

Department of HOUSING &
RESIDENTIAL EDUCATION

STRATEGIC
PLANNING
REPORT



ABOUT THE DEPARTMENT

The Department of Housing and Residential Education (Carolina Housing) provides housing for approximately 10,000 undergraduate, graduate and professional students in 32 residence halls and two apartment communities for both single students and student families. The residence halls vary in age from the historic north campus buildings to new apartment buildings on south campus. The average assignable capacity is approximately 8,500. The annual operating budget for the department is \$59 million, and the department employs 215 full-time employees and 524 part-time employees. Carolina Housing provides housing for approximately 40 percent of the undergraduate population.



The First Year Experience (FYE) program is launched in 2013 and is one of the signature programs in the department. In addition to FYE, there were nine Residential Learning Programs offered in 2015-2016. All first-year students who choose not to live in a Residential Learning Program are housed in seven residence halls on south campus or the public-private partnership community – Granville Towers. The FYE program aims to provide intentional learning experiences that support students in their transition the University, that integrate the academic setting into the residential environment, to provide students with knowledge and skills to persist and complete their degree in four years, and to provide safe, supportive, and inclusive environments.

The FYE program has laid a solid foundation for the growth and development of first-year students at Carolina. Now, it is important that our scope expand to develop intentional learning experiences for sophomore residential students. DISCOVER [sopho]MORE is a residential sophomore year experience program that will focus on aiding a student’s development in the realms of academic commitment, career exploration, personal enrichment and social responsibility. The program is designed to meet these goals by focusing on small and large scale programs that expose students to resources on-campus. The program will be launched in fall 2016 and will be housed in our north and mid-campus residence halls as well as in our undergraduate apartment community. These communities include: Carmichael, Cobb, Connor, Granville, Kenan, Morrison, Olde Campus Lower Quad, Olde Campus Upper Quad, Parker and Ram Village.



Carolina’s Residential Learning Programs (RLP) give students a unique, inclusive residential learning experience that connects classroom learning with residence life. Students enjoy all the usual advantages of living on campus in a residence hall, with the added benefit of living among a group that shares academic goals and interests. Through student, faculty and staff partnerships, and educational and cultural programs, active involvement in an RLP allows students to broaden their perspectives and understanding of the world around them. This holistic approach complements classroom experiences and lays the foundation for students to become better prepared to succeed in life beyond college.

There are approximately 18,400 undergraduates with a target first year class of approximately 4,000 students. First year students are required to live on campus. Adjacent to campus there has been a recent private apartment boom that has impacted on-campus housing retention. It is anticipated that a significant number of new apartment beds will be built the Chapel Hill community in the coming years.

OUR MISSION

Housing and Residential Education 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.

OUR 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.

