1.A.

Mission/Brief Description of Services
State your department’s mission (statement that outlines the purpose and/or guiding principles of your department) and briefly describe the services/activities provided. Explain the program’s impact on student success and how the program supports the broader university’s mission.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
The Residence Life Program at Humboldt State University stands apart from other residential programs in the CSU system due to the location of the campus and student population. As a residential campus in a rural setting, our program faces unique opportunities and challenges with a student population that is several hundred miles from home. We strive to provide a safe and welcoming environment for students to be successful in academics and have purposeful growth as they matriculate.

FAST FACTS ABOUT HSU RESIDENCE LIFE

- Serves an on-campus residential population of more than 2000 students;
- Offers 12 themed living options for students, centered on similar academic, cultural, or personal interests;
- Employs about 100 students each year that reflect the diversity found in Humboldt State University and the state of California;
- Engages students in a robust leadership model consisting of one general student council: Resident Housing Association (RHA), six local governance councils, and six special interest councils: Residents of Culture Council (ROCC), Residents Official Board of Technology (ROBOT), Queers and Allies (Q & A), Nurturing the Advocacy for the Kommunikation and Eradication of the Discrimination for mental Health (NAKED), National Residence Hall Honorary (NRHH), Residence Programming Board (RPB);
- Adjudicates over 1400 violations of housing policy in an educational student conduct setting to maintain a safe and academically focused living environment;
- Provides nearly 400 events for students each academic year focusing on academic success, community building and social networking, conflict management, and supporting the mission of the institution and department;

MISSION

Our mission values and has a strong emphasis on social justice and environmental responsibility:

The intention of Residence Life is to focus on the education and holistic growth of the student by creating a safe, socially just, and environmentally responsible community.

Our mission is pervasive in our work and is reflected in our annual processes such as hiring, event planning, trainings, and our daily interactions with residents and the university.
STUDENT STAFF

Residence Life has over 80 student staff that work for the office. All student staff in Residence Life are required to maintain a minimum GPA of 2.25 and RAMP mentors must have a 2.75. Our average GPA for the 2012-2013 academic year was a 3.1. All of these positions go through a two week training preceding the fall semester and one week training in the spring semester. These students serve in a variety of different capacities:

Community Advocates (40) – These positions are comparable to Resident Advisors at other institutions and serve as a live-in resource for residents. These student staff members provide day-to-day support for residents and maintain a safe living area. All CAs must complete our community development model which includes interviews with residents, curricular event planning, and maintaining a regular academically focused spaces in the living area. CAs are also present in the community after hours and enforce housing and university policy to maintain safety.

Living Learning Community Advisors (6) – These unique positions are designed to provide additional programmatic support for special living areas. These positions are only provided for living areas that are directly in-line with the mission of the department and are primarily found in the communities that involve identity development or intensive administrative planning. They are found in Gender Neutral, International Living, Native American Living, Natural Resources and Sciences, O.A.C.S., and Women for Change.

Student Assistants (9) – These positions primarily provide administrative support to Residence Life Coordinators and peer mentoring to the student staff members. Depending on the area, the position responsibilities may vary due to the needs of the Residence Life Coordinator.

Housing Energy Management Intern (1) – This position is a student staff member that serves all of housing in promoting awareness and planning events regarding energy consumption. This position is co-supervised by the Lead Maintenance and a Residence Life Coordinator.

RAMP Academic Mentors (26) – Academic mentors are student staff responsible for fostering an environment of peer academic support and encouragement for all First Year students. They assist in achieving the goals of the Residential Academic Mentorship Program (RAMP) program by acting as positive role models, enriching the college experience, and providing academic coaching to First Year students. This program was administratively located in housing for the 2012-2013 academic year, but has since moved to Academic Affairs for the 2013-2014 academic year. For more information on RAMP, please see the RAMP PREP Report.

PROFESSIONAL STAFF

Residence Life has eight full time staff members that compose the professional staff team. In 2012-2013 there were six Residence Life Coordinators (RLCs), one Area Coordinator (AC), and one Assistant Director (AD). Most RLCs are assigned a living area that they are primarily responsible. The management and leadership of this area includes student staff supervision, facility stewardship, oversight of community development, leadership development through area councils, and addressing student conduct. The position also includes special projects that are essential to the operation of Residence Life, the Department, or the University. One RLC did not have a residential area, but focused on programmatic
functions such as the RAMP program and engagement activities in housing. All RLCs “live-in” and serve on a rotational duty to respond to after hour issues and emergencies in housing.

