MISSION

Offering various and diverse living and learning experiences, the Office of Housing and Residential Life is an integral part of the educational mission of Sacramento State. As such, Housing and Residential Life strives to create a welcoming and stimulating environment that prompts students to participate in co-curricular activities that promote life and leadership skills, social responsibility, and academic success.

GOALS

- Provide affordable, comfortable, clean, and well maintained facilities enabling students to achieve their curricular and co-curricular goals
- Create opportunities to develop life and leadership skills, while fostering the values of civility, global citizenship and social responsibility
- Utilize efficient administrative and fiscal management that is cost effective
- Build an environment that promotes understanding and nurtures the value and the celebration of human difference
- Offer technology services and products that support student learning and staff work environments

POINTS OF PRIDE

- Housing offers a number of living-learning options that allow a residence hall floor to connect with a faculty mentor around a specific theme such as Health and Fitness, Leadership and Service and other special interest communities
- The American River Courtyard residential complex is a state-of-the-art 600 bed facility, and the first LEED Gold certified building on the Sacramento State campus

ASSESSMENT ACTIVITIES 2010-11

Learning Outcome 1 – Alcohol Education
After attending the CHOICES Level 1 Alcohol Education Class, residents will report making healthier, more responsible choices regarding their alcohol use.

Methods and Measures
Residents who are documented for alcohol violations and found responsible during the disciplinary process are referred to a CHOICES Level 1 Alcohol Education Class coordinated by Student Health Services. Residents referred to CHOICES take a pretest when they arrive at the class, a post-test immediately after the class, and a secondary post test/interview two weeks to one month after attending the class.
Findings

Immediate Post Test (77 participants)
- 75% demonstrated that they acquired new information. The most common responses involved understanding the point of diminishing returns and Blood Alcohol Content information (BAC levels).
- 95% were able to specify how they would incorporate what they learned from the class in their social activities. The most common responses involved being more thoughtful, cautious and aware.

Secondary Post Test (9 participants)
- 87% stated that they used alcohol once or not at all in the prior two weeks. 45% of those who did drink indicated setting a drink limit before drinking.

Secondary Interview (10 participants)
- 100% indicated they consumed alcohol on at least two separate occasions since the class and 88% of those who consumed had three or more drinks.
- 100% indicated they drank at bars or house parties rather than the residence halls.
- 90% did not have another infraction.

Conclusions / Status
The CHOICES program successfully educated residents in making healthier, more responsible choices regarding their alcohol use as it applies to avoiding further infractions.

Note: The utility of the study is diminished by few responses in the follow up and interview phases. The study was also hampered by the departure of three lead investigators during the findings stage. Housing staff will review this outcome to determine its ability to further the goals and vision of the organization. Once reviewed the outcome will either be modified, remain intact yet utilized every third year, or be suspended indefinitely.

Learning Outcome 2 - GPA Tracking
Sac State students living on-campus will have a higher average grade point average at the end of their freshman year than students who live off-campus at the end of their freshman year.

Methods and Measures
The Office of Institutional Research (OIR) continually tracks performance data including overall GPAs. The GPA data is tracked each semester and listed in an “overall GPA” format. Below are the overall average GPAs from years 2000 through 2011. Also included is a combined overall average GPA listed in the last row of the table.

### Findings

<table>
<thead>
<tr>
<th>Year enrolled</th>
<th>GPA – on campus</th>
<th>GPA – off campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of First Year</td>
<td>GPA – on campus</td>
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[2]
<table>
<thead>
<tr>
<th>Year</th>
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<th>Spring Grade</th>
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<tr>
<td>2001</td>
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<td>2005</td>
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<td>2007</td>
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<td>Spring 08 = 2.74</td>
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<td>2008</td>
<td>Spring 09 = 2.64</td>
<td>Spring 09 = 2.69</td>
</tr>
<tr>
<td>2009</td>
<td>Spring 10 = 2.79</td>
<td>Spring 10 = 2.82</td>
</tr>
<tr>
<td>2010</td>
<td>Spring 11 =</td>
<td>Spring 11 = not available at time of data run</td>
</tr>
</tbody>
</table>

**Combined Average**

| 2.66 GPA | 2.68 GPA |

**Conclusions / Status**

This objective was not met. The 2.66 overall on-campus GPA vs. 2.68 overall off-campus GPA indicates that our on campus residents earn a GPA that is slightly lower than those who live off campus.

