HOUSING & RESIDENCE LIFE

PROGRAM REVIEW REPORT
SELF-STUDY
2018

PEPPERDINE UNIVERSITY
STUDENT AFFAIRS

PROGRAM REVIEW REPORT

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Housing & Residence Life

Program Review Report 2018

I. INTRODUCTION

Housing and Residence Life (HRL), a department within Student Affairs, enhances the student experience by providing a safe, caring, and respectful residential community. HRL provides an atmosphere that empowers students to make connections between faith, living, and learning within Pepperdine's diverse residential community. HRL staff members ensure a safe and inclusive environment through management of the residential facilities, educational programming, Christ-centered ministry, intentional leadership development, and emergency response.

At Housing and Residence Life, we are creating the space where learning comes alive and where students encounter transformative experiences in a Christian community. Consistent with this commitment, Pepperdine University maintains a two-year residency requirement. This means that first and second-year students are required to live on the Malibu campus and maintain a university-designated meal plan. Based on our combined decades of experience, as well as copious national research, we are confident that living on campus is a key factor for student success. Students who live in an on campus residential community have higher GPAs, an increased sense of belonging, as well as higher graduation rates at a faster pace. Additionally, residential students benefit from increased exposure to faculty and staff families that also reside on the Malibu campus. For our students, interacting with faculty promotes academic achievement, personal growth and development, as well as persistence.

As part of the program review, Housing and Residence Life evaluated its history, successes, challenges, and goals, through four components: 1) a departmental self-assessment linked to standards provided by the Council for the Advancement of Standards (CAS) in Higher Education and the Association of College and University Housing Officers International (ACUHO-I), 2) a external report from The Scion Group, an independent advisory service, 3) a residential satisfaction survey (Educational Benchmarking Institute; EBI Skyfactor) given to all residential students annually, and 4) an external review. Each component offered insight, support, and challenges for the strategic vision and direction of the department.

A. Internal Context

Housing and Residence Life serves the Malibu on-campus community for Seaver College, Graziadio Business School, School of Law, School of Public Policy, Graduate School of Education and Psychology and the Straus Institute for Dispute Resolution.

Pepperdine's residential campus is home to approximately 2,600 undergraduate and graduate students hand-selected from diverse cultural, socioeconomic, religious, ethnic, geographic, and rigorous academic backgrounds. Each student's personal experiences, passions, and accomplishments contribute to the culture and diversity on campus.

With over 60 percent of undergraduate students living on campus, Housing and Residence Life offers a close-knit and safe community that exposes and enlightens students to diverse ideas, passions, and interests in an environment that becomes home. Students live in 25 residential complexes that are fully furnished residence halls or apartments located on the Malibu campus. First year students reside in single-gender residence halls, and junior/senior students live in co-ed residence halls which are zoned by gender. Students' transition to college and time in the residence life is guided by the leadership and support of two student resident advisors and a "spiritual life advisor." These student leaders develop relationships with students as they learn about themselves, their relationship with Christ, and the Pepperdine community.

The ongoing demand for on campus housing is supported by both feedback HRL has received from students and families over the past few years via annual EBI and the recent Scion report (Scion report). Seaside Residence Hall, a 458-bed suite-style residential complex, opened in Fall 2018. Seaside Hall is a four-story, suite-style hall. Each suite can house 8 students with it's 4 bedrooms, common lounge, and a spacious private bathroom. Additionally, Seaside residents will have access to a main lobby furnished with sofas, tables, chairs, and a TV, a community kitchen, and a workout room containing free weights and exercise machines; all located on the main floor of Seaside.

This new residence hall helps Seaver College work toward its goal of 75% of undergraduates living on campus. Additionally, Seaside was designed to support community among students returning from International Programs. In planning Seaside, President Benton envisioned groups of students living together in suites with a beautiful community kitchen and large outdoors spaces that provide a stage for special meals and outdoor movie nights together. To meet the needs of a larger number of juniors and seniors living on campus with ample kitchen space, HRL designed a reduced meal plan, which help make Seaside one of the most affordable options on campus.

GOALS

Since the last program review in 2011, a number of strategic initiatives have been accomplished. These completed strategic initiatives are: updating HRL policies and procedures, increasing housing occupancy, and HRL organizational structure changes. HRL has also successfully developed the Spiritual Life Advisor (SLA) program in traditional residence halls as a result of intentional changes such as having SLAs report to Resident Director (RD) staff and providing a room scholarship for SLAs.

Several strategic initiatives are still in progress, such as increasing housing occupancy, ongoing HRL organizational structure changes, and facilities renewal and repair forecasting. Developing spiritual life and engagement in apartment housing will be a focus of the strategic initiative as HRL strives to improve the experience and community among junior, senior, and graduate

students. A continuing theme from the 2011 report is that the Resident Directors have continued to be supervised by a Director with additional departmental responsibilities, and similar to the 2011 report, providing adequate supervision to the Resident Directors proves a challenge. As such HRL restructured for 2018-2019 with newly appointed Associate Directors overseeing RDs in groups related to area of oversight: freshmen RDs, sophomore RDs, and apartment RDs.

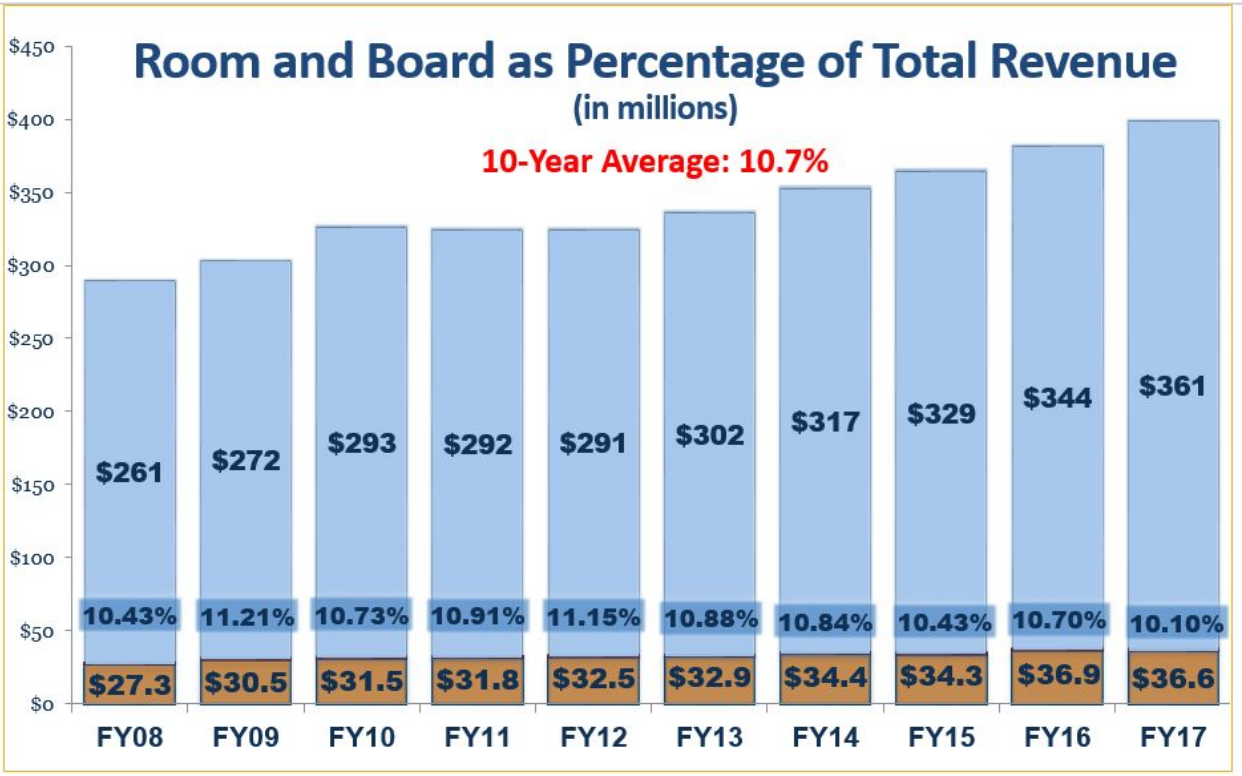
B. External Context

Housing and Residence Life stays involved in the Western Association of College and University Housing Officers (WACUHO) as several staff members have served on committees and have attended the annual conferences. The department is also involved in the Association of College and University Housing Officers Internations (ACUHO-I), the National Association of Student Personnel Administrators (NASPA), and the Association of College Personnel Administrators (ACPA). The department works with Loyola Marymount University and Cal Baptist University annually on an emergency evacuation plan.

A Fall 2018 external consulting company, Scion, has provided us with the most recent report and evaluation of our operations.

Changes and Trends
One of the biggest dynamics that faces the operations of Housing and Residence Life is staying competitive with off campus markets. Southern California generally, and Malibu specifically, are high cost of living areas and one significant factor is housing costs.. HRL is challenged to remain competitive in the off-campus housing market while still meeting the budget expectation expectation set by the university.

Housing and Residence Life's overall revenue expectation has an average of 10.7% impact to the total Pepperdine revenue budget.



Legend:

Dark Orange = Revenue generated by Housing

Dark Blue = % of Pepperdine total revenue generated by Housing

Light Blue = Revenue generated by Pepperdine

The cost to attend Pepperdine is $71,862 if a student lives in a double occupancy room with the recommended board.

PEPPERDINE | Seaver College

58°

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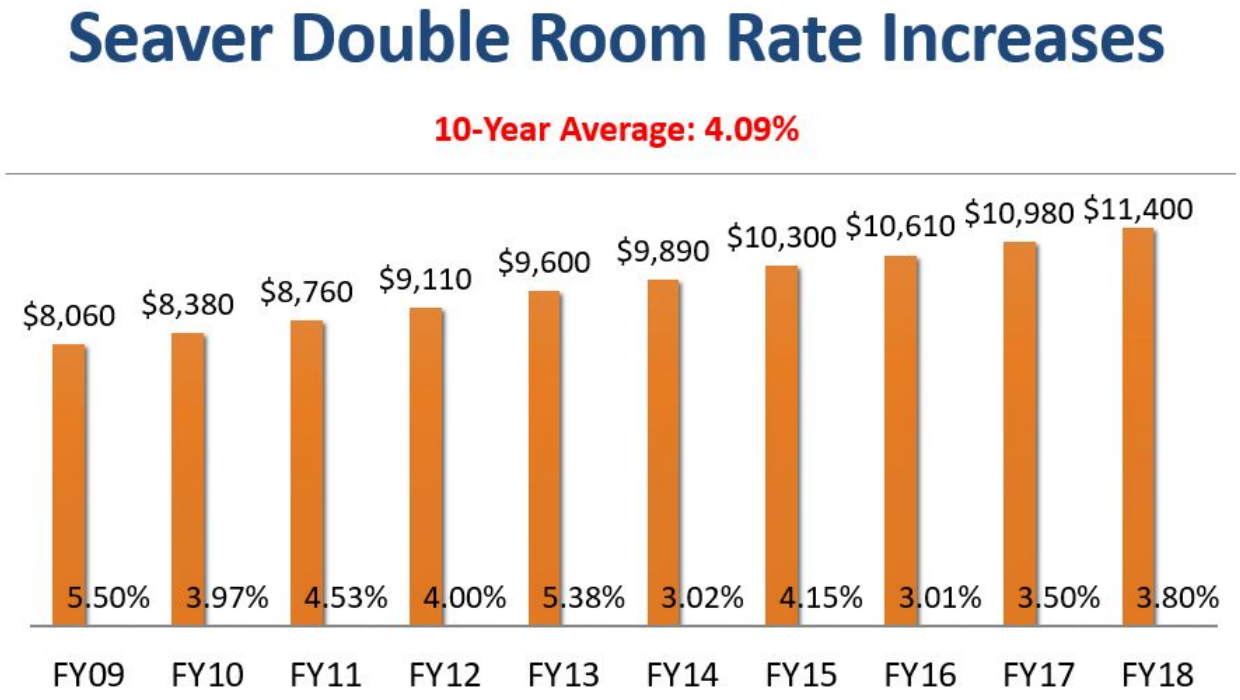
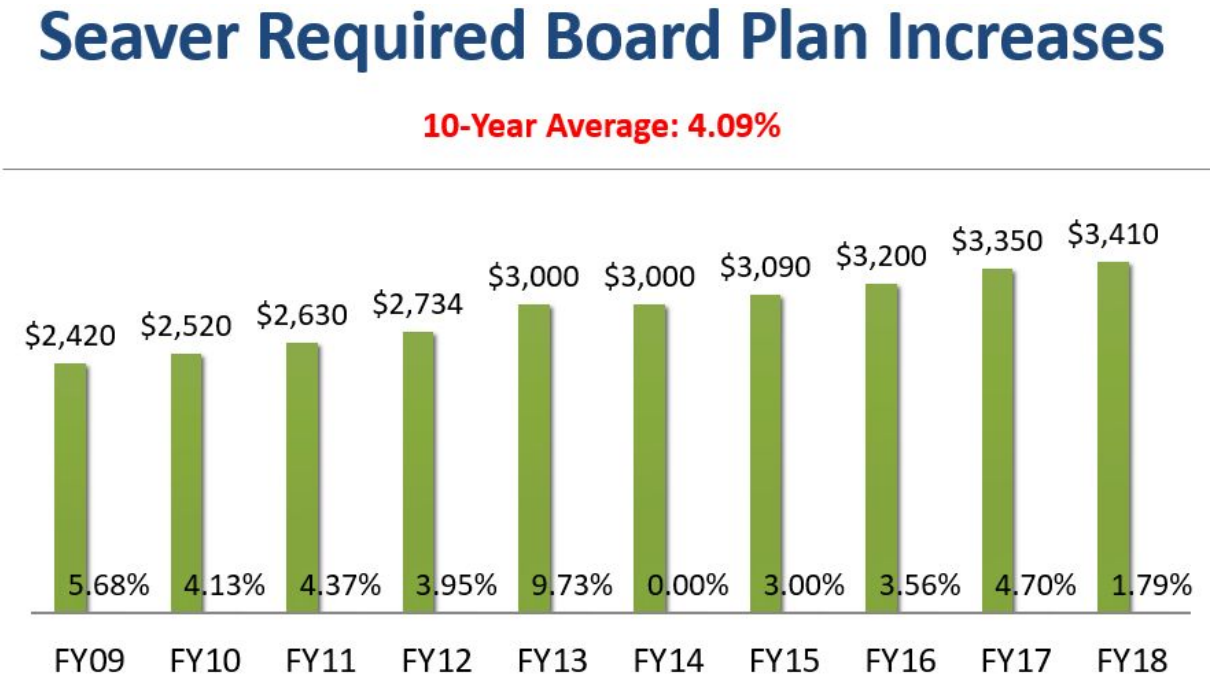
2017-2018 Cost of Attendance

Flat-rate tuition (12-18 units per semester)	$51,740
Room & Board (double occupancy half-room, meal plan)	$14,870
SGA Fee (student government activity fund)	$252
Books and Supplies	$1,500
Loan Fees	$1,000
Transportation	$1,000
Personal Expenses	$1,500
TOTAL	**$71,862**

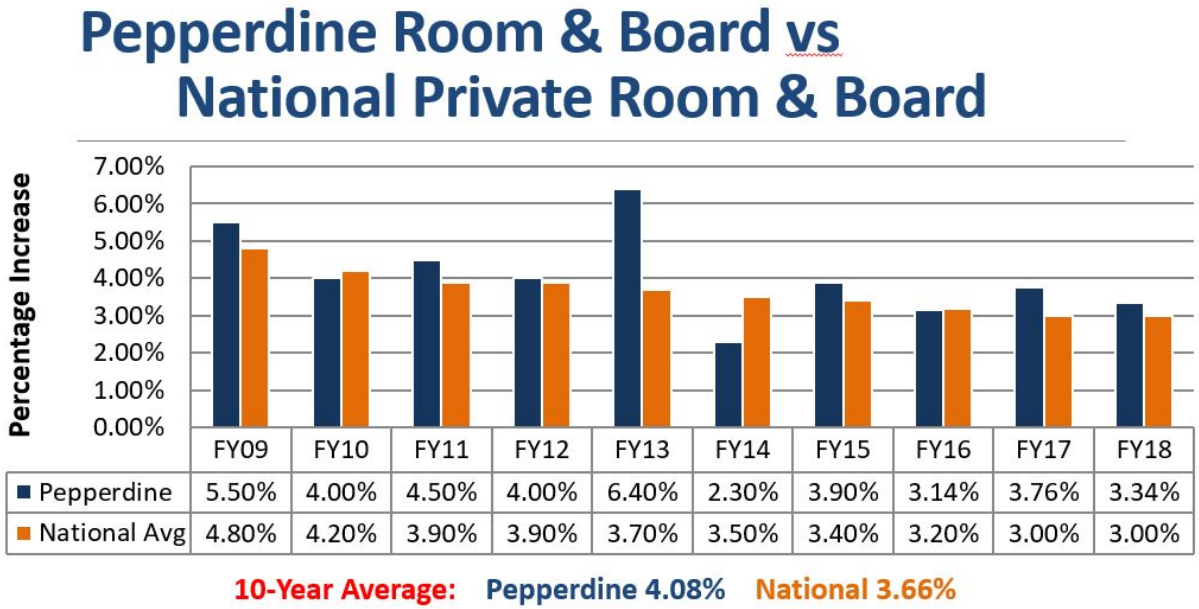
Over the last 10 years, the Pepperdine room rate has risen at an average of 4.09% while the Seaver College tuition over the same period have risen by 4.13%. The national recommended average increase for room rate is 3%. This is suggested by the Association of College and University Housing Officers - International (ACUHO-I) Campus Housing Index reports. HRL recognizes that these numbers represent a significant challenge to keep costs low.



Additionally, board rates have risen in step with room rates at an average of 4.09% increase. The Association of College and University Housing Officers - International (ACUHO-I) Campus Housing Index reports recommend a 3% average increase in board rates annually.



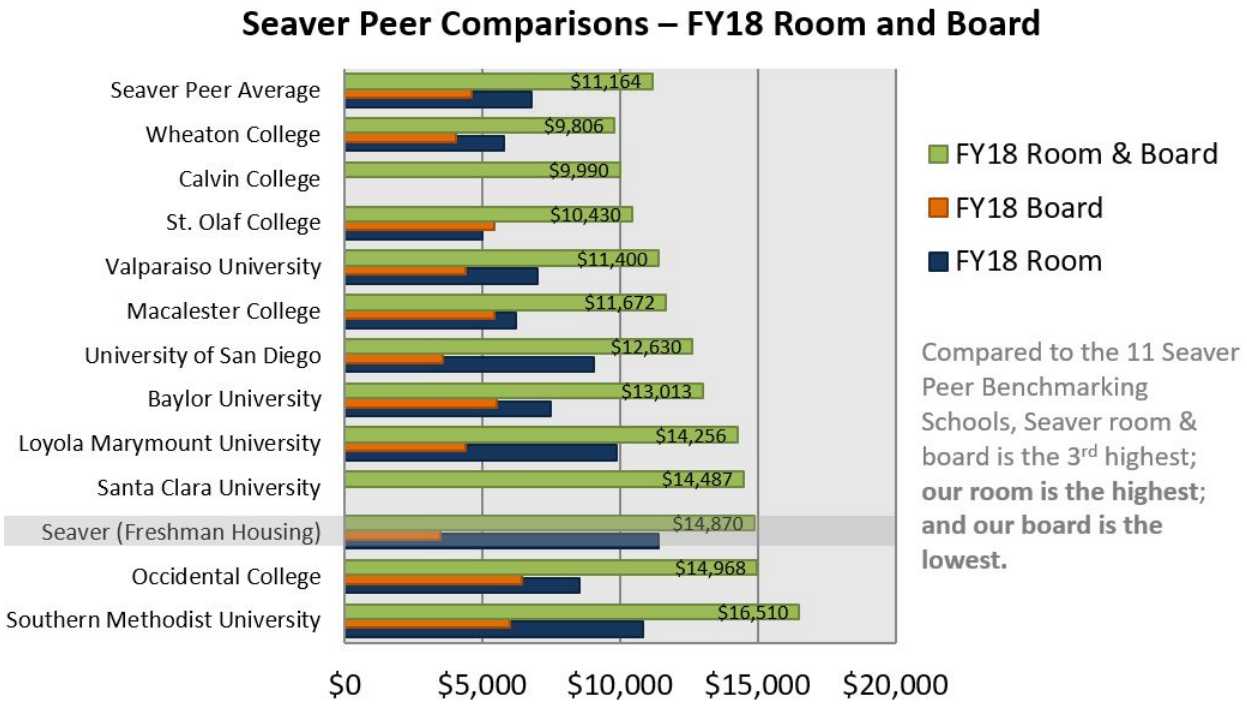
The combined room and board rates have risen an average of 4.09% per year over the last ten years. The national recommended average increase is 3%. This is suggested by *Trends in College Pricing*.



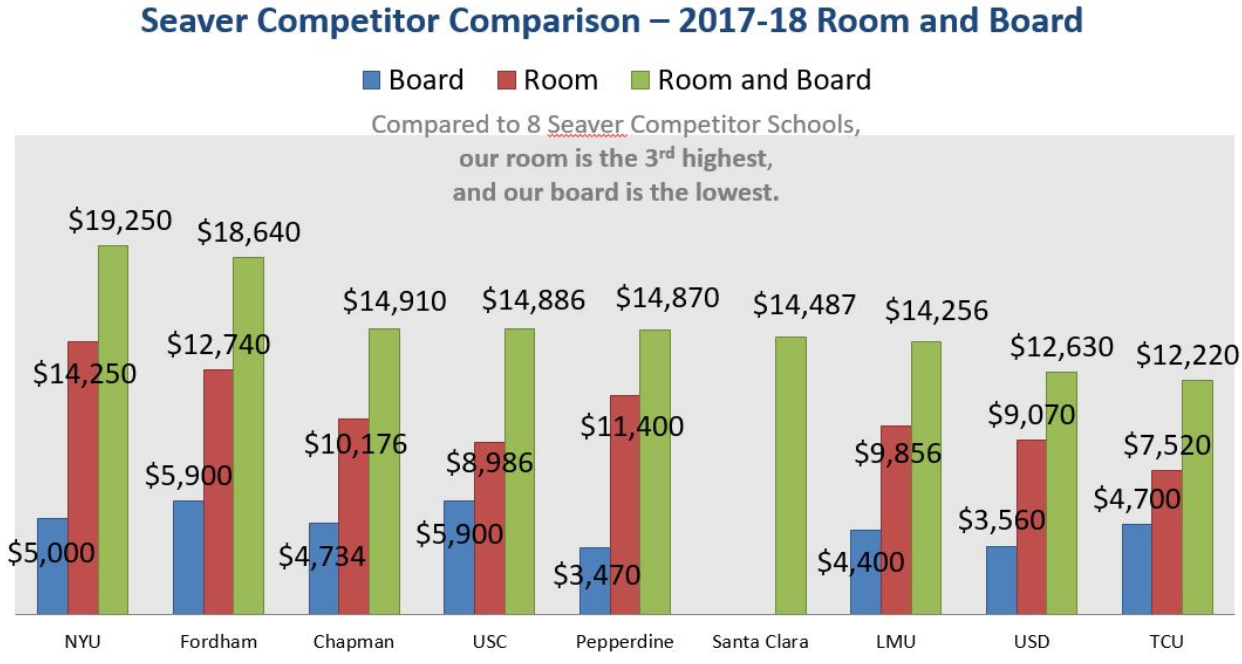
Source: The College Board, *Trends in College Pricing 2017*

https://trends.collegeboard.org/sites/default/files/2017-trends-in-college-pricing_0.pdf

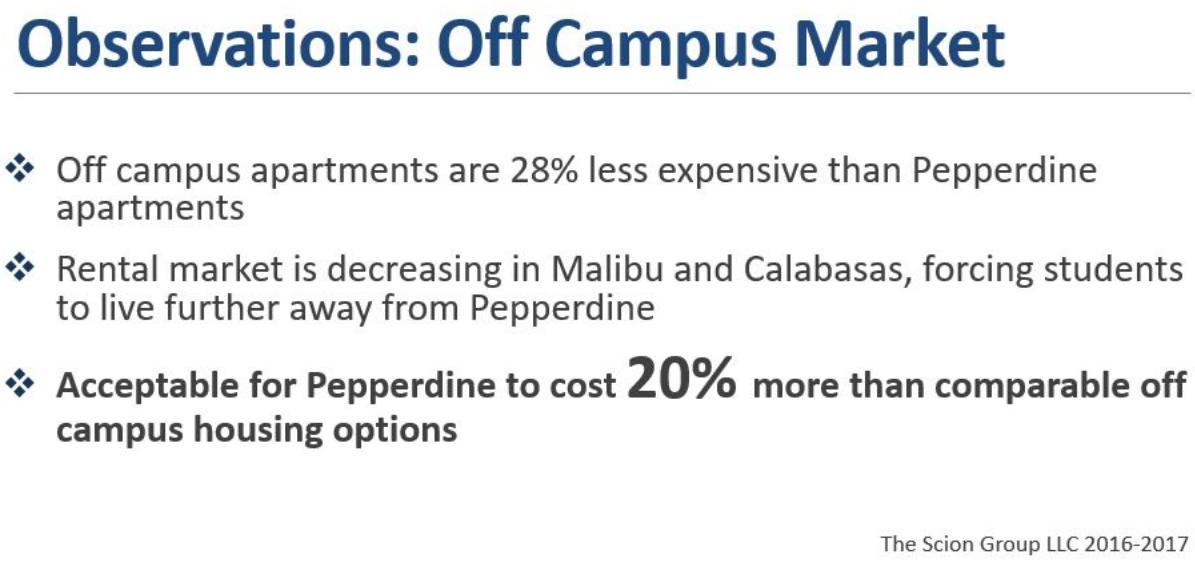
Compared to the 11 Seaver Peer Benchmarking Schools, Seaver room and board is the 3rd highest. Pepperdine's room is the highest and our board is the lowest. Seaver college requires first year students to be enrolled in meal plan E which allows for 14 meals per week. The following two charts represent the room and board rates for Seaver compared to designated peer and aspirationals school and to designated competitor schools.



Compared to 8 Seaver Competitor Schools, our room is the 3rd highest, and our board is the lowest.



After Scion completed their off campus market comparisons, the report indicated that it is acceptable for Pepperdine on campus housing to cost 20% more than comparable off campus housing options. In a 2017 SurveyMonkey assessment that was emailed to off-campus/commuter students, they indicated their number one reason to move off campus was because housing is too expensive and the number one factor that would help students to move back on is price (See Appendix A).



Off campus markets are 28% less expensive than Pepperdine apartments, therefore, many of our students who have the option to live off campus, do so because of the cost of living.

Approach to the External Review

Housing and Residence Life staff gathered available data, including measures reported in each annual report, student evaluation data, and residential satisfaction survey data. Further, as a team, they completed a thorough self-evaluation. This information, as well as a collection of annual reports, was provided to the external reviewers prior to their site visit.

Housing and Residence Life will conclude the review process by completing an external review. In doing so, HRL will host two external reviewers in February 2019. Joe Gonzalez, Dean of Residential Life and Assistant Vice President from Duke University and Heather Duman-Dyer, Director of Residence Life at Santa Clara University.