Due to the critical role of this position, the hiring of the right people for this position is essential. Many of our resources and time in the spring semester are dedicated to finding well prepared applicants and individuals we can trust to think critically and make good decisions after hours. The live-in and duty aspect of the position makes these positions uniquely challenging and increases the likelihood of burnout. However, the position is also well supported by the department with a plethora of professional development opportunities and focus on self-care. It is typically viewed as a position that an employee can explore different elements of student affairs to determine if this is the career pathway they would like to pursue and prepare for their next step in the field.
1.B.

Description of Program Goals and Learning Outcomes for Year Under Review

Goals (broad, general statements about what the program intends to accomplish) must include corresponding objectives (statements that describe ways to achieve goals) and/or learning outcomes (statements that describe ways to achieve desired learning). Discuss how the goals and WASC themes of the university (see University Vision, Mission, and Values—found in the University’s Strategic Plan—link in the URL sources below) are integrated into the program. If the program goals have changed since the last self-evaluation, explain how and why they have changed. Goals may have objectives, learning outcomes, or in some cases both goals and objectives.

Example:

GOAL (state the goal and describe how it supports department mission)
Objective (state the objective and how it supports the goal)
SLO (state the learning outcome, “As a result of ___, students should be able to ____,” and how it supports the goal)

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

The Residence Life professional staff team gathers at the beginning of the year to determine the learning outcomes and direction of our program for the upcoming year. These efforts are then evaluated at a mid-year meeting in January before the start of the spring semester. The final assessment is completed during the end of the year retreat at the conclusion of the academic year. In 2012-2013, there was not one specific goal established, but rather an evaluation based on the five critical components the Residence Life Mission Statement: Education, Holistic Growth, Safety, Social Justice, and Environmental Responsibility. Feedback was provided late in 2012 and suggested there should be one narrowly tailored goal and objective. Subsequently, a goal has been established for 2013-2014 to be evaluated in the next PREP report. Here are the highlights from the 2012-2013 academic year in the five mission critical areas:

Education & Academic Success

- All CAs were required to provide an academic success related event each semester that employed resources and experts outside of the department. The 2012-2013 learning outcome was focused on the effectiveness of these programs. Please see section 5A for more information.
- Residence Life co-developed and launched the Residential Academic Mentorship Program (RAMP) to pair every First Year student with an academic mentor.
- Installed a “Study Board” where students share common courses and identify students to study with in the Residence Halls.
- Implemented a study incentive program called “Study Bucks” where students could receive notes for studying or good grades on assignments. These were then redeemable for prizes in each residence area.
- Collaborated with staff and faculty on events:
  - Sea voyages with faculty member Dr. Timothy Mulligan on the Coral Sea,
  - Graduate internship info session and internship with the Learning Center,
Programs to understanding advising and DARS with Chris Dehart,
Wellness event with CAPS, Center Activities, Health Center in the Hill,
Sexland in College Creek with Mira Friedman.

Holistic Growth

- Partnered with the Office of Rights and Responsibility to host a Decision Making Workshop called “It Matters.” This non-academic course was assigned to students with repeated conduct violations with the intention of fostering better decision making and lower recidivism rates in conduct.
- Residence Life continued to partner with Six Rivers Planned Parenthood to provide testing, safer sex supplies, and other consultation services on a weekly basis in housing.
- Established several opportunities for student development in professional organizations such the ACUHO-I STARS College, the NASPA Undergraduate Fellowship Program (NUFP), and hosting events for Student Affairs Career Month. As a result, HSU had its first student enter the NUFP program.
- Coordinated delegations to four leadership conferences to focus on skill development and networking. Most of these conferences were funded by fundraising and the RHA activity fee.
- Advised a committee of students who were interested in hosting an RHA conference at HSU.
- Resident Housing Association (RHA) leaders attended two day housing leadership training.
- The “Art Colony” themed living area sponsored a square during the fundraiser “Pastels on the Plaza.”
- Continued to host a well-attended weekly Open Mic Night for artistic expression.