Housing and Residential Life will continue to track GPA rates and include intentional programming that facilitates academic achievement and success, such as study skills, time management, test taking, etc.

**Learning Outcome 3 - Retention**

First time freshmen who live on-campus will be more likely to persist to their second year of college than first time freshmen who live off-campus.

**Methods and Measures**

The Office of Institutional Research (OIR) continually tracks performance data including retention. The data collected from Fall 2000 to Fall 2010 tracks the retention rate of first year students living on campus and first year students living off-campus as measured by their ability to persist to their second year of college. Also included is a combined overall retention average in the last column/row.
Findings

<table>
<thead>
<tr>
<th>Year enrolled</th>
<th>Persistence – On-campus residents</th>
<th>Persistence – Off-campus residents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fresmen year to Sophomore Year</td>
<td>Fresmen year to Sophomore Year</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>Fall 01 = .79</td>
<td>Fall 01 = .74</td>
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<tr>
<td></td>
<td>Spring 02 = .73</td>
<td>Spring 02 = .69</td>
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<tr>
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<td>Fall 2002</td>
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<td>Fall 03 = .75</td>
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<td></td>
<td>Spring 04 = .72</td>
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<td>Fall 2003</td>
<td>Fall 04 = .82</td>
<td>Fall 04 = .79</td>
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<tr>
<td></td>
<td>Spring 05 = .77</td>
<td>Spring 05 = .73</td>
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<tr>
<td>Fall 2004</td>
<td>Fall 05 = .82</td>
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<tr>
<td></td>
<td>Spring 06 = .77</td>
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<tr>
<td>Fall 2005</td>
<td>Fall 06 = .75</td>
<td>Fall 06 = .77</td>
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<tr>
<td></td>
<td>Spring 07 = .69</td>
<td>Spring 07 = .69</td>
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<tr>
<td>Fall 2006</td>
<td>Fall 07 = .77</td>
<td>Fall 07 = .76</td>
</tr>
<tr>
<td></td>
<td>Spring 08 = .74</td>
<td>Spring 08 = .70</td>
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<tr>
<td>Fall 2007</td>
<td>Fall 08 = .80</td>
<td>Fall 08 = .76</td>
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<td></td>
<td>Spring 09 = .75</td>
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<tr>
<td>Fall 2008</td>
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<td></td>
<td>Spring 10 = .73</td>
<td>Spring 10 = .72</td>
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<tr>
<td>Fall 2009</td>
<td>Fall 10 = .79</td>
<td>Fall 10 = .79</td>
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<tr>
<td></td>
<td>Spring 11 = .77</td>
<td>Spring 11 = .77</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>Fall 11 = (Not available at time of data run)</td>
<td>Spring 12 = (Not available at time of data run)</td>
</tr>
</tbody>
</table>

Combined Average | 79% persistence | 76% persistence

Conclusions / Status
This objective was met. 79% of freshmen who live on-campus persist to their second year vs. 76% for off-campus residents as studied over a 10 year period.

Note: Although both groups (on and off campus students) earned similar GPAs, students who live on campus are 3% more likely than those living off campus to still be enrolled one year later.

Housing and Residential Life will continue to track persistence rates and include intentional programming that facilitates an increased sense of community and connection to the campus by partnering and co sponsoring programs with athletics, the Residence Hall Association, Student Leadership and Organizations and growing the first year experience programming model.

Learning Outcome 4 - Graduation Rates
The six year graduation rate for first year students who live on campus their first year will be higher than those students who do not live on campus their first year.

