Residence Life and Student Housing remained steadfast in providing a quality foundational SMU student experience. With a number of staff transitions (e.g., Dean, live-in, and other mid-level areas) and continued COVID-19 protocols in the fall semester, our focus was on continuity of services and programs. Our team led a number of high-quality recruitment and selection processes not only for our unit but others within the Division of Student Affairs. Not only were we able to maintain continuity of key offerings and business processes, but enhancements were also made and programming attendance rebounded significantly in spring 2022, surpassing pre-COVID-19 student contact numbers. Participation numbers signaled Residential Commons Signature Programs returned with a vengeance. Engage Dallas also reported significant increases in student engagement (over 3,500 hours of community service) and launched new partnership programs with the Office of Engaged Learning and the Hegi Family Career Development Center to name a few. We also returned to offering summer camps and conferences which will be a realized revenue to support professional development and other budget adds. Focus on staff recognition, morale, and onboarding training will remain high priorities for the next academic year.
### A. Closing the Loop from Last Assessment Cycle

**WEAVE (optional):** Depending on the scope of an action, you may choose to include it as an outcome/objective in WEAVE. Summarize the current status of all action items included in the unit and office-level action plans that were created at the end of last year’s assessment cycle. What forms of follow-up has your unit enacted since then? Were changes made? Use the table below to provide an update on your prior action plans. Please add/remove rows in the table as needed.

#### RLSH Action Plan

<table>
<thead>
<tr>
<th>Action Item (proposed at end of report from last year’s assessment cycle)</th>
<th>Follow-Up or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items are reported by Office responsible below.</td>
<td></td>
</tr>
<tr>
<td>Community Partner evaluation meeting (Engage Dallas)</td>
<td></td>
</tr>
<tr>
<td>Develop, use, and publish a Community Partner Evaluation Tool</td>
<td></td>
</tr>
<tr>
<td>Assess the SMU myHousing Portal for usability and functionality</td>
<td>91% of respondents expressed overall satisfaction with the move-in experience. Though this number ticked down slightly (from 92% to 91%) from the previous year, overall satisfaction results over 90% are encouraging.</td>
</tr>
<tr>
<td>Diversify and improve pre-arrival information for SMU Move In</td>
<td></td>
</tr>
</tbody>
</table>

#### Office of Residence Life Action Plan (can be copy and pasted from Levels 1-2 report)

<table>
<thead>
<tr>
<th>Action Item (proposed at end of report from last year’s assessment cycle)</th>
<th>Follow-Up or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider the incorporation of floor-level programming within the RLSH Community Development Model implementation to bolster belonging. Additionally, place an emphasis on relationships at all levels.</td>
<td>This year, RLSH implemented the Making Campus Home Plans to track programs, activities and passive activities that take place in each Residential Commons. Communities reported an average of 75 events over the year, including weekly traditions, large scale events and small floor programs. A primary focus this year was creating a sense of belonging and teaching both first year and second years about the community traditions. Over the summer, we will analyze how we addressed each Constituent Outcome and create a gap analysis.</td>
</tr>
<tr>
<td>Develop an intervention to support social connectedness of residential students with particular focus on students of color and first-generation students.</td>
<td>This project has been tabled for the 2021-2022 Academic Year.</td>
</tr>
<tr>
<td>Collect additional direct assessment observations of Community Impact Rubric in conduct conferences.</td>
<td>Throughout the 2021-2022 Academic Year, RCDs have continued to input data to the Community Impact Rubric survey.</td>
</tr>
<tr>
<td>Report counts of events submitted in SMU Connect who included faculty in the planning of the event.</td>
<td>As Connect events are created, RCDs, RAs, FiRs, and other student leaders are able to input information about faculty involvement in event planning.</td>
</tr>
</tbody>
</table>
Continue to invest in student leadership opportunities.

Investment was made into student leader opportunities as Engage Dallas expanded with increased Student Directors and changes in full-time staffing. The Peer Chaplain program was re-vamped under the direction of the new Asst Chaplain, Kaleb Loomis. The new program is titled Spiritual Life Mentors.

Increase recognition and community among student leaders.