Peer comparison institutions include: Wheaton College, Calvin College, St. Olaf College, Valparaiso University, Macalester College, University of San Diego, Baylor University, Loyola Marymount University, Santa Clara University, Occidental College, Southern Methodist University

Competitor comparisons institutions include: New York University, Fordham University, Chapman University, University of Southern California, Santa Clara, Loyola Marymount University, University of San Diego, Texas Christian University

C. Mission, Purposes, Goals, and Outcomes

MISSION: Housing and Residence Life Mission Statement

Housing and Residence Life strives to enhance the learning experience by fostering a safe, caring, and respectful community. The HRL program provides an atmosphere that empowers students to make connections between faith, living, and learning within our diverse community.

PURPOSES

To provide clean, comfortable living quarters, with adequate personal and community space; to create a Christian environment and to provide a place for academic study and reflection; to forge a sense of caring community; to foster behavior which exhibits respect for others; to provide opportunities for knowledge and appreciation of persons of widely diverse cultural and social backgrounds; and to provide choices for students in their residential experience.

GOALS

The goals of HRL are to effectively accomplish our Mission and Purpose. Additionally, it is our desire to complete strategic initiatives in student development (including spiritual life), community formation, housing occupancy, HRL organizational structure, and facilities renewal and repair, and general forecasting.

OUTCOMES: Housing and Residence Life Learning Outcomes

Student Learning Outcomes Assessment

1. A student who participates in Housing and Residence Life programs should be able to:
    a. **Engage** in intentional spiritual formation and Christian discipleship.
    b. **Demonstrate** leadership, including a ministry focus on building community, responding to needs in crises, and enforcing community standards.
    c. **Live** cooperatively with others using healthy assertiveness and conflict resolution when needed.
    d. **Seek** involvement with and demonstrate a valuing of others, including those different from oneself.

II. ANALYSIS OF EVIDENCE

A. Service Usage & Evaluation

The following are numbers of students who utilize on campus housing:

Living On The Malibu Campus	Fall 2017			Spring 2018			Annual
Undergraduate Enrollment	3542						
Number or RA	62			62			
Number of SLA	25			25			
Number of Available Beds	2123			2135			
Number of Malibu Residential Students	2084			2101			2093
Number of Undergraduate Students	1887			1902			1895
Number of Students in International Programs	390			390			
Housing Occupancy Rate		**98.16%**	**95% Goal**		**98.41%**	**95% Goal**	**98.29%**
Percentage of Undergraduates Living on the Malibu Campus		**58.84%**	**75% Goal**		**59.32%**	**75% Goal**	**59.08%**
Percentage of Undergraduates Living in Pepperdine Communities		**64.29%**	**75% Goal**		**64.71%**	**75% Goal**	**64.50%**
Percentage of Malibu Residents by School							
Seaver College	1888	**91.4%**		1915	**91.9%**		**91.7%**
School of Law (including Strauss)	94	**4.6%**		96	**4.6%**		**4.6%**
Graziadio School of Business Management	49	**2.4%**		42	**2.0%**		**2.2%**
School of Public Policy	19	**0.9%**		18	**0.9%**		**0.9%**
Graduate School of Educartion and Psychology	15	**0.7%**		12	**0.6%**		**0.7%**
	2065			**2083**			
Percentage of Malibu Residents by Classificartion							
New Freshman	857			89			
New Transfers	45			16			
Returning Underclassmen <60 units	425			1084			
Returning Upperclassmen >60 units	561			726			
Graduate and Professional Schools	177			168			

Percentage of Malibu Residents by School

Term	School	10/1/2017	12/1/2017
Fall 2017	Graziadio School of Business Management	2.37%	2.38%
Fall 2017	Graduate School of Educartion and Psychology	0.73%	0.68%
Fall 2017	School of Law (including Strauss)	4.55%	4.57%
Fall 2017	School of Public Policy	0.92%	0.87%
Fall 2017	Seaver College	91.43%	91.50%
	Total:	100.00%	100.00%

Term	School	2/1/2018	4/1/2018
Spring 2018	Graziadio School of Business Management	2.02%	2.03%
Spring 2018	Graduate School of Educartion and Psychology	0.58%	0.58%
Spring 2018	School of Law (including Strauss)	4.61%	4.59%
Spring 2018	School of Public Policy	0.86%	0.87%
Spring 2018	Seaver College	91.93%	91.93%
		100.00%	100.00%

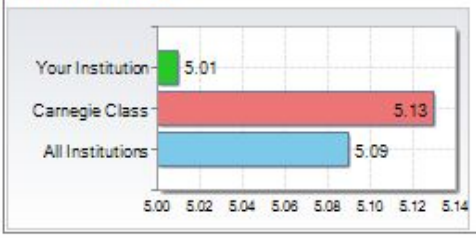
EBI Assessment (836 Responses). While students feel very safe and secure on campus, “overall program effectiveness” as well as “personal interactions within the residence halls” are considered key performance areas for improvement.

Population: Pepperdine University > All Respondents (no filter selected) **(836 responses)**

Major Indicator of Performance

Overall performance compared to other institutions

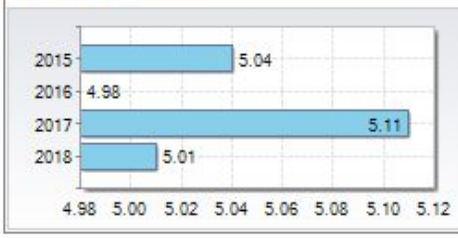
Factor 21. Overall Program Effectiveness



Longitudinal Trends of Major Indicator

Trends in overall performance over time

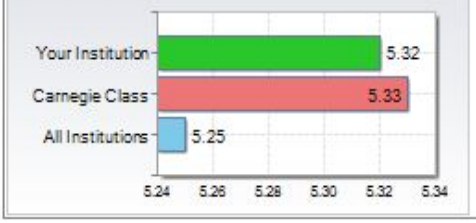
Factor 21. Overall Program Effectiveness



Top Predictor of Performance

Performance of your top predictor compared to other institutions

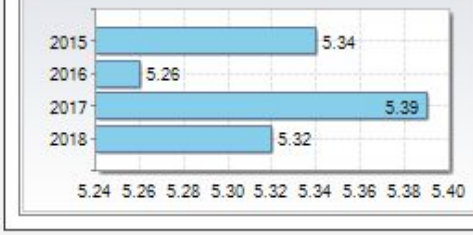
Factor 12. Learning: Personal Interactions



Longitudinal Trends of Top Predictor

Trends in top predictor performance over time

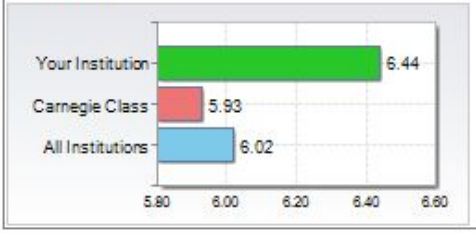
Factor 12. Learning: Personal Interactions



Greatest Comparative Strength

Highest performing factor compared to other institutions

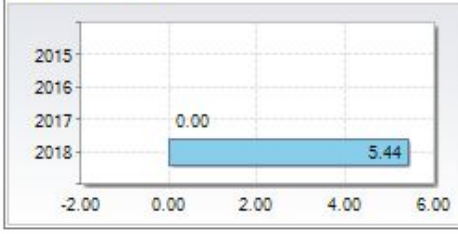
Factor 8. Satisfaction: Safety and Security

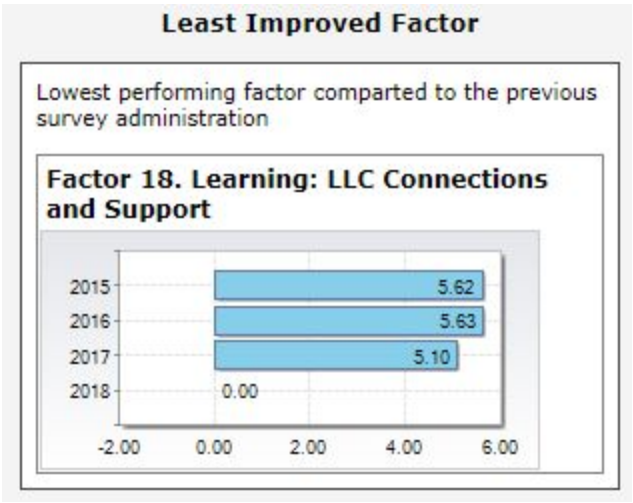


Most Improved Factor

Highest performing factor comparted to the previous survey administration

Factor 6. Satisfaction: Room Assignment





More specifically, the following questions in "overall satisfaction" help point to areas including: sense of belonging, general satisfaction, and recommending on campus housing to others, as areas to increase.

	Mean	Std Dev	N	% Responding
Factor 19 . Overall Satisfaction	5.34	1.47	737	88.2 %

Q105. Overall Evaluation - To what degree has living in on-campus housing positively contributed to your: Sense of belonging to this institution

Key Text	N (%N)
(1) Not at all	42 (5.8%)
(2)	26 (3.6%)
(3)	57 (7.9%)
(4) Moderately	111 (15.4%)
(5)	125 (17.3%)
(6)	169 (23.4%)
(7) Extremely	193 (26.7%)

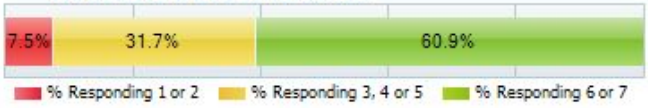
% Resp = 86.5%
N = 723
Mean = 5.12
Std Dev = 1.73

Q107. Overall Evaluation - Regarding your on-campus housing experience, to what degree: Are you satisfied with your on-campus housing experience this year?

Key Text	N (%N)
(1) Not at all	17 (2.3%)
(2)	32 (4.4%)
(3)	47 (6.4%)
(4) Moderately	99 (13.5%)
(5)	123 (16.7%)
(6)	204 (27.8%)
(7) Extremely	213 (29%)

% Resp = 87.9%
N = 735
Mean = 5.37
Std Dev = 1.57

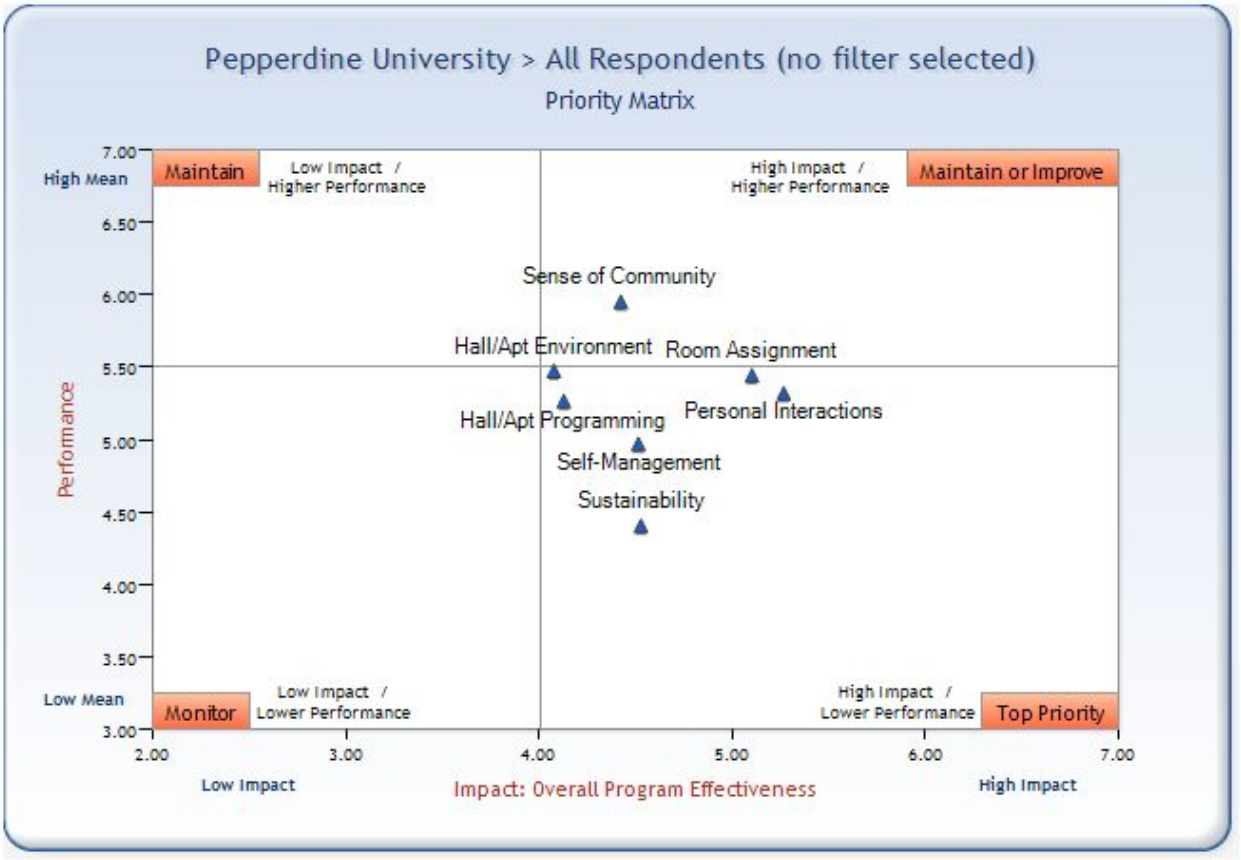
Q109. Overall Evaluation - Regarding your on-campus housing experience, to what degree: Will you recommend living in on-campus housing to new students?



Key Text	N (%N)
(1) Not at all	31 (4.3%)
(2)	23 (3.2%)
(3)	33 (4.6%)
(4) Moderately	88 (12.2%)
(5)	108 (14.9%)
(6)	159 (22%)
(7) Extremely	281 (38.9%)

% Resp = 86.5%
N = 723
Mean = 5.52
Std Dev = 1.67

According to EBI data, the top priorities for HRL include sustainability, self-management, personal interactions, hall programming, room assignments process, general hall/apt environment and sense of community.



Additionally, EBI suggests monitoring facilities, services, dining services, diverse interactions, and drug and alcohol use to improve student's perception of satisfaction regarding their on campus living experience.

Top Priority

Factors	Recommendations	Rationale For Recommendations
• **Learning: Personal Interactions** • **Satisfaction: Room Assignment** • **Learning: Sustainability** • **Learning: Self-Management** • **Satisfaction: Hall/Apt Programming** • **Satisfaction: Hall/Apt Environment**	Increase efforts (e.g. personnel, fiscal, time, focus) in these areas	Performance on these factors is below goal value and improvement of these factors should impact Overall Program Effectiveness. Impact Performance

Maintain or Improve

Factors	Recommendations	Rationale For Recommendations
• **Learning: Sense of Community**	Maintain current efforts (e.g. personnel, fiscal, time, focus) in these areas	Maintaining the current level of performance on these factors is desired since these factors have high impact on Overall Program Effectiveness. However, further improvement will be difficult since current performance is already excellent. Impact Performance

Maintain

Factors	Recommendations	Rationale For Recommendations
• **Satisfaction: Hall/Apt Student Staff** • **Satisfaction: Safety and Security** • **Satisfaction: Community Environment**	Consider reducing current efforts (e.g. personnel, fiscal, time, focus) in these areas	If possible, consider reallocating some efforts from these areas to the Top Priority areas. Maintaining high levels of performance for these factors that have little to no impact on Overall Program Effectiveness may be unnecessary. Impact Performance

Monitor

Factors	Recommendations	Rationale For Recommendations
• **Satisfaction: Facilities** • **Satisfaction: Services Provided** • **Satisfaction: Dining Services** • **Learning: Diverse Interactions** • **Learning: Alcohol and Drug Use**	Monitor efforts (e.g. personnel, fiscal, time, focus) in these areas	Carefully monitor performance in these areas and reallocate some efforts to the Top Priority areas, if possible. While these factors are low performing, they have little if any impact on Overall Program Effectiveness. Impact Performance

Residence Life Staff and Program

- HRL engages in collaborative efforts as well as preventative programming for student success.
- HRL has a collaborative and holistic approach to student success to ensure that RAs and SLAs are familiar with campus partners so they can serve as connecting resources for their residents including: the Counseling Center, OSA, Relationship IQ, Student Health Center, PVC, SCT, the Center for Student Success, Greek Life, Activities and Student Government, DPS, and Community Standards. For collaboration with Community Standards, RDs follow up with each resident as the RD's residents receive notice of a process to ensure they are aware of what to expect and feel supported in the process.
- HRL also engages intentional student and community development programming as a means of preventative work toward engagement, connection to resources, and retention.
    - Freshmen Engagement includes a focus on transitioning to Pepperdine and forming hall identity through the academic year via House Cup, a competition between first year halls that has been a staple of Freshmen Engagement for six years. The winning hall receives a day at Disneyland. Hall identity formation begins upon arrival to Pepperdine, when Freshmen are welcomed into their new home by their RAs and SLA who have decorated the hall around a specific theme (for example: Fifield Fellowship, Crocker Cabin). Each resident is given a hall shirt designed by their student leader triad (RAs/SLA) to wear to their first Pepperdine pep rally the first night on campus. Throughout NSO, freshmen learn the history and traditions of Pepperdine by creating hall skits they perform at the first House Cup event of the year, "Frosh Follies." Other events throughout the year include a dodgeball tournament where the winning halls receive an invitation to cheer on Pepperdine at the WCC Basketball Tournament in Las Vegas, Deck the Halls, attending athletic games, and a variety of educational and social programs in partnership with other campus departments.
    - The Sophomore Engagement program is shaped by the Year2Malibu initiative. During the sophomore year, between 40-50% of students study abroad. Sophomores who remain in Malibu live throughout campus housing. In the absence of a central location for this population to live, compounded by the large percentage of students from their class who study abroad, HRL recognizes a special need to foster class identity and University affinity with Malibu sophomores. Before the academic year begins, Malibu sophomores are invited to attend Year2Day1, a spiritual identity-focused retreat. At this retreat, sophomore students engage in worship, small groups led by Pepperdine staff/faculty, an art labs, and play. This intentional engagement continues in October, when sophomore students, faculty, and staff cruise to Catalina Island for the day. Students choose from faculty/staff led small groups on topics ranging from "Competition and Faith" to "Discovering Your Strengths in the Classroom." The final Year2Malibu event takes place in January. Faculty/staff lead Malibu sophomores on a weekend excursion to San Francisco where they delve into movements of American history, such as the Black Power and LGBT movements. The Year2 San Francisco trip is the product of a collaborative effort with the Office of Intercultural Affairs and Residence Life.

    - The freshmen and sophomore year residential experiences include RAs as well as SLAs, Spiritual Life Advisors. SLAs are undergraduate students who engage residents in spiritual formation, offer support to all residents, provide opportunity for Convocation credit in the residential community, and provide spiritual care in halls.
        - There are not SLAs in any apartment areas
        - First-year students are often assigned there and do not have the additional support of an SLA
        - Upperclassmen in apartment housing do not have the support of an SLA
    - HRL is working toward the intentional engagement of upperclassman students, particularly their spiritual development. The apartment areas that house upperclassman students develop individual programming, as well as group events, such as a dance in the Lovernich courtyard to raise money for hurricane victims. Two RAs led Club Convo small groups in the George Page and the Drescher Complexes during the 2017-2018 academic year. HRL intends to increase the number of these small groups and other events focused on spiritual growth among upperclassman students in the coming years by intentionally training and equipping apartment RAs for community spiritual development.
- Residence Life student leaders are a key communicator of information about services and opportunities provided by HRL and Pepperdine. They advertise campus events, create hall events, and promote community and spiritual engagement. They are trained to identify students of concern and trained to help residents connect to valuable campus resources. They are also trained in their role as well as trained on policies, violations, and how to respond to violations of university policies. See Appendix B for RA/SLA Formation Training objectives that inform what sessions are built into the Formation schedule.
- Nearly 2,600 students use these services during their academic year at Pepperdine. Residence Life continues these types of services throughout the summer for students taking summer coursework or working on campus. While these services are abbreviated in the summer, we still reach around 800 students.
- Additional EBI factors that help inform on campus housing programming and staff engagement include assessment on Residential staff, programming, safety and security, community environment, personal interactions, and diverse interactions. The data is not disaggregated to show which halls or communities had variations in scores. HRL will disaggregate data to learn and inform programmatic changes to various housing areas.

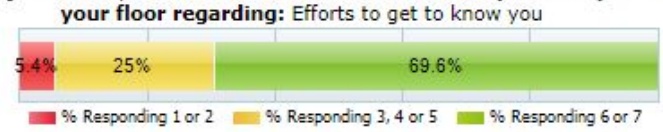
	Mean	Std Dev	N	% Responding
Factor 1 . Satisfaction: Hall/Apt Student Staff	6.05	1.23	760	90.9 %

Q024. Hall/Apt. Student Staff - **How satisfied are you with your RA on your floor regarding:** Availability

Key Text	N (%N)
(1) Very dissatisfied	6 (0.8%)
(2) Moderately dissatisfied	21 (2.8%)
(3) Slightly dissatisfied	20 (2.7%)
(4) Neutral	99 (13.4%)
(5) Slightly satisfied	34 (4.6%)
(6) Moderately satisfied	129 (17.4%)
(7) Very satisfied	432 (58.3%)

% Resp = 88.6%
N = 741
Mean = 6.04
Std Dev = 1.44

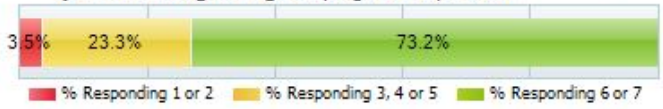
Q025. Hall/Apt. Student Staff - **How satisfied are you with your RA on your floor regarding:** Efforts to get to know you



Key Text	N (%N)
(1) Very dissatisfied	19 (2.6%)
(2) Moderately dissatisfied	21 (2.8%)
(3) Slightly dissatisfied	35 (4.7%)
(4) Neutral	100 (13.4%)
(5) Slightly satisfied	51 (6.9%)
(6) Moderately satisfied	119 (16%)
(7) Very satisfied	399 (53.6%)

% Resp = 89.0%
N = 744
Mean = 5.82
Std Dev = 1.62

Q026. Hall/Apt. Student Staff - **How satisfied are you with your RA on your floor regarding:** Helping with a problem



Key Text	N (%N)
(1) Very dissatisfied	9 (1.3%)
(2) Moderately dissatisfied	15 (2.2%)
(3) Slightly dissatisfied	14 (2%)
(4) Neutral	102 (14.9%)
(5) Slightly satisfied	43 (6.3%)
(6) Moderately satisfied	111 (16.3%)
(7) Very satisfied	389 (57%)

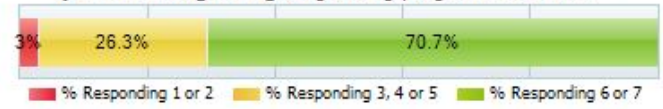
% Resp = 81.7%
N = 683
Mean = 5.99
Std Dev = 1.45

Q027. Hall/Apt. Student Staff - **How satisfied are you with your RA on your floor regarding:** Treating everyone fairly

Key Text	N (%N)
(1) Very dissatisfied	9 (1.3%)
(2) Moderately dissatisfied	7 (1%)
(3) Slightly dissatisfied	7 (1%)
(4) Neutral	102 (14.4%)
(5) Slightly satisfied	32 (4.5%)
(6) Moderately satisfied	101 (14.2%)
(7) Very satisfied	451 (63.6%)

% Resp = 84.8%
N = 709
Mean = 6.17
Std Dev = 1.34

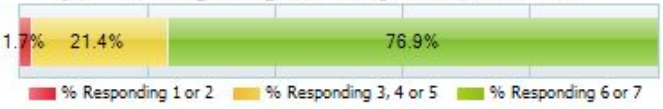
Q028. Hall/Apt. Student Staff - **How satisfied are you with your RA on your floor regarding:** Organizing programs/activities



Key Text	N (%N)
(1) Very dissatisfied	8 (1.1%)
(2) Moderately dissatisfied	14 (1.9%)
(3) Slightly dissatisfied	38 (5.2%)
(4) Neutral	93 (12.6%)
(5) Slightly satisfied	63 (8.5%)
(6) Moderately satisfied	154 (20.9%)
(7) Very satisfied	367 (49.8%)

% Resp = 88.2%
N = 737
Mean = 5.88
Std Dev = 1.45

Q029. Hall/Apt. Student Staff - **How satisfied are you with your RA on your floor regarding:** Promoting tolerance of others



Key Text	N (%N)
(1) Very dissatisfied	4 (0.6%)
(2) Moderately dissatisfied	8 (1.1%)
(3) Slightly dissatisfied	2 (0.3%)
(4) Neutral	119 (17.1%)
(5) Slightly satisfied	28 (4%)
(6) Moderately satisfied	110 (15.8%)
(7) Very satisfied	426 (61.1%)

% Resp = 83.4%
N = 697
Mean = 6.15
Std Dev = 1.29

Q030. Hall/Apt. Student Staff - **How satisfied are you with your RA on your floor regarding:** Rules & Regulations

Key Text	N (%N)
(1) Very dissatisfied	7 (1%)
(2) Moderately dissatisfied	7 (1%)
(3) Slightly dissatisfied	16 (2.2%)
(4) Neutral	71 (9.7%)
(5) Slightly satisfied	45 (6.1%)
(6) Moderately satisfied	117 (16%)
(7) Very satisfied	469 (64.1%)

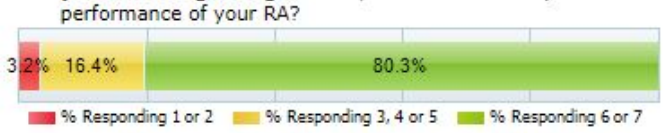
% Resp = 87.6%
N = 732
Mean = 6.23
Std Dev = 1.27

Q031. Hall/Apt. Student Staff - **How satisfied are you with your RA on your floor regarding:** Enforcing Policies

Key Text	N (%N)
(1) Very dissatisfied	5 (0.7%)
(2) Moderately dissatisfied	10 (1.4%)
(3) Slightly dissatisfied	14 (2%)
(4) Neutral	86 (12.1%)
(5) Slightly satisfied	34 (4.8%)
(6) Moderately satisfied	131 (18.4%)
(7) Very satisfied	433 (60.7%)

% Resp = 85.3%
N = 713
Mean = 6.17
Std Dev = 1.30

Q032. Hall/Apt. Student Staff - **How satisfied are you with your RA on your floor regarding:** Overall, how satisfied are you with the performance of your RA?

