



# SACRAMENTO STATE

## University Housing Services

ACADEMIC YEAR 2017-2018

6000 J Street Sacramento, CA 95819

Riverview Hall

916-278-6655

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## Executive Summary

University Housing Services (UHS) is an integral part of the Student Affairs Division, which encompasses over 50 University departments. We house approximately 2100 students with the addition of Riverview Hall, a 416 bed facility for first and second year students opening in 2017. We continue to incorporate outcomes directed towards increasing student satisfaction rates along with learning outcomes focusing more specifically on academic success and personal growth and development. To this end, we work hand in hand with the Academic Advising Center in bringing advising into the halls. Our professional live in staff (Residence Life Coordinators; 'RLCs') continue to be trained as academic advisors and meet with first year students on Academic Probation in their respective buildings. Our programming model continues to shift from large group programs to one-on-one contact with RAs and RLCs. Our RA to student ratio in our first year halls is around 1 RA per 30 residents. This allows the RAs to document their interactions with residents and submit them to their respective RLCs who then follow up with students struggling academically or personally.

Our larger scale programming is being supplemented by the student government (RHA) and other units on campus such as the Centers for Diversity, the WELLness program and the campus Leadership Program.

Concerning our theme communities, we continue to collaborate with campus partners on being intentional in the types of programming provided to each community. We work closely with the WELL for our Wellness community; the Student Leadership and Organizations office in coordinating the Green Certificate Program for our Leadership Communities, partner with the Centers for Diversity & Inclusion for our Global Awareness community. In 2017, we added Women in Leadership, Honors, International and Community Engagement communities.

As we grow our on-campus population we continue to diversify our services and programming in order to meet the needs of our residents in terms of satisfaction, personal growth and academic success. Research continues to support the notion that living on-campus has a significant positive impact including increased retention rates, more extracurricular involvement, and more reported personal growth and development than students who live off-campus or commute. We believe that living on campus continues to be a smart choice for new and returning students.

## Housing Dash Board

- Housing and Residential Life is a non-general fund, self-support program
- 2100 on-campus beds housing a mix of first-year through graduate school students
- 7 residence halls and 1 dining center
- 51 full-time employees, 60 paraprofessional staff, approximately 150 student staff
- Operating budget of ~\$18 million
- First-Year Experience Program and Residential Theme Floors
- Full Summer Conference Program
- 100% occupancy

## Mission Statement

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

## Departmental Goals

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

## Departmental Values

**Teamwork:** Committed to working collaboratively to provide a positive, caring environment where we take pride in the quality of our work.

**Innovation:** Committed to continuous improvement in the quality of the residential experience shaping our future with an increasingly global perspective.

**Professionalism:** Being accountable for ethical conduct that reflects positively on the University and the department.

**Quality Customer Service:** Committed to excellence in serving our customers, and in the quality of our programs, our students, and our partnership with the people of the region.

**Integrity:** Conducting the Housing and Residential Life operation in an honest, ethical and trustworthily manner. Leading with courage, accountability, and positive role modeling.

**Respect:** Providing our highest regard for the worth and rights of others, including respect for their ideas, values and contributions.

## Staffing

Michael Speros – Executive Director of Housing and Residential Life  
Samuel Jones – Director of Housing Operations and Conference Services  
Aja Holmes – Senior Associate Director of Residential Life  
Angela Wiere – Assistant Director of Project Development and Procurement  
Jana Boehl – Budget Analyst  
Peggy Luers – Assistant Director for Housing Operations  
Thai Mai – Housing IT Project Manager  
Joe Loera – Conference Coordinator/Marketing  
Yolanda Blackshire – Housing Assignments Coordinator  
Luis Gomez – Administrative Support Coordinator  
Mindy Rouillard – Senior Area Coordinator – Conduct  
Tabitha Venezia – Senior Area Coordinator - RHA – Programming  
Edgardo Palomo – Residence Life Coordinator – Jenkins Hall  
Kyle Sasai - Residence Life Coordinator- Draper Hall  
Melynda Diedrich-Otto – American River Courtyard – ARC - (Fall 2017)  
Raul Mendoza - Residence Life Coordinator – Sierra (Fall 2017) ARC (Spring 2018)  
Michelle Trueblood - Residence Life Coordinator – Desmond  
Myvy Ngo - Residence Life Coordinator – Sutter  
Rochelle Robinson – Graduate Student Assistant (ARC)  
Miranda O'Connor – Programming Graduate Student Assistant  
Anthony Colvard – Graduate Student Assistant

## Demographic Information of Students Living on Campus for Fall 2017

### Gender

Female	54%
Male	45%

### Class Level

Freshman	69%
Sophomore	13%
Junior	12%
Senior	6%

### Age

18 or less	13%
18-19	66%
20-21	13%
22-23	5%
Over 24	3%

### Ethnicity

American Indian/Alaska Native	1%
Asian	10%
Black/African American	14%
Decline to State/Missing Data	26%
Hispanic/Latino	22%
Native Hawaiian/Other Pacific Islander	1%
Two or more ethnicities/races	8%
White	19%

## University Housing Strategic Goals

Below are the 2017/18 goals developed based on University strategic initiatives.

### Enhance student learning and success

1. First-time freshman students living on campus and on academic probation (AP) will continue their second year at Sacramento State.
2. Full-time first-time freshman students living on campus will continue their second year at Sacramento State.
3. First-time freshman students living on campus and on AP will have a higher GPA in their second semester.
4. Full-time first-time freshman students living on campus will have a higher term GPA than full-time first-time freshman students living off campus.
5. Students living on campus will progress in dimensions of development.

### Engage students on a comprehensive university experience

1. Student Assistants will increase their personal and professional development including knowledge of diversity and social justice.
2. Students will “agree” or “strongly agree” with being satisfied with the services and support they receive from the residence halls.
3. Students living in the housing “theme communities” will “agree” or “strongly agree” with being satisfied with their experiences.

## Department Outcomes

This academic year, the Vice President of the Division of Student Affairs decided to align department goals with the university's goals, Student Affairs Divisional Goals, and Baccalaureate Learning Outcomes. The structure of this section will include the goals, the strategies to achieve those goals, and the outcomes. These department goals will be evaluated to set priorities and establish goals for the next academic year.

