

CSUEB Student Affairs Assessment Report Template

<i>Name of Dept/Program</i>	Housing and Residence Life
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<i>Dept/Program AVP</i>	Mark Almeida, AVP

1) DEPARTMENT MISSION

(i.e., What is the purpose of the department? How does the department serve East Bay?):

Departmental Mission Statement

The California State University, East Bay (CSUEB) University Housing and Residence Life (UHRL) department in conjunction with the mission of the University and the Division of Student Affairs works to engage all residential students in their holistic development and academic success towards retention, graduation, and future endeavors. University Housing and Residence Life works to sustain this mission by providing student-centered programs, services, and facilities that foster a safe, inclusive and vibrant residential learning community.

2) **ASSESSABLE DEPARTMENTAL OUTCOMES**

i.e., what measurable impact(s) will the department demonstrate related to effectiveness? List additional outcomes as needed.

Departmental Outcome Statement
<i>Students living on-campus will be able to participate in co-curricular activities intended for holistic development.</i>
<i>Students living on-campus will be able to participate in student leadership activities</i>
<i>Students living on-campus will be able to identify increased academic opportunities.</i>
<i>Students living on-campus will be able to identify positive impacts related to peer connections and engagement.</i>
<i>Students living on-campus will be able to experience increased ease to campus resources and support services.</i>
<i>Students living on-campus will be able to experience less basic need challenges (housing, food, mental health resources, etc)</i>
<i>Students living on-campus will be able to develop skills and self-awareness for independent living centered on student college experience.</i>
<i>Students living on-campus will be able to describe practices around safety.</i>

3) **SIGNATURE PROGRAMS or SERVICES**

i.e., what are the department's key programs or services? Complete the chart below by giving a short description of each signature program or service, and then indicate which of the departmental outcomes identified in prompt #2 align with the program or service.

Name of Signature Program or Service	<i>Description of the signature program or service</i>	<i>Which departmental outcomes from prompt #2 does the program or service address?</i>
<i>Housing Weeks of Welcome</i>	Series of different co-curricular activities aimed to help welcome and transition residents into the new academic season and living on-campus. Events can include campus tours, meet and greet with campus resources, to more social engagements of “friend speed dating” and pool party.	<i>Students living on-campus will be able to participate in co-curricular activities intended for holistic development.</i> <i>Students living on-campus will be able to identify positive impacts related to peer connections and engagement.</i>
<i>RA Student Leadership Team</i>	Housing Resident Assistants Team is one of the leading student leadership involvement opportunity on-campus with focus on providing student leadership training and peer to peer support objectives. The team is comprised of ~50 student leader, and has over 3+ weeks of full-time training and weekly meetings.	<i>Students living on-campus will be able to participate in student leadership activities.</i> <i>Students living on-campus will be able to identify positive impacts related to peer connections and engagement.</i>
<i>RHA Student Government</i>	RHA (Resident Housing Association) serves as the official student board at Housing with two primary arms offering advocacy and community engagement. RHA is comprised of identified Executive Board members and self-nominated community members.	<i>Students living on-campus will be able to participate in student leadership activities.</i> <i>Students living on-campus will be able to identify positive impacts related to peer connections and engagement.</i>
<i>Late Night Breakfast</i>	Housing tradition to host program prior to finals week with signature highlights of stress-relief activities, finals academic and wellness tips, and campus resources and staff representations. Examples of wellness exercises include creation of stress relief tools. Event is also seen as a celebratory and culmination event of each term.	<i>Students living on-campus will be able to identify positive impacts related to peer connections and engagement.</i> <i>Students living on-campus will be able to participate in co-curricular activities intended for holistic development.</i> <i>Students living on-campus will be able to develop skills for independent living centered on student college experience.</i>