Safety

- Participated in the Ad-Hoc Committee regarding hazing to assist in the response and development of policy. Consequently, we implemented an awareness campaign regarding hazing and the policy.
- Residence Life coordinated an Emergency Simulation of a real life emergency on-campus involving local response agencies such as University Policy, Arcata Fire Department, Campus Emergency Response Team (CERT), and Mad River Ambulance.
- Revised the housing Alcohol and Drug policy, provided outreach to those who were legal drinking age, and implemented a new process in the conduct system to reduce harm and violations of policy.
- Facilitated a table top exercise for the Department Operations Center to practice disaster response.
- Residence Life effectively responded to real life emergencies that included fires in our facilities, physical altercations, threats, and several mental health concerns. Many of these incidents required follow up to ensure the emotional safety of our residents.
- Trained staff on safety topics such as Active Shooter scenarios and Injury and Illness prevention.

Social Justice

- Residence Life staff coordinated a large scale event called “Tunnel of Oppression” for the Campus Dialog on Race that featured a Theater of the Oppressed approach to providing students skills to address bias. Skits were based on testimony from
students provided in the HSU Dissecting Diversity Report. This event attracted hundreds of participants.

- Volunteered staff assistance for event coordinated by the Multicultural Center such as the Social Justice Summit and California Big Time. Every CA was required to assist with one of these events.
- Queers and Allies, an interest group within RHA, volunteered and promoted Humboldt Pride.
- All CAs were required to provide a social justice focused event each semester that employed resources and experts outside of the department. Select examples of these events include “Problems with Porn,” “Black is Beautiful,” days of service in honor of Martin Luther King Junior and Cesar Chavez, and film viewings regarding homosexuality within Latino culture.

Sustainability:

- Housing and the Waste Reduction & Recycling Program (WRRAP) implemented a “Green Room” Certification process that allowed residents the opportunity to evaluate their current practices and obtain a green certification to display on their room door. Nearly 100 rooms completed the assessment. The assessment can be found at: [http://bit.ly/18z2QQN](http://bit.ly/18z2QQN)
- Participated in the campus-wide “STARS” assessment process and implemented new measures, such as an eco-friendly tour room, to further campus sustainability.
- Converted large scale events, such as STOMP with 400 participants, to “Zero Waste” events with little or no waste generated.
- Hosted two energy competitions during the year in coordination with two national energy saving campaigns on college campuses.
- Continued weekly trips to the Potowat Community Garden to learn about sustainable agriculture.
- Educated residents through programs and hand-outs about recycling.
- Organized and executed a more efficient “Move-Out” program that diverted thousands of pounds of waste, provided items to local charities, and reclaimed items to be reused by students during the next year. This year featured a push before move-out to assist students in identifying items to donate.
1.C.

**Enrollment/Participant Data**
Demographic profile of student enrollment/participants by majors, class level, and enrollment status (part-time vs. full-time). Analysis of the data should disaggregate by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level. Compare enrollment/participation with HSU enrollment and participant data. In your discussion and interpretation, consider how you use this data to make programmatic decisions and to what extent diversity goals are met.

**Judgment**
- [ ] Compliant
- [x] Non-Compliant
- [ ] Not Applicable

**Narrative**
1.D.

**Student Retention & Engagement**
Reports can include graduation rates, satisfaction surveys, etc. Analysis of the data should disaggregate by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level). Compare retention and engagement with HSU retention and engagement data. In your discussion and interpretation, consider how the data supports or conflicts with university retention efforts.

**Judgment**
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

**Narrative**
Housing + Dining conducts a satisfaction survey annually. This data offers an opportunity to evaluate efforts, compare results to longitudinal data, and make critical decisions regarding services.