**Department Goal 1: First-time freshman students living on campus and on academic probation (AP) will continue their second year at Sacramento State.**

**University Strategic Goal:** Enhance student learning and success

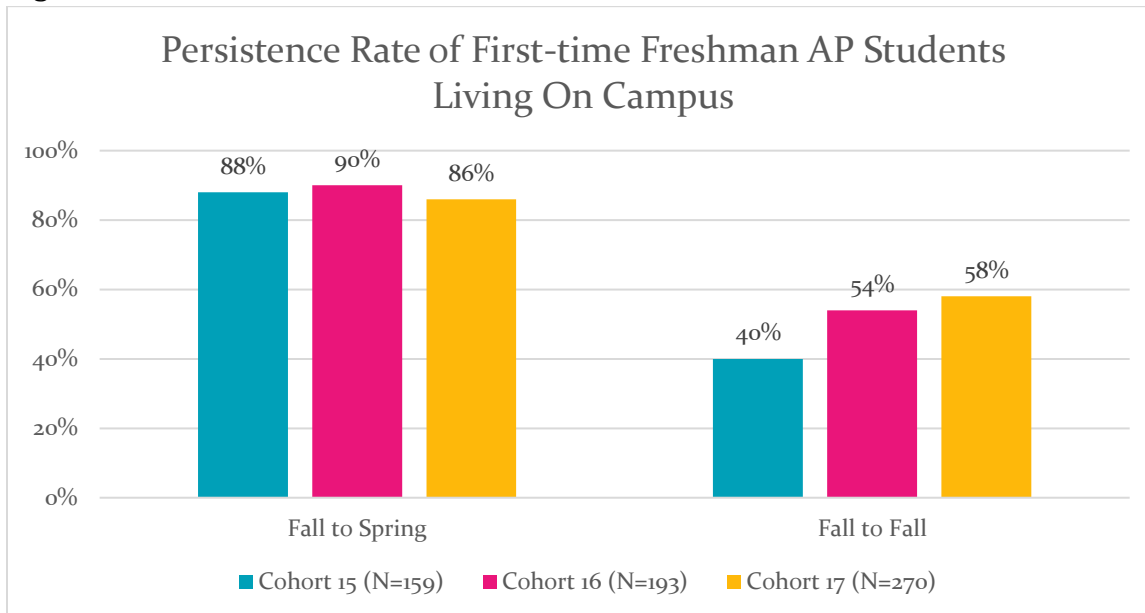
**Student Affairs Divisional Goal:** Increase graduation rates and decrease time to degree

**Baccalaureate Learning Goal:** N/A

***Standard of Achievement: Maintain or increase in persistence rate of AP first-time freshman students living on campus compared to prior year.***

There were 1,230 first time, freshman students living in the residence halls at the beginning of fall 2017. Two hundred and seventy students were placed on academic probation at the end of the semester.

Figure 1



Sources: 1) Cognos - Fall 2016 Term summary extracted 5-26-2017. 2) Cognos - Spring 2017 Term summary extracted 06-21-2017. 3) Cognos - Fall 2017 Term summary extracted 10-06-17. 4) Cognos - Spring 2018 Term Summary extracted 10-10-18. 5) Cognos - Fall 2018 Term Summary extracted 9-25-18. Note: Data does not include PBAC students and "No Unit Load" in fall 2017.



Data showed that there was a four percentage point decrease in persistence rate from fall 2017 to spring 2018 and a four percentage point increase in persistence rate from fall 2017 to fall 2018 for first-time freshman AP student living on campus compared to prior year.

**Department Goal 2: Full-time first-time freshman students living on campus will continue their second year at Sacramento State.**

**University Strategic Goal:** Enhance student learning and success

**Student Affairs Divisional Goal:** Increase graduation rates and decrease time to degree

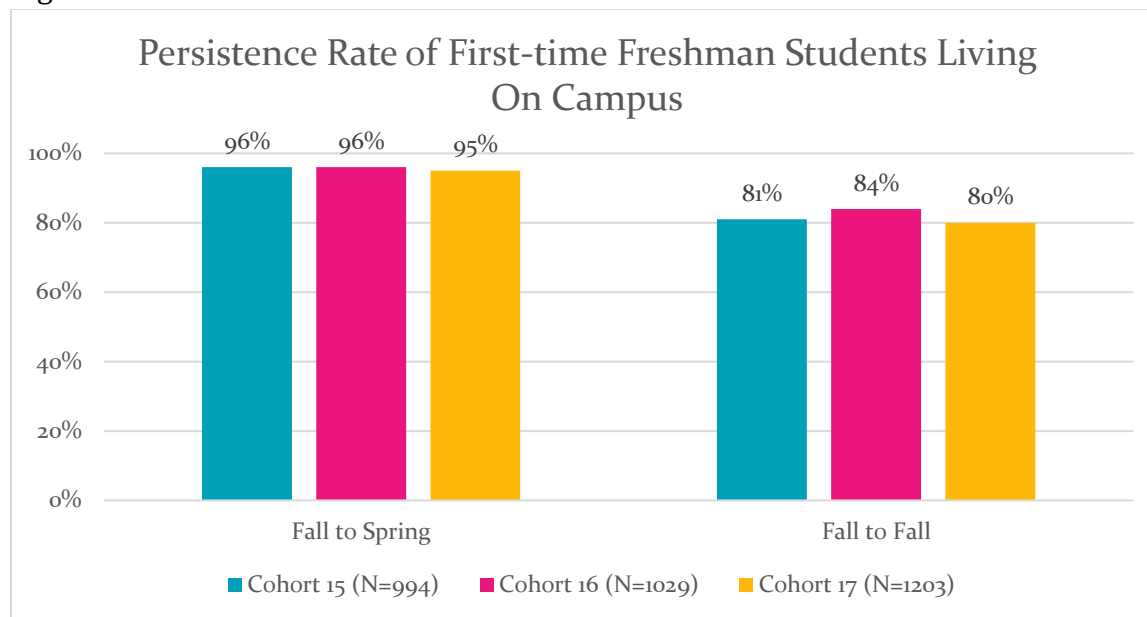
**Baccalaureate Learning Goal:** N/A

**Standard of Achievement: Maintain or increase in persistence rate of full-time first-time freshman students living on campus compared to prior year.**

During fall 2017, there were 1,203 full time first-time freshman students living on campus. The persistence rate from fall 2017 to spring 2018 was 95% while the persistence rate from fall 2017 to fall 2018 was 80%.

Compared to first-time freshman students living on campus during fall 2015 and fall 2016, there was a one percentage point decrease in persistence rate for fall 2017 to spring 2018. There is also a four percentage point decrease in persistence from fall 2017 to fall 2018 compared to the fall 2016 cohort.

Figure 2



Sources: 1) Cognos - Fall 2016 Term summary extracted 5-26-2017. 2) Cognos - Spring 2017 Term summary extracted 06-21-2017. 3) Cognos - Fall 2017 Term summary extracted 10-06-17. 4) Cognos - Spring 2018 Term Summary extracted 10-10-18. 5) Cognos - Fall 2018 Term Summary extracted 9-25-18. Note: Data does not include PBAC students and "No Unit Load" in fall 2016.

