancy rate was relatively low and several of our strategic plan objectives relate to the explicit goal to increase our occupancy rate. While factors such as the increase of off-campus housing options and lower enrollment in 2015 incoming class more than likely contributed to the decrease in occupancy, Carolina Housing identified that operating with lower occupancy rates was not sustainable. Encouragingly, since the implementation of the Strategic Plan we have increased our occupancy rate.

Occupancy by Year

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Occupancy	97.5%	97.4%	96.0%	91.6%	96.7%	97.4%
Bed Count	8816	8834	8877	8866	8310	8310
Census Occupancy	8597	8607	8525	8117	8032	8090

It is important to note that in 2016, Carolina Housing closed Odum Village which reduced our bed count and our census occupancy.
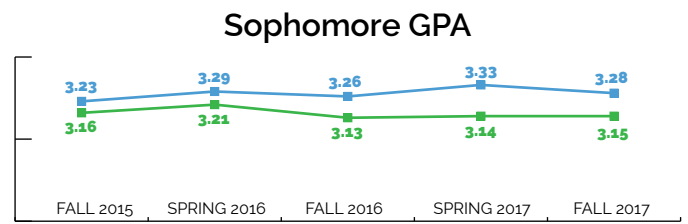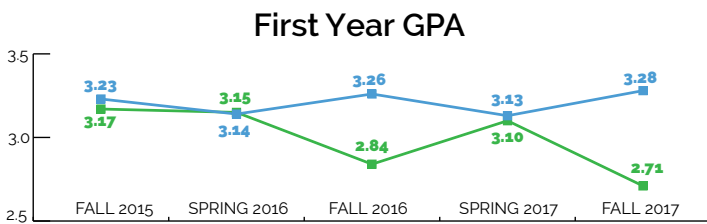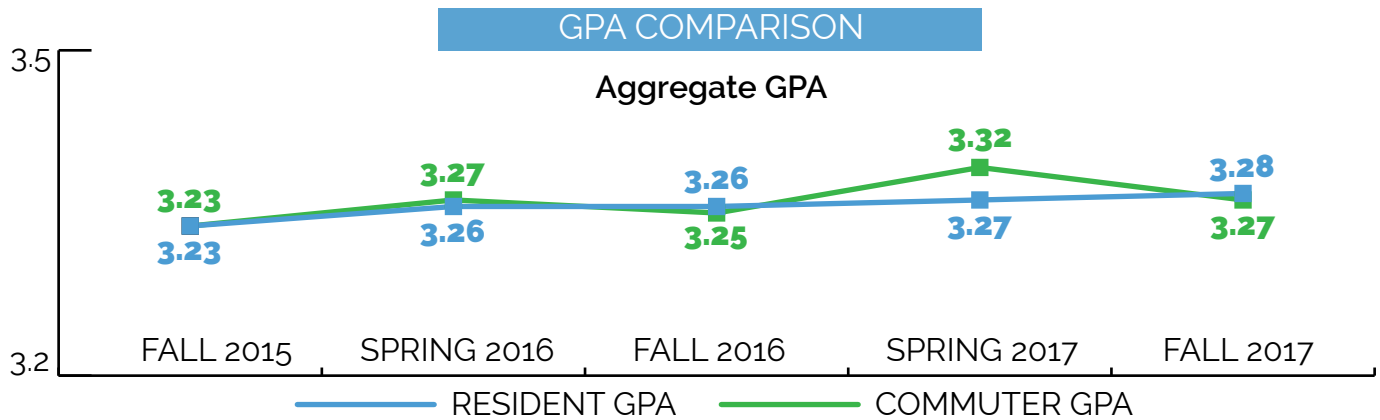
THE ROAD AHEAD

