

# CAS Self-Assessment Guide

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HOUSING AND RESIDENTIAL LIFE PROGRAMS  
2015

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Council for the Advancement of Standards in Higher Education. (2015). *CAS self-assessment guide for housing and residential life programs*. Washington, DC: Author.

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## HOUSING AND RESIDENTIAL LIFE PROGRAMS

### CAS Contextual Statement

Although American institutions of higher learning have provided student housing in one form or another since the first colleges were founded (Frederiksen, 1993), the professionalization of those employed in housing was greatly enhanced when the Association of College and University Housing Officers-International (ACUHO-I) held its first annual conference in 1949. This meeting marked a significant step forward in the development of college and university student housing programs as a profession.

Until the middle of the last century, college and university “dormitories” were administered by “housemothers,” often under the supervision of deans of men or women. These staff members assumed parental responsibility (in loco parentis) for the students housed in the residence halls. During the 1960s, dramatic changes in laws and education produced changes in the operation of residence halls. Housemothers were replaced by full-time staff with professional training in counseling and administration. These student affairs professionals focused on using the residence hall environment as a tool to complement formal classroom education. Since the 1960s, student housing has become increasingly more specialized and complex. The influence of the residential experience on the lives of students has been widely researched over the years.

Group living influences maturation by exposing students to a variety of experiences and community-building activities. What distinguishes group living in a campus residence from most other forms of housing is the involvement of both professional and paraprofessional staff members in providing intentional, as opposed to random, educational experiences for students. Students living in residence halls participate in more extracurricular, social, and cultural events; are more likely to graduate; and exhibit greater positive gains in psychosocial development, intellectual orientation, and self-concept than students living at home or commuting. In addition, they demonstrate significantly greater increases in aesthetic, cultural, and intellectual values; social and political liberalism; and secularism. (Schroeder & Mable, 1993)

More recently, the quality of residence halls has been acknowledged as not only essential to the quality of campus life but as an increasingly important factor in attracting students to a given institution. There has been a renaissance in college and university housing with many campuses significantly renovating halls and constructing new facilities to respond to today’s students and to better meet expectations. One challenge for housing professionals has indeed been the increasing demand for amenities in residence halls, which is often necessary to not only respond to the needs of today’s students but to remain competitive with housing in the local market or with other institutions that are considered peers for enrollment management purposes. Some of the more obvious amenity enhancements include air conditioning, wireless connectivity, and conversion of traditional double loaded corridor rooms to suite style or single room accommodations, including bathrooms.

Another facility enhancement that cannot be overlooked is additions to the safety features provided in housing and residence life programs. In addition to electronic card access found on exterior doors, more programs are adding this feature to the individual room doors to eliminate the need for keys and to facilitate a very timely response, minimizing any threat to building security. Throughout these facility enhancements, housing professionals are continually faced with balancing students’ desire for convenience with the university’s needs related to security and public safety. Many colleges and universities have added video surveillance capability to exterior doors, stairwells, elevator lobbies, halls, high tech learning facilities, or specialized classrooms while being sensitive to privacy issues on individual floors and rooms. Housing and Residence Life professionals are often members of the campus emergency management and/or threat-assessment teams and play a key role in emergency planning and response.

One of the most impactful concepts in higher education today is that of learning communities; many universities have developed living-learning communities (LLCs) within residential communities as a means to be more intentional about student learning. LLCs provide valuable opportunities to integrate the more formal academic and student life experience, provide increased interaction between students and faculty, and provide critical avenues to enhance campus community building activities and traditions. Living-learning communities can be developed around themes, majors, or concepts. In addition to providing a seamless learning experience and increased student engagement, LLCs are seen as critical to increasing retention, especially from the first to the second year.

College and university student housing operations employ staff members with wide varieties of skills and functions. Areas administered by institutional housing and residence life programs include such functions as

- Apartment, graduate, and family housing
- Fraternities and sororities
- Student conduct and/or contract violations
- Housing for students with disabilities and other special needs
- Conference and guest housing
- Residence Education, including academic initiatives, LLCs, programming, and diversity education
- Facilities management (custodial and maintenance) and capital projects
- Financial planning and administration (assignments, contracting, billing, collections)
- Dining services (including catering and retail venues)
- Administration of in-hall information technology capabilities, media, and facilities (cable TV, various software systems, network and wireless access, computer learning centers, and classrooms)
- Off-campus housing services
- Research and assessment
- Safety and security measures (fire safety, electronic access systems, video surveillance, hall security)
- Identification and “one card” programs

Assessment efforts, particularly incorporating assessment of services, programs, staffing, and student learning, can provide valuable information to housing administrators as they shape their housing and residential life programs. Administrators can work to develop clear student learning outcomes and design assessment to analyze these outcomes. Assessment lenses (e.g., interviews, focus groups, surveys, tracking) can help administrators document student learning and make efforts to improve the residential experience. Association of College and University Housing Officers–International (ACUHO-I), Educational Benchmarking Inc., the National Survey of Student Engagement (NSSE), and National Study of Living-Learning Programs (NSLLP) are examples of national surveys that are often administered to collect assessment data.

Many institutional student-housing operations are self-supported auxiliaries that do not receive financial support from the institution or other public sources; in effect, student housing in that context is an education “business.” Privatization of residence halls/collegiate housing is part of the landscape of 21st century housing on college campuses. Some schools have opted to privatize aspects of their residence halls (development, construction, and management), utilizing housing management companies to address residence hall capacity shortages, aging facilities, a desire to house more students on campus, and changing student expectations (Fickes, 2007). Regardless of the status of the operation, planning is usually initiated institution-wide due to the wide scope and function of student housing. Likewise, although housing encompasses many functions, most administrations agree that students are best served when all housing and residential life functions fall under the responsibility of a single administrator, usually the director of housing and/or residential life. When public-private partnerships are undertaken, and “privatized” housing developments have a formal relationship with the college or university and are located on campus, it is expected that these entities follow the same CAS Standards as the institution’s program. As higher education prepares students with the knowledge and skills required for the challenges of the 21st century and as learning

becomes more a lifetime responsibility, residence halls will continue to be a critical component of the undergraduate experience. The standards and guidelines that follow provide guidance to those who work in this field and accountability to the public they serve.

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# INTRODUCTION AND INSTRUCTIONS

## CAS Self-Assessment Guide

The *Self-Assessment Guides* (SAG) translate functional area CAS standards and guidelines into tools for conducting self-study. Educators can use this SAG to gain informed perspectives on the strengths and deficiencies of their programs and services as well as to plan for improvements. Grounded in the reflective, self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional, divisional, departmental, and unit leaders with a tool to assess programs and services using currently accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to complete a programmatic self-study, and is organized into three sections:

- I. Self-Assessment Guide Organization and Process
- II. Rating Examples
- III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The introduction is followed by the *Self-Assessment Worksheet*, which presents the CAS standards for the functional area and incorporates a series of criterion measures for rating purposes.

### I. Self-Assessment Guide and Process

CAS developed and has incorporated a number of common criteria that have relevance for each and every functional area, no matter what its primary focus. These common criteria are referred to as “General Standards,” which form the core of all functional area standards. CAS standards and guidelines are organized into 12 components, and the SAG workbook corresponds with the same sections:

- |                                     |   |
|-------------------------------------|---|
| Part 1. Mission                     | Part 7. Diversity, Equity, and Access   |
| Part 2. Program                     | Part 8. Internal and External Relations |
| Part 3. Organization and Leadership | Part 9. Financial Resources             |
| Part 4. Human Resources             | Part 10. Technology                     |
| Part 5. Ethics                      | Part 11. Facilities and Equipment       |
| Part 6. Law, Policy, and Governance | Part 12. Assessment                     |

For each set of standards and guidelines, CAS provides a Self-Assessment Guide (SAG) that includes a recommended comprehensive self-study process for program evaluation. Seven basic steps to using a SAG are suggested for implementing a functional area self-study. The following self-study process is recommended.

<p style="text-align: center;"><b>1. Plan the Process</b></p> <p>Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study</p>	<p style="text-align: center;"><b>5. Develop an Action Plan</b></p> <p>Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)</p>
<p style="text-align: center;"><b>2. Assemble and Educate the Self-Assessment Team</b></p> <p>Determine who should be on the team and how to educate the team about the self-study process</p>	<p style="text-align: center;"><b>6. Prepare a Report</b></p> <p>Identify audience for report(s); describe the self-study process, evidence gathering, rating process, and evaluations; summarize strengths and weaknesses; describe the action plan; and draft an executive summary</p>
<p style="text-align: center;"><b>3. Identify, Collect, and Review Evidence</b></p> <p>Define what constitutes evidence; then gather, collect,</p>	<p style="text-align: center;"><b>7. Close the Loop</b></p> <p>Put action plans into practice; work to navigate politics and</p>

manage, and review evidence	secure resources; identify barriers to overcome; and build buy-in to the program review results
<p>4. Conduct and Interpret Ratings Using Evaluative Evidence</p> <p>Clarify team’s rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings</p>	

The first four steps in conducting self-assessment will lead you through planning your process, preparing your team, gathering evidence, and assigning ratings to the criterion measures.

- A. Plan the self-study process
- B. Assemble and educate self-study team(s)
- C. Identify, collect, and review documentary evidence
- D. Conduct ratings using evaluative evidence

*Step A: Plan the Self-Study Process*

Prior to beginning a program review, division and functional area leaders need to determine the area (or areas) to be evaluated and the reasons for the project. This may be dictated by institutional program review cycles or planning for accreditation processes, or it may result from internal divisional goals and needs. Explicitly identifying desired outcomes and key audiences for a self-study will help leaders facilitate a process that makes the most sense for the project.