**Department Goal 3: First-time freshman students living on campus and on AP will have a higher GPA in their second semester.**

**University Strategic Goal:** Enhance student learning and success

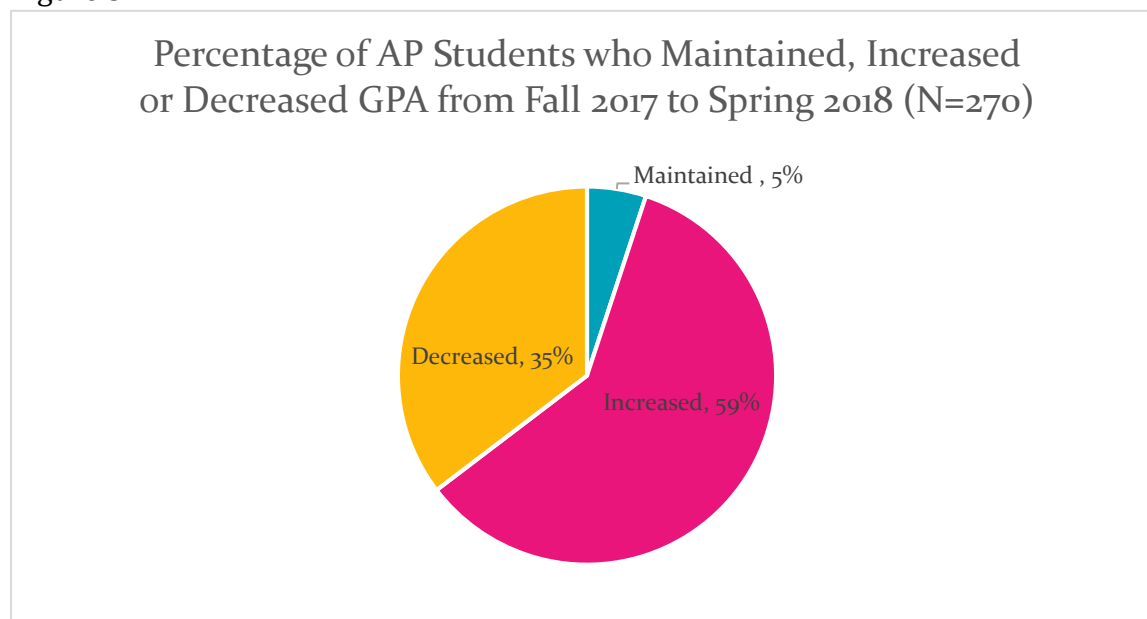
**Student Affairs Divisional Goal:** Increase graduation rates and decrease time to degree

**Baccalaureate Learning Goal:** N/A

***Standard of Achievement: Maintain or increase GPA of first-time freshman AP students living on campus compared to prior semester.***

In fall 2017, 270 students were placed on academic probation. The average fall 2017 term GPA of these students was 1.21 compared to 1.61 for spring 2018, which was an increase of .40. One hundred and sixty (59%) students increased their GPA in the spring semester, while 35% of students decreased their GPA in the spring semester, and 5% of students' GPA's remained the same from fall 17 to spring 18.

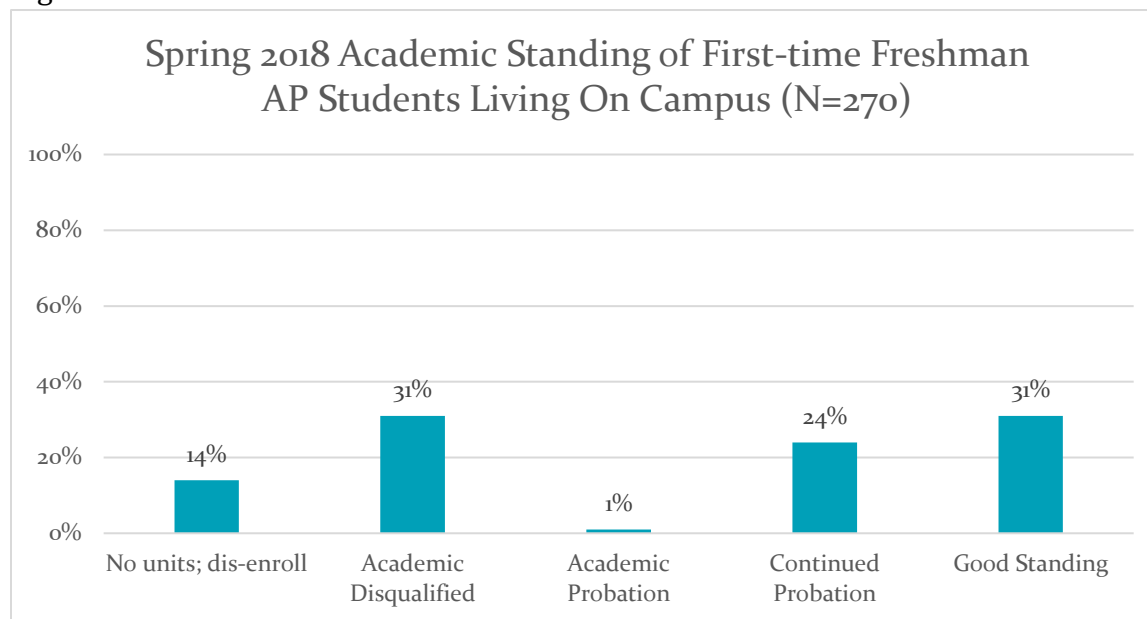
Figure 3



Sources: 1) Cognos - Fall 2017 Term summary extracted 2-2-2018. 2) Cognos - Spring 2018 Term summary extracted 9-21-2018.

Earning a higher GPA in the second semester does not necessarily mean a student will be out of academic probation. Figure 4 shows the academic standing of these AP students living on campus for spring 2018. Data shows that 31% of students who were on AP were in good standing at the end of spring semester.

Figure 4



Sources: 1) Cognos - Fall 2017 Term summary extracted 02-02-18. 2) Cognos - Spring 2018 Term summary extracted 09-21-18.

**Department Goal 4: Full-time first-time freshman students living on campus will have a higher term GPA than full-time first-time freshman students living off campus.**

