

**Student Services Annual Department Report**  
**Department: Housing and Residence Life**

**Humboldt State University**

**Enrollment Management and Student Affairs**

**Housing and Residence Life**

**Housing and Residence Life Mission Statement**

**Mission Statement**

The Department of Housing and Residence Life enhances the mission of the Division of Enrollment Management and Student Affairs and the University by providing residents with high quality facilities, programs and services that support and promote learning, academic achievement, personal growth, community services, environmental consciousness, and social justice.

**Related Items**

**1: Culture of learning**

**Description of Goal**

To promote a culture of learning in campus housing.

**1a.: Cultural Awareness/Learning**

**Type of Outcome:** Student learning outcome

**Learning Domain:** HCE: Humanitarianism & Civic Engagement

**Description of Outcome**

As a result of participating in International Living Community programming, residents should demonstrate a greater understanding of another culture.

**Measurement Strategy:** Survey, Tracking

**Assessment Method**

Housing staff will track attendance at each program designed to support the learning outcome (see below). Residents will be surveyed at the end of the academic year. The survey will ask reflective questions about their growth of understanding of another culture.

Supporting Programs:

1. A program will be offered about communication styles. The program will include discussion so that residents may share communication styles from their own cultures.
2. A program will be offered about food. Residents will be asked to share about food from their home countries or cultures.
3. A program will be offered about holidays. Residents will be asked to share about holidays celebrated in their home countries.

4. A program will be offered about art. Residents will be asked to share about cultural art in their home countries (example: Global Art Night: cultural dancers, art faculty involvement, art showcase, juxtaposition of cultural messages in art).

 2015-16 International Living Assessment Survey

### **Results of Assessment**

The assessment survey had six respondents. While many students attended the programs, only one student who completed the assessment survey had attended a program. The other five students who completed the survey did not attend any programs. Five of the six respondents experienced growth in their understanding of another culture. Five experienced growth in their awareness of different communication styles, three experienced growth in their knowledge of a holiday celebrated in another culture, three experienced new foods, and two identified other areas of growth, including awareness of different customs.

 International Living 2015-16 Survey-Names & IDs Removed

### **Conclusions**

It cannot be determined that the learning outcome was met. While it is clear that the students who participated in the survey experienced growth in their understanding of another culture, most of them did not participate in the programming that was designed to support the learning outcome. There are many other factors that could have led to this growth, including their presence in a new college environment different from their home environment area the close proximity to someone from another culture in their living area.

The sample size was very small, yet program attendance was high. Future assessment around this learning outcome could include an alternate method for surveying program attendees, and further assessment of the growth that students in this living learning community experience compared to students in other living areas.

### **1b.: Science Applied to the Community**

**Type of Outcome:** Student learning outcome

**Learning Domain:** KA: Knowledge Acquisition, Construction, Integration & Application

#### **Description of Outcome**

As a result of participating in the Natural Resources & Sciences Living

Community programming, residents should be able to describe at least one way that science can be applied to address an issue impacting the local community.

**Measurement Strategy:** Survey, Tracking

**Assessment Method**

Housing staff will track attendance at each program designed to support the learning outcome (see below). Natural Resources & Sciences Residents will be surveyed at the end of the academic year, asking them to describe at least one way that science can be applied to address an issue impacting the local community.

Supporting Programs:

1. A program will be offered regarding an issue in the local forests, including an overview of the issue, what role science plays in that issue, and an opportunity for residents to interact with the issue (example: impact of pollution and trail cleanup).
2. A program will be offered regarding an issue in the local ocean, including an overview of the issue, the role science plays in the issue, and an opportunity to interact with the issue (examples: overview and impact of starfish wasting, and tide pooling trip to the HSU Marine Lab).
3. A program will be offered regarding an issue with local wetlands, including an overview of the issue, the role science plays in the issue, and an opportunity to interact with the issue (examples: a program involving a local wetland restoration project, including a trip to that wetland; an overview of the Arcata Marsh Wastewater Treatment Facility, including a tour, preservation of bird eggs on the lagoon, bird watching organization trip and discussion, etc.).
4. A program will be offered regarding an issue on the local landscape, including an overview of the issue, the role science plays in the issue, and an opportunity to interact with the issue (example, impact of invasive species on the coastal landscape and cleanup with Friends of the Dunes, Observatory Tour, Fish Hatchery Tour).