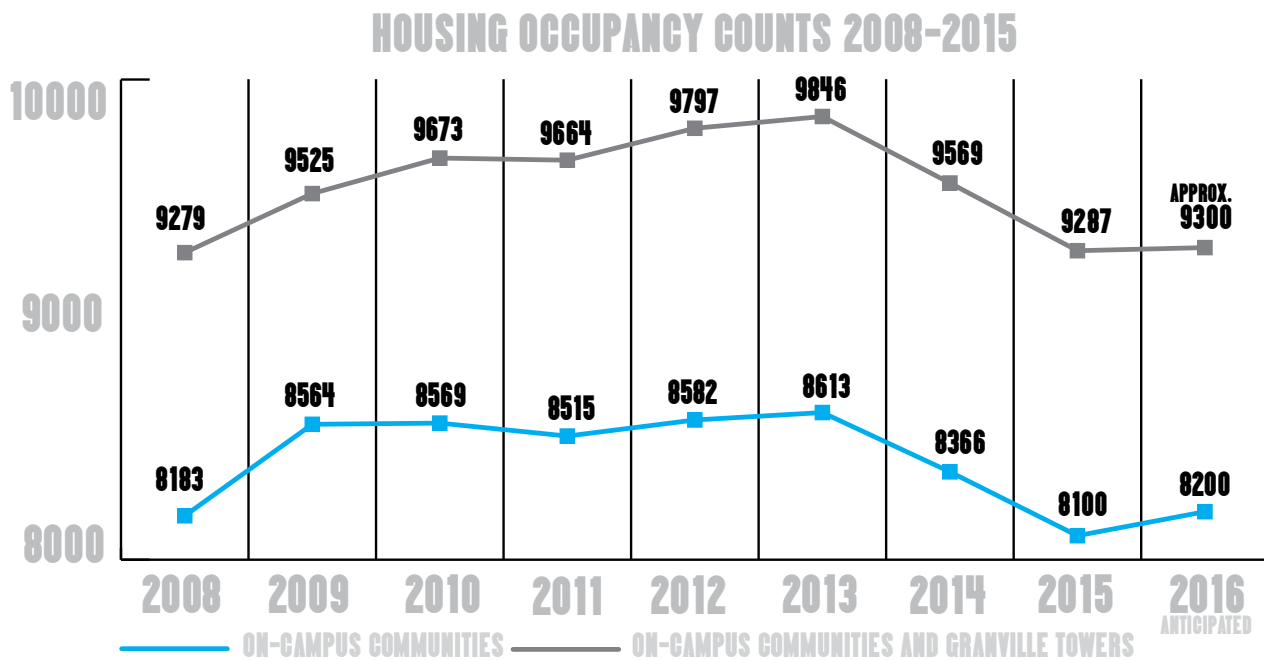
QUALITY

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.



CURRENT STATE

In our current state, occupancy is showing an increase from last year, long-term facilities Capital Plan and Financial Plans are in place, and Key Performance Indicators of success have been identified. The occupancy rates graphed below illustrate occupancy trends since 2008 for on-campus communities and the combination of on-campus communities and the public-private partnership community Granville Towers.