As shown throughout this document, many of our 2015 original outcomes have been addressed. For the next year, we will not only address our "miles to go", we will also critically examine our goals and objectives to determine their relevance moving forward. We will also begin identifying the next strategic steps in our efforts to provide convenient housing that is secure, inclusive and supportive.
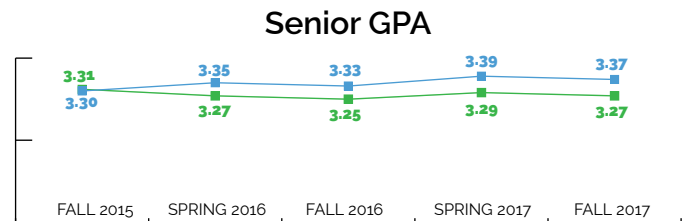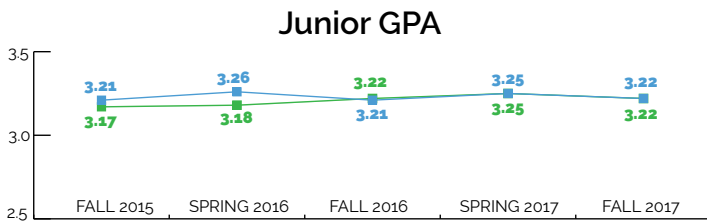
GPA AND RETENTION RESIDENTIAL AND COMMUTER COMPARISON

Carolina Housing is committed to the academic success of its residents. It is challenging to isolate the impact of any singular effort of Carolina Housing on GPAs and retention rates. Nonetheless, data continues to suggest that students who live on campus have equal or higher GPAs and higher retention rates compared to their non-residential peers.

GPA COMPARISON

Aggregate GPA

	FALL 2015	SPRING 2016	FALL 2016	SPRING 2017	FALL 2017
COMMUTER GPA	3.23	3.27	3.25	3.32	3.27
RESIDENT GPA	3.23	3.26	3.26	3.27	3.28

— RESIDENT GPA   — COMMUTER GPA

First Year GPA

	FALL 2015	SPRING 2016	FALL 2016	SPRING 2017	FALL 2017
Resident	3.23	3.15	3.26	3.13	3.28
Commuter	3.17	3.14	2.84	3.10	2.71

NOTE: The wide range is due to students matriculating to sophomores between fall and spring semesters

Sophomore GPA

	FALL 2015	SPRING 2016	FALL 2016	SPRING 2017	FALL 2017
Resident	3.23	3.29	3.26	3.33	3.28
Commuter	3.16	3.21	3.13	3.14	3.15

NOTE: The wide range is due to students matriculating to juniors between fall and spring semesters

Junior GPA

	FALL 2015	SPRING 2016	FALL 2016	SPRING 2017	FALL 2017
Resident	3.21	3.26	3.22	3.25	3.22
Commuter	3.17	3.18	3.21	3.25	3.22