**University Strategic Goal:** Enhance student learning and success

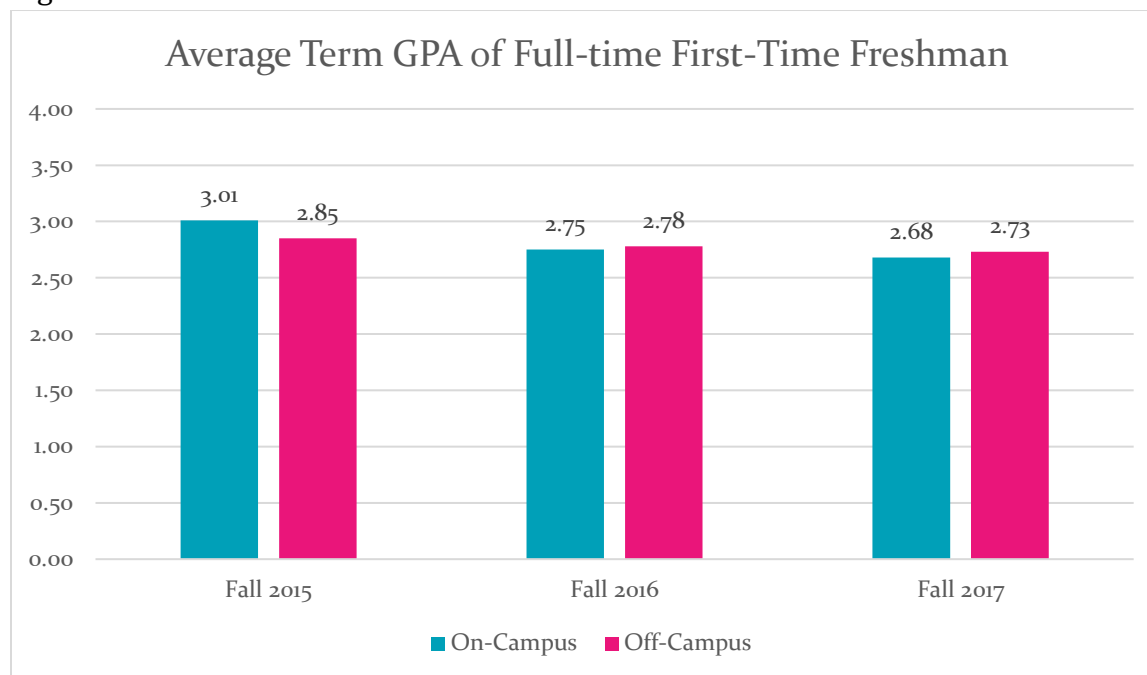
**Student Affairs Divisional Goal:** Increase graduation rates and decrease time to degree

**Baccalaureate Learning Goal:** N/A

**Standard of Achievement:** *Full-time first-time freshman students living on campus will have a higher term GPA compared to full-time first-time freshman students living off campus.*

During fall 2017, there were 1,203 full-time first-time freshman students with unit load living on campus. The average term GPA during fall 2017 for these students was 2.68 (with 79% of them in good academic standing) compared to 2.73 average term GPA for off campus students (with 81% of them also in good academic standing). Figure 5 shows that the average term GPA for on campus students was slightly lower than students living off campus.

Figure 5



Sources: 1) Cognos - Fall 2015 Term summary extracted 5-26-2017. 2) Cognos - Fall 2016 Term summary extracted 5-26-2017. 3) Cognos - Fall 2017 Term summary extracted 9-21-2018. Notes: 1) Data does not include PBAC students and "No Unit Load." 2) On Campus: Fall 2015 = 780 students, Fall 2016 = 1016 students, and Fall 2017 = 1203 students.

**Department Goal 5: Students living on campus will progress in dimensions of development.**

**University Strategic Goal:** Enhance student learning and success

**Student Affairs Divisional Goal:** Enhance student engagement, health, and wellness promotion

**Baccalaureate Learning Goal:** Intellectual and practical skills

**Standard of Achievement:** *Maintain or increase overall positive response on the dimensions of development compared to prior year.*

In response to the Chancellor's Office Quality Initiatives Department, we participated in the system-wide campus customer satisfaction surveys in spring 2018. The Student Housing Services survey included personal development domains such as expressing oneself, being more confident, more understanding of others, and so on. The Dimension of Development domain asked students to rate items from strongly agree to strongly disagree. Table 1 shows the percentage of positive responses (agree or strongly agree) to the statements on the domain.

Table 1. Dimensions of Development

	<b>2015-2016 Percentage of Positive Responses</b>	<b>2016-2017 Percentage of Positive Responses</b>	<b>2017-2018 Percentage of Positive Responses</b>
Clarify my own personal values.	68%	69%	64%
Make good decisions for myself and takes responsibility for these decisions.	75%	77%	76%
Express my thoughts and emotions in constructive ways.	67%	68%	63%
Be a better thinker who can learn, understand, and evaluate information.	64%	68%	68%
Make healthy eating choices.	41%	46%	43%
Exercise more often and/or more consistently.	52%	54%	50%
Communicate more clearly and effectively with my peers.	64%	67%	59%
Be a more confident person who is comfortable with myself and others.	60%	70%	64%
Help other people through individual or group community service projects.	55%	60%	50%
Be more creative.	53%	57%	56%
Better understand and accept those who are different from me in one or more of the following ways: ethnicity, gender, values.	68%	70%	68%
Select a career or make progress on my chosen career path.	51%	57%	56%

Source: 2017-18 Sacramento State University Housing All Results Report – Office of the Chancellor

**Department Goal 6: Student Assistants will increase their personal and professional development including knowledge of diversity and social justice.**

**University Strategic Goal:** Engage students in a comprehensive university experience

**Student Affairs Divisional Goal:** N/A

**Baccalaureate Learning Goal:** Personal and social responsibility

***Standard of Achievement: Collect baseline data on personal and professional development including knowledge of diversity and social justice.***

Housing and Residential Life offered student staff training and development via the “Student Staff Development Series.” The series provides housing and residential life student staff with knowledge and skills beyond their day-to-day job responsibilities in areas that are in line with housing and residential life values.

There were thirteen (13) workshops in the 2017-2018 series (see Appendix B for details). Sixty-eight (68) student assistants completed a survey at the completion of the workshop series. These questions asked their level of agreement and disagreement with a particular statement. Appendix C shows the complete results of the survey and below are some the highlights.

- 93% (97% in 2016/17) of student assistants strongly agree or agree that HRL has helped them understand the advantages of having a diverse environment and diverse staffing levels.
- 100% (95% in 2016/17) of student assistants strongly agree or agree that HRL has improved their communication skills.
- 97% (93% in 2016/17) of student assistants strongly agree or agree that HRL has improved their customer service skills.
- 79% (92% in 2016/17) of student assistants strongly agree and agree that working in HRL has helped them work more effectively with others from a variety of experiences and cultures.
- 93% (89% in 2016/17) of student assistants strongly agree or agree that HRL has helped them develop critical thinking skills and to form opinions to solve problems.

**Department Goal 7: Students will “agree” or “strongly agree” with being satisfied with the services and support they receive from the residence halls.**

**University Strategic Goal:** Engage students in a comprehensive university experience

**Student Affairs Divisional Goal:** N/A

**Baccalaureate Learning Goal:** N/A

***Standard of Achievement: Maintain or increase student satisfaction on services and support compared to prior year.***

During spring 2018, the CSU Chancellor’s Office invited campuses to participate in the annual campus functional area customer satisfaction survey. Participating in these surveys can help identify and prioritize opportunities for improvement and allow comparison to other campuses that participate in order to potentially identify and leverage best practices within the system. HRL is one of the functional areas in which a standardized survey is available.

From April 20 – May 4, 2018, the web-based survey was distributed to 2,010 resident students using SNAP Survey Professional 11. Two hundred sixty-two respondents completed the survey – a 13% response rate.

In answering “Overall, I am satisfied with on-campus housing”, 65% of students replied with “strongly agree” or “agree”. Compared to 66% in 2015-2016, and 69% in 2016-2017.