Methods and Measures
The Office of Institutional Research (OIR) continually tracks performance data including graduation rates. The graduation rate data compares the six year graduation rate for freshmen residence hall students vs. freshmen who did not live in the residence halls their first year.
<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Graduation Rate</th>
<th>Spring Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>Spring 09 = .49</td>
<td>Spring 09 = .41</td>
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<tr>
<td>2004</td>
<td>Spring 10 = .47</td>
<td>Spring 10 = .39</td>
</tr>
<tr>
<td>2005</td>
<td>Spring 11 = .39</td>
<td>Spring 11 = .33</td>
</tr>
<tr>
<td>Combined average</td>
<td>46% average graduation rate</td>
<td>38% average graduation rate</td>
</tr>
</tbody>
</table>

**Conclusions / Status**

This objective was met. 46% of first-year students living on campus their first year graduated within six years vs. 38% of first-year students who did not live on campus their first year as measured over a six year period.

Housing and Residential Life will continue to track graduation rates and include intentional programming that facilitates academic achievement and persistence including the creation of a sophomore programming model and a faculty mentoring program.

**Program Objective 1**

Utilize the Educational Benchmarking Survey (EBI) to begin collecting baseline data in order to create learning and program outcomes.

**Methods and Measures**

**Collection Dates:** April 18, 2011 – May 6, 2011

**Distribution Channels:** Resident Advisors distributed the survey to every resident on their floor and collected them in the same manner. Surveys were shipped to EBI for scoring.

**Populations:** 1600 students living in the residence halls


**Findings**
Survey results are expected late September 2011.

**Conclusions / Status**
Surveys were administered to 1,600 students and have been sent to EBI for scoring. Results available late September 2011.

**Program Objective 2**
Utilize the Student Employee Survey to begin collecting baseline data in order to create learning and program outcomes.
Methods and Measures

The Student Affairs Assessment Committee (SAAC) in collaboration with division directors modified a Student Employee Survey administered previously by CSU, Chico. The modified instrument focused on 11 skill areas:

- Customer service
- Leadership
- Communication
- Organizational skills
- Decision making
- Project management
- Problem solving
- Work ethics
- Time management
- Cultural awareness and social responsibility
- Teamwork/Collaboration


Distribution: The surveys were distributed online through Student Voice.

Distribution Channels: Email sent to students with a link to the Student Voice survey.

Survey Type: Five-point Likert scale with a “not applicable” option and open-ended questions that allowed students to describe use of each skill.

Four questions taken from the Multi-institutional Leadership Study that measured leadership confidence levels were also included to compare with prior findings. These questions used a four-point Likert scale.

Populations: Students employed in Student Affairs between Fall 2009 and Spring 2011.

Findings

Overall Combined Highlights (combined scores for Resident Advisors and Student Assistants)

- 100% indicate they are confident or very confident working in a team on a group project.
- 93% identify communication as a very important job skill necessary for their position.
- 93% indicate they are confident or very confident in leading others as a result of their job.
- 93% indicate they moderately agree or strongly agree that as a result of their job they have made friends.
- 90% indicate they moderately agree or strongly agree that as a result of their job they feel more connected with the University.
- 90% identify customer service as a very important job skill necessary for their position
- 90% indicate they received sufficient job training.
- 66% indicate their cultural awareness/social responsibility improved much or very much as a result of their job.
- 63% indicate their decision making skills improved much or very much as a result of their job.
- 63% indicate their communication skills improved much or very much as a result of their job.
46% indicate their job encouraged them to stay in school.
39% want more practical experience with goal setting, project management, and leadership,

Select responses to questions asking respondents to name some of the skills they employ:

- **Being Customer Friendly:** “Listening to customer's needs and then helping them in whatever way necessary to make sure they are satisfied and want to return to this institution.”
- **Being a Good Communicator:** “It's all about the tone of your voice. I try to be polite when I communicate with others.”
- **Being an effective Team Player:** “I communicate with my staff members and when I see something that needs to be done I do it.”
- **Having a Good Work Ethic:** “To do the right thing even when you don't want to; to take responsibility for your mistakes and fix them; to be a good team player, do your part, and hold others accountable for their work if necessary.”
- **Being Culturally Aware and Socially Responsible:** “Being aware of differences in society and being accepting of those differences. Most importantly, being supportive.”