Critical first phases of a program review include mapping out the planned steps for a program review and developing timelines. Leaders will also want to build buy-in with stakeholders of the functional area. In the initial planning stage of the self-study process it is desirable to involve the full functional area staff, including support staff members, knowledgeable students, and faculty members when feasible. This approach provides opportunity for shared ownership in the evaluation.

*Step B: Assemble and Educate the Self-Assessment Review Team*

The second step is to identify an individual to coordinate the self-assessment process. CAS recommends that the coordinator be someone other than the leader of the unit under review; this facilitates honest critique by the review team and enhances credibility of the final report. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, students] need to be identified and invited to participate. Whether a sole functional area or a full division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

In preparing the team for the self-study, it is imperative to train the team on the CAS standards, as well as self-assessment concepts and principles. CAS standards and guidelines are formulated by representatives of 41 higher education professional associations concerned with student learning and development. The CAS standards represent essential practices; the CAS guidelines, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines—presented as an appendix to the self-assessment instrument—are formatted so that standards (i.e., essentials of quality practice) are printed in bold type. Guidelines, which complement the standards, are printed in light-face type. Standards use the auxiliary verbs “must” and “shall” while guidelines use “should” and “may.”

In this self-assessment instrument, the CAS standards have been translated into criterion measures and grouped into subcategories for rating purposes. The criterion measures are not designed to focus on discrete ideas; rather, the



measures are designed to capture the major ideas and elements reflected in the standards. For each of the 12 component parts, team members will rate clusters of criterion measures. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly translated into a measurable statement to facilitate rating.

As a group, the review team should examine the standards carefully and read through the entire self-assessment guide before beginning to assign ratings. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment.

#### *Step C: Identify, Collect, and Review Documentary Evidence*

Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs to collect and file relevant data routinely, which can then be used to document program effectiveness over time. Available documentation should be assembled by the unit under review and provided to the review team at the outset of the study. The team may request additional information as needed as the review is conducted.

Documentary evidence often used to support evaluative judgments includes:

- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations
- *Program Documents*: mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos
- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports
- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports
- *Staff Activity Reports*: annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession
- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

In the SAG, each section provides recommended evidence and documentation that should be collected and compiled prior to conducting ratings. The evidence collected is likely applicable across numerous sections.

Raters can best make judgments about the program expectations articulated in the standards when they have a variety of evidence available. Multiple forms of evidence should be reviewed and reported in the narrative section of the SAG worksheets. Through the rating process, a self-study team may identify a need to obtain additional information or documentation before proceeding, in order to lend substance to judgments about a given assessment criterion. Evidence and documentation should be appended and referenced in the final self-assessment report.

*Step D: Conduct and Interpret Ratings Using Evaluative Evidence*

When the program review team has gathered and reviewed necessary evidence, they will be able to assign and interpret ratings to individual criterion measures, following three steps.

- 1) Rate Criterion Measures
  - a) Team members individually rate criterion measures based on their understanding of the evidence.
  - b) Team discusses and assigns collective ratings for criterion measures.
  
- 2) Provide Narrative Rationale
  - a) Document the reasoning and evidence for the rating assigned to each subsection, in the space provided for *Rationale*.
  - b) Explain what evidence has been collected and reviewed to support individual and/or team ratings and judgments.
  - c) Provide information for follow-up and relevant details about ratings (e.g., if *Partly Meets* is assigned as a rating, what aspects of the program or service do and do not meet which standards statements).
  
- 3) Answer Overview Questions (In the Instrument)
  - a) Respond, in writing in the space provided, to the *Overview Questions* that immediately follow the rating section of each of the 12 components.
  - b) Use answers to the *Overview Questions*, which are designed to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings and development of the self-study report.

Assessment criterion measures are used to judge how well areas under review meet CAS standards. These criterion measures are designed to be evaluated using a 4-point rating scale. In addition to the numerical rating options, *Does Not Apply* (DNA) and *Insufficient Evidence/Unable to Rate* (IE) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, raters may use a DNA rating and, in the self-study report, describe their rationale for excluding the practice in the criterion measure. The IE response can be used when relevant data are unavailable to support a judgment. When either the DNA or the IE ratings are used, an explanatory note should be provided in the report. Items rated with 0 should generate careful group consideration and appropriate follow-up action.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS guidelines or other rating scales, into the procedures before the self-assessment process begins. Such practice is encouraged, and the SAG instrument can be amended to incorporate additional criterion measures for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding with individual ratings.

CAS suggests a two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS standard. First, the self-assessment team members (and functional area staff members, if desired) individually should rate the clusters of criterion measures using separate copies of the CAS Self-Assessment Guide. In addition, they will need to document their reasoning and evidence for the rating assigned to each subsection in the space provided for *Rationale*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

The individual ratings should be reviewed, discussed, and translated into a collective rating by the team; then the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection.

After the team review is completed, a meeting with relevant administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan. This step is best done by the unit staff, informed by the results of the review and, when feasible, in consultation with the review team. The Work Forms will guide this process.

## II. Rating Examples

### *Rating Standard Criterion Measures*

All CAS standards, printed in bold type, are viewed as being essential to a sound and relevant program or service that contributes to student learning and development. Many of the statements contained in CAS standards incorporate multiple criteria that have been grouped for rating purposes. Consequently, raters may need to judge several standards statements through a single criterion measure. Using the “Ethics” standards as an example, the following illustrates how criterion measures are grouped into subcategories for rating.

<b>Part 5. ETHICS</b>					
<b>Suggested Evidence and Documentation:</b>					
1. Program code or statement of ethics					
2. Ethics statements from relevant functional area professional associations					
3. Personnel policies, procedures and/or handbook					
4. Student code of conduct					
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)					
6. Minutes from meetings during which staff reviewed and discussed ethics					
<b>Criterion Measures:</b>					
<b>DNA</b>	<b>IE</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds
<input type="checkbox"/> <b>5.1 Ethical Standards</b> <ul style="list-style-type: none"> <li>Programs and services review applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice.</li> <li>Programs and services publish and adhere to statements of ethical practice, ensure their periodic review, and orient new personnel to relevant statements of ethical practice and related institutional policies.</li> </ul> <p><i>Rationale:</i></p>					
<input type="checkbox"/> <b>5.2 Statement of Ethical Standards</b> <ul style="list-style-type: none"> <li>Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.</li> </ul>					

### *Using Guidelines to Make Judgments about the Program*

As discussed above, program leaders may wish to include selected *CAS Guidelines* to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered in compliance with the standards especially can benefit by using guidelines because guidelines typically call for enhanced program quality.

Not all programs under review will incorporate guidelines to be rated as part of their self-studies. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When *CAS Guidelines* or other criterion measures are rated, they should be treated as if they were standards.

### III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The final three steps in the self-assessment process help a review team and unit plan for and take action using the information garnered through the review of documentary evidence and rating process.

#### *Step E: Formulating an Action Plan*

Typically, the assessment process will identify areas where the program is not in compliance with the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur. Following is an outline of recommended steps for establishing a comprehensive plan of action using the CAS self-assessment work forms. Space is provided in the SAG for recording relevant information.

- 1) Resolve Rating Discrepancies (Work Form A)
  - a) Identify criterion statements for which there is a substantial rating discrepancy.
  - b) Discuss these items and come to a resolution or final decision. Note any measures where consensus could not be reached.
- 2) Identify Areas of Program Strength (Work Form B)
  - a) Identify criterion measure ratings where *strength* in performance or accomplishment was noted (i.e., program exceeds criterion with a rating of 4).
- 3) Identify Areas for Improvement (Work Form B)
  - a) Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures, and received a rating of 0 or 1) were noted.
- 4) Recommend Areas for Unit Action (Work Form C)
  - a) Note items that need follow-up action for improvement and indicate what requires action.
  - b) This is the last form to be completed by the review team.
- 5) Prepare the Action Plan (Work Form D)
  - a) This step should be completed by the unit being reviewed.
  - b) Use the items requiring attention listed in Work Form C to formulate a brief action plan. The focus and intended outcomes of the next steps to be taken should be identified.
- 6) Write Program Action Plan (Work Form E)
  - a) List each specific action identified in the self-study that would enhance and strengthen services.
  - b) Determine the actions needed to improve for each practice.
  - c) Identify responsible parties to complete the action steps.
  - d) Set dates by which specific actions are to be completed.
- 7) Prepare Report
  - a) Prepare a comprehensive action plan for implementing program changes.
  - b) Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
  - c) Set tentative start-up date for initiating a subsequent self-study.

#### *Step F: Preparing a Report*

To complete the process, a summary document should be produced that (a) explains the mission, purpose, and philosophy of the program; (b) reviews the outcome of the assessment; and (c) recommends specific plans for action.

In addition, depending on the report's audience, describe the process, evidence gathering, ratings, and evaluations, and summarize strengths and weaknesses.

*Step G: Closing the Loop*

Finally, to close the loop on a program's self-study process, functional area staff members must implement the recommended changes to enhance the quality of their program. In this final step, the staff endeavors to put action plans into practice. In some cases, there will be institutional politics to be navigated; continued support from functional area leaders remains essential. Staff members will want to work collectively to secure resources, identify barriers to implementation, and build stakeholder buy-in to the results. CAS recommends that closing the loop on a self-study process be integrated into regular staff meetings, individual supervision, trainings, and annual reports. A key to successfully using program review in post-secondary student services is weaving the entire process, from planning through taking action, into the fabric of the functional area, departmental, and divisional culture.