**HIGHLIGHTS FROM THE 2012 SURVEY**
- Stronger response rate with 733 verified responses (+5%)
- Increase in satisfaction (+3.9%) and the first time satisfaction has entered the 90th percentile.
- Increased perception that living on campus will have a positive impact on studies (+5.3%)

**SELECTED DATA SETS FROM 2002-2012**

**I am satisfied with living in the residence halls.**

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**If I had a friend coming to HSU, I would encourage him/her to live in the residence halls.**

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**Fellow residents treat each other with respect regardless of background, culture, race, religion, age, gender or sexual orientation.**

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<td>72.2%</td>
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<tr>
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CHALLENGES OF LIVING ON-CAMPUS

The satisfaction survey is insightful when examining the climate of campus living. In particular, the survey reveals what students find challenging or dissatisfying about living on campus. Illustrated in the chart, the most frequently mentioned source of dissatisfaction is on-campus dining. 20% of all comments included negativity about Dining Services and these comments mostly were concerned with dietary needs not being met, limited hours, and general dissatisfaction. It is followed by complaints about facilities (14%), policies and the conduct process (9%), noise (8%), and events and activities (8%). Notably, only two respondents mentioned drug or alcohol use in their dissatisfaction.

Here are a few selected comments that align with the top three groups:

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<th>2004</th>
<th>Disagree</th>
<th>Agree</th>
<th>Neutral</th>
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<th>Disagree</th>
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I feel that living on campus will have a positive impact on my studies.

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<tr>
<td>Agree</td>
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<tr>
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<tr>
<td>Disagree</td>
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Since coming to HSU, has your use of alcohol has: (changed "my own" to "has your")

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<td>Increased</td>
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<tr>
<td>I Do Not Use Alcohol</td>
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<td>41.2%</td>
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<td>41.8%</td>
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<td>45.3%</td>
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Since coming to HSU, has your use of marijuana has: (changed "my own" to "has your")

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<td>I Do Not Use Marijuana</td>
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<td>66.3%</td>
<td>74.4%</td>
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CHALLENGES OF LIVING ON-CAMPUS

The satisfaction survey is insightful when examining the climate of campus living. In particular, the survey reveals what students find challenging or dissatisfying about living on campus. Illustrated in the chart, the most frequently mentioned source of dissatisfaction is on-campus dining. 20% of all comments included negativity about Dining Services and these comments mostly were concerned with dietary needs not being met, limited hours, and general dissatisfaction. It is followed by complaints about facilities (14%), policies and the conduct process (9%), noise (8%), and events and activities (8%). Notably, only two respondents mentioned drug or alcohol use in their dissatisfaction.

Here are a few selected comments that align with the top three groups:
“The hours of operation for the J, and the Giant's Cupboard are imperfect; I'm really hungry right now and neither one is open. I would go to the Depot, but as I have to go there anyway several days of the week for lunch due to a class that ends at 1:30, I will not as it's too expensive to do all the time. It would be better if the Giant's Cupboard opened earlier, and or the J closed later. This is the main reason that I want to be in a place where I can cook for myself next year.”

“I want to live off campus next year cause i want to be able to have more privacy and have my own room”

“I would like to be able to light incense at my dorm.”

ENGAGEMENT
While questions in the survey can be better tailored to measure engagement, there are a few questions that can be used to determine who participates in programmatic efforts and how relevant they are in the residential experience. In particular, two questions were asked to determine attendance at housing events and whether these events were similar to resident’s interests. From these questions, there are a few notable conclusions that can be made when they are cross tabbed with other data sets.

1. First-Year Students are engaged at a higher rate by residence hall efforts than all other class standings. While they have similar levels of interest, their participation is much higher than sophomores, juniors, seniors, or graduate students. This information is not surprising since most of the students who live in housing are First Year Students and programs such as RAMP cater directly to this demographic.

1. Most ethnicities attend events at similar rates, but some did not feel that their interests were represented in events hosted by Housing. In particular, Asian American identifying students were the least likely to identify with events hosted in the Residence Halls. African-American identifying students were the most likely to attend and identify with the events. It is important to note that the data for both these groups are relatively small. The more reliable data sets are from Caucasian and Latino students since they compose the majority of respondents and students at HSU.

CONCLUSIONS REGARDING ACADEMICS
The satisfaction survey is a helpful tool for determining what students think about living on campus. Most importantly, it demonstrates that living on-campus has a positive impact on academic performance. For example, nearly 65% of residents say that living on-campus has positively impacted their studies and only seven percent identify it as having a negative impact. The data confirms what national studies assert about the positive correlation between living on campus and academic success. While living on-campus can foster academic success in many ways, some of this success could be attributed to new efforts such as the RAMP program or the 2012-2013 Learning Outcome for Residence Life (please see section 1E).
1.E.