Table 2

	<b>2015-2016 Percentage of Positive Responses</b>	<b>2016-2017 Percentage of Positive Responses</b>	<b>2017-2018 Percentage of Positive Responses</b>
Campus housing room and board fees are a good value.	17%	21%	16%
I would recommend living on campus to others.	50%	51%	52%
Living on campus has had a positive impact on other aspects of my life (social, personal growth, etc.).	68%	65%	60%
Overall, I am satisfied with on-campus housing.	66%	69%	65%
I feel safe living on campus	81%	85%	83%
Living on campus has had a valuable impact on my educational experience at this university.	66%	70%	71%
Living on campus has had a positive impact on my studies.	63%	67%	61%
I would recommend living on campus to a first-year student.	75%	77%	75%
The housing office staff is courteous and helpful when I have questions.	78%	79%	80%

Source: 2017-2018, CSU Sacramento Student Housing Services - All Results



**Department Goal 8: Students living in the housing “theme communities” will “agree” or “strongly agree” with being satisfied with their experiences.**

**University Strategic Goal:** Engage students in a comprehensive university experience

**Student Affairs Divisional Goal:** N/A

**Baccalaureate Learning Goal:** N/A

***Standard of Achievement: Maintain or increase the “theme community” experience compared to prior year.***

During the 2017/18 academic year, there were 202 residents living in our seven theme communities: Wellness, Leadership, Global Awareness, International Village, Community Engagement, Women in Leadership, and Honors. Out of the 202 residents, 101 students (50%) responded to the survey. The lowest response rate was in the Leadership and Service Community where only 8 out of 55 (14.5%) students responded. The highest response rate was in the Wellness Community (2<sup>nd</sup> year in a row) where 26 out of 26 (100%) students responded. The Global Awareness community also had a strong response rate with 19 out of 25 (76%) students responding. As one would expect, responses to the questions varied; however, students consistently utilized the ‘neutral’ category, signifying if you will a “lukewarm” response.

*1. In terms of being satisfied with the amount of programming in the theme communities; of those who responded:* Overall, 5 (4%) theme community residents disagreed or strongly disagreed with this statement, while 76 (70%) agreed or strongly agreed and 28 (26%) were neutral.

Concerning individual theme communities, the highest satisfaction rate for this category was in the Community Engagement Community with 100% agreeing or strongly agreeing with this statement. Wellness Community was the runner up with 77% and Honors was 75% agreeing or strongly agreeing.

*2. In terms of learning of new information based on living in the theme communities; of those who responded:*

Overall, 7 (6%) theme community residents disagreed or strongly disagreed with this statement, while 68 (62%) agreed or strongly agreed and 36 (33%) were neutral.

Concerning individual theme communities, 73% of the Wellness Community agreed or strongly agreed with this statement, while 75% of the Leadership and Service community and 68% of the Global Awareness community agreed or strongly agreed.

*3. In terms of wanting to live in a theme community again given the chance; of those who responded:*

Overall, 11 (10%) theme community residents disagreed or strongly disagreed with this statement, while 69 (63%) agreed or strongly agreed and 29 (27%) were neutral.

Concerning individual theme communities, 91% of the Community Engagement students agreed or strongly agreed with this statement, while 75% of the Honors Community and 73% of the Wellness Community agreed or strongly agreed.

*4. In terms of recommending living in a theme community to other students; of those who responded:*

Overall, 11 (10%) theme community resident disagreed or strongly disagreed with this statement, while 73 (67%) agreed or strongly agreed and 25 (23%) were neutral.

Concerning individual theme communities, 100% of the Community Engagement Community agreed or strongly agreed with this statement, while 75% of the Leadership Community and 69% of the Wellness Community agreed or strongly agreed.

*5. In terms of enjoying the experience of living in a theme community; of those who responded:*

Overall, 4 (3%) theme community residents disagreed or strongly disagreed with this statement, while 78 (71%) agreed or strongly agreed and 27(25%) were neutral.

Concerning individual theme communities, 100% of the Community Engagement Community agreed or strongly agreed with this statement, while 77% of the International Community and 75% of the Honors Community agreed or strongly agreed.

Table 3. Comparison between 2015-2016, 2016-2017 and 2017-2018 survey results.

<b>Year</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>Global Awareness</b>	<b>7 responses out of 26 27% response rate</b>	<b>15 responses out of 26 58% response rate</b>	<b>19 responses out of 25 76% response rate</b>
I was satisfied with the amount of programming in my theme community.	<ul style="list-style-type: none"> <li>• 28% disagreed or strongly disagreed</li> <li>• 57% agreed or strongly agreed</li> <li>• 14% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 7% disagreed or strongly disagreed</li> <li>• 53% agreed or strongly agreed</li> <li>• 40% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 16% disagreed or strongly disagreed</li> <li>• 68% agreed or strongly agreed</li> <li>• 16% were neutral</li> </ul>
I learned new information based on living in my theme community.	<ul style="list-style-type: none"> <li>• 29% disagreed or strongly disagreed</li> <li>• 57% agreed or strongly agreed</li> <li>• 14% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 7% disagreed or strongly disagreed</li> <li>• 40% agreed or strongly agreed</li> <li>• 53% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 21% disagreed or strongly disagreed</li> <li>• 68% agreed or strongly agreed</li> <li>• 10% were neutral</li> </ul>
I would live in a theme community again given the chance.	<ul style="list-style-type: none"> <li>• 57% disagreed or strongly disagreed</li> <li>• 29% agreed or strongly agreed</li> <li>• 14% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 7% disagreed or strongly disagreed</li> <li>• 67% agreed or strongly agreed</li> <li>• 27% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 11% disagreed or strongly disagreed</li> <li>• 47% agreed or strongly agreed</li> <li>• 42% were neutral</li> </ul>
I would recommend living in a theme community to other students.	<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 57% agreed or strongly agreed</li> <li>• 43% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 87% agreed or strongly agreed</li> <li>• 13% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 21% disagreed or strongly disagreed</li> <li>• 53% agreed or strongly agreed</li> <li>• 26% were neutral</li> </ul>
Overall, I enjoyed my experience living in my theme community.	<ul style="list-style-type: none"> <li>• 14% disagreed or strongly disagreed</li> <li>• 57% agreed or strongly agreed</li> <li>• 29% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 80% agreed or strongly agreed</li> <li>• 20% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 5% disagreed or strongly disagreed</li> <li>• 53% agreed or strongly agreed</li> <li>• 42% were neutral</li> </ul>

