OFFICE OF RESIDENTIAL STUDENT SERVICES

Mission Statement:

The Office of Residential Student Services views residence hall living as a vital element of the total educational process. Residence Hall living provides a multicultural opportunity for students. It's an opportunity for students to gain a variety of personal learning experiences to supplement and enhance their academic development. We attempt to help students meet their needs and potential through responsible programming and effective use of available resources.

Vision Statement:

To provide a living-learning environment where student success is linked to community engagement, personal development, outstanding facilities and student leadership opportunities.

Goals and Objectives:

<table>
<tr><td colspan="3">Goal 1:
<i>SPG 1, SPG4, KUMO1</i>
<i>To develop an atmosphere that contributes to the attainment of academic goals by creating opportunities for student participation in a variety of social, cultural, and educational activities that foster personal growth.</i></td></tr>
<tr><td>Objective</td><td>Data Results</td><td>Actions Taken Based on Data Collected</td></tr>
<tr><td>1.1: Participation in the educational programs of the LLC will be 60% of the students assigned to the community by the end of the FY 2013.</td><td><u>Student Participation in LLC's FY 2013:</u>
FY 2013: 45% of students enrolled in living learning communities participated. Because only half of the students enrolled in the living learning communities during FY 2013 participated in programs, RSS will encourage greater participation by students during FY 2014.</td><td>RSS plans to make the living learning communities more intentional and to consequently increase student attendance/involvement in LLC programs during the FY 2014. Programs will educate students about various resources on campus and connect them with faculty relevant faculty members.</td></tr>
<tr><td>1.2: (Learning Outcome) KUSLO4
LLC participants will be able to develop a community wide initiative for the spring semester.</td><td><u>Community-Wide Initiative Results:</u>
Students were not able to come together to plan a community-wide initiative during the spring semester.</td><td>The Office of Residential Student services plans to reassess whether or not this is a reasonable goal for the following academic year.</td></tr>
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1.3: Increase resident participation and knowledge of Hall Council by 30% based on the 2011 baseline by the end of the FY 2013.	**Hall Council Participation FY 2013:** **Fall 2011 Participation** : 284 students / **Fall 2012 Participation:** 244 students **Spring 2013 Participation:** 168 students **FA 2011:** 32.36% knew how to contact HC/ **FA 2012:** 39.30% knew how to contact HC **Sp2013 "How familiar are you with HC":** 51.03% students said not at all Although many hall council programs were held during FY 2013, the attendance to these programs/knowledge of these programs did not increase by 30%.	During FY 2014, the Office of Residential Student Services plans to train Hall Council members in a more intentional manner. One aspect of this training will involve helping members brainstorm and create marketing strategies for their programs throughout the year.
1.4 Learning Outcome) **KUSLO 3** Hall Council Members will be able to identify and understand their role in their community by the end of the FY 2013.	**Programs Held FY 2013** **Rogers** Fall 2012 : 6 Spring 2013: 12 **W/D** Fall 2012: 2 Spring 2013:6 **Sozio** Fall 2012: 4 Spring 2013:4 **Burch** Fall 2012: 6 Spring 2013:6 **Bartlett** Fall 2012: _ Spring 2013: 5 **NFRH** Fall 2012: _ Spring 2013:6 **NURH** Fall 2012- Spring 2013:6 Most Hall Councils presented more than the required (4) programs a semester. The Office of Residential Student Services succeeded in helping the Hall Council Members understand their roles in the community. However, the resident student attendance was rather low at the programs; therefore the department would like to evaluate the effectiveness of each Hall Council's programs during FY 2014.	It can be assumed, due to the number of programs and town hall meetings that each hall held, the hall council members understood their roles within the Kean University community. The department's next step is to rate the effectiveness of the Hall Council's efforts. Not all Hall Councils were engaged with their residential and campus community adequately during the 2012-2013 year. The department would like to improve the hall council's organization by creating tools of assessment to rate the effectiveness of each Hall Council in their respective residence Hall and then Hall council as a whole. Also, RSS plans to create a partnership with a sister school to bolster the areas in which it is lacking while enhancing the areas in which it is strong.
1.5 Through the use of ACCESS Workshops and Tutoring, decrease the number of students that are below a 2.0 GPA by 15% for the spring semester based on FY2012 by the end of the FY 2013.	**Students Below a 2.0 GPA** **2011-2012**= 204 students below 2.0 GPA **2012-2013**= 126 students below 2.0 GPA **A 38% decrease in total students below a 2.0 GPA** **SP 12** = 146 students below 2.0 GPA/ **Sp 13** = 103 students below 2.0 GPA **A 29.5% decrease in total students below a 2.0 GPA** ACCESS succeeded in its goal of decreasing the total number of resident students below a 2.0 GPA by making ACCESS tutoring and workshops available to ALL students for the first time. However, there were still 103 students enrolled in the ACCESS program during spring 2013; therefore, the ACCESS program needs to investigate the various factors affecting a student's GPA.	Beyond academic knowledge, many factors affect student GPA, such as time-management or personal life events. Therefore, the ACCESS program plans to not only continue to assist students through workshops and tutoring, but to also collaborate with other departments to help students connect with the resources they may need in their personal lives. During Fall 2013, the ACCESS program will seek to identify the components affecting a student's GPA in order to connect to help students connect to the necessary departments (i.e Health Services, Counseling Services) in future ACCESS programming.

