Part 1: MISSION

The Housing and Residential Life Program (HRLP) must operate as an integral part of the institution’s overall mission. The Housing and Residential Life Program must incorporate student learning and student development in its mission and enhance the overall educational experience.

The mission of HRLP is accomplished through the coordination of several interdependent specialized areas: residence education/programming, business operations, and housing/facilities management.

The standards in this document also apply to additional specialized areas that may include food services, apartment/family housing, special interest housing, conference housing, faculty/staff housing, and off campus housing services.

The mission of HRLP must address:

- A living environment, including programs and services, that promotes learning and development in the broadest sense, with an emphasis on academic success
- Reasonably priced living facilities that are clean, attractive, well-maintained, comfortable, and which include contemporary safety features maintained by systematic operations
- Orderly and effective management of HRLP that consists of meeting the needs of students and other constituents in a courteous, efficient, and effective manner
- The provision of a variety of nutritious and pleasing meals, in pleasant surroundings, at a reasonable cost, and related services that effectively meet institutional goals (catering, retail/cash operations, convenience stores), in programs that include food services

HRLP must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document.

<table>
<thead>
<tr>
<th>PART 1. MISSION</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>1.1 A program mission statement is in place and is reviewed regularly.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>Rationale: The mission is reviewed annually and there is a 5 year planning process in place which allows for regular review.</td>
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<td>1.2 Student learning, development, and educational experiences are incorporated in the mission statement.</td>
<td>ND 1 2 3 4 NR</td>
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<td>1.3 The mission is consistent with that of the host institution and the CAS standards.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>1.4 The program functions as an integral part of the host institution’s overall mission statement.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>1.5 Coordination exists between educational programs and services, business operations, and management services</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>Rationale: The sub-committee believes these processes should be reviewed but does not feel this should be covered in the mission statement.</td>
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<tr>
<td>1.6 The program provides:</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>1.6a A residential community that encourages both individual and community development and learning, with an emphasis on academic success</td>
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<tr>
<td>Rationale: The committee would like more evidence regarding the emphasis on academic success; this should occur as the LLC program further develops.</td>
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</tbody>
</table>
1.6b Reasonably priced safe and secure facilities that are clean, attractive, well maintained, and comfortable  
*Rationale: The sub-committee believes it is important to specifically address the safety component; other components are important, but the committee does not believe they need to be highlighted in the mission statement. Peer institutions do not have other components highlighted in mission statements. The sub-committee believes all aspect of the above statement are worthy of evaluation.*

1.6c Management services that ensure the orderly and effective administration and operation of all aspects of the program  
*Rationale: The sub-committee believes this should not be rated within the content of the mission statement*

1.6d Where appropriate, food or dining facilities, and related services that effectively meet institutional and residential program goals  
*Rationale: The sub-committee believes this should not be rated within the content of the mission statement*

**Part 1: Mission Overview Questions**

A. What is the program mission?  
To create a safe, inclusive living and learning community that creates and promotes opportunities for growth of the whole student

B. How does the mission embrace student learning and development?  
By focusing on the growth and development of the whole person

C. In what ways does the program mission complement the mission of the institution?  
The explicit values of Residential Life directly align with the mission of the university

**Part 2: PROGRAM**

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Housing and Residential Life Programs (HRLP) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

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<tbody>
<tr>
<td>PART 2. PROGRAM (Criterion Measures)</td>
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</table>

2.1 The program promotes student learning and development that is purposeful and holistic.  
*Rationale: The sub-committee questions if the promotion of the “Program” is clear and, if by enhancing clarity for residents, could the “Program” be more purposeful.*

2.2 The program has identified student learning and development outcomes that are relevant to its purpose  
The program has identified student learning and development outcomes that are relevant to its purpose  
*Rationale: The evidence suggests that this is minimally met for sophomore and older students.*

2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.  
*Rationale: This could be enhanced by clearly communicating / connecting opportunities with learning outcomes.*
The program provides students with opportunities designed to encourage achievement of the identified outcomes.  
*Rationale: Identified learning outcomes have not been created for sophomore and older students.*

### 2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked

**FYE Learning Goals and/or Outcomes Provided Below - FYE ONLY**  
*(all other student areas noted as ND)*

#### 2.4.1 Residential Life Learning Outcome 1
- Identify at least one place/group on campus where students can feel connected to a peer/mentor.
  
  *ex) Undergraduate Learning Outcome*
  - Goal 2: Acquire and Apply Intellectual Skills
  - Outcome 7: Communication
  
  *Rationale: Mapworks data allows us to know that students can identify a connection on campus*

#### 2.4.2 Residential Life Learning Outcome 2
- Explore and examine personal values, worldviews, assumptions, and biases.
  