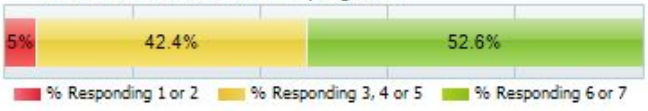


Key Text	N (%N)
(1) Very dissatisfied	9 (1.2%)
(2) Moderately dissatisfied	15 (2%)
(3) Slightly dissatisfied	10 (1.3%)
(4) Neutral	77 (10.3%)
(5) Slightly satisfied	36 (4.8%)
(6) Moderately satisfied	110 (14.7%)
(7) Very satisfied	491 (65.6%)

% Resp = 89.5%
N = 748
Mean = 6.22
Std Dev = 1.35

	Mean	Std Dev	N	% Responding
Factor 2 . Satisfaction: Hall/Apt Programming	5.27	1.46	707	84.6 %

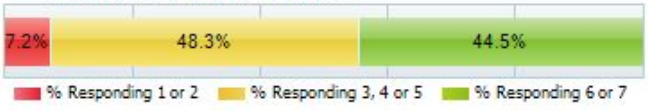
Q034. Hall/Apt. Activities - How satisfied are you with programs/activities sponsored by your hall/apt. building regarding: Social/educational/cultural programs



Key Text	N (%N)
(1) Very dissatisfied	22 (3.2%)
(2) Moderately dissatisfied	12 (1.8%)
(3) Slightly dissatisfied	19 (2.8%)
(4) Neutral	180 (26.3%)
(5) Slightly satisfied	91 (13.3%)
(6) Moderately satisfied	157 (23%)
(7) Very satisfied	203 (29.7%)

% Resp = 81.8%
N = 684
Mean = 5.32
Std Dev = 1.54

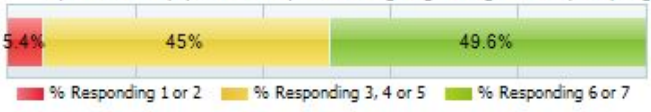
Q035. Hall/Apt. Activities - How satisfied are you with programs/activities sponsored by your hall/apt. building regarding: Athletic/recreational activities



Key Text	N (%N)
(1) Very dissatisfied	24 (3.7%)
(2) Moderately dissatisfied	22 (3.4%)
(3) Slightly dissatisfied	39 (6.1%)
(4) Neutral	192 (29.9%)
(5) Slightly satisfied	79 (12.3%)
(6) Moderately satisfied	107 (16.7%)
(7) Very satisfied	179 (27.9%)

% Resp = 76.8%
N = 642
Mean = 5.05
Std Dev = 1.65

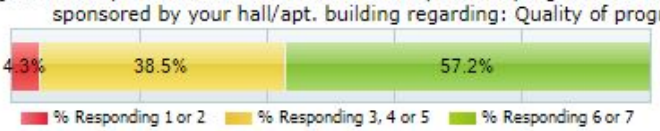
Q036. Hall/Apt. Activities - How satisfied are you with programs/activities sponsored by your hall/apt. building regarding: Variety of programs



Key Text	N (%N)
(1) Very dissatisfied	24 (3.5%)
(2) Moderately dissatisfied	13 (1.9%)
(3) Slightly dissatisfied	32 (4.7%)
(4) Neutral	183 (26.8%)
(5) Slightly satisfied	92 (13.5%)
(6) Moderately satisfied	142 (20.8%)
(7) Very satisfied	196 (28.7%)

% Resp = 81.6%
N = 682
Mean = 5.22
Std Dev = 1.58

Q037. Hall/Apt. Activities - How satisfied are you with programs/activities sponsored by your hall/apt. building regarding: Quality of programs



Key Text	N (%N)
(1) Very dissatisfied	16 (2.4%)
(2) Moderately dissatisfied	13 (1.9%)
(3) Slightly dissatisfied	15 (2.2%)
(4) Neutral	162 (24%)
(5) Slightly satisfied	83 (12.3%)
(6) Moderately satisfied	155 (23%)
(7) Very satisfied	231 (34.2%)

% Resp = 80.7%
N = 675
Mean = 5.48
Std Dev = 1.50

	Mean	Std Dev	N	% Responding
Factor 8 . Satisfaction: Safety and Security	6.44	0.84	770	92.1 %

Q053. Safety and Security - How satisfied are you with: Security of possessions in room

Key Text	N (%N)
(1) Very dissatisfied	7 (0.9%)
(2) Moderately dissatisfied	9 (1.2%)
(3) Slightly dissatisfied	12 (1.6%)
(4) Neutral	39 (5.1%)
(5) Slightly satisfied	47 (6.1%)
(6) Moderately satisfied	144 (18.8%)
(7) Very satisfied	510 (66.4%)

% Resp = 91.9%
N = 768
Mean = 6.36
Std Dev = 1.16

Q054. Safety and Security - How satisfied are you with: How safe you feel in room

Key Text	N (%N)
(1) Very dissatisfied	3 (0.4%)
(2) Moderately dissatisfied	3 (0.4%)
(3) Slightly dissatisfied	3 (0.4%)
(4) Neutral	30 (4%)
(5) Slightly satisfied	25 (3.3%)
(6) Moderately satisfied	137 (18.1%)
(7) Very satisfied	556 (73.4%)

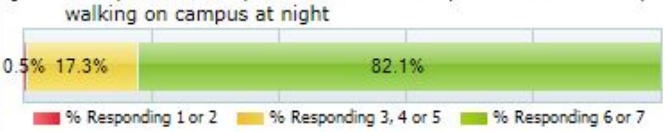
% Resp = 90.6%
N = 757
Mean = 6.57
Std Dev = 0.89

Q055. Safety and Security - How satisfied are you with: How safe you feel in residence hall

Key Text	N (%N)
(1) Very dissatisfied	3 (0.4%)
(2) Moderately dissatisfied	2 (0.3%)
(3) Slightly dissatisfied	5 (0.7%)
(4) Neutral	31 (4.1%)
(5) Slightly satisfied	31 (4.1%)
(6) Moderately satisfied	143 (18.8%)
(7) Very satisfied	546 (71.7%)

% Resp = 91.0%
N = 761
Mean = 6.55
Std Dev = 0.91

Q056. Safety and Security - How satisfied are you with: How safe you feel walking on campus at night

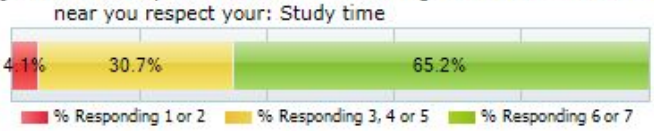


Key Text	N (%N)
(1) Very dissatisfied	0 (0%)
(2) Moderately dissatisfied	4 (0.5%)
(3) Slightly dissatisfied	23 (3%)
(4) Neutral	43 (5.7%)
(5) Slightly satisfied	66 (8.7%)
(6) Moderately satisfied	182 (23.9%)
(7) Very satisfied	443 (58.2%)

% Resp = 91.0%
N = 761
Mean = 6.27
Std Dev = 1.09

	Mean	Std Dev	N	% Responding
Factor 11 . Satisfaction: Community Environment	5.86	1.20	734	87.8 %

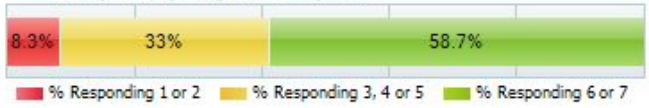
Q082. Community Environment - To what degree do residents who live near you respect your: Study time



Key Text	N (%N)
(1) Not at all	18 (2.5%)
(2)	12 (1.7%)
(3)	35 (4.8%)
(4) Moderately	106 (14.6%)
(5)	82 (11.3%)
(6)	187 (25.7%)
(7) Extremely	287 (39.5%)

% Resp = 87.0%
N = 727
Mean = 5.66
Std Dev = 1.51

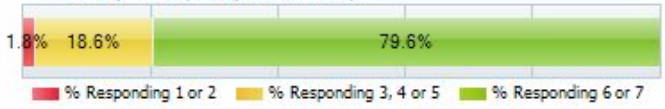
Q083. Community Environment - To what degree do residents who live near you respect your: Sleep time



Key Text	N (%N)
(1) Not at all	30 (4.1%)
(2)	30 (4.1%)
(3)	40 (5.5%)
(4) Moderately	110 (15.1%)
(5)	90 (12.4%)
(6)	151 (20.8%)
(7) Extremely	276 (38%)

% Resp = 87.0%
N = 727
Mean = 5.42
Std Dev = 1.72

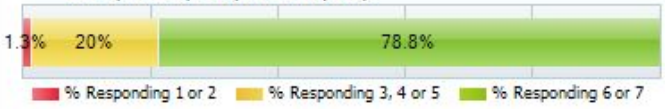
Q084. Community Environment - To what degree do residents who live near you respect your: Privacy



Key Text	N (%N)
(1) Not at all	6 (0.8%)
(2)	7 (1%)
(3)	12 (1.6%)
(4) Moderately	68 (9.3%)
(5)	56 (7.7%)
(6)	162 (22.2%)
(7) Extremely	420 (57.5%)

% Resp = 87.4%
N = 731
Mean = 6.18
Std Dev = 1.22

Q085. Community Environment - To what degree do residents who live near you respect your: Property

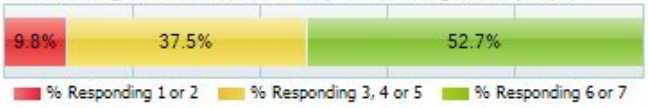


Key Text	N (%N)
(1) Not at all	5 (0.7%)
(2)	4 (0.6%)
(3)	11 (1.5%)
(4) Moderately	58 (8.1%)
(5)	74 (10.3%)
(6)	144 (20.1%)
(7) Extremely	420 (58.7%)

% Resp = 85.7%
N = 716
Mean = 6.22
Std Dev = 1.17

	Mean	Std Dev	N	% Responding
Factor 12 . Learning: Personal Interactions	5.32	1.42	735	87.9 %

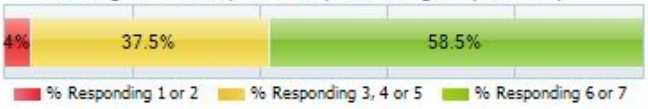
Q089. Personal Interactions - To what extent has living in on-campus housing enhanced your ability to: Meeting other people



Key Text	N (%N)
(1) Not at all	36 (4.9%)
(2)	36 (4.9%)
(3)	39 (5.3%)
(4) Moderately	118 (16.1%)
(5)	118 (16.1%)
(6)	128 (17.5%)
(7) Extremely	258 (35.2%)

% Resp = 87.7%
N = 733
Mean = 5.27
Std Dev = 1.76

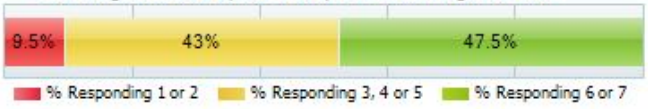
Q090. Personal Interactions - To what extent has living in on-campus housing enhanced your ability to: Living cooperatively



Key Text	N (%N)
(1) Not at all	11 (1.5%)
(2)	18 (2.5%)
(3)	31 (4.3%)
(4) Moderately	124 (17.1%)
(5)	117 (16.1%)
(6)	176 (24.3%)
(7) Extremely	248 (34.2%)

% Resp = 86.7%
N = 725
Mean = 5.54
Std Dev = 1.46

Q091. Personal Interactions - To what extent has living in on-campus housing enhanced your ability to: Resolving conflicts



Key Text	N (%N)
(1) Not at all	32 (4.7%)
(2)	33 (4.8%)
(3)	34 (5%)
(4) Moderately	155 (22.6%)
(5)	106 (15.5%)
(6)	147 (21.4%)
(7) Extremely	179 (26.1%)

% Resp = 82.1%
N = 686
Mean = 5.08
Std Dev = 1.69

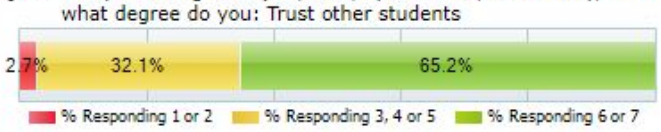
Q092. Personal Interactions - To what extent has living in on-campus housing enhanced your ability to: Improving interpersonal relationships

Key Text	N (%N)
(1) Not at all	27 (3.8%)
(2)	21 (2.9%)
(3)	33 (4.6%)
(4) Moderately	135 (18.9%)
(5)	103 (14.4%)
(6)	166 (23.2%)
(7) Extremely	231 (32.3%)

% Resp = 85.7%
N = 716
Mean = 5.36
Std Dev = 1.62

	Mean	Std Dev	N	% Responding
Factor 13 . Learning: Sense of Community	5.95	1.09	746	89.2 %

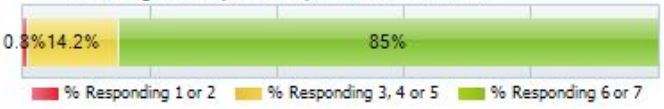
Q086. - In your living area (i.e., floor, apt. section, community, house), to what degree do you: Trust other students



Key Text	N (%N)
(1) Not at all	10 (1.3%)
(2)	10 (1.3%)
(3)	24 (3.2%)
(4) Moderately	110 (14.8%)
(5)	104 (14%)
(6)	198 (26.7%)
(7) Extremely	286 (38.5%)

% Resp = 88.8%
N = 742
Mean = 5.73
Std Dev = 1.37

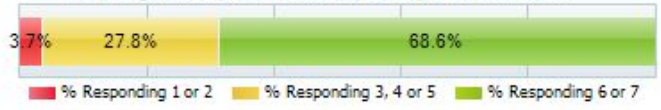
Q087. - In your living area (i.e., floor, apt. section, community, house), to what degree do you: Respect other students



Key Text	N (%N)
(1) Not at all	2 (0.3%)
(2)	4 (0.5%)
(3)	5 (0.7%)
(4) Moderately	42 (5.7%)
(5)	58 (7.9%)
(6)	167 (22.6%)
(7) Extremely	460 (62.3%)

% Resp = 88.3%
N = 738
Mean = 6.38
Std Dev = 1.00

Q088. - In your living area (i.e., floor, apt. section, community, house), to what degree do you: Feel accepted by other students

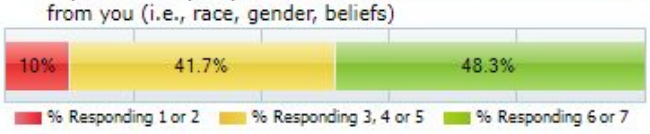


Key Text	N (%N)
(1) Not at all	10 (1.4%)
(2)	17 (2.3%)
(3)	32 (4.4%)
(4) Moderately	94 (12.8%)
(5)	78 (10.6%)
(6)	198 (26.9%)
(7) Extremely	306 (41.6%)

% Resp = 87.9%
N = 735
Mean = 5.76
Std Dev = 1.44

	Mean	Std Dev	N	% Responding
Factor 14 . Learning: Diverse Interactions	5.06	1.59	726	86.8 %

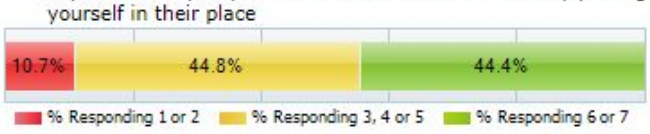
Q093. Diverse Interactions - To what degree has your on-campus housing experience helped you: Interact with residents who are different from you (i.e., race, gender, beliefs)



Key Text	N (%N)
(1) Not at all	40 (5.6%)
(2)	32 (4.4%)
(3)	41 (5.7%)
(4) Moderately	144 (20%)
(5)	115 (16%)
(6)	147 (20.4%)
(7) Extremely	201 (27.9%)

% Resp = 86.1%
N = 720
Mean = 5.09
Std Dev = 1.74

Q094. Diverse Interactions - To what degree has your on-campus housing experience helped you: Understand other residents by putting yourself in their place



Key Text	N (%N)
(1) Not at all	38 (5.4%)
(2)	38 (5.4%)
(3)	33 (4.7%)
(4) Moderately	164 (23.2%)
(5)	120 (17%)
(6)	145 (20.5%)
(7) Extremely	169 (23.9%)

% Resp = 84.6%
N = 707
Mean = 4.98
Std Dev = 1.71

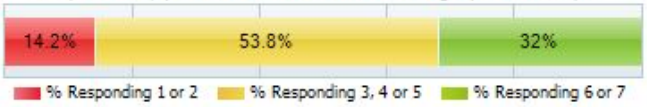
Q095. Diverse Interactions - To what degree has your on-campus housing experience helped you: Benefit from the interactions with residents who are different from you

Key Text	N (%N)
(1) Not at all	36 (5.1%)
(2)	31 (4.4%)
(3)	36 (5.1%)
(4) Moderately	144 (20.2%)
(5)	116 (16.3%)
(6)	151 (21.2%)
(7) Extremely	198 (27.8%)

% Resp = 85.2%
N = 712
Mean = 5.13
Std Dev = 1.71

	Mean	Std Dev	N	% Responding
Factor 15 . Learning: Self-Management	4.97	1.38	733	87.7 %

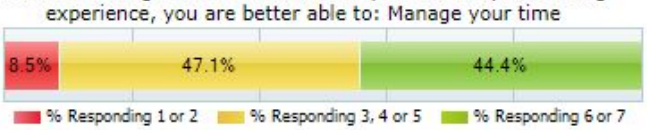
Q096. Self-Management - As a result of your on-campus housing experience, you are better able to: Manage your money



Key Text	N (%N)
(1) Strongly disagree	65 (9.2%)
(2)	36 (5.1%)
(3)	56 (7.9%)
(4) Neutral	224 (31.5%)
(5)	102 (14.4%)
(6)	101 (14.2%)
(7) Strongly agree	126 (17.7%)

% Resp = 84.9%
N = 710
Mean = 4.51
Std Dev = 1.78

Q097. Self-Management - As a result of your on-campus housing experience, you are better able to: Manage your time



Key Text	N (%N)
(1) Strongly disagree	32 (4.5%)
(2)	29 (4%)
(3)	41 (5.7%)
(4) Neutral	171 (23.8%)
(5)	126 (17.6%)
(6)	154 (21.5%)
(7) Strongly agree	164 (22.9%)

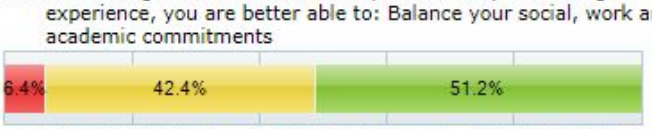
% Resp = 85.8%
N = 717
Mean = 5.02
Std Dev = 1.64

Q098. Self-Management - As a result of your on-campus housing experience, you are better able to: Solving your own problems

Key Text	N (%N)
(1) Strongly disagree	18 (2.5%)
(2)	18 (2.5%)
(3)	20 (2.8%)
(4) Neutral	143 (19.9%)
(5)	102 (14.2%)
(6)	191 (26.6%)
(7) Strongly agree	225 (31.4%)

% Resp = 85.8%
N = 717
Mean = 5.46
Std Dev = 1.50

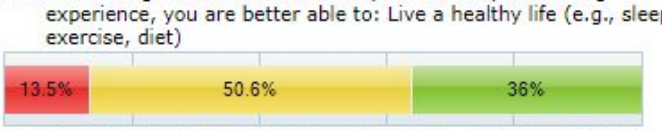
Q099. Self-Management - As a result of your on-campus housing experience, you are better able to: Balance your social, work and academic commitments



Key Text	N (%N)
(1) Strongly disagree	25 (3.5%)
(2)	21 (2.9%)
(3)	37 (5.1%)
(4) Neutral	135 (18.7%)
(5)	134 (18.6%)
(6)	179 (24.8%)
(7) Strongly agree	190 (26.4%)

% Resp = 86.2%
N = 721
Mean = 5.26
Std Dev = 1.56

Q100. Self-Management - As a result of your on-campus housing experience, you are better able to: Live a healthy life (e.g., sleep, exercise, diet)

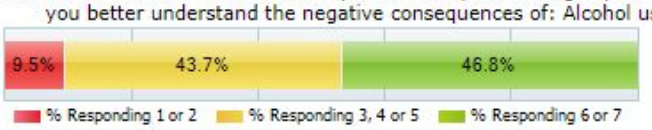


Key Text	N (%N)
(1) Strongly disagree	52 (7.2%)
(2)	45 (6.2%)
(3)	68 (9.4%)
(4) Neutral	168 (23.3%)
(5)	128 (17.8%)
(6)	126 (17.5%)
(7) Strongly agree	133 (18.5%)

% Resp = 86.1%
N = 720
Mean = 4.65
Std Dev = 1.77

	Mean	Std Dev	N	% Responding
Factor 16 . Learning: Alcohol and Drug Use	5.09	1.78	645	77.2 %

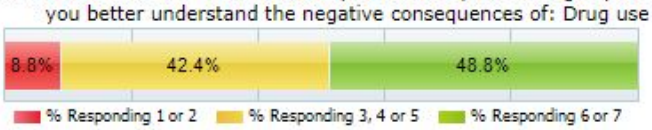
Q101. Risk Behaviors - As a result of your on-campus housing experience, you better understand the negative consequences of: Alcohol use



Key Text	N (%N)
(1) Strongly disagree	50 (7.8%)
(2)	11 (1.7%)
(3)	21 (3.3%)
(4) Neutral	198 (30.7%)
(5)	63 (9.8%)
(6)	90 (14%)
(7) Strongly agree	212 (32.9%)

% Resp = 77.2%
N = 645
Mean = 5.06
Std Dev = 1.81

Q102. Risk Behaviors - As a result of your on-campus housing experience, you better understand the negative consequences of: Drug use

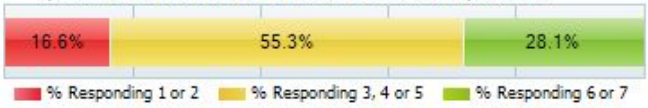


Key Text	N (%N)
(1) Strongly disagree	46 (7.3%)
(2)	9 (1.4%)
(3)	22 (3.5%)
(4) Neutral	188 (30%)
(5)	56 (8.9%)
(6)	94 (15%)
(7) Strongly agree	212 (33.8%)

% Resp = 75.0%
N = 627
Mean = 5.12
Std Dev = 1.80

	Mean	Std Dev	N	% Responding
Factor 17 . Learning: Sustainability	4.41	1.76	669	80.0 %

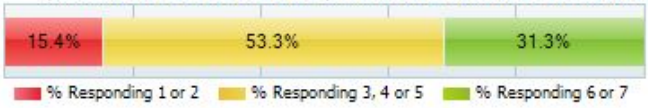
Q103. Sustainability - As a result of your on-campus housing experience, you are better able to: Discuss sustainability issues



Key Text	N (%N)
(1) Strongly disagree	71 (10.8%)
(2)	38 (5.8%)
(3)	45 (6.8%)
(4) Neutral	232 (35.3%)
(5)	87 (13.2%)
(6)	74 (11.2%)
(7) Strongly agree	111 (16.9%)

% Resp = 78.7%
N = 658
Mean = 4.36
Std Dev = 1.80

Q104. Sustainability - As a result of your on-campus housing experience, you are better able to: Alter your actions to live a sustainable life

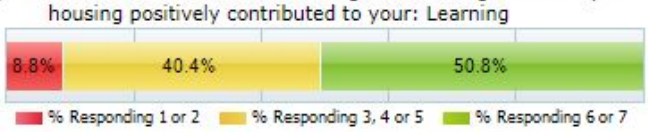


Key Text	N (%N)
(1) Strongly disagree	64 (9.7%)
(2)	38 (5.7%)
(3)	37 (5.6%)
(4) Neutral	234 (35.3%)
(5)	82 (12.4%)
(6)	87 (13.1%)
(7) Strongly agree	120 (18.1%)

% Resp = 79.2%
N = 662
Mean = 4.47
Std Dev = 1.79

	Mean	Std Dev	N	% Responding
Factor 20 . Overall Learning	5.07	1.55	733	87.7 %

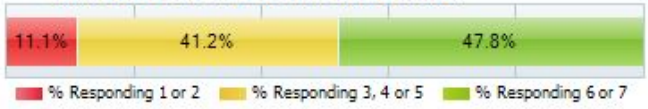
Q106. Overall Evaluation - To what degree has living in on-campus housing positively contributed to your: Learning



Key Text	N (%N)
(1) Not at all	39 (5.4%)
(2)	24 (3.3%)
(3)	31 (4.3%)
(4) Moderately	137 (19.1%)
(5)	122 (17%)
(6)	208 (29%)
(7) Extremely	157 (21.9%)

% Resp = 85.9%
N = 718
Mean = 5.13
Std Dev = 1.64

Q108. Overall Evaluation - Regarding your on-campus housing experience, to what degree: Has living on-campus positively contributed to your academic performance?



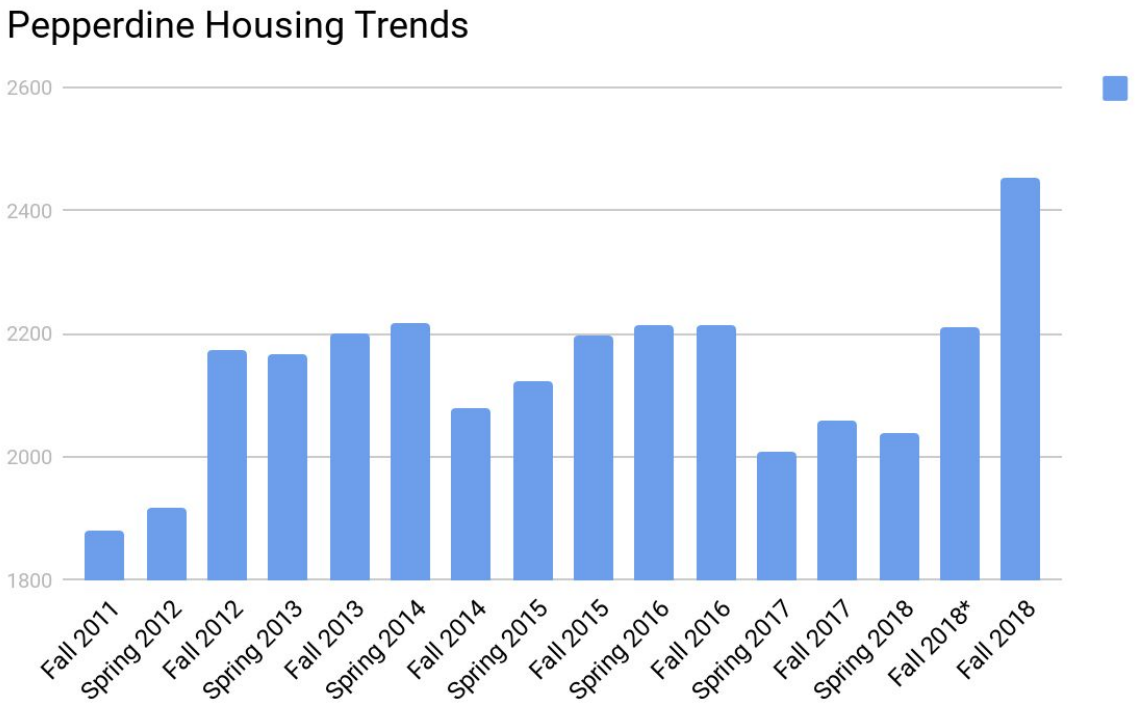
Key Text	N (%N)
(1) Not at all	44 (6.2%)
(2)	35 (4.9%)
(3)	35 (4.9%)
(4) Moderately	134 (18.8%)
(5)	125 (17.5%)
(6)	173 (24.2%)
(7) Extremely	168 (23.5%)

% Resp = 85.4%
N = 714
Mean = 5.03
Std Dev = 1.73

Housing Operations

The University's goal for on campus occupancy is 95%. We intentionally do not fill 100% of beds as we need to leave some beds open to account for the supply and demand relating to gender, required single room accommodations for students with approved disabilities, and emergency space in case of a maintenance issue or student crisis. Since the 2010-2011 academic year, on campus occupancy has steadily remained at around 95%, ranging from 88-102% (See Appendix A). With the demolition of Dewey and Morgan Halls the spring of 2017 in order to build Seaside Hall to open in Fall 2018, occupancy was decreased by 100 bed spaces for spring semester 2016 and for the Fall 2016-Spring 2017 academic year. As displayed in the chart below, the average number of students living on campus since Fall 2011 is 2106.