1.6 (Learning Outcome) **KUSLO1** Students that attend ACCESS workshops will be able demonstrate a "program to world" application.	**Workshop Evaluation Responses:** **Fall 2012: "The activities in the workshop helped me relate my classroom learning to my everyday life."** 60.07% of respondents highly agree **Spring 2013: "I was able to relate the content of the workshop to my own life."** 70.9% of respondents highly agree The results show that the majority of students successfully connected workshop information to their personal lives; however, the questions asked did not ask students to connect their learning to the world at large.	During FY14, the ACCESS Coordinator plans to focus on making sure that students are able to connect workshop content to their personal lives, rather than to the world at large. She hopes to help students expand their academic schema by connecting their classroom learning to their real-life experiences and knowledge through the use of workshops. She will likewise utilize more direct forms of assessment within workshops, such as short-answer/journaling activities, so that results are less "indirect" and student-satisfaction/opinion-based, and instead reflect more direct knowledge acquisition.
1.7 To complete a minimum of 240 tutoring sessions by the end of each semester for FY 2013.	**Tutoring Sessions Held:** **Fa 12 tutoring sessions:** 208 **Sp 13 tutoring sessions:** 306 **Percent Increase:** 47% more tutoring sessions during spring The program succeeded in reaching this goal during the spring 2013 semester. Although it did not reach 250 sessions during fall 2012, there were events (IE Hurricane Sandy) that affected the program's overall numbers. However, the ACCESS Coordinator hopes to increase these numbers further during FY 2014.	The main goal of the ACCESS program during FY 2013 was to increase the number of tutoring sessions held through intentional marketing efforts. These efforts have proven effective. However, there are still students who are unaware of ACCESS hours and times; therefore the ACCESS program will continue to explore alternative methods of advertising during FY 2014, beyond E-mail, Facebook, and CougarLink, such as ACCESS bulletin boards, and phone calls.
1.8 (Learning Outcome) Students that attend ACCESS workshops will be able demonstrate a "program to self" application by the end of the FY 2013.	**Workshop Evaluation Responses:** **Fall 2012**: **The activities in the workshop helped me relate my classroom learning to my everyday life :** 60.7% of respondents strongly agree **Spring 2013: I was able to relate the content of the workshop to my own life:** 70.9% of respondents highly agree **Fall 2012: I can see how the workshop will aid in my academic performance** : 70% of Respondents Highly Agree **Spring 2013: Please discuss whether or not this workshop will benefit your personal, academic, or professional life. Please be specific:** 94.6% of respondents articulated ways in which the workshop would assist them Students believe they are making connections between workshop material and their lives. The open-ended question was added during Spring 2013 to yield specific responses from students. However, there is no way to determine if students are making these connections based upon the data collected, since it is opinion-based.	Because much of the data collected during the 2012-2013 has proven to be indirect, the ACCESS Coordinator will be restructuring the ACCESS program's assessment methods during the 2013-2014 year. Instead of simple survey questions, students will be asked to construct short-answer responses that require them to think critically about the material presented in the workshops and to critically connect this material to their lives and previous experiences.