# HOUSING AND RESIDENTIAL LIFE PROGRAMS

## CAS Self-Assessment Guide

### Part 1: MISSION

Suggested Evidence and Documentation:

1. Current mission statement, brief description of how it was developed, and date of last review
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
6. Institutional demographics, description of student population served, and information about community setting

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

1.1 Program Mission and Goals

- The mission of Housing and Residential Life Programs (HRLP) is to provide for a living environment that promotes learning and development in the broadest sense and an emphasis on supporting the academic mission of the institution.

*Rationale:*

1.2 Mission Implementation and Review

- HRLP develops, disseminates, implements, and regularly reviews its mission.
- HRLP standards apply to residence halls, apartment communities, and other facilities that are managed or owned by private operators whenever there is a formal relationship with the institution.

*Rationale:*

1.3 Mission Statement

- The mission statement is consistent with that of the institution and with professional standards; is appropriate for student populations and community settings; and references learning and development.
- The mission of HRLP addresses reasonably priced living facilities that are clean, attractive, well-maintained, comfortable, sustainable, and which include contemporary safety features.
- The mission of HRLP addresses programs, services, and experiences occurring in living facilities.

*Rationale:*

Overview Questions:

1. How does the mission embrace student learning and development?

2. In what ways does the HRLP mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?

## Part 2: PROGRAM

### Suggested Evidence and Documentation:

1. Program student learning and development outcomes, and brief description of how they were developed
2. List of current collaborations across the institution that facilitate student learning and development
3. Map of program activities and ways they connect to student learning and development outcomes
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement
6. Specifications or requirements (if applicable)

### Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

#### 2.1 Program Contribution to Student Learning and Development

- Housing and Residential Life Programs (HRLP) contributes to students' formal education (the curriculum and co-curriculum), learning, and development.
- HRLP personnel create and maintain an environment and atmosphere conducive to educational pursuits.
- HRLP contributes to students' progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
- HRLP identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.
- HRLP personnel involve students in programming, policy development, and self-governance.
- HRLP personnel provide educational programs that focus on awareness of cultural differences, social justice, and self-assessment of possible bias.
- HRLP personnel offer social, recreational, educational, cultural, spiritual, and community service programs.
- HRLP personnel promote and provide education about the effects and risks of drug and alcohol use, and other high-risk behaviors.

*Rationale:*

#### 2.2 Facilitative Opportunities, Experiences, and Services

- HRLP provides students with access to opportunities, experiences, and services that facilitate
  - seamless learning environments; interaction between students, faculty, and staff; formation of study groups; and access to academic resources through technology.
  - development of a sense of identify, independence, and self-sufficiency through activities and educational opportunities.
  - personal growth, reflection, and development; appreciation of new ideas; analyzing, forming, and confirming values; and development of a sense of justice and fairness.
  - development of mature styles of relating to others, living cooperatively with others, and respect for self, others, and property.
  - appreciation of cultural differences, perspectives, lifestyles, spirituality, and other forms of



diversity.

- learning life skills (e.g., health, personal finance, and time management) and developing balanced lifestyles that embrace wellness.
- leadership development, problem-solving, and decision-making.
- acquisition and use of knowledge, skills, and values.
- educational and career choices.

*Rationale:*

### 2.3 Assessment of Learning and Development

- HRLP engages in outcomes assessment, documents evidence of its impact, and articulates the role it plays in student learning and success.
- HRLP uses evidence to create strategies for improvement of programs.
- HRLP personnel assess needs of the housing population annually, specifically addressing the needs for special interest programming and for upgrading or modifying facilities.
- HRLP personnel encourage residents to participate in evaluating the HRLP.

*Rationale:*

### 2.4 Facilitating Understanding of Community and Individual Rights and Responsibilities

- HRLP personnel introduce and orient residents to community expectations, facilities, services, emergency protocols, and staff members.
- HRLP personnel encourage residents to exercise responsibility for their community through confrontation of inappropriate or disruptive behavior.
- HRLP personnel document institutional and residential living policies, procedures, and expectations including the potential consequences for violation.
- HRLP personnel encourage residents to participate in mediating conflict within the community.
- HRLP personnel encourage residents to learn about their rights as students, tenants, residents, and consumers.
- HRLP personnel promote appropriate student use of technological resources.

*Rationale:*

### 2.5 Program Design

- HRLP bases its work on intentional student learning and development outcomes.
- HRLP reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
- The program is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.
- HRLP offers purposeful programs, which may include living-learning communities, designed to integrate curricular and co-curricular experiences that complement and extend classroom learning.
- HRLP personnel provide policies and procedures to support special populations.
- HRLP personnel ensure that the safety and security of the residents and their property are taken into consideration as policies are developed.

*Rationale:*

- 2.6 Collaboration
- HRLP collaborates with others across the institution in ways that benefit students.

*Rationale:*

- 2.7 Advising, Counseling, and Crisis Intervention
- HRLP personnel provide information on safety, security, and emergency procedures.
  - HRLP personnel provide emergency response and crisis intervention management in coordination with relevant campus and community resources.
  - HRLP personnel provide individual advising or counseling support within the scope of their training and expertise and make appropriate referrals to student support services.
  - HRLP personnel foster relationships with students that demonstrate genuine interest in students' educational and personal development.

*Rationale:*

Overview Questions:

1. What are the most significant student learning and development outcomes of HRLP?
2. What difference does HRLP make for students who engage with it?
3. What is the demonstrated impact of HRLP on student learning, development, and success?
4. How has collaboration in program development and delivery affected its impact or outcomes?
5. What changes or adjustments have been made as a result of assessment activities?

### Part 3: ORGANIZATION AND LEADERSHIP

Suggested Evidence and Documentation:

1. Program goals and outcomes
2. Operating policies, procedures and/or handbook
3. Personnel and student handbook(s), policies and procedures, and organizational chart(s)
4. Personnel position descriptions, expectations, and performance review templates
5. Periodic reports, contracts, and personnel memos
6. Annual reports by program leaders
7. Program leader resumes, including additional professional involvement
8. Strategic and operating plans
9. Needs assessment of program constituents
10. Report of professional development activities

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 3.1 Organization Documents
- Housing and Residential Life Programs (HRLP) has clearly stated and current goals and outcomes, policies and procedures, descriptions of personnel responsibilities and expectations, and clear organizational charts.

*Rationale:*

3.2 Organizational Structure

- HRLP works with institutional leadership to establish and maintain productive working relationships when the management of the HRLP is divided among different agencies within the institution.

*Rationale:*

 3.3 Actions of Leaders

- Leaders model ethical behavior and institutional citizenship.
- Leaders with organizational authority provide strategic planning, management and supervision, and program advancement.

*Rationale:*

 3.4 Strategic Planning

- HRLP leaders articulate a vision and mission, as well as set goals and objectives based on the needs of populations served, intended student learning and development outcomes, and program outcomes.
- HRLP leaders facilitate continuous development, implementation, and assessment of effectiveness and goal attainment congruent with institutional mission and strategic plans.
- Evaluation of the organization is based upon progress toward the achievement of short-range and long-range organizational goals. Planning is adequate to project and accommodate both immediate and future needs.
- HRLP leaders promote environments that provide meaningful opportunities for student learning, development, and engagement.
- HRLP leaders develop, adapt, and improve programs and services for populations served and institutional priorities.
- HRLP leaders include diverse perspectives to inform decision making.

*Rationale:*

 3.5 Management

- HRLP leaders plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources.
- HRLP leaders manage human resource processes including recruitment, selection, performance planning, and succession planning.
- HRLP maintains well-structured management functions, including planning, human resources, property management, procurement, contract administration, financial control, and information systems.
- HRLP leaders use evidence to inform decisions, incorporate sustainability practices, understand and integrate appropriate technologies, and are knowledgeable about relevant codes and laws.
- HRLP leaders assess and take action to mitigate potential risks.
- A well-developed Business Recovery/Continuity Plan exists, and HRLP fully participates in campus crisis management and evaluation.

*Rationale:*

3.6 Supervision

- HRLP leaders manage human resource processes including professional development, supervision, evaluation, recognition, and reward.
- HRLP leaders empower personnel to become effective leaders and to contribute to the effectiveness and success of the unit.
- HRLP leaders encourage and support collaboration across the institution and scholarly contributions to the profession.
- HRLP leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.

*Rationale:*

3.7 Program Advancement

- HRLP leaders advocate for and actively promote the mission and goals of the programs and services.
- HRLP leaders inform stakeholders about issues affecting practice.
- HRLP leaders facilitate processes to reach consensus where wide support is needed.
- HRLP leaders advocate for representation in strategic planning initiatives at divisional and institutional levels.

*Rationale:*

Overview Questions:

1. Explain the extent to which HRLP leader(s) are viewed as and held responsible for advancing the departmental mission.
2. Explain the opportunities and limitations present for HRLP leader(s) as they seek to fulfill the program mission.
3. How do HRLP leaders advance the organization?
4. How do HRLP leaders encourage collaboration across the institution?
5. How are HRLP leaders accountable for their performance?
6. How have HRLP leaders empowered personnel and engaged stakeholders?