Fall 2011	1882
Spring 2012	1918
Fall 2012	2172
Spring 2013	2166
Fall 2013	2199
Spring 2014	2219
Fall 2014	2078
Spring 2015	2123
Fall 2015	2196
Spring 2016	2213
Fall 2016	2213
Spring 2017	2010
Fall 2017	2058
Spring 2018	2040
Fall 2018	2268
Spring 2019	2347
Fall 2019	2454



(See Appendix C for more detail.)

Percentage of Malibu Residents by School

Term	School	10/1/2017	12/1/2017
Fall 2017	Graziadio School of Business Management	2.37%	2.38%
Fall 2017	Graduate School of Educartion and Psychology	0.73%	0.68%
Fall 2017	School of Law (including Strauss)	4.55%	4.57%
Fall 2017	School of Public Policy	0.92%	0.87%
Fall 2017	Seaver College	91.43%	91.50%
	Total:	100.00%	100.00%

Term	School	2/1/2018	4/1/2018
Spring 2018	Graziadio School of Business Management	2.02%	2.03%
Spring 2018	Graduate School of Educartion and Psychology	0.58%	0.58%
Spring 2018	School of Law (including Strauss)	4.61%	4.59%
Spring 2018	School of Public Policy	0.86%	0.87%
Spring 2018	Seaver College	91.93%	91.93%
		100.00%	100.00%

Living On The Malibu Campus	Fall 2017			Spring 2018			Annual
Undergraduate Enrollment	3542						
Number or RA	62			62			
Number of SLA	25			25			
Number of Available Beds	2123			2135			
Number of Malibu Residential Students	2084			2101			2093
Number of Undergraduate Students	1887			1902			1895
Number of Students in International Programs	390			390			
Housing Occupancy Rate		**98.16%**	**95% Goal**		**98.41%**	**95% Goal**	**98.29%**
Percentage of Undergraduates Living on the Malibu Campus		**58.84%**	**75% Goal**		**59.32%**	**75% Goal**	**59.08%**
Percentage of Undergraduates Living in Pepperdine Communities		**64.29%**	**75% Goal**		**64.71%**	**75% Goal**	**64.50%**
Percentage of Malibu Residents by School							
Seaver College	1888	**91.4%**		1915	**91.9%**		**91.7%**
School of Law (including Strauss)	94	**4.6%**		96	**4.6%**		**4.6%**
Graziadio School of Business Management	49	**2.4%**		42	**2.0%**		**2.2%**
School of Public Policy	19	**0.9%**		18	**0.9%**		**0.9%**
Graduate School of Educartion and Psychology	15	**0.7%**		12	**0.6%**		**0.7%**
	2065			**2083**			
Percentage of Malibu Residents by Classificartion							
New Freshman	857			89			
New Transfers	45			16			
Returning Underclassmen <60 units	425			1084			
Returning Upperclassmen >60 units	561			726			
Graduate and Professional Schools	177			168			

HRL offers 1,762 suite style bed spaces and 831 apartment. See chart below for more details for Fall 2018 occupancy.

Community	Class	Room Types	Total Bed Capacity*
Standard Precinct + Shafer	Freshmen	Suite	850
Outer Precinct (Krown Alpha/Beta, Eden)	Freshmen/Transfers	Suite	140
Rockwell Towers	Sophomores	Semi-suite	278
Seaside Hall	Sophomores & Juniors-Seniors	Suite	458
Total Residence Hall Style Beds			**1,726**
Lovernich Apartments	Sophomores & Juniors-Seniors	Apartment	296
George Page Apartments I	Juniors-Seniors	Apartment	120
Drescher Building W	Juniors-Seniors	Semi-Suite	36
Drescher Apartments (SEAVER)	Juniors-Seniors	Apartment	204
Total Apartment Style Beds			**656**
Total Seaver Beds			**1,924**
Drescher Apartments (GRAD)	Graduate (GSEP/SPP/GSBM)	Apartment	88

George Page Apartments II	Graduate (SOL)	Apartment	123
Total Graduate Beds			211
Total Campus Beds			**2,593**

The chart below shows change in bed by building from Fall 2014 to Fall 2018.

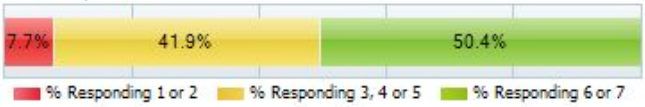
	Building Type	Fall 2014	Fall 2016	Fall 2018
Total Student Bed Spaces		2170 beds	2267	2549
Drescher	Apartment Style: 4 single bedrooms	13 bldgs; 74 units; 296 beds	324	328
Greek Row	Suite Style: 4 doubles	190 beds	306	184
Freshman Precinct	Suite Style: 4 doubles	16 bldgs; 53 beds each; 843 beds	832	800
Lovernich	Apartment Style: 2 doubles	300 beds	300	296
George Page	Apartment Style: 1: 2 doubles 2: 4 singles	264 beds	227	218
Rockwell Towers	Suite Style: 2 doubles	288 beds	278	265
Seaside	Suite Style: 4 doubles			458

Increases to Housing Occupancy

As the campus works toward the "Growing Seaver" plan, this initiative has significant impact to Housing occupancy, and subsequently student satisfaction. The EBI assessment shows that HRL has room for improvement regarding how satisfied students are with the room assignments and room change processes.

	Mean	Std Dev	N	% Responding
Factor 6 . Satisfaction: Room Assignment	5.44	1.22	749	89.6 %

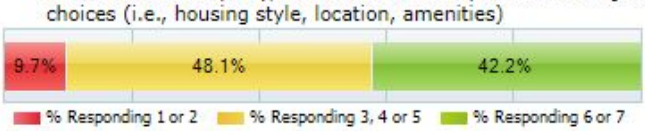
Q067. Assignment/Allocation Process - Regarding your original room assignment/allocation (i.e., your first housing assignment for the current academic year), how satisfied were you with the: Ease of the process



Key Text	N (%N)
(1) Not at all	36 (5%)
(2)	19 (2.7%)
(3)	31 (4.3%)
(4) Moderately	157 (21.9%)
(5)	112 (15.6%)
(6)	183 (25.6%)
(7) Extremely	178 (24.9%)

% Resp = 85.7%
N = 716
Mean = 5.17
Std Dev = 1.63

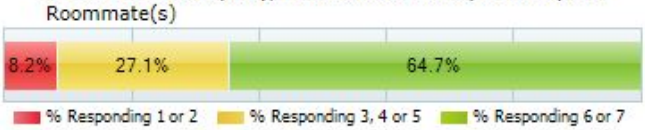
Q068. Assignment/Allocation Process - Regarding your original room assignment/allocation (i.e., your first housing assignment for the current academic year), how satisfied were you with the: Quality of choices (i.e., housing style, location, amenities)



Key Text	N (%N)
(1) Not at all	39 (5.7%)
(2)	27 (4%)
(3)	43 (6.3%)
(4) Moderately	174 (25.6%)
(5)	110 (16.2%)
(6)	152 (22.4%)
(7) Extremely	135 (19.9%)

% Resp = 81.3%
N = 680
Mean = 4.89
Std Dev = 1.67

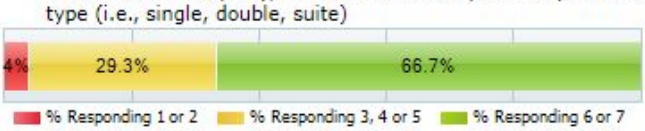
Q069. Assignment/Allocation Satisfaction - Regarding your original room assignment/allocation (i.e., your first housing assignment for the current academic year), how satisfied were you with your: Roommate(s)



Key Text	N (%N)
(1) Not at all	33 (4.6%)
(2)	26 (3.6%)
(3)	37 (5.2%)
(4) Moderately	82 (11.5%)
(5)	75 (10.5%)
(6)	129 (18%)
(7) Extremely	334 (46.6%)

% Resp = 85.7%
N = 716
Mean = 5.60
Std Dev = 1.75

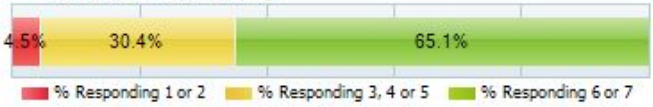
Q070. Assignment/Allocation Satisfaction - Regarding your original room assignment/allocation (i.e., your first housing assignment for the current academic year), how satisfied were you with your: Room type (i.e., single, double, suite)



Key Text	N (%N)
(1) Not at all	18 (2.5%)
(2)	11 (1.5%)
(3)	25 (3.4%)
(4) Moderately	103 (14.1%)
(5)	87 (11.9%)
(6)	183 (25%)
(7) Extremely	306 (41.7%)

% Resp = 87.7%
N = 733
Mean = 5.73
Std Dev = 1.48

Q071. Assignment/Allocation Satisfaction - Regarding your original room assignment/allocation (i.e., your first housing assignment for the current academic year), how satisfied were you with your: Residence hall/building

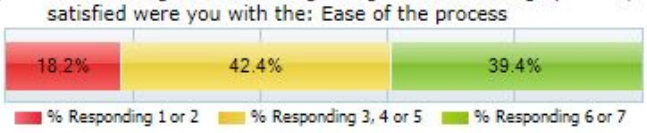


Key Text	N (%N)
(1) Not at all	20 (2.7%)
(2)	13 (1.8%)
(3)	23 (3.1%)
(4) Moderately	110 (15%)
(5)	89 (12.2%)
(6)	174 (23.8%)
(7) Extremely	302 (41.3%)

% Resp = 87.4%
N = 731
Mean = 5.69
Std Dev = 1.51

	Mean	Std Dev	N	% Responding
Factor 7 . Satisfaction: Room Change	4.78	1.75	33	4.0 %

Q073. Room Change Process - Regarding the room change process, how satisfied were you with the: Ease of the process



Key Text	N (%N)
(1) Not at all	6 (18.2%)
(2)	0 (0%)
(3)	3 (9.1%)
(4) Moderately	9 (27.3%)
(5)	2 (6.1%)
(6)	3 (9.1%)
(7) Extremely	10 (30.3%)

% Resp = 4.0%
N = 33
Mean = 4.52
Std Dev = 2.15

Q074. Room Change Process - Regarding the room change process, how satisfied were you with the: Quality of choices (i.e., housing style, location, amenities)

Key Text	N (%N)
(1) Not at all	6 (20%)
(2)	2 (6.7%)
(3)	0 (0%)
(4) Moderately	11 (36.7%)
(5)	3 (10%)
(6)	2 (6.7%)
(7) Extremely	6 (20%)

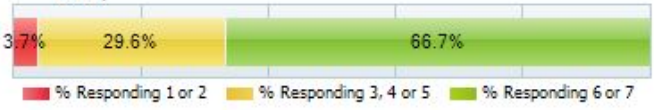
% Resp = 3.6%
N = 30
Mean = 4.10
Std Dev = 2.06

Q075. Room Change Satisfaction - Regarding your room change, how satisfied were you with your new: Roommate(s)

Key Text	N (%N)
(1) Not at all	3 (11.5%)
(2)	0 (0%)
(3)	1 (3.8%)
(4) Moderately	6 (23.1%)
(5)	0 (0%)
(6)	3 (11.5%)
(7) Extremely	13 (50%)

% Resp = 3.1%
N = 26
Mean = 5.35
Std Dev = 2.06

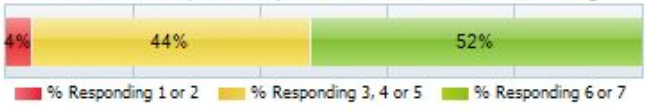
Q076. Room Change Satisfaction - Regarding your room change, how satisfied were you with your new: Room type (i.e., single, double, suite)



Key Text	N (%N)
(1) Not at all	1 (3.7%)
(2)	0 (0%)
(3)	1 (3.7%)
(4) Moderately	5 (18.5%)
(5)	2 (7.4%)
(6)	7 (25.9%)
(7) Extremely	11 (40.7%)

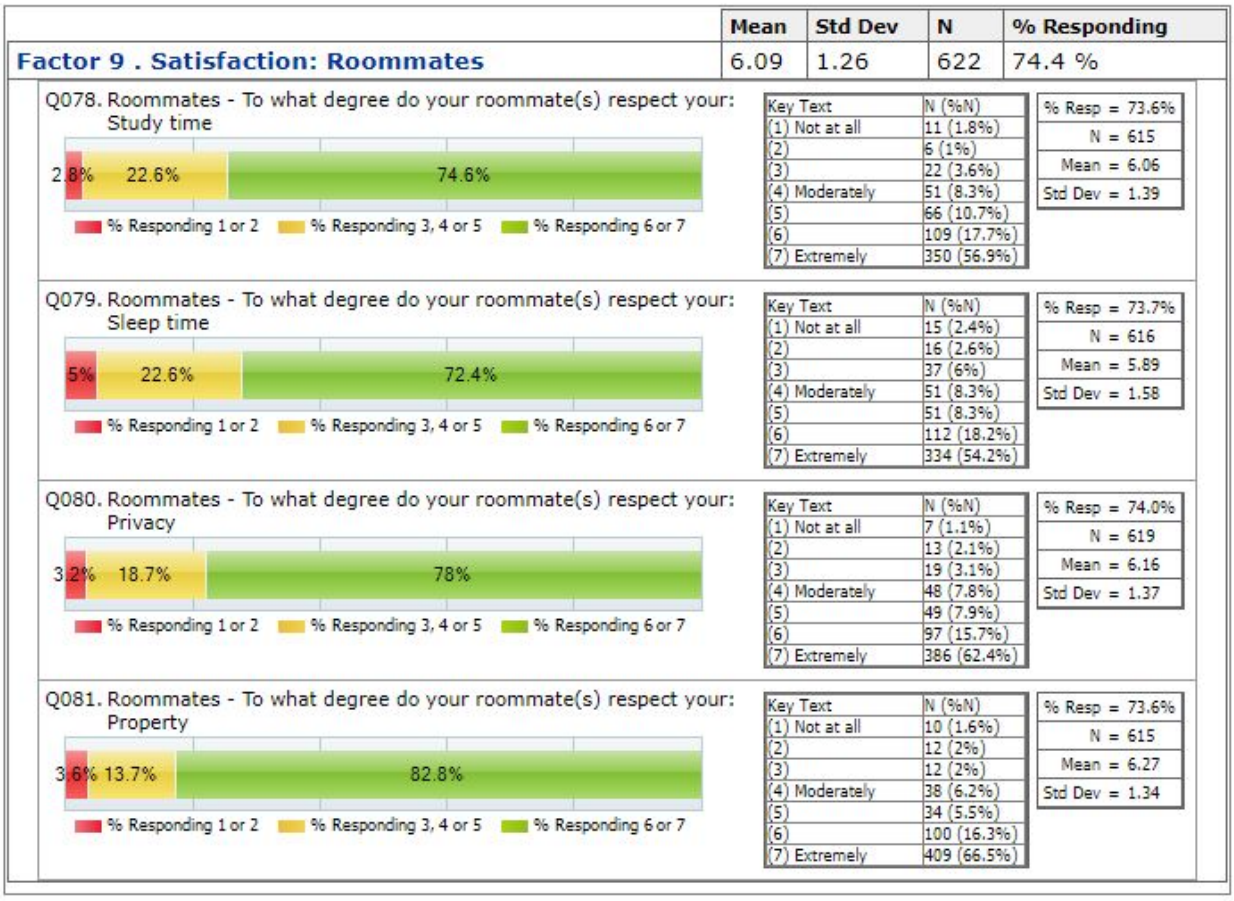
% Resp = 3.2%
N = 27
Mean = 5.67
Std Dev = 1.54

Q077. Room Change Satisfaction - Regarding your room change, how satisfied were you with your new: Residence hall/building



Key Text	N (%N)
(1) Not at all	1 (4%)
(2)	0 (0%)
(3)	0 (0%)
(4) Moderately	9 (36%)
(5)	2 (8%)
(6)	4 (16%)
(7) Extremely	9 (36%)

% Resp = 3.0%
N = 25
Mean = 5.36
Std Dev = 1.57



A significant part of occupancy depends on the Seaver College admission planning. This initiative has had substantial impact on the landscape of campus housing. The number of spaces allocated for incoming students (first-year students and transfers) grew at the same rate as the growth of the incoming undergraduate class. Due to this initiative, HRL had to change the placement process for all Seaver and graduate schools, as well as revisit the residency requirement policy over the past couple of years.

A typical suite at Pepperdine is designed as four bedrooms, that each have 2 occupants. This means that we have 8 people per suite. Each suite has a shared bathroom and common lounge. Rockwell Towers have a suite that has two, double occupancy bedrooms that are joined by a shared bathroom in the middle. Apartments at Pepperdine range from single to double occupancy bedrooms (1-2 people per bedroom), and 2-4 bedrooms per unit. Each unit has a shared bathroom, common living room, and kitchen.

Suite Style Halls: Standard Precinct (first year houses), Rockwell Towers, Seaside Hall
Apartments: Lovernich, George Page 1 & 2, Drescher

From the 2015/2016 academic year and before, second-year students were primarily placed into Sigma, Morgan, Dewey Halls, Rockwell Towers. The Lovernich Apartments, George Page 1, and most of the Drescher Campus Apartments were strictly for juniors and seniors who did not fall under the residency

requirement. This occupancy plan meant that all apartment-style housing was reserved for juniors and seniors. However, as Seaver started to grow, the need for first-year and transfer spaces also grew. The residence halls on Outer Road began to shift to become first-year/transfer spaces starting in Fall 2016. Sigma, Krown Alpha, Krown Beta, and Shafer halls were officially first-year only housing at the start of that semester. Therefore, HRL reallocated sophomore spaces to Rockwell Towers (suite-style) and most of Lovernich (double occupancy bedroom apartments).

Since second-year housing shifted from suite-style only locations to both apartment and suite-style, HRL faced an increase in the number of complaints regarding unequal living arrangements for students required to live on campus as well as meal plan policy enforcement (residents in apartments with kitchens have no meal plan requirement, but residents in suite-style arrangements have a required minimum meal plan). Upperclassman also complained because sophomores in Lovernich began occupying historically upperclassman spaces. Subsequently, there were fewer beds available for upperclassman. This created two problems for HRL with Seaside coming online: upperclassman began to look off campus for their housing needs, and sophomores had an expectation to continue to live in Lovernich.

Additionally, HRL was to maintain the 95% occupancy goal during the 2016/2017 academic year although 100 bedspaces in Morgan and Dewey were taken off line mid year in Spring 2017. This meant that HRL needed to locate occupants willing to reside in Morgan and Dewey for only the Fall 2016 semester. This created complications regarding finding spaces for upperclassman residents to live in a suite-style hall for one semester, as well as finding and hiring the appropriate student leaders to oversee a building, for just one semester.

HRL also faced the challenge of housing incoming Spring 2017 admits the same semester that 100 bedspaces went offline. To work through this issue, HRL held off approximately 50 bedspaces in Krown Alpha/Beta for the Fall 2016 semester. Most designated emergency only spaces for the academic year, and were filled by new Spring 2017 admits as well. Coincidentally, California experienced a historic season of rainfall in Spring 2017; so the few remaining emergency rooms that HRL held for the spring semester were in use for the majority of the semester due to a high number of reported water intrusions/structural damage.

Academic year 2017/2018 also proved to be challenging with an increase of admitted students. Admissions projected goal for that year was 890 deposited students, but once the deposit deadline had passed after May 1, the deposit count was at 1024 students. Admissions and HRL were in close communication for the rest of the summer to make sure that HRL would be able to house the incoming class. HRL determined that we would be able to accommodate the incoming Fall 2017 class. However, the number of Spring 2018 admit spaces were not discussed, which then led to space issues the following semester.

Because HRL could not hold off spaces for Spring 2018 new admits, new students were placed into any available space throughout the suite-style halls and Rockwell Towers where returning semester IP students were projected to move into. In November/December, HRL came up with multiple plans to try

and create enough space for both Spring new admits and semester IP students to live on campus. HRL incentivized students in suite doubles to convert their rooms to triples. Lastly, HRL offered for select graduate students to break out of their contract without penalty for the Spring 2018 semester to make space for the incoming/returning Seaver undergraduate class. This allowed HRL to create enough bedspace to enforce the residency requirement.

Fall 2018 creates a new challenge for HRL with the onboarding of Seaside Residence Hall. With that building coming online, HRL will be able to add 458 new bedspaces to the total bed count. While the idea was for Seaside to be targeted towards juniors and seniors, the lack of a kitchen within the unit is a concern for many students. The academic year 2018/2019 was supposed to be a decrease year regarding the "growing Seaver" initiative, however, enrollment numbers came in high. This greatly helps HRL meet it's 95% occupancy goal.

Although the "Growing Seaver" initiative is a good sign that Pepperdine is trending up, the initiative also presents plenty of strain for HRL to maintain and uphold the standards and policies of on-campus housing while also being flexible with how HRL configures occupancy from year to year. This fluid nature of space use ultimately serves the housing needs of students while also sometime leading to the impression that HRL is complex and a challenging office to work with.

Moving forward, HRL must revise and clarify the residency requirement and meal plan policies so that incoming and returning students have a clear understanding of housing expectations. There also has to be a sustainable spring admit placement protocol set in place so that incoming spring students can transition into the Pepperdine community more holistically. For a protocol to be set in place for spring admit placements, there must also be a conversation with Admissions and HRL regarding the expectations of the Fall to Spring occupancy transition.

As the writer, I am recognizing the challenge any reader might have in understanding facilities and student impact. In this section I have outlined the issues above in an effort to aid understanding.

For the 2016/2017 academic year,

- AY 15/16
  - Apartment: Junior/Senior only
  - Towers/Outer Road Standard Precinct: Sophomore/Transfer
  - Upper/Lower Residence Road Standard Precinct: Freshman/transfer
  - Drescher/GP2: Graduate housing
- Fall 16
  - Morgan/Dewey set to be demolished at end of semester (100 spaces to be filled for Fall 2016 only)
    - Relocate Sophomore placements from outer res road to Towers/Lovernich
      - Major Effects (affecting us today)
        - Apt style now available to sophomores
        - Increase of complaints
          - Sophomores for unfair housing locations

- Meal plan requirement differences
- kitchen/no kitchen
- Junior/Senior population pushed out of most of Lovernich (less space in general for this population)
- Sophomore expectation to live in Lovernich

- All suite style halls for new students only
  - Half of Krown Alpha/Beta held empty for 150+ Spring admits
    - Occupancy for suite style halls in Fall 2016 low because of Morgan/Dewey fall only housing and Krown Alpha/Beta half empty

- Spring 2017
  - Spring admit freshmen placed into suite style/Towers
  - Spring admit transfers placed into apartment spaces
  - Exemption requests were more lenient due to an increase in students with a decrease in total space
    - Long term effect of a lack of space
  - 100 bedspaces officially offline
  - High occupancy, very little emergency space
    - Spring 2017 historic rainfall, emergency spaces in use for most of semester
    - High number of structural damage reported on campus
- Fall 2017
  - Admissions numbers projected to increase with 100 less beds
    - Exceeded admissions target by 150+
  - Admissions/HRL meeting held
    - Fall 2017 discussed, Spring 2018 not discussed
  - Suite style housing filled to capacity for Fall 2017
    - Did not hold off any space for Spring 2018 admits
- Spring 2018
  - New admits placed into suite style and towers locations (outside of designated locations)
  - Triple occupancy conversions offered (none taken)
  - 1 Drescher/3 GP 2 apartments had 1 bedspace added to each room (4 rooms=8beds)
    - Negative feedback
    - Placed returning IP students into these spaces
  - Doubled Krown Beta singles
    - Negative feedback, had to relocate all roommates on day of check-in
  - Graduate students offered to break housing contract for Spring 2018 without cancellation penalty
    - To accommodate for Spring 2018 undergraduate admits
- Fall 2018

        - Seaside coming online (+458 beds)
            - Built as suite style housing without kitchen, but for Junior/Senior population
        - Admissions has a down year projected
        - Long term effects from 16/17 year
            - Sophomores still expect to live in lovernich
            - Juniors/Seniors not choosing to live on campus due to suite style housing in Seaside/that was the norm that on campus housing was very limited
        - Projected increase of graduate students living on campus
    - Future needs and projections
        - Growing Seaver=Growing pains for HRL
        - Lack of consistency in placement process due to fluctuating admissions numbers
        - Seaside occupancy expectations adjustments needed for Junior/Senior class
        - Policy revision/clarification needed for residency requirement/meal plan
        - Sustainable Spring admit placement protocol needed (build consistency)
        - Need more consistent graduate housing projections
        - Fall → Spring occupancy expectation?
        - After Growing Seaver finishes
            - Transfer placement locations

To meet the need of capturing populations that have the choice to live off campus, HRL opened the graduate housing portal at the same time the undergraduate portal became live/active. This was nearly a month earlier than in the past. Due to previous years "panic to get housing," we wanted to capture as many students as possible early to ensure occupancy.

Summer Occupancy
Starting in Summer 2014, Seaver College incentivized students to take more summer classes and attend Summer International Programs by discounting summer housing on campus for all Seaver students. The rate began at $100 per session for any Seaver student (graduate or undergraduate) who was enrolled for that session and placed in a double occupancy space. This created an increase in the amount of students applying for summer housing, thus, increasing the workload throughout the summer for both the Housing Office and the Residence Life staff. HRL worked very closely with Special Programs, Facilities Services, and other departments on campus to make sure that the increase in student housing space was able to be met with other competing groups (such as camps through Special Programs and regular maintenance/work for buildings).

HRL began to streamline the housing placement process in Summer 2016 to better manage the locations of student housing on campus by making housing assignments based off of student enrollment. While this was helpful in theory, this created needs for regular auditing for contracts and enrollment as well as last minute placement changes. In general, the placements from Summer 2016 to present were made in this fashion:

Double Occupancy	Session 1	Session 2	Session 3
Suite-style Halls	x		
Rockwell Towers	x	x	
Lovernich	x	x	x
George Page	x	x	x

Placements were made in this way to prioritize Special Programs and Facilities work needs on campus at the expense of the student and Housing experience.

In addition to a discounted Seaver college rate program, HRL has concerns regarding some procedural inefficiencies. Students can add and drop their classes online, without the help of a staff member from OneStop or enrollment management through to the add/drop deadline of the Tuesday after move-ins of each semester, as long as the student does not entirely drop all enrollment for the whole summer term. This process means that HRL is not notified of enrollment changes for any particular session unless the student is officially withdrawn from a session. Because of this, HRL is required to do internal audits for enrollment every day to ensure that only students who are enrolled in classes are living on campus for the discounted rate. There are also moments when a student withdrawal from the summer term is not processed promptly, allowing the student to live on campus as a non-enrolled student.

In support of enrollment for summer sessions, students can sign and extend their summer session housing contracts at any time. HRL has soft deadlines, but does not enforce a contract or enrollment deadline for students who sign up late or who remain in housing despite a scheduled check-out. Students regularly chose to enroll for an additional summer session the weekend they had been scheduled to check out. This process leaves all staff scrambling over weekends to locate additional spaces, adjust assignments for new residents to accommodate residents who choose last minute to stay, and ensure that the spaces are cleaned by Facilities for the newly assigned occupant.