1.9 (Learning Outcome) KUSLO4 Students that participate in ACCESS tutoring will be able to analyze and think critically about academic material by the end of the FY 2013.	**Tutoring Evaluation Responses (Direct and Indirect)** **FA 2012/SP 2013Tutor Evaluation: (Indirect): The tutor encouraged me to think deeply/critically about the material:** Fall 2012: 88% of respondents strongly agree Spring 2013: 81% of respondents strongly agree **Spring 2013: Tutor Evaluation of Student Session Rubric (Direct)** 56% of tutors said their students employed critical thinking skills successfully During Spring 2013, the ACCESS Coordinator began utilizing direct forms of assessment. After realizing that critical thinking must be demonstrated, she asked the tutors to evaluate students' critical thinking skills. Results show that while many students felt they utilized critical thinking skills, the tutors felt that the students were not doing so as effectively as they might be.	Next semester, the ACCESS Coordinator plans to include more specific questions within the tutoring rubrics to analyze (not simply identify) whether or not students are utilizing critical thinking skills. The ACCESS Coordinator will also include more specific questions (short answer) to the tutoring evaluation survey, so that students need to evaluate not simply whether or not tutors encouraged them to use critical thinking skills, but whether or not they were used by students to analyze and successfully integrate new learning into existing schemas.
1.10 (Learning Outcome) KUSLO4 Students that participate in ACCESS tutoring will be able devise personal and academic goals by the end of the FY 2013.	**Evaluation Responses:** **Fall 2012: The Tutor helped me to establish goals for my academic workload:** 80% of respondents strongly agree **Fall 2012: I feel more comfortable with my academic workload:** 78 % of respondents strongly agree **Spring 2013: The tutor and I worked together to set goals at the beginning of the session:** 86.5% of all respondents strongly agree **Spring 2013: The tutor helped me set goals for my assignments in order to improve my time management skills:** 83.3% of respondents strongly agree The ACCESS program was using indirect methods of assessment during 2012-2013. Although many students indicated that they set goals with their tutors during the session, ACCESS supervisory staff observed that this was, in fact, not occurring. Therefore, a more direct assessment of goal-setting is necessary if the program plans to continue evaluating this matter.	This learning outcome was intended to help students understand the value of time management However, although goal-setting is helpful and incredibly necessary during individual tutoring sessions, goal-setting beyond the session can occasionally cause students more stress by taking their focus away from the assignment(s) at hand. Therefore, although the ACCESS Coordinator will continue to encourage tutors to set long-term goals (beyond the tutoring session), this will be done selectively, dependent upon each individual student's mindset, academic habits, and immediate stress levels.