Senior GPA

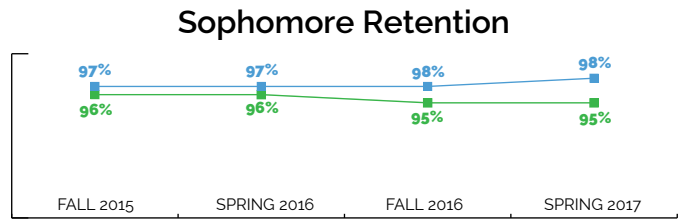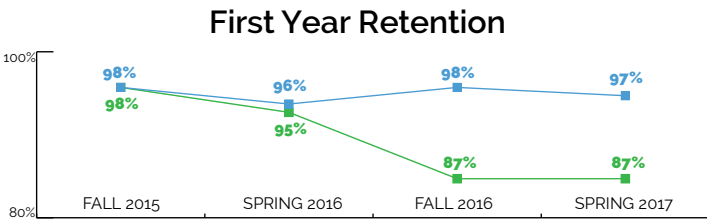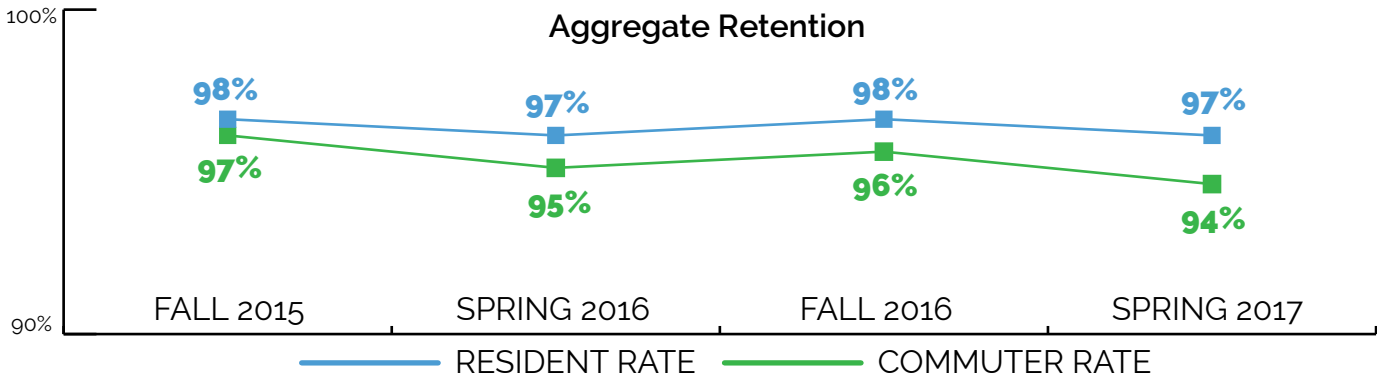|	FALL 2015	SPRING 2016	FALL 2016	SPRING 2017	FALL 2017
Resident	3.31	3.35	3.33	3.39	3.37
Commuter	3.30	3.27	3.25	3.29	3.27

Currently, we track GPA data based on credit hours earned and not based on years with housing. For example, First Year GPA refers to students who have completed 0-30 hours of coursework and does not necessarily indicate how many years the student has been with Carolina. It is important to remember that many students enter Carolina with enough pre-college credit to be classified as sophomores or even juniors.
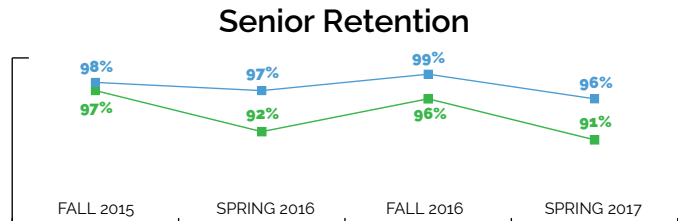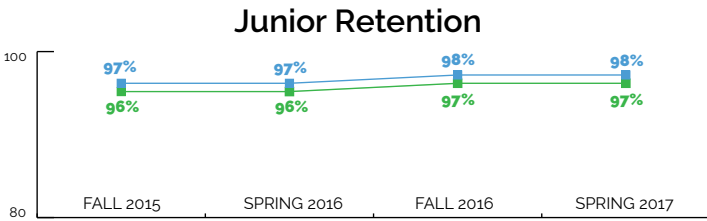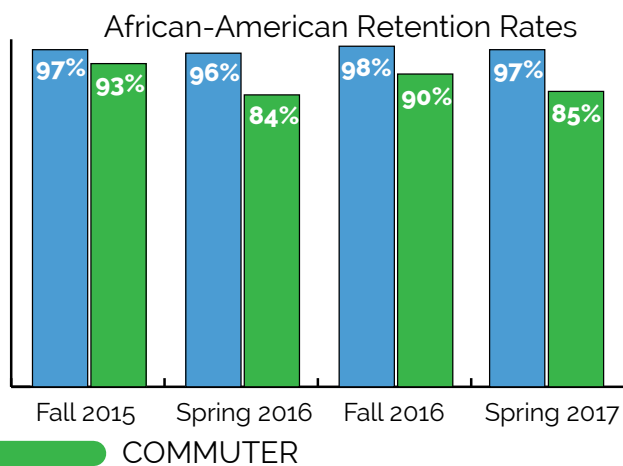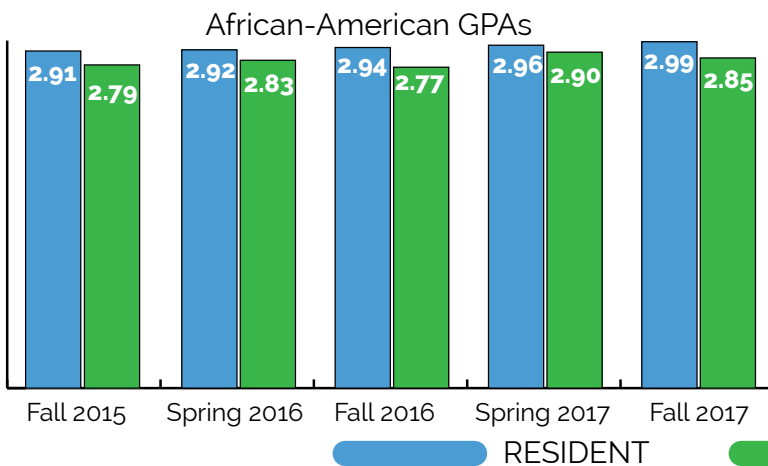
RETENTION RATE COMPARISON