 2015-16 Natural Resources & Science Assessment Survey

**Results of Assessment**

The assessment survey had 13 respondents, but only three attended a program designed to support the learning outcome. Of the students who attended a program, only one said they could identify an issue in the local community and explain how science could be applied to address it. That student then explained an issue, but did not explain how science could address it. Of the other students who completed the survey, four could identify an issue and explain how science could be applied.

## **Conclusions**

It cannot be determined if the learning outcome was met. In addition to the small sample size and the fact that most survey respondents did not attend a supporting program, the growth that some students experienced can be attributed to other factors. One student specifically stated that they learned about an issue and how science could be applied to address it in their Klamath Connection courses and personal interest, not from living in the Natural Resources & Sciences living area.

Further assessment for this learning outcome should include an alternate method for surveying program participants, and further assessment of the factors that influence this growth.

## **1c.: Appreciation of Service**

**Type of Outcome:** Student learning outcome

**Learning Domain:** HCE: Humanitarianism & Civic Engagement

### **Description of Outcome**

As a result of participating in Outdoor Adventure and Community Service programming, residents should demonstrate an enhanced appreciation of serving in their local community.

**Measurement Strategy:** Survey, Tracking

### **Assessment Method**

Housing staff will track attendance at each program designed to support the learning outcome (see below). Residents will be surveyed at the end of the academic year. The survey will ask reflective questions about their growth in appreciation of serving the local community.

Supporting Programs:

1. A community service program will be offered working on local trails, including an overview of ways residents can continue to be involved, and a discussion afterwards.
2. A program will be offered in conjunction with the Potawot gardening service project with the United Indian Health Services. Residents will get an overview of the Potawot program and how their service helps others. Afterward, there will be a facilitated discussion.
3. A program will be offered at Rock Creek Ranch involving a tour of the grounds and an explanation of what the Smith River Alliance does, with respect to environmental justice, and residents will complete a community service project at the site.
4. A program will be offered in conjunction with CCAT Volunteer Fridays. Residents will get an overview of the program and how their service helps others. Afterward, there will be a facilitated discussion (changes every week;

Fridays 10am-4pm; weeding, planting, gardening).

5. A program will be offered surrounding the topic of Social Justice-themed Community Service. Residents will receive an overview of the topic and will complete a community service project in the local community (example: Miranda's Rescue; Homelessness).

6. A program will be offered in conjunction with CCAT Volunteer Fridays. Residents will get an overview of the program and how their service helps others. Afterward, there will be a facilitated discussion (changes every week; Fridays 10am-4pm; weeding, planting, gardening).

 2015-16 Outdoor Adventures & Community Service Assessment Survey

### **Results of Assessment**

There were 10 survey respondents, and three of them attended the supporting programs. Of these three, two experienced an increased appreciation of serving in the local community, while one stayed the same. One experienced increased service in the local community, while two stayed the same. Two serve because it is personally rewarding, two serve because it helps others, and two serve because they can positively contribute to the local community when they serve.

Of the remaining respondents, three experienced an increase in their appreciation of serving in the local community, two stayed the same, and two do not serve in the local community. Three experienced an increase in service in the local community, two stayed the same, and two do not serve in the local community. Three serve because it is personally rewarding, five serve because it helps others, and five serve because they can positively contribute to the local community.

 OACS 2015-16 Survey-Names & IDs Removed

### **Conclusions**

It cannot be determined that the learning outcome was met. While most experienced the same or increased awareness and service activity, the sample size was small and most survey respondents did not participate in the supporting programming. Further more, the growth could be attributed to other factors, including personal characteristics and values and other activities on campus.

Further assessment on this learning outcome should include an alternate method of surveying program participants and further assessment as to why and in what capacity they are serving.

## **1d.: Developed Self-Awareness of Identity**

**Type of Outcome:** Student learning outcome

**Learning Domain:**

### **Description of Outcome**

As a result of participating in Rainbow Community programming, residents should have developed a greater self-awareness of their own identities regarding gender and sexual orientation.

**Measurement Strategy:** Survey, Tracking

### **Assessment Method**

Housing staff will track attendance at each program designed to support the learning outcome (see below). Residents will be surveyed at the end of the academic year. The survey will ask reflective questions about their awareness of their identity.

Supporting Programs:

1. A program will be offered about identity development. The program will include reflection prompts and small group discussion.
2. A program will be offered about gender identities and expression. The program will include reflection prompts and small group discussion ((example: \_\_\_\_\_ask\_\_\_\_\_about...; Sex in the Dark; Clothing Swap; Deconstructed Gender Reveal Party.).

