1.A.

Description of Program Services
Brief description of services/activities provided by department, including department’s mission statement.

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 13 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), Residences 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 200-300 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 about 100 student staff that work for the office. All student staff in Residence Life is required to maintain a minimum GPA of 2.25 and RAMP mentors must have a 2.75. Our average GPA for the 2011-2012 academic year was a 3.1. All of these positions go through a two week training preceding the fall semester and a 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.

- Operations Staff (15) – Operations Staff is split into two areas: working the Information Desk and working “Walk-Around.” While working the Information Desk, Operations Staff members provide services after regular business hours including facility space reservation/usage, equipment checkout, lockouts/key replacements, requesting maintenance service, emergency response, package tracking, lost and found items, and serving as a general resource to residents, parents, and any other customers. Walk-Around is conducted by a pair of Operations Staff members each night. Walk Around conducts a set of perimeter rounds outside of the buildings within Housing to make sure there are no hazards or policy violations and that buildings are secured (closing propped doors). Next year these staff members will be renamed as Resident Services and be cross trained with other desk and mail room workers.

- 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 (8) – 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. RAMP program planning and the training of mentors started spring 2012.

PROFESSIONAL STAFF
Residence Life has eight full time staff members that compose the professional staff team. In 2011-2012 there were seven Residence Life Coordinators (RLCs) and one Assistant Director (AD). Each RLC is 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. Two RLCs did not have a residential area, but rather focused on programmatic functions such as the RAMP and Operations. All RLCs are 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. As a result, the RLC position is a temporary appointment with the expectation that staff hold the position for no more than three years. 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 entry level 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 for Year Under Review

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 of learning and program outcomes are completed during the end of the year retreat at the conclusion of the academic year. The program outcomes are evaluated by the five critical components the Residence Life Mission Statement: Education, Holistic Growth, Safety, Social Justice, and Environmental Responsibility. Here are the highlights from the 2011-2012 academic year in these areas:

Education & Academic Success
- Residence Life co-developed and launched the Residential Academic Mentorship Program (RAMP) to pair every First Year student with an academic mentor.
- Collaborated with staff and faculty on events:
  - Sea voyages on the Coral Sea with faculty members from NRS
  - 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
- 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.
- 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.
- 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
- 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.
- The 2011-2012 learning outcome examined a student staff’s ability to apply emergency protocol to a real life emergency situation. Emergency simulation was used as a way to measure the effectiveness of our training and application of the protocol. After marginally meeting this outcome in 2010-2011, Residence Life was able to achieve this outcome.
- 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.

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.
- Organized a service trip to Betty Chin’s Mission for Martin Luther King Junior Day.
- Recognition of social justice programs on a regional and national scale at student leader conferences. Adrian Pedroza presented “It’s Racist, but it’s Disney!” and Joshua Weingarten provided “Social Justice Dodge Ball”. Both presentations received an award and Joshua’s was rated as one of the top 20 nationally.
- Queers and Allies, an interest group within RHA, volunteered and promoted Humboldt Pride.
- The “Sisters of Perpetual Indulgence” hosted the RHA BINGO night. The BINGO night served as a food drive and raised over 300 cans of food for the North Coast Resource Center.
- Held donation drives for Food for People before fall and Winter break.

Sustainability:
- Residence Life established housing wide composting services with funding from the Waste Reduction and Recycling Awareness Program (WRRAP) and RHA.
- 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.
1.C.

**Enrollment/Participant Data**
Demographic profile of student enrollment/participants by majors, class level, and enrollment status (part-time vs. full-time). Data to be disaggregated by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level. Brief summary discussing data.

**Judgment**
- Compliant
- Non-Compliant
- Not Applicable

**Narrative**
Housing has 2013 bed spaces. This number varies throughout the academic year due temporary bed spaces created in the beginning of fall and, if needed, spring semesters and residents moving out at throughout the year. We began fall 2011 with 2039 residents: 914 males, 1125 females (1136 new freshmen, 395 new transfers and 508 returners).
1.D.

**Student Retention & Engagement**
(e.g. graduation rates, satisfaction surveys). Data to be disaggregated by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level).