Aggregate Retention

98%
97%

97%
95%

98%
96%

97%
94%

| FALL 2015 | SPRING 2016 | FALL 2016 | SPRING 2017 |

RESIDENT RATE — COMMUTER RATE

First Year Retention

98% 96% 98% 97%
98% 95% 87% 87%

FALL 2015 SPRING 2016 FALL 2016 SPRING 2017

NOTE: The wide range is due to students matriculating to sophomores between fall and spring semesters

Sophomore Retention

97% 97% 98% 98%
96% 96% 95% 95%

FALL 2015 SPRING 2016 FALL 2016 SPRING 2017

NOTE: The wide range is due to students matriculating to juniors between fall and spring semesters

Junior Retention

97% 97% 98% 98%
96% 96% 97% 97%

FALL 2015 SPRING 2016 FALL 2016 SPRING 2017

Senior Retention

98% 97% 99% 96%
97% 92% 96% 91%

FALL 2015 SPRING 2016 FALL 2016 SPRING 2017

Data also suggest that residents of color have higher GPA's and Retention compared to their Caucasian peers.

African-American GPAs

2.91 2.79
2.92 2.83
2.94 2.77
2.96 2.90
2.99 2.85

Fall 2015 Spring 2016 Fall 2016 Spring 2017 Fall 2017

African-American Retention Rates

97% 93%
96% 84%
98% 90%
97% 85%

Fall 2015 Spring 2016 Fall 2016 Spring 2017

RESIDENT — COMMUTER

APPENDIX: LIST OF ORIGINAL GOALS AND OUTCOMES

This update ends with a list of our original goals and outcomes. Outcomes WITH THE GREEN LIGHT represent outcomes that have been adequately addressed since the implementation of the plan in 2015. Outcomes WITH THE YELLOW LIGHT represent outcomes that we plan to address in the future. Finally outcomes WITH THE RED LIGHT represent outcomes that we have decided are no longer relevant or needed.

► **GOAL 1: EMPLOY FLEXIBLE AND EQUITABLE SYSTEMS AND SERVICES WITHIN THE UNIVERSITY FRAMEWORK IN ORDER TO MEET STUDENT AND STAFF NEEDS**

Outcome 1.1: Situate an Admissions model room central to the campus tour route to create easy access to a residential space viewable by families and prospective students.
Outcome 1.2: Respond to increasing student demands for single rooms by providing more single rooms, considering implications of increased singles on students and the budget, and determining if additional double rooms should be converted to singles.
Outcome 1.3: Standardize all community office key boxes and utilize the StarRez key module to ensure better control of all keys in our system.
Outcome 1.4: Standardize all community programming forms and evaluations by utilizing the ERezLife programming module to ensure better accuracy in accounting for the number and type of programs offered.
Outcome 1.5: Explore the impact of remaining open for break housing during Thanksgiving/Spring Breaks.
Outcome 1.6: Implement new communication database system and protocol for on-call responsibilities in ERezLife to better communicate, track and follow up to issues that occur on-call.
Outcome 1.8 Examine current rate structure for potential changes.