Year	2015-2016	2016-2017	2017-2018
<b>Leadership and *Service</b>	<b>21 out of 38 55% response rate</b>	<b>20 out of 38 53% response rate</b>	<b>8 out of 55 15% response rate</b>
I was satisfied with the amount of programming in my theme community.	<ul style="list-style-type: none"> <li>• 5% disagreed or strongly disagreed</li> <li>• 38% agreed or strongly agreed</li> <li>• 57% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 10% disagreed or strongly disagreed</li> <li>• 75% agreed or strongly agreed</li> <li>• 15% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 25% disagreed or strongly disagreed</li> <li>• 50% agreed or strongly agreed</li> <li>• 25 were neutral</li> </ul>
I learned new information based on living in my theme community.	<ul style="list-style-type: none"> <li>• 5% disagreed or strongly disagreed</li> <li>• 62% agreed or strongly agreed</li> <li>• 33% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 10% disagreed or strongly disagreed</li> <li>• 75% agreed or strongly agreed</li> <li>• 15% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 75% agreed or strongly agreed</li> <li>• 25% were neutral</li> </ul>
I would live in a theme community again given the chance.	<ul style="list-style-type: none"> <li>• 9% disagreed or strongly disagreed</li> <li>• 43% agreed or strongly agreed</li> <li>• 48% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 10% disagreed or strongly disagreed</li> <li>• 80% agreed or strongly agreed</li> <li>• 10% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 12% disagreed or strongly disagreed</li> <li>• 63% agreed or strongly agreed</li> <li>• 25% were neutral</li> </ul>
I would recommend living in a theme community to other students.	<ul style="list-style-type: none"> <li>• 5% disagreed or strongly disagreed</li> <li>• 71% agreed or strongly agreed</li> <li>• 24% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 5% disagreed or strongly disagreed</li> <li>• 85% agreed or strongly agreed</li> <li>• 10% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 12% disagreed or strongly disagreed</li> <li>• 75% agreed or strongly agreed</li> <li>• 13% were neutral</li> </ul>
Overall, I enjoyed my experience living in my theme community.	<ul style="list-style-type: none"> <li>• 5% disagreed or strongly disagreed</li> <li>• 81% agreed or strongly agreed</li> <li>• 14% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 10% disagreed or strongly disagreed</li> <li>• 90% agreed or strongly agreed</li> <li>• 0% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 75% agreed or strongly agreed</li> <li>• 25% were neutral</li> </ul>
*Service component was removed for 2017-18. <b>Community Engagement</b> community created for 2017-18			

Year	2015-2016	2016-2017	2017-2018
<b>Health and Wellness</b>	<b>22 out of 38 58% response rate</b>	<b>36 out of 38 95% response rate</b>	<b>26 out of 26 100% response rate</b>
I was satisfied with the amount of programming in my theme community.	<ul style="list-style-type: none"> <li>• 14% disagreed or strongly disagreed</li> <li>• 54% agreed or strongly agreed</li> <li>• 32% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 90% agreed or strongly agreed</li> <li>• 11% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 73% agreed or strongly agreed</li> <li>• 27% were neutral</li> </ul>
I learned new information based on living in my theme community.	<ul style="list-style-type: none"> <li>• 9% disagreed or strongly disagreed</li> <li>• 64% agreed or strongly agreed</li> <li>• 27% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 3% disagreed or strongly disagreed</li> <li>• 78% agreed or strongly agreed</li> <li>• 19% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 73% agreed or strongly agreed</li> <li>• 27% were neutral</li> </ul>
I would live in a theme community again given the chance.	<ul style="list-style-type: none"> <li>• 14% disagreed or strongly disagreed</li> <li>• 73% agreed or strongly agreed</li> <li>• 14% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 75% agreed or strongly agreed</li> <li>• 25% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 73% agreed or strongly agreed</li> <li>• 27% were neutral</li> </ul>
I would recommend living in a theme community to other students.	<ul style="list-style-type: none"> <li>• 9% disagreed or strongly disagreed</li> <li>• 73% agreed or strongly agreed</li> <li>• 18% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 86% agreed or strongly agreed</li> <li>• 14% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 69% agreed or strongly agreed</li> <li>• 31% were neutral</li> </ul>
Overall, I enjoyed my experience living in my theme community.	<ul style="list-style-type: none"> <li>• 5% disagreed or strongly disagreed</li> <li>• 77% agreed or strongly agreed</li> <li>• 18% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 92% agreed or strongly agreed</li> <li>• 8% were neutral</li> </ul>	<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 73% agreed or strongly agreed</li> <li>• 27% were neutral</li> </ul>

Year	2015-2016	2016-2017	2017-2018
<b>Honors</b> <b>*New for 2017/2018</b>	<b>Not Available</b>	<b>Not Available</b>	<b>12 out of 32</b> <b>37.5% response rate</b>
I was satisfied with the amount of programming in my theme community.			<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 75% agreed or strongly agreed</li> <li>• 25% were neutral</li> </ul>
I learned new information based on living in my theme community.			<ul style="list-style-type: none"> <li>• 17% disagreed or strongly disagreed</li> <li>• 42% agreed or strongly agreed</li> <li>• 41% were neutral</li> </ul>
I would live in a theme community again given the chance.			<ul style="list-style-type: none"> <li>• 17% disagreed or strongly disagreed</li> <li>• 75% agreed or strongly agreed</li> <li>• 8% were neutral</li> </ul>
I would recommend living in a theme community to other students.			<ul style="list-style-type: none"> <li>• 17% disagreed or strongly disagreed</li> <li>• 75% agreed or strongly agreed</li> <li>• 8% were neutral</li> </ul>
Overall, I enjoyed my experience living in my theme community.			<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 75% agreed or strongly agreed</li> <li>• 25% were neutral</li> </ul>

Year	2015-2016	2016-2017	2017-2018
<b>International Village</b> <b>*New for 2017/2018</b>	<b>Not Available</b>	<b>Not Available</b>	<b>12 out of 32</b> <b>38% response rate</b>
I was satisfied with the amount of programming in my theme community.			<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 56% agreed or strongly agreed</li> <li>• 44% were neutral</li> </ul>
I learned new information based on living in my theme community.			<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 34% agreed or strongly agreed</li> <li>• 66% were neutral</li> </ul>
I would live in a theme community again given the chance.			<ul style="list-style-type: none"> <li>• 11% disagreed or strongly disagreed</li> <li>• 56% agreed or strongly agreed</li> <li>• 33% were neutral</li> </ul>
I would recommend living in a theme community to other students.			<ul style="list-style-type: none"> <li>• 11% disagreed or strongly disagreed</li> <li>• 61% agreed or strongly agreed</li> <li>• 28% were neutral</li> </ul>
Overall, I enjoyed my experience living in my theme community.			<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 78% agreed or strongly agreed</li> <li>• 22% were neutral</li> </ul>

Year	2015-2016	2016-2017	2017-2018
<b>Women in Leadership</b> <b>*New for 2017/2018</b>	<b>Not Available</b>	<b>Not Available</b>	<b>12 out of 32</b> <b>38% response rate</b>
I was satisfied with the amount of programming in my theme community.			<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 60% agreed or strongly agreed</li> <li>• 40% were neutral</li> </ul>
I learned new information based on living in my theme community.			<ul style="list-style-type: none"> <li>• 6% disagreed or strongly disagreed</li> <li>• 47% agreed or strongly agreed</li> <li>• 47 were neutral</li> </ul>
I would live in a theme community again given the chance.			<ul style="list-style-type: none"> <li>• 27% disagreed or strongly disagreed</li> <li>• 47% agreed or strongly agreed</li> <li>• 26% were neutral</li> </ul>
I would recommend living in a theme community to other students.			<ul style="list-style-type: none"> <li>• 20% disagreed or strongly disagreed</li> <li>• 53% agreed or strongly agreed</li> <li>• 27% were neutral</li> </ul>
Overall, I enjoyed my experience living in my theme community.			<ul style="list-style-type: none"> <li>• 20% disagreed or strongly disagreed</li> <li>• 60% agreed or strongly agreed</li> <li>• 20% were neutral</li> </ul>