Briefly summary discussing data.

**Judgment**
- Compliant
- Non-Compliant
- Not Applicable

**Narrative**

**Comparison of Satisfaction Survey Responses (selected responses)**
**2002 - 2011**
**2011 data from 616 verified responses**

<table>
<thead>
<tr>
<th>I am satisfied with living in the residence halls.</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
<td>Yes</td>
<td>71.0%</td>
<td>79.5%</td>
<td>82.0%</td>
<td>80.3%</td>
<td>80.8%</td>
<td>89.5%</td>
<td>87.6%</td>
<td>89.0%</td>
<td>85.4%</td>
<td>87.2%</td>
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<tr>
<td>No</td>
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<td>19.0%</td>
<td>18.0%</td>
<td>19.7%</td>
<td>19.2%</td>
<td>10.5%</td>
<td>12.4%</td>
<td>11.0%</td>
<td>14.6%</td>
<td>12.8%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>If I had a friend coming to HSU, I would encourage him/her to live in the residence halls.</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tr>
<td>Yes</td>
<td>69.5%</td>
<td>79.0%</td>
<td>81.2%</td>
<td>77.1%</td>
<td>77.1%</td>
<td>83.6%</td>
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<td>86.0%</td>
<td>82.6%</td>
<td>83.1%</td>
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<tr>
<td>No</td>
<td>30.5%</td>
<td>21.0%</td>
<td>18.8%</td>
<td>22.9%</td>
<td>22.9%</td>
<td>16.4%</td>
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<td>17.4%</td>
<td>16.9%</td>
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</table>