-Identi-tea Party

3. A program will be offered about sexual orientation. The program will include reflection prompts and small group discussion.
4. A program will be offered about self-celebration. The program will include reflection prompts and small group discussion (example: self-love Valentines Day card making; Community Quilt exploring growth of identity through semester and appreciation for that).
5. A program will be offered exploring local and large community bias. The program will include reflection prompts and small group discussion (example: Deconstructed Gender Reveal Party; Q-Map Mentoring Program; Potawat collaboration: exploring indigenous identity).

 2015-16 Rainbow Assessment Survey

### **Results of Assessment**

Three students completed the assessment survey. Of those three, two participated in the supporting programming. One of the two participating students experienced increased growth in self-awareness of their own gender identity and sexual orientation, while the other stayed the same. The remaining student also experienced increased growth in both areas.

## **Conclusions**

It cannot be determined if the learning outcome was met. The sample size was very small and while the students' self-awareness stayed the same or increased, it cannot be determined that it was a result of attending the supporting programs. The remaining student who did not attend any programs also experienced growth. The growth the students experienced could be attributed to other factors, including their interactions with others in the community, other programming on campus, and other areas of growth in their lives.

Further assessment should include an alternate method of surveying students for an increased sample size. Perhaps assessment could include more anonymity. Future assessment could also include the sources of growth.

## **2: Friendly, communicative customer service**

### **Description of Goal**

To provide students with a friendly, communicative experience from Business Operations.

### **2a.: Reduced "3 Day Notice to Pay or Quit" Notifications**

**Type of Outcome:** General Outcome

**Learning Domain:**

#### **Description of Outcome**

Business Operations will be able to reduce the number of "3 Day Notice to Pay or Quit" notifications by 25%.

**Measurement Strategy:** Existing Data, Tracking

#### **Assessment Method**

The number of "3 Day Notice to Pay or Quit" notifications will be tracked and compared to 18 notifications from 2014-15. The target for 2015-16 is 14 notifications.

#### **Results of Assessment**

In 2014-15, "3 Day Notice to Pay or Quit" notifications were served to 18 resident students. In 2015-16, the number of "3 Day Notice to Pay or Quit" notifications served was reduced to 11 students. The outcome was to reduce the number of "3 Day Notice to Pay or Quit" notifications by 25% or 14 notifications. The number was reduced by 39%, thus the general outcome was met.

## **Conclusions**

In an effort to meet the general outcome of reducing the number of "3 Day Notice to Pay or Quit" notifications served, Housing & Residence Life Business Operations staff made phone calls to each student who failed to follow up to the late payment email communications. This was a new practice for 2015-16. In many cases, the Housing Cashier made more than one phone call to the student and also made calls to Student Financial Services to assist the student.

The number of "3 Day Notice to Pay or Quit" notifications served in 2015-16 was 11, which was a 39% decrease from 2014-15 in which 18 "3 Day Notice to Pay or Quit" notifications were served. The general outcome was to reduce the number by 25%, thus the general outcome was met. This assessment indicates that making phone calls to students who fail to follow up on the late payment email communications is an important practice in reducing the number of "3 Day Notice to Pay or Quit" notifications, and should be continued in future years.

## **2b.: Increased Participation in Off Campus Rental Programming**

**Type of Outcome:** General Outcome

**Learning Domain:**

### **Description of Outcome**

Business Operations will increase participation in in-person, educational programs on the off campus rental process to 400 students.

**Measurement Strategy:** Tracking

### **Assessment Method**

Business Operations staff will count attendees at the programs to track attendance.

### **Results of Assessment**

The following educational programs were offered by Housing & Residence Life Business Operations staff:

#### **Off Campus Housing**

February 24, 2016 at 5pm

33 RAMP Mentors attended so that they could convey the information to their 800 mentees. Each RAMP Mentor has 25 mentees.

#### **Off Campus Housing and First Time Renters**

February 24, 2016 at 6pm

50 EOP students attended.

### **Off Campus Property Management Fair**

April 25, 2016 from 4:30pm-5:30pm

321 students attended.

### **Off Campus Housing and First Time Renters**

April 27, 2016 at 5pm

42 students attended.

### **Off Campus Housing and First Time Renters**

May 3, 2016

28 students attended.

The total number of students for all educational programs was 474. The target number of student attendees for 2015-16 was 400, thus the general outcome was met.