<p><i>RA Guided Conversations</i></p>	<p>RAs have intentional conversations with the residents in their communities. Conversation with residents will vary on a variety of topics to help encourage conversation. Themes/topics are specifically identified by Housing Residence Life Staff as guided by common needs of students in that period, such as earlier in term focuses on community welcome and check-in about support networks, versus later in term focuses on academic success/challenges and intended efforts for retention into next term. All conversations are documented in Housing resident engagement software and tabulated for themes and needed intervention for the student population by the department.</p>	<p><i>Students living on-campus will be able to identify positive impacts related to peer connections and engagement.</i></p> <p><i>Students living on-campus will be able to identify increased academic opportunities.</i></p> <p><i>Students living on-campus will be able to experience increased ease to campus resources and support services.</i></p> <p><i>Students living on-campus will be able to experience less basic need challenges (housing, food, mental health resources, etc.)</i></p> <p><i>Students living on-campus will be able to develop skills and self-awareness for independent living centered on student college experience.</i></p>
<p><i>Community Meetings</i></p>	<p>Hosted at the beginning of each term with focus on welcome residents to the community as it relates to introduction of other peers, introduction of Housing resources, safety/evacuation routes, expectations of living on own and within a shared community, and resources of the department and campus such as on the residential Counselor and Residence Life On-Call Staff.</p>	<p><i>Students living on-campus will be able to identify positive impacts related to peer connections and engagement.</i></p> <p><i>Students living on-campus will be able to experience increased ease to campus resources and support services.</i></p> <p><i>Students living on-campus will be able to experience less basic need challenges (housing, food, mental health resources, etc.)</i></p> <p><i>Students living on-campus will be able to develop skills and self-awareness for independent living centered on student college experience.</i></p> <p><i>Students living on-campus will be able to describe practices around safety.</i></p>
<p><i>Campus Take To Programs</i></p>	<p>RA Student Leaders market and engage their residents to events on CSUEB campus (beyond Housing premise)</p>	<p><i>Students living on-campus will be able to identify positive impacts related to peer connections and engagement.</i></p> <p><i>Students living on-campus will be able to experience increased ease to campus resources and support services.</i></p>

		<p><i>Students living on-campus will be able to participate in student leadership activities</i></p>
<p><i>Community Builders</i></p>	<p>RA Student Leaders host variety of community oriented events from social game nights to study halls.</p>	<p><i>Students living on-campus will be able to identify positive impacts related to peer connections and engagement.</i></p> <p><i>Students living on-campus will be able to participate in student leadership activities.</i></p> <p><i>Students living on-campus will be able to identify increased academic opportunities.</i></p> <p><i>Students living on-campus will be able to develop skills and self-awareness for independent living centered on student college experience.</i></p>
<p><i>Pioneer Street Fair</i></p>	<p>Annual capstone to the Housing Welcome Week activities with a fair hosted to welcome and increase engagement among both residents and overall current students at CSUEB. The event is focused on community engagement and social goals; however, through partnership of hosted activities by other departments, CSUEB resources and other involvement opportunities are also introduced.</p>	<p><i>Students living on-campus will be able to identify positive impacts related to peer connections and engagement.</i></p> <p><i>Students living on-campus will be able to experience increased ease to campus resources and support services.</i></p> <p><i>Students living on-campus will be able to participate in student leadership activities</i></p>
<p><i>Campus Connectors</i></p>	<p>Program intended to help pair new Freshman students to a voluntary staff or faculty. Focus of the program is to help students connect to the campus through a mentor relationship. Staff/faculty mentors are provided training on how to incorporate resources into conversations, and are urged to bring students to campus co-curricular activities or opportunities for meet and greet.</p>	<p><i>Students living on-campus will be able to experience increased ease to campus resources and support services.</i></p> <p><i>Students living on-campus will be able to identify increased academic opportunities.</i></p> <p><i>Students living on-campus will be able to participate in co-curricular activities intended for holistic development.</i></p>
<p><i>Residential Counselor</i></p>	<p>In partnership with campus Counseling Services, the Residential Counselor is a dedicated counselor to support students living in housing. Services included standard individual appointments, to skills-based coaching for</p>	<p><i>Students living on-campus will be able to experience increased ease to campus resources and support services.</i></p>