**Student Learning Outcomes**
Analysis of the SLO’s from section 1B. Based on the SLO’s from section 1B., describe to what extent the learning outcomes were met. Analysis should also include: interpretation of outcome results, how the program evaluates its effectiveness in meeting the university’s institutional mission effectiveness of outcome measurement and what program changes have been made based on the result of the assessed outcomes.

**Judgment**
☑ Compliant  □ Non-Compliant  □ Not Applicable

**Narrative**

**ORIGINS OF LEARNING OUTCOME**

In an effort to measure Residence Life’s impact, the department decided to focus the 2012-2013 Learning Outcome on programmatic efforts that promote academic success. In addition to maintaining an environment that is conducive to studies, CAs are charged to host an event each semester that fosters academic success. As part of a larger Community Development Model, this requirement equips residents with skills or knowledge that can be applied in their current coursework. The goal of the learning outcome was to assess the effectiveness of these events:

“Residents who attend an academic success program provided by Residence Life will be able to identify at least one way in which the information presented during the program can be applied toward achieving their academic goals.”

Using Blooms Taxonomy as a theoretical framework, the department intentionally used two verbs in the Learning Outcome. Of the two, identify and apply, the latter is the most significant. Application represents the critical link needed to furnish a positive outcome in academics.

**ASSESSMENT DESIGN**

The plan for the Learning Outcome was crafted by the entire professional Residence Life team during the summer and assessment was conducted throughout the year. The plan included the development of a survey instrument that would be administered after events, incentives for voluntary feedback from participants, trainings for student staff to enable them to impartially administer the survey, and an information campaign to bring awareness about the outcome.

The instrument developed was a half sheet document that asked program participants to identify skills that may have been provided during the event and how it could be applied towards an academic goal. The incentive was a scratcher provided to the participant immediately following the survey. If participants had a winning scratcher, they were provided with $5 in C-points and entered into a drawing for a $200 gift certificate to the bookstore. Data obtained was exclusively qualitative and required the development of an evaluation tool for determining if the outcome was met. Each response was individually reviewed with an emphasis on the question regarding application; responses without an application or an improper application were considered as not meeting the outcome. If the majority (70%) of respondents could identify the content
and make applications, the Learning Outcome was satisfied by the event. If more than half could make applications, then the outcome was partially satisfied by the event. If only less than half could make applications, then the outcome was not achieved by the event.

OUTCOME RESULTS
In 2012-2013, Residence Life provided 24 events intended to foster academic success with over 231 residents in attendance. Overall, 14 (58%) of academic success events hosted by housing met the outcome of identifying and applying information that would assist in their academic goals. Seven (29%) of events had mixed results and three (13%) were unsuccessful. A total of 221 skills were identified and applied by 211 people.

Qualitative comments from the surveys also indicated success. Here are a few selected comments:

- "I learned many new techniques to combat my test anxiety through breathing exercises and mid-test relaxation."
- "I did not know that I was a visual learner until now! Color coding truly helps me remember important details of my notes!"
- "This program really helped me learn a new method of taking notes. I feel much more confident taking notes now."

CONCLUSIONS
The review of this Learning Outcome during 2012-2013 has revealed content that students find helpful and relevant for these events. It has also assisted us in determining the most effective method of providing this information. For example, programs with the greatest success had narrowly tailored topics, were held at appropriate times of the year, and contained clear applications for students. Conversely, events that were the least successful were too all-encompassing, planned at the last minute, and lacked properties for personalization. Since this study, these conclusions have been discussed with professional staff and incorporated into trainings.
2.A.

Staff Engagement in Institutional Efforts and Activities
Describe how the department engages all members in the discussion, review, assessment and revision of program SLOs and other services.