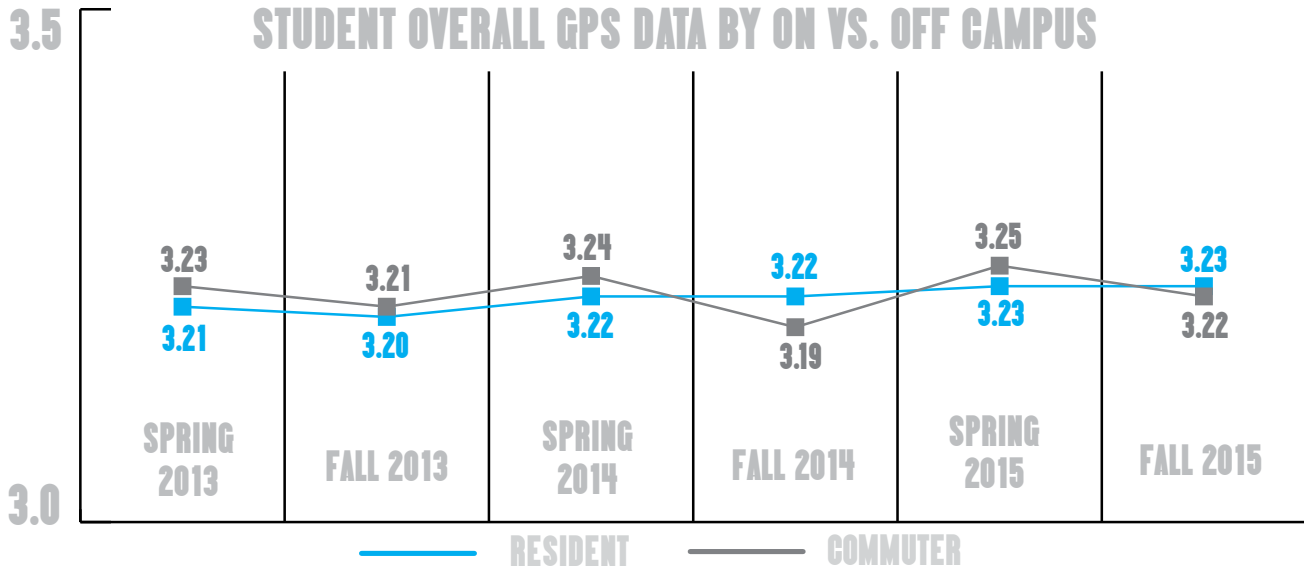


BAITY HILL FAMILY AND GRADUATE STUDENT HOUSING

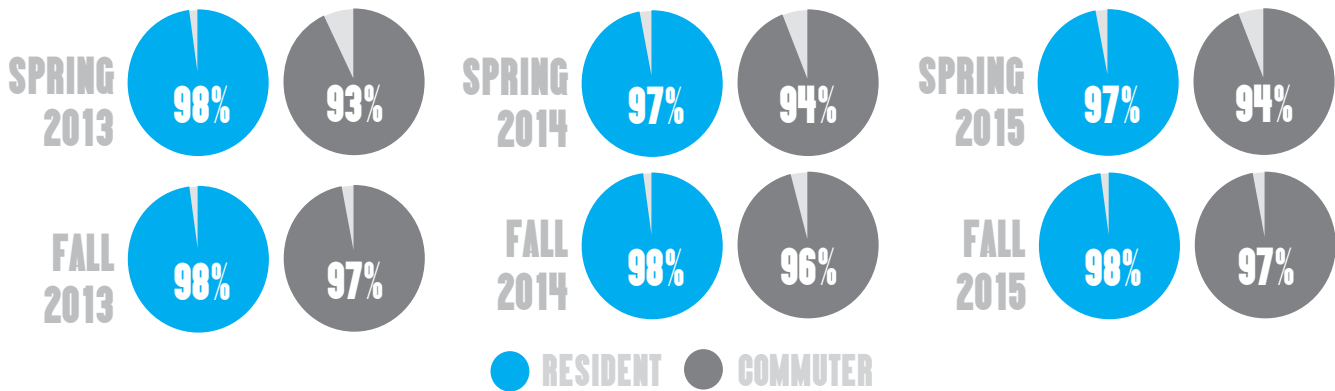
The focus of traditional Family Housing at our Baity Hill property has changed in recent years. What was exclusively housing for students who were married, domestic partners or students with children has changed to include individual graduate student housing where we rent by the bedroom to non-related roommate pairs. This shift has primarily occurred due to the lower demand for traditional Family Housing. The shift to allow individual graduate student roommate pairs affords the Department greater flexibility in future years. This strategy has allowed us to remain at full occupancy while serving more students at the same time. This also positions us to consider additional transitions at the property in future years that could include using a portion of the property for undergraduate student housing. With the closing of Odum Village apartments in 2016, additional undergraduate apartment-style housing may be required in order for DHRE to remain competitive in the market.

GPA AND RETENTION DATA

Overall grade point averages for students living on campus compared to those living off campus over the last two years do not appear to trend in any specific direction; however, based on data collected from 2013 to 2015, students living on campus consistently return to the university at higher rates than their counterparts living off campus.



PERCENT OF TOTAL RESIDENTS OR COMMUTERS WHO RETURNED THE FOLLOWING SEMESTER



2015 KEY PERFORMANCE INDICATORS

BUDGET \$58,000,000	127,992 PACKAGES DELIVERED	FACILITIES WORK REQUESTS 1,689	SUMMER CONFERENCES 112
TECHNOLOGY SUPPORT TICKETS 2,806	1 REVENUE STREAMS (RENT DOLLARS)		CONDUCT & CARE REPORTS 1,409
TOTAL OCCUPANCY 513 STUDENT EMPLOYEES			

STRATEGIC PLANNING PROCESS

Housing and Residential Education's strategic long-range plan represents a compass the department will use to guide its work over the next five years. In each year of the current plan, the plan will be updated based on experiences, new circumstances, or as new opportunities or challenges emerge. By the year 2020 or earlier, DHRE will draft a new strategic plan based on the evolving environment, education and student needs. To draft the strategic planning framework, DHRE carried out the steps described below.

EXTERNAL REVIEW

In preparation for the University's master plan update in the fall of 2016, the Director of DHRE convened an external review team focused on the best practices based on its knowledge of national trends and effective approaches in the following areas:

- Occupancy Management
- Residential Education including First-Year Experience Programming and Academic Initiatives
- Renovation of Historic and Aging Facilities
- Promoting Equity, Access and Diversity
- Budget and Financial policies

Over two and a half days, the external review team interviewed DHRE staff and students, Student Affairs senior leadership, university facilities and financial management leadership, Admissions, and key members of Undergraduate Education, Academic Advising, Honors, and New Student and Carolina Parents program staff.

