

University of La Verne
Housing & Residential Life
Administrative/Program Review
Spring 2009 (June 30th)

Compiled by:

**Dr. Byron Howlett, Interim Asst. Dean Student Affairs and Director of Housing &
Residential Life**

Departmental Administrative Review Team:

Dr. John R. Bartelt, Associate Professor of Education – Technology

Dr. Aghop Der-Karabetian, Associate Dean College of Arts and Sciences

Dr. Jerome V. Garcia, Associate Professor of Biology

Ms. Erica Holmes, Graduate Student

Mr. Daniel Loera, Multicultural Affairs Director

Mr. Eugene J. Shang, Associate Director Housing

EXECUTIVE SUMMARY

Departmental Goals and Outcomes

The current mission of the Department of Housing & Residential Life is to “*support, enhance, and empower all students living in University residential facilities.*” It is Housing & Residential Life’s ultimate mission to be congruent with the University of La Verne and Division of Student Affairs mission statements while affirming the University’s identified four major life focus areas: **1) Values Orientation, 2) Community and Diversity, 3) Lifelong Learning, and 4) Community Service.**

The primary student learning outcomes to which Housing & Residential Life prescribes are:

1. Resident Assistants will increase awareness and understanding of diversity issues of residential students.
2. Residential students and Faculty will “break down” traditional perceived barriers between them.
3. Residential students will be informed about the importance of the internal and external university communities.
4. Student leaders involved with the Residence Hall Association student government will develop effective time management and general leadership skills.

Departmental Characteristics

The Department of Housing & Residential Life has the capacity to serve 464 students at 100% occupancy. Students live in three on-campus facilities (Brandt, Studebaker-Hanawalt “Stu-Han”, Oaks) which are spread across campus from one end to the other. There are currently 3 full-time Administrative/Professional staff and 42 student staff (either institutional grant supported or federal work-study supported) that serve the various educational and programmatic needs of residential students. Housing & Residential Life generates 100% of its revenue, but only uses 16% of that revenue for direct residential expenses. The remaining 84% of housing specific generated revenues are contributed to the university general fund.

Departmental Assessment Procedures Used

The following lists the various direct and indirect assessment procedures used by Housing & Residential Life:

1. Quality of Life Survey
2. Diversity Survey
3. Resident Assistant Faculty Fellow Experience Summary
4. Faculty Evaluation of the Faculty Fellow Program
5. Student "Faculty Fellow" Survey
6. Program Evaluations
7. Housing & Residential Life Student Leader Survey

Program Review Findings

With only a few suggestions for major structural additions, the Program Review Committee found that the Department of Housing & Residential Life has effectively reached its stated outcomes. Furthermore, given the lack of resources (i.e. staff, funding, etc.) it was found that the department is doing an exceptional job.

Action Recommendations for Departmental Improvement

The majority of the action recommendations offered by the Program Review Committee for departmental improvement were mostly to enhance and strengthen what is already being accomplished by the department. There were some specific recommendations offered that do not change what is already being demonstrated by the department, but might simply fortify efforts. Some of those action recommendations are:

1. Annually have some type of large gathering to present Housing diversity data and to disseminate housing diversity information.
2. Change the current Academic Engagement Initiative to an “Academic Support Initiative” with the Faculty Fellow program being one goal of the academic support efforts of the department.
3. Change the current language from “perceived barriers” to “building bridges and relationships” so that a more positive flavor is introduced instead of a potentially negative experience.
4. Utilize information already formulated from NSSE questions regarding faculty engagement to further measure this outcome.
5. Better define what is meant by “external” community vs. “internal” community so that assessment tools measuring these are more accurate.
6. Housing and Residential Life might consider formulating “PA/RA Teaching Objectives.” The Teaching Objectives terminology might replace the current more generic programming model.
7. Construct a student leader “growth plan” to be used to measure learning outcomes affiliated with the residential student leadership objective. Housing might consider using the most recent iteration of the Human Resources A/P and Classified performance evaluation tool as a template.
8. Add a section to the current QLS that mirrors the Sense of Community construct.

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I. DEPARTMENT MISSION

Mission:

The *mission* of the Department of Housing & Residential Life is to support, enhance, and empower all students living in University residential facilities. Our *mission* is accomplished in three major ways. First we value and respect the diversity that each person brings to the residential community. Second, we are committed to offering friendly and welcoming service. Third, Housing & Residential Life provides a positive living and learning environment by maintaining well-kept facilities, offering educational/ co-curricular programs, and providing competent staff committed to connecting with all those we serve. Furthermore, Housing & Residential Life's intention is to intervene positively in the lives of residential students. Congruent with the University of La Verne and the Division of Student Affairs mission statements, it is our ultimate *mission* to emphasize and affirm the University's identified four major life focus areas:

1) A Values Orientation

2) Community and Diversity

3) Lifelong Learning

4) Community Service

II. DEPARTMENT GOALS AND OUTCOMES

Goals:

- A. *Housing & Residential Life* will respect differences of all students by valuing everyone's diversity.
- B. Our fully trained staff will be committed to developing students as leaders, community conscious individuals, and caring adults.
- C. While living in student housing, students will grow as individuals by developing relationships, learning responsibility, and participating in educationally social programs.
- D. The opportunities available to students living in student housing will compliment their academic experiences.
- E. Students will constantly be at the center of what we do.
- F. In concert with other University departments, we will provide a healthy, safe, and clean environment for living and learning.
- G. Students will develop life-long relationships with the La Verne family.