1.11 To implement the new programming model and increase the number of programs by 10% based on the 2011-2012 baseline by the end of the FY 2013.	**RSS Programs FY 2013** **FA 2011 total Programs:** 246 / **FA 2011 RA Programs:** 206 **Sp 2012 Total Programs:** 194 / **Sp 2012 RA Programs:** 151 **FA 2012 total Programs:** 296 / **FA 2012 RA programs:** 238 **Sp 2013 Total Programs:** 268 / **Sp 2013 RA programs**: 168 **FY 12 Total Programs:** 440/ **FY 13 total programs:** 564 **% increase** = 22% RSS changed the programming model and requirements during FY 2013. Data from the FY 2012 quality of life survey showed students were not happy with RSS programming efforts. During FY 2013, RSS was able to provide more programs to residents.	RSS will continue to work on the programming model. The new programming model now leads to having more programs for the resident students to attend, but now the department wants to focus on the types of programs it presents (First year programs vs Upperclassmen programs) and how it advertises the programs. Even though RSS had an increase in programs, the number of participants in the program did not increase by the same percentage. Some of that might be due to the new software program; the attendance may not have been accurately recorded.
1.12 (**Learning Outcome**) **KUSLO4** Students participating in Occupational Wellness programs will be able to identify career goals by the end of the FY 2013.	**Student Understanding of Career Goals** **Occupational Wellness Survey : Please rate your agreement with the following statement: I am able to identify career goals:** **Fall 2012:** 70% of respondents strongly agree / **Spring 2013:** 80% of respondents strongly agree Residential Student Services utilized indirect methods to assess this learning outcome during FY 2013. Although the majority of student respondents indicate that they could identify career goals, the department could not assess how well or efficiently students were doing so.	The Office of Residential Student Services will be utilizing more direct methods of assessment during the 2013-2014 year, such as writing samples and short answer responses, in order to better gauge student understanding of their individual career goals..
1.13 (**Learning Outcome**) **KUSLO4** Students participating in Occupational Wellness programs will be able to demonstrate an understanding of professional skills necessary to obtain a job by the end of the FY 2013.	**Student Understanding of Professional Skills** **Occupational Wellness Survey:** **FA 2012/SP 2013: Please rate your agreement with the following statement: I understand the skills necessary to obtain a job:** **Fall 2012:** 70% of respondents strongly agree **Spring 2013:** 86.7% of respondents strongly agree Residential Student Services utilized indirect methods to assess this learning outcome during FY 2013. Although the majority of student respondents indicated that they have an understanding of the professional skills needed to obtain a job, RSS did not directly assess whether or not students demonstrate this understanding.	During FY 2014, RSS plans to utilize direct methods of assessment, such as short answer responses, in order to determine whether or not students demonstrate an understanding of the skills involved in acquiring a job. Additionally, the Living Learning Communities will place greater emphasis on helping students create and recognize individual career goals. This will be assessed through one-to-one conversation rubrics (completed by Living Learning Resident Assistants), focus group observations, written reflections, and the First Year Experience Blog, in addition to surveys.

1.14 (Learning Outcome) KUSLO1 Students participating in Essential Wellness Programs will be able to demonstrate empathy for different cultural views by the end of the FY 2013.	**Student Empathy for Cultural Views** **Essential Wellness Program Survey Fa 2012/Sp 2013: Please rate your agreement with the following statement: This program helped me to empathize with cultural views that might not be my own:** **Fall 2012:** 50% of respondents strongly agree/ **Spring 2013:** 55% of respondents strongly agree During FY 2013, Office of RSS utilized indirect methods to evaluate for this learning outcome. Although 50% of students believe they will be able to empathize with other cultures after RSS programs, the department is not currently evaluating whether or not this is true. Additionally, because only half of respondents indicated that they "strongly agree" with this statement, this may be an area in which the department can focus FY 2014	During FY 2014, the Office of Residential Student Services plans to incorporate different cultural perspectives within 50% of all upperclassmen Resident Assistant Programs. This will be assessed through rubrics (to be filled out by Resident Assistants) that evaluate the effectiveness of the program within this initiative, as well as short answer assessments. The department plans to incorporate information regarding multiculturalism within the first year experience programs as well.
1.15 (Learning Outcome) KUSLO1 Students participating in Essential Wellness Programs will be able to articulate an understanding of cultural differences in verbal and nonverbal communication by the end of the FY 2013.	**Student Understanding of Cultural Difference** **Essential Wellness Program Survey Fall 2012/ Spring 2013:** "Please rate your agreement with the following statement: Because I attended this program, I will be able to articulate an understanding of cultural differences in verbal and nonverbal communication." **Fall 2012:** 50% of respondents strongly agree / **Spring 2013:** 55% of respondents strongly agree The Office of Residential Student Services utilized indirect assessments to evaluate this learning outcome during FY 2013. Although half of respondents believe they are able to articulate an understanding of cultural differences after RSS programs, the department is not directly evaluating this. Additionally, because only half of respondents indicated that they "strongly agree" with this statement, this is an area in which the department wants to focus further in the future.	During FY 2014, the Office of Residential Student Services plans to incorporate different cultural perspectives within 50% of all upperclassmen Resident Assistant Programs. This will be assessed through rubrics (to be filled out by Resident Assistants) that evaluate the effectiveness of the program within this initiative, as well as short answer assessments. The department plans to incorporate information regarding multiculturalism within the first year experience programs as well.
1.16 (Learning Outcome) KUSLO3 Students participating in Social Wellness programs will be able to identify their role in their community by the end of the FY 2013.	**Student Knowledge of Community Roles** **Social Wellness Program Survey Fall 2012/Spring 2013: Please rate your agreement with the following statement: I am able to identify my role in my community.** **Fall 2012:** 34.4% of respondents strongly agree / **Spring 2013:** 45.8% of respondents strongly agree Only a small percentage of students indicated that they were able to identify their role(s) within the community. Additionally, although these students indicated that they can identify these roles, the department cannot determine whether or not this is true, since it utilized an indirect method (surveying) to assess this area during FY 2013.	During FY 2014, first year programming will intentionally educate students in understanding how their behavior affects their surrounding community. This will be evaluated through more direct methods of assessment, such as short answer responses, a First Year Experience Blog, and Community Standards reports, in addition to previously utilized, indirect surveying methods.