Another inefficiency that affects HRL (especially for the summer) is the process in which we gain double access or any access history. Currently, HRL has no control or the ability to assign a student to more than one space at a time. HRL also does not have access to any door activity history unless requested. To do either of these things, Michael Landis must be contacted. This procedure mainly affects summer because accurate data and timely processing are not available to our office.

Another discounted housing program that was added for summer housing is the $500 discounted departmental rate. Beginning in summer 2017, non-enrolled departmental student workers are eligible for a discounted housing rate per session if they work more than 25 hours per week for a Pepperdine department and live in a double occupancy room. Before this change, non-enrolled departmental student workers were billed the full rate for each summer session.

This program has added the need for multiple layers of auditing and coordination from departments to keep the program accountable. HRL partners with Student Enrollment to verify that all student workers who submitted the form have indeed worked for 25+ hours. However, when HRL did audits for Summer 2017 forms, multiple students did not meet the 25+ hour week mark.

For HRL to have a more sustainable business process in the summer, HRL should be the primary department that allocates housing to Special Programs and Facilities for their needs, OneStop would need to provide more partial enrollment add/drop support, HRL should have direct access to door history and the ability to create double access without the help of Michael Landis, and the $500 rate for non-enrolled departmental student workers must be reworked to create more accountability towards departments that opt in for the program.

Affordable Housing

Affordable housing is difficult to find in the Malibu area. When factoring commuting expenses (car, gas, insurance, parking), as well as utilities, and furniture, living off campus is typically more expensive than the rates we offer for on campus housing; of which our rates include these incidentals. Since our campus is located in a high demand area, and in order to find affordable rent, students typically need to overbook their apartments, exceeding the designed occupancy.

Based on the 2016 Scion report and the 2017 SurveyMonkey results from commuter students, HRL focused on keeping room rate increases low during the FY 19 budget process in order to increase occupancy. Additionally, HRL focused on improving dining satisfaction (addition of Starbucks, Oasis, Drescher Chinese cuisine, and fresh food vending machines). With the addition of Seaside Hall, a 458 bed residence hall for Fall 2018, a significant marketing focus was identified as being a need to increase 356 on campus residents. Subsequently, the department hired a Marketing Coordinator into a restricted position.

Students are made aware of on campus housing in a variety of ways. First and second year students are required to remain on campus per the residency requirement:

> *In congruence with Pepperdine's mission to establish a community that fosters social, academic, and spiritual growth, all new undergraduate residents are required to live on campus and have a meal plan for four semesters, and including all transfer residents who are required to live on campus for the entire academic year.*
>
> https://community.pepperdine.edu/housing/policies-procedures/student-resources-residency-requirement.htm

Sophomores, juniors, seniors and graduate students are made aware of on campus housing via a detailed housing marketing campaign.

Marketing Campaign

2017-2018 was the first year Housing and Residence Life needed to develop and implement a comprehensive marketing plan to recruit upperclassman and graduate students to choose on-campus housing. Branded as LIVE AT PEPP, the campaign used six main channels to promote on-campus living, these included:

1. Hosting several events:
    a. *The Seaside Tour* provided up-to-date information about Seaside Hall and invited students to ask questions about the residential complex. In addition, HRL collected 334 student names at the event which were used for direct marketing.
    b. At the *Housing Portal Walkthrough*, HRL staff assisted students with completing housing applications. The presented information was then made available on the HRL website.
    c. Student rooms and common areas in upperclassman housing were available for all students to tour at the *Housing Open House*.
    d. Leading up to housing selection, HRL staff tabled at several locations around campus to give students the opportunity to ask questions, request assistance, and take fact sheets.
2. Two letters were sent directly to students and their parents from President Benton and Robin Gore, the letters outlined the benefits and advantages of living on campus.
3. An article coordinated with the student newspaper created a sense of urgency and excitement within the student body leading up to the housing selection days.
4. Major revisions were made to the HRL website making it easier for visitors to access key departmental information and apply for housing.
5. Flyers highlighting the amenities and furnishings of on-campus housing as well as facilities, meal plans, and housing rates were distributed to the student information office and to the graduate programs' admissions departments.
6. Posters, flyers, banners, and digital advertising featuring students and their reasons for living on campus. These were displayed throughout the University and in the student newspaper.

Student Assessment for Reasons to Live On (see Appendix A):
Reasons to live on: Financially responsible, covered by financial aid, saves gas, community experience, Seaside Upgrades/Amenities, easier and more convenient that coordinating leases, rent, utilities, etc.

Reasons to live off: Parking anxiety, not able to leave campus at night without worrying about having to walk a long ways when you get back (off-campus has covered parking or designated spots), dislike rules, regulations and policies, not wanting RA oversight as an upperclassman/desire more independence, facilities issues are addressed slowly, no food vendors near Seaside/Lovernich.

Improvements of Service
Since 2012, the residential community has received enhancements in a number of ways. Below lists the different facility upgrades that have occurred.

Lovernich Commons

- Lovernich Commons was created to provide programming opportunities for the residents in the Lovernich Apartments. Before this time, this space served as the office for Special Programs.

Building W

- Drescher Campus Building W transitioned from a hotel to student housing. Due to the larger rooms, three residents are assigned to each Building W room. Each room comes with a television, an air conditioning unit, a large closet, as well as a bathroom. After several years, it was determined that for purposes of space allocation, it is best to house two residents in each room.

Access Control System

- The university transitioned away from Intellikey to a card access control system. The card access control system allows residents to enter their residential housing assignment with the use of their university ID card. The technological change made it easier for the Access Manager to run reports, as well as made accessing rooms more convenient for staff and residents.

Television Programming

- Housing and Residence Life worked with Direct TV for several years to provide residents television programming in common areas as well as all apartment living rooms. Over time, it became more of an inconvenience due to equipment not working properly, as well as billing differences with Direct TV. Due to changing of the technological landscape, Housing and Residence Life transitioned to using Philo (an online TV option). Residents are able to watch TV programming through their smartphone, tablet, laptop, or a Roku (attached to a TV). This has been successful because it operates smoothly and there is not much to manage.

Updated Furniture

- The entire residential community has received updated common area furniture. This includes soft seating or in some cases, casegood pieces. All of the residential community areas where sophomores, juniors, seniors and graduate students reside, have received updated room furniture.

Rockwell Towers Fitness Rooms

- Rockwell Towers transitioned four common lounges into four fitness rooms. Two of the fitness rooms come with cardio machines, while the other two rooms provide residents to work on strength training exercises.

Window Treatments

- The university has begun the process of transitioning away from plastic blinds to installing blackout shades within the residential community. This change has already occurred in the George Page Residential Complex as well as in Rockwell Towers.

Flooring

- The university has begun the process of replacing carpeting as well as adding hardwood flooring to common and room spaces within the residential community.

George Page Renovation

- The university renovated all of the apartments in the George Page Residential Complex. This included updating the appliances, flooring, lighting, carpeting, replacing the furnishings, and painting the walls. The exterior breezeways were updated with new lighting and the overall landscaping was enhanced. Along with the renovation came an intentionality to create six apartments that were dedicated to professional staff who live

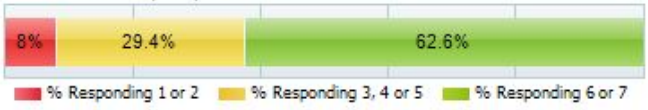
in the student housing area (i.e. Resident Directors). While these apartments were similar to the other apartments (annexes), they have bathtubs. This was a welcomed addition since many of the professional staff have children.

Calamigos Ranch

- Calamigos Ranch became a Pepperdine University housing option due to the Malibu campus not having enough housing for rising juniors and seniors. At the time, HRL had sophomore themed housing in the outer road residence halls. With that being the case, it made sense to add an off campus themed option that would be run by HRL and would create community. While the location is very inviting and beautiful, it did not draw as many students to live there. Not all students had a car, so commuting to campus became difficult. Also, the relationship between the university and Calamigos Ranch became strained. There was a conflict of interest since a former Associate Dean of Students served liaison between the university and Calamigos Ranch. That along with students not being interested in the option, led to Student Affairs and HRL deciding to not participate in managing a student housing option at Calamigos Ranch.

	Mean	Std Dev	N	% Responding
Factor 5 . Satisfaction: Services Provided	5.25	1.18	774	92.6 %

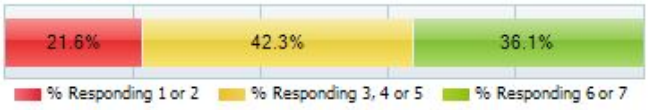
Q042. Hall/Apt. Environment - How satisfied are you with: Internet connectivity in your room



Key Text	N (%N)
(1) Very dissatisfied	23 (3%)
(2) Moderately dissatisfied	38 (5%)
(3) Slightly dissatisfied	72 (9.5%)
(4) Neutral	62 (8.2%)
(5) Slightly satisfied	89 (11.7%)
(6) Moderately satisfied	170 (22.4%)
(7) Very satisfied	305 (40.2%)

% Resp = 90.8%
N = 759
Mean = 5.48
Std Dev = 1.73

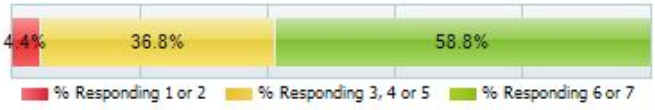
Q047. Hall/Apt. Environment - How satisfied are you with: Laundry room facilities



Key Text	N (%N)
(1) Very dissatisfied	81 (11.1%)
(2) Moderately dissatisfied	77 (10.5%)
(3) Slightly dissatisfied	107 (14.6%)
(4) Neutral	97 (13.3%)
(5) Slightly satisfied	106 (14.5%)
(6) Moderately satisfied	146 (19.9%)
(7) Very satisfied	118 (16.1%)

% Resp = 87.6%
N = 732
Mean = 4.34
Std Dev = 1.96

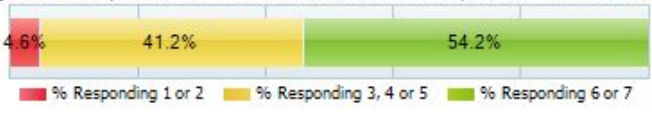
Q049. Hall/Apt. Environment - How satisfied are you with: Study facilities in residence hall



Key Text	N (%N)
(1) Very dissatisfied	11 (1.5%)
(2) Moderately dissatisfied	21 (2.9%)
(3) Slightly dissatisfied	49 (6.8%)
(4) Neutral	117 (16.2%)
(5) Slightly satisfied	99 (13.8%)
(6) Moderately satisfied	199 (27.6%)
(7) Very satisfied	224 (31.1%)

% Resp = 86.1%
N = 720
Mean = 5.45
Std Dev = 1.50

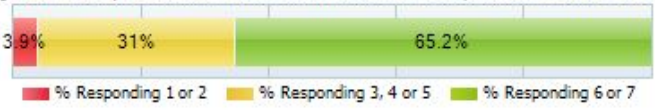
Q050. Hall/Apt. Environment - How satisfied are you with: Philo services



Key Text	N (%N)
(1) Very dissatisfied	12 (2.2%)
(2) Moderately dissatisfied	13 (2.4%)
(3) Slightly dissatisfied	12 (2.2%)
(4) Neutral	154 (28.6%)
(5) Slightly satisfied	56 (10.4%)
(6) Moderately satisfied	94 (17.4%)
(7) Very satisfied	198 (36.7%)

% Resp = 64.5%
N = 539
Mean = 5.42
Std Dev = 1.55

Q051. Hall/Apt. Environment - How satisfied are you with: Postal services



Key Text	N (%N)
(1) Very dissatisfied	12 (1.8%)
(2) Moderately dissatisfied	14 (2.1%)
(3) Slightly dissatisfied	37 (5.5%)
(4) Neutral	105 (15.6%)
(5) Slightly satisfied	67 (9.9%)
(6) Moderately satisfied	178 (26.4%)
(7) Very satisfied	262 (38.8%)

% Resp = 80.7%
N = 675
Mean = 5.64
Std Dev = 1.50

Updating HRL Policies and Procedures

Via weekly Housing Operations and HRL Team Meetings, several policy and procedure processes were identified as needing modification due to lack of efficiency and being outdated.

Housing and Residence Life Policy Changes 2012-2018 include:

First-Year Housing Selection

2012-2015 - Old software (Lifetopia) should have had the functionality to allow first year students to select specific spaces in residence halls but in years when this was attempted, the system crashed and manual placements proceeded.

2016-2018 - First year students may select one or two other roommates but may not select suitemates and may not preference specific residence halls.

2018-2019 - First year students may select only one other roommate as triple rooms have been removed. Requests for suitemates and specific halls are not received.

Placement Notification Schedule

- 2012-2017 deadlines and notifications sent throughout the summer at intermittent times depending on the year
- 2017 - standard calendar implemented for continuity:
    - May 15 - Housing Portal Opens
    - June 15 - Priority Deadline, Roommate Linking Closes
    - July 15 - Notifications Sent

Cancellation Fees / Schedule
Undergraduate Housing Contract Cancellation Fees
2018-2019

- Upon room reservation $250
- May 1: $500
- June 1: $600
- July 1: $700
- August 1: $800
- August 28: $900
- No-show: $900

2017-2018

- Cancellation without penalty before April 15
- April 15: $250
- May 1: $500
- June 1: $750
- July 1: $900
- Cancellation period ends on or after August 1. (Cancellation fee schedule moved up due to extensive waitlist for limited housing)

2014-2017

- Cancellation without penalty before April 14
- April 14: $$250
- May 1: $500
- June 1: $600
- July 1: $700
- August 1: $800
- No-show: $900

2011-2014

- No cancellations after signing a housing contract

Married housing starting being phased out in 2012 with the final family moving out in 2014.

Facilities

Cleaning of Apartments

2012-2015

Lovernich, George Page, Drescher Apartments: bathrooms (shower, toilet, sinks, floors) cleaned, all tile floors mopped, trash removed weekly.

2015-2018

Apartment cleaning managed by students; residence halls (suite style and Towers) cleaned regularly by custodial services.

Outside Custodial Vendors Policy: Students may not solicit Pepperdine custodial staff for additional paid or unpaid cleaning services. If students wish to hire outside vendors, they must be present to accompany the vendors the entire time that they are present and all roommates/apartment-mates must consent to their presence.

(This policy is not listed in our terms and conditions but is provided upon student request)

Provision of Supplies from HRL

- 2015-2016 - Cleaning supplies were provided to all apartment residents, a process eventually deemed too expensive and cumbersome when considering how rarely students actually made use of them.
- 2016-2017 - No cleaning supplies were provided.
- 2017-2018 - RA's manage and maintain cleaning supplies buckets and vacuums. Available to residents for borrow.

Air Conditioning Units

From 2011-2014, residents were allowed to bring portable air conditioning units of less than a certain power usage to cool their rooms. Limited power supply and repeated outages led to a blanket ban on all air conditioning units unless registered through OSA.

Late Check-out & Early Arrival Fees

Spring 2018 - Introduction of $25 / $50 fees per night per student for staying beyond their contracted housing assignment or arriving early for approved university related activities. Previously late check-outs and early arrivals were free to any Pepperdine department who requested them.

Summer Housing

Discounted Housing

Summer housing rate extremely discounted in order to incentivize summer enrollment

Summer 2012 - Summer 2016 - $100/session

Summer 2017 - $105/session

Summer 2018 - $200/session

Room Requests
Prior to summer 2016, summer placements were made based on student request. Summer 2016 HRL began placing students based on session enrollment in order to allow for consolidation for maintenance and special programs use throughout the summer.

Change Requests
Prior to summer 2016, summer room change and roommate swap requests were honored in a similar fashion to academic year requests (if the change is possible and all parties agree, HRL would honor the request). Due to extreme volume of change requests following check-in and short duration of sessions, no room change or roommate swap requests are honored outside of emergencies or extenuating circumstances.

$500 Discounted Rate
Beginning in summer 2017, non-enrolled departmental student workers are eligible for a discounted housing rate per session if they work more than 25 hours per week for a Pepperdine department and live in a double occupancy room. Prior to this change, non-enrolled departmental student workers were billed the full rate for each summer session.

Married and Family Housing
Prior to 2014, married couples and families were able to request one of a limited number of apartments for which they would pay a discounted rate. HRL would get many requests (~20/academic year) for married or family housing but do not offer it due to lost revenue and lack of space. The only married housing HRL offers now is for Student Affairs staff or interns.

Emotional Support Animals
Fall 2017, there new requirements for written agreements to be signed by all roommates/apartment-mates in areas when emotional support animals were present. These agreements/conversations were initiated and facilitated by Resident Directors.

Nightly Fee for Non-Contract Periods
The nightly fee was vetted via the fee change process. The nightly charge rate is for students coming prior to or staying past contract dates. This was identified as a need after 20% (433) of occupancy was moved in to their assignment prior to their contract date beginning. The new process allows for a discounted rate of $25 per student per night for departments who follow the requested process. The rate increases to $50 per student per night when departments do not meet timelines and for students who are approved in an urgent situation.

Housing Contract

The Housing Contract underwent major changes that were vetted by General Counsel (See Appendix D).

There are more policies and procedures to be reviewed and updated by the end of Fall 2018 semester including:

1. StarRez upgrades including RD ability to provide student's access and dual access to rooms.
2. Room Selection Fines (amounts/timing). (Conversation with Registrar regarding prepayment/deposit).
3. Summer placement process.
4. Room assignment process (less manual); graduate student timeline.
5. ID card printer in HRL office: responsibilities, charges and fees.
6. Meal Plan options; incentivize meal plan, limit on WavesCash
7. Check in procedure (RD check student in to StarRez); central check in process (by hall or by zone)
8. Move out: trash & donations, standard of cleaning, roles of RA/RD, RD swipe check out of all students.
9. Approved late check outs/early arrivals (billing- internal transfer of funds).
10. Room Condition Evaluation Process (video format saved to StarRez room assignment).

Integration with Campus Partners

Department of Design and Construction (DDC) and Planning, Operations and Construction (POC)
Our residence halls have the opportunity to help students feel at home and welcomed; finding a place to belong within the university. On the contrary, HRL has received comments regarding the status of these soft furniture items as well as the hard furniture pieces which include the beds/dressers/bookcases being outdated. DDC has determined that all furniture will be refurbished, rather than replaced for better sustainability. Although this may cost more, it is better for the environment and tells a better story. Furniture is re-warrantied.

The quality of campus housing facilities is an important factor. With a host of projects competing for every dollar, expending funds on current residential facility needs has expanded the deferred maintenance problems. Due to common and frequent complaints from students regarding their housing environments, coupled with the knowledge of our aging residential buildings, HRL has turned focus toward collaborations with the Departments of Planning and Operations, Design and Construction, Facilities Services and Special Programs to:

a. Focus on facility improvements via an assets based R&R plan that is forecasted out 10-15 years.
b. Focus on best use of spaces for the transition into and through summer in order to complete short term updates.
c. Focus on funding and scope of renovating or refurbishing the first year houses.

Several meetings have occurred with the Departments of Planning and Operations, Design and Construction, and Facilities Services to discuss repair and renewal for addressing facility needs,

furniture replacement, carpet/painting/finishes, infrastructure replacement (heating, cooling, electric, etc).

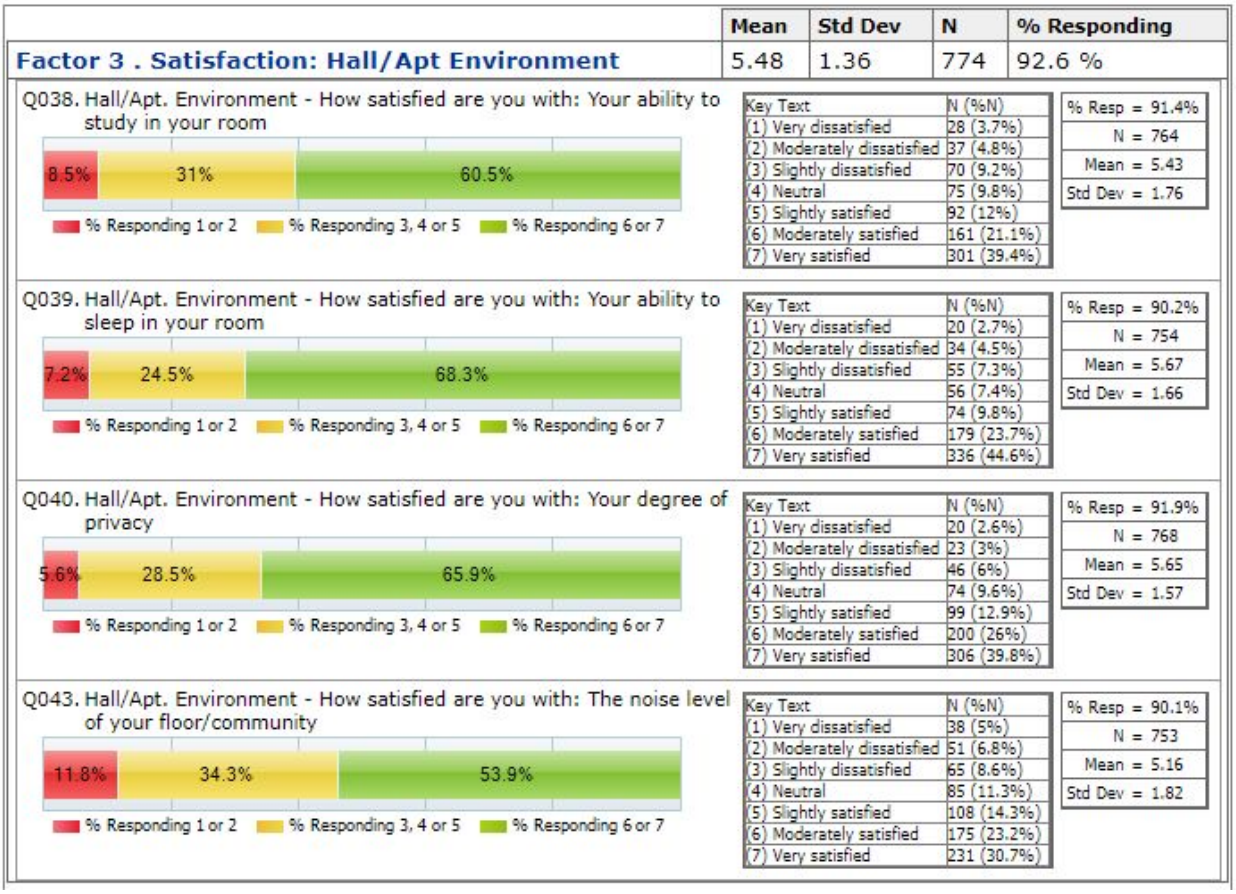
Subsequently, HRL is collaborating with DDC, POC, and DFS to create a 10-15 year forecasting schedule. The Asset Manager has begun barcode tracking of all new furniture to help with forecasting. This asset management system utilizes a barcoding tracking on all new furniture and HRL will build tracking of assets as we process through new builds, new furniture, etc.

The Director of Housing Operations was also included in on the interview process of the new Director of Special Programs. Throughout that process, HRL was able to share with the Associate Vice President of Government and Regulatory Affairs the areas of needed collaboration and changes in structure/processes. These concepts were very supported and the new Director of Special Programs is fully in support of working together for best space utilization for an R&R plan.

Card access to student rooms (via the students ID card) has been an area of focus. The concern is the lack of access for Resident Director staff to provide room access to residential students who are assigned to housing. This is done via StarRez. StarRez is hosted externally via StarRez. Since Pepperdine's IT Department does not support StarRez, HRL will be moving forward to pay StarRez to implement the necessary software to our current operating system. This should occur summer 2018 to allow time to ensure the system works effectively prior to August 2018 check ins. Once the system is live, Resident Directors will be able to provide direct room access to students when they show up early. Our current process is typically a two phone call method; one to the Housing Director, Robin Gore for approval, and two to Mike Landis for him to provide the necessary access. These calls often occur late in the evening and on weekends.

Department of Facilities Services (DFS)

According to EBI data, students report:



	Mean	Std Dev	N	% Responding
Factor 3 . Satisfaction: Hall/Apt Environment	5.48	1.36	774	92.6 %

Q038. Hall/Apt. Environment - How satisfied are you with: Your ability to study in your room

Key Text	N (%N)
(1) Very dissatisfied	28 (3.7%)
(2) Moderately dissatisfied	37 (4.8%)
(3) Slightly dissatisfied	70 (9.2%)
(4) Neutral	75 (9.8%)
(5) Slightly satisfied	92 (12%)
(6) Moderately satisfied	161 (21.1%)
(7) Very satisfied	301 (39.4%)

% Resp = 91.4%
N = 764
Mean = 5.43
Std Dev = 1.76

Q039. Hall/Apt. Environment - How satisfied are you with: Your ability to sleep in your room

Key Text	N (%N)
(1) Very dissatisfied	20 (2.7%)
(2) Moderately dissatisfied	34 (4.5%)
(3) Slightly dissatisfied	55 (7.3%)
(4) Neutral	56 (7.4%)
(5) Slightly satisfied	74 (9.8%)
(6) Moderately satisfied	179 (23.7%)
(7) Very satisfied	336 (44.6%)

% Resp = 90.2%
N = 754
Mean = 5.67
Std Dev = 1.66

Q040. Hall/Apt. Environment - How satisfied are you with: Your degree of privacy

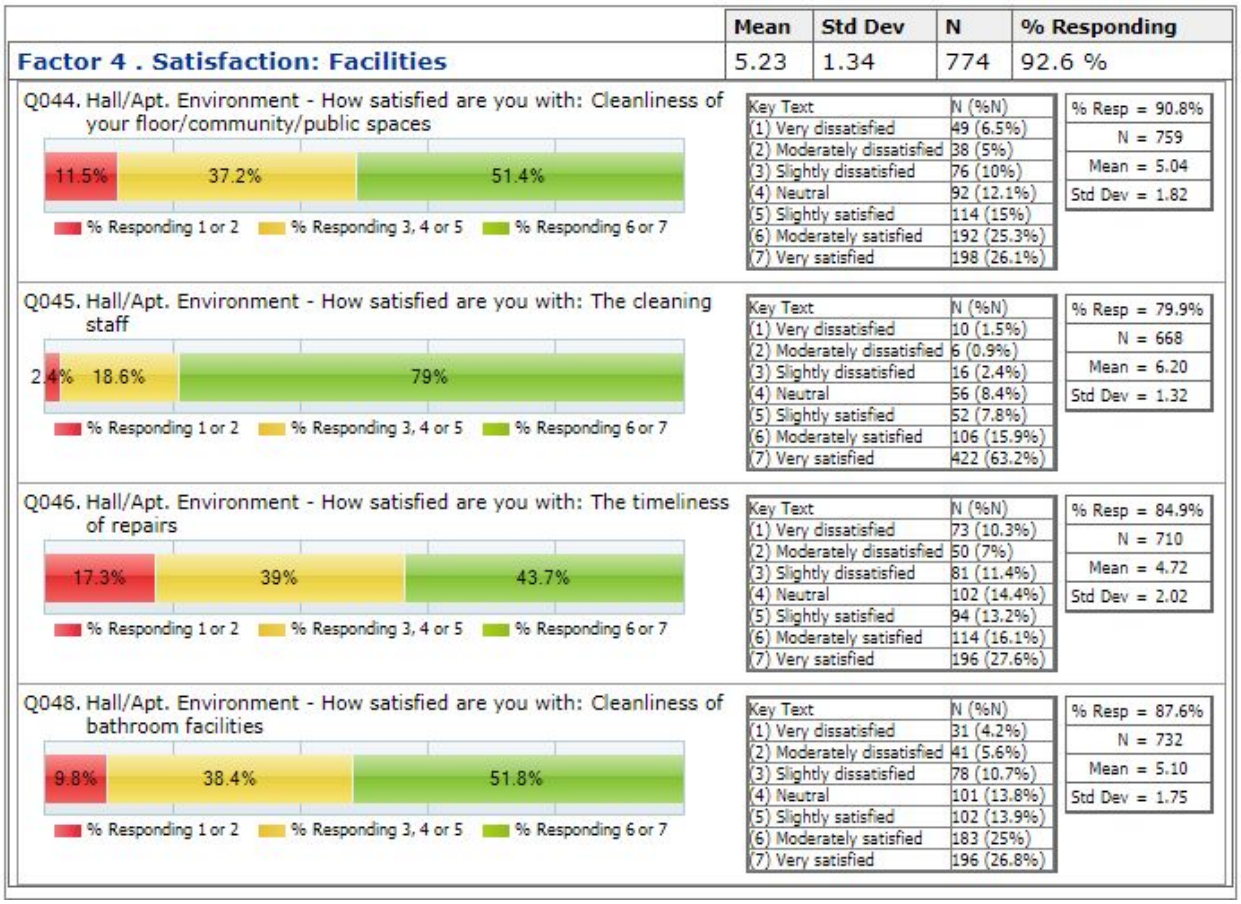
Key Text	N (%N)
(1) Very dissatisfied	20 (2.6%)
(2) Moderately dissatisfied	23 (3%)
(3) Slightly dissatisfied	46 (6%)
(4) Neutral	74 (9.6%)
(5) Slightly satisfied	99 (12.9%)
(6) Moderately satisfied	200 (26%)
(7) Very satisfied	306 (39.8%)

% Resp = 91.9%
N = 768
Mean = 5.65
Std Dev = 1.57

Q043. Hall/Apt. Environment - How satisfied are you with: The noise level of your floor/community

Key Text	N (%N)
(1) Very dissatisfied	38 (5%)
(2) Moderately dissatisfied	51 (6.8%)
(3) Slightly dissatisfied	65 (8.6%)
(4) Neutral	85 (11.3%)
(5) Slightly satisfied	108 (14.3%)
(6) Moderately satisfied	175 (23.2%)
(7) Very satisfied	231 (30.7%)

% Resp = 90.1%
N = 753
Mean = 5.16
Std Dev = 1.82



Frequent Fire, Life and Safety walk-throughs have provided opportunities for Resident Directors to walk residential spaces with the len of addressing facilities concerns including cleaning and maintenance. This collaboration also strengthens interdepartmental relations and improves turnover of spaces during transitions.