## Part 4: HUMAN RESOURCES

Suggested Evidence and Documentation:

1. Program mission, goals, and outcomes
2. Operating policy and procedure manuals/statements for program and institution
3. Organizational chart(s)
4. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates
5. Annual reports, including data on student utilization and staff-to-student ratios
6. Association or benchmark reports on operations and staffing
7. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience
8. Reports on personnel, including student employees and volunteers, employment experiences
9. Training agendas and schedules

10. Statement of staffing philosophy
11. Professional development activities
12. Minutes from staff meetings at which human resources related standards were discussed and addressed

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

4.1 Adequate Staffing and Support

- Housing and Residential Life Programs (HRLP) is staffed adequately to accomplish mission and goals.
- HRLP has access to technical and support personnel adequate to accomplish the mission.

*Rationale:*

4.2 Recruitment, Supervision, and Professional Development

- HRLP establishes procedures and expectations for personnel recruitment and selection, training, supervision, performance, and evaluation.
- HRLP position descriptions include adequate time for planning as well as for program implementation.
- HRLP provides personnel access to education and professional development opportunities to improve their competence, skills, and leadership capacity.
- HRLP considers work/life options available to personnel to promote recruitment and retention.

*Rationale:*

4.3 Employment Practices

- Administrators of HRLP maintain personnel position descriptions, implement recruitment and hiring strategies that produce an inclusive workforce, and develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.
- HRLP routinely evaluates conditions of employment for all HRLP staff (e.g., length of contracts, job expectations).
- Personnel responsible for delivery of programs and services have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance and update them regularly.
- Results of individual personnel evaluations are used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

*Rationale:*

4.4 Personnel Training

- Personnel, including student employees and volunteers, receive appropriate and thorough training when hired and throughout their employment.
- Personnel have access to resources or receive specific training on institutional and governmental policies; procedures and laws pertaining to functions or activities they support; privacy and confidentiality; access to student records; sensitive institutional information; ethical and legal uses

of technology; and technology used to store or access student records and institutional data.

- HRLP personnel are knowledgeable about and remain current with respect to the obligations and limitations placed upon the institution by law and institutional policies.
- HRLP ensures that comprehensive planning documents and protocols exist and that annual training occurs for staff members and students for all crisis-related residential circumstances (e.g., individual psychological incidents, fire and evacuation, environmental disasters, medical emergencies, etc.).
- Personnel are trained on how and when to refer those in need of additional assistance to qualified personnel.
- HRLP personnel receive adequate training to make appropriate and timely referrals regarding any escalating behavior problems.
- Personnel are trained on systems and technologies necessary to perform their assigned responsibilities.
- Personnel engage in continuing professional development activities to keep abreast of research, theories, legislation, policies, and developments that affect programs and services.
- Administrators ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response, including identification of threatening conduct or behavior, and incorporate a system for responding to and reporting such behaviors.
- Personnel are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.
- HRLP personnel have a working knowledge of all relevant policies and procedures, the rationale for policies and procedures, and the relationship of policies and procedures to the HRLP's mission statement, goals, and objectives.

*Rationale:*

4.5 Professional Personnel

- Professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate confirmation of educational credentials and related work experience.

*Rationale:*

4.6 Interns and Graduate Assistants

- Degree- or credential-seeking interns or graduate assistants are qualified by enrollment in an appropriate field of study and by relevant experience.
- Degree- or credential-seeking interns or graduate assistants are trained and supervised by professional personnel who possess applicable educational credentials and work experience, have supervisory experience and are cognizant of the dual roles of interns and graduate assistants as students and employees.
- Supervisors of interns or graduate assistants adhere to parameters of students' job descriptions, articulate intended learning outcomes in student job descriptions, adhere to agreed-upon work hours and schedules, and offer flexible scheduling when circumstances necessitate.
- Supervisors and students both agree to suitable compensation if circumstances necessitate additional hours.

*Rationale:*

4.7 Student Employees and Volunteers

- Student employees and volunteers are carefully selected, trained, supervised, and evaluated; have access to a supervisor; and are provided clear job descriptions, pre-service training based on assessed needs, and continuing development.
- HRLP professional personnel train resident/community assistants and other paraprofessionals to contribute to the accomplishment of the following functions:
  - community development, group and activity advising, educational programming, and leadership development
  - providing information, individual assistance and referral, administration, and student conduct
  - role modeling
  - crisis intervention
  - facilities management

*Rationale:*

Overview Questions:

1. In what ways are personnel qualifications examined, performance evaluated, and personnel recognized for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of the HRLP mission, and how do they prepare and educate staff on relevant information?
3. How has the staffing model been developed to ensure successful program operations?
4. Describe the HRLP philosophy toward engaging graduate interns and assistants, and student employees and volunteers in the program human resource pool.

Part 5: ETHICS

Suggested Evidence and Documentation:

1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

5.1 Ethical Standards

- Housing and Residential Life Programs (HRLP) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- HRLP publishes and adheres to statements of ethical practice, ensures their periodic review, and orients new personnel to relevant statements of ethical practice and related institutional policies.

*Rationale:*

5.2 Statement of Ethical Standards

- Statements of ethical standards specify that HRLP personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.
- Statements of ethical standards specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities.
- Statements of ethical standards address conflicts of interest, or appearance thereof, by personnel in the performance of their work and reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others.
- Statements of ethical standards reference management of institutional funds, appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, students' rights and responsibilities, and issues surrounding scholarly integrity.
- Statements of ethical standards include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior.

*Rationale:*

5.3 Ethical Obligations

- HRLP personnel employ ethical decision making in the performance of their duties.
- HRLP personnel inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- HRLP personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- HRLP personnel perform their duties within the scope of their position, training, expertise, and competence and make referrals when issues presented exceed the scope of the position.

*Rationale:*

Overview Questions:

1. What is HRLP's strategy for managing student and personnel confidentiality and privacy issues?
2. How are ethical dilemmas and conflicts of interest identified and addressed?
3. How are ethics incorporated into the daily management and decision-making processes of HRLP?

Part 6: LAW, POLICY, AND GOVERNANCE

Suggested Evidence and Documentation:

1. Emergency procedures
2. Operating policies and procedures
3. Personnel policies, procedures and/or handbook
4. Institutional codes of conduct
5. Contracts
6. Copies of related laws and legal obligations
7. Resources of professional liability insurance

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds



6.1 Legal Obligations and Responsibilities

- Housing and Residential Life Programs (HRLP) is in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.
- HRLP has access to legal advice needed for personnel to carry out their assigned responsibilities.
- HRLP informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- HRLP informs personnel about professional liability insurance options and refers them to external sources if the institution does not provide coverage.
- HRLP provides a clear and complete written agreement between the resident and the institution that conveys mutual commitments and responsibilities. The agreement includes contract eligibility and duration; room assignments and changes; rates and payment policies; dining options; procedures for canceling, subleasing, or being released from the housing and/or dining agreement; room entry and inspection procedures; and pertinent rules and regulations.

*Rationale:*

6.2 Policies and Procedures

- HRLP has written policies and procedures on operations, transactions, or tasks that have legal implications.
- HRLP regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
- HRLP has procedures, systems and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations and disseminates timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

*Rationale:*

6.3 Harassment and Hostile Environments

- HRLP personnel neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

*Rationale:*

6.4 Copyright Compliance

- HRLP purchases or obtains permission to use copyrighted materials and instruments and includes appropriate citations on materials and instruments.

*Rationale:*

6.5 Governance

- HRLP informs personnel about internal and external governance organizations that affect programs and services.

*Rationale:*

Overview Questions:

1. What are the crucial legal, policy and, governance issues faced by HRLP, and how are they addressed?
2. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
3. How are personnel informed about internal and external governance systems?

Part 7: DIVERSITY, EQUITY, AND ACCESS

Suggested Evidence and Documentation:

1. Diversity statements
2. Goals and objectives related to diversity, equity, and access
3. Training plans and agendas for personnel
4. Lists of programs and curriculums related to diversity, equity, and access
5. Personnel policies, procedures, and/or handbook (specifically statements against harassment or discrimination)
6. Facilities audit
7. Assessment results such as participation rates, demographics, campus climate, and student needs

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

7.1 Inclusive Work Environments

- Housing and Residential Life Programs (HRLP) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
- HRLP does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

*Rationale:*

7.2 Structural Aspects of Equity, Access, and Inclusion

- HRLP ensures physical, program, and resource access for all constituents; modifies or removes policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities; and ensures that when facilities and structures cannot be modified, they do not impede access.
- HRLP responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- HRLP recognizes the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources.

*Rationale:*

7.3 Ensuring Diversity, Equity, and Access

- HRLP advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- HRLP establishes goals for diversity, equity, and access; fosters communication and practices that enhance understanding of identity, culture, self-expression, and heritage; and promotes respect for

- commonalities and differences among people within their historical and cultural contexts.
- HRLP addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- HRLP provides personnel with diversity, equity, and access training and holds personnel accountable for applying the training to their work.

*Rationale:*

Overview Questions:

1. How does HRLP ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does HRLP address imbalance in participation among selected populations of students?
3. How does HRLP address imbalance in staffing patterns among selected populations of program personnel?
4. How does HRLP ensure cultural competence of its personnel to ensure inclusion in the program?
5. How does HRLP encourage and provide opportunities for ongoing professional development for its personnel?