<table>
<thead>
<tr>
<th>Fellow residents treat each other with respect regardless of background, culture, race, religion, age, gender or sexual orientation.</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>63.7%</td>
<td>65.7%</td>
<td>65.5%</td>
<td>62.8%</td>
<td>63.7%</td>
<td>72.2%</td>
<td>68.6%</td>
<td>68.3%</td>
<td>70.5%</td>
<td>71.8%</td>
</tr>
<tr>
<td>Neutral</td>
<td>21.1%</td>
<td>24.9%</td>
<td>23.1%</td>
<td>20.5%</td>
<td>24.0%</td>
<td>20.4%</td>
<td>20.4%</td>
<td>20.0%</td>
<td>20.4%</td>
<td>20.0%</td>
</tr>
<tr>
<td>No Knowledge (includes neutral prior to 2004)</td>
<td>21.4%</td>
<td>20.0%</td>
<td>3.2%</td>
<td>2.2%</td>
<td>3.1%</td>
<td>2.4%</td>
<td>2.5%</td>
<td>3.5%</td>
<td>1.4%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>14.5%</td>
<td>13.8%</td>
<td>10.2%</td>
<td>10.1%</td>
<td>10.1%</td>
<td>4.9</td>
<td>4.8</td>
<td>7.8</td>
<td>7.6</td>
<td>5.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I feel that living on campus will have a positive impact on my studies.</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>50.6%</td>
<td>55.3%</td>
<td>44.9%</td>
<td>44.3%</td>
<td>51.1%</td>
<td>60.0%</td>
<td>60.4%</td>
<td>59.1%</td>
<td>59.3%</td>
<td>59.4%</td>
</tr>
<tr>
<td>Neutral</td>
<td>23%</td>
<td>37.7%</td>
<td>32.8%</td>
<td>27.6%</td>
<td>28.4%</td>
<td>30.4%</td>
<td>29.0%</td>
<td>29.0%</td>
<td>29.0%</td>
<td>29.0%</td>
</tr>
<tr>
<td>No Knowledge (includes neutral prior to 2004)</td>
<td>29.8%</td>
<td>27.8%</td>
<td>0.6%</td>
<td>0.7%</td>
<td>0.4%</td>
<td>0.8%</td>
<td>0.7%</td>
<td>0.3%</td>
<td>1.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>19.3%</td>
<td>15.1%</td>
<td>24.8%</td>
<td>17.2%</td>
<td>15.6%</td>
<td>11.7%</td>
<td>10.5%</td>
<td>10.2%</td>
<td>10.8%</td>
<td>10.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Since coming to HSU, has your use of alcohol has: (changed &quot;my own&quot; to &quot;has your&quot;)</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased</td>
<td>19.5%</td>
<td>18.4%</td>
<td>22.8%</td>
<td>24.1%</td>
<td>18.7%</td>
<td>15.0%</td>
<td>13.3%</td>
<td>15.1%</td>
<td>19.3%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Decreased</td>
<td>17.7%</td>
<td>13.5%</td>
<td>14.0%</td>
<td>13.1%</td>
<td>11.9%</td>
<td>17.1%</td>
<td>13.7%</td>
<td>16.9%</td>
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<td>12.7%</td>
</tr>
<tr>
<td>Remained the Same</td>
<td>32.1%</td>
<td>27.3%</td>
<td>29.9%</td>
<td>28.1%</td>
<td>28.2%</td>
<td>25.4%</td>
<td>30.0%</td>
<td>28.2%</td>
<td>27.3%</td>
<td>30.4%</td>
</tr>
<tr>
<td>I Do Not Use Alcohol</td>
<td>30.8%</td>
<td>38.4%</td>
<td>33.3%</td>
<td>34.7%</td>
<td>41.2%</td>
<td>42.5%</td>
<td>43.0%</td>
<td>39.8%</td>
<td>41.8%</td>
<td>40.1%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Since coming to HSU, has your use of marijuana has: (changed &quot;my own&quot; to &quot;has your&quot;)</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased</td>
<td>17.9%</td>
<td>14.3%</td>
<td>15.4%</td>
<td>10.8%</td>
<td>9.0</td>
<td>10.3%</td>
<td>13.5%</td>
<td>10.5%</td>
<td>13.6%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Decreased</td>
<td>9.3</td>
<td>7.5</td>
<td>6.8</td>
<td>6.9</td>
<td>6.8</td>
<td>7.5</td>
<td>8.0</td>
<td>7.8</td>
<td>7.0</td>
<td>7.8</td>
</tr>
<tr>
<td>Remained the Same</td>
<td>17.9%</td>
<td>11.4%</td>
<td>11.8%</td>
<td>16.0%</td>
<td>9.7</td>
<td>12.4%</td>
<td>13.3%</td>
<td>15.6%</td>
<td>14.9%</td>
<td>15.4%</td>
</tr>
<tr>
<td>I Do Not Use Marijuana</td>
<td>55.0%</td>
<td>64.7%</td>
<td>66.1%</td>
<td>66.3%</td>
<td>74.4%</td>
<td>69.7%</td>
<td>65.2%</td>
<td>66.1%</td>
<td>64.5%</td>
<td>64.9%</td>
</tr>
</tbody>
</table>
1.E.

Student Learning Outcomes
Interpretation of outcome results, can include effectiveness of outcome measurement.

Judgment
☐ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

ORIGINS OF LEARNING OUTCOME
The learning outcome in the previous academic year of 2010-2011 was accomplished with marginal success. In an effort to improve upon our services and assessment, the office of Residence Life chose to reevaluate the same learning outcome of emergency response within the residential facilities. This learning outcome was created due to the paramount need to create a safe living environment in on-campus housing by effectively responding to emergencies.

Due to its importance, emergency training was already a core element of student staff trainings. It is fairly reasonable to assume that most student staff members who enter our organization do not have prior knowledge of emergency response protocol such as Incident Command or HEADD$^2$ (our acronym used to help staff identify proper protocol). Therefore, emergency response was an excellent subject to measure learning and the effectiveness of our training program. In 2010-2011, the original learning outcome was set as:

“Residence Life Student Staff who participate in emergency training will be able to identify emergency response protocol from training and apply it in a specific real-life emergency.”

The professional staff modified this outcome slightly for the 2011-2012 academic year to encompass notions of both identifying and applying protocol.

“New Residence Life Student Staff who participate in emergency training will be able to adapt HEADD emergency response protocol to a specific emergency simulation.”

We chose to focus on a staff member’s ability to adapt a protocol since it acknowledges that protocol cannot be applied uniformly to every emergency. Each unique emergency necessitates a different application of protocol based on the particular circumstances critical thinking. The HEADD protocol is a guide to assist in the critical thinking process.