HRL recently received access to WebTMA which is the work order database that Facilities utilizes to enter, track, and process work orders. Resident Directors are subsequently able to access this system at anytime to view if a work order has been submitted and when in the process of repair it is in. Resident Directors also receive a monthly work order browse report containing all submitted work orders in process for their building(s).

Office of Student Accessibility

HRL works closely with the Office of Student Accessibility (OSA) to meet housing accommodations for incoming and current Malibu campus students (graduate and undergraduate). There is a growing need for accommodations as identified by the increased approved requests from OSA. These needs included:

ability to control temperature

access to full size refrigerator

blackout shades

grab bars

handheld showerhead

microchill refrigerator

reduced exposure to airborne allergens (dust, mold, etc.)

replacement of carpet with linoleum

shower chair

testing for mold

water filter on shower head

ability to move belongings into residence hall X days early

exemption from meal plan requirement

exemption from residency requirement

reduced meal plan

close proximity to campus, close to classes, close to main campus

control of dietary intake (kitchen)

on campus housing

private bath

quieter environment- non-suite style housing

single room

single room and housing location to be discussed with HRL in regards to privacy and sight lines

access to housing on first level or elevator

reduced exposure to allergen (peanut)

room assignment in close proximity to HRL student leaders

emotional support animal (dog, cat, etc.)

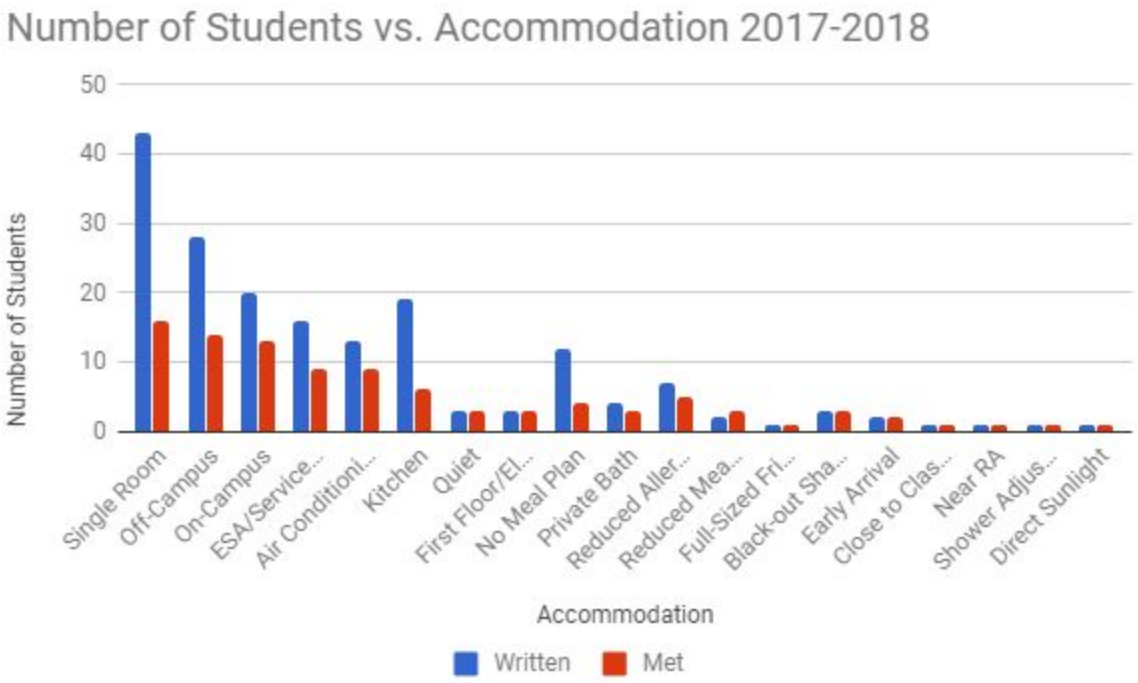
service animal (dog, cat, etc.)

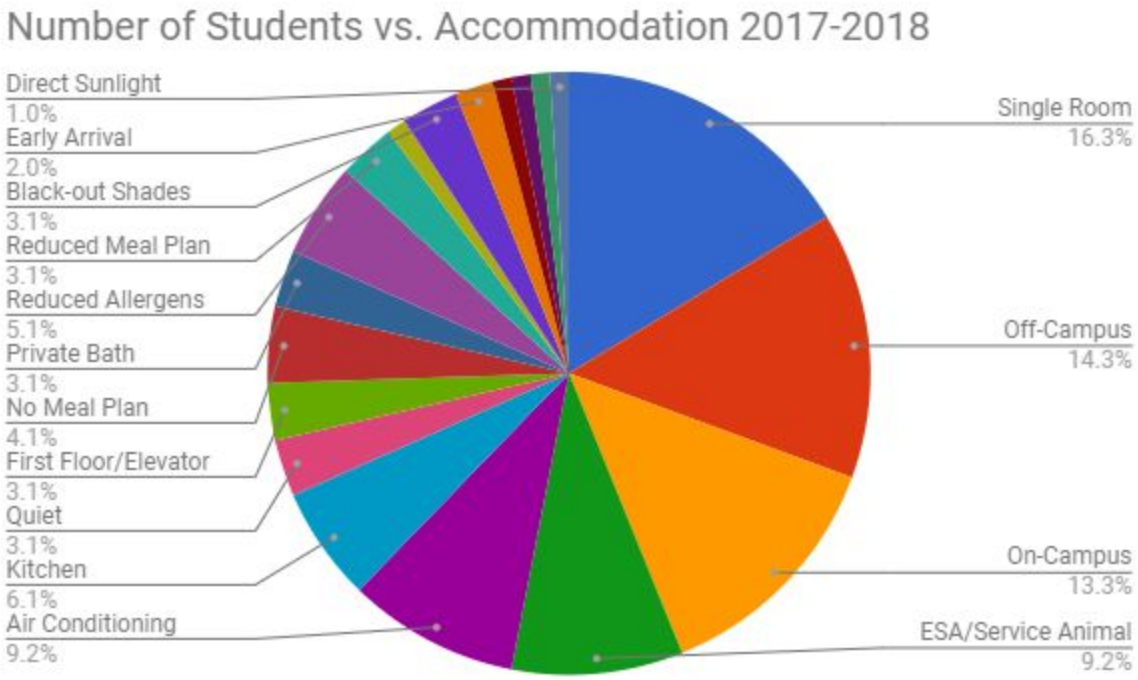
Academic Year 2017-2018

Accommodation	**Written**	**Met***
Single Room	43	16
Off-Campus	28	14
On-Campus	20	13
ESA/Service Animal	16	9

Air Conditioning	13	9
Kitchen	19	6
Quiet	3	3
First Floor/Elevator	3	3
No Meal Plan	12	4
Private Bath	4	3
Reduced Allergens	7	5
Reduced Meal Plan	2	3
Full-Sized Fridge	1	1
Blackout Shades	3	3
Early Arrival	2	2
Close to Classes	1	1
Near RA	1	1
Shower Adjustments	1	1
Direct Sunlight	1	1
Total Accommodations	180	98

The most commonly requested accommodations that requires pre-placement or adjustment to the room are single/private rooms, air conditioning units, and kitchen access. HRL is currently working to adapt unclear language in accommodation letters to be more straightforward (i.e changing "'ability to control temperature' to simply 'access to an air conditioning unit'").
*Discrepancies between the number of accommodations written versus those met can be the result of students going abroad and graduating, students opting out of accommodations (i.e to live with a specific friend despite having a single accommodation or deciding they prefer to try a semester without their ESA), or students failing to complete follow up processes such as scheduling an ESA conversation between suitemates and the RD to sign necessary paperwork.

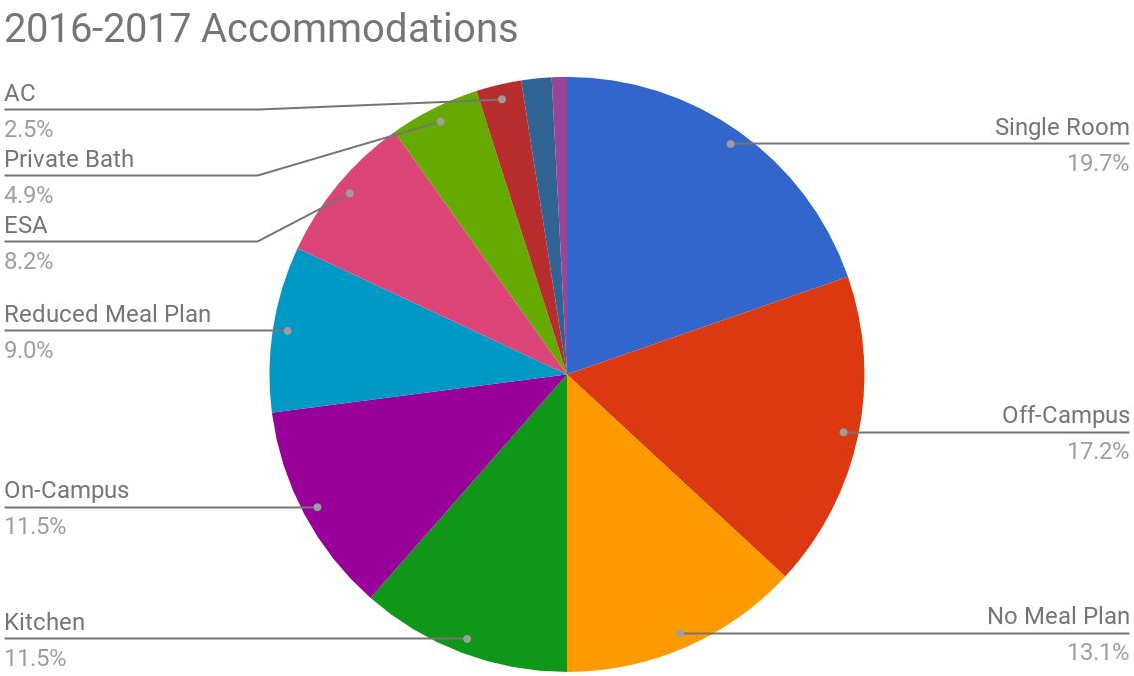




Academic Year 2016-2017

Accommodation	**Written**

Single Room	24
Off-Campus	21
No Meal Plan	16
Kitchen	14
On-Campus	14
Reduced Meal Plan	11
ESA	10
Private Bath	6
AC	3
Reduced Allergens	2
Near RA	1
Grand Total	**142**



Due to staff turnover and database limitations: HRL does not have data on the number of accommodations actually met in 2016-2017. HRL furthermore does not have data on the numbers of accommodations by type for years prior to 2016. The Office of Student Accessibility will complete a Program Review this winter and anticipates the synthesizing of digitized accommodation records into usable data per year.

Special Programs

HRL and Special Programs (SP) collaborate annually to determine summer occupancy for our two departments. This includes graduate and undergraduate spaces, and SP groups for the months of May, June, and July.

Summer Housing Program

2018 Seaver Undergrad Summer session 1, 2, 3

Total applicants:

Session 1: 556

Session 2: 309

Session 3: 207

Total: 1,072

See Appendix E for details on summer rates by housing type.

With Seaside opening for Fall 2018, this increase of 456 additional beds will provide greater flexibility in space utilization between HRL, SP, and DFS for repair and renewal short term and long term planning.

Bible Lectures (Harbor)

Bible Lectures, recently renamed Harbor, has been a tradition at Pepperdine for the past 75 years. This is a four day event that utilizes the residence halls to house guests for the event. For May 2018, the Harbor numbers occupying the halls were:

Towers - 226 (except 334, 336, 241, 243, 228, 150-168)
Lovernich - 288 (except A16, A36, B31)
Drescher - 218 (except M31, N10, N30, P11, R30, S11, S21, V10, V11)
Res Halls - 407 (very few triples. Did not use Miller, DeBell, or Banowsky)

Total residential guests: 1139

For May 2018, the residence halls vacated on Friday, April 27 by 9:00 AM. Facilities services then began cleaning the first year halls and continued to clean through the weekend and until Monday, May 30th. Seaver graduating students are able to remain in hall until Sunday, April 29th as graduation occured on Saturday, April 28th. Harbor guests began checking in on Tuesday, May 1st.

HRL requires all Seaver summer students to vacate campus for Bible Lectures, this includes 556 students for session one with move in on Sunday May 6. This is a point of frustration for students to completely move for one week.

Athletics

HRL works closely with Athletics to house athletes and to ensure their recruiters are equipped with accurate information regarding the residence halls and apartments. HRL has a great working relationship with the Associate Director of Athletics- Business Operations, Assistant Director for Athletics- Compliance, and the Manager of Business Operations. This includes constant correspondence regarding students needing to remain over break periods, move-in prior to their fall and/or spring contract, and remain beyond their spring contract ending. All athletes are subject to the same nightly rate as non-athlete students outside of regular housing contract dates.

Admissions/Enrollment

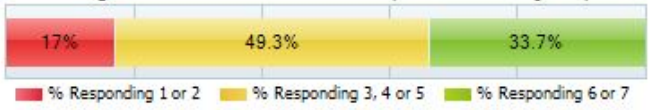
HRL works closely with Seaver College, School of Law, School of Public Policy, Graziadio Business School, and Graziadio School of Education and Psychology to market and to ensure recruiters are equipped with accurate information regarding the residence halls and apartments. HRL has a great working relationship with all constituents and works diligently to maintain and improve upon those relationships. One notable area is increased marketing and website presence to bring notice to the Malibu on campus housing options.

Dining/Sodexo

Results from the most recent Educational Benchmarking Inc (EBI) Resident Satisfaction Survey shows the dining factor for Pepperdine as:

	Mean	Std Dev	N	% Responding
Factor 10 . Satisfaction: Dining Services	4.90	1.24	684	81.8 %

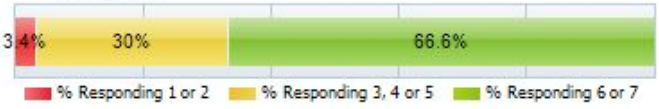
Q058. Dining Services - How satisfied are you with the: Quality of food



Key Text	N (%N)
(1) Very dissatisfied	51 (7.5%)
(2) Moderately dissatisfied	65 (9.5%)
(3) Slightly dissatisfied	94 (13.8%)
(4) Neutral	86 (12.6%)
(5) Slightly satisfied	156 (22.9%)
(6) Moderately satisfied	177 (26%)
(7) Very satisfied	53 (7.8%)

% Resp = 81.6%
N = 682
Mean = 4.43
Std Dev = 1.72

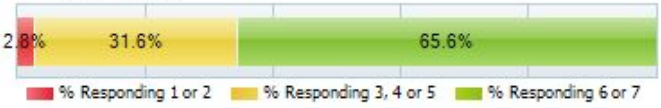
Q059. Dining Services - How satisfied are you with the: Cleanliness of dining area



Key Text	N (%N)
(1) Very dissatisfied	10 (1.5%)
(2) Moderately dissatisfied	13 (1.9%)
(3) Slightly dissatisfied	39 (5.8%)
(4) Neutral	60 (8.9%)
(5) Slightly satisfied	104 (15.4%)
(6) Moderately satisfied	216 (31.9%)
(7) Very satisfied	235 (34.7%)

% Resp = 81.0%
N = 677
Mean = 5.69
Std Dev = 1.40

Q060. Dining Services - How satisfied are you with the: Dining environment



Key Text	N (%N)
(1) Very dissatisfied	10 (1.5%)
(2) Moderately dissatisfied	9 (1.3%)
(3) Slightly dissatisfied	21 (3.1%)
(4) Neutral	84 (12.4%)
(5) Slightly satisfied	109 (16.1%)
(6) Moderately satisfied	218 (32.2%)
(7) Very satisfied	226 (33.4%)

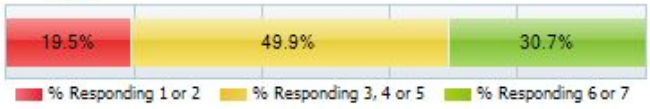
% Resp = 81.0%
N = 677
Mean = 5.70
Std Dev = 1.33

Q061. Dining Services - How satisfied are you with the: Service provided by dining service staff

Key Text	N (%N)
(1) Very dissatisfied	17 (2.5%)
(2) Moderately dissatisfied	17 (2.5%)
(3) Slightly dissatisfied	31 (4.6%)
(4) Neutral	66 (9.8%)
(5) Slightly satisfied	93 (13.8%)
(6) Moderately satisfied	169 (25%)
(7) Very satisfied	282 (41.8%)

% Resp = 80.7%
N = 675
Mean = 5.72
Std Dev = 1.52

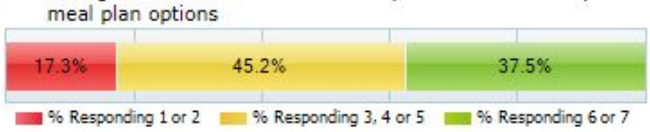
Q062. Dining Services - How satisfied are you with the: Dining service hours



Key Text	N (%N)
(1) Very dissatisfied	61 (9%)
(2) Moderately dissatisfied	71 (10.5%)
(3) Slightly dissatisfied	159 (23.5%)
(4) Neutral	82 (12.1%)
(5) Slightly satisfied	97 (14.3%)
(6) Moderately satisfied	137 (20.2%)
(7) Very satisfied	71 (10.5%)

% Resp = 81.1%
N = 678
Mean = 4.15
Std Dev = 1.83

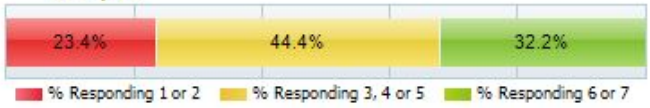
Q063. Dining Services - How satisfied are you with the: Variety of the meal plan options



Key Text	N (%N)
(1) Very dissatisfied	57 (8.4%)
(2) Moderately dissatisfied	60 (8.9%)
(3) Slightly dissatisfied	94 (13.9%)
(4) Neutral	108 (16%)
(5) Slightly satisfied	104 (15.4%)
(6) Moderately satisfied	157 (23.2%)
(7) Very satisfied	97 (14.3%)

% Resp = 81.0%
N = 677
Mean = 4.48
Std Dev = 1.84

Q064. Dining Services - How satisfied are you with the: Value of your meal plan



Key Text	N (%N)
(1) Very dissatisfied	94 (13.8%)
(2) Moderately dissatisfied	65 (9.6%)
(3) Slightly dissatisfied	109 (16%)
(4) Neutral	103 (15.1%)
(5) Slightly satisfied	90 (13.2%)
(6) Moderately satisfied	118 (17.4%)
(7) Very satisfied	101 (14.9%)

% Resp = 81.3%
N = 680
Mean = 4.16
Std Dev = 1.98

National data shows that marked improvement in the dining scores alone will significantly increase student satisfaction with the overall on-campus living experience. There continues to be some uncertainty regarding how revenue and expenses involving the dining program are allocated. This is especially poignant regarding Meal Plans and Waves Cash, and the University not receiving "credit" for Waves Cash toward the Sodexo contract required income. Over the next few years, HRL plans to work closely with Business Services and Dining Services to clarify the expenditures and improve the ratings on the residential satisfaction survey.

Areas of responsibility for HRL regarding the Sodexo/Pepperdine contract and Memorandum include:
Dining Services Committee: To facilitate our partnership and responsibilities, COBS, DFS, and Student Affairs have formed a Dining Services Committee (DSC).
Budget Management: Student Affairs is responsible for managing the dining services budget, which rolls up with the Housing and Residence Life auxiliary budgets. Student Affairs budget management responsibilities include creating purchase orders for the amounts stipulated in the most recent amendment under 6.3 Meal Plan Gross Sales Distribution.
Inventories, Premises, Equipment, and Maintenance:

- Student Affairs is responsible for the purchase and replacement of smallwares..
    - "Smallwares" will be defined by the IRS. The china and smallwares inventory count will be submitted to Student Affairs at the end of the first school semester or the third Friday in December and the last Friday of the month of June each year. Student Affairs will assist Sodexo in the inventory process.
    - Sodexo shall invoice Student Affairs for the amount of $55,000 to be used to replenish the inventory of china and smallwares. The total amount of this purchase order may be adjusted by mutual agreement of Sodexo and Student Affairs. If at any time during the contract period Sodexo is required to provide additional service which may include the need for additional inventory, Student Affairs shall be responsible to increase the purchase order. Sodexo shall invoice COBS for the amount of $5,000 to be used to purchase or replenish the smallwares in excess of current IRS definition threshold. Sodexo will make required purchases and process the respective invoices against these purchase orders.
    - Sodexo will keep an accurate purchasing log with receipts and provide this for review by Student Affairs and COBS at the same time as the inventory in December and June. Any purchases which do not comply with agreed upon smallwares categories shall be addressed immediately. Sodexo shall be held responsible for the inventory purchases that do not meet agreed upon "china and smallwares" categories. New items not on the inventory list may be submitted to Student Affairs and COBS for review to be added to the approved list.
    - Student Affairs will collaborate with the Office of the President to determine needs of the Brock House inventory and Board of Regents inventory on an annual basis. At least twice each year, Sodexo will provide Student Affairs with an inventory of all china. Student Affairs will coordinate the replacement of any china needed to bring back up to the original inventory at Sodexo's expense. If

the inventory changes style at the direction of the Office of the President, then Student Affairs will provide a new inventory to Sodexo to maintain.
    - Student Affairs is responsible for replacing the lounge couches in the Waves Café and HAWC. Student Affairs is also responsible for replacing the tables/chairs for all Food Service locations.
    - Student Affairs is responsible for upgrade costs (approximately every three years) related to the meal plan identification system, including the point of sale stations at all dining venues. This includes network charges. Student Affairs may pay for additional or upgraded point of sale stations at existing venues if the Dining Services Committee approves it as necessary for basic or enhanced operations.

Construction and Modification of Dining Venues: Student Affairs, DFS and COBS will be primary stakeholders in any remodeling or construction projects of existing venues or any new venues. Student Affairs and COBS will collaborate on any decisions regarding operational changes of existing venues. Approval of advertising in Dining Services venues is managed by Student Affairs.
Hours of Operation: The Dining Services Committee (DSC) will meet with Sodexo representatives to establish mutually agreed upon hours of operation for all non-branded food concepts. The hours of operation for all academic terms, holidays, orientations, and breaks will be set for the upcoming academic year in the DSC meeting.
Prices: The Dining Services Committee (DSC) will review and approve Sodexo's pricing recommendations at its July meeting. The pricing list should include all items sold in each venue. During the fiscal year, Sodexo may add items for sale without prior approval from the DSC, but must include all new items in the pricing recommendations list presented to the DSC in July. During the fiscal year, Sodexo may increase prices only when there is mutual agreement with Student Affairs. If there isn't mutual agreement on the increase, Sodexo may bring the recommendation to the DSC for review and approval.
Special Diets and Accommodations: Student Affairs is responsible for managing the protocol for obtaining the required documentation from a medical doctor and for approving accommodations when medically required for students on the residential meal plans.
Food Committee: Student Affairs will manage a food committee to review and provide feedback regarding dining services. The committee serves in an advisory role to Student Affairs and COBS by providing feedback on items such as pricing of plans and items, menus, hours of operation, venue names, etc. The committee will be co-chaired by a representative from Student Affairs and Sodexo, and will include faculty, staff, and students.
Student Complaints and Grievances: Student Affairs will manage student complaints in collaboration with Sodexo. Any student complaint that rises to the level of a formal grievance will be handled using the principles in the Non-Academic Grievance Policy. Sodexo will conduct its own investigation and communicate any action taken to both COBS and the appropriate school representative (e.g., at Seaver, this is the associate dean of Seaver College). The school representative handles all communication with the student or employee who filed the grievance.

Howard A. White Center (HAWC)
HRL is responsible for the furniture located in the HAWC. Facilities and DDC assessed the soft furniture in the HAWC and determined that an annual clean was sufficient, and were confident

all the pieces were worth cleaning and that the cleaning could produce good results. Pieces were removed on Tuesday, December 19, 2017 and returned on Wednesday, January 3, 2018. The sum total for Best Quality Movers to clean was $2,525. (Appendix F).

Graduate Housing

Representatives from the graduate colleges met occasionally throughout the 2017-2018 academic year to discuss the graduate program move-in process and card access.