Judgment
☒ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

COMMITTEE PARTICIPATION – Residence Life

- Student Engagement and Leadership Staff (SEALS) – Jeremy Davis;
- Campus Dialog on Race Committee (CDOR) – Vynessa Ortiz;
- Welcome Home to Humboldt Week – Vynessa Ortiz;
- Anti-Bias Response Team – Jeremy Davis;
- University Board of Directors – Melissa Nielsen, Sam Wilson;
- Diversity & Inclusive Student Success Collaborative (DISSCo) – Patty O’Rourke-Andrews;
- Sexual Assault Prevention Committee – Patty O’Rourke-Andrews;
- Alcohol & Other Drugs – Patty O’Rourke-Andrews;
- International Advisory Committee - Patty O’Rourke-Andrews, Jeremy Davis;

ADVISORY ROLES

- Womyns Center – Vynessa Ortiz;
- Resident Housing Association (RHA) – Jeremy Davis;
- Brothers United – John Capaccio;
- Legacy Club – Brittany Henry.

COLLABORATION WITH ANOTHER DEPARTMENT

- Safe Space Program – CAPS;
- Student Conduct Norming – UPD, OSRR, Health Center;
- International Student Kick-off – CIP, Academic Affairs;
- Search Committees – Admissions, EOP, Student Affairs;
- Homecoming – MARCOM, Athletics, Clubs and Activities;
- RAMP – Student Affairs, Academic Affairs;
- Community Advocate Meetings – CAPS, Health Center, WRRAP;
- Theme Living – College of NRS, Center Activities, WRRAP, CIP, Veteran’s Services;
- Training – Various, too numerous to list;
- Preview Plus Program – Admissions, SASOP;
- Also, please see section entitled “Description of Program Goals for Year Under Review” for a listing of individual events that contained collaboration.
3.A.

**Investments**
Staff FTES by classification type, ethnicity and gender. Include budget expenditures distinguishing between temporary staff, student staff, permanent staff, and Operating Expense. (Budgets to include State General Fund, Trust Funds, Grants and Contracts, etc.)

**Judgment**

- [ ] Compliant  
- [x] Non-Compliant  
- [ ] Not Applicable

**Narrative**

3.B. Efficiency

Staff/student ratio (SSR) within the unit, scope and type of service, number of program participants by discrete service (distinguish between group presentations and one-on-one work with individual students), number of contact hours, and comparisons to benchmarks based on similar size campus and demographic data for student populations.

Judgment

☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Residence Life has resident-to-staff ratios that are comparable to other institutions in the California State University system and nationally. The Association of College and University Housing Officers International (ACUHO-I) states that the range of this ratio can vary based on student population needs and existing facilities. For example, First Year populations typically have higher staffing ratios. Upper-class communities may have fewer staff because residents have (or are thought to have) a greater ability to navigate community living. Staffing ratios at HSU model these practices, but it also underscores the importance of the consideration of this information when intentionally designing facilities.

In regards to student staffing, HSU Residence Life has a mean average of 51 students for each Community Advocate. Apartment communities have a higher mean average ratio of 56:1 with the highest in Creekview Apartments at 66:1. Traditional Hall communities have a lower mean average at 47:1. The smallest community is the all-female wing in Sunset Hall at a ratio of 26:1. On average, ACUHO-I states that comparable positions should be responsible for 25 – 50 residents in first-year hall.

For professional staff, there is a mean average of about 405 students for each Residence Life Coordinator overseeing an area. The largest area contains 483 residents and the smallest area has 207 residents. ACUHO-I does not specify an average for this ratio, but outlines a range between 100 and 800 as being common. Higher ratios would involve a secondary level of supervision (such as a graduate student) and might reach up to 1,200 residents. HSU currently does not employ this model. It is also important to note that resident needs vary by institution type. As a remote, rural institution hosting a large amount of first generation students, Humboldt State University necessitates a lower residential staff ratio.

Here is a comprehensive list of full time staff in Residence Life:

- 1 Administrative Support Assistant II (ASA II)
- 5 Residence Life Coordinators, Student Services Personnel II (SSPII)
- 1 Residence Life Coordinator (RAMP), Student Services Personnel II (SSPII)
- 1 Area Coordinator, Student Services Personnel III (SSPIII)
- 1 Assistant Director, Student Services Personnel IV (SSPIV)
4.A.

General Conclusions about Past Year Performance
Through analysis and personal observation, summarize your conclusions about the past year. Discuss to what extent your department has or has not met stated goals and any challenges faced in achieving goals? What activities has your program engaged in to improve the student success and the HSU environment? Describe notable achievements since your last self-evaluation.