Outcomes:

A. Resident Assistants will increase the awareness and understanding of diversity issues of residential students via targeted activities and programs.

Rationale:

- Increasing the awareness and understanding of diversity issues of residential students is critical because the residence halls are a microcosm of the larger society. Targeted diversity activities and programs implemented by Resident Assistant staff help to encourage and increase awareness and understanding of diversity issues experienced by residential students.

B. Students and selected faculty will “break down” traditional perceived barriers between the two groups.

Rationale:

- The Faculty Fellow Program is important because many residential students only have an opportunity to engage faculty in the context of the classroom. Because ULV is a smaller and more intimate campus, the Faculty Fellow Program is an additional method for students to create deeper and more purposeful connections with faculty beyond traditional academics. The program was started in the Fall Semester of 2004 after there was expressed concern by residential students that faculty did not know or understand enough about the students they teach. The Faculty Fellow Program is one potential method to help “break down” any perceived barriers between the two groups.

C. Residential students will gain a better understanding about the importance of internal and external university communities.

Rationale:

- Understanding the internal and external university communities is important for residential students’ growth because it helps to show students how they fit into the larger picture of the university community and the community beyond the university.

D. Residential students will create general respect, civility, and individuality.

Rationale:

- Because individuals live in a complex and multifaceted society, as well as close quarters in the residence halls, helping residential students to create general respect, civility, and individuality is important. The residential living experience serves as a microcosm of the larger world, and this is a great place for residential students to learn, understand, and demonstrate these values.

E. Student government leaders will develop general leadership skills.

Rationale:

- Serving in a leadership role, students must develop general leadership skills in order to be effective leaders and to better serve other students.

III. DESCRIPTION OF DEPARTMENT CAPACITY

A. Staff and Personnel

Currently there are 3 full time professional administrative/professional (A/P) staff members (Dr. Byron Howlett, Mr. Eugene Shang, and Ms. Tracy Bobertz) and no classified staff in the Housing & Residential Life Department. During August 2008, a fourth A/P professional staff member separated from employment with the University of La Verne. Since that time, due to vacancy management restrictions, the Housing & Residential Life Professional (A/P) Staff team has increased their work load to cover the responsibilities of the vacant position while managing current workloads. Given the financial state of affairs that the university currently faces, it is possible within the next fiscal year that Housing & Residential Life full time professional A/P staff will be further reduced. The current Associate Director, Residential Life (Ms. Bobertz) is the only full-time professional staff living on campus with the students. There are 22 student institutional grant (room and board provided) positions. These include 14 Resident Assistants, 5 Program Advisors, and 3 Graduate Assistants. Additionally, Housing & Residential Life maintains a student work-study staff of approximately 20.

B. Supervisory Relationships

Please see appendix A.

C. Turnover

Administrative/Professional Staff – If the position has no requirement to live in an on-campus provided apartment, then the typical turnover is 7 – 10 years on average. There are currently 2 staff members that fall within this category. If the position has a requirement to live in an on-campus provided apartment, then the typical turnover is 2 – 5 years on average. There is currently 1 staff member that falls within this category.

Classified Staff – There are currently no classified positions, full-time or otherwise, in the Housing & Residential Life department.

Student Institutional Grant Positions – All of these positions require students to live on-campus. The average turnover is 1 – 2 years.

Student Work-Study Positions – These positions are not required to live on-campus although the majority of students do. The average turnover is every year.

D. Computer Hardware

Housing & Residential Life currently maintains 13 PC computers. Of these computers, 7 were purchased by university funds and 6 were purchased using student fees. Nine of these computers are supported and serviced by the university, while 4 are not.

E. Computer Software

The surveymonkey software package is the only computer software package that Housing & Residential Life has an annual license to use. All other computer software is university owned and supported. These include Banner, SPSS 15 for windows, and Snapp 9 Professional. Housing & Residential Life is currently investigating purchasing a universal housing module software package (i.e. Star Rez) that interfaces with Banner in order to help streamline housing operations in order to better meet client (student, faculty, staff, summer guests) needs. Purchasing this software package would also allow the department to continue similar levels of service should the full-time A/P staff be reduced to only 2 positions for the department.

F. Workspace

The primary workspace for Housing & Residential Life is located in the Oaks Residence Halls, Building “B” on the first floor. This floor originally housed residential students, but has been converted to a working office space. There are 5 private offices and 1 open work station in the office. There is a small conference room used for residential staff and

student meetings. Housing & Residential Life also operates 4 satellite office spaces from which student workers interface directly with their peers.