In Fall 2021, RCDs hung pictures of student leaders in the lobby during move-in, featured student leaders introductions in newsletters, and highlighted student leaders on Instagram leading up and throughout move-in.

In Spring 2022, the HUB hosted a Student Leader Appreciation banquet to celebrate student leaders. The HUB also continued to provide opportunities for students to submit OTMs to recognize people.

Create live data visualization for Commons Cup points tracking

This project has been tabled for the 2021-2022 Academic Year.

Office of Academic Initiatives Action Plan (can be copy and pasted from Levels 1-2 report)

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Follow-Up or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report counts of events submitted in SMU Connect who included faculty in the planning of the event.</td>
<td>As Connect events are created, RCDs, RAs, FiRs, and other student leaders are able to input information about faculty involvement in event planning.</td>
</tr>
<tr>
<td>Conduct original research to improve the student experience.</td>
<td>A number of manuscripts, presentations, and posters have been shared related to the student experience on the Hilltop. See Appendices.</td>
</tr>
</tbody>
</table>

Based on the table above, reflect on the OVERALL, collective performance of your unit to enact evidence-based actions/changes this year based on insights learned from last year’s assessment cycle (should include office-level and unit-level actions). How effective has your unit been in closing the loop?

Overall, in spite of COVID-19 issues (e.g., staff and faculty morale, leadership transitions, and staffing vacancy), solid progress was made in these identified action areas. More rigorous tracking methods and more coordinated follow up is warrant in all offices within the unit.

B. Program Review Five-Year Action Plan Progress

Please describe your unit’s progress toward completion of all objectives that were slated for completion this year within the RLSH’s Five-Year Action Plan as adopted from the 2017-18 CAS Program Review process.

WEAVE requirement: Your unit is required to report on progress made toward each action plan objective that was slated for completion this academic year. These should be organized in WEAVE under their corresponding Constituent Outcomes.

C. Connections to the SA and University Strategic Plan

The following section exists to support the collection of data and information that will help to inform the Division of progress achieved toward objectives outlined in the 2018-2023 SA Strategic Plan and the University Strategic Plan.

University Objectives—Please articulate your progress on the objectives from the university strategic plan below.
1.3.03 Enhance support for Student Affairs, Residence Life, and faculty to integrate transfer students into the SMU community, strengthening retention of transfer students and timely completion to graduation.

As part of the Transfer Student Experience Task Force, the RLSH Research Team completed a study on the transfer student entry experience at SMU. The purpose of the study was to understand the undergraduate transfer-student entry experience and, specifically, the lived experiences contributing to perceptions of mattering and marginality. A poster, professional presentation, and manuscript were developed with recommendations to SMU and the larger higher education community. This study contributed to the final Task Force report and is currently in consideration for publication by the *Journal of The First-Year Experience & Students in Transition*.

4.1.00 Enhance critical student life programs related to student performance and retention.

Insta-Live Tours: Residence Life & Student Housing Residential Community Directors and Associate Directors took to Instagram this summer 2021 to showcase each Commons to incoming students as on-campus in person tours were unable to happen this past summer. Students and families logged on to watch live events, see the rooms and spaces in the community, and ask questions specific to the building and move-in.

RLSH research showcased at SMU Research and Innovation Week: Each spring, The Moody School of Graduate and Advanced Studies hosts SMU Research and Innovation Week, a showcase and celebration of graduate and undergraduate student research at SMU, in collaboration with the Office of Engaged Learning. The goal of this event is to foster communication between students in different disciplines, give students the opportunity to present their work in a professional setting, and share the outstanding research being conducted at SMU with their peers and industry professionals from the greater Dallas community. Residence Life & Student Housing has featured 11 departmental studies at the 2022 Research and Innovation Week with research spanning themes of multiple majoring to the transfer student experience to an exploration of conference programs and more. Undergraduate Research Days took place on March 29th, followed by Graduate Research Days on March 30th.

4.1.01 Identify and implement best practices for programs and services that promote the retention and graduation of underrepresented minority populations.

After fall 2020, Residence Life and Student Housing authored a new rationale to support the 2-year Residential Commons room assignments. Assignments of minority student populations (e.g., ethnicity and international student status) are equally distributed in their representation throughout the residential housing system. This recommendation to the Residential Commons philosophy from 2014 is based on research for housing assignments to evenly distribute the incoming first-year class across all 11 Residential Commons.