1.17(Learning Outcome) KUSLO3 Students participating in Social Wellness programs will be able to articulate the impact they have on the community around them by the end of the FY 2013.	**Student Knowledge of Impact on Community:** **Social Wellness Program Survey Fall 2012/Spring 2013: What did you learn about the impact you make on the community that you are a part of?** **Fall 2012/Spring 2013:** 100% of respondents gave examples of how they make an impact on the community Residential Student Services effectively utilized direct assessment to evaluate this objective. However, many student responses to this question on program surveys were rather broad and general. Therefore, it is hard to draw conclusions about whether or not this learning outcome was achieved.	The Office of Residential Student Services plans to utilize more direct methods of assessment to evaluate students' understanding on the impact they have upon their community during the 2013-2014 year. Additionally, during FY 2014, first year programming will intentionally educate students in understanding how their behavior affects their surrounding community. This will be evaluated through direct methods such as short answer responses, a First Year Experience Blog, and Community Standards reports, in addition to previously utilized, indirect surveying methods.
1.18 (Learning Outcome) Students participating in Self Wellness programs will be able to understand and identify healthy choices by the end of the FY 2013.	**Student Knowledge of Healthy Choices** **Self-Wellness Program Survey Fall 2012/Spring 2013: "Please rate your agreement with the following statement: "I am able to identify healthy lifestyle choices."** **Fall 2012:** 75% of respondents strongly agree / **Spring 2013:** 73.9% of respondents strongly agree During FY 2013, RSS utilized indirect surveying methods to assess this learning outcome. Although the majority of students indicated an ability to identify such lifestyle choices, the department is unable to assess whether or not this is true.	The Office of Residential Student Services plans to utilize more direct methods of assessment during FY 2014, such as short answer responses, presentations, etc, in order to gauge whether or not residential students truly have an understanding of what is involved in a healthy lifestyle.
1.19 Women's Circle will complete at least 10 programs that will foster personal growth by the end of the FY 2013.	**Women's Circle Programs** **WC FA12**= 4 programs/ **WC SP13**= 6 programs **FY 2013 Total**= 10 programs Women's Circle's programming goal was achieved for the 2012-2013 year; program topics included images of women in the media, self- image and raising awareness of issues that affect young women in general. However, women's circle did not employ direct measures in order to illustrate whether or not these programs fostered personal growth for attendees.	For the next academic year, Women's Circle will focus its programming on encouraging the members to make connections with each other. Women's Circle will also incorporate qualitative surveys at the beginning and end the academic year to measure whether or not these connections are made.
1.20 Men's Group will complete at least 10 programs that will foster personal growth by the end of the FY 2013.	**Men's Group Programs** **MG FA 12** = 5 programs / **MG SP 13**= 6 programs **FY 2013 Total**=11 programs Men's Group's programming goal was achieved for the 2012-2013 academic year; programs included diverse themes that fostered personal growth from participants. However, RSS did not directly evaluate if this personal growth occurred within attending students.	During FY 2014, Men's Group will administer a "questionnaire" to both e-board & general body members after every program to measure the impact each of the programs provides. RSS also plans to provide more leadership opportunities for Men's Group members.

