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)

Method

2,460 residents were sent an email announcing the survey and providing a link to the third-party site that would be collecting data. Participants were voluntary and were asked to complete the survey within three weeks of receipt of the email announcement. Reminder emails were sent at the end of week one, in the middle of week two, and again two days before the survey closed. The survey was extended an additional two weeks due to low response rate. 283 residents responded resulting in a 12% return rate.

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 (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.

Within the survey, ten (10) questions were asked that are directly related to this learning outcome. The questions are as follows:

1. To what extent do your fellow residents respect people of differing races/ethnicities?
2. To what extent do your fellow residents respect people of differing genders?
3. To what extent do your fellow residents respect people of differing sexual orientations?
4. To what extent do your fellow residents respect people of differing religious beliefs?
5. To what extent do your fellow residents respect people of differing political views?
6. To what degree do you respect other students?
7. To what degree do you feel accepted by other students?
8. To what degree have you interacted with residents who are different from you (i.e., race/ethnicity, beliefs, etc.)?
9. To what degree have you benefitted from interactions with residents who are different from you (i.e., race/ethnicity, beliefs, etc.)?
10. To what extent has living in on-campus housing enhanced your ability to appreciate other cultures?

**Results**

**Question 1: To what extent do your fellow residents respect people of differing races/ethnicities?**

68% of respondents indicated that fellow residents respect people of different races/ethnicities to a high extent. An additional 31% indicated that fellow resident moderately respect people of difference races and ethnicities. 1% indicated that fellow residents had little to no respect for people of different races and ethnicities.

**Question 2: To what extent do your fellow residents respect people of differing genders?**

65% of respondents indicated that fellow residents respect people of differing genders to a high extent. 32% indicated that fellow residents moderately respect people of different genders and 3% indicated that fellow residents had little to no respect for people of differing genders.

**Question 3: To what extent do your fellow residents respect people of differing sexual orientations?**

68% of respondents indicated that fellow residents respect people of differing sexual orientation to a high extent. An additional 29% indicated that fellow residents moderately respect people of differing sexual orientations while 3% indicated that fellow residents had little to no respect for people of differing sexual orientations.

**Question 4: To what extent do your fellow residents respect people of differing religious beliefs?**

58% of respondents indicated that fellow residents respect people of differing religious beliefs to a high extent. 39% indicated that fellow residents moderately respect people of differing religious beliefs while 3% indicated that fellow residents had little to no respect for people of differing sexual orientations.

**Question 5: To what extent do your fellow residents respect people of differing political views?**

50% of respondents indicated that fellow residents respect people of differing political views to a high extent. In addition 41% indicated that fellow residents moderately respect people of differing political views and 9% indicated that fellow residents had little to no respect for people of differing political views.

**Question 6: To what degree do you respect other students?**

**Question 7: To what degree do you feel accepted by other students?**

82% of respondents indicated that they highly respect other students. 16% indicated that they respect other students to a moderate degree and 1% indicated that they have little to no respect for other students. Conversely, only 42% of respondents indicated that they felt highly accepted.
by other students, 51% indicated that they felt moderately accepted by other students, and 7% indicated that they felt little to no acceptance from other students.

**Question 8: To what degree have you interacted with residents who are different from you (i.e., race/ethnicity, beliefs, etc.)?**

63% of respondents indicated that they have highly interacted with residents who are different from them. 31% indicated that they have had moderate interactions with residents who are different from them and 5% indicated that they had little to no interaction with residents who are different from them.

**Question 9: To what degree have you benefitted from interactions with residents who are different from you (i.e., race/ethnicity, beliefs, etc.)?**

51% of respondents indicated that interaction with residents who are different from them highly benefitted them. 39% indicated that those interactions moderately benefitted them and 11% indicated that these interactions had little to no benefit to them.

**Question 10: To what extent has living in on-campus housing enhanced your ability to appreciate other cultures?**

46% of respondents indicated that living in on-campus housing greatly enhanced their ability to appreciate other cultures. 38% indicated that there was a moderate impact and 17% indicated that there was little to no impact in their ability to appreciate other cultures.

**Conclusion**

The results of this survey were notably lower than the last year of collected data. There were significant percentage decreases in questions 1 to 5 which requires further follow-up and analysis of the data, and potentially some focus groups with current residents around the topics of interactions and respect related to students who are viewed as different than them (i.e. race/ethnicity, sexual orientation, religion, and political views). While question 6 shows an increase of 13% of students indicating that they either highly or moderately respected other students, in question 7 on the other hand, there was a slight decrease in students’ feelings that they felt either highly or moderately accepted by other students. Follow up is necessary to find out why 7% indicated they felt little to no acceptance from other students and what factors contributed to this feeling among respondents.

Moreover, it was interesting to see the increased contrast between the response to question 6 and 7. When asked how accepted they felt by other students, there was a dramatic drop in the percentage from highly respecting others (82%) to feeling highly accepted by others (42%). One could assume by those responses that the residents largely feel that they are very respectful of others, but that respect and/or acceptance was not reciprocated.

Overall, many of the residents recognize that living in on-campus housing was beneficial to them in respect to interacting with others who are different from them and appreciating other cultures. 90% of the respondents indicated that there was, at minimum, a sufficient benefit to them from interacting with others who are different from them and 84% indicated that their ability to appreciate other cultures was positively influenced by living on-campus.

**Student Learning Outcome #2**

Increase residents’ awareness and knowledge regarding the negative impact of substance abuse (alcohol and other drugs).