As part of SMU in Four, Residence Life & Student Housing partnered with Student Academic Success Programs (SASP) to conduct a fall and spring micro-assessment. In fall 2021, a total of 707 participated for a response rate of 10%. Of which, 181 students received tailored-outreach from their Faculty-in-Residence or a member of SASP who indicated their academic performance to be poor or terrible. In spring 2022, a total of 726 participated for a response rate of 11%. Of which 151 of the 181 students received tailored-outreach. These efforts support student success and retention of SMU undergraduate students.

4.2.01 Strengthen and assess programming that promotes social and civic engagement and community.

During the 2021-2022 Academic Year, Residence Life & Student Housing hosted 1,412 events of which 152 (11%) events were service or community engagement related. This number is higher than last year, as Engage Dallas collaborations with Faculty in Residence and Residential Commons are on the increase.

“Home Is a Journey” the second annual walk to raise awareness about homelessness, compassion, and gratitude, was held Saturday, November 20 on the SMU campus. Led by SMU Professor Willie Baronet, creator of *We Are All Homeless*, a long-running nonprofit art project, and impact campaign, the march aimed to spark community engagement and awareness about the importance of home. Participants walked across the SMU campus from Doak Walker Plaza to Dallas Hall, each holding a sign that was originally created and held by someone experiencing
homelessness. The signs come from the collection of Professor Baronet, who has bought more than 1,800 signs from the homeless over the past 27 years. At the walk, items will be collected for donation to local organizations benefiting the homeless. A total of 106 contacts were registered at this second annual event.

First annual One Night for Dallas held to honor community service efforts. On April 13, 2022 Engage Dallas, in partnership with the Office of Social Change and Intercultural Engagement, Mustang Heroes and The Big Event, hosted One Night for Dallas, a reception celebrating the power of collective impact and community engagement with 14+ community partners in attendance. Students, staff, faculty, and community partners were recognized for their commitment to service programs serving the Dallas community.

4.2.02 Increase faculty and student engagement in co-curricular activities in each Residential Commons

During the 2021-2022 Academic Year, Residence Life & Student Housing hosted 1,412 events of which 842 (60%) events were faculty-led or with faculty in attendance. Many of these events were hosted by Faculty-in-Residence as their weekly tradition.

Residential Commons Affiliate Program relaunched with new structure: On Monday, November 8 Residence Life and Student Housing hosted a come-and-go reception for 181 attendees to affiliate faculty and staff members to a Residential Commons. The Affiliate Program at SMU is an integral part of the Residential Commons, where faculty and staff commit to supporting the intellectual, cultural, and social life of the 11 communities by engaging residents and providing mentorship, guidance, and support to students. The new program offers two levels of engagement: Commons Affiliate and the Commons Associate. The program encourages staff and faculty interaction with students outside the classroom to promote student success and retention.

RLSH celebrates the 25th annual HOPE Award and Banquet on February 15. Residence Life and Student Housing (RLSH) celebrated the 25th annual Honoring Our Professors’ Excellence (HOPE) banquet and award this spring! Professor Dan Lawrence will be honored as the 2022 HOPE Professor of the Year at the HOPE Banquet on February 15. Professor Lawrence received multiple nominations from students in regards to his superb teaching and support of students outside the classroom. In total, students submitted 156 nominations resulting in 92 distinct faculty members being recognized at this year’s special 25th-anniversary event.

4.3.01 Strengthen programs designed to develop student leadership and cultural competence through community service.

Resident Assistant and Student Leader Training: Residence Life & Student Housing was excited for approximately 200 student leaders to return to the Hilltop early to participate in training this past August. Student participated in a variety of training session for their respective leadership role, including, Resident Assistant, Commons Council Exec member, Honors Mentor, Student Wellness Champion, Peer Academic Leader, Peer Chaplain, Housing Unification Board Exec member, and Engage Dallas Directors.