G. Material and Equipment

Housing & Residential Life maintains one multifunctional printer unit, one color laser printer, and 3 desk top printers. Due to the high output of services and activities, Housing & Residential Life purchases materials as needed on an annual basis to support programmatic initiatives.

H. Budget

Please see appendices B and C.

EFFECTIVENESS INDICATORS

Outcomes:

- A. Resident Assistants will increase the awareness and understanding of diversity issues of residential students via targeted activities and programs.**

Measures:

A Pre-Test and Post-Test diversity survey was distributed at the beginning and the end of each academic year to every residential student in order to evaluate each residential student's initial understanding of diversity and their growth in understanding of diversity issues throughout the year. The diversity survey achieves two major goals. It first collects demographic information regarding residential students. Second, there are five fill-in-the-blank questions to which residential students are asked to respond. These questions include: 1) How does diversity affect you? Is it important?; 2) What concerns or excites you about diversity?; 3) What diversity-related programs would you like to see this year? (i.e. dancing, food dishes, speakers, interactive activities, etc.); 4) Do you think diversity awareness is an important issue for this world, the United States, ULV, and ULV: Housing & Residential Life (please circle): Yes No; and 5) What do you value most in your life. The Assistant Residence Coordinator, Diversity will distribute surveys to all residential students and evaluate these surveys once in September and then once in May of each Academic year.

B. Students and selected faculty will “break down” traditional perceived barriers between the two groups.

Measures:

The Resident’s Assistant wrote a summary of their experience and what they learned personally about the faculty at the conclusion of the academic year. Participating Residential Students were asked to list 3 personal non-academic items they know about their Faculty Fellow at the beginning of the academic year, and then what they learned about their Faculty Fellow at the end of the academic year or after a selected visitation.

Participating residential students and faculty were provided a likert scale evaluation form. This form had several questions assessing the degree to which perceived barriers were “broken down” between the two groups.

C. Residential students will gain a better understanding about the importance of internal and external university communities.

Measures:

An Evaluation was collected from all who attend a Resident Assistant program to assess if they gained a better understanding about the importance of the internal and external university communities.

The evaluation is a half-sheet, likert scale form that asks students five questions about the degree to which they gained knowledge from the program they attended. The Resident Assistant who implements the program collects the evaluations and turns them into the Assistant Residence Coordinator, Programming within 72 hours of the program. The Assistant Residence Coordinator, Programming tabulates the results of the surveys. The surveys are used to more effectively construct future programs to meet the general needs of residential students and to assess whether or not the goals and objectives of each program were met.

D. Residential students will create general respect, civility, and individuality.

Measures:

Resident Assistants will implement programs that encourages responsibility, and open dialogue that will be attached to each program or activity. An evaluation will be administered at the conclusion of each program to assess the degree to which open dialogue occurred and the comfort level of the atmosphere to encourage responsibility.

The evaluation is a half-sheet, likert scale form that asks students five questions about the degree to which open dialogue occurred and the comfort level of the atmosphere to

encourage responsibility. The Resident Assistant who implements the program collects the evaluations and turns them into the Assistant Residence Coordinator, Programming within 72 hours of the program. The Assistant Residence Coordinator, Programming tabulates the results of the surveys. The surveys are used to more effectively construct future programs to meet the general needs of residential students and to assess whether or not the goals and objectives of each program were met.

E. Student government leaders will develop general leadership skills.

Measures:

This outcome was measured by successful participation in student leadership training workshops and attending Housing student leadership conferences. A likert survey of RHA leaders will be conducted at the conclusion of student leadership training to evaluate the degree to which student leaders gained leadership skills. Students were expected to know how to effectively program, run a meeting, collaborate with others, and deal with group conflict.

F. Housing & Residential Life will annually assess residential students' satisfaction with their on-campus living experience in order to continually enhance the quality of life on-campus.

Measures:

The "Quality of Life Survey"(QLS) was developed in 2005 and has been used annually since. It has been distributed at the end of each fall semester to all residential students. There are approximately 80 questions which inquire about residential students' satisfaction or knowledge of various specific Housing & Residential Life functions or functions related to Housing & Residential Life (i.e. Facilities Management, Sodexo Dining Services, Housekeeping Services, etc.) On average, the annual response rate to this QLS has been about 80%.

FINDINGS

Outcome A: Increase the awareness and understanding of diversity issues of residential students.

Administrative/Program Review Findings:

1. Housing & Residential Life appears to be increasing the awareness and understanding of diversity issues of residential students.
2. Overall, the measurements and processes that are established are good.
3. Positive feedback was provided on the inclusion of the transgender category as an option for gender on the diversity survey.

Outcome B: Students and Faculty will “break down” traditional perceived barriers between them.