## Part 8: INTERNAL AND EXTERNAL RELATIONS

Suggested Evidence and Documentation:

1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks)
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners
4. Minutes from meetings/interactions with key stakeholders

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

### 8.1 Internal and External Populations

- Housing and Residential Life Programs (HRLP) reaches out to internal and external populations to establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services.
- HRLP reaches out to internal and external populations to garner support and resources for programs and services, collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes, and engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents.
- HRLP reaches out to internal and external populations to disseminate information about the programs and services.
- HRLP advocates for membership on critical committees, especially those related to crisis response, threat assessment, emergency operations, and business continuity.
- HRLP staff members develop and maintain staff relationships in a climate of mutual respect, support, trust, and interdependence in recognizing the strengths and limitations of each colleague.

Rationale:

- 8.2 Marketing
- Promotional and descriptive information is accurate and free of deception and misrepresentation.

Rationale:

- 8.3 Procedures and Guidelines
- HRLP has procedures and guidelines consistent with institutional policy to communicate with the media; distribute information through print, broadcast, and online sources; contract with external organizations for delivery of programs and services; cultivate, solicit, and manage gifts; and apply to and manage funds from grants.

Rationale:

Overview Questions:

- With which relevant individuals, campus offices, and external agencies must HRLP maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
- How does HRLP maintain effective relationships with program constituents?
- How does HRLP assess the effectiveness of its relations with individuals, campus offices and external agencies?

## Part 9: FINANCIAL RESOURCES

Suggested Evidence and Documentation:

- Budgets and the budget process
- Financial statements and audit reports
- Student fee process and allocation (if applicable)
- Financial statements for grants, gifts, and other external resources

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 9.1 Adequate Funding
- Housing and Residential Life Programs (HRLP) has funding to accomplish its mission and goals.
  - Funding is available for the continuous upkeep of facilities, equipment and furnishings, on-going repairs, educational programming, and services to residents.
  - Reserves are available for major maintenance and renovation of housing facilities, replacement of equipment, and other capital improvements.

Rationale:

- 9.2 Financial Planning and Implementation
- HRLP conducts a comprehensive analysis to determine unmet needs, relevant expenditures,

external and internal resources, and impact on students and the institution.

- HRLP uses the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.
- Financial reports provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

*Rationale:*

9.3 Policies, Procedures, and Protocols

- HRLP administers funds in accordance with established institutional accounting procedures.
- HRLP demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.
- Procurement procedures are consistent with institutional policies, ensure purchases comply with laws and codes for usability and access, ensure the institution receives value for the funds spent, and consider information available for comparing the ethical and environmental impact of products and services purchased.
- A portion of fees collected is dedicated to the immediate support and long-term improvement of housing and residential life programs and facilities.

*Rationale:*

Overview Questions:

1. What is the funding strategy for HRLP, and why is this the most appropriate approach?
2. How does HRLP ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does HRLP go about increasing financial resources?

Part 10: TECHNOLOGY

Suggested Evidence and Documentation:

1. Technology policies and procedures
2. Equipment inventory

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

10.1 Current and Adequate Technology

- Housing and Residential Life Programs (HRLP) has adequate technology to support achievement of its mission and goals.
- Use of technology complies with institutional policies and procedures and relevant codes and laws.

*Rationale:*

10.2 Use of Technology

- HRLP uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.

- HRLP uses current technology to provide an avenue for students and other constituents to communicate sensitive information in a secure format, and enhance the delivery of programs and services for all students.
- HRLP makes appropriate use of social networking and other web-based communication programs and techniques.

*Rationale:*

10.3 Data Protection and Upgrades

- HRLP backs up data on a regular basis.
- HRLP articulates and adheres to policies and procedures regarding ethical and legal use of technology, as well as for protecting the confidentiality and security of information.
- HRLP implements a replacement plan and cycle for all technology with attention to sustainability and incorporates accessibility features into technology-based programs and services.

*Rationale:*

10.4 Student Technology Access

- HRLP has policies on student use of technology that are clear, easy to understand, and available to all students.
- HRLP provides information or referral to support services for those needing assistance in accessing or using technology, provides instruction or training on how to use the technology, and informs students of implications of misuse of technologies.

*Rationale:*

Overview Questions:

1. How is technology inventoried, maintained, and updated?
2. How is information security maintained?
3. How does HRLP ensure that relevant technology is available for all who are served by the program?
4. How does HRLP use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does HRLP utilize technology to foster its learning outcomes?

**Part 11: FACILITIES AND EQUIPMENT**

Suggested Evidence and Documentation:

1. Equipment inventory
2. Facilities audit and plans for renovations, additions, and enhancements
3. Capital projects, if applicable
4. Structural design or maps to show space allocation
5. Images of the space

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 11.1 Design of Facilities
- Housing and Residential Life Programs (HRLP) facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program's mission and goals.
  - Facilities are designed to engage various constituents and promote learning.
  - The design of the facilities guarantees the security and privacy of records and ensures the confidentiality of sensitive information and conversations.
    - HRLP ensures that the physical environment is attractive, conducive to academic success and other learning outcomes, functional, in compliance with codes, and equipped adequately with safety features.
    - Grounds, including streets, walks, recreational areas, and parking lots, are attractively maintained, with attention given to safety features.
  - The location and layout of the facilities is sensitive to the needs of transgender persons.

*Rationale:*

- 11.2 Work Space
- Personnel have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.
  - Personnel are able to secure their work.
  - Acceptable accommodations and amenities are provided for professional live-in staff members with appropriate consideration for the following needs: adequate living space for the staff member and any family, furnishings and equipment, telecommunications package, appropriate access, and parking.

*Rationale:*

- 11.3 Living Space and Furnishings
- HRLP maintains an up-to-date inventory of housing property and furnishings.
  - Individual rooms and apartments are furnished and equipped to accommodate the designated number of occupants.
  - Adequate space is provided for student study, community development, and group meetings. Public, common, study, recreational areas, fitness rooms, and computer labs when provided are adequately furnished and maintained to accommodate the number of users.
  - Laundry facilities are provided within or in close proximity to living areas, are well maintained, and are reasonably priced.

*Rationale:*

- 11.4 Equipment Acquisition and Facilities Use
- HRLP incorporates sustainable practices in use of facilities and purchase of equipment.
  - Facilities and equipment are evaluated on an established cycle and are in compliance with codes, laws, and accepted practices for access, health, safety, and security.
  - When acquiring capital equipment, HRLP takes into account expenses related to regular maintenance and life-cycle costs.

*Rationale:*

11.5 Access Control

- A system of access control is in place to provide for frequent monitoring of all associated hardware and identifying potential security hazards related to key/card inventory by stringently controlling the use of master keys/access cards.

*Rationale:*

 11.6 Inspection and Audit

- Periodic inspections and audits are made in order to:
  - ensure compliance with fire and safety codes.
  - identify and address potential safety and security hazards (e.g., fire extinguishers charged, sprinkler systems and exit doors working properly, automatic door closers, lighting outside buildings, potential hazards identified and corrected, etc.).
  - adhere to campus efforts to improve energy efficiency.
- Data from inspections is used for repair and replacement schedules.

*Rationale:*

 11.7 Maintenance, Renovations, and Equipment Replacement

- A master plan for maintaining and renovating all facilities exists and includes timelines for addressing specific needs.
- Facilities renovations are scheduled to minimize disruption to residents and diners.
- Adequate communication regarding closings is coordinated and provided to users.
- Maintenance and renovation programs are implemented in all housing operations and include:
  - a preventive maintenance program designed to realize or exceed the projected life expectancy of the equipment and facilities.
  - a program designed to repair or upgrade equipment, facilities, and building systems as they become inoperable or obsolete.
  - a renovation program that modifies physical facilities and building systems to make them more sustainable, flexible, accessible, effective, attractive, efficient, and safe.
  - a program designed to provide emergency response 24 hours a day.
- Systematically planned equipment replacement programs exist for furnishings, mechanical, and electrical systems; maintenance equipment; carpeting and other flooring; window coverings; and dining equipment where applicable.
- Painting is conducted on the basis of current need and a preplanned cyclical schedule.
- Student housing construction project planning is responsive to the current and future needs of residents.
- HRLP staff members are involved in the design and development of new housing construction.

*Rationale:*

 11.8 Custodial Services and Pest Management

- Custodial services programs provide a clean and orderly environment in all housing facilities and minimize the introduction of hazardous or toxic materials into the residential environment.
- All community bathrooms, as well as public areas, are cleaned and sanitized at least daily on weekdays.
- Sufficient space for custodial equipment and storage is available in close proximity to the assigned



custodial area.

- Pest management practices are implemented in all housing and food service areas.

*Rationale:*

11.9 Waste Disposal and Work-Place Hazards

- Waste disposal, recycling, and handling and storage of chemicals and hazardous materials are in compliance with laws and regulations for health, safety, and environmental protection requirements.
- HRLP personnel identify work-place hazards and strive to minimize the risk to employees through education, training, and provision of personal protective equipment.

*Rationale:*

11.10 Student Input and Evaluation

- Suggestions from residents are regularly and consistently sought and considered regarding facilities improvements and renovations to college/university housing and dining facilities.
- A systematic evaluation of student satisfaction of residential facilities must be in place.

*Rationale:*

Overview Questions:

1. How are facilities inventoried and maintained?
2. How does HRLP integrate sustainable practices?
3. How does HRLP ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is HRLP intentional about space allocation and usage?