The Housing Unification Board (The HUB) promotes community collaboration: through friendly competition and networking, and 191 students have participated in the two signature programs - the RC Games & Fall Quiz Bowl – that have taken place so far this Fall. Even more students have earned Commons Cup Points for their communities by participating Homecoming, Intramurals, and writing award submissions to recognize members of their community. This student run organization also held their annual Tie-Diversity program, which featured tie-dying and a screening of Netflix Originals Documentary 13th. Additionally, the organization has funded over $21,000 to support physical improvements in the residence halls and community programming.

Residence Life & Student Housing continues to be a key partner office within the Engage Dallas initiative. During the 2021 – 20222, 900 students attended indirect engagement events, 556 direct service events totaling 3,815 hours of
service to West and South Dallas. A total of 7 students completed their Community Engagement Proficiency and Experience (CEPE) after the second year of the initiative.

4.4.01 Enhance ongoing collaboration among the Hegi Family Career Development Center, other career centers, and the schools to provide students with more seamless career counseling as well as residential and co-curricular experiences that support their careers and life goals.

RLSH Research Team publications were accepted due to Hegi Family Career Development Center. Members of the Residence Life and Student Housing (RLSH) Research team are excited to announce two in-press publications. A partnership study with the Hegi Family Career Development Center led to the authoring and forthcoming article titled “Students’ Lived Experiences of NACE [National Association of College Employers] Competencies Within Collegiate Residential Life.” The article will publish in spring in the Journal of College and University Student Housing and was authored by Matt Nadler, Dr. Dustin Grabsch, and Sonia Saeed. These works, and others, are leading to a meaningful understanding of the SMU collegiate experience and provide tangible recommendations for improving the Mustang experience on the Hilltop. Sonia Saeed presented these findings at SMU Research & Innovation Week and won top Division of Student Affairs poster session.

New Engage Dallas Internships are offered for the summer to support non-profit partners. Engage Dallas is a place-based community engagement initiative via SMU’s Residential Commons to address community needs focusing on South and West Dallas. The Engage Dallas Internship Program is a resource exclusively for SMU students completing summer internships at nonprofits and other organizations that typically offer unpaid internships. 9 interns were funded to serve at 8 different Engage Dallas community partner sites. Students will work 10 – 20 hours a week advancing their non-profit’s mission while developing career-readiness skills. This is a partnership between the Hegi Family Career Development Center and Engage Dallas. Special thanks to the Division of Student Affairs Innovation Grant, Hegi, and Residence Life & Student Housing for funding to support intern stipends this summer.

4.6.00 Continue to implement programs that increase awareness and understanding within the SMU community of the various forms of diversity such as cultural, ethnic, gender, racial, religious, sexual orientation, socioeconomic status of North Texas.

Engage Dallas offers over 21 hours of new training and development opportunities: The Engage Dallas education and training team published 21 hours of new content for students on October 3. These supplemental diversity, equity, and inclusion-oriented online trainings aid SMU students in their understanding of the community-identified needs and are intended to increase their effectiveness when completing their community service in South and West Dallas. They are available to students in the Engage Dallas Canvas Course.

New Policy and Resources pages added to the RLSH website. The RLSH website has added new policy and resources pages to help students better understand the resources they have access to, how processes work and why they exist, and to improve transparency. In the Resources webpage, RLSH has added: “Gender-inclusive Housing” which was developed in tandem with the Women’s and LGBT Center to provide clear options and support systems for Mustangs who do not identify as cis-gender. The web pages also link to DASS to help students understand the process to get the accommodations they need. Under the “Policy” pages, RLSH has included a page on the SMU 2-year residency requirement and the 2-year commons assignment, that provide full context around these policy decisions and how they better support Mustangs.