Administrative/Program Review Findings:

1. There was general consensus that Housing & Residential Life Faculty/Academic Engagement model has assisted in breaking down any perceived barriers between residential students and faculty. Clearly, more work can be done to further assist with this outcome.
2. The outcome currently reads fairly lengthy.
3. Currently, the students perspective seems to be the primary focus and little attention is given to the faculty perspective. The question becomes “what do we do to solicit this information?”
4. There are not enough structured activities for faculty to be engaged.
5. The current definition of “programming” or “structured vs. non-structured” is unclear.

Outcome C: Residential students will be informed about the importance of internal and external university communities.

Administrative/Program Review Findings:

1. It is unclear as to what is meant by “external” community vs. “internal” community.
2. The assessment tools for residential community development appear to be too generic in nature. the evaluation
3. The review team recommended leaving programming requirements “as is” because it creates more of a “buy-in” mentality from the staff.

Outcome D: Residential student leaders will develop general leadership skills.

Administrative/Program Review Recommendations:

1. Overall, the general review and consensus was that not much should be changed regarding this particular outcome.
2. The 3 student leadership assessment questions that are currently used are relevant and should be kept as is.
3. Housing should continue to engage student leaders in training workshops and exposure to conferences (both on-campus and external to La Verne).

Outcome E: An annual satisfaction survey is distributed mid-year to all residential students that inquire about residential students' satisfaction or knowledge of various specific Housing & Residential Life functions or functions related to Housing & Residential Life.

Administrative/Program Review Findings:

1. Overall the program review committee felt that the Quality of Life Survey was an effective and solid tool.
2. With the exception of adding some student engagement questions, not much should be changed about the current Quality of Life Survey assessment instrument.
3. Based on historical outcomes, the Quality of Life Survey helps to make a significant difference in the residential student experience and satisfaction of services.

ACTION RECOMMENDATIONS

Outcome A: Increase the awareness and understanding of diversity issues of residential students.

Administrative/Program Review Recommendations:

1. It might be helpful to define the term disability on the survey.
2. Having a likert scale on the survey for sexual orientation might be more telling and effective.
3. Adding the question to the survey “Does homosexuality make you uncomfortable?” could be beneficial.
4. Divide the question about what concerns you or excites you about diversity into separate questions.
5. Attach a monetary value to the socio-economic question so that students have a common reference point.
6. Perhaps asking about school district versus school area would be more insightful about student experiences.
7. Add a question regarding level of support for diversity.
8. Add a question about religious/spirituality.
9. Add a question asking if the student thinks diversity will affect them negatively.

10. Add a question asking if the student has enough opportunities to interact with people different from them.
11. Add a question asking if the student feels comfortable interacting with different people.
12. Ask a question about the students' thoughts about their parents' diversity.
13. It might be nice to have some type of large gathering to present Housing diversity data and to disseminate information.

Outcome B: Students and selected Faculty will “break down” traditional perceived barriers between them.

Administrative/Program Review Recommendations:

1. Perhaps this objective be changed to an “Academic Support Initiative” with the Faculty Fellow program being one goal of the Academic support.
 2. It might be more helpful and useful to break this outcome down into 6 smaller specific outcomes.
 3. Housing might want to either identify what the actual perceived barriers are or ask students and faculty straight-forward what they are.
 4. Housing may want to change the language from “perceived barriers” to “building bridges and relationships” so that a more positive flavor is introduced instead of a potentially negative experience.
 5. Housing might ask specific questions (direct measures) about faculty contact hours (i.e. how many times have you had contact within the last week with a faculty member?)
 6. Utilize information already formulated from NSSE questions regarding faculty engagement to further measure this outcome.
-

7. During the first week of classes/new student orientation, faculty should be highlighted. One way to do this is via the Faculty Fellow program.
8. Perhaps there should be weekly or bi-weekly “know your faculty” events or faculty highlight days.
9. Housing should develop a list of “engagement opportunities” for Faculty Fellows and have Faculty Fellows pledge to achieve a certain amount of goals via the program.
10. A Faculty Fellow webpage should be created.
11. Housing should better define what is meant by “programming” or “structured vs. non-structured” so that all participants have a same basis of understanding.
12. Housing should provide a list of engagement opportunity resources for Faculty. The notion of a reality television idea was discussed whereby students could have a chance to peek into the faculty lives.
13. There should be more Faculty Fellow fun competitions.

Outcome C: Residential students will be informed about the importance of internal and external university communities.

Administrative/Program Review Recommendations:

1. It was suggested to better define what is meant by “external” community vs. “internal” community so that assessment tools measuring these are more accurate.
2. It was recommended that more specific examples for internal communities and external communities be provided to staff so that they have a clearer idea of assessment outcomes being measured.

3. It was expressed that perhaps Housing and Residential Life might consider formulating “PA/RA Teaching Objectives.” The Teaching Objectives terminology might replace the more generic programming model.
4. It was further recommended that some type of rubric be created to go hand-in-hand with the Teaching Objectives.
5. It was suggested to add to PA/RA student training a review of the previous year’s programming data. The thought process is that this would help staff understand better any deficits from the previous year and develop specific ways to address those deficits through their Teaching Objectives.