STRATEGIC PLANNING DISCUSSIONS

Information and feedback from stakeholders is vital in developing a strategic plan. To meet this need, DHRE took a variety of steps to gather the necessary feedback, including:

- Hosting three departmental staff discussion opportunities
- Hosting three student staff discussion opportunities
- Hosting a discussion opportunity with student leaders of the Housing Advisory Board/RHA

LEADERSHIP TEAM STRATEGIC PLANNING MEETINGS

The departmental leadership team embarked on a process to develop the strategic long-range plan for DHRE. As a part of this process the leadership team took the following steps:

- **Retreat:** In September of 2015, Leadership Team met with one of the external reviewers to engage in a retreat. In this retreat, Leadership Team:
 - Discussed the identity of the department.
 - Discussed the core purpose of DHRE.
 - Identified current and future conditions affecting the department over the next five years.
- **Weekly Meetings:** Leadership Team convened to discuss the strategic planning process, discuss priorities, and provide progress updates. Leadership team has also accomplished the list below:
 - Articulated the department's envisioned future.
 - Identified outcome-oriented goals and objectives that would cover the next three to five years.
 - Solidified departmental mission.
 - Developed strategies that would move the department toward its envisioned future.
 - Discussed ways in which the strategic plan would affect the work of the department as well as how it would transition into an operational plan.
 - Discussed opportunities to include the multitude of voices representative of the many facets of work carried out by the department.
- Once Leadership Team identified goals and developed strategies that would move the department toward its envisioned future, small groups of staff from the different areas encompassed by DHRE were formed to work towards the accomplishments of articulated outcomes and goals.

STRATEGIC PLAN

The DHRE strategic plan, with attention to the Student Success at Carolina (Thrive @ Carolina) initiative and the Student Affairs Strategic Plan, describes a desired vision and the steps necessary to achieve that vision. Housing and Residential Education articulates a commitment to the vision through goals, outcomes, and metrics the department intends to accomplish. Goals are outcome-oriented statements expressing the foundation of DHRE's future success. The goals are not in any order of priority, the accomplishment of each goal is necessary to achieve the envisioned future. Each proceeding goal is accompanied by a set of learning and/or operational outcomes. Outcomes represent key action strategies affecting DHRE's ability to achieve stated goals and make progress toward the envisioned future. Denoted below each outcome is a metric, or metrics, that serves as an articulated milestone against which to measure progress. A check mark symbolizes completed metrics, and subsequently, their associated outcomes.

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

2015-2017

- **Outcome:** 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.
 - ✓ **Metric:** In the summer of 2016, an Admissions model room established in Alexander residence hall on North Campus.
- **Outcome:** In response to student demands for more single rooms, offer more single rooms, consider the impact on students and budgeting, and determine whether or not to convert more double rooms in order to offer additional singles.
 - ✓ **Metric:** Number of single rooms in Olde Campus Upper Quad and Spencer communities have increased by 20% for the 2016-2017 academic year.
- **Outcome:** Standardize all community office key boxes and utilize the StarRez key module to ensure better control of all keys in our system.
 - ✓ **Metric:** Implement new key system in StarRez during the summer of 2016 and standardize key boxes in each community office by the fall of 2016.
- **Outcome:** 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, to ensure programs are meeting students' articulated needs, and to better report information related to Sexual Assault resource and drug/alcohol education.
- **Outcome:** Explore the impact of remaining open for break housing during Thanksgiving/Spring Breaks.
- **Outcome:** 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.

2017-2020

- **Outcome:** 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.

STRATEGIC PLAN

GOAL 2: OFFER HIGH QUALITY FACILITIES THAT BALANCE THE SUSTAINABILITY NEEDS OF RESIDENTIAL BUILDINGS WITH THE EVOLVING DEMANDS OF INNOVATIVE AND WORLD-CLASS STUDENTS.