**Staff Professional Excellence**—Provide the following information for staff in your department for the academic year.

# and names of staff members holding membership to 1 (or more) state- or national-level professional organization:
Betts, M. -
- Member, 2023 Annual Conference Host Committee, SWACUHO, 2021 - present

Bobo, A. -
- Co-Chair, 2023 Annual Conference Host Committee, SWACUHO, 2021 - present
- Secretary, SWACUHO, 2021 - 2023
- Member, Exhibits & Displays Committee, SWACUHO, 2013 - present

Carlson, M. P. -
- Trustee, ACUHO-I Foundation Board, 2022-2023

Cove, L. A. -

Gibson, R. ACUHO-I Leadership Academy

Grabsch, D. K. -
- Member, Editorial Board, Journal of Student Affairs Research and Practice, 2018 – 2022
- Member, Editorial Board, Journal of Student Affairs Inquiry, 2020 – Present

Hellinghausen, B. -
- Member, Mortar Board National College Senior Honor Society's Branding Committee, 2020-2021

Luna, E. -
- Co-Chair, 2023 Annual Conference Host Committee, SWACUHO, 2021 - present

Strobel-Hogan, S. -
- Member, ACUHO-I Talking Stick Advisory Panel

Suttle, G. -
- Member, Exhibits & Display Committee, SWACUHO, 2022

# and names of staff who presented at a professional conference. Please include conference and presentation title.

#: 29

Bell, L. -

Betts, M. -
Baronet, W. -  

Bobo, A. -  

Carlson, M. P. -  

Carter, K. -  

Grabsch, D. K. -  

Ketterlin-Geller, L. -  

Nadler, M. -

Reed, A. -

Schoppa, M. -

List all state- or national-level professional organizations for which your staff are members (list organizations only).

1. SWACUHO
2. ACUHO-I
3. Association of Leadership Educators
5. Residential College Society
6. College Reading and Learning Association
7. Texas Association of College & University Student Personnel Administrators
8. Student Affairs Assessment Leaders
9. American Association of Colleges and Universities
10. Place-Based Justice Network

# and names of staff involved in campus-wide committees. Please use the following format below as an example. First and Last Name, Committee Name, Role (if special position is held like chair)

#: 16

Bobo, A. -
• Co-chair Professional Excellence Committee, SMU, 2020 - present
• Member, SOUP Committee, SMU, 2021 - present

Grabsch, D. K. -
• Member, Early Alert Pillar, SMU in Four, 2020 - present
• Member, Tableau User Group, 2020 – present
• Member, Community Engagement Council, SMU, 2021 – present
• Chair – Assessment, Research, and CEPE Attainment, Engage Dallas Implementation Team, SMU, 2018 – present
• Member, Engage Dallas Core Team, SMU, 2018 - present
Ketterlin-Geller, L. -
- Search Committee Member: Vice Provost for Research and Chief Innovation Officer, Southern Methodist University, Dallas, TX (2021-present)
- Search Committee Chair: Department Chair Education Policy and Leadership, Southern Methodist University, Dallas, TX (2021-present)
- Chair, Faculty Senate Student Policies Committee, Southern Methodist University, Dallas, TX (2021-present)

Reed, A. -
- Chair, Engage Dallas Implementation Team, SMU, 2021 - present
- Member, First-year and Gateway Course Pillar, SMU in Four, 2021
- Member, Community Engagement Council, SMU, 2021 – present

Wendler, A. -
- Member, Enterprise Applications Committee, SMU, 2021-2022
- Member, Emergency Operations Committee, SMU, 2020-2022
- Member, Emergency Management Committee, SMU, 2022

List all staff publications (published this year). Please use proper APA formatting.

Betts, M. -

Grabsch, D. K. -

Ketterlin-Geller, L. -
Levison, J. -

Nadler, M. -

SECTION II
INVESTIGATION IN 2021-22

A. Synthesis of Critical Questions
Review the critical questions posed within each RLSH office and draw connections between their visions, purposes/rationales, findings, and subsequent insights for evidence-based implementation in the coming year. How might the findings of each study inform the work of its counterpart offices? Further, what common thread connects these office-level assessment studies as they pertain to the combined, holistic work of the unit? What overarching insights might be drawn regarding the work, approach, policies, operations, etc. of RLSH as a whole?

B. Utilization Themes
From across your programs and services, please provide a synopsis on what utilization looks like. Please use the utilization information from the team reports from your area.