Outcome D: Residential student leaders will develop general leadership skills.

Administrative/Program Review Recommendations:

1. Overall, the general review and consensus was that not much should be changed.
2. The 3 student leadership assessment questions that are currently used are relevant and should be kept as is.
3. It was recommended to adapt a student leader training checklist that helps to specifically identify whether or not leaders have been trained in specific areas.
4. It was suggested that perhaps the Housing Leadership Conference should be combined with different leadership groups on campus to form one larger leadership conference.
5. Housing might consider constructing a student leader “growth plan” to be used to measure learning outcomes affiliated with the residential student

leadership objective. Housing might consider using the most recent iteration of the La Verne Human Resources A/P and Classified performance evaluation tool as a template.

Outcome E: An annual satisfaction survey is distributed mid-year to all residential students that inquire about residential students' satisfaction or knowledge of various specific Housing & Residential Life functions or functions related to Housing & Residential Life.

Administrative/Program Review Recommendations:

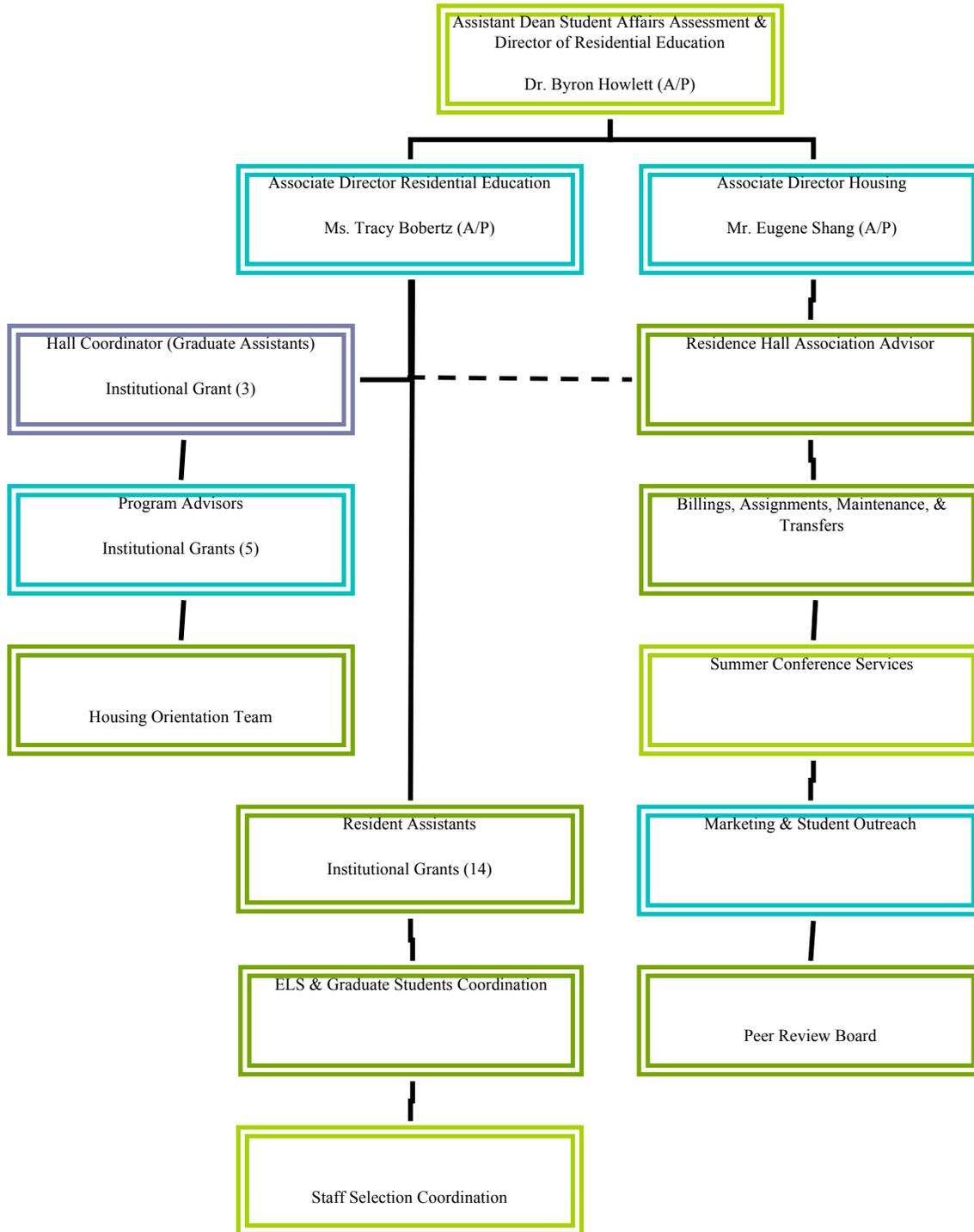
1. Daniel shared with the program review team a sample of "Sense of Community" It was recommended that a section be added to the current QLS that mirrors the Sense of Community construct assessment tool created by the late Dr. Mary Prieto-Bayard.
2. If the Sense of Community construct is added, then it was recommended that it be measured on a similar likert scale as the current QLS uses.
3. All the questions on the Sense of Community assessment tool should be reworded to reflect and address residential living specifically.
4. Question number 2 of the Sense of Community assessment tool should be geared towards the 4 pillars of the university.
5. Question number 3 of the Sense of Community assessment seemed slightly vague and thus it was recommended not to use it.
6. Adapt question number 10 to make it very specific (i.e. this dorm, this floor, this room, this bed, etc.)
7. The Program Review Committee recommends unanimously to continue to administer the QLS mid-year in order to maximize responses and to