### **Conclusions**

In an effort to meet the general outcome, Business Operations staff expanded marketing for the educational programs on the off campus rental process. Emails were sent to all residents notifying them of the programs. Flyers were posted in the Jolly Giant Commons, College Creek Community Center, and the residence halls. Residence Life student staff were notified of the programs and asked to tell their residents about them. The programs were posted on the Housing & Residence Life Facebook page. There was also an article on Humboldt State Now that advertised the programs.

The target number of student attendees was 400, and the total number of student attendees was 474, thus the general outcome was met. The results indicate that the expanded advertisement was beneficial in increasing participation; however, we do not know which methods of advertisement were most effective. An area for future consideration is to assess which methods of advertisement yield the greatest impact.

## Description of Goal

To provide students with quality housing facilities.

### 3a.: Reduce Reactive Work Orders

**Type of Outcome:** General Outcome

**Learning Domain:**

#### Description of Outcome

Maintenance will reduce the number of reactive work orders by 25%.

**Measurement Strategy:** Existing Data, Tracking

#### Assessment Method

Maintenance work orders are tracked in the StarRez database. When a preventative maintenance work order is entered, it is coded with a "preventative" status. Reports will be generated to quantify the number of preventative and reactive work orders for the current assessment year and the previous year.

Maintenance will establish and implement preventative maintenance programs to support this general outcome.

#### Results of Assessment

#### Conclusions

---

## Staffing and Budget Snapshot

### Investments

-  15-16 D436-446 Housing staff
-  15-16 Housing HA100 HA200 HA250 Trial Balance

### Related Items

*There are no related items.*

---

## End of Year Summary

### Summary and Conclusions

### Next Steps and Plans for Improvement

### Related Items

*There are no related items.*

**Summary and Conclusions**  
**Humboldt State University Residence Life 2015-16 Annual Report**

**1. A. Mission/Brief Description of Services**

1a.-

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.

**Department Mission Statement:** The Department of Housing and Residence Life enhances the mission of the Division of Enrollment Management and Student Affairs and the University by providing residents with high quality facilities, programs and services that support and promote learning, academic achievement, personal growth, community services, environmental consciousness, and social justice.

**Residence Life Mission Statement:** 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.

**Narrative**

The Residence Life Program at Humboldt State University is different from other residential programs in the CSU system due to its location and student population. As a residential campus in a rural setting, our program endures unique circumstances 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 meaningful growth as they navigate their education.

**FAST FACTS ABOUT HSU RESIDENCE LIFE**

- Serves an on-campus residential population of more than 2000 students;
- Employs about 60 students each year that reflect the diversity found in Humboldt State University and the state of California;
- Engages students in a comprehensive leadership model consisting of one general 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), Active Minds, National Residence Hall Honorary (NRHH), Residence Programming Board (RPB);
- Adjudicates over 2,000 violations of housing policy in an educational student conduct setting to maintain a safe and academically focused living environment;

- Provides over 800 events for students each academic year focusing on academic success, community building, social networking, conflict management, and supporting the mission of the institution and department.

## **STUDENT STAFF**

Residence Life has over 60 student staff that support the department. All student staff in Residence Life are required to maintain a GPA of 2.25. Residence Life student positions require a two week training preceding the fall semester and one week of training in the spring semester. These students serve in a variety of different realms:

Community Advocates (40) – These positions are analogous 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 the safety of a living area. All CAs must complete our community development model which includes interviews with residents, bi-monthly value meetings, and event planning. CAs are also present in the community after hours and ensure that housing and university policies are upheld.

Activities Student Assistants (4) – These specialized positions are designed to provide additional programming support for special living areas. These positions are only provided for living areas that are united with the mission of the department, and are primarily located in the communities that involve identity development or intensive administrative planning. They include: Rainbow Community, International Living, Natural Resources and Sciences, and Outdoor Adventures and Community Service (O.A.C.S.).

Student Assistants (9) – These positions 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.

## **PROFESSIONAL STAFF**

Residence Life has nine full time staff members that compose the professional staff team. In 2015-16 there were six Residence Life Coordinators (RLCs), two Area Coordinators (AC), and one Associate Director (AD). The Associate Director position is currently vacant. Four RLCs are assigned to a living area, and some responsibilities include: student staff supervision, facility stewardship, community development, leadership development through area councils, and addressing student

conduct. Two RLCs do not have living areas, but one RLC of Education and Engagement focuses on mentoring the themed living areas and assisting the activities student assistants. Another RLC of Programming and Leadership, mentors Resident Hall Association, along with six other interest based councils, and plans large scale programming efforts for Residence Life. 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 keep the holistic needs of the residents in consideration. The live-in and duty aspect of the position can be a challenge that can lead to burnout. However, the position is also supported by the department with a variety of professional development opportunities, and promotion of self-care. This position offers employees to explore different facets of student affairs to determine if this is the career path they would like to pursue and prepare for their next steps.