Items that the graduate schools agreed to work on include:

- Collaborate on airport shuttles and shopping shuttles
- Collaborate on hosting meals (catered) for students when dining services is not open (Corrie Zacharia is willing to host these for staff presence)
- Creating welcome kits: toothpaste/brush, shampoo/conditioner, etc
- Improving email/correspondence language regarding arrival and check in processes

Items that housing agreed to work on include:

- Improving email/correspondence language regarding arrival and check in processes
- Improve in room greeting to welcome and point students to website for additional apartment and campus navigation
- Provide Q&A and What To Bring lists
- Reflect residence hall check in times to match airport shuttle arrival times (ie 10/11am, 2/3pm, 10/11pm).

Additionally, IT instituted a "selfie" option to gain an ID card. Students can submit a photo ahead of time and have the ID already printed for check in. HRL is also looking at accepting a ID card printer in our office so that students do not need to walk to OneStop to pick up a card.

ISAC (Corrie Zacharia) is also working closely with the graduate colleges to improve the experience for the international populations in conjunction with HRL. There has been very successful partnership in programming and will be continued collaborative efforts to best engage our international students.

Counseling

The Counseling Center at Pepperdine is one of Residence Life's closest partners. The Counseling Center staff partners with HRL on training, promoting student therapy groups sponsored by the Counseling Center, on supporting students in the halls, and in responding to crisis during and after business hours.

Counseling Center staff leads annual Formation Training for professional staff and student leaders on the following subjects in two formats. The trainings included lecture style/group conversations as well as role play in scenario-based training, Behind Closed Doors (BCDs):

- Helping Skills
- Grief
- Suicide Prevention Training

- Sexual Assault
- Alcohol and Other Drugs
- Mental Health Awareness

Department of Public Safety & Insurance and Risk
On September 29, 2017, from 5:45-10:00 PM, HRL professional and student staff partnered with DPS for the first time in recent years in conducting fire drills in housing. In early October, the Director of Residence Life, Maura Page, scheduled a debrief and planning meeting to discuss future HRL involvement in conducting fire drills with Rob McKelvey of DPS, Jon Weber of Insurance and Risk, and Assistant Director of Residence Life, Andy Swartz. During this meeting, they reviewed and debriefed HRL/DPS collaboration on the September drill and that HRL desires to assist DPS in this critical preparedness exercise. In addition to helping residents prepare for a fire, it provides training and builds confidence for professional staff and student leaders on what to do in an emergency. DPS and Insurance and Risk staff noted that RD staff who assisted with the drills voluntarily at the Director's request in September were very helpful. In this meeting it was decided that both professional and student Residence Life staff will assist with drills in the halls in a coordinated effort with DPS to ensure maximum efficiency and to alleviate the burden on DPS for conducting drills in one night of 22 first-year houses, 14 buildings at Drescher Residential Complex, 3 buildings at Lovernich, Rockwell Towers, and 3 buildings at George Page Apartments.

Student Care Team (SCT)
HRL continues to partner very closely with the SCT on supporting residents in housing and outside of housing. Residence Life generates reports that require coordinated care, and the professional and student staff weekly are assigned check-ins and follow-up action to ensure students are well-supported. The Residence Life staff are instrumental in supporting students in a range of situations, most notably crisis and medical/mental health emergencies. The RDs on call provide support to both commuter and residential students when crisis occurs on campus.

Dean of Students/Community Standards
HRL works closely with the Office of Community Standards and the Dean of Students where policy violations are referred for adjudication. HRL professional staff and student leaders alike received training by the Office of Community Standards on Pepperdine policies, Community Standards hearing processes, Residence Life report writing, and Maxient software. HRL professional staff are also intentionally trained to support students going through a conduct process by reaching out to the student, ensuring they have received and read their letter from Community Standards, and offering support to students throughout the conduct process.

Parents Program/Human Resources
Residence Life partners with the Seaver Parents program and Pepperdine Human Resources on the Adopt a hall/Adopt a community for parents, faculty and staff. Parents, faculty and staff, sign up to sponsor, provide encouragement, and pray for the living areas. All freshman houses were adopted in 2017-2018, and Human Resources adopted the transfer house, Eden.

Wellness and Title IX

The Wellness Coordinator and the Title IX Coordinator partners with Residence Life to implement Hall Talks, an educational program for all first-year students on gender-based violence and discrimination, bystander behavior, and risk reduction. The Title IX office also leads Title IX training for professional staff and student leaders, provides after-hours emergency support and crisis response.

Time for Program Development/Research

Residence Life has partnered with ICA to develop a new RA/SLA training method based on Intergroup Dialogue (IGD). The IGD method will enable student leaders and professional staff to strengthen their own identity development, increase their cultural awareness, and develop skills in cross-cultural communication. In preparation to facilitate this new method to teaching, professional staff will read *Dialogue Across Difference: Practice, Theory, and Research on Intergroup Dialogue* and receive their own training in July from Associate Dean of Student Affairs for Diversity and Inclusion, David Humphrey. Through IGD, Residence Life seeks to increase within our RAs/SLAs a value for diversity and inclusion in all aspects of the residential experience, as well as the confidence to pursue that value in their roles. An additional area in which HRL seeks to develop its programming is spiritual development/support among upperclassman. While freshmen and sophomore residential areas have SLAs who serve as spiritual resources, lead small groups, and develop spiritual life programming, upperclassman in apartment areas currently have no such dedicated roles. In the absence of SLAs, HRL will involve apartment RAs in the same spiritual life training the SLAs receive in August. These new hybrid roles will serve as both RAs and SLAs in the apartment areas. The new Associate Director of Residence Life for the apartment areas will oversee, assess, and innovate programs to support and develop spiritual life among apartment populations.

Residence Life partnered with Dr. Liz Mancuso in her research on intellectual humility, a trait of servant leadership. Dr. Mancuso conducted surveys of the RAs and of their supervisors about their behaviors to inform her independent research. This partnership will continue and expand in 2018-2019.

Residence Life also partnered with Dr. Lauren Amaro whose Communication class conducted an assessment of Residence Life training needs, including focus groups and surveying student leaders, and determined a gap in training on recognizing Interpersonal violence among peers. Based on the recommendations of the student review, the class then completed their course work on this assignment by creating a training that met the needs identified. In January, Residence Life invited Dr. Amaro to Spring Formation for all RAs and SLAs to conduct a training on interpersonal violence. On April 10, 2018, 26 Residence Life Student leaders attended an optional, more in-depth, three-hour training on interpersonal violence, led by Dr. Amaro and her students who assessed this need in HRL. Residence Life has since specifically included training on recognizing and understanding interpersonal violence in its training schedule.

Operational Budget

HRL suffered from significant budget deficiencies occurring in 2010/2011 and are still paying off the debt resulting from low occupancy. In the more recent years, occupancy has been high, yielding sufficient

budgetary requirements. This, coupled with decreased spending, has allowed for about 1 million of the 3 million dollar debt to be paid down.

Inclusive Excellence

HRL clarifies its commitment to equity, inclusion, and diversity by:

a. Hiring - Via interview questions asked during RA/SLA and RD interviews prior to hiring. Discussed in each interview is HRL's value of supporting students of minoritized populations. Questions asked include:
    1. Describe something you have done in the past year to increase your understanding of someone different from yourself.
    2. Describe a program you created that supported a student population or student group that was minoritized.
b. Training - RA/SLA and RD Formation. This is a key theme and lens through which HRL considers a framework / foundation to all training.
c. The first year placement process reflects the demographic percentages of the class; each hall is reflective of diversity of class as a whole.
d. WAVES - Programming requirement which incorporates Wellness, Activism/Advocacy, Vocation, Engagement, and Spiritual Life. RAs have flexibility to program to their specific residents/community. They are trained and empowered to respond to the specific needs of their community.

2. Housing office is culturally responsive when we are aware of needs
    a. Roommate requests based on faulty assumptions
    b. Educational conversations between front lines of Housing Office and students/parents, internal staff and departments making requests that may not align with our diversity values
c. Improved website language, revamp of the housing contract, and language content in the eCLOMs.
d. RAs are offered the opportunity to attend SCORR at Biola (racial reconciliation, elements of diversity and inclusion).
e. RDs having ongoing conversations about issues pertaining to diversity.
f. Instituting a "cruise ship model;" using RAs to bring students along to events and activities put on by affinity groups.
g. HRL key partners with ICA on training and programming
    a. San Francisco Year 2 Malibu trip which incorporate movements: Red Movement, LGBTQ Movement, Women's Movement, Black Power Movement, Free Speech Movement.
h. Exemption requests and the accommodation process take issues of diversity and equity into account on a case-by-case basis. This is often fostered via our partnership with the Student Care Team.
i. Participation of several staff in the Intercultural Student Advisory Council, and in the Orientation and Engagement Committees.
j. Participation of several staff in SEED (Seeking Educational Equity and Diversity), including trained SEED facilitators.

k. Partnership with the Title IX office on programming, individual student needs

Housing and Residence Life Organizational Structure Changes
HRL has been working on a new organizational structure. With a growing demand of HRL resources due to increased, on-campus residential students, and increases in medical transports, mental health needs, and student developmental needs, a continued focus should occur regarding the HRL organization structure as well as office location. With HRL not having adequate office space, students needs are not met to the fullness of our department's abilities.

HRL went from having an Associate Dean of Student Affairs for Housing and Residence Life, to having two Directors (Director of Residence Life and Director of Housing Operations).

The 2011 report noted that the supervisor at that time of the Resident Director staff was stretched in many directions, and as a result, providing adequate supervision to RDs was challenging. This continues in 2017-2018 with a new Director of Residence Life, and the structure proved unwise and unsustainable for the Director of Residence Life as well as inconsistent with a department value to develop excellent Christian practitioners in Student Affairs. As a result, Residence Life oversight will adjust one RD position next year to add a third mid-level leader, and the three mid-level leaders will directly oversee four to five RDs/ARDs. The three mid-level leaders will be repositioned as Associate Directors, and they will report to the Director of Residence Life.

For Fall 2018-Fall 2019, we will have an increase of two Resident Directors for Seaside Hall, an increase of two SAIs to help support Drescher, an addition of an administrative assistant, and will be permanently hiring the Marketing Coordinator position. As we look toward to the FY19 budget cycle, HRL will also be requesting a position to solely focus on Meal Plan processes and billing.

Measures of Program Effectiveness
The Housing and Residence Life Office has collected data in a variety of ways over the last seven years, including:

- Educational Benchmarking Institute- National Residential Satisfaction Survey (2012, 2013, 2014, 2015, 2016, 2017)
- HRL In-House (Survey Monkey) Residential Satisfaction Surveys
- SLA program surveys and feedback portfolios (2013, 2014, 2015)
- HRL Student Self-Assessment (2013, 2014, 2015, 2016, 2017)
- HRL Professional Staff Self-Assessment (2012, 2013, 2014, 2015, 2016, 2017)
- 2016 & 2018 Scion: Student Housing Market & Demand Analysis and Campus Housing Plan

B. Student Learning
HRL employs the following curriculum map as an outline for the Student Learning Outcomes (SLO) of the department. Each year a focus is placed on measuring one SLO. In order to assess learning among the residents who live on campus, HRL will implement questions around the SLO in the annual residential EBI survey. The HRL Student Learning Outcomes follow.

A student who participates in Housing and Residence Life programs should be able to:

1. Engage in intentional spiritual formation and Christian discipleship.
2. Demonstrate leadership, including a ministry focus on building community, responding to needs in crises, and enforcing community standards.
3. Live cooperatively with others using healthy assertiveness and conflict resolution when needed.
4. Seek involvement with and demonstrate a valuing of others, including those different from oneself.

Curriculum Map

Curriculum Map: Programs	**SLO 1 Spiritual Formation**	**SLO 2 Demonstrate Leadership**	**SLO 3 Live Cooperatively**	**SLO 4 Value Diversity**
Physiological/Safety Programs	X	X	X	X
Community Building/Educational Outreach Programs	X	X	X	X
Training & Mentoring Programs	X	X	X	X

Detailed Outreach & Prevention Curriculum Map

	SLO 1	SLO 2	SLO 3	SLO 4
Physiological/Safety				
Check-ins/Check-outs		X	X	
CLOMs (Comm. Living Orientation Meetings)	X	X	X	X
BHRs (Basic Human Respect Meetings)	X	X	X	X
Meal Plan Administration				
Duty Rotation- Emergency Response	X	X	X	X
Community Building/Educational Programs				
Sexual Assault/Title IX (Freshman)	X	X	X	X
Year2 Malibu Programming	X	X	X	X
House Cup (first-year engagement)	X	X	X	X
SLA Small Groups/Club Convo	X	X	X	X
Intercultural Awareness Programs	X	X	X	X
Academic/Vocational Development Programs	X	X		X
Service Projects	X	X	X	X
Community Building Programs in Halls	X	X	X	X
Training/Mentoring Programs				
RA/SLA Training	X	X	X	X
Staff Meetings and One-On-Ones	X	X	X	X

HRL has for 2017-2018 focused on SLO, “Engage in intentional spiritual formation and Christian discipleship.” Below is a detailed report on HRL’s efforts in pursuing this outcome. For 2018-2019, HRL will continue to implement changes made necessary to support the development of the SLO as well as pursue the assessment of the SLO, “Seek involvement with and demonstrate a valuing of others, including those different from oneself.” Grounded in ideals of Intergroup Dialogue and in partnership with Associate Dean of Diversity and Inclusion, HRL will develop more robust training, assessment of learning, and intentional practice throughout HRL communities.

Student Learning Outcomes Assessment

During the 2016-2017 academic year, Housing and Residence Life focused on the fourth listed SLO: *a student who participates in Housing and Residence Life programs should be able to seek involvement with and demonstrate a valuing of others, including those different from oneself.*

SLO of Focus for 2017-2018:
Engage in intentional spiritual formation and Christian discipleship.
Students who participate in HRL programs include the student leadership positions of RAs and SLAs as well as residents those student leaders serve. HRL expects that RAs and SLAs would engage in intentional spiritual formation and discipleship through their role as an HRL leader and that they would provide opportunities through their halls for residents to be engaged spiritual, discipled, and supported in in their spiritual formation.

Progress toward SLO attainment:

- All SLAs led small groups in their areas and two RAs also led small groups in apartment areas (one in Drescher and one in George Page Apartments)
- Res Life Together--all living areas
- All living areas participated in Step Forward Day
- All SLAs are required to have one-on-ones with residents at least once per week related to spiritual care
- All SLAs participate in bi-weekly spiritual mentoring with their Resident Director or other faculty/staff mentor.
- All SLAs met with the Assistant Director of Residence Life, Andrea Zahler, at least once during the academic year to review and refine their SLA role.
- Two RAs in apartment areas led a small group for their residents in the fall and spring.
- SLAs have office hours each week so there is intentional availability for spiritual care, prayer, discussion
- SLAs participate in a Soul Sabbath for fall and spring with 100% SLA participation in the fall.
- RAs and SLAs have guided weekly reflections to identify and be aware of how God is moving in their living areas, to provide prayer requests for professional staff to pray for students.

- All SLAs attend the Unplugged Retreat in January.
- Year 2 Retreat for sophomores--an intentional spiritual formation retreat with small groups, Christian worship and speakers (Al Sturgeon, Andrea Zahler, Zac Luben, Taylor Begert)
- August Training for all RAs/SLAs included intentional spiritual formation, included an arts lab, traveling Soul Library, a time for feet washing, worship led by Taylor Begert, students, and professional staff, and speaker Roslyn Satchel who spoke Moving from Solitude to Community to Ministry, a shared reading by Henri Nouwen. Spiritual Pathways, Love Languages, StrengthsFinder;
- SLA training included training by Associate Chaplain Eric Wilson on discipleship, how to lead small groups, one-on-one reflection, and the typical spiritual journey of college students.

Residence Life has identified a significant gap regarding the engagement of residents in spiritual formation and discipleship as residents progress to their sophomore, junior, and senior years. The housing that typically corresponds to those populations (Towers, Lovernich, Drescher, and George Page) decreases in Spiritual Life Advisors as students progress through housing to their senior and graduate years. Their HRL experience culminates with zero SLAs in Drescher and George Page apartments.

Hall	**Typical Population**	**Spiritual Life Advisor to Resident Ratio**
RA Freshmen Halls & Greek Row	Freshmen/Transfers	1 : 50
Seaside (anticipated)	Sophomore/upperclassman/Transfer	1 : 64
RA Towers	Sophomore	1 : 70
RA Lovernich	Sophomore/upperclassman/Transfer	1 : 300
RA George Page	upperclassman/Graduate	0 : 233
RA Drescher	upperclassman/Graduate	0 : 328

Next Steps toward SLO

Assessment in 2018-2019 will include assessing the level of engagement in the apartment areas (Lovernich, George Page, and Drescher Apartments) as compared to the houses on campus, considering the impact of a high RA:resident ratio. This will inform the degree to which and the implementation of the next steps listed below.

Two specific next steps targeting this SLO and intended to impact the experience, spiritual formation, potential for discipleship, and engagement of upperclassman includes addressing the gap in staffing by shifting funding priorities to appropriately staff those spaces, particularly where SLAs are concerned. Funding has been requested for upperclassmen RAs and SLAs who will support upperclassmen communities and spiritual formation via small groups for convocation credit.

Perceptions of Programming

Mechanisms in place to gauge student perceptions of HRL's programming, especially for groups that are historically marginalized or underserved on campus include:

a. Annual EBI assessment
b. Surveys after major programs/events (i.e. Catalina)
c. Administrative Assistants and student workers who interact most with students and parents give frequent updates to staff team regarding student pulse, community responses, and feedback
d. Exemption and accommodation requests give anecdotal insight into student experiences of feeling unwelcome, and data on cultural and religious reasons for desiring to live off campus
e. Room change requests and roommate conflicts are handled with a lens of sensitivity to issues of diversity that may play a part
f. SCT - permissions, exceptions granted to students of various communities
g. How HRL challenges students, pushing them further to think deeper, step outside of comfort zones, and stretch their minds via one on one conversations, incident debriefing processes, RD conversations with residents, mentorship
h. Intentionality with roommate conflicts:
    a. Blackface incident in Miller
    b. Responding to students who make mistakes with opportunity for a learning moment.
i. Athletics and Regent Scholars - helping administration understand equity and inclusion
j. Specific training with RAs to overcome bystander behavior, giving them a long range view of this process.

STUDENT LEARNING OUTCOMES ASSESSMENT

A student who participates in Housing and Residence Life programs should be able to:

1. Engage in intentional spiritual formation and Christian discipleship;
2. Demonstrate leadership, including a ministry focus on building community, responding to needs in crises, and enforcing community standards;
3. Live cooperatively with others using healthy assertiveness and conflict resolution when needed;
4. Seek involvement with and demonstrate a valuing of others, including those different from oneself.

SLO of Focus for 2016-2017

During the 2016-2017 academic year, Housing and Residence Life focused on the fourth listed SLO for a second consecutive year: *a student who participates in Housing and Residence Life programs should be able to seek involvement with and demonstrate a valuing of others, including those different from oneself.*

This SLO was measured in 2016-2017 in three ways. First, responses were collected from the ACUHO-I/Benchworks Resident Assessment survey sent to all on-campus residents in Spring 2017. Second, a post-training assessment was conducted of student leaders following their Fall training.

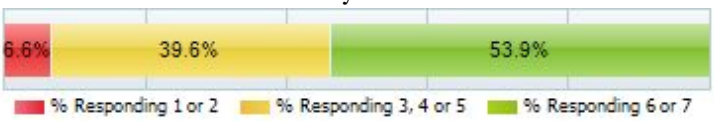
Finally, reflection reports were collected from individuals involved in various programs targeting this SLO. In each of our first-year halls each August, Resident Directors shared and affirmed an important, identity-shaping concept from our Student Handbook: "Pepperdine University affirms that all members of our community are created in the image of God and therefore should be treated with dignity and respect." Through student leader training, professional staff development and advising, and residential programming, HRL reinforces the ideals of accepting and valuing others throughout the on-campus living experience.

The ACUHO-I/Benchworks Resident Assessment created by Skyfactor was used to gather information from our residents about their views on and satisfaction with various aspects of the department. The assessment was emailed to 2,055 residents; 951 responded (46.3%)[1]. In the institution specific section, we asked our respondents to disagree or agree with the following statement about their experience with our SLO:

To what degree has your on-campus housing experience helped you: Interact with residents who are different from you (i.e., race, gender, beliefs)

N = 820 Mean = 5.19 Standard Deviation = 1.57

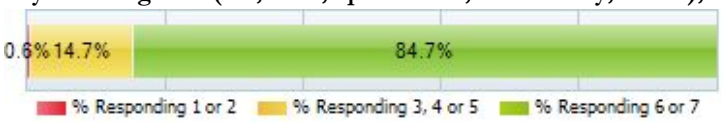
To what degree has your on-campus housing experience helped you: Benefit from the interactions with residents who are different from you



N = 809 Mean = 5.35 Standard Deviation = 1.60

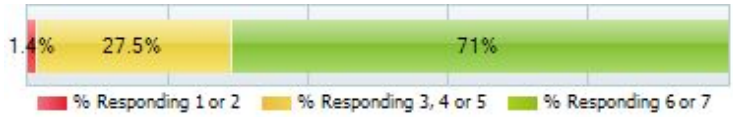
We were also able to get feedback on experiences specific to living areas, RAs, and SLAs.

In your living area (i.e., floor, apt. section, community, house), to what degree do you: Respect other students



N = 845 Mean 6:38 Standard Deviation = 0.99

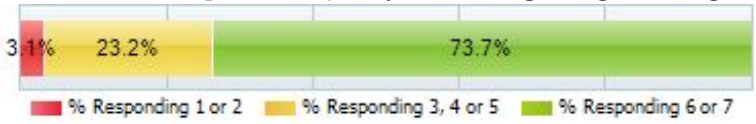
In your living area (i.e., floor, apt. section, community, house), to what degree do you: Feel accepted by other students



N = 835 Mean = 5.94 Standard Deviation = 1.29

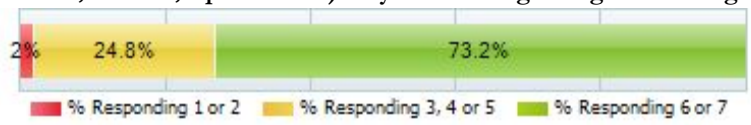
1

Hall/Apt. Student Staff: - How satisfied are you with your student staff member (i.e., RA, Community Advisor, Mentor, Apt. Advisor) on your floor regarding: Treating everyone fairly



N = 828 Mean = 6.00 Standard Deviation = 1.45

Hall/Apt. Student Staff: - How satisfied are you with your student staff member (i.e., RA, Community Advisor, Mentor, Apt. Advisor) on your floor regarding: Promoting tolerance of others



N = 810 Mean = 6.03 Standard Deviation = 1.38

There was been a slight percentage increase in the "agree/strongly agree" response and a slight overall decrease in the "disagree/strongly disagree" response received for all of these questions from the previous year. HRL made changes to its professional staff development and student leader training for the 2016-17 academic year that could have contributed to it. First, the Resident Directors participated in an "Urban Plunge" experience as part of their training in July that helped them grow deeper as higher education professionals by engaging diversity and the realities surrounding race and reconciliation. Facilitated by our colleagues at Azusa Pacific University, they spent two days exploring areas of Los Angeles via public transportation, including El Pueblo, the Cathedral of Our Lady of the Angels, Grand Central Market, and the Union Rescue Mission. The APU facilitators led them through discussions on how privilege and identity intersect with our goals of creating a welcoming environment in Pepperdine's residence halls, as well as a "privilege walk." They considered how communities are formed, how "outsiders" can become "insiders," and how they could bring all of their talents together to support each student who comes to our university.

In addition to the initial RD training, a few staff members were able to participate in the Seeking Educational Equity and Diversity training cohort. Administrative Assistant Hannah Novak said that her participation in SEED began as an "opportunity to stretch myself and get to know coworkers in partner departments but quickly developed into a paradigm shifting and worldview altering conversation that raised far more questions than answers." RD Zach Love noted, "nothing like this was offered for me when I was an undergraduate student at Pepperdine, thus I was excited to be part of the first group!" HRL intends to have more staff members involved in SEED next year, and one RD, Andrea Zahler, will receive training to become a SEED facilitator.

Not only did RD Zach Love participate in the SEED pilot program, for 2017-2018, he was also asked to be an advisor for the first year of the student club, Crossroads – a community for LGBTQ+ students and Pepperdine allies. "I decided to say yes to advising because even though I knew people who were gay, specifically past students, I was not intentionally reaching out to this population who I would consider marginalized in our society. My role was to get them to meet regularly, share my expertise on Pepperdine processes, and help them partner with Pepperdine's mission." Crossroads met at least bimonthly, celebrated National Coming Out Day, participated in an October AIDS Walk, a Relay for Life in April, and partnered with Pepperdine Health and Wellness to discuss Step Up and sexual assault awareness as it relates to the LGBTQ+ community.

In addition to the professional staff training changes and In response to feedback from the 2015-16 student leader training assessment, changes were made in 2016-2017 to the RA/SLA Formation and requirements in the areas of diversity and inclusion. For the last three academic years, we have increased the time allotted toward diversity training in our August RA/SLA Formation. We have partnered with ICA to offer a "100 level" introduction to diversity with topics such as, "Making Assumptions" and "35 Dumb Things Well-intended People Say." While assessment shows that these trainings were overall appreciated, many student leaders suggested we spend more time on the issue of white privilege at Pepperdine. We also added a "300 level" educational experience for Fall Formation 2016. HRL reached out to our APU colleagues and invited Alex Jun and Chris Collins, professors in APU's Department of Higher Education doctoral program, to lead our RAs and SLAs through a day of theologically-based diversity training structured around their book, *White Out: Understanding White Privilege and Dominance in the Modern Age*. They conducted sessions entitled, "The Other Lives Matter," "Roots and Fruits," "Jesus Called Her a What?!," "Whitefluenza," "Pilgrims and Thanksgiving," and "Do You Love Me?" Our student leaders were also able to participate in racial caucuses and talk through real life scenarios of diversity issues that have impacted our campus in recent years. In an assessment survey sent to these student leaders, we asked them if the diversity session was helpful for their role in HRL. Of the 55 respondents, 50 said it was either very helpful (29) or helpful (21), and 5 were indifferent. One respondent added, "Please continue the conversations that were started. It was a good starting point, but it can get better." Some other respondents agreed, saying more time would have helped the conversations not be so rushed and more strategies for solving race related resident conflicts were needed. The Formation/Training committee is taking this feedback and partnering with ICA and the Associate Dean for Diversity and Inclusion, David Humphrey, to develop curriculum for our August 2017 training. All RAs and SLAs who wished to return to their positions next year were required to attend at least one additional diversity experience – either Pepperdine's Student Summit on Diversity and Inclusion or the Biola's Student Council on Racial Reconciliation.

The trainings our RDs, RAs, and SLAs undertook led to an increase in residential programming focused on awareness. For example, in February, Crocker Hall RA Jazmin Guardado organized a hall trip to historic Olvera Street.

> "I decided to make this event for my residents after my RD challenged me to 'go deeper' and talk about my experience growing up with parents who are immigrants. I thought Olvera Street would be the perfect place to share my culture and talk about my background with my residents because historically it was a place that welcomed immigrants. It was the first time for many of them visiting Olvera Street and they seemed to really enjoy it! One of my residents, Edith Vargas, said, 'At Pepperdine you are not really exposed to may cultures and I thought it was important that Jazzy made the effort to show us where she comes from. When she started talking about her background, I almost started to cry because I could relate to her story.'"

