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

**HOURS OF TRAINING**

FORTY EIGHT

**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.”

“The most meaningful thing to me is to see young adults learn how to handle the responsibilities life has given them with poise and wisdom.”

**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)

- 28.6% Strongly Agree
- 59.2% Agree
- 10.2% Disagree
- 2% Strongly Disagree

April 2019 post (n=62)

- 70.5% Strongly Agree
- 27.9% Agree
- 1.6% Disagree

**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**

- CONNECTIONS: 93.42%
- WAVS: 97.37%
- CREATE: 100%
- WELLNESS: 95%
- CUBS: 97.83%
- FIRST: 100%
- HONORS RESIDENTIAL COLLEGE: 96.39%

(first-year participants)
SOPHOMORE RETENTION

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

91.8% vs 80.5%

LIVED ON CAMPUS  LIVED 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.

PRE  POST

35.29%  53.85%

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.”

53%  vs  30%

CLEMSON  OVERALL

RESIDENT EDUCATION MODEL (REM)

TIGER TALKS
24,827 students total 2018-19

“ 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

RA-OBSERVED LEARNING EXPERIENCES
1,000+ Observed learning connected to four learning goals

INCLUSIVE EXCELLENCE: ESSA 3900 PRE/POST DATA

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

Pre  Post

36% Strongly Agree  77.4% Strongly Agree
44% Agree  21% Agree
17% Disagree  16% Disagree
3% Strongly Disagree  0% Strongly Disagree