### **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)

## **Narrative**

The Residence Life professional staff team gathers during the late summer to determine the direction of our program for the upcoming year. This includes setting goals and learning outcomes that are then evaluated at a mid-year meeting in January before the start of the spring of the academic year. In 2015-16, we were unable to come up with a learning outcome because we had many staff vacancies including one Area Coordinator of assessment, and one Associate Director of Residence Life in July 2015. We also created a new programming model, and conduct system, so were are unable to devote the time necessary for creating a new learning outcome.

**Goal:** To promote a culture of learning in campus housing.

1. **Learning Outcome:** As a result of participating in the Natural Resources & Sciences Living Area programming, residents should be able to describe at least one way that science can be applied to address an issue impacting the local community.

CAS Learning Domain: Knowledge acquisition, integration, and application

Measurement: Housing staff will track attendance at each program designed to support the learning outcome (see below). Natural Resources & Sciences Residents will be surveyed at the end of each semester, asking them to describe at least one way that science can be applied to address an issue impacting the local community.

Supporting Programs:

2. **Learning Outcome:** As a result of participating in International Living Area programming, residents should demonstrate a greater understanding of another culture.

CAS Learning Domain: Humanitarianism and Civic Engagement

Measurement: Housing staff will track attendance at each program designed to support the learning outcome (see below). Residents will be surveyed at the end of each semester. The survey will ask

reflective questions about their growth of understanding of another culture.

Supporting Programs:

1. A program will be offered about communication styles. The program will include discussion so that residents may share communication styles from their own cultures.
2. A program will be offered about food. Residents will be asked to share about food from their home countries or cultures.
3. A program will be offered about holidays. Residents will be asked to share about holidays celebrated in their home countries.
4. A program will be offered about art. Residents will be asked to share about cultural art in their home countries (example: Global Art Night: cultural dancers, art faculty involvement, art showcase, juxtaposition of cultural messages in art).

Resources/Dependencies: Resources needed to accomplish this learning outcome are staff time and funding for program supplies.

Results: The assessment survey had six respondents. While many students attended the programs, only one student who completed the assessment survey had attended a program. The other five students who completed the survey did not attend any programs. Five of the six respondents experienced growth in their understanding of another culture. Five experienced growth in their awareness of different communication styles, three experienced growth in their knowledge of a holiday celebrated in another culture, three experienced new foods, and two identified other areas of growth, including awareness of different customs.

Conclusions: It cannot be determined that the learning outcome was met. While it is clear that the students who participated in the survey experienced growth in their understanding of another culture, most of them did not participate in the programming that was designed to support the learning outcome. There are many other factors that could have led to this growth, including their presence in a new college environment different from their home environment area the close proximity to someone from another culture in their living area.

The sample size was very small, yet program attendance was high. Future assessment around this learning outcome could include an alternate method for surveying program attendees, and further assessment of the growth that students in this living learning community experience compared to students in other living areas.

3. **Learning Outcome:** As a result of participating in Outdoor Adventure and Community Service programming, residents should demonstrate an enhanced appreciation of serving in their local community.

CAS Learning Domain: Humanitarianism and Civic Engagement

Measurement: Housing staff will track attendance at each program designed to support the learning outcome (see below). Residents will be surveyed at the end of each semester. The survey will ask reflective questions about their growth in appreciation of serving the local community.

Supporting Programs:

1. A community service program will be offered working on local trails, including an overview of ways residents can continue to be involved, and a discussion afterwards.
2. A program will be offered in conjunction with the Potawot gardening service project with the United Indian Health Services. Residents will get an overview of the Potawot program and how their service helps others. Afterward, there will be a facilitated discussion.
3. A program will be offered at Rock Creek Ranch involving a tour of the grounds and an explanation of what the Smith River Alliance does, with respect to environmental justice, and residents will complete a community service project at the site.
4. A program will be offered in conjunction with CCAT Volunteer Fridays. Residents will get an overview of the program and how their service helps others. Afterward, there will be a facilitated discussion (changes every week; Fridays 10am-4pm; weeding, planting, gardening).

5. A program will be offered surrounding the topic of Social Justice-themed Community Service. Residents will receive an overview of the topic and will complete a community service project in the local community (example: Miranda's Rescue; Homelessness).