ASSESSMENT DESIGN
Assessment of this learning outcome was conducted during Residence Life student staff training in August after the emergency protocol training. Students were provided a pretest instrument to determine their ability to identify and apply emergency protocol. Additionally, they were asked to evaluate their comfort in adapting protocol to an upcoming unknown emergency that would be simulated during training. Residence Life then provided a multi-agency emergency simulation as an exercise in adaptation. A post-test survey was then conducted after the exercise to determine how staff would measure their ability to adapt protocol. This post-test survey was reinforced by observations and a debriefing following the exercise. The results were then evaluated with a rubric that was developed by the Residence Life Professional staff.

2011-2012 Learning Outcome Rubric

<table>
<thead>
<tr>
<th>Score Levels</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>
| **Recalling the Protocol** | • § Student Staff member uses correct terminology when recalling H.E.A.D.D. protocol  
• § Student Staff member uses mostly correct terminology when recalling H.E.A.D.D. but forget 1 specific protocol or confuse protocol names (i.e. "assist instead of aid")  
• § Student Staff member cannot recall specific H.E.A.D.D. protocols and forgets and/or doesn’t correctly identify 2 or more protocols. | • § Student Staff member is able to correctly identify what steps of the H.E.A.D.D. protocol that they observed or participated in  
• § Student Staff member is able to describe what actions they participated in or observed during Emergency Simulation but isn’t able to connect those actions under a specific | • § Student Staff member is not able to describe which H.E.A.D.D. protocols that they participated in or observed. |
Identifying their actions

H.E.A.D.D. protocol (i.e. “I set-up perimeter” rather than “Distance”)

**Note** Some staff described that the action they took but later went on to name the protocol that they were acting under.

Explaining Adaptation

- § Student Staff member correctly describes the steps that they took when adapting the H.E.A.D.D. protocol.
- § Student Staff member is able to describe parts of the H.E.A.D.D protocol that they adapted but doesn’t necessarily match it up with the correct protocol term.

(i.e. I did Help by getting band aids)

- § Student Staff member is not able to explain how the actions that they took are a part of the H.E.A.D.D. protocol.

OUTCOME RESULTS

Overall, 50% of Residence Life student staff self could correctly identify, apply, and adapt emergency protocol immediately after their training during the emergency simulation. Another 34% were still developing, but could almost correctly demonstrate the desired outcome. Only a small percentage of staff, about 16% were unsatisfactory in their ability. This is a marked improvement compared to our results last year; both proficient and developing were combined for total of 49%. Similar to last year, not everyone was able to meet this outcome, but significant gains were made with a refined assessment and intentional training. Additionally, this assessment highlighted that not everyone is perfect after completing a comprehensive training. Review, practice, and additional trainings are always needed.

Results by Count:

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Recalling Protocol</th>
<th>Identifying Actions</th>
<th>Explaining Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>16</td>
<td>19</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Developing</td>
<td>11</td>
<td>10</td>
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<td>9</td>
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<tr>
<td>Unsatisfactory</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

EFFECTIVENESS OF OUTCOME MEASUREMENT

In the previous academic year, the professional Residence Life staff identified ways to improve the effectiveness of the learning outcome measurement. They proposed the following suggestions which were incorporated in 2011-2012:

- Train professional staff on learning outcomes during training.
- Include or identify a specific scenario to evaluate on the assessment tool. For example, reference the emergency simulation rather than speaking in generalities.
- Focus only on HEAD2, not incident command. There are less variables to evaluate with HEAD2.
- Evaluate assessment right after training, rather than waiting till midyear. This will provide more time to follow up with student staff members or provide additional training.
- Talk about learning outcomes throughout the year.

In addition to these changes, the professional staff devised detailed instruments such as surveys and rubrics to measure the outcome. The product of these efforts was a stronger understanding of the process and a refined result.
2.A.