Outcome 1.7: In collaboration with the campus-wide effort, consider changes to the Mail Services delivery model moving from two package centers and approximately 18 service desks to more centralized service desks and additional package centers. Due to costs, dissenting feedback from housing Advisory Board, and student perceptions of a decrease in service, the decision was made to maintain current service model

► **GOAL 2: OFFER HIGH QUALITY FACILITIES THAT BALANCE THE SUSTAINABILITY NEED OF RESIDENTIAL BUILDINGS WITH THE EVOLVING DEMANDS OF INNOVATIVE AND WORLD CLASS STUDENTS**

Outcome 2.1: Explore opportunities to collaborate with campus partners for the development of Makerspace(s) in the residence halls
Outcome 2.2: Revisit the building usage strategy for 2016 to reflect recent changes.
Outcome 2.3: Assess network coverage in the residence halls and work with ITS Networking to relocate access points for optimal coverage.
Outcome 2.4: Develop and begin the implementation of a UNC branding campaign in the residence halls.
Outcome 2.5: Reevaluate current CCI printer distribution in the residence halls and work with ITS Labs to identify additional CCI printer locations. Reevaluate Network Access Control (NAC) to ensure it is continuing to meet the needs of the residence hall environment and ITS.
Outcome 2.6: Continue the implementation of the UNC branding campaign plan in remaining residence halls throughout the Summers of 2017 and 2018.
Outcome 2.7: Continue to explore opportunities to collaborate with campus partners for the development of Makerspace(s) in the residence halls, including a permanent Makerspace.
Outcome 2.9: Continue developing a building usage strategy for 2017 and beyond in conjunction with campus partners.
Outcome 2.10: Develop a multi-year renovation plan for lounge, bathroom, and kitchen upgrades.

Outcome 2.8: Explore opportunities to collaborate with campus partners for the development of NPHC and other Greek Housing in the residence halls.

► **GOAL 3: PROVIDE QUALITY PROGRAMMATIC OPPORTUNITIES THAT FOSTER A SENSE OF BELONGING, STUDENT SUCCESS AND COMMUNITY ENGAGEMENT**

Outcome 3.1: Collaborate with Residence Hall Association (RHA) to utilize the Executive Board members as a Housing Advisory Board (HAB). Metric: In the Fall of 2015, RHA Executive Board agreed to serve as the HAB. This group serves as a voice for student feedback on ongoing processes and initiatives.
Outcome 3.2: Provide educational programs that foster students' ability to engage and value diverse interactions, personal interactions, feel a sense of community, and manage their activities, time, and well-being. Metric: On a 7-point scale, students rated their experience, on average, around personal interactions as a 5.19, sense of community (5.83), diverse interactions (4.98) and self-management (4.90).

Outcome 3.3: Develop, pilot, launch, and assess a sophomore year experience program that assists students in making academic and social connections to the university.

Outcome 3.4: Identify and promote high-impact practices that positively influence student retention and success. Metric: Currently reviewing programs and submitting information to the Student Affairs Assessment Council for programs to be designated as high-impact.

Outcome 3.5: Identify areas of need with our under-represented residence hall students and address those areas of concern in collaboration with strategic partners.

Outcome 3.8: Expand the RLPs to include Business and Entrepreneurial programs.

Outcome 3.9: Launch the DISCOVER sopho[MORE] program for students to engage in opportunities around Academic Commitment, Career Exploration, Personal Environment, and Social Responsibility.

Outcome 3.10: Continue to identify areas of need with our underrepresented residence hall students and address those areas of concern in collaboration with strategic partners

Outcome 3.6: Develop a conflict resolution program for students to focus on resolving interpersonal conflict, learn about conflict style and manage community relationships in the residence halls.