2015-2017

- **Outcome:** Explore opportunities to collaborate with campus partners for the development of Maker Space(s) in the residence halls, as demonstrated in the design example at right.
 - ✓ **Metric:** For the 2016-2017 Academic Year, eight students will use five mobile maker carts to provide programs teaching students how to make items ranging from websites and baked goods to clothing, robots, and 3D printed products.
- **Outcome:** Revisit the building usage strategy for 2016 to reflect recent changes.
 - ✓ **Metric:** Stacy and Everett were converted to FYE buildings for 2016-2017 which allows Connor residence hall to house only sophomores, juniors, and seniors.
 - ✓ **Metric:** Odum Village successfully closed in May 2016.
- **Outcome:** Assess network coverage in the residence halls and work with ITS Networking to relocate access points for optimal coverage.
 - ✓ **Metric:** Floor by floor EBI data regarding satisfaction with Internet coverage in the residence halls has been provided to identify and address building wide as well as floor level issues with coverage.
 - ✓ **Metric:** Targeted specific floors, using the EBI data, to identify devices causing wireless interference within the residence halls detected by Access Points.



- **Outcome:** Develop and begin the implementation of a UNC branding campaign in the residence halls.
 - ✓ **Metric:** During the Summer of 2016, nine first year residence halls will have two dimensional wall graphics depicting campus scenes related to the UNC brand. An example of these graphics is shown at left.
 - **Outcome:** Reevaluate current CCI printer distribution in the residence halls and work with ITS Labs to identify additional CCI printer locations.
 - ✓ **Metric:** Building by building EBI data regarding satisfaction with CCI printing in the residence halls has been collected and is informing the discussions and decisions around printer distribution.
- ✓ **Metric:** The number of pages printed per CCI printer location on campus in relation to where students live has been identified and is also informing printer distribution.
- **Outcome:** Reevaluate Network Access Control (NAC) to ensure it is continuing to meet the needs of the residence hall environment and ITS.

2017-2020

- **Outcome:** Continue the implementation of the UNC branding campaign plan in remaining residence halls throughout the Summers of 2017 and 2018.
- **Outcome:** Continue to explore opportunities to collaborate with campus partners for the development of Maker Space(s) in the residence halls, including a permanent Maker Space.
- **Outcome:** Explore opportunities to collaborate with campus partners for the development of NPHC and other Greek Housing in the residence halls.
- **Outcome:** Continue developing a building usage strategy for 2017 and beyond in conjunction with campus partners.
- **Outcome:** Develop a multi-year renovation plan for lounge, bathroom, and kitchen upgrades.

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

2015-2017

- **Outcome:** Collaborate with Residence Hall Association (RHA) to utilize the Executive Board members as a Housing Advisory Board.
 - ✓ **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:** 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 at 5.83, diverse interactions as a 4.98 and self-management as a 4.90.
- **Outcome:** Develop, pilot, launch, and assess a sophomore year experience program that assists students in making academic and social connections to the university.
 - ✓ **Metric:** A team of professionals designed a DISCOVER sopho[MORE] experience to be piloted in Fall 2016.
- **Outcome:** 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:** Identify areas of need with our under-represented residence hall students and address those areas of concern in collaboration with strategic partners.
 - ✓ **Metric:** Launched a new Special Interest House dedicated to students in recovery.
- **Outcome:** Develop a conflict resolution program for students to focus on resolving interpersonal conflict, learn about their conflict style and appropriately manage community relationships in the residence halls.

2017-2020

- **Outcome:** Expand the RLPs to include Undergraduate Research.
- **Outcome:** Expand the RLPs to include Business and Entrepreneurial programs.
- **Outcome:** Launch the DISCOVER sopho[MORE] program for students to engage in opportunities around Academic Commitment, Career Exploration, Personal Environment, and Social Responsibility.

STRATEGIC PLAN

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

2015-2017

- Outcome:** Continue to identify opportunities to support Men of Color and international students residing in the residence halls.
 - ✓ **Metric:** Hosted and assessed a series of Men of Color Gatherings throughout 2015-2016.
 - ✓ **Metric:** Hosted a series of international student gatherings.
- Outcome:** Expand the RLPs to include Pride Place, for LGBTQ students.