**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.

Within the survey, two (2) questions were asked that are directly related to this learning outcome. The questions are as follows:

1. To what extent has living in on-campus housing enhanced your ability to understand the consequences of alcohol use and abuse?
2. To what extent has living in on-campus housing enhanced your ability to understand the consequences of drug use and abuse?

Results

**Question 1:** To what extent has living in on-campus housing enhanced your ability to understand the consequences of alcohol use and abuse?

- 42% of respondents indicated that living in on-campus housing greatly enhanced their ability to understand the consequences of alcohol use and abuse.
- 36% indicated that ability to understand the consequences were moderately enhanced and
- 22% indicated that living in on-campus housing had little to no impact on their ability to understand the consequences of alcohol use and abuse.

**Question 2:** To what extent has living in on-campus housing enhanced your ability to understand the consequences of drug use and abuse?

- 44% of respondents indicated that living in on-campus housing greatly enhanced their ability to understand the consequences of drug use and abuse.
- 29% indicated that ability to understand the consequences were moderately enhanced and
- 27% indicated that living in on-campus housing had little to no impact on their ability to understand the consequences of drug use and abuse.

Conclusion

Overall, 78% of respondents indicated that living in on-campus housing enhanced their ability to understand the consequences of alcohol use and abuse. Similarly, 73% of respondents said that same regarding drug use and abuse. Providing an opportunity for respondents, through focus groups, to share their experiences around how and why their knowledge was enhanced may provide more meaningful feedback. There is a concerted effort in Residential Life to provide and enhance health and wellness programming especially in the areas of risk reduction. We anticipate we will see a positive change in percentage based on this health and wellness focus.

**Student Learning Outcome #3**

Increase the residents’ sense of community through programming and services provided in the residential community.

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.
Within the survey, three (3) questions were asked that are directly related to this learning outcome. The questions are as follows:

1. To what extent have you made efforts to meet and interact with other residents?
2. How many Student Life and/or Residential Life programs have you attended this academic year (Fall 2011 and Spring 2012)?
3. If you have not attended any Student Life or Residential Life programs, what was your primary reason for not attending?

**Results**

**Question 1: To what extent have you made efforts to meet and interact with other residents?**

35% of respondents indicated that they made significant efforts to meet and interact with other residents. 52% of respondents indicated that they made moderate efforts to meet and interact with other residents. 13.1% of respondents indicated they made little to no effort to meet and interact with other residents.

**Question 2: How many Student Life and/or Residential Life programs have you attended this academic year (Fall 2011 and Spring 2012)?**

*Student Life programs include Noise Complaint dances, Pride Prom, Casino Night, etc.*
*Residential Life programs include any program hosted by a Resident Assistant, Community Assistant, Hall Governments, EGAY, RHA, NRHH, etc.*

9% of respondents indicated that they attended 9 or more programs. 4% of respondents indicated that they attended 6-8 programs. 29% of respondents indicated that they attended 3-5 programs. 34% of respondents indicated that they attended 1-2 programs, while 24% of respondents indicated that they did not attend any programs.

**Question 3: If you have not attended any Student Life or Residential Life programs, what was your primary reason for not attending?**

23% of respondents indicated that the dates and times of the programs were the reason for not attending. 36% of respondents indicated that they had no interest in the topic of the program. 26% of respondents indicated that they had attended a Student Life or Residential Life event. 14% of respondents indicated “other” as the reason for not attending (i.e. busy with work or homework, other friends were not attending, poor advertising, heard negative comments from past attendees).

**Conclusion**

Given that response rate was so low, it is difficult to glean much from this data. However, this information is important to us from an educational standpoint, therefore we will continue to ask these questions in future assessments.

**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.

**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**

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.
Three (3) questions were asked that are directly related to this learning outcome. The questions are as follows:

1. During your participation in Residence Hall Association (RHA) this year/semester, have you found it easy or difficult to hold others accountable?
2. Through your involvement in RHA what are some ways you have engaged in your community? And take that as broad as it sounds.
3. How has being a member/part of RHA impacted your self-development and sense of belonging in the community?

Results

**Question 1:** During your participation in Residence Hall Association (RHA) this year/semester, have you found it easy or difficult to hold others accountable?

Respondents felt that it was initially difficult to hold other members accountable as there were no ramifications in place if expectations were not met. The group collectively indicated that as time progressed and relationships developed, they became more comfortable with each other and more willing to speak with each other around expectations not being met.

**Question 2:** Through your involvement in RHA what are some ways you have engaged in your community? And take that as broad as it sounds.

Respondents shared that on and off campus opportunities they were exposed to allow each of them to gain a sense of community and feel like they were part of something larger than themselves. Respondents stated that hosting programs, holding office hours, and collaborating with other residential life student organizations allowed them to engage within the community. Attending conferences also allowed students to engage in regional and national communities in efforts to bring back meaningful programs and ideas for getting the general resident population excited about living on campus.

**Question 3:** How has being a member/part of RHA impacted your self-development and sense of belonging in the community?

Respondents stated that as a result of being part of RHA, they felt more confident in leading peers. They also mentioned they had developed in the areas of managing time, how to run a meeting and/or organization, giving and receiving feedback, and learning what it meant to be professional. Respondents shared that as they felt more confident in these skills they began to feel more like a contributor to the community.

Conclusion

Overall, the members of this student organization developed an understanding of what it meant to be part of a community. The members of this group were able to see tangible ways that they had grown during this year in their respective leadership roles. This information will remain important as we work to develop student leaders in this, and other student organizations.