  *ex) Undergraduate Learning Outcome*
  - Goal 3: Cultivate Personal and Social Responsibility
  - Outcome 8: Ethical Judgment and Conduct
  
  *Rationale: The committee would like to see more robust strategies and more evidence to support the learning outcome. Currently, many of the strategies focus on Resident Ministry staff and/or programs.*

#### 2.4.3 Residential Life Learning Outcome 3
- Engage with various individuals, particularly those who are different from themselves (cultural, gender, socio-economic status, individual expression, etc.).
  
  *ex) Undergraduate Learning Outcome*
  - Goal 3: Cultivate Personal and Social Responsibility
  - Outcome 9: Cultural Awareness and Competence
  
  *Rationale: The living environment allows for this to happen; roommate agreements and Project Blue are helpful. However, this can intentionally be increased and it must be noted that recruitment and retention of students from diverse backgrounds impacts the ability to create these opportunities.*

#### 2.4.4 Residential Life Learning Outcome 4
- Recognize the impact of students own behavior on individuals and the community (personal responsibility).
  
  *ex) Undergraduate Learning Outcome*
  - Goal 3: Cultivate Personal and Social Responsibility
  - Outcome 11: Environmental Awareness
  
  *Rationale: As a sub-committee we decided to wait on rating this until the ACUHO-I / EBI data is able to be reviewed for the 1st year student population; ideally, this data will be available summer 2011*
<table>
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<tr>
<th>2.4.5</th>
<th>Residential Life Learning Outcome 5</th>
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<td></td>
<td>Adapt their behavior in such a way that reflects their awareness of their behavior on individuals and the community.</td>
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<tr>
<td></td>
<td>ex) Undergraduate Learning Outcome</td>
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<tr>
<td></td>
<td>Goal 3: Cultivate Personal and Social Responsibility</td>
</tr>
<tr>
<td></td>
<td>Outcome 11: Environmental Awareness</td>
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<tr>
<td></td>
<td>Rationale: As a sub-committee we decided to wait on rating this until the ACUHO-I / EBI data is able to be reviewed for the 1st year student population; ideally, this data will be available summer 2011</td>
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<th>2.4.6</th>
<th>Residential Life Learning Outcome 6</th>
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<td>Address the source of the issues themselves in a constructive manner, seeking resources when appropriate (i.e. interpersonal conflict, maintenance concerns, etc.).</td>
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<tr>
<td></td>
<td>ex) Undergraduate Learning Outcome</td>
</tr>
<tr>
<td></td>
<td>Goal 2: Acquire and Apply Intellectual Skills</td>
</tr>
<tr>
<td></td>
<td>Outcome 3 &amp; 4: Creative and Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Rationale: As a sub-committee we decided to wait on rating this until the ACUHO-I / EBI data is able to be reviewed for the 1st year student population; ideally, this data will be available summer 2011</td>
</tr>
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</table>

2.5 Program offerings are intentional, coherent and based on theories of learning and human development. 
*Rationale: The program has made significant strides, but there is room for enhanced intentionality. The use of Mapworks has been helpful and the on-going growth of the LLCs will be helpful. The sub-committee would like to see future efforts include intentional efforts for upper-class students and graduate students.*

2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities. 
*Rationale: See 2.5 rationale.*

2.7 Programs support the strategic initiatives of the institution. (Catholic Social Thought, Inclusion and Diversity, Internationalization, Integrated Learning, and Sustainability) 
*Rationale: 2.7 encompasses many tasks; the sub-committee questions if seeking to do all of these tasks well comes at the expense of other tasks. Strengths noted by the committee include sustainability and internationalization for the SYE program (second year students that participate).*

2.8 HRLP facilitates:

2.8a A seamless learning environment 
*Rationale: There is a strong focus on academic life. The desire to avoid compartmentalization is evident by trainings, processes, and program components such as Project Blue.*

2.8b Student study groups 
*Rationale: Currently there are no formalized study groups in the residential communities; this is a larger systemic question to be considered.*

2.8c Student interaction with faculty members 
*Rationale: There is limited meaningful interaction; events such as FroYo with faculty do not allow for the most meaningful interactions. Ideally, Academic Affairs needs to promote and incentivize enhanced faculty engagement. Enhanced LLCs will be helpful for first-year student’s
2.8d Opportunities for the student maturation processes
Rationale: The Project Blue community development model is an innovative and effective approach in supporting the development of students including "opportunities for the student maturation processes." Additionally, the training components of professional and student staff indicate developmental needs are addressed with staff and serve to be a rationale for programming.

2.8e Opportunities for student development of knowledge, skills, and values
Rationale: see 2.8d rationale. The 2 / 3 rating is because Soph., Jr., Sr. and graduate student learning outcomes still need to be developed. Once these outcomes are created and can be measured, the committee expects evidence of this will increase and the number will easily move up.

2.9 HRLP staffing duties are based on student needs.
Rationale: Staffing is similar to other institutions

2.10 HRLP staff members:
2.10a Provide orientation and community expectations to residents
Rationale: Residential Life orientation programming, floor meetings, passive educational materials, staff interactions, and Project Blue allow this to happen.