	<p>roommate or general peer conflicts, support groups for transition, and more.</p>	<p><i>Students living on-campus will be able to experience less basic need challenges (housing, food, mental health resources, etc)</i></p> <p><i>Students living on-campus will be able to develop skills and self-awareness for independent living centered on student college experience.</i></p> <p><i>Students living on-campus will be able to describe practices around safety.</i></p>
<p><i>Self-Guided Publications</i></p>	<p>Housing is equipped with multiple opportunities for self-guided publications from bulletin boards, newsletters, emails, and more. The most common and creative types are in the format of bulletin boards that have rotation messages aligned with student calendar, such as tips on Housing resources, Housing policies, mental health resources, and more.</p>	<p><i>Students living on-campus will be able to develop skills for independent living centered on student college experience.</i></p> <p><i>Students living on-campus will be able to describe practices around safety.</i></p> <p><i>Students living on-campus will be able to identify increased academic opportunities.</i></p> <p><i>Students living on-campus will be able to experience increased ease to campus resources and support services.</i></p>
<p><i>Health & Safety Checks</i></p>	<p>Each term, resident units have health and safety checks to ensure residents are maintaining policy and not exhibiting dangerous behaviors. Housing policies are framed around community safety and expectations of shared living. Should an item or action not meet the policy standards, Housing Residence Life Staff will communicate with residents about expectations and learning opportunities.</p>	<p><i>Students living on-campus will be able to develop skills and self-awareness for independent living centered on student college experience.</i></p> <p><i>Students living on-campus will be able to describe practices around safety.</i></p>
<p><i>Residential Townhalls</i></p>	<p>Each term, RHA hosts residential townhalls to allow for space for students to ask about resources, connect with a representation from an area or service from the campus. RHA hosts these programs based on their advocacy initiatives. Participating members are encouraged to speak their concerns, learn as a community, and identify next step resources or action plans.</p>	<p><i>Students living on-campus will be able to identify positive impacts related to peer connections and engagement.</i></p> <p><i>Students living on-campus will be able to participate in student leadership activities.</i></p>

		<p><i>Students living on-campus will be able to participate in co-curricular activities intended for holistic development.</i></p> <p><i>Students living on-campus will be able to experience increased ease to campus resources and support services.</i></p>
<i>Housing Accounts Meeting</i>	<p>Housing Accounts Teams offer on-going meetings to help navigate students through any concerns with financials around room and board. Often, these meetings can serve as high touch points to offer students intervention and referrals to campus resources. Likewise, the Accounts Team and these meetings have been critical to help students understand how to manage outstanding balances and serve to initiate steps such as Emergency HOPE requests.</p>	<p><i>Students living on-campus will be able to experience increased ease to campus resources and support services.</i></p> <p><i>Students living on-campus will be able to experience less basic need challenges (housing, food, mental health resources, etc)</i></p>
<i>Residential Conduct and CARE Initiatives</i>	<p>Residential Conduct and CARE initiatives are supported by the Residence Life Team. Conduct serves as a critical high touch opportunity to help check-in with students and guide them to resources for their success, inclusive but not limited to conversations about impact and self-development/growth, referrals to academic advisors, interventions that can be supported by Accessibility or Counseling, and more.</p>	<p><i>Students living on-campus will be able to experience increased ease to campus resources and support services.</i></p> <p><i>Students living on-campus will be able to experience less basic need challenges (housing, food, mental health resources, etc)</i></p> <p><i>Students living on-campus will be able to develop skills and self-awareness for independent living centered on student college experience.</i></p> <p><i>Students living on-campus will be able to describe practices around safety.</i></p>
<i>Roommate Agreements</i>	<p>Roommate agreements are created with each new suite by the RA and the residents assigned to the room. The agreements help to guide residents in helpful and healthy conversations about how to live with each other, including respecting different living styles, community cleaning schedules, and navigating basic communication and conflict styles.</p>	<p><i>Students living on-campus will be able to identify positive impacts related to peer connections and engagement.</i></p> <p><i>Students living on-campus will be able to develop skills for independent living centered on student college experience.</i></p>

<p><i>Fire Drills</i></p>	<p>Fire Drills are conducted in collaboration with University Police, Hayward Fire Department, and Campus Emergency Coordinator to ensure community members are aware of evacuation routes and safety procedures.</p>	<p><i>Students living on-campus will be able to develop skills for independent living centered on student college experience.</i></p> <p><i>Students living on-campus will be able to describe practices around safety.</i></p>
<p><i>On-Call Rotations</i></p>	<p>The Housing On-Call program is comprised of three layers of staff members from student leadership to professional staff aimed at supporting after-hours emergency including but not limited to student in crisis, natural disasters, unsafe situations, and more. All incidents follow-up include efforts to support students, engage in learned lessons and resources,</p>	<p><i>Students living on-campus will be able to describe practices around safety.</i></p> <p><i>Students living on-campus will be able to experience increased ease to campus resources and support services.</i></p>
<p><i>Alternative Thanksgiving Special Dinner</i></p>	<p>Annual event hosted during fall dining closure dates to ensure residents have food security, and opportunity to engage in with others in the lens of celebration of cultural diversity.</p>	<p><i>Students living on-campus will be able to identify positive impacts related to peer connections and engagement.</i></p> <p><i>Students living on-campus will be able to participate in co-curricular activities intended for holistic development.</i></p> <p><i>Students living on-campus will be able to experience less basic need challenges (housing, food, mental health resources, etc.)</i></p>

4) **ASSESSMENT ACTIVITY/DATA ANALYSIS**

i.e., how has the department evaluated its effectiveness (e.g., surveys, dashboards, other assessment methods) in meeting the stated outcomes in #2? Please attach or link to the assessment activity/data analysis.