6. A program will be offered in conjunction with CCAT Volunteer Fridays. Residents will get an overview of the program and how their service helps others. Afterward, there will be a facilitated discussion (changes every week; Fridays 10am-4pm; weeding, planting, gardening).

Resources/Dependencies: Resources needed include staff time and funding for programming.

Results: There were 10 survey respondents, and three of them attended the supporting programs. Of these three, two experienced an increased appreciation of serving in the local community, while one stayed the same. One experienced increased service in the local community, while two stayed the same. Two serve because it is personally rewarding, two serve because it helps others, and two serve because they can positively contribute to the local community when they serve.

Of the remaining respondents, three experienced an increase in their appreciation of serving in the local community, two stayed the same, and two do not serve in the local community. Three experienced an increase in service in the local community, two stayed the same, and two do not serve in the local community. Three serve because it is personally rewarding, five serve because it helps others, and five serve because they can positively contribute to the local community.

Conclusions: It cannot be determined that the learning outcome was met. While most experienced the same or increased awareness and service activity, the sample size was small and most survey respondents did not participate in the supporting programming. Furthermore, the growth could be attributed to other factors, including personal characteristics and values and other activities on campus.

Further assessment on this learning outcome should include an alternate method of surveying program participants and further assessment as to why and in what capacity they are serving.

4. **Learning Outcome:** As a result of participating in Rainbow Community programming, residents should have developed a greater self-awareness of their own identities regarding gender and sexual orientation.
1. A program will be offered regarding an issue in the local forests, including an overview of the issue, what role science plays in that issue, and an opportunity for residents to interact with the issue (example: impact of pollution and trail cleanup).
  2. A program will be offered regarding an issue in the local ocean, including an overview of the issue, the role science plays in the issue, and an opportunity to interact with the issue (examples: overview and impact of starfish wasting, and tide pooling trip to the HSU Marine Lab).
  3. A program will be offered regarding an issue with local wetlands, including an overview of the issue, the role science plays in the issue, and an opportunity to interact with the issue (examples: a program involving a local wetland restoration project, including a trip to that wetland; an overview of the Arcata Marsh Wastewater Treatment Facility, including a tour, preservation of bird eggs on the lagoon, bird watching organization trip and discussion, etc.).
  4. A program will be offered regarding an issue on the local landscape, including an overview of the issue, the role science plays in the issue, and an opportunity to interact with the issue (example, impact of invasive species on the coastal landscape and cleanup with Friends of the Dunes, Observatory Tour, and Fish Hatchery Tour).

Resources/Dependencies: Resources needed are staff time and funding for the programs.

Results: The assessment survey had 13 respondents, but only three attended a program designed to support the learning outcome. Of the students who attended a program, only one said they could identify an issue in the local community and explain how science could be applied to address it. That student then explained an issue, but did not explain how science could address it. Of the other students who completed the survey, four could identify an issue and explain how science could be applied.

Conclusions: It cannot be determined if the learning outcome was met. In addition to the small sample size and the fact that most survey respondents did not attend a supporting program, the growth that some students experienced can be attributed to other factors. One student specifically stated that they learned about an issue and how science could be applied to address it in their Klamath Connection courses and personal interest, not from living in the Natural Resources & Sciences living area.

Further assessment for this learning outcome should include an alternate method for surveying program participants, and further assessment of the factors that influence this growth.

### CAS Learning Domain: Interpersonal Competence

Measurement: Housing staff will track attendance at each program designed to support the learning outcome (see below). Residents will be surveyed at the end of each semester. The survey will ask reflective questions about their awareness of their identity.

#### Supporting Programs:

1. A program will be offered about identity development. The program will include reflection prompts and small group discussion.
2. A program will be offered about gender identities and expression. The program will include reflection prompts and small group discussion ((example: \_\_\_\_\_ask\_\_\_\_\_about...; Sex in the Dark; Clothing Swap; Deconstructed Gender Reveal Party.).

-Identi-tea Party

3. A program will be offered about sexual orientation. The program will include reflection prompts and small group discussion.
4. A program will be offered about self-celebration. The program will include reflection prompts and small group discussion (example: self-love Valentine's Day card making; Community Quilt exploring growth of identity through semester and appreciation for that).
5. A program will be offered exploring local and large community bias. The program will include reflection prompts and small group discussion (example: Deconstructed Gender Reveal Party; Q-Map Mentoring Program; Potowat collaboration: exploring indigenous identity).

Resources/Dependencies: Resources needed are staff time and funding

for programming.