2.10b Involve students in programming, policy development, and self-governance processes
Rationale: Student involvement aligns with the institutional climate; students are given the opportunity to provide feedback and RHA is often provided opportunities for input. Additionally, self-governance is encouraged though processes such as quiet hour enforcement and roommate agreements.

2.10c Encourage students to learn the rights and responsibilities while being active community members
Rationale: See 2.10a rationale; the sub-committee would like to see more intentionality towards addressing diversity and inclusion components and ensuring members of the community are held accountable systemically for behavioral concerns that have a negative community impact.

2.10d Provide a variety of educational programs
Rationale: The current USD culture and programming processes make it difficult to rate this item because multiple units, areas, and divisions are responsible for educational programming at USD. All sub-committee members agreed a large array of programs are offered.

2.10e Provide counseling or advising within the scope of their training
Rationale: Professional staff and RA's are well trained to conduct basic counseling, advising, and mentoring within their capacity and role, and are also well trained in determining when and how to refer students.

2.10f Provide information on safety procedures
Rationale: This process is on-going and intentional through efforts such as community meetings, fire / safety drills, protocols and passive educational materials.

2.10g Create an environment that encourages academic achievement and personal development
Rationale: This item was not rated due to the possible multiple interpretations.
of environment; the sub-committee consensus is that this standard addresses physical environment and it is rated in another section.

Part 11: DIVERSITY

Within the context of each institution’s unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Housing and Residential Life Programs (HRLP) must nurture environments where commonalities and differences among people are recognized and honored.

HRLP must promote educational experiences that are characterized by open and continuous communication that deepens the understanding of one’s own identity, culture, and heritage, and that of others. HRLP must educate and promote respect about commonalities and differences in their historical and cultural contexts.

HRLP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

<table>
<thead>
<tr>
<th>PART 11. DIVERSITY (Criterion Measures)</th>
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<tbody>
<tr>
<td>11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored. Rationale: The university has developed a common static language around what it means to be “diverse and inclusive”. This often feels manufactured and may impede breaking down barriers. Roommate agreements, staff trainings, and environments are nurtured to honor differences; however, more could be done to recognize, honor, and have honest dialog about differences.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage. Rationale: There is limited evidence of explicit programming regarding identity, culture, and heritage; however, RAs &amp; RHA through Director of Advocacy, make residents aware of campus-wide programs on these issues. This approach is endorsed and the committee recognizes that the wider university community needs to promote open communication, reflection, and deeper understandings. Open discussion needs to occur to challenge biases.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>11.3 The program promotes respect for commonalities and differences in historical and cultural contexts. Rationale: see rationale 11.2. Campus programs are available, but limited in the kinds of histories and cultures addressed.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures. Rationale: The evidence regarding this area is limited. Certain members of the sub-committee were able to speak to knowledge of when diversity dimensions have been considered when establishing and implementing policy; however, creating and/or documenting practices would ensure this is done with intentionality.</td>
<td>ND 1 2 3 4 NR</td>
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Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

All Residential Life and Housing staff contribute to creating an awareness of diversity. Some RAs and RHA councils hold events to promote dialogue around the topic of diversity. Trainings for staff (i.e., summer reading program, seminar class, Rainbow Educators trainings, Student Wellness trainings and consultations) and the RHA Advocacy chair help support an awareness of diversity and work to create a deeper understanding of diversity. Events sponsored by USD departments, centers, and student organizations are marketed and promoted by Residential Life staff.

B. How does the program serve the needs of diverse populations?

RAs receive information about campus resources, how to support students, and when to refer students to additional campus resources. CDs and ACDs hold strong partnerships with key departments on campus. For housing registration, some students may have the deposit waived, based on their financial aid packet, but this information is not widely known or shared. Students with disabilities are able to work with Disability Services and Residential Life and Housing to ensure housing needs are met. Roommate agreements address individual needs. Other evidence is limited on how the program serves the needs of student diversity along the lines of race, gender, ethnicity, socio-economic class, religion, sexual orientation, age, ability, and other categories by which USD defines the term.

Part 13: ASSESSMENT and EVALUATION

Housing and Residential Life Programs (HRLP) must conduct regular assessment and evaluations. HRLP must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

HRLP must evaluate periodically how well they complement and enhance the institution’s stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

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<tr>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
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PART 13. ASSESSMENT AND EVALUATION (Criterion Measures)

13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.

13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.

13.3 The program evaluates periodically how well it complements and enhances the institution’s stated mission and educational effectiveness.

13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.

Part 13: Assessment and Evaluation Overview Questions

A. What is the grand assessment strategy for the program?
B. How are tangible, measurable outcomes determined to ensure program mission and goal achievement?

C. How are student learning and development outcomes determined to ensure their level of achievement?