optimize buy-in from the end user.

8. The Program Review Committee recommends unanimously that the department purchase a universal housing module software package (i.e. Star Rez) that interfaces with Banner in order to help streamline housing operations in order to better meet client (student, faculty, staff, summer guests) needs.

APPENDICES

Appendix A



Appendix B

Housing & Residential Life

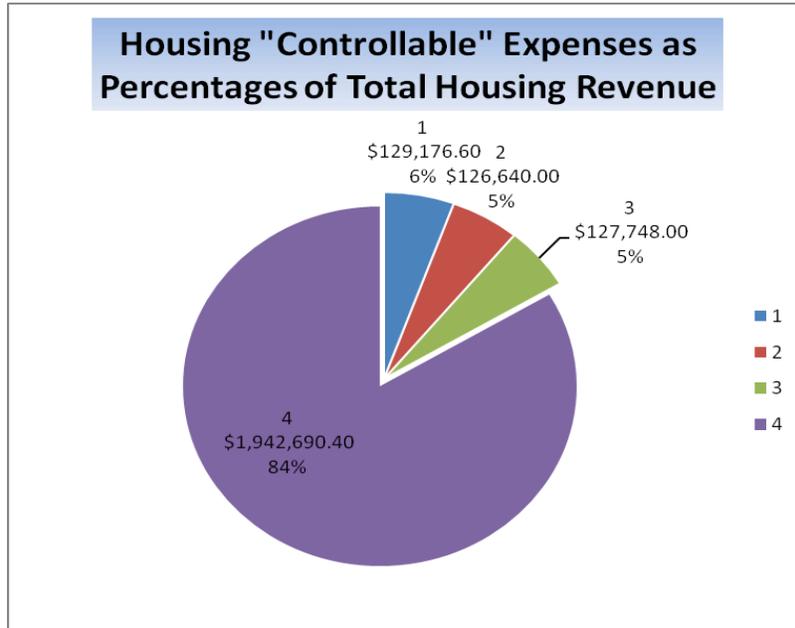
Fiscal Year 2008 – 2009 Operating Budget

	<u>Administrative</u>	<u>Brandt</u>	<u>Stu-Han</u>	<u>Oaks</u>	<u>Summer</u>	<u>Total</u>	<u>%</u>
Housing Revenues:							
Room Income	\$ -	\$459,575.00	\$628,095.00	\$1,210,910.00	\$14,950.00	\$ 2,313,530.00	99%
Returning Res. App. Fee	\$ -	\$ 1,800.00	\$ 3,275.00	\$ 7,650.00	\$ -	\$ 12,725.00	1%
<i>Subtotal Income</i>	\$ -	\$461,375.00	\$631,370.00	\$1,218,560.00	\$14,950.00	\$ 2,326,255.00	100%
Housing "Controllable" Expenses:							
Salaries/Benefits	\$ 129,176.60	\$ -	\$ -	\$ -	\$ -	\$ 129,176.60	6%
Institutional Grants	\$ 111,690.00	\$ -	\$ -	\$ -	\$14,950.00	\$ 126,640.00	5%
Operational Expenses	\$ 9,164.00	\$ 19,596.00	\$ 36,666.00	\$ 61,080.00	\$ 1,242.00	\$ 127,748.00	5%
<i>Subtotal Housing "Controllable" Expenses</i>	\$ 250,030.60	\$ 19,596.00	\$ 36,666.00	\$ 61,080.00	\$16,192.00	\$ 383,564.60	16%
Net Housing Generated Revenue for Non-Controllable Housing Purposes	\$ (250,030.60)	\$441,779.00	\$594,704.00	\$1,157,480.00	\$(1,242.00)	\$ 1,942,690.40	84%

Appendix C

Housing & Residential Life

Fiscal Year 2008 – 2009 “Controllable” Expenses Chart



Legend Descriptions:

1 = Housing Salaries/Benefits

2 = Housing Institutional Grants

3 = Housing Operational Expenses

4 = Non-Housing Uses

Appendix D

UNIVERSITY OF LA VERNE HOUSING & RESIDENTIAL LIFE

DIVERSITY ASSESSMENT 2007 – 2008

Class Standing (please circle): Freshman Sophomore Junior Senior Graduate ELS BCA

