Division of Student Affairs  
San Francisco State University  
Residential Life  
Student Learning Outcomes  
2011-2012 Assessment Plan

**Mission Statement**

Residential Life is committed to providing an on-campus residential experience which complements the overall mission of San Francisco State University and the Division of Student Affairs, promotes a sense of community, and enhances student learning beyond the classroom. By collaborating with faculty, staff, and student leaders, we provide opportunities for ongoing education that is academically, socially, and intellectually focused. In partnership with our residents, Residential Life establishes and maintains a living and learning environment where members of the community are respected and valued, and are actively involved in shaping their residential community.

**Planning Goals**

**Goal #1:** Implement programs that focus on increasing residents’ self-awareness regarding intercultural competence. (Student Affairs Goal: Promoting values of social justice & civic engagement)

**Goal #2:** Increase residents’ awareness and knowledge regarding the negative impact of alcohol consumption and/or drug abuse. (Student Affairs Goal: Learning outside of the classroom)

**Goal #3:** Increase the residents’ sense of community and build affinity for SF State. (Student Affairs Goal: Increasing the involvement of students, faculty, and staff in Student Life)

**Goal #4:** Increase residents’ understanding of their roles and responsibilities attached to being a responsible citizen within a community. (Student Affairs Goals: Promoting values of social justice & civic engagement and Increasing the involvement of students, faculty, and staff in Student Life)

**Student Learning Outcome #1**

Expose residents’ to other backgrounds, lifestyles, and cultures and provide opportunities to gain an appreciation for cultures other than one’s own. 65% will indicate that they have positively benefitted from interacting with residents who are different than them (i.e. different religions, races, beliefs, etc.).

**Rationale**

To gain intercultural competency one must first become aware of one’s own culture and background. Once one understands the lens primarily used, learning becomes an open and engaging process. By virtue of where they live and the diverse makeup of SFSU, residents have opportunities to learn about culture, difference, prejudice, stereotypes, privilege, and the like in an environment which encourages and supports that learning.

**Measures**

Proposed measures/methods include a quantitative survey and possible focus groups to follow-up on data received last year.

**Results**

To be reported at the end of the 2011/2012 academic year.
**Conclusion**
To be reported at the end of the 2011/2012 academic year.

**Student Learning Outcome #2**

Increase residents' awareness and knowledge regarding the negative impact of substance abuse (alcohol and other drugs). 80% will indicate that living on-campus increased their knowledge regarding the negative impacts of substance abuse.

**Rationale**
It is well documented alcohol and other drug use plays a significant role in accidents, injuries, assaults, unwanted pregnancies, sexually transmitted diseases, vandalism, as well as poor academic performance. By effectively educating students, the population most at risk (16-25 years of age), we can educate our students to make better choices for their overall health and safety.

**Measures**
Proposed measures/methods include a quantitative survey and further assessment of the Alchol.edu data for the past 5 years.

**Results**
To be reported at the end of the 2011/2012 academic year.

**Conclusion**
To be reported at the end of the 2011/2012 academic year.

**Student Learning Outcome #3**

Increase the residents' sense of community through programming and services provided in the residential community. 50% will indicate that they have participated in at least one student life event and through that participation their sense of belonging to the community increased.

**Rationale**
If a student is knowledgeable about the community in which they live and are aware of the resources available to them, then they begin to feel a connection not only to their residential community, but the campus at large. Studies show a sense of belonging to a community can heighten a student’s college experience, strengthen their knowledge of campus resources designed to support their academic career, and even, as some reports suggest, increase their likelihood to persist to graduation.

**Measures**
Proposed measures/methods include a quantitative survey as well as focus groups to determine residents' level of sense of belonging to their living community, their participation in Student Life events, and their overall impression and sense of belonging to the campus community.

**Results**
To be reported at the end of the 2011/2012 academic year.

**Conclusion**
To be reported at the end of the 2011/2012 academic year.

**Student Learning Outcome #4**

Through a variety of means (i.e., hall government, C-Board, RA programming), residents will actively contribute to the definition and development of who they are as a community and will become aware of outlets for involvement. 50% of volunteer student leaders will indicate that their exposure to leadership
opportunities on campus positively enhanced their leadership competencies, and they will be able to articulate those achievements during focus group conversations.

**Rationale**
To promote the development of engaged and responsible citizens of a pluralistic society, residents need to be provided opportunities to set and maintain community goals, assume leadership roles, and accept responsibility as a member of a community.

**Measures**
Proposed methods/measures include quantitative measures and qualitative methods. Specific groups that likely will be assessed are Conduct Board members, Residence Hall Association (including Hall Government members), and members of Residential Life student organizations (i.e., Programming Board, EGAY, etc.) all of whom are student volunteers and are not student staff members.

**Results**
To be reported at the end of the 2011/2012 academic year.

**Conclusion**
To be reported at the end of the 2011/2012 academic year.