Goal 2: *SPG 9, SPG 2 KUMO3* *To provide a safe environment that position Kean as a first choice for prospective students.*		
Objective	**Data Results**	**Actions Taken Based on Data Collected**
2.1: To decrease the number of harassment violations by 50% by the end of the FY 2013.	**Harassment Violations FY 2012-2013** **FY 2012:** 2 violations / **FY 2013:** 10 violations Although reported data does not support a decrease in the amount of harassment violations, it must be noted that during FY 2013, RSS began utilizing "Maxient Software" which made it easier for students to report incidents online. Therefore, more incidents were reported in general during FY 2013 than during previous years.	During FY 2014, RSS hopes to decrease the amount of harassment violations based on the FY 2013 baseline created with Maxient software reporting tactics. In April of 2013 the Office of Residential Student Services instituted a Sexual Assault Awareness Week containing active and passive programming. Future programming is to be initiated in the 2014 academic year.
2.2: Students will be able to identify the anti-bullying legislation by the end of the FY 2013.	**Bullying Data FY 2013** This year did not note any cases of reported "bullying." Reported incidents of bullying type behavior emerged in the form of incidents related to assault, Domestic Violence and roommate conflicts. During FY 2013, RSS created the Student Conflict Resolution Resource, through which first year residents were able to work out their differences prior to going through the conduct process. Anti-bullying policy was also added to the Residential Handbook to assist Resident Assistants with communicating information to residents.	Because many of bullying incidents have proven to take place within the context of harassment, RSS plans to focus on preventing/tracking incidents of harassment during FY 2014, rather than generalized bullying.
2.3 Develop and utilize Student Conduct Board to adjudicate community standards by the end of the FY 2013.	**Student Conduct Board and Community Standards** During the 2012-2013 year, the framework for the Student Conduct Board was developed; however, the board was not put into effect.	Sanctioning guidelines must be further developed to maintain continuity of the conduct decision -making process.
2.4 (Learning Outcome) KUSLO1 Student Conduct Board members will be able to interpret policy and impose educational sanctions by the end of the FY 2013.	**Student Conduct Board, Policies and Sanctions** Due to the Student Conduct Board not being in effect, this learning outcome is not measurable.	RSS is currently investigating the value of a conduct board.

2.5 Housing contract cancelations due to roommate conflicts will be less than 15% by the end of the FY 2013.	**Housing Contract Cancelations** **Fall 12:** 446 total cancellations/ 0.9% due to roommate conflicts. **Spring 2013:** 289 cancellations / 5% were due to roommate conflicts. **FY2013**= 3% cancellations due to roommate conflicts RSS surpassed the objective of having less that 15% of the cancelations be due to roommate conflicts.	RSS will continue to match roommates based on personal preferences found on the housing contracts. Additionally, roommate mediation will continue to be an item that is part of the Resident Assistant training during the fall and winter training. Lastly, RSS will continue to have a "no questions asked" room change day each semester to allow students the opportunity to change their room if they are not comfortable with their housing assignment.
2.6 To develop a strategy that will increase the graduate student and international student population by 40% for the 2014 FY.	**Graduate and Transfer Student Populations** This year RSS worked on programming for the international and graduate student population. Additionally it created a graduate student housing brochure and attended both fall 2012 and spring 2013 graduate open house. As of now, the FY14 graduate and international population has not increased from FY13.	RSS will be creating an international program during the summer 2013. This program will include activities that retain international students as well as provide service for them in the residence halls. Additionally, a marketing and recruitment plan will be developed during the summer 2013 that will be implemented during the fy15 recruitment cycle.
2.8 Maintain a 96% occupancy for the academic year by the end of the FY 2013.	**Occupancy Numbers FY 2013** **The fall 2012 occupancy started at 90% and ended at 85% by December 2012. The spring 2013 began at 78% and ended at 76% in May 2013. Several factors led to the low occupancy numbers.** 1) Total number of applications received for FY 13 was low. 2) The number one reason students cancelled their housing application was for financial reasons 3) The number of freshman residents was lower than in previous years (86 % opening vs 99% during opening the year before)	RSS has taken an aggressive approach to recruiting the incoming class for housing during FY 2014. RSS will be attending all Undergraduate, Transfer, and Graduate Admissions programs. Tours will be available at all events. Several mailings (post cards, brochures, and letters) will go to all students that are accepted to the university. E-mails also will be sent to the upperclassmen, and articles will be written in the Cougars Byte to advertise RSS to commuters will be completed.