Results: Three students completed the assessment survey. Of those three, two participated in the supporting programming. One of the two participating students experienced increased growth in self-awareness of their own gender identity and sexual orientation, while the other stayed the same. The remaining student also experienced increased growth in both areas.

Conclusions: It cannot be determined if the learning outcome was met. The sample size was very small and while the students' self-awareness stayed the same or increased, it cannot be determined that it was a result of attending the supporting programs. The remaining student who did not attend any programs also experienced growth. The growth the students experienced could be attributed to other factors, including their interactions with others in the community, other programming on campus, and other areas of growth in their lives.

Further assessment should include an alternate method of surveying students for an increased sample size. Perhaps assessment could include more anonymity. Future assessment could also include the sources of growth.

### **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 data should be 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.

### **Narrative**

Statistics for this section are taken from the 10 year Student Census Data set.

### **FAST FACTS**

(Waiting on data request from Institutional Research)

### **ON-CAMPUS STUDENTS**

(Waiting on data request from Institutional Research)

## **OFF-CAMPUS STUDENTS**

(Waiting on data request from Institutional Research)

## **ANALYSIS AND CONCLUSIONS**

(Waiting on data request from Institutional Research)

### **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.

#### **Narrative**

(Waiting on data request from Institutional Research)

#### **FAST FACTS**

(Waiting on data request from Institutional Research)

#### **RETENTION**

(Waiting on data request from Institutional Research)

#### **ENGAGEMENT**

(Waiting on data request from Institutional Research)

## **ANALYSIS AND CONCLUSIONS**

(Waiting on data request from Institutional Research)

### **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.

#### **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 Division 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 they also underscore 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 52 students for each Community Advocate. Apartment Communities have a higher mean average of 60:1, while Traditional Hall Communities have a lower mean average of 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 a first-year hall.

For professional staff, there is a mean average of about 526 students for each Residence Life Coordinator supervising an area. The largest area contains 700 residents and the smallest area has 445 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 and transfers, Humboldt State University necessitates a lower residential staff ratio.

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

- 4 Residence Life Coordinators, Student Services Personnel II (SSP II)

- 1 Residence Life Coordinator for Education and Engagement, Student Services Personnel II (SSP II)
- 1 Residence Life Coordinator for Programming and Leadership, Student Services Personnel II (SSP II)
- 1 Area Coordinator for Assessment, Student Services Personnel III (SSP III)
- 1 Area Coordinator for Emergency Management, Student Services Personnel IV (SSP IV)
- 1 Associate Director, Management Personnel Plan (MPP) Administrator II

In order to increase large scale programming efforts, housing combined College Creek and Campus Apartment into a living area supervised by one Residence Life Coordinator, and added the Programming and Leadership position in the fall of 2015.

In the 2015-16 Academic Year, Residence Life professional staff adjudicated over 2,000 cases.

<b>Professional Staff</b>	<b>Cases Adjudicated</b>
Canyon RLC	377
College Creek & Campus Apartments RLC	158
Creekview Cypress RLC	316
Education & Engagement RLC	27
Programming & Leadership	20

#### **4.A. General Conclusions about Past Year Performance**

During the academic year of 2015-16, Residence Life continued to focus on providing student tools and creating environments that are in line with academic success. While data suggests that students who live on-campus are more likely to persist and graduate, there are still places for improvement. The following conclusions provide information about achievements and solution for continued progress:

- Staff Transitions-In the Fall and mid-year professional turnover had a significant impact on performance and attainment of goals in Residence Life.In particular, the Associate Director position has been vacant for over a year.One of our Residence Life Coordinators was promoted to an Area Coordinator position, and so there was a vacancy that filled temporarily for three months.In the mid-year we lost a returning Residence Life Coordinator in February.
- Faculty/Staff in Residence – In the fall, we added an additional Staff in Residence in Creekview.
- Community Action Model – During the summer of 2015, under the vision of the Housing Director, the professional staff went from a punitive conduct system to a restorative justice model, where Residents Life Coordinators and students who violated housing policy would agree on Community Actions, formerly known as sanctions.
- Events – Residence Life hosted a record of 844 events during the 2015-16 academic year.These events focus on publicity, participation, integration, collective responsibility, caring, and open communication.

Overall, 2015-2016 was a period marked by transitions and challenges, but the professional staff supported one another through the difficulties.

### **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 must be informed by your data analysis and conclusions in 4.A.

#### **Narrative**

#### **LEARNING OUTCOME**

The learning outcome for 2016-17 has yet to be determined by the professional staff, but we will gather within the next month to select one.