## Part 12: ASSESSMENT

Suggested Evidence and Documentation:

1. Program goals, key indicators, outcomes, and related assessment data
2. Program student learning and development outcomes and related assessment data
3. Description of assessment cycle
4. Assessment plans and annual assessment reports
5. Minutes of meetings at which assessment activities and results discussed
6. Professional development activities to improve assessment competence

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

12.1 Assessment Plan and Practice

- Housing and Residential Life Programs (HRLP) develops an ongoing cycle of assessment plans, processes, and activities.
- HRLP identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- HRLP documents progress toward achievement of goals and outcomes.

- HRLP employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- HRLP employs ethical practices in the assessment process.
- HRLP has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.
- At least once annually residents are invited to anonymously evaluate the performance of their Resident Assistants and other student staff members who serve in their residences.

*Rationale:*

12.2 Reporting and Implementing Results

- HRLP interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- HRLP reports aggregated results to respondent groups and stakeholders.
- HRLP assesses effectiveness of implemented changes and provides evidence of improvement of programs and services.

*Rationale:*

Overview Questions:

1. What is the comprehensive assessment strategy for HRLP?
2. What are priorities of the assessment program, and how are those developed?
3. How does HRLP integrate assessment and evaluation into all aspects of daily operations (e.g., advising, event planning)?
4. How are tangible, measurable learning and program outcomes determined to ensure HRLP's achievement of mission and goals?
5. How effective is the assessment strategy in demonstrating goal achievement and student learning?
6. How does HRLP use assessment results to inform program improvement?
7. How does HRLP share assessment results with relevant constituencies?
8. How does HRLP support ongoing development of assessment competencies for personnel?

*General Standards revised in 2014;*

*HRLP content developed/revised in 1986, 1992, 1997, 2004, & 2013*

## Work Form A – Rating Discrepancies

### INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Item numbers for which there is a substantial rating discrepancy should be discussed before completing the remaining work forms. Discrepancies among ratings should be identified, discussed, and reconciled for consensus.

Part	Discrepancies	Resolution/Final Decision
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		
10. Technology		
11. Facilities and Equipment		
12. Assessment		

## Work Form B – Strengths and Areas for Improvement

**INSTRUCTIONS:**

This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- Strengths: Item number(s) for which all participants have given a rating of 3, indicating agreement that the criterion *exceeds* the standard.
- Areas for Improvement: Item number(s) for which all participants have given a rating of 0 or 1, indicating agreement that the criterion *does not meet* or *partly meets* the standard. Items rated IE for *insufficient evidence/unable to rate* should be listed here as well.

Note – Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated a 2, which indicates agreement that the criterion *meets* the standard.

Part	Strengths: Items that exceed the standard (consensus ratings = 3)	Areas for Improvement: Items that do not meet or partly meet the standard (consensus ratings = 0, 1)
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		

10. Technology		
11. Facilities and Equipment		
12. Assessment		

## Work Form C – Recommendations for Unit Action

**INSTRUCTIONS:**

This is the last form to be completed by the review team. List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by the reviewers, as well as those with significant discrepancies that are not resolved by team discussion.

Part	Item Requiring Attention
1. Mission	
2. Program	
3. Organization and Leadership	
4. Human Resources	
5. Ethics	
6. Law, Policy, and Governance	
7. Diversity, Equity, and Access	
8. Internal and External Relations	
9. Financial Resources	
10. Technology	
11. Facilities and Equipment	
12. Assessment	

## Work Form D – Beginning the Action Plan

### INSTRUCTIONS:

This work form is for use by the staff of the unit being reviewed and is the first step in identifying the actions to be taken as a consequence of study results. Using the Items Requiring Attention listed in Work Form C, write a brief action plan that identifies the focus and intended outcomes of the next steps in to be taken in each area.

#### Part 1. Mission

#### Part 2. Program

#### Part 3. Organization and Leadership

#### Part 4. Human Resources

#### Part 5. Ethics

#### Part 6. Law, Policy, and Governance

#### Part 7. Diversity, Equity, and Access

#### Part 8. Internal and External Relations

#### Part 9. Financial Resources

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Part 10. Technology

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Part 11. Facilities and Equipment

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Part 12. Assessment

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## Work Form E – Action Plan

### INSTRUCTIONS:

Using this work form, the unit staff will turn the summary of areas to be addressed identified by the review team (Work Form D) into a specific plan of action. After reviewing the information provided in Work Forms B and C, unit staff teams should describe practices in need of improvement, the actions to be taken, the individual responsible, and the timeline for achieving compliance with the standard.

Current Practice Description	Corrective Action Needed	Task Assigned To	Timeline/ Due Dates

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## HOUSING AND RESIDENTIAL LIFE PROGRAMS

### CAS Standards and Guidelines

#### Part 1. MISSION

The mission of Housing and Residential Life Programs (HRLP) is to provide for a living environment that promotes learning and development in the broadest sense and an emphasis on supporting the academic mission of the institution.

The mission of HRLP must address

- reasonably priced living facilities that are clean, attractive, well-maintained, comfortable, sustainable, and which include contemporary safety features
- programs, services, and experiences occurring in living facilities

Programs that include food services should refer to the CAS Standards and Guidelines for Dining Services. Campuses that utilize residence halls for conferences and other events should refer to the CAS Standards and Guidelines for Conference and Event Programs.

HRLP standards must apply to residence halls, apartment communities, and other facilities that are managed or owned by private operators whenever there is a formal relationship with the institution.

Any off-campus housing services should include referrals to available off-campus housing listings and information about leases, landlord/tenant law, local ordinances, local crime statistics, community resources, and other related information.

HRLP must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

#### Part 2. PROGRAM

To achieve their mission, Housing and Residential Life Programs (HRLP) must contribute to

- students' formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals
- preparation of students for their careers, citizenship, and lives
- student learning and development

To contribute to student learning and development, HRLP must

- identify relevant and desirable student learning and development outcomes
- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions
- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes

- articulate contributions to or support of student learning and development in the domains not specifically assessed
- use evidence gathered to create strategies for improvement of programs and services

## STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS

Domain: knowledge acquisition, integration, construction, and application

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

Domain: cognitive complexity

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Development Outcomes* statement for examples of outcomes related to these domains and dimensions.]

HRLP must be

- intentionally designed
- guided by theories and knowledge of learning and development
- integrated into the life of the institution
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, populations with distinct needs, and relevant constituencies
- delivered using multiple formats, strategies, and contexts

- designed to provide universal access

HRLP must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

To fulfill its mission, HRLP should provide an environment that supports high academic standards of residents, pursuit of higher GPAs, retention, and persistence toward graduation. Integral to this effort are partnerships with units and offices in the institution such as those that focus on the first-year experience and year-two programs. Initiatives may include establishment of first-year interest groups, early alert intervention programs, and living-learning communities; education of staff members and students about available campus academic resources; informal study groups and tutoring; and other academic initiatives to support student success.

HRLP must provide students with access to opportunities, experiences, and services that facilitate

- seamless learning environments
- development of a sense of identity through educational opportunities
- independence and self-sufficiency through activities and educational opportunities
- development of mature styles of relating to others and living cooperatively with others
- appreciation of cultural differences, perspectives, lifestyles, spirituality, and other forms of diversity
- opportunities for analyzing, forming, and confirming values
- personal growth, reflection, and development
- development of balanced lifestyles embracing wellness
- respect for self, others, and property
- appreciation of new ideas
- development of a sense of justice and fairness
- leadership development, problem-solving, and decision-making
- interaction between students, faculty, and staff
- formation of study groups
- access to academic resources through technology
- acquisition and use of knowledge, skills, and values
- educational and career choices
- learning life skills, e.g., health, personal finance, and time management

HRLP must offer purposeful programs, which may include living-learning communities, designed to integrate curricular and co-curricular experiences that complement and extend classroom learning.

Educational and community development programming, advising and counseling, and administrative activities of the HRLP staff will vary according to assessed student needs, institutional priorities, and the competencies of the staff members.

In education and community development programs, staff members must

- introduce and orient residents to community expectations, facilities, services, emergency protocols, and staff members

- document institutional and residential living policies, procedures, and expectations including the potential consequences for violation
- involve students in programming, policy development, and self-governance
- provide educational programs that focus on awareness of cultural differences, social justice, and self-assessment of possible bias
- offer social, recreational, educational, cultural, spiritual, and community service programs
- promote and provide education about the effects and risks of drug and alcohol use, and other high risk behaviors
- encourage residents to exercise responsibility for their community through confrontation of inappropriate or disruptive behavior
- encourage residents to participate in mediating conflict within the community
- encourage residents to learn about their rights as students, tenants, residents, and consumers
- promote appropriate student use of technological resources

Successful education and community development programs should promote the following outcomes for student participants:

- greater knowledge and skills related to career opportunities
- increased knowledge about institutional resources
- greater commitment to civic engagement
- improved academic performance and higher academic achievement
- stronger collaborative problem-solving skills
- improved demonstration of critical thinking skills
- increased student satisfaction

One approach to promoting education and community development in residence halls is through living-learning communities (LLCs). LLCs are defined as: "programs in which undergraduate students live together in a discrete portion of a residence hall (or the entire hall) and participate in academic and/or extracurricular programming designed especially for them" (National Study of Living-Learning Programs, 2007, p. 1-2). LLCs should create more integrated experiences for first-year students by connecting faculty, students, disciplines, and co-curricular experiences.