<p>Type of Assessment</p>	<p><i>Description of the assessment activity (e.g., how data collected, when collected, who analyzes, how findings are shared, etc.)</i></p>	<p><i>List the signature programs/services from prompt #3 that this assessment evaluates:</i></p>	<p><i>What are the major findings/data elements that you consider as the “key takeaways” from this assessment?</i></p>
<p><i>Pioneer Insights Housing Dashboard (retention/graduation outcomes for frosh)</i></p>	<p>Pioneer Insights highlights both retention and graduation outcomes for Housing and Residence life since the 2016 frosh cohort. Data are disaggregated by race, Pell, and first-generation status.</p>		<p>Retention of first-year frosh tends to be lower than non-resident first-year frosh. For the past five years:</p> <p>1st year frosh retention Fall 22: 81% vs. 83% (non-housing frosh) Fall 21: 85% vs. 87% (non-housing frosh) Fall 20: 95% vs. 92% (non-housing frosh) Fall 19: 79% vs. 87% (non-housing frosh) Fall 18: 78% vs. 87% (non-housing frosh)</p> <p>-----</p> <p>When data are disaggregated by race, Black frosh have the highest first-year retention rate relative to their non-housing comparison group. 2nd and 3rd year retention also tends to be higher for Black frosh</p> <p>1st year Black frosh retention Fall 22: 72% vs. 63% (non-housing Black frosh) Fall 21: 68% vs. 51% (non-housing Black frosh) Fall 20: 91% vs. 53% (non-housing Black frosh) Fall 19: 75% vs. 69% (non-housing Black frosh) Fall 18: 76% vs. 60% (non-housing Black frosh)</p> <p>Frosh Asian student retention has also improved since the 2018 cohort (81%) to over 90% in both ‘20 and ‘21 with the most recent 2022 cohort at 87%.</p>
			<p>-Retention of first-year transfer students tends to be higher than non-resident first-year transfers. For the past five years:</p>

<p><i>Pioneer Insights Housing Dashboard (retention/graduation outcomes for transfer)</i></p>	<p>Pioneer Insights highlights both retention and graduation outcomes for Housing and Residence life since the 2014 transfer cohort. Data are disaggregated by race, Pell, and first-generation status.</p>		<p>1st year transfer retention Fall 22: 87% vs. 86% (non-housing transfers) Fall 21: 83% vs. 84% (non-housing transfers) Fall 20: 99% vs. 87% (non-housing transfers) Fall 19: 93% vs. 90% (non-housing transfers) Fall 18: 89% vs. 86% (non-housing transfers)</p> <p>-----</p> <p>When data are disaggregated across race, Latinx transfer students tend to have higher retention than other racial groups relative to their non-housing counterparts. Asian students who live on campus also tend to have higher retention rates than non-housing Asian students, but their population numbers are typically small (less than 10 per cohort).</p> <p>1st year Latinx transfer retention Fall 22: 88% vs. 88% (non-housing Latinx transfers) Fall 21: 89% vs. 84% (non-housing Latinx transfers) Fall 20: 96% vs. 87% (non-housing Latinx transfers) Fall 19: 92% vs. 90% (non-housing Latinx transfers) Fall 18: 87% vs. 85% (non-housing Latinx transfers)</p>
<p><i>Pioneer Insights Housing Dashboard (demographics)</i></p>	<p>Pioneer Insights highlights descriptive and enrollment demographic data for Housing and Residence life since the Fall 2015 term. Data are disaggregated by race, Pell, and first-generation status as well as major, GPA, and service area.</p>		<p>Most students who live on campus do not reside from the Bay Area. Typically, over 2/3 of the students who live on campus are from “out of area” but the % of local students has increased since 2018.</p> <p>Local area students who live on campus: Fall 23: 32% Fall 22: 28% Fall 21: 22% Fall 20: 26% Fall 19: 20% Fall 18: 20%</p> <p>-----</p> <p>The number of students who live on campus has steadily declined since the pre-pandemic academic year of Fall 19.</p> <p>Fall 23: 918 Fall 22: 948 Fall 21: 843</p>

