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.

Goal #2: Increase residents’ awareness and knowledge regarding the negative impact of alcohol consumption and/or drug abuse.

Goal #3: Increase the residents’ sense of community and build affinity for SF State.

Goal #4: Increase residents’ understanding of their roles and responsibilities attached to being a responsible citizen within a community.

Student Learning Outcome #1

Expose residents’ to other backgrounds, lifestyles, and cultures and provide opportunities to gain an appreciation for cultural congruence.

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

A quantitative resident survey (ACUHO-I/EBI) was administered in Fall 2010. This survey measures resident satisfaction, resident perceptions of the residential environment, as well as learning outcomes that focus on personal interactions, personal growth, diverse interactions, and time management, study habits, and problem solving.

Within the survey, ten 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?

2,463 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 two weeks of receipt of the email announcement. Reminder emails were sent at the end of week one and again two days before the survey closed. 1,132 residents responded resulting in a 46% return rate.

**Results**

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

78% of respondents indicated that fellow residents respect people of difference races/ethnicities to a high extent. An additional 19% indicated that fellow residents moderately respect people of difference races and ethnicities. 3% 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?**

79% of respondents indicated that fellow residents respect people of differing genders to a high extent. 19% indicated that fellow residents moderately respect people of different genders and 2% 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?**

76% of respondents indicated that fellow residents respect people of differing sexual orientation to a high extent. An additional 21% indicated that fellow residents moderately respect people of differing sexual orientations while 4% 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?**

73% of respondents indicated that fellow residents respect people of differing religious beliefs to a high extent. 23% indicated that fellow residents moderately respect people of differing religious beliefs while 4% 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?**

70% of respondents indicated that fellow residents respect people of differing political views to a high extent. In addition 24% indicated that fellow residents moderately respect people of differing political views and 4% 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?**

70% of respondents indicated that they highly respect other students. 25% indicated that they respect other students to a moderate degree and 5% indicated that they have little to no respect for other students. Conversely, only 51% of respondents indicated that they felt highly accepted by other
students, 36% indicated that they felt moderately accepted by other students, and 12% 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.)?**

66% of respondents indicated that they have highly interacted with residents who are different from them. 26% indicated that they have had moderate interactions with residents who are different from them and 7% 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.)?**

59% of respondents indicated that interaction with residents who are different from them highly benefitted them. 31% indicated that those interactions moderately benefitted them and 10% 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?**

57% of respondents indicated that living in on-campus housing greatly enhanced their ability to appreciate other cultures. 31% indicated that there was a moderate impact and 11% indicated that there was little to no impact in their ability to appreciate other cultures.

**Conclusion**

The results of this survey were particularly interesting and require further follow-up through further analysis of the data and potentially some focus groups with current residents around the topics of respect and acceptance. Most striking were the results to questions 6 and 7. When asked how much the residents respected others, 95% indicated that they either greatly or moderately respected other students while 5% indicated that they had little to no respect for other students. It would be interesting to find out why that 5% indicated they had little to no respect for other students. What factors contributed to that response from 5% of the survey participants?

Furthermore, it was interesting to see the 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 greatly respecting others (70%) to feeling greatly accepted by others (51%). One could assume by those responses that the residents largely feel that they are very respectful of others, but that respect and/or acceptance is not returned in kind. It would be intriguing to conduct focus groups around this topic in order to gain some additional feedback and knowledge about these phenomena.

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 88% 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.

**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

1. A quantitative resident survey (ACUHO-I/EBI) was administered in Fall 2010. This survey measures resident satisfaction, resident perceptions of the residential environment, as well as learning outcomes that focus on personal interactions, personal growth, diverse interactions, and time management, study habits, and problem solving. Within the survey, two questions were asked that were directly related to this learning outcome. The questions were as follows:
   - To what extent has living in on-campus housing enhanced your ability to understand the consequences of alcohol use and abuse?
   - To what extent has living in on-campus housing enhances your ability to understand the consequences of drug use and abuse?

2,463 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 two weeks of receipt of the email announcement. Reminder emails were sent at the end of week one and again two days before the survey closed. 1,132 residents responded resulting in a 46% return rate.

2. Comparison of those who have been sanctioned to CEASE through the conduct process to examine how many violate the policy a second time or more.

Compared conduct statistics using Judicial Action (PAVE) software to measure the number of repeat offenders related to alcohol and other drug 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?

48% of respondents indicated that living in on-campus housing greatly enhanced their ability to understand the consequences of alcohol use and abuse. 34% indicated that ability to understand the consequences were moderately enhanced and 19% 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?

47% of respondents indicated that living in on-campus housing greatly enhanced their ability to understand the consequences of drug use and abuse. 34% indicated that ability to understand the consequences were moderately enhanced and 20% indicated that living in on-campus housing had little to no impact on their ability to understand the consequences of drug use and abuse.

When comparing conduct statistics for the past year, we found that there were 99 residents documented for alcohol or other substance abuse. All were sanctioned to attend CEASE. Almost two-thirds of these residents were then involved in a second incident involving alcohol or other drugs resulting in a second sanction to CEASE.