Living-learning communities can be developed around themes, majors, or concepts. LLCs can be broadly defined academic interest areas (e.g., health professions, foreign languages, or education); based upon a specific major or majors (e.g., engineering or journalism); targeted to specific groups of students (e.g., students in Honors programs, transfer students, first-year students, students in sophomore success programs); or LLCs can be linked with co-curricular interest (e.g., civic engagement or sustainability). Some LLCs offer Freshmen Interest Groups (FIGs) and freshmen seminars.

To facilitate success in the development, design, and administration of LLCs, HRLP should

- ensure that resources are in place before an LLC program is implemented
- explore models of LLCs that support student needs, goals, and fit with the institution's culture
- share responsibility and accountability among various LLC partners by defining roles and duties
- engage in collaborative partnership with academic and student affairs staff to advance LLC development

- facilitate regular communication among academic faculty and staff members, HRLP staff, and other LLC partners (e.g., create an LLC advisory council which includes stakeholders who directly influence the success of the program)
- provide adequate staffing structures for the overall coordination and administration of the program
- ensure appropriate and sustained resources to provide for faculty participation, professional development, stipends, assessment, and technical support
- market programs to various target audiences such as students, parents, faculty, and administrators
- develop mentor programs and use peer advisors for advising, leading study groups, assisting with teaching seminars, or providing programs
- incorporate a strong assessment program, which may include evaluation of learning outcomes, GPAs, retention rates, satisfaction data, co-curricular engagement, student conduct comparisons, and other measures of academic success

To achieve important learning outcomes for students, HRLP staff members should employ the following practices within LLCs:

- identify learning outcomes with strong academic focuses
- incorporate credit-bearing courses, taught specifically for LLC participants, into the LLC curriculum
- create opportunities for students to engage with peers, staff members, and faculty members around academic, vocational, social, and cultural topics germane to the LLC's topic
- incorporate academically oriented co-curricular activities into the LLC, including internships, service-learning experiences, and research opportunities
- provide assistance to faculty members teaching within LLCs to help them maximize the residential environment, which may be unfamiliar to them
- provide dedicated LLC study spaces and/or resource rooms within the residence hall

Successful LLCs should report the following outcomes for student participants, as compared to traditional residence hall students:

- smoother transition to college, both academically and socially
- stronger sense of belonging, including feeling that the institution is less overwhelming
- increased first-to-second year retention
- increased persistence toward graduation
- higher levels of academic self-confidence
- greater integration of students' academic and non-academic lives
- increased participation and engagement in academic and co-curricular programs
- increased involvement in volunteer opportunities and/or enrollment in service-learning courses
- greater likelihood of serving as a mentor for other students
- more frequent integration and application of knowledge from different sources across contexts (e.g., other courses or personal experiences)

Successful LLCs should report the following outcomes regarding faculty and staff participants:

- increased involvement of faculty in the co-curriculum
- greater collaboration among faculty and staff members
- enhanced knowledge about students and their development by faculty members
- increased and enhanced opportunities for faculty rewards and recognition

In advising, counseling, and crisis intervention, HRLP staff members must

- provide individual advising or counseling support within the scope of their training and expertise and make appropriate referrals to student support services
- **foster relationships with students that demonstrate genuine interest in students' educational and personal development**

In administrative activities, HRLP staff members must

- provide policies and procedures to support special populations
- encourage residents to participate in evaluating the HRLP
- provide information on safety, security, and emergency procedures
- create and maintain an environment and atmosphere conducive to educational pursuits
- provide emergency response and crisis intervention management in coordination with relevant campus and community resources
- ensure that the safety and security of the residents and their property are taken into consideration as policies are developed
- assess needs of the housing population annually, specifically addressing the needs for special interest programming and for upgrading or modifying facilities

### Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Housing and Residential Life Programs (HRLP) must be purposefully structured for effectiveness. HRLP must have clearly stated and current

- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

Leaders must model ethical behavior and institutional citizenship.

Leaders with organizational authority for HRLP must provide strategic planning, management and supervision, and program advancement.

#### Strategic Planning

- articulate a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans
- promote environments that provide opportunities for student learning, development, and engagement
- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities
- include diverse perspectives to inform decision making

#### Management and Supervision

- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements
- assess and take action to mitigate potential risks

#### Program Advancement

- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice
- facilitate processes to reach consensus where wide support is needed
- advocate for representation in strategic planning initiatives at divisional and institutional levels

HRLP must work with institutional leadership to establish and maintain productive working relationships when the management of the HRLP is divided among different agencies within the institution.

A unified organizational structure, including all housing and residential life functions, should be used so as to effectively deliver the services to users and to avoid multiple hierarchical lines of communication and authority.

HRLP must maintain well-structured management functions, including planning, human resources, property management, procurement, contract administration, financial control, and information systems.

Evaluation of the organization must be based upon progress toward the achievement of short-range and long-range organizational goals. Planning must be adequate to project and accommodate both immediate and future needs.

#### Part 4. HUMAN RESOURCES

Housing and Residential Life Programs (HRLP) must be staffed adequately by individuals qualified to accomplish mission and goals.



HRLP must have access to technical and support personnel adequate to accomplish their mission.

Within institutional guidelines, HRLP must

- establish procedures for personnel recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance
- provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity
- consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel

Administrators of HRLP must

- ensure that all personnel have updated position descriptions
- implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

Personnel responsible for delivery of HRLP must have written performance goals, objectives, and **outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance.** The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

HRLP personnel, when hired and throughout their employment, must receive appropriate and thorough training.

HRLP personnel, including student employees and volunteers, must have access to resources or receive specific training on

- institutional policies pertaining to functions or activities they support
- privacy and confidentiality policies
- laws regarding access to student records
- policies and procedures for dealing with sensitive institutional information
- policies and procedures related to technology used to store or access student records and institutional data
- how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments
- systems and technologies necessary to perform their assigned responsibilities
- ethical and legal uses of technology

HRLP personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

Administrators of HRLP must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

HRLP personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

#### PROFESSIONAL PERSONNEL

HRLP professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

Individual residence halls and apartment communities should be supervised by professional staff members who have earned a master's degree from accredited institutions in a field of study such as college student affairs, college counseling, or higher education administration.

Desirable characteristics for professional, pre-professional, and paraprofessional staff members include demonstrated skills of leadership and communication, maturity, a well-developed sense of responsibility, sensitivity to individual differences, a positive self-concept, an understanding of how to promote student learning and academic success, and an obvious interest and enthusiasm for working with students.

#### INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

Supervisors must

- adhere to parameters of students' job descriptions
- articulate intended learning outcomes in student job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling when circumstances necessitate

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.

#### STUDENT EMPLOYEES AND VOLUNTEERS

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

HRLP professional staff members must train resident/community assistants and other paraprofessionals to contribute to the accomplishment of the following functions: (a) community development (b) educational programming, (c) administration, (d) group and activity advising, (e) leadership development, (f) student conduct, (g) role modeling, (h) individual assistance and referral, (i) providing information, (j) crisis intervention, and (k) facilities management.

HRLP staff members must have a working knowledge of all relevant policies and procedures, the rationale for policies and procedures, and the relationship of policies and procedures to the HRLP's mission statement, goals, and objectives.

HRLP position descriptions must include adequate time for planning as well as for program implementation.

HRLP must routinely evaluate conditions of employment for all HRLP staff (e.g., length of contracts, job expectations).

HRLP staff members should have a personal development plan that reflects and supports the goals and objectives of the organization and areas for professional improvement.

HRLP staff members must be knowledgeable about and remain current with respect to the obligations and limitations placed upon the institution by law and institutional policies.

HRLP must ensure that comprehensive planning documents and protocols exist and that annual training occurs for staff members and students for all crisis-related residential circumstances (e.g., individual psychological incidents, fire and evacuation, environmental disasters, medical emergencies, etc.).

A well-developed Business Recovery/Continuity Plan must exist, and HRLP must fully participate in campus crisis management and evaluation.

HRLP staff members must receive adequate training to make appropriate and timely referrals regarding any escalating behavior problems.

## Part 5. ETHICS

Housing and Residential Life Programs (HRLP) must

- review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice
- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies

Statements of ethical standards must

- specify that HRLP personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities
- address conflicts of interest, or appearance thereof, by personnel in the performance of their work
- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, **confidentiality of research and assessment data, and students' rights and responsibilities**
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior
- address issues surrounding scholarly integrity

HRLP personnel must

- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

HRLP staff members should remain abreast of ethical codes and practices through involvement in professional associations or other equally effective means.

#### Part 6. LAW, POLICY, and GOVERNANCE

Housing and Residential Life Programs (HRLP) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

HRLP must have access to legal advice needed for personnel to carry out their assigned responsibilities.

HRLP must inform personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

HRLP must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

HRLP must have written policies and procedures on operations, transactions, or tasks that have legal implications.

HRLP must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

HRLP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

Personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

HRLP must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

HRLP must inform personnel about internal and external governance organizations that affect programs and services.

HRLP must provide a clear and complete written agreement between the resident and the institution that conveys mutual commitments and responsibilities. The agreement must include contract eligibility and duration; room assignments and changes; rates and payment policies; dining options; procedures for canceling, subleasing, or being released from the housing and/or dining agreement; room entry and inspection procedures; and pertinent rules and regulations.

#### Part 7. DIVERSITY, EQUITY, and ACCESS

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Housing and Residential Life Programs (HRLP) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

HRLP must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status; or any other basis included in institutional policies and codes and laws.