2017-2020

- Outcome:** Conduct diligent reviews of policies, procedures, and practices in order to support equitable treatment of students, and foster access to DHRE programs and services.
- Outcome:** Offer professional development and para- professional trainings that foster cultural competence and open dialogue about factors that would interfere with the creation of an inclusive living-learning environment.
- Outcome:** Continue to recruit and retain staff that represent a broad range of social identities.
- Outcome:** Continue to identify opportunities to support diverse populations as articulated by campus and community partnerships, emergent trends, student feedback, and data.

Grade point averages for students living on campus and off campus by race provide a baseline for understanding how DHRE influences the persistence and retention of diverse populations (in this case, by race).

	RESIDENT		COMMUTER		SPRING 2013		FALL 2013		SPRING 2014		FALL 2014		SPRING 2015		FALL 2015	
	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
BLACK (NON-HISPANIC)	2.84	2.86	2.89	2.74	2.89	2.81	2.88	2.66	2.91	2.82	2.90	2.80				
HISPANIC	3.12	3.11	3.11	3.12	3.13	3.15	3.08	3.10	3.12	3.17	3.11	3.11				
AMERICAN INDIAN/ ALASKAN NATIVE	2.97	2.88	2.94	3.02	3.09	2.92	2.76	2.96	2.83	2.99	3.05	2.93				
NATIVE HAWAIIAN/ PACIFIC ISLANDER	3.06	2.15	2.81	3.34	2.79	3.36	3.21	3.31	3.48	2.91	3.02	3.12				
ASIAN	3.23	3.21	3.25	3.14	3.26	3.17	3.26	3.16	3.24	3.21	3.29	3.18				
WHITE	3.30	3.28	3.29	3.25	3.30	3.29	3.29	3.24	3.31	3.30	3.29	3.26				
TWO OR MORE RACES	3.11	3.15	3.10	3.11	3.11	3.19	3.10	3.14	3.11	3.13	3.12	3.17				
NON-RESIDENT ALIEN	3.27	3.31	3.32	3.33	3.36	3.34	3.48	3.29	3.45	3.27	3.40	3.40				
OTHER/UNKNOWN	3.18	3.23	3.28	3.16	3.27	3.16	3.32	3.14	3.35	3.20	3.32	3.25				
TOTAL	3.21	3.23	3.21	3.20	3.22	3.24	3.22	3.19	3.23	3.25	3.23	3.22				



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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.

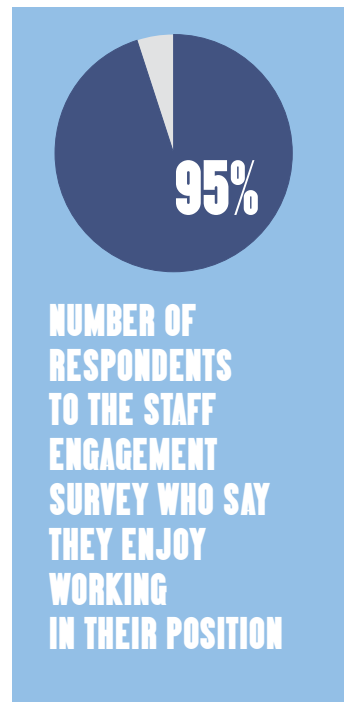
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2015-2017

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- **Outcome:** 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.
 - ✓ **Metric:** The combination of a student RAM/CM combined position will be piloted in 2016-2017.
- **Outcome:** Explore and consider revising Community Director involvement in summer conference housing operations.
 - ✓ **Metric:** The involvement of Community Directors in DHRE summer conference operations has been limited to Orientation and Summer School operations.
- **Outcome:** Continue to explore strategies for enhancing communication across the department.
 - ✓ **Metric:** Presentations from DHRE monthly meetings are posted on the shared drive.
 - ✓ **Metric:** Supervisors commit to hosting consistent staff meetings and/or one on ones.
- **Outcome:** Provide ongoing opportunities for staff to provide feedback on the climate and culture of Carolina Housing.
 - ✓ **Metric:** In March of 2016, DHRE launched a Staff Engagement survey.
- **Outcome:** Offer professional development and para- professional training opportunities.