Conclusion

Overall, 82% of respondents indicated that living in on-campus housing either greatly or moderately enhanced their ability to understand the consequences of alcohol use and abuse. Similarly, 81% said the same regarding drug use and abuse. While these statistics are compelling, little is known as to the student perception and interpretation of these questions or the factors that enhanced their understanding (i.e., personal experience, understanding of community living standards, etc.). An exploration of the factors that led to these responses would be necessary in order to truly understand these results. In addition, comparisons with data collected through Alcohol.edu would be helpful in understanding resident attitudes about alcohol and other drugs prior to their arrival on campus. Data from that instrument could be used as a pre-test and a post-test could be developed in order to assess these questions further.

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Conduct statistics revealed that the recidivism rate in relation to abuse of alcohol or other drugs is very high. As a result, this finding will prompt us to do some additional outreach and education, in partnership with Prevention Education Programs, around alcohol and other drugs abuse.

**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**

A quantitative resident survey (ACUHO-I/EBI) was administered in Fall 2010. This survey measures resident satisfaction, resident perceptions of the residential environment, as well as learning outcomes that focus on personal interactions, personal growth, diverse interactions, and time management, study habits, and problem solving.

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

1. How satisfied are you with your student staff members (Resident Assistant) efforts to get to know you?
2. How satisfied are you with your student staff members (Resident Assistant) efforts to help you with a problem?
3. How satisfied are you with your student staff members (Resident Assistant) efforts to organize programs and activities?
4. Overall, how satisfied are you with the performance of your student staff member (Resident Assistant)?
5. How satisfied are you with the quality of programs?
6. How satisfied are you with information desk services?
7. How satisfied are you with your student staff members (Resident Assistant) efforts to organize programs and activities?
8. How satisfied are you with your student staff members (Resident Assistant) efforts to help you with a problem?
9. How satisfied are you with the performance of your student staff member (Resident Assistant)?
10. How satisfied are you with the quality of programs?

2,463 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 two weeks of receipt of the email announcement. Reminder emails were sent at the end of week one and again two days before the survey closed. 1,132 residents responded resulting in a 46% return rate.

**Results**

**Question 1: How satisfied are you with your student staff members (Resident Assistant) efforts to get to know you?**

69% of respondents indicated that they were satisfied with their RAs efforts to get to know them. 17% responded “neutral”, and 15% indicated that they were dissatisfied to varying degrees (slightly dissatisfied to very dissatisfied).

**Question 2: How satisfied are you with your student staff members (Resident Assistant) efforts to help you with a problem?**

69% of respondents indicated that they were satisfied with their RAs efforts to help them with a problem. 21% replied “neutral”, and 10% indicated that they were dissatisfied to varying degrees (slightly dissatisfied to very dissatisfied).
Question 3: How satisfied are you with your student staff members (Resident Assistant) efforts to organize programs and activities?

69% of respondents indicated that they were satisfied with their RAs efforts to organize programs and activities. 19% replied “neutral,” and 12% indicated that they were dissatisfied to varying degrees (slightly dissatisfied to very dissatisfied).

Question 4: Overall, how satisfied are you with the performance of your RA?

79% of respondents indicated that they were satisfied with their RAs performance overall. 13% replied “neutral,” and 9% indicated that they were dissatisfied to varying degrees (slightly dissatisfied to very dissatisfied).

Question 5: How satisfied are you with the quality of programs?

46% of respondents indicated that they were satisfied with the quality of programs. 37% replied “neutral,” and 17% indicated that they were dissatisfied to varying degrees (slightly dissatisfied to very dissatisfied).

Question 6: How satisfied are you with the information desk services?

60% of respondents indicated that they were satisfied with the information desk services. 26% replied “neutral,” and 13% indicated that they were dissatisfied to varying degrees (slightly dissatisfied to very dissatisfied).

Conclusion
Based on the results listed above, one could assert that we are doing an adequate job of providing programming and services within the residential community, and that largely the student staff members (RAs) are viewed in a positive light. However, the results also demonstrate that we are missing the mark with a significant number of residents, particularly where programming is concerned. These results highlight the need to place more efforts in finding out what types of programs and services are needed and wanted by current residents. A survey and focus groups could be conducted in order to determine the best direction to take.

As it pertains to student staff members, while the overall satisfaction is high it appears that additional attention needs to be paid to the RA’s efforts to get to know their residents and their ability to help them with a problem. With that said, it is important to remember that other factors (i.e. conduct documentation) may hinder the relationship with RA and resident. A breakdown of data by hall and by floor would help us pinpoint those staff members who may need additional assistance in a developing a community on their floor. In addition, a review of conduct statistics per building and floor may also shed some light on the perception of the community and the RA(s) on the floor. Furthermore, a similar survey question should be designed and asked for the professional staff members who work in each community.

In the future, additional questions should be added to the survey and/or asked during focus groups to determine their perception of the community and assess their level of sense of belonging. In addition, a question should be designed to measure how often a resident approaches an RA in order to get assistance with campus resources.

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
A qualitative methodology was selected to assess this particular learning outcome. The overarching goal was to assess residents’ knowledge of leadership principles and skills gained through residential community involvement. Focus groups were the intended method of choice in which to gather data.

Results
Due to a variety of factors, assessment of this outcome was not achieved during the 10-11 academic year. It is our intention to carry this learning outcome and assessment over the 11-12 academic year.

Conclusion
None to report.