Residence Hall (please circle): Oaks A B C D E F Brandt Hall Stu-Han

Gender (please circle): Male Female Transgender

Ethnicity (please fill in):

___ American Indian/Alaska Native ___ African American/Black
___ Asian American/Pacific Islander ___ Caucasian
___ Latino/Hispanic/Mexican American ___ Decline to State
___ Other (Please specify) _____

Major (please fill in): _____

Sexual Orientation (please circle): Heterosexual Bisexual Gay/Lesbian Questioning

Socio-economic Status (please circle):

Lower Class Middle Class Upper Class Low/Mid Class Mid/Upper Class Not Sure

Where were you born? (please check) ___ USA ___ Outside USA (Where? _____)

Where did you go to high school? (Please check)

California _____ Out of State: _____ Out of the country: _____

Do you have a disability (please circle)?: Yes No Decline to State:

If Yes, please describe: _____

Please respond to the following statements by circling the answer that most closely matches your opinion:

1=Strongly Disagree 2=Disagree 3=Somewhat 4=Agree 5=Strongly Agree

I think diversity awareness is important in the:

The World 1 2 3 4 5

The United States 1 2 3 4 5

Appendix E



Faculty Fellow Survey



The University of La Verne Department of Housing & Residential Life requests that you complete the following survey evaluation as completely as possible to help us assess the Faculty Fellow program to better serve you and the residential students. Information provided will only be shared in the aggregate, and no individual responses will be shared which will identify you. Please answer these questions as honestly as possible.

DEMOGRAPHICS: *(Please check the most appropriate answer. Only check one response per question.)*

1. Including this current academic year, how many years have you served as a Faculty Fellow in the University of La Verne Residence Halls?

- 1
- 2
- 3
- 4

2. To Which College or Administrative Unit of the University of La Verne do you belong?

- College of Arts & Sciences
- College of Business & Public Management
- College of Education & Organizational Leadership
- College of Law
- Other (Please specify:)

3. What is your Ethnicity?

- American Indian/Alaska Native
- African American/Black
- Asian American/Pacific Islander
- Caucasian
- Latino/Hispanic/Mexican American
- Decline to State
- Other (Please specify:)

4. Have you physically been inside the University of La Verne Residence Halls prior to Fall Semester 2007?

Yes

No

5. Have you participated in an event or program within the University of La Verne Residence Halls within the last 4 years?

Yes

No

LIKERT SCALE RESPONSES: (Please circle your level of agreement with the following questions regarding the Faculty Fellow program:)

6. I believe there is a perceived barrier between students and Faculty/Staff?

Strongly Agree
Disagree

Agree

Somewhat

Disagree

Strongly

1

2

3

4

5

7. I believe that my participation as a Faculty Fellow will help to break down any perceived barriers between students and Faculty/Staff?

Strongly Agree
Disagree

Agree

Somewhat

Disagree

Strongly

1

2

3

4

5

Thank you for taking the time to fill out this important survey to assist us to better serve you and the residential students!

All Faculty Fellow Surveys can be returned today or to the

Housing Office

Attention: Nichole Duru

Appendix F

UNIVERSITY OF LA VERNE
HOUSING & RESIDENTIAL LIFE
PROGRAM EVALUATION
(By Participants)

TITLE OF PROGRAM: _____ **DATE:** _____

In order for us to continuously improve our programs and services offered to our residents, it is important for us to gather information and receive your feedback on the events you attend. Please complete all questions listed below and return this evaluation to your Program Assistant and/or Resident Assistant.

Class Standing: (Please check box) Frosh Sophomore Junior Senior

Gender (please fill in)

Ethnicity (please fill in)

Major (please fill in)

Please answer the following questions: (please check box)

Did the program address issues you are concerned with? **Yes No**

Was the information presented relevant? **Yes No**

Was the program well presented? **Yes No**

Did the program successfully suit your needs? **Yes No**

HOW DID YOU BECOME AWARE OF THIS PROGRAM?

WHAT CHANGES WOULD YOU MAKE IN THIS PROGRAM?

WHAT DID YOUR LEARN FROM THIS PROGRAM?

ADDITIONAL COMMENTS/PROGRAMS YOU WOULD LIKE TO SEE THAT RELATE TO THIS OR OTHER TOPICS:

Thank you for your attendance and response! See you at our next event!

Housing And Residential Life

Student Leadership Training Assessment

The University of La Verne Department of Housing and Residential Life requests that you complete the following survey to help us assess the Student Leadership Training Program. The information provided by your responses will assist us in our continual development of the Leadership Training Program. Information provided will only be shared in the aggregate and no individual responses will be shared which will identify you. Please answer the following questions as honestly as possible.

LIKERT SCALE RESPONSES (Please circle your level of agreement with the following questions regarding the Student Leadership Training Program):

1. I believe the training sessions were informative.

Strongly Agree	Agree	Somewhat	Disagree	Strongly Disagree
1	2	3	4	5

2. The training sessions were effective in my development as a student leader in the residence halls and the Department of Housing and Residential Life

Strongly Agree	Agree	Somewhat	Disagree	Strongly Disagree
1	2	3	4	5

3. The training will assist me in my role as a student leader in the residence halls and the Department of Housing and Residential Life.

