

# RESIDENTIAL LIVING/LEARNING

## HIGHLIGHTS 2018-19

DIVISION OF STUDENT AFFAIRS

Clemson Home creates supportive and challenging environments that enrich and nourish lives. Residential Learning and Residential Living facilitate intentional and transformational experiences for residents through a robust residential curriculum, staff training and development, and individual care and support.

### RESIDENT ASSISTANTS (RA)

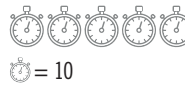
#### RA ORIENTATION TRAINING

**228** RAs completed

#### RA QUOTES

“ When I graduate, I will be leaving behind 11 of my own residents who became RAs, 630 meaningful conversations and over 170 residents who became friends. ”

#### HOURS OF TRAINING



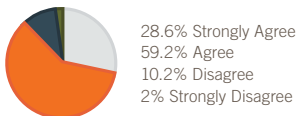
**FORTY EIGHT**

### EDC 3900 PRE/POST ASSESSMENT DATA

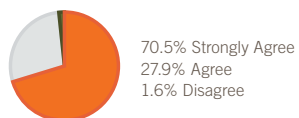
#### ASSESSMENT QUESTION

I can assess, articulate and meet the unique needs of a residential community.

January 2019 pre (n=102)



April 2019 post (n=62)



### RESIDENT SUCCESS REPORT (2017 COHORT)

#### FIRST-YEAR LLC RETENTION

**NINETY FOUR%**

Versus 92.9% for those not in a Living-Learning Community (LLC)

#### COMMUNITY RETENTION

Retention rates at or above the overall class average.

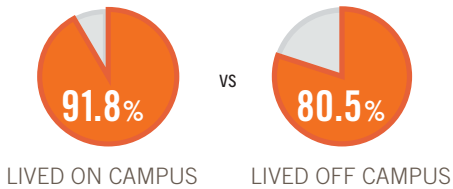
CONNECTIONS	<b>93.42%</b>	WAVS	<b>97.37%</b>
CREATE	<b>100%</b>	WELLNESS	<b>95%</b>
CUBS	<b>97.83%</b>	FIRST	<b>100%</b>
HONORS RESIDENTIAL COLLEGE	<b>96.39%</b>		

first-year participants

## RESIDENTIAL LIVING/LEARNING, CONTINUED

### SOPHOMORE RETENTION

Students who choose to live on campus versus those who choose to live off campus



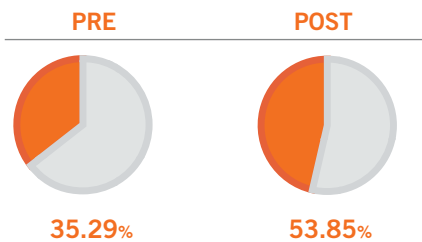
93.27%

of students retained for the second year; students who lived on campus their first four consecutive semesters graduated in six years

### FACULTY PARTNER PRE/POST SURVEY

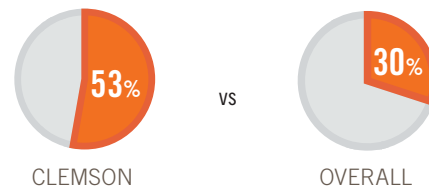
#### ASSESSMENT QUESTION

Clemson Home plays an important role in influencing faculty understanding of the development of college students.



### 2018 NSSE HOUSING STUDY (76 institutions participated)

First-year students who reported they had “studied or worked on a project with other students where they live.”



### RESIDENT EDUCATION MODEL (REM)

#### TIGER TALKS

24,827 total 2018-19

#### RA-OBSERVED LEARNING EXPERIENCES

1,000+ Observed learning connected to four learning goals

“A resident brought to the attention of our hall via GroupMe message the significance of vandalism and how it makes her feel when bringing others to visit the hall. This started a dialogue about what I can do as an RA and what residents can do to take responsibility of their home.” February 2019 Holmes, McCabe and Mickel

### INCLUSIVE EXCELLENCE: ESSA 3900 PRE/POST DATA

#### ASSESSMENT QUESTION

I can utilize a foundation of leadership theory in my personal reflection and cultural exploration.