Year	2015-2016	2016-2017	2017-2018
<b>Community Engagement</b> <b>*New for 2018</b>	<b>Not Available</b>	<b>Not Available</b>	<b>12 out of 32</b> <b>38% response rate</b>
I was satisfied with the amount of programming in my theme community.			<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 100% agreed or strongly agreed</li> <li>• 0% were neutral</li> </ul>
I learned new information based on living in my theme community.			<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 100% agreed or strongly agreed</li> <li>• 0% were neutral</li> </ul>
I would live in a theme community again given the chance.			<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 91% agreed or strongly agreed</li> <li>• 9% were neutral</li> </ul>
I would recommend living in a theme community to other students.			<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 100% agreed or strongly agreed</li> <li>• 0% were neutral</li> </ul>
Overall, I enjoyed my experience living in my theme community.			<ul style="list-style-type: none"> <li>• 0% disagreed or strongly disagreed</li> <li>• 100% agreed or strongly agreed</li> <li>• 0% were neutral</li> </ul>

## Department Highlights

- We changed our name from Housing and Residential Life to **University Housing Services (UHS)** – increasing branding power, removing confusing terminology while creating an umbrella term for the eight units that make up UHS.
- We opened up Riverview Hall a 416 bed residence hall overseeing the American River and in doing so we:
  - Launched a Movie Lounge seating 40, a Gaming Lounge, the Hornet Mail Center and a full scale conference room reservation system.
  - We moved our main office from Sierra Hall and consolidated all staff offices in Riverview Hall.
- We partnered with Campus Publishers to create 20-page University Housing Guide.
- We continue to partner with faculty and staff during opening day. We had 53 F/S volunteers helping us check students into the residence halls this past year.
- We hosted the first Regional Training Day for StarRez users on the campus of Sac State in our new Residence Hall Conference space. Approximately 50 StarRez users from 11 different schools in Northern California attended the drive in conference. StarRez sent two staff members to help coordinate and assist.
- We hosted the CSU Senior Housing Officers annual meeting. We had all 23 CSU campuses represented and 48 staff attended.
- We expanded the Honor's Community and had Faculty teach two honor's classes in the Riverview Hall classroom during the Spring semester.
- We created a full service Conference Event Staff in order to schedule and provide support to our conference / classroom spaces.
- We implemented Xfinity Oncampus – IPTV - 63% of our housing population set up an online account to watch TV and Movies.
- The 2018-2019 Returning Application process resulted in the highest number of returners to-date, producing a large waitlist for returning students.
- We hosted Future Hornet Day (Admissions Open House) in our Housing Quad. This was a joint venture with Admissions and Outreach during homecoming 2017.
- We implemented a new platform for our web interface for StarRez. Portal X was launched in Spring 2018. This allowed staff more flexibility in adding or removing pages within the application without using StarCare.

## **Sustainability:**

- The Housing Sustainability Committee initiated the following:
  - Energy Savings Competition creating awareness around energy conservation. Over the course of one week, the halls competed against one another in reducing kWh usage (kilowatt-hour).
  - Conducted a waste receptacle audit of all community spaces in the residence halls along with exterior trash and recycle bins.
  - Participated in the Annual Great American River Clean Up on September 16<sup>th</sup> between 9am-Noon and collected trash and recyclables along the river.
  - Residence hall furniture recycle program – mattress, wood bed posts, and steel bed frames were all recycled.

## **Maintenance Upgrades**

- Jenkins Hall received new student beds, mattresses, front desk furniture, rec room and study lounge furniture.
- Jenkins & Draper RLC Apartments were refreshed with new furniture.
- We replaced and upgraded all washers and dryers in our community laundry rooms. Residents can now pay via credit card, debit and apple pay and can check machine status on line.
- Replaced seating at all Hall Front Desks.
- Dining Commons exterior was painted and damaged wood columns were replaced with steel columns.
- Jenkins interior finishes were upgraded (new flooring, paint, LEED motion sensor lighting, student room wardrobes refinished, new doors, door closers, and replaced outdated signage)
- Replaced student mail boxes in Sierra Hall with combo lock mailboxes.
- Relocated RHA to new space in AMC along with new furniture.

## **Innovation / Improved Process**

- Implemented an electronic key and fob tracking system within StarRez, which allowed facilities staff to better track keys in real time and provides one system for key management including capturing online signatures.
- Implemented the Programming Model within StarRez to track usage of the Fitness Center and our Student Development Series workshops.
- Expanded our digital signage to 11 additional monitors within Riverview Hall.
- Implemented the Roster Verification Process within StarRez which allows staff to enter notes and communicate with Operations staff electronically.
- Fourteen students utilized our food and shelter insecurity program during the academic year.

- Continued our collaboration with:
  - IRT and Bursars Office in streamlining online charges to PeopleSoft. Charges are picked up automatically 4 times a day to post to student accounts.
  - Services to Student with Disabilities in working with students who need special accommodations including service and emotional support animals.
  - The Guardian Scholar program in providing on-campus housing opportunities to former foster youth.
  - Dean's Office for our Food and Insecurity Program

## **Reslife**

- We expanded our theme communities from three to seven. They include:
  - Global Awareness - Leadership – WELLness - Women in Leadership
  - Community Engagement - Honors - International - Global Engagement
- The Residence Hall Association attended all three Regional and National conferences: PACURCH Regional Conference, PACURH Business conference and NACURH the national conference. The RHA president was recognized by PACAURH for the Presidential Service Award
- Campus Partnerships:
  - We continued our partnership with the campus One Book program in hosting 'Dine and Discuss' conversations in the Dining Commons.
  - We hosted the One Book Author, Jean Kwok for a Skype session in the fall and an in-person lunch in the spring on the One Book Author Day.
  - We continued our commitment to community service with the Thanksgiving Food Pantry, MLK Day of Service, and Alternative Spring Break.
  - We worked with Counseling and Psychiatric Services (CAPS) to have a full time counselor in the Residence halls.
  - We continued our academic advising partnership to incorporate the Smart Tools into advising meetings.
  - We worked with staff from Health and Wellness on interventions and support for alcohol/drug transports and other high risk violations.
  - Student Staff in Residential Life attended the Diversity Leadership Conference
- We have a number of staff involved in WACUHO on a regional level:
  - Mindy Rouillard member of Mid-Level Managers (MLM) committee presented at WACE 2018, and appointed MLM co-chair for 2018-2019
  - Edgardo Palomo appointed co-chair for Host Committee - WACE 2019
  - Raul Mendoza serving as the chair for New Professional Committee
  - Aja C. Holmes serving as the one of the Tri-Chair for Women of WACUHO (WOW) for 17-18 and will continue for 18-19