WEAVE requirement: None
Student Contact Counts—Only include student-facing programs, services, and resources (and their associated student count #s below). Please add/remove rows in the table as needed. You may also replicate the table below or create an additional new table for inclusion in this report to represent contact counts for other key constituent groups (e.g., employers, staff, community partners). Include an appendix document at the end of this report if you wish to represent your utilization data in greater detail or via an additional format.

| List all programs, services, and resources you tracked for each subcategory below (add rows as needed): | No Primary LD | LD | GA | ...
|---|---|---|---|---
| Educational programs/presentations/group meetings: | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc |
| | 359 | 11400 | 135 | 2233 | 41 | 1832 | 82 | 3238 | 310 | 3874 | 338 | 7217 | 110 | 2453 |
| Outreach & information sharing: | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts |
| Appointments/office visits/service consultations: | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts |
| Large-scale outreach events/fairs: | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts |
| Subtotal: | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts |
| Subtotal: | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts |
| Subtotal: | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts |
| TOTAL: | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts | Programs | Events | etc | Programs | Students | Contacts |

Educational programs/presentations/group meetings: Meetings or sessions at which departmental staff members are involved in delivering content, mentoring, or organizing groups of students or other constituents; not structured one-on-one appointments. (Examples: departmental open houses; educational programs/workshops; student leader training; recreation classes/trips; web-based trainings)

Outreach & information sharing: Communication with constituents—solicited or unsolicited—regarding departmental programs, services, outreach, etc. (Examples: email; public response email; social media (Facebook, Tumblr, Twitter, OrgSync); GA positions posted online; website hits; postal mailings.)

Appointments/office visits/service consultations: Appointments/consultations with an individual SA staff member (student staff or career); generally one-on-one (some small group); often in person, but could also be delivered remotely. (Examples: counseling/advising appointments; office visits; conduct cases; student employee 1:1s; recreation personal training; medical appointments; drop-in services (e.g. Computer Labs, The Shop visits)).

Large-scale outreach events/fairs: Events with 100+ participants. Departments provide representation from office & outreach/answer questions, may or may not include a formal presentation. (Examples: career fairs; resource fairs).

Themes—Specify any patterns in utilization (new and/or compared to those from previous years) that suggest areas for (a) change/improvement and/or (b) replication/amplification in your area. Think about the following questions (they’re meant to be a guide so you don’t need to address them all and you may address additional):
1. In what ways does utilization look the same or different than in previous years?
2. How are you defining an engaged participant? What is unique about them and what is their makeup as part of your overall utilization data?
3. How do you measure and address attrition in your programs and services?

Student contacts in programming are higher (approx 7,000 attendees) than in the previous academic year for a few different reasons: a) COVID-19 made programming more difficult and restrictions were lifted this year, and c) Campus Labs Engage platform URL attendance tracker was available all year.

Global Consciousness remained the least frequent program offered while Holistic Wellbeing shot to the top in both quantity and contacts.

Due to staffing transitions at the RLSH Central Office, office contacts were not consistently tracked this academic year. Reminders have been shared to more accurately track phone calls, emails, etc.

SECTION III
PRELIMINARY PLANS FOR (EVIDENCE-BASED) IMPLEMENTATION IN COMING YEAR

A. Synthesis of All Assessment Findings

WEAVE requirement: None

What did you learn as a result of the various forms of investigation your unit completed this year? Be sure to draw themes from across all categories of assessment (closing the loop from last year’s assessment cycle, new investigation via signature inquiry assessments and critical questions), program review updates, and utilization tracking information. Consider addressing any or all of the questions below (or others that apply to your circumstances).

1. What did you learn about students?
2. What did you learn about how your area functions and the services you provide?
3. What outcomes are students performing outstanding on?
4. What outcomes are students struggling with?
5. What outcomes are students performing at target, but we’d like to see improvement?
6. What can we do to improve our outcomes in the future?

We continue to unearth insights into the student experience related to our constituent outcomes of impact on the community and belonging. Additionally, we worked on other projects related to career readiness, community impact through conduct, deepening the Engage Dallas experience and continuing to focus on creating a thriving student experience particularly for international, transfer, and first-generation students.

Overall, we continued to deepen our understanding of the process and definition students use when asked about their sense of belonging to their residential community. Through our conduct rubric, we discovered that most students are in the foundational and developing stage of understanding their impact on community. As a result of this data, RLSH will further investigate students’ sense of belonging to their commons and leverage conduct meetings to focus on community impact.