	Goal 3:	
	SPG 7, SPG8,	
	To utilize an operations system that monitors and improves the residential physical and technological infrastructure.	
Objective	**Data Results**	**Actions Taken Based on Data Collected**
3.1: To increase our following on social-media sites by 50% by the end of the FY 2013.	**Social Media Following FY 20120FY 2013** **FY 2011-2012:** 593 Facebook Likes / **FY 2012-2013:** 726 Facebook Likes **Increase:** 22% more likes during FY 2013 RSS did not succeed in increasing its social-media presence by 50% by the end of FY 2013.	RSS is investigating multiple forms of social media outlets available to reach out to the student population
3.2: To streamline the community standards process through the use of the Maxient Software by the end of the FY 2013.	**Streamline Via Maxient Software** Through the use of the Maxient system, incidents are fully adjudicated after an average of 19 calendar days. Due to the previous manual process, timelines were not monitored.	Maxient gives instant visibility of incidents from the time of the electronic incident report submission allowing for the creation of timelines. The delay in the adjudication process is due to residents not retrieving the electronic documents notifying them of the process. Residents were notified multiple times to ensure the receipt of notification and to decrease the timeline.
3.3: To reinstate service within 48 business hours 75% of the time when technology service is disrupted by the end of the FY 2013.	**48 Hour Technology Work Orders** In the Spring semester RSS started creating work orders directly with the Office of Computer and Information Services, which allowed the department to be able to track the service times for work orders completed. Since February 2013, 72% of the time completed work orders were finished within the 48 business-hour goal.	During FY 2014, RSS will exclusively use the system that Computer and Information Services uses to track work orders. This will enable them to follow up with the Office of Computer and Information Services regarding all work orders that exceed 48 business hours.
3.4 To complete internal facilities repairs within 48 business hours 75% of the time by the end of the FY 2013.	**48 Hour Completion of Internal Facilities Repairs** There were a total of 975 work orders generated during the Spring 2013 semester and 100% of the work orders were completed. However, RSS did not have the means to extract the timeframe of completion of work orders.	During FY 2014, RSS intends to use the new university-wide work order system to mirror its business process for internal work and be able to come up with realistic, measurable goals and objectives.
3.5 To complete contracted facilities repairs within 72 business hours 75% of the time by the end of the FY 2013.	**72 Hour Completion of Contracted Facilities Repairs** 100 % of reported work orders to contractors were completed. However, RSS did not collect the process time.	During FY 2014, RSS intends to use the new university-wide work order system to mirror its business process for external contractors and be able to come up with realistic, measurable goals and objectives.
3.6 To develop a residential capital improvement plan that will begin in FY 2014.	**Residential Capital Improvement Plan** RSS is currently using a list of projects that were not completed during the previous fiscal year. Since funding is a major factor in creating a capital improvement plan, RSS is waiting for occupancy to determine budget in order to develop a plan for the 2014 fiscal year.	RSS has created a departmental calendar that will allow us to prioritize all projects including capital improvement plans. Once occupancy for fall 2013 is determined, RSS will work with the Budget department to review funds and then meet with Campus Planning to create a capital improvement plan.