## Appendix A

Department Goals	What will be the standard of performance?	Department Outcomes
1. First-time freshman students living on campus and on academic probation (AP) will continue their second year at Sacramento State.	Maintain or increase in persistence rate of AP first-time freshman students living on campus compared to prior year.	Out of the 270 students who were placed on AP at the end of fall 2017, 86% of them returned in spring 2018. 58% of them returned in fall 2018.  Four percentage point decrease on persistence rate from fall 17 to spring 18  Four percentage point increase on persistence rate from fall 17 to fall 18
2. Full-time first-time freshman students living on campus will continue their second year at Sacramento State.	Maintain or increase in persistence rate of first-time freshman students living on campus compared to prior year.	The persistence rate for fall 17 to spring 18 was 95% while the persistence rate for fall 17 to fall 18 was 80%.  The fall to spring persistence rate decreased by one percentage point from fall 16.  The fall to fall persistence rate decreased by four percentage points.
3. First-time freshman students living on campus and on AP will have a higher GPA in their second semester.	Maintain or increase GPA of first-time freshman AP students living on campus compared to prior semester.	Out of the 270 students placed on AP, 64% maintained or increased their GPA from fall 2017 to spring 2018.  31% of students were in good academic standing at the end of spring 2018.
4. Full-time first-time freshman students living on campus will have a higher term GPA than full-time first-time freshman students living off campus.	Full-time first-time freshman students living on campus will have a higher term GPA compared to full-time first-time freshman students living off campus.	Fall 2017 On Campus GPA = 2.68 Off Campus GPA = 2.73  Fall 2016 On Campus GPA = 2.75 Off Campus GPA = 2.78

<b>Department Goals</b>	<b>What will be the standard of performance?</b>	<b>Department Outcomes</b>
5. Students living on campus will progress in dimensions of development.	Maintain or increase overall positive response of the dimensions of development compared to prior year.	Students living on-campus during the 2017-2018 academic year maintained positive response on being a better thinker . . . item.
6. Student Assistants will increase their personal and professional development including knowledge of diversity and social justice.	Collect baseline data on personal and professional development including knowledge of diversity and social justice.	Student assistants rated three out of five areas of personal and professional development higher than in the 2016/17 academic year.
7. Students will “agree” or “strongly agree” with being satisfied with the services and support they receive from the residence halls.	Maintain or increase student satisfaction on services and support compared to prior year.	65% of students replied with “strongly agree” or “agree”. Compared to 66% in 2015-2016, and 69% in 2016-2017.
8. Students living in the housing “theme communities” will “agree” or “strongly agree” with being satisfied with their experiences.	Maintain or increase the “theme community” experience compared to prior year.	<p>Overall, students enjoyed their experience living in their theme community.</p> <p>Global Awareness  16-17: 80% positive response  17-18: 53% positive response</p> <p>Leadership and Service  16-17: 90% positive response  17-18: 75% positive response</p> <p>Health and Wellness  16-17: 92% positive response  17-18: 73% positive response</p>

## Appendix B

### Housing & Residential Life - Student Staff Development Series - 2017-2018

The Student Staff Development Series is intended to provide HRL student staff with training and development beyond their day to day job responsibilities in areas that are in line with HRL values. The following sessions are offered once a month during two different times.

Date	Time	Topic	Location
Thursday, October 19	11am-12pm	Hornets Help (Bystander Training) • Peer Health Educators	
Friday, October 20	12pm-1pm	Hornets Help (Bystander Training) • Peer Health Educators	
Thursday, November 16	11am-12pm	Leaving Lasting Impressions (Customer Service General) • Presenter: Luis Gomez, Administrative Support Coordinator	
Friday, November 17	12pm-1pm	Leaving Lasting Impressions (Customer Service General) • Presenter: Luis Gomez, Administrative Support Coordinator	
Thursday, December 7	11am-12pm	Diversity and Inclusion • Centers for Diversity and Inclusion Team	
Friday, December 8	12pm-1pm	Diversity and Inclusion • Centers for Diversity and Inclusion Team	
Thursday, February 8	11am-12pm	Critical Thinking Skills • Myvy Ngo, RLC for Sutter	
Friday, February 9	12pm-1pm	Critical Thinking Skills • Myvy Ngo, RLC for Sutter	
Thursday, March 1	11am-12pm	How to Market your HRL Position on your resume • Career Center and an Alumni	
Friday, March 2	12pm-1pm	How to Market your HRL Position on your resume • Career Center and an Alumni	
Thursday, April 12	11am-12pm	From Conflict to Collaboration • Kyle Sasai, RLC for Draper	
Friday, April 13	12pm-1pm	From Conflict to Collaboration • Kyle Sasai, RLC for Draper	
Thursday, May 3	11am-12pm	Assessment • Samuel N. Jones, Director of Housing	
Friday, May 4	12pm-1pm	Assessment • Aja C. Holmes, Ph.D., Sr. Associated Director- Residential Life	

## Appendix C

### Student Assistant Self-Evaluation Survey Results

#### Percentage of students responding 'Agree or Strongly Agree'

Survey Results	2016/2017	2017/2018	2018/2019
1. Working for HRL has helped me learn about career opportunities	61%	72%	
2. Working for HRL has helped prepare me for the world of full-time work.	87%	62%	
3. Working for HRL has helped me develop effective time management skills.	87%	90%	
4. Working for HRL has helped improved my communication skills.	95%	100%	
5. Working for HRL has improved my customer service skills.	93%	97%	
6. I enjoy coming to work on most days.	90%	86%	
7. Working for HRL has helped me understand and develop critical thinking skills to form opinions and solve problems.	89%	93%	
8. Working for HRL has helped me work more effectively with others from a variety of experiences and cultures.	92%	79%	
9. Working for HRL has made me feel more confident.	85%	76%	
10. Working for HRL has helped me with conflict resolution skills.	82%	86%	
11. Working for HRL has helped me make a connection between my work and my academic life.	61%	86%	
12. I found my work environment to be friendly and professional.	80%	97%	



<b>Survey Results</b>	<b>2016/2017</b>	<b>2017/2018</b>	<b>2018/2019</b>
13. Working for HRL has helped me become more comfortable working independently.	85%	97%	
14. Working for HRL has helped me recognize when others are engaging in cultural insensitivity, racial biases and or prejudice.	89%	66%	
15. My supervisor provided sufficient training in order to do my job effectively and efficiently.	84%	86%	
16. Working for HRL has helped me understand the advantages of having a diverse environment and diverse staffing levels.	97%	93%	
17. Working for HRL has helped me improve my overall skillset making me more marketable to potential employers.	89%	86%	
18. I would recommend working for HRL to other students.	89%	97%	
19. I attended all of the Development Series Presentations.	20%	45%	
20. I found the Development Series Presentations useful.	43%	66%	