This year demonstrated how burnout and lasting impact from the pandemic affected the professional and student staff. Informal town hall meetings revealed that our RAs are struggling to find meaning in their work and remain engaged. This is mirrored by our professional staff that has taken on the herculean task of maintaining morale, completing the necessary logistical tasks while also taking on additional duties due to staff vacancies. RLSH added
new initiatives to recognize staff such as the challenge coin and created a task force to address concerns from the RAs. RLSH is hopeful that RA and professional staff will have time to re-charge this summer and return with renewed energy in the fall.

B. Priorities, Goals, and Plans

WEAVE requirement: None

Overarching Priorities and Goals for Next Year—What overarching priorities has your unit identified for the upcoming academic year as a result of participating in the exercise of completing this report? Focus on general themes, but give specific examples if/where possible.

In the 2022-2023 academic year, our Five-Year Assessment Plan will focus on the following constituent outcome:

- Experience opportunities to explore their personal values, beliefs, and aspirations

These outcomes will be measured through a variety of efforts including but not limited to the Skyfactor Benchmarks survey, SMU Connect data, roommate satisfaction survey, etc. Additionally, RLSH will assess job learning via mixed-reality and live acting during Resident Assistant training.

Preliminary Action Plan—How will you translate your reflections from Parts A & B above into action in preparation for improvement in the coming year(s)? List actions that will help you accomplish your goal of increasing student success. Who might need to be involved? What resources might you need to be successful? Keep in mind, your action plan might involve the work of others in your program or area, and the collaboration of other departments and disciplines at SMU. Please add/remove rows in the table as needed.

Please note in the action items below if your plans involve the removal/“sunset” of a program, service, or resource. —

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Due Date or Timeline</th>
<th>People Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunset the Opening Action Team</td>
<td>Fall 2022</td>
<td>Ashley Wendler</td>
</tr>
<tr>
<td>Implement additional self-service options</td>
<td>2022-23</td>
<td>Housing Operations</td>
</tr>
<tr>
<td>Continue to develop and assess the Making Campus Home Plan to ensure we are linking events to Constituent Outcomes</td>
<td>August 2022</td>
<td>Jennifer Post, Michelle Madsen</td>
</tr>
<tr>
<td>Continue development of the Upper Division Housing Experience</td>
<td>2022-23</td>
<td>Alex Rentz, Luis Robles, Lauren Eisenschenk</td>
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</table>

Note: It is recommended you work with members of Student Affairs Administration to conduct strategic planning exercises over the summer to solidify this action plan. Your ultimate action plan will dictate the first portion of this annual report in the next assessment cycle.
A. Wins and Challenges

Wins—What are your area’s biggest accomplishments over the last academic year? Please be specific.

**Overflow Housing** – Utilized overflow housing during Fall and Spring semesters, quickly implementing physical and data upgrades, and developing a communication plan that ensured the image of the university would not be negatively impacted. Received little negative feedback from students assigned to overflow spaces.

**In Name Only Process** – Developed an In Name Only process that was implemented into the Housing License Agreement, allowing RLSH to repurpose room spaces from students who did not check in. These spaces allowed RLSH to more quickly remove students from overload spaces, and accommodate room change requests, without negatively impacting revenue or receiving push-back from students.

**Housing Exemption Appeals**: Implemented an appeal process for housing exemptions, which reduced the number of students and families cycling through other staff and departments to request a different outcome. Implemented two smaller committees to address appeals related to religion and sexual harassment/assault.

**Making Campus Home Plan**: Residence Life implemented the Making Campus Home Plan, which intentionally connects educational and community building efforts to the six RLSH constituent outcomes. This summer we’ll assess the plan and make adjustments accordingly.

**Engage Dallas**: Engage Dallas was able to expand its involvement in the South and West Dallas areas through onboarding 16 new Community Partners. This expands our capacity to meet community need and serve consistently. This also allows us to provide additional service opportunities to more students as the Engage Dallas initiative grows and allows for new service offerings like solo service. Solo service provides semi-structured opportunities for students to volunteer and provide direct service on an individual basis. Engage Dallas curates these individual service opportunities for students, based on their Residential Commons affiliation, to volunteer as their schedule and the community need align. Solo service launched on February 14 as a way to meet the smaller volunteer needs of community partners while allowing flexibility to SMU students to volunteer at a time that works best for them.