Staff Engagement in Institutional Efforts and Activities
(e.g., committee participation, club advisor, collaboration with another department)

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 – Khou Yang / Vynessa Ortiz;
- Anti-Bias Response Team – Jeremy Davis;
- University Board of Directors – Macy Stewart / Lynn Huynh;
- 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

ADVISORY ROLES

- Womyns Center – Vynessa Ortiz;
- Resident Housing Association (RHA) – Jeremy Davis, Khou Yang, Joselle Bannie;
- Brothers United – John Capaccio

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  ☐ 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
4.A.

General Conclusions about Past Year Performance

Judgment
☐ Compliant  ☑ Non-Compliant  ☐ Not Applicable

Narrative
During the academic year of 2011-2012, Residence Life experienced a significant amount of change as a result of internal and external influences. These changes have shaped the direction of the department, nature of services provided, and use of resources. In concise summary, here are the most noteworthy changes:

- Professional Staff Turnover – Three Residence Life coordinators left a mid-year last year due to dissatisfaction with the local area and better opportunities at other CSU campuses. Selection and training of new professional staff in the middle of an academic year is very rare, but essential. This turnover consumed a large amount of time of the department in selection and training.
- Residential Academic Mentorship Program – A Residence Life Coordinator was added to the organization to focus on the development of the RAMP program. The person who worked to develop this pilot program was currently a Residence Life Coordinator and subsequently required the training of a new professional to fill the role.
- Organizational Change – Residence Life experienced organizational change with the introduction of an administrative assistant in the summer of 2011. Additionally, with the departure of the Residence Life Coordinator of Operations, reorganization was completed to move all desk management under the Central Office. Emergency Management responsibilities remained with Residence Life under a newly created position, Area Coordinator. This position would assist with a variety of projects that need a permanent person to oversee.
- Student Conduct Management – Student Affairs and Housing explored new databases to manage for student conduct administration. The move towards this new program was significant because both Student Affairs and Housing managed their conduct differently. Central management will provide a unified approach to student development and accountability, but will also require greater collaboration between the two offices.

Overall, 2011-2012 was a year of rebuilding and reorganizing for Residence Life. Despite some of these transitions, Residence Life was highlight dedicated to serving students and fulfilling its mission.
5.A.

Recommendations, Goals and Student Learning Outcomes for Next Year

Goals should be established utilizing CAS Standards for the program as well as the university vision and HSU Student Outcomes. Goals must include objectives for a specific or focused area of student support (ex. admissions, financial aid, housing and residential life, learning support services, student conduct, etc.), a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students.

Judgment

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

For the 2012-2013 academic year Residence Life will be focusing on the following learning outcome:

“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.”

As part of the HSIU Residence Life Community Development Model, Community Advocates (CAs) are required to provide three educationally focused events (programs) for residents per a semester. Of these three educationally focused events, the specific focus must be social justice, environmental responsibility, and academic success. Collaboration with staff or faculty is required for these programs and our 2012-2013 learning outcome will focus on the academic success programs.

Prior to the start of classes, we will be training CAs how to properly facilitate an academic success program and debrief to enhance student application of the content presented. We will also be providing follow-up training during CA meetings in the fall semester since this can be a challenging task for some students.

METHOD OF MEASUREMENT

Both quantitative and qualitative assessment methods will be utilized in measurement of this outcome.

A short paper survey instrument will be administered after an academic success program by a Community Advocate. While the survey is voluntary for participants, there will be a prize giveaway incentive provided to encourage completion. The survey instrument will consist of about four questions gathering demographic information, a multiple choice for participants to identify any skills acquired, and an open ended question to determine if participants are able to apply any content that was presented.

Additionally, all participants will be invited to take part in a series of focus groups in the second week of November. The purpose of the focus groups will be to assess the retention and application of the information presented at the academic success programs. The data will be entered into People Soft to allow easy reporting and cross filtering with other student demographic information.

MEASUREMENT CRITERIA

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 academic success program. Additionally follow-up through focus groups will assist in verifying the data.

Data coding will be developed to interpret the results from the open-ended questions in the survey and the questions from the focus groups. 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.

ADDITIONAL INFORMATION

A campaign to inform residents, staff, and faculty of our learning outcomes will be launched in fall 2012. Efforts will include placing the 2012-2013 learning outcome on our website, bulletin boards, fliers for academic success programs, 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.