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2017-2020

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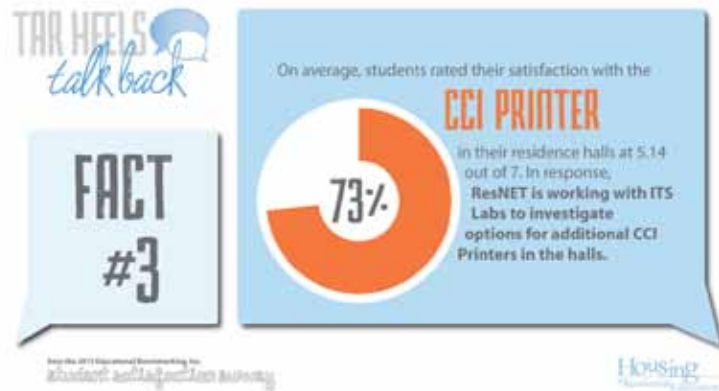
Outcome: Provide ongoing training and professional development opportunities for staff.

STRATEGIC PLAN

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.

2015-2017

- **Outcome:** Continue the cultivation of student feedback to inform our practice and show how it has influenced our decision making inclusive of strategies that share assessment results with students and incorporate students into decisions made around assessment initiatives.
 - ✓ **Metric:** In November 2015 DHRE launched the first Educational Benchmarking Inc. (EBI, now Skyfactor) survey since 2008.
 - ✓ **Metric:** Four Tar Heels Talk Back notifications were distributed through the website and digital bulletin boards informing students of both specific data points and how DHRE responded to those data points to improve the student experience.
 - ✓ **Metric:** Posters were created that communicated open-ended and quantitative responses collected from the survey. These posters (example shown at right) were distributed throughout the residence halls and admin offices.
 - ✓ **Metric:** Presentations around EBI data were given at student staff training, Housing Advisory Board, and National Residence Hall Honorary meetings.



2017-2020

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

FUTURE DIRECTIONS

With an established plan in place, a yearly publication will be released in multiple venues that will articulate the Department of Housing and Residential Education's annual progress towards the outlined goals through accomplished outcomes and articulated metrics. Progress towards our future will be measured through a combination of annual assessments, key performance indicators, departmental and committee dialogues, and narratives supplied by our stakeholders. The strategic planning process will position DHRE staff to drive conversations, not only within Student Affairs, but across The University of North Carolina at Chapel Hill with regard to the Campus Master Plan, faculty and staff collaborative educational efforts, and shaping the journey of the Carolina student through their campus and housing experiences.



2015-2016 HIGHLIGHTS AND ACCOMPLISHMENTS

Each year, the DHRE team works collectively to provide a number of high-quality services and learning experiences. Some of our proudest accomplishments for the 2015-2016 year are captured below:

- 1,409 care and conduct touch points with students (care reports and student conduct meetings, not including appeals)
- 2,806 technology support tickets responded to during the academic year
- 1,689 facilities work requests responded to during the academic year
- 127,992 packages delivered through two package centers in Morrison and Spencer residence halls
- 513 student employees including RAs, RAMs, CMs, OAs and RCCs
- When viewing available data from the Spring of 2013 to the Fall of 2015, residents who live on campus are retained at higher rates than those who live off campus/commute.
- Completed 6,914 Proactive Technology Support Checklists
- Hosted 112 diversity programs
- Launched a pilot for the Men of Color initiative
- Wrote and launched the Housing and Residential Education Strategic Plan for 2015-2020
- Developed a curriculum for the Discover sohpo[MORE] Experience
- 38 unique students invited 22 unique faculty members out to eat using the MWH program
- Hosted 3 Scholars-in-Residence
- Students expressed that Residential Learning Programs foster community involvement, diverse interactions, self-awareness, critical thinking, interpersonal relationships, and integrated student learning.
- Launched the EBI resident assessment for the first time since 2008 with sense of community, student staff, community environment, facilities services, safety & security, roommates, hall/apartment environment, and overall satisfaction identified as strengths



RESIDENCE HALLS OF UNC

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