Similar efforts will be made to determine the effectiveness of our living

learning communities. However communities that are defined by an identity such as RAINBOW (LGBTQ), and Gender Inclusive will not have learning outcomes, but will have community goals that will be determined by the residents of those communities.

## **RECOMMENDATIONS**

Based on the assessment and data examined in this report, it is recommended that Residence Life:

- Continue to evaluate engagement opportunities and offer a range of events that appeal to all demographics.
- Continue to focus on academic support programming and provide stronger supervisor assistance of planning,
- Shift focus to set and evaluate objectives that are created annually,
- Evaluate efforts to retain current professional staff and advocate for equitable division of work responsibilities,
- Begin new efforts to integrate the curricular and co-curricular experiences.

[1.-](#)

## **Next Steps and Plans for Improvement**

### **Related Items**

*There are no related items.*

## **Children's Center**

### **Children's Center Mission Statement**

#### **Mission Statement**

The mission of the HSU Children's Center is to provide affordable, convenient, high quality child development services for families of Humboldt State University.

#### **Related Items**

 **1: Provide affordable, convenient, high quality child care**

#### **Description of Goal**

To provide affordable, convenient, high quality child development services for student parents.

### **1-A: Increase student family enrollment**

**Type of Outcome:** General Outcome

**Learning Domain:**

#### **Description of Outcome**

The Children's Center will increase the number of student families served as a percentage of overall enrollment by 5%.

**Measurement Strategy:** Existing Data, Tracking

#### **Assessment Method**

The number of student families for 2015-16 will be counted and the percentage of overall enrollment will be calculated, that figure will be compared with the figure calculated for 2014-15. The target for 2015-16 is 72%, a 5% increase from the 67% student families for 2014-15.

#### **Results of Assessment**

#### **Conclusions**

### **2: To provide interested HSU students with opportunities to work in a high-quality children's program**

#### **Description of Goal**

To provide interested HSU students with opportunities to work in a high-quality children's program, develop work skills, participate actively in the operation of the children's program, and to practice leadership skills.

### **2-A: Mentoring and evaluation of Student Assistants**

**Type of Outcome:** General Outcome

**Learning Domain:**

#### **Description of Outcome**

The number of Student Assistant participating in self-evaluation, evaluation and mentoring will reach 95% in Spring Semester of 2015-16.

**Measurement Strategy:** Tracking

#### **Assessment Method**

The Assistant Director will track completed Self-Evaluations, Evaluations, and Mentoring meetings of Student Assistants working at the Children's Center. The goal for 2015-16 will be 88 out of 93 Student Assistants currently employed will participate in at least one of the above activities.

#### **Results of Assessment**

#### **Conclusions**

### **3: To complete the NAEYC Accreditation process**

### **Description of Goal**

To complete the NAEYC Accreditation process and maintain our accredited status.

### **3-A: Annual NAEYC Accreditation Report**

**Type of Outcome:** General Outcome

**Learning Domain:**

#### **Description of Outcome**

The Children's Center will complete self-assessment and reporting for the NAEYC 2nd Annual Report due May 1, 2016, and will have its accreditation maintained.

**Measurement Strategy:** Existing Data, Document Analysis, Tracking

#### **Assessment Method**

The Children's Center will complete the NAEYC Annual Report and submit it on time. This report includes counting staff at each level of professional and education qualification, assessing progress on 5 most improved accreditation criterion, assessing progress on 5 most challenging accreditation criterion, and participating in on-going professional development. The NAEYC Annual Report is completed by the Children's Center Director and submitted to NAEYC for approval. NAEYC then sends a letter stating that the Children's Center has maintained its accreditation.

#### **Results of Assessment**

#### **Conclusions**

### **4: To support professional and student staff in developing professional skills**

#### **Description of Goal**

To support professional and student staff in developing professional skills, knowledge, and growing in their practice of child development and student affairs.

### **5: To work with parents to provide a program that meets the needs of each family and child**

#### **Description of Goal**

To work with parents to provide a program that meets the needs of each family and child and respect to diversity in race, culture, family structure, and language.

---

## **Staffing and Budget Snapshot**

### **Investments**

 15-16 D430 Child Ctr ADV, SPF Grant and Trust funding

 15-16 D430 Child Ctr HM500 funding

 15-16 D430 Child Ctr State staff

### **Related Items**

*There are no related items.*

---

## **End of Year Summary**

### **Summary and Conclusions**

### **Next Steps and Plans for Improvement**

### **Related Items**

*There are no related items.*