Outcome 3.7: Expand the RLPs to include Undergraduate Research. The Carolina Research Scholars Program (Undergraduate Research) was launched in the Fall 2017, and is now on hiatus pending UG re-prioritization efforts.

► GOAL 4: PROMOTE EQUITY, ACCESS AND DIVERSITY THROUGH THE IMPLEMENTATION OF INITIATIVES THAT FOSTER SAFE, INCLUDIVE AND RESPECTFUL ENVIRONMENTS FOR ALL STUDENTS

At Carolina Housing we believe that many of the objectives listed under this goal are never fully complete. Therefore, with the exception of establishing Pride Place, all outcomes are listed without traffic light designation because while we have addressed each outcome, we are committed to continuing to address them.

Outcome 4.1: Continue to identify opportunities to support Men of Color and international students residing in the residence halls.

Outcome 4.3: Conduct diligent reviews of policies, procedures, and practices in order to support equitable treatment of students, and foster access to programs and services.

Outcome 4.4: Offer professional development and paraprofessional trainings that foster cultural competence and open dialogue about factors that would interfere with the creation of an inclusive living-learning environment.

Outcome 4.5: Continue to recruit and retain staff that represent a broad range of social identities.

Outcome 4.6: Continue to identify opportunities to support diverse populations as articulated by campus and community partnerships, emergent trends, student feedback, and data.

Outcome 4.2: Expand the RLPs to include Pride Place, for LGBTQ students.

► GOAL 5: INVEST IN THE PROFESSIONAL AND PERSONAL DEVELOPMENT OF ALL STAFF TO MAINTAIN THE QUALITY OF SERVICES WE OFFER AND ENHANCE THE OVERALL STUDENT EXPERIENCE IN THE RESIDENCE HALL

Outcome 5.1: Review the Community Manager student staff position. Decide whether to maintain, modify, eliminate, or replace the CM position with an option more in line with student needs.

Outcome 5.2: Explore and consider revising Community Director involvement in summer conference housing operations.

Outcome 5.3: Provide ongoing opportunities for staff to provide feedback on the climate and culture of Carolina Housing.

Outcome 5.4: Continue to foster a culture of recognition.

Outcome 5.5: Continue to explore strategies for enhancing communication across the department. Metric: Presentations from monthly meetings are posted on the shared drive.

Outcome 5.6: Offer professional development and paraprofessional training opportunities.