HRLP must

- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources

- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work
- respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources
- recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

#### Part 8. INTERNAL AND EXTERNAL RELATIONS

Housing and Residential Life Programs (HRLP) must reach out to individuals, groups, communities, and organizations internal and external to the institution to

- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
- garner support and resources for programs and services as defined by the mission
- collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents
- disseminate information about the programs and services

Promotional and descriptive information must be accurate and free of deception and misrepresentation.

HRLP must have procedures and guidelines consistent with institutional policy for

- communicating with the media
- distributing information through print, broadcast, and online sources
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

HRLP must advocate for membership on critical committees, especially those related to crisis response, threat assessment, emergency operations, and business continuity.

HRLP should develop close cooperation with campus and off-campus agencies responsible for university communications, legal counsel, environmental health, emergency management, student conduct, counseling services, academic units, learning assistance, disability services, student health services, student activities, public safety, academic advising, admissions, campus mail, physical plant services, institutional budgeting and

planning, computer services, vendors and suppliers of products used in residence and dining halls, and privatized housing operators.

HRLP should establish relationships with a wide range of student groups (e.g., Residence Hall Association, campus student government, LGBT groups, fraternities and sororities, and student organizations which may align with any living-learning communities) to gain input and serve as a resource.

HRLP staff members should be aware of the political implications of housing as a critical institutional asset, its opportunity to contribute to academic programs and the delivery of services, and its effect on attracting and retaining students.

HRLP staff members must develop and maintain staff relationships in a climate of mutual respect, support, trust, and interdependence in recognizing the strengths and limitations of each colleague.

## Part 9. FINANCIAL RESOURCES

Housing and Residential Life Programs (HRLP) must have funding to accomplish the mission and goals.

In establishing and prioritizing funding resources, HRLP must conduct comprehensive analyses to determine

- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

HRLP must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

HRLP must administer funds in accordance with established institutional accounting procedures.

HRLP must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Procurement procedures must

- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

Procedures should be present to ensure reconciliation between goods paid for and goods ordered and received.

A portion of fees collected must be dedicated to the immediate support and long-term improvement of housing and residential life programs and facilities. Funding must be available for the continuous upkeep of facilities, equipment and furnishings, on-going repairs, educational programming, and services to residents. Reserves must be available for major maintenance and renovation of housing facilities, replacement of equipment, and other capital improvements.

Student governance units (e.g., hall or campus-wide residential councils) should have access to accounting offices and services to effectively carry out their functions. Dues collected from students for programs and services should be managed within the institution.

Representatives of residence hall and apartment housing communities should be given opportunity to comment on proposed rate increases and the operating budget. Rate increases should be announced well in advance of implementation.

Information regarding the use of HRLP funds should be available to the campus community.

When HRLP is an auxiliary enterprise, additional funds beyond reasonable institutional service charges should not occur without consultation with HRLP senior leadership.

#### Part 10. TECHNOLOGY

Housing and Residential Life Programs (HRLP) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.

HRLP must use technologies to

- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats
- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

HRLP must

- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology
- articulate policies and procedures for protecting the confidentiality and security of information
- implement a replacement plan and cycle for all technology with attention to sustainability
- incorporate accessibility features into technology-based programs and services

When providing student access to technology, HRLP must

- have policies on the use of technology that are clear, easy to understand, and available to all students
- provide information or referral to support services for those needing assistance in accessing or using technology
- provide instruction or training on how to use the technology



- inform students of implications of misuse of technologies

Technology systems should be used to create and sustain cost reduction and efficiency improvement measures.

HRLP should consider the use of electronic security systems including access control, video surveillance, and intercommunication systems as part of a unified integrated security management system. HRLP should provide a formal written policy to regulate the use of and provide guidelines for video surveillance cameras and systems for residential facilities and consider the use, retention, and dissemination of surveillance records along with student privacy issues.

HRLP must make appropriate use of social networking and other web-based communication programs and techniques.

#### Part 11. FACILITIES AND EQUIPMENT

**Housing and Residential Life Programs' (HRLP) facilities must be intentionally designed and located in** suitable, accessible, and safe spaces that demonstrate universal design and **support the program's mission** and goals.

Facilities must be designed to engage various constituents and promote learning.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

HRLP must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety, and security.

When acquiring capital equipment, HRLP must take into account expenses related to regular maintenance and life cycle costs.

The location and layout of the facilities must be sensitive to the needs of transgender persons.

The HRLP must ensure that the physical environment is attractive, conducive to academic success and other learning outcomes, functional, in compliance with codes, and equipped adequately with safety features.

Individual rooms and apartments must be furnished and equipped to accommodate the designated number of occupants.

Adequate space must be provided for student study, community development, and group meetings. Public, common, study, recreational areas, fitness rooms, and computer labs when provided must be adequately furnished and maintained to accommodate the number of users.

Residential facilities should include private offices for counseling, advising, interviewing, or other meetings of a confidential nature as well as office, reception, and storage space sufficient to accommodate assigned staff, supplies, equipment, library resources, conference rooms, classrooms, and meeting spaces.

Custodial services programs must be required to provide a clean and orderly environment in all housing facilities and to minimize the introduction of hazardous or toxic materials into the residential environment. All community bathrooms, as well as public areas, must be cleaned and sanitized at least daily on weekdays.

A weekend custodial services program should be in place.

Sufficient space for custodial equipment and storage must be available in close proximity to the assigned custodial area.

Pest management practices must be implemented in all housing and food service areas.

Maintenance and renovation programs must be implemented in all housing operations and include four major areas: (a) a preventive maintenance program designed to realize or exceed the projected life expectancy of the equipment and facilities, (b) a program designed to repair or upgrade equipment, facilities, and building systems as they become inoperable or obsolete, (c) a renovation program that modifies physical facilities and building systems to make them more sustainable, flexible, accessible, effective, attractive, efficient, and safe, and (d) a program designed to provide emergency response 24 hours a day.

Periodic inspections and audits must be made to (a) ensure compliance with fire and safety codes; (b) identify and address potential safety and security hazards (e.g., fire extinguishers charged, sprinkler systems and exit doors working properly, automatic door closers, lighting outside buildings, potential hazards identified and corrected, etc.) and (c) adhere to campus efforts to improve energy efficiency. Data from inspections must be used for repair and replacement schedules.

A system of access control must be in place to provide for frequent monitoring of all associated hardware and identifying potential security hazards related to key/card inventory by stringently controlling the use of master keys/access cards.

Systematically planned equipment replacement programs must exist for furnishings, mechanical, and electrical systems; maintenance equipment; carpeting and other flooring; window coverings; and dining equipment where applicable.

Painting must be conducted on the basis of current need and a preplanned cyclical schedule.

Waste disposal, recycling, and handling and storage of chemicals and hazardous materials must be in compliance with laws and regulations for health, safety, and environmental protection requirements. HRLP staff members must identify work-place hazards and strive to minimize the risk to employees through education, training, and provision of personal protective equipment.

Grounds, including streets, walks, recreational areas, and parking lots, must be attractively maintained, with attention given to safety features.

Principles of sustainability should be incorporated into the operation and renovation of existing facilities and construction of new facilities. These principles should include but are not limited to a strong energy conservation program, an organized recycling program, choices of furnishings and floor coverings, as well as advancement of the principles of a carbon-neutral environment.

Student housing construction project planning must be responsive to the current and future needs of residents. HRLP staff members must be involved in the design and development of new housing construction.

Students should be consulted on the design and development of new housing construction, renovations, and capital improvements.

A master plan for maintaining and renovating all facilities must exist and include timelines for addressing specific needs.

Laundry facilities must be provided within or in close proximity to living areas, be well-maintained, and reasonably priced.

Suggestions from residents must be regularly and consistently sought and considered regarding physical plant improvements and renovations to college/university housing and dining facilities.

A systematic evaluation of student satisfaction of residential facilities must be in place.

An up-to-date inventory of housing property and furnishings must be maintained.

Physical plant renovations must be scheduled to minimize disruption to residents and diners. During the academic and summer terms adequate communication regarding closings should be coordinated and provided to users.

Acceptable accommodations and amenities must be provided for professional live-in staff members with appropriate consideration for the following needs: adequate living space for the staff member and any family, furnishings and equipment, telecommunications package, appropriate access, and parking.

## Part 12. ASSESSMENT

Housing and Residential Life Programs (HRLP) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

HRLP should regularly assess its programs and services.

HRLP must

- specify programmatic goals and intended outcomes
- identify student learning and development outcomes
- employ multiple measures and methods
- develop manageable processes for gathering, interpreting, and evaluating data
- document progress toward achievement of goals and outcomes
- interpret and use assessment results to demonstrate accountability
- report aggregated results to respondent groups and stakeholders
- use assessment results to inform planning and decision-making
- assess effectiveness of implemented changes
- provide evidence of improvement of programs and services

Qualitative methods may include questionnaires and focus groups. Quantitative measures may include data on housing capacity, occupancy, and retention; student conduct; damages; facility assessments; demographics; programming; and analysis of student GPAs (academic class, sex, building type, LLCs, etc.). Data should be used to develop projections related to new construction, renovation of existing facilities, new initiatives, and room rates.

At least once annually residents must be invited to anonymously evaluate the performance of their Resident Assistants and other student staff members who serve in their residences.

HRLP must employ ethical practices in the assessment process.

HRLP must have access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

*General Standards revised in 2014*

*HRLP content developed/revised in 1986, 1992, 1997, 2004, & 2013*