In October, Engage Dallas hosted the first annual #1Day4Dallas Fall Residential Commons Day of Service with over 100 students from all 11 Commons participating. Collectively, students performed over 500 hours of community service over 8 sites throughout the South and West Dallas areas.

In celebration of SMU's community engagement programs and community partners, Engage Dallas and the Office of Social Change and Intercultural Engagement hosted the first One Night for Dallas community partner reception to recognize and celebrate our students and community partner's collective impact on the greater Dallas community.

The Engage Dallas Education and Training team developed and published 21 hours of DEI trainings for students on Canvas that to better educate themselves. Engage Dallas also developed an extensive resource library that chronicled the historical information and events of the West and South Dallas areas as related to the various community-identified needs addressed by the Residential Commons. These libraries serve as a resource to the larger SMU community to better educate themselves on the history of their Commons' specific community-identified need.

**Signature Events**: Leadership in the Residential Commons, Upper Division Housing and the HUB collectively planned and executed 15 signature events throughout the year. Attendance ranged from 90 students participating in the HUB Quiz Bowl to 650 attending the Great Crumpkin. Most events were held outside to create covid safe environments as well as take advantage of the beautiful outdoor spaces. After a year of adapted Signature events, student leaders excitedly planned and made the events better than ever.

**Assessment & Research**: 10 Research and Innovation Week posters were shared by the RLSH Research Team. Additionally, 7 publications and a number of professional association publications. Overall, the assessment was also well-received with incentives offered. We also conducted the second, recent administration of the Skyfactor Resident Survey.
**Challenges**—What missteps did your area have that you would look to improve in the future? Please be specific.

**Indoor Air Quality**—RLSH was challenged by complaints related to indoor air quality. While substantial issues were found in some areas, which are largely being addressed, many student concerns were presented that could have been prevented by cleaning the vent covers more frequently. This has been incorporated into flips and turns as a base service.

**Staffing challenges:** One of the biggest challenges this year was being short staffed. These challenges forced us to re-examine priorities and put some things on the back burner. It’s also left staff over-extended and tired. We have also found recruiting to be challenging.

**RA morale:** The three primary issues RAs cite as issues are Covid policies and specifically the mask mandate, RA roommates due to over assignments, and desk requirements. None of these are within residence life’s scope of control, so our focus has been on mitigating impact and helping RAs navigate challenges. We are making changes for the upcoming year regarding RA over assignments and how desk shifts are assigned that may help some.

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**B. Miscellaneous (optional)**

What was not asked that you’d like to share with the division and/or stakeholders?

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**C. VPLT IMPACT Reflection**

These are meant to be from your perspective as a leader in your area and what the academic year brought about, taught you, etc. You can take any perspective you’d like but we ask that it not feel like just a recap of the year. The Impact publication is story-driven so we’d love to hear a story. It doesn’t have to encompass everything in your portfolio but it’s more about having a narrative. Just free type below up to 500 words (please do not exceed word count as the publication’s layout allows for 500 words maximum).

2021-22 was about rebounding from challenges and moving forward in a better position. RLSH started the academic year still navigating COVID, very short-staffed, and worked through substantial air quality concerns. RLSH ended the year with some bright moments, and a plan for a stronger path forward.

Heading into 22-23, we have been very intentional to overcome the national and industry-wide resignations and small candidate pools that caused staffing issues, and have filled many positions with qualified candidates. In RLSH, when we are short staffed we are still offering almost all of our services and maintain strong occupancy, so we look to staff to carry a heavier load, and we are optimistic that will not be the case next year.

We spent a lot of time and energy navigating indoor air quality issues, and look forward to announcing a revitalization project, which will demonstrate our commitment to the student experience, and diminish many of the concerns we hear from students and families.

Lastly, in Spring 2022 we saw program participation increase from fall, which is unprecedented, and had the highest programmatic participation of any spring semester on record. Spring signature events were very well attended, and residents seem to be finding their pre-pandemic groove on campus. Students are living the true SMU experience on campus, and these students will head into the Fall with the ability to teach a new cohort about their traditions.