		<p>Fall 20: 292 Fall 19: 1,498</p> <p>-----</p> <p>The population of student who lives on campus is demographically more racially diverse than the undergraduate population at East Bay. Housing serves a higher % of URM and Pell-eligible students compared to the undergraduate population:</p> <p>Housing Students' URM Status: Fall 23: 58% vs. 50% (undergrad population) Fall 22: 59% vs. 50% (undergrad population) Fall 21: 63% vs. 48% (undergrad population) Fall 20: 67% vs. 47% (undergrad population) Fall 19: 67% vs. 47% (undergrad population) Fall 18: 69% vs. 46% (undergrad population)</p> <p>Housing Students' Pell Status: Fall 23: 53% vs. 44% (undergrad population) Fall 22: 54% vs. 44% (undergrad population) Fall 21: 59% vs. 45% (undergrad population) Fall 20: 69% vs. 50% (undergrad population) Fall 19: 64% vs. 51% (undergrad population) Fall 18: 67% vs. 51% (undergrad population)</p>
<p><i>Annual RA/Housing Survey</i></p>	<p>Housing and Residence Life administers an annual RA and Housing experience survey to residents each academic year. The survey is designed to evaluate the performance of RAs and identify the impact of living on campus related to belonging and engagement. The survey also asks students to provide feedback about how to improve the residential experience. The two most recent years' data are provided here.</p>	<p>2022-23 Results: Black residents were most likely to cite positive impacts of living in housing that aligned with social outcomes such as increased belonging, ease of access to campus events, and establishment of community. Latinx students, who comprise the largest proportion of residential students (41%), cited relatively low impact related to the same social outcomes.</p> <p>91% of respondents in 2022 also agreed that RA's developed a safe and welcoming residential community.</p> <p>2023-24 Results: The overall percentages of students who indicated that living on campus had positive impacts on their student experience went up by a large number (10-40% increase) when compared to the</p>

			<p>'22-'23 survey responses. This was true across almost every racial group.</p> <p>Black residents were the racial group that saw a decline across areas. The statements of enhancing sense of belonging and enhancing community/connections both decreased this year by -17% and -4% respectively.</p> <p>Black and Latinx residents cited the highest impact amongst racial groups related to belonging and community connections in the 22-23 survey, but they cited the lowest percentages amongst racial groups related to those statements in this cycle.</p> <p>The statement "Living on campus has not helped increase my campus engagement" had a higher percentage of respondents agreeing with this item across all racial groups but it was especially high amongst Latinx respondents (20% of Latinx respondents agreed with this statement).</p> <p>86% of respondents in 2023 agreed that RA's developed a safe and welcoming residential community. This is slightly down from the 91% of respondents who agreed in 2022.</p>
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5) **CONTRIBUTION TO DIVERSITY/EQUITY/INCLUSION**

i.e., how does the department/program contribute to enhancing a culture of DEI at CSUEB and what data have been collected/assessed related to advancing DEI?

Contribution to/Impact on DEI	<i>Data/Evidence of contribution/impact</i>
<p><i>Housing and Residence Life serves a larger percentage of URM (Black, Latinx, and Native American) and Pell students living on campus compared to the undergraduate population.</i></p>	<p>As cited above in the Pioneer Insights cell of Section 4 of the assessment template:</p> <p>Housing Students’ URM Status vs. undergrad population Fall 23: 58% vs. 50% (undergrad population) Fall 22: 59% vs. 50% (undergrad population) Fall 21: 63% vs. 48% (undergrad population) Fall 20: 67% vs. 47% (undergrad population) Fall 19: 67% vs. 47% (undergrad population) Fall 18: 69% vs. 46% (undergrad population)</p> <p>Housing Students’ Pell Status: Fall 23: 53% vs. 44% (undergrad population) Fall 22: 54% vs. 44% (undergrad population) Fall 21: 59% vs. 45% (undergrad population) Fall 20: 69% vs. 50% (undergrad population) Fall 19: 64% vs. 51% (undergrad population) Fall 18: 67% vs. 51% (undergrad population)</p>
<p><i>Retention outcomes tend to be higher for Black and Asian frosh students who live on campus. Retention outcomes are higher for Latinx transfer students who live on campus</i></p>	<p>As cited above in the Pioneer Insights cell of Section 4 of the assessment template:</p> <p>1st year Black frosh retention Fall 22: 72% vs. 63% (non-housing Black frosh) Fall 21: 68% vs. 51% (non-housing Black frosh) Fall 20: 91% vs. 53% (non-housing Black frosh) Fall 19: 75% vs. 69% (non-housing Black frosh) Fall 18: 76% vs. 60% (non-housing Black frosh)</p> <p>1st year Asian frosh retention Fall 22: 72% vs. 63% (non-housing Black frosh) Fall 21: 68% vs. 51% (non-housing Black frosh) Fall 20: 91% vs. 53% (non-housing Black frosh) Fall 19: 75% vs. 69% (non-housing Black frosh)</p>