Strongly Agree	Agree	Somewhat	Disagree	Strongly Disagree
1	2	3	4	5

Additional Comments.

Thank you for providing us with your thoughts and opinions.

Appendix H

Housing & Residential Life

Quality of Life Survey

1. Gender
 - a. Male
 - b. Female
 - c. Transgender
 - d. Decline to State

 2. Class
 - a. Freshmen
 - b. Sophomore
 - c. Junior
 - d. Senior

 3. College
 - a. Arts and Sciences
 - b. Business and Public Management
 - c. Education and Organizational Leadership

 4. Ethnicity:
 - a. Native American/Alaska Native/Hawaiian
 - b. African American/Black
 - c. Asian American/Pacific Islander
 - d. Caucasian/White
 - e. Latino/Hispanic
 - f. Decline to State
 - g. Other (Please Specify)_____

 5. Degree:
 - a. Bachelor
 - b. Master
 - c. Doctorate
 - d. Credential
 - e. Certificate Program
-

6. Age (in years):

- a. 15-17
- b. 18-20
- c. 21-23
- d. 23 or above

7. Graduation Year:

- a. 2006
- b. 2007
- c. 2008
- d. 2009
- e. 2010 and beyond

8. Are you a transfer student?

- a. Yes
- b. No

9. How long have you lived in the Residence Halls:

- a. 1 semester
- b. 2 semesters
- c. 3 semesters
- d. 4 semesters or more

10. What Building do you live in?

- a. Brandt
- b. Oaks
- c. Sheraton
- d. Stu-Han

11. If you live in Stu-Han, what wing do you live in?

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

12. If you live in Brandt, Oaks, or Sheraton, what floor do you live in?

- a. 1
- b. 2
- c. 3
- d. 4

13. If you live in the Oaks, what Building do you live in?

- a. A
- b. B
- c. C
- d. D
- e. E
- f. F

Residence Life

14. The Guide to Residential Life Calendar/Handbook does a good job explaining the policies and procedures.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

15. I know the proper fire and earthquake emergency procedures as they pertain to my residence hall

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

16. Alcohol is a problem on my floor.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

17. Drugs are a problem on my floor

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

18. Adequate quiet levels are maintained so that I can study and/or sleep without interruption.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

19. I feel it is part of my responsibility as a resident of the building to ask students to be quiet if they are disturbing me.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

20. I feel safe in my residence hall.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

21. In general, I am satisfied with my experience in the Residence Halls.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

9. RHA

22. The Resident Hall Association (RHA) has responded to the needs of the residents.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

23. My RHA Floor Representative has kept me informed about RHA and its activities.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

24. In general, I am satisfied with the programs provided in the Residence Halls.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

25. My Residence Hall Program/Activities participation can be described as:

- a. Extensive
- b. Moderate
- c. Little
- d. None

II. Resident Advisors

26. I feel that my RA is available to me.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

27. My RA is easy to talk to and a good listener.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

28. My RA has helped me feel at home and a part of the community.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

29. I feel that my RA has taken the time to get to know me.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

30. My RA is accepting of people of different backgrounds and values.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

31. My RA spends enough time around my floor

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

32. The RA has a positive attitude toward the residents on the floor:

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

33. The residents have a positive attitude towards the RA on their floor:

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

34. I feel comfortable asking my RA for help or assistance.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

35. My RA knows campus resources

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

36. I feel my RA treats sensitive issues with confidentiality.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

37. My RA is deals effectively with counseling issues:

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

38. My RA provides programs/activities which are interesting to me

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

39. My RA is able to explain reasons when enforcing rules and regulations.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

40. In regard to policy and procedure enforcement, my RA is consistent and effective

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

41. In rating the total job performance of my RA, it has been:

- a. Excellent
- b. Good
- c. Average
- d. Below Average
- e. Poor

III. Housing Office Staff

42. The Community Assistants (CA) working in my Residence Hall are always available during office hours

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

43. The CA's working in my Residence Hall are always courteous.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

44. The Housing Office CA's are always courteous informative and helpful.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

45. The Housing and Residential Life professional staff members are available when I need to see them

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

46. I have sought out the assistance of the Housing and Residential Life professional staff

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

47. I would go to the Housing and Residential Life professional staff if I needed help with personal matters.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

48. The Housing and Residential Life professional staff is approachable and friendly.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

IV. Maintenance and Housekeeping

49. The lighting on my floor is adequate.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

50. I am satisfied with the cleanliness of my Residence Hall

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

51. My room was clean and in good repair when I moved in.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

52. I have received a prompt response to my requests for room repairs.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

53. The Maintenance staff is courteous when responding to my work requests.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

54. Are you aware of the online maintenance request form available to residents?

- a. Yes
- b. No

55. Comments