Another example of diversity programming occurred in White House. The SLA, Claire Hutchinson, invited one of her residents to use the hall for a Club Convo in which the resident, a practicing Muslim, compared scripture found on certain topics in the *Quran* with scripture found in the *New Testament*. This Club Convo led to many interfaith conversations and friendships. HRL will continue to require at least two awareness-centered programs per living area next year, and the RDs will continue to encourage their student leaders to "go deeper" as they seek to create diverse, inclusive, and respectful communities.

SLO of Focus for 2015-2016

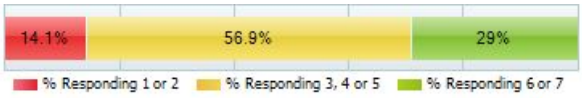
During the 2015-2016 academic year, Housing and Residence Life focused on the fourth listed SLO: *a*

student who participates in Housing and Residence Life programs should be able to seek involvement with and demonstrate a valuing of others, including those different from oneself.

Every August, HRL partners with the Counseling Center to present a Sexual Assault Prevention Training in each of our first year halls. At this training, the Resident Director shares an important, identity-shaping concept from our Student Handbook: "Pepperdine University affirms that all members of our community are created in the image of God and therefore should be treated with dignity and respect." This idea is one of the first things our residents hear from us, and we hope it is not the last time they encounter it. Through programming, student leader training, and open conversations, we in HRL reinforce the need to accept and value others throughout a students' residential experience. We measured the extent of this SLO in three ways. First, we collected responses from an assessment survey sent out to all on-campus residents in January 2016. Second, we conducted post-training assessment of our student leader formation in August and January. Finally, we looked at specific incidents of bias and exclusion that occurred in our living areas and our responses to them.

We used the ACUHO-I/Benchworks Resident Assessment created by Skyfactor to gather information from our residents about their views on and satisfaction with various aspects of our department. The assessment was emailed to 2,218 residents; 1,058 responded (48%). In the institution specific section, we asked respondents to disagree or agree with the following statement about their experience with our SLO:

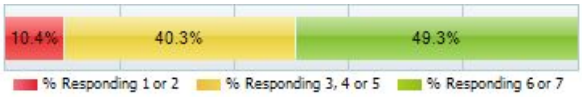
I have been able to seek involvement with and demonstrate a valuing of others, including those different from myself, through HRL programs. (from disagree/strongly disagree in red to agree/strongly agree in green)



N = 897 Mean = 4.64 Standard Deviation = 1.66

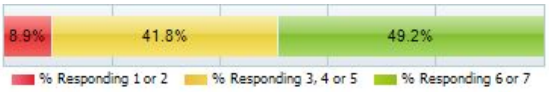
Other sections of the survey addressed both personal and diverse interactions.

Diverse Interactions - To what degree has your on-campus housing experience helped you: Interact with residents who are different from you (i.e., race, gender, beliefs)



N = 906 Mean = 5.31 Standard Deviation = 1.80

Diverse Interactions - To what degree has your on-campus housing experience helped you: Benefit from the interactions with residents who are different from you



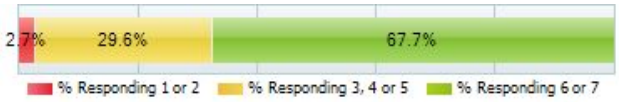
N = 894 Mean = 5.16 Standard Deviation = 1.71

We were also able to get feedback on experiences specific to living areas, RAs, and SLAs.

In your living area (i.e., floor, apt. section, community, house), to what degree do you: Respect other students

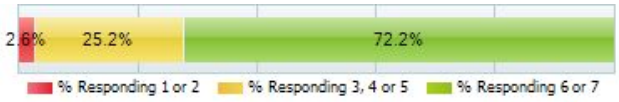
N = 931 Mean = 6.33 Standard Deviation = 1.04

In your living area (i.e., floor, apt. section, community, house), to what degree do you: Feel accepted by other students



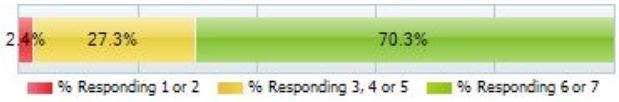
N = 919 Mean = 5.78 Standard Deviation = 1.35

Hall/Apt. Student Staff: - How satisfied are you with your student staff member (i.e., RA, Community Advisor, Mentor, Apt. Advisor) on your floor regarding: Treating everyone fairly



N = 890 Mean = 5.95 Standard Deviation = 1.43

Hall/Apt. Student Staff: - How satisfied are you with your student staff member (i.e., RA, Community Advisor, Mentor, Apt. Advisor) on your floor regarding: Promoting tolerance of others



N = 872 Mean = 5.93 Standard Deviation = 1.41

Interestingly, while 70.3% of our respondents say they are satisfied with how HRL student leaders promote tolerance, only 29% say they themselves been able to demonstrate a valuing of others through HRL programs. Perhaps some are satisfied with the current promotion of tolerance because they do not see a need for it to be emphasized. Perhaps our student leaders make more of an impact in their living areas by modeling respect and openness than by organizing events through which respect and openness are consciously practiced. Or perhaps while demonstrating that they value each of their residents in all aspects of their work, our student leaders incorporate that virtue into all of their programs without residents being aware of it. For example, in one first year hall, the RA noticed that a Chinese international resident cooked and ate most of her meals in her room alone. So, the RA invited that resident to lead a "Chinese Cooking Class" event in the lobby. More than a dozen hallmates came to learn how to cook a classic Chinese dish, and many informal Chinese food nights occurred throughout the rest of the year. Another resident explained that she learned to live with her roommate with the help of her triad: "They are so helpful! Me and my roommate had a lot of problems at the beginning and with all of their (two RAs and an SLA) help we have become such great friends. I could not be more thankful for them."

We expect our student leaders to demonstrate healthy, respectful relationships with their residents. In order to help them meet that expectation, we spend a significant portion of our training on matters of inclusion in diversity. In our fall formation, we invited Bryce Coefield from the Intercultural Affairs Office to our HRL retreat where he led a session based on Chimamanda Ngozi Adichie's TED Talk, "The Danger of a Single Story." Following the retreat, we set aside a day of training to engage in four workshops that each dealt with a different aspect of valuing others. While our student leaders responded well to this day, some commented that it would have been beneficial to include a workshop on privilege – particularly white privilege. Assistant Director of Spiritual Formation and Care, Christine Suh, facilitated a workshop based on the book, *Spiritual Pathways*, by Gary Thomas in which we looked at the variety of ways individuals connect with God. We received positive feedback on this workshop and saw it bear fruit throughout the year. One SLA said, "It made me see that God made us all unique and values each and every one of our pathways. It makes me more accepting of His children and their ways of connecting that may be different than mine. One person is not better than another." Later on in the Spring semester, the lessons from this workshop appeared in one SLA's monthly report: "During one of

my small groups, a resident who has little exposure to faith and has never opened a Bible before volunteered to pray for our "Fifield Fellow of the Week." Afterwards, he was apologetic of his prayer and didn't know if he did well, but all of the guys supported him. This was encouraging that I am providing an atmosphere for residents to feel comfortable to get a taste of faith and a safe space to step out into new experiences ..." Another resident told her RD that being in her hall's small group "made me want to be a better Muslim, even though they are mostly Christians, but they encourage and love me. Isn't that interesting?"

Even with training, modeling, and programming meant to encourage valuing others, incidents of bias and exclusion still occurred this year, and HRL responded (such as the "Sacrifice for Solidarity" event in conjunction with the silent protest against YikYak comments). The largest of these incidents happened in Miller Hall where a resident posted a "black face" picture on their hall's chat group on the same day a swastika was found on the lobby's bulletin board. As professionals in housing, we knew we needed to support the affected students and engage the affecting ones. A task force chaired by Dr. Tabatha Jones Jolivet was established including members of HRL, the Counseling Center, and ICA. This team decided to offer a voluntary experiential learning opportunity for the residents of Miller to go to the Museum of Tolerance followed by a debrief dinner. Unfortunately, the response to this voluntary experience was much lower than expected. Only three residents attended the event. Therefore, Associate Dean of Students, Jon Mathis, emailed the Miller residents notifying them of a mandatory house meeting on April 4, 2016. Between 40-45 of the 50 men living in Miller attended this meeting which began as one large conversation in the lobby then split into smaller suite group discussions facilitated by professional staff. Some topics covered at this meeting included how conversations shape the community dynamic, how we can build a community that steps up to injustice, that silence is not neutral, there is power in words and images, and a review of the resources available at Pepperdine when incidents of discrimination occur. The residents general consensus after the meeting was that it was beneficial, but that this kind of meeting would have had a greater impact if it had happened closer to the original incident (in the fall 2015 semester). They were grateful to have a space to share thoughts and frustrations. The facilitators shared that the night was "exponentially better than expected."

The assessment, post-training surveys, and the occurrence of and reaction to specific incidents on campus this year have already impacted our practices. We added an interactive game to our Spring student leader formation training called "StarPower." This exercise taught our students about the power of systems and the necessity to change a system in order to change a behavior that occurs within that system. They also experienced how challenging it can to participate in an activity if they feel powerless, and that what seems fair to those in power is not likely to seem fair to those who are without power. StarPower challenged HRL student leaders to be cognizant of each resident's experience. We plan to include workshops on privilege, equity, and justice in our training for the 2016-17 year. We also added questions in our interview process for future RAs and SLAs about how they responded to the incidents that occurred this year and how they would react to such events if they happened in their living areas.

Not all impacts of this SLO are immediately visible. Many of our professional staff have commented on how this learning objective has affected not only the practices in their work, but their perceptions of their work. Assignments Coordinator, Phil Cho, for example, shared this revelation:

> "When I first stepped into this position as the Assignments Coordinator for Housing and Residence Life, I imagined that my work would consist of being responsible for the housing system in which all of the data is stored, processing any room changes and verifying that a particular space is available for a student to occupy, and maintaining housing information for all 5 schools. On paper, my responsibilities are all very straightforward and

objective in nature. However, I quickly found out that this was not the case. While numbers and data have absolute solutions, a student cannot be quantified to a single value or number. Each student has a unique background that shapes how they think and act as a person, so naturally, when dealing with students, there is no such thing as straight forward.

As I worked through the process of manual placements, I realized that I was struggling between placing all students of the same ethnicity and nationality together and placing all students in ethnically and nationally diverse suites. On one hand, placing all students of the same ethnicity and nationality into a suite together could create a safer environment for the students to adjust to Pepperdine, potentially saving Residence Life a lot of time in not having to manage situations and incidents. But on the other hand, as an educator of Pepperdine University, I want to encourage a learning environment for students by placing them in a suite where their living community consists of a diverse group of students. However, by placing students in this way, this could potentially lead to more conflict through cultural or racial insensitivity, creating more work for all of our staff, starting from our student Resident Advisors to our Associate Dean of Housing and Residence Life. Ultimately, the decision was made to assign placements based on the standing that Pepperdine University is first and foremost an educational institution designed to educate its students in all aspects.

The first year as the assignments coordinator for HRL has helped me realize that nothing is cut and dry, especially when working with all of our students. While the placements process is not easy or perfect, I believe that our office as a whole is providing a great opportunity for learning and growth."

As Phil mentioned, one year of working on an issue reveals unforeseen challenges, tensions, and opportunities. Because of the importance of this SLO and how it has changed us thus far, HRL will focus on it again in the upcoming academic year. By comparing the results between our current assessments and our future ones (ACUHO-I/Benchmarks, post-training surveys, and incident responses), we hope to measure the impact our updated practices have on our students' abilities to seek involvement with and demonstrate a valuing of others, including those different from themselves.

SLO of Focus for 2014-2015:
Demonstrate leadership, including a ministry focus on building community, responding to needs in crisis, and enforcing community standards.

Housing and Residence Life employs 56 Resident Advisors, 26 Spiritual Life Advisors, and two interns – one for the SLA program and one for the RA program. From August 7-19th, all RAs and SLAs participated in training led by the Resident Directors in order to help them prepare for these positions of leadership within the halls and apartments here at Pepperdine. This training focused on policies and procedures, program planning, conflict resolution, cultural competency, the nature of servant leadership, spiritual formation, and BCDs (i.e., "behind closed doors") in which the student staff were asked to role play a response to various situations they may come across in their duties.

On August 15, 2014, HRL sent out a post-training survey via SurveyMonkey to the RAs and SLAs. Twenty-eight people responded: nine RAs and 19 SLAs. Below are the responses to questions relating to our current SLO:

Agree or Disagree

"I feel prepared and able to integrate students from all backgrounds and cultures into the community of my house/apartment." *56% said they absolutely agree and 36% said they more than somewhat agree.*

"I am confident that I can help a student in crisis." *60% said they absolutely agree and 40% said they more than somewhat agree.*

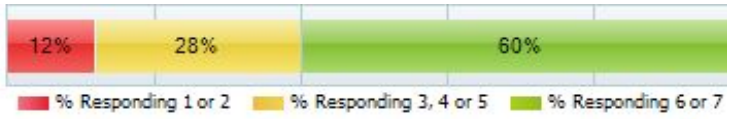
"I understand my role and what is expected of me this year (including community standards)." *60% said they absolutely agree and 40% said they more than somewhat agree.*

The RAs in every residence hall/apartment are required to plan or attend a minimum of three programs with their residents a month. Each week, they report all of their hall's activities to their Resident Director. According to these reports, last semester our Resident Advisors planned, organized, and ran 268 community events in their respective areas, drawing a total of 3,381 participants. In addition to these events, they took 1,721 residents to activities sponsored by other campus organizations. These programs ranged from social gatherings (ex. "*Bachelor* and Junk Food Mondays") to service projects (ex. "Beach Cleanup") to academic counseling (ex. "Create Your Four Year Plan Night"). The purpose of these programs is to enhance the communal identity within each area of living through creating shared experiences.

In November, HRL sent out an online survey through Educational Benchmarks, Inc. to every person who lives on the Malibu Campus. 46.2% of our campus population (1,019 people) responded. Below are some of the questions and responses that we are using to assess our current SLO:

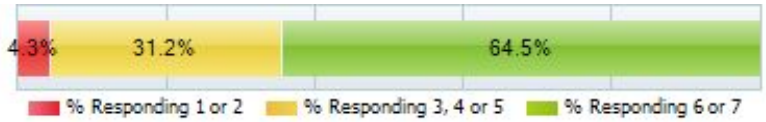
Q. Do you know what to do during a time of crisis/emergency response on campus?
80.2% (732 people) said yes. 19.8% (181) people said no.

Q As a result of my living-learning community, I am better able to: Connect with fellow students within my living-learning community



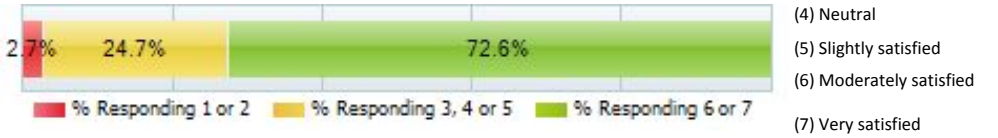
(1) Strongly disagree
(2)
(3)
(4) Neutral
(5)
(6)
(7) Strongly agree

Q. Hall/Apt. Student Staff: - How satisfied are you with your student staff member (i.e. RA, Community Advisor, Mentor, Apt. Advisor) on your floor regarding: Organizing programs/activities

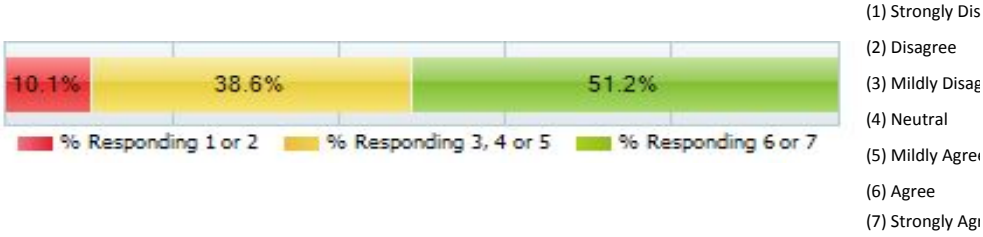


(1) Very dissatisfied
(2) Moderately dissatisfied
(3) Slightly dissatisfied
(4) Neutral
(5) Slightly satisfied
(6) Moderately satisfied
(7) Very satisfied

Q. Hall/Apt. Student Staff: - How satisfied are you with your student staff member (i.e. RA, Community Advisor, Mentor, Apt. Advisor) on your floor regarding: Communicating rules & regulations



Q. Institution Specific Questions - I have spoken to my roommate/suite mates about keeping community standards.



c. During the Spring 2014 semester, RAs and SLAs will conduct self-evaluations and have their RDs evaluate their leadership in community development, integrated education, and administrative responsibilities. These evaluations will help us develop our training and support for next year. SLAs who will not be returning next year will have an exit interview with Assistant Director of Spiritual Formation and Care, Christine Suh, and their RD; they will also write a reflection paper on their experience. HRL will include these reflection papers in a "Hall Folder" we will create to pass down the various traditions and positive experiences of each residential hall/apartment for the next staff triad appointed to those areas. In addition, HRL will continue to unpack the EBI results in order to identify areas of community, crisis response, and standards enforcement that need to be improved.

Initiatives this year to address the SLO of focus included the following:

1. *Theme Housing Mentors*

This year, HRL has placed at least one upperclassman in each Sophomore Theme House. These Junior and Seniors live intentionally among younger residents in order to be a mentor, encourage community involvement, and serve as a mature example of how to live in community.

Within the next two months, the Sophomore Resident Directors will meet with these upperclassman to reflect on the year and their role. Based on the anecdotal evidence and RA weekly reports, these mentors have developed and led both on and off-campus programs centered around each house's theme.

After this meeting, the RDs will combine their findings with the EBI survey results on Theme House satisfaction and the RA/SLA evaluations and will remold this new initiative in order to ensure these mentors have the greatest impact on Sophomores.

2. *Ongoing RA/SLA Training*

Currently, RAs and SLAs attend a two-week training in August and LEAD training one Wednesday a month during the school year. The effectiveness of these trainings has been assessed through a SurveyMonkey questionnaire, the EBI assessment survey, and the day-to-day management of each residence hall/apartment.
Based primarily on the EBI results, the majority of those living on campus are satisfied with their student staff's offerings of community activities (64.5%) and their communications about community standards (72.6%). Moreover, 51.2% of all responding students said they had spoken to their roommate about keeping community standards, from which we can infer that they know what those standards are and are actively seeking to meet them.

At the RD training retreat before next semester, we will discuss the strengths and weaknesses of our RA/SLA training and make adjustments in order for our student staff to feel confident when meeting unexpected crises and standards violations. This may include more time dedicated to BCDs before the semester begins and editing the Student Handbook for clarity.

3. *Expanded Duty for RAs*

In order to give our residents greater access to their RAs, HRL expanded RA duty hours. This is the first time RAs have gone on duty at 9pm instead of 11pm, which gives them time to do two walkthroughs in their living areas each night. In addition to expanded night duty, we have implemented weekend duty for RAs. Moreover, we have created an RA on Duty Google number for all living areas so that residents need only remember one number to call if they need to speak with an RA. Expanded RA duty creates more accountability for standards enforcement and more immediate crisis response after hours and on weekends.

According to the EBI survey, 67% of those who responded said they were moderately to very satisfied with the availability of their RAs.

Based on this result, HRL will continue to find ways to make RAs available to on-campus residents. One idea we are considering is to have student staff office hours in the HRL trailer between 5pm and 9pm during the week (between when the HRL office closes and when RAs officially go on duty).

4. *CLOM Video*

In an effort to have the standards of Pepperdine on-campus housing communicated properly, thoroughly, and consistently, Resident Director Karl Kalinkewicz created a video that was shown in every living area's Community Living Orientation Meeting (CLOM) at the beginning of the Fall and Spring

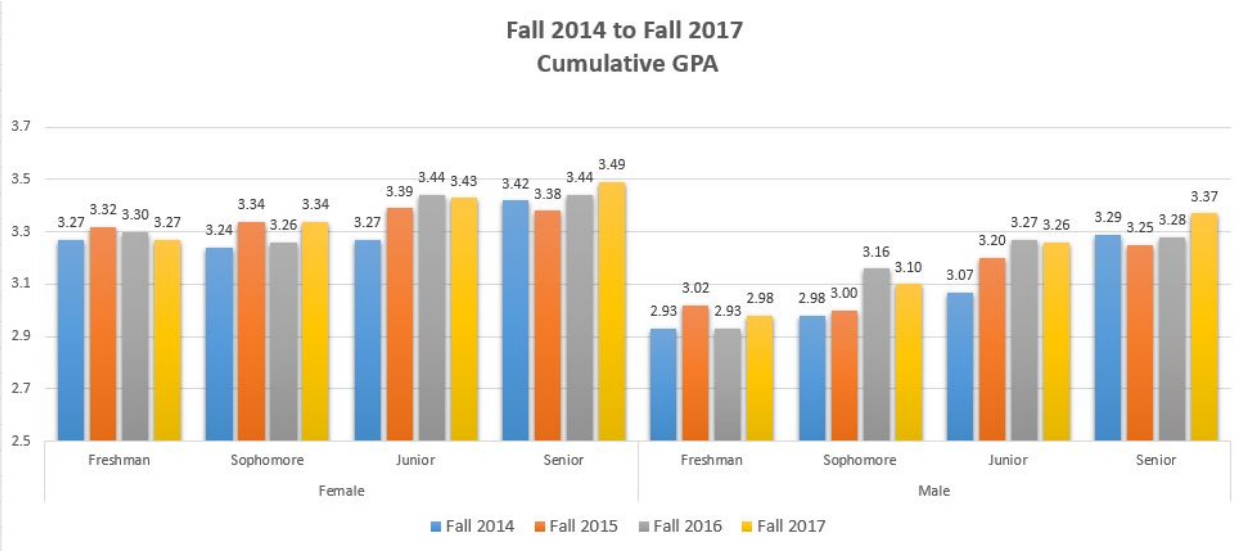
semesters. The script for the video was written by the RDs and contained information such as visitation guidelines, quiet hours, and the judicial process. Current student staff acted out scenarios in the video.

Individual conversations between HRL staff and residents confirm that this video helped new residents (particularly Freshmen) become familiar with our policies and procedures. We will continue to look for evidence of its effectiveness in the EBI survey, RA evaluations, and continued conversations.

C. Student Success

Students who live in an on-campus residential community have an increased sense of belonging, higher GPAs, and higher graduation rates at a faster pace. Student success is often determined by GPA. In working with our Office of Institutional Effectiveness, we have found the following data to support the academic success of students to remain in on campus housing:

OnCampus								
Term	Female				Male			
	Freshman	Sophomore	Junior	Senior	Freshman	Sophomore	Junior	Senior
Fall 2014	3.27	3.24	3.27	3.42	2.93	2.98	3.07	3.29
Fall 2015	3.32	3.34	3.39	3.38	3.02	3.00	3.20	3.25
Fall 2016	3.30	3.26	3.44	3.44	2.93	3.16	3.27	3.28
Fall 2017	3.27	3.34	3.43	3.49	2.98	3.10	3.26	3.37



Housing Completion*			
2017-2018 Completion (Seaver Undergraduate Only)	# of Students	Percent	Average GPA
Off-Campus	643	75.5	3.32
On-Campus	209	24.5	3.32
Total	852	100.0	3.32

*Housing Completion: Student completion term coincides with on-campus status

Notably, in fall 2017, 58.84% of all Seaver undergraduate students lived on the Malibu campus and in spring 2018, 59.32% lived on. For more detail, see below:

Living On The Malibu Campus	Fall 2017			Spring 2018			Annual
Undergraduate Enrollment	3542						
Number or RA	62			62			
Number of SLA	25			25			
Number of Available Beds	2123			2135			
Number of Malibu Residential Students	2084			2101			2093
Number of Undergraduate Students	1887			1902			1895
Number of Students in International Programs	390			390			
Housing Occupancy Rate		98.16%	95% Goal		98.41%	95% Goal	98.29%
Percentage of Undergraduates Living on the Malibu Campus		58.84%	75% Goal		59.32%	75% Goal	59.08%
Percentage of Undergraduates Living in Pepperdine Communities		64.29%	75% Goal		64.71%	75% Goal	64.50%
Percentage of Malibu Residents by School							
Seaver College	1888	91.4%		1915	91.9%		91.7%
School of Law (including Strauss)	94	4.6%		96	4.6%		4.6%
Graziadio School of Business Management	49	2.4%		42	2.0%		2.2%
School of Public Policy	19	0.9%		18	0.9%		0.9%
Graduate School of Educartion and Psychology	15	0.7%		12	0.6%		0.7%
	2065			2083			
Percentage of Malibu Residents by Classificartion							
New Freshman	857	41.5%		89	4.3%		
New Transfers	45	2.2%		16	0.8%		
Returning Underclassmen <60 units	425	20.6%		1084	52.0%		
Returning Upperclassmen >60 units	561	27.2%		726	34.9%		
Graduate and Professional Schools	177	8.6%		168	8.1%		
	2065	100.0%		2083	100.0%		

Additionally, on campus vs off campus data for many student services shows support for on campus students typically utilizing campus resources at a higher percentage.

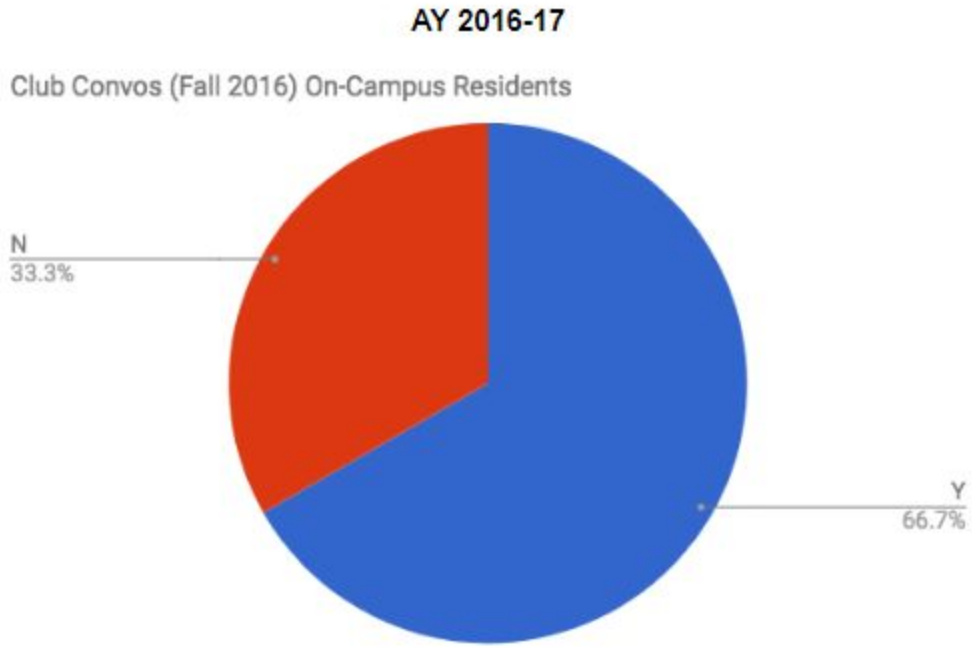
Counseling Center