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

During the academic year of 2012-2013, Residence Life implemented new programs and positions focused on meeting the needs of students and the mission of the department/institution. In concise summary, here are the most noteworthy changes:

- Focus on Academics – The Residential Academic Mentorship Program (RAMP) program was successfully launched and integrated into housing operations and student culture. Residence Life aligned the learning outcome with academic success. Even student groups, such as the Resident Housing Association, set goals about promoting a culture of academic success.
- Partnerships in Campus Conduct – A stronger partnership with the Office of Rights and Responsibilities yielded a new campus-wide conduct management database and collaboration to develop new developmental sanctions.
- Organizational Change – The Area Coordinator position was introduced to meet the needs of the department that had lacked centralized coordination of projects such as emergency management and training of student staff members.
- Sustainability – Departmental sustainability efforts were improved by collaborating with WRRAP to provide composting in all housing facilities, implement the “Green Room Certification”, design an online Green Tour Room, and assist in institutional assessment through the STARS program.

Overall, 2012-2013 was a year that codified the ideas for change from the previous year and built upon them.
5.A.

Recommendations, Goals and Student Learning Outcomes for Next Year

Summarize program modifications or changes to be made as a result of assessment. Show how the changes responded to changing demographics, technologies, external requirements, or other relevant factors. Goals may be carried over from year to year but changes but must be informed by your data analysis and conclusions in 4.A.

Judgment
☑ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

LEARNING OUTCOME

The same learning outcome in 2012-2013 will be used for the following year:

“Residents who attend an academic success program provided by Residence Life will be able to identify at least one way in which the information presented during the programs can be applied toward achieving their academic goals.”

This outcome was chose to make adjustments and have a stronger impact on resident’s academic success.

Similar methods of measurement, such as the paper survey, will be used to evaluate the responses. The Residence Life team will also be developing an additional survey to measure how helpful students found the information later in the semester and a coversheet for program facilitators to assist in planning.

The outcome will be met if residents are able to identify skills that may contribute to the achievement of their academic goal or a potential application of the information presented during the event. Data coding will be developed to interpret the results from the open-ended questions in the survey. All assessment results will be reviewed during the mid-year and end of the year meetings conducted by Residence Life to determine if the outcome has been met.

During planning in 2013, the Residence Life team set new measurement criteria. If 80% of respondents and programs could make an appropriate application, the learning outcome had been accomplished. An application rate of 80%-40% would constitute a partially met outcome, and below 40% would result in a designation of not being met.

Similar efforts from last year will be made for an education campaign regarding the learning outcome. Efforts will include placing the 2013-2014 learning outcome on our website, bulletin boards, fliers for academic success programs, email signatures, and in our Residence Life and You Handbook. It will also be discussed with students during CA training, mandatory first area meetings with residents, and during new resident orientation in the spring semester.

GOAL

Residence Life chose to loosely align the goal with the Learning Outcome. The Goal will be focused on study incentives, such as Study Bucks, provided in housing:
“We will review the effectiveness and relevancy of the Study Bucks program, and update it to reflect the needs of the HSU residential student population. The Study Bucks initiative positively reinforces effective habits, conducive study environments, and good academic performance. While conducting safety rounds, on-duty staff give out “study bucks” that can be used to enter drawings each semester for prizes. These tickets can be given to residents while they are studying in a public place, work groups, or provided for graded assignments that have demonstrate strong academic performance. While an excellent concept, administration of the program varies by area and may not meet the needs of our students. The goal for 2013-2014 seeks to determine if this is still a viable program and develop best practices.

To achieve this goal, the Residence Life group utilized the framework of SMART to set Specific, Measurable, Attainable, Realistic, and timely objectives. This includes:

- Reviewing and outlining our current Study Bucks Program. Joselle Bannie will be responsible for completing this by the end of October.
- Obtaining, reviewing, and analyzing data on the HSU Residential Students. This will be completed by Elijah Carr by the end of November.
- Researching best practices on Academic Incentive programs. Brittany Henry will be responsible for completing this by the end of November.
- Assess knowledge of existence and use by residents. Heather Pearson and Roger Wang will complete this task by December.
- Make recommendations for changes at the Mid Year Meeting.
- Implement changes in Spring or Fall 2014.