**Resident Advisor and Student Assistant Results**

- 100% of Resident Advisors and Student Assistants indicate that as a result of their job they are confident or very confident in being able to successfully work in a team on a group project.
- 100% of Resident Advisors indicate that as a result of their job they are confident or very confident in being able to lead others as compared to 92% of Student Assistants.
- 92% of Resident Advisors and Student Assistants indicate that as a result of their job they feel more connected with the University.
- 82% Resident Advisors indicate they have developed skills that will be useful after college as a result of their current campus job as compared to 61% of Student Assistants.
- 82% of Resident Advisors indicate their decision making skills improved much or very much as compared to 38% of Student Assistants.
- 76% of Resident Advisors indicate leadership skills improved much or very much as compared to 38% of Student Assistants.
- 76% of Resident Advisors indicate cultural awareness / social responsibility improved much or very much as compared to 61% of Student Assistants.
- 76% of Resident Advisors indicate customer service and problem solving skills improved much or very much as compared to 38% of Student Assistants.
- 76% of Student Assistants indicate as a result of their job they stayed in school vs. dropping out as compared to 58% of Resident Advisors.
- 69% of Student Assistants indicate communication skills improved much or very much as compared to 65% of Resident Advisors.

**Conclusions / Status**
Resident Advisors and Student Assistants say that customer service and communication are the most important job skills they need in order to be successful in their positions. Both groups indicate they are sufficiently trained to perform their job responsibilities, and that their jobs help them feel more connected to campus. The data also suggests because of their job they feel comfortable working in a group setting and leading groups if necessary. Both groups indicate having made a number of
friendships based on their job.

Resident Advisors scored substantially higher than Student Assistants on many of the questions asking them to what degree their skills have improved as a result of their job. This is likely explained by noting that Resident Advisors participate in extensive training before and during their RA employment, as well as utilizing the types of skills measured daily, thus providing them with a great deal of practical experience. Student Assistants, on the other hand, typically receive less on the job training because of limited work hours, and have less opportunity to utilize and improve many of the skill sets.

The data also indicates Student Assistants rank themselves as having a high level of life skills (e.g. customer service, communication, teamwork, problem solving, leadership, work ethic, etc.) prior to working in the department. This might help explain why they score lower in the ‘skills improved as a result of this job’ category, since they already feel they come into the job well-prepared.

Based on the survey data, H&RL staff will review the training program for student assistants and revise accordingly, placing specific emphasis on the life skills questions where student employees responded 10% or more in the negative. Supervisors will then conduct periodic professional development sessions highlighting these life skill areas.

H&RL staff needs to pursue further analysis to better understand the relationship between life skills competencies (e.g. customer service, teamwork, leadership, etc), specific job categories, and prior skill levels.

Departmental data will be analyzed more in-depth as it relates to divisional data.

PLANS FOR THE COMING YEAR

- Analyze EBI results and develop goals and outcomes
- Review and update the housing programming model, and add intentional academic success initiatives
- Review student employee survey instrument for structure; further review results and develop specific outcomes
- Implement a multicultural competence assessment survey for staff to complete in order to gauge their ability to create an inclusive and welcoming environment
- Undertake a program review using ACUHO-I standards
- Strengthen ties with athletics and the campus student life office in order to improve and enhance programming efforts
- Continue to develop and strengthen the faculty mentor program in the halls
- Continue to develop the first year experience program along with a sophomore experience model

SUPPORTING DOCUMENTS

- EBI: [www.webebi.com](http://www.webebi.com)
- PHE Questionnaire
• First Time Freshmen Performance Tracking - Office of Institutional Research
• Student Voice Alcohol Survey [https://www.studentvoice.com/app/views/home/]