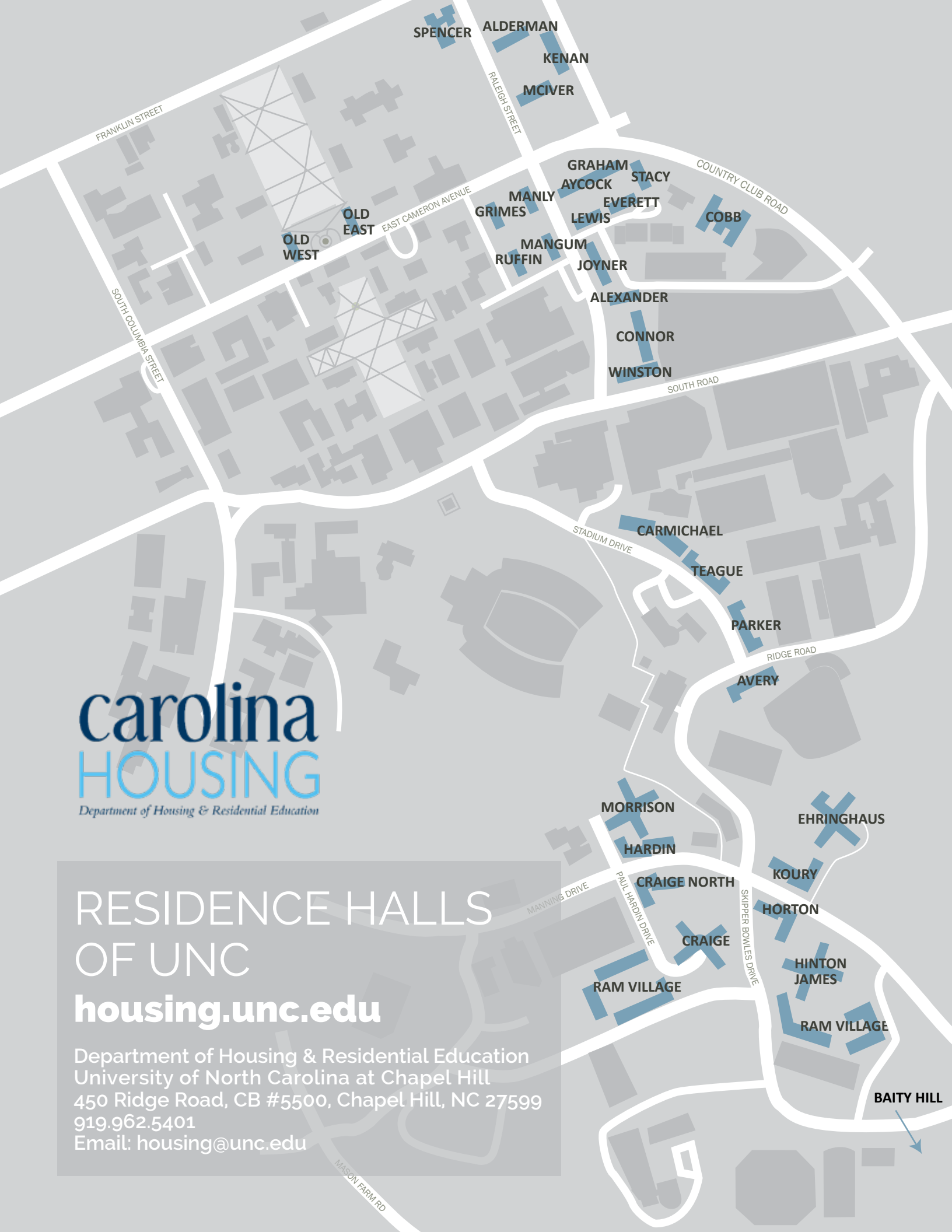**Outcome 5.7:** Provide ongoing training and professional development opportunities for staff.

► GOAL 6: USE DATA TO INFORM PROGRESS AND MEASURE OVERALL PROGRAMMATIC EFFECTIVENESS INCLUDING STUDENT LEARNING AND SATISFACTION AND SHARE WITH STAKEHOLDERS HOW DATA HAS INFLUENCED OUR DECISION MAKING

Outcome 6.1: Continue the cultivation of student feedback to inform our practice and show how it has influenced our decision making.

Outcome 6.2: Consider additional tools that may provide benchmarking data on key programs and services.

Outcome 6.3: Collaborate with the Office of Institutional Research and Assessment to conduct a yearly data analysis that compares housing retention, key performance indicators (GPA, etc.), and other program measures as a function of race, ethnicity, class year, transfer status and gender.

SPENCER ALDERMAN

KENAN

MCIVER

RALEIGH STREET

GRAHAM

AYCOCK   STACY

MANLY   EVERETT

GRIMES   LEWIS

COBB

EAST CAMERON AVENUE

OLD
EAST

MANGUM

OLD   RUFFIN

WEST

JOYNER

COUNTRY CLUB ROAD

FRANKLIN STREET

ALEXANDER

CONNOR

SOUTH COLUMBIA STREET

WINSTON

SOUTH ROAD

CARMICHAEL

STADIUM DRIVE

TEAGUE

PARKER

RIDGE ROAD

AVERY

carolina
HOUSING
Department of Housing & Residential Education

MORRISON

EHRINGHAUS

HARDIN

KOURY

MANNING DRIVE

PAUL HARDIN DRIVE

CRAIGE NORTH

HORTON

SKIPPER BOWLES DRIVE

RESIDENCE HALLS
OF UNC

CRAIGE

housing.unc.edu

RAM VILLAGE

HINTON
JAMES

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RAM VILLAGE

BAITY HILL

MASON FARM RD