	<p>Fall 18: 76% vs. 60% (non-housing Black frosh)</p> <p>1st year Latinx transfer retention</p> <p>Fall 22: 88% vs. 88% (non-housing Latinx transfers)</p> <p>Fall 21: 89% vs. 84% (non-housing Latinx transfers)</p> <p>Fall 20: 96% vs. 87% (non-housing Latinx transfers)</p> <p>Fall 19: 92% vs. 90% (non-housing Latinx transfers)</p> <p>Fall 18: 87% vs. 85% (non-housing Latinx transfers)</p>
<p><i>Living on campus has positive impacts for the racially diverse student population including increased belonging and access to campus resources/connections.</i></p>	<p>In the most recent ('23-'24) RA and Housing Experience survey:</p> <p>2/3 of Asian, Black, and Latinx students cite a greater ease of accessing campus support services (advising, tutoring, etc.) and accessing campus events/activities as positive impacts of living on campus.</p> <p>Black and Latinx students cite at least a 16% increase since 2022 of having Housing increase their academic opportunities (e.g., access to faculty, student labs, study groups) and an increase in opportunities for collaborative learning while living on campus.</p>

6) **ACTION PLANNING**

(List at least 3 takeaways related to your department’s effectiveness or areas of growth that will inform continuous improvement. Identify the assessment findings that justify your effectiveness or areas of growth, and then indicate an action plan (e.g., changes to your practice, audiences to share findings, etc.) you will take as your next steps.

Key Takeaways	<i>Specific data that justify effectiveness or area of growth</i>	<i>Action plan/next steps related to your takeaway</i>
<p><i>Overall retention of frosh students who live in Housing continues to be less than non-Housing students. Housing serves a higher proportion of URM, Pell, and out-of-area students who tend to depart EB at higher rates than the general population.</i></p> <p><i>Retention outcomes of transfer students tend to be higher for students who live on campus than non-Housing students.</i></p>	<p>Data in section 4 of this assessment show that first-year retention of frosh Housing students tends to be 2-3% lower than the non-Housing population. There are variations within the data that show certain racial groups (Black and Asian) have relatively high retention rates, but Latinx students and out-of-area students are most prone to departure.</p>	<p>Closing the retention gap between Housing and non-Housing students is the difference in retaining 10-15 additional students per year (i.e., 5%).</p> <p>Students who live on campus also are more likely to depart due to their Pell and “out-of-area” status. Collaborative partnerships throughout the SA division and campus may be helpful to counter this trend.</p> <p>Increasing data literacy of students is also a priority considering students cite financial concerns as the main reason they depart CSUEB and Housing. Integrating some form of professional development that helps with financial planning, or further connections to campus resources may be helpful to counter student attrition.</p>
<p><i>A lower number of students currently reside on campus compared to the pre-pandemic era. Housing has not had more than 1,000 live within the residence halls since fall 2019.</i></p>	<p>Housing Enrollment: Fall 23: 918 Fall 22: 948 Fall 21: 843 Fall 20: 292 Fall 19: 1,498</p>	<p>Since the return of “in-person” courses coming out of the COVID-19 pandemic, campus life has not returned at the same levels as pre-pandemic. There are fewer on-campus activities, clubs, and overall events for students who live on campus to take part in. Partnerships with campus activities to reimagine student life post pandemic for students who live on campus would be helpful to build a new culture of activities and events beyond RHA.</p>
<p><i>URM students identify positive outcomes related to living on campus. Student who live on campus also do not take part in campus resources (such as Rec and Wellness) as often as expected given their proximity to the Center.</i></p>	<p>Residence experience surveys cited in section 5 of this assessment. Rec and wellness data also show that less than 1/3 of students who live on campus utilize their programs despite several positive outcomes and living across the street from the facilities.</p>	<p>Continue to enhance the relationship between the Rec Center and Housing by using data about the positive outcomes related to retention and academic success to motivate students to take part in recreation and wellness programs. Potentially look to do a marketing campaign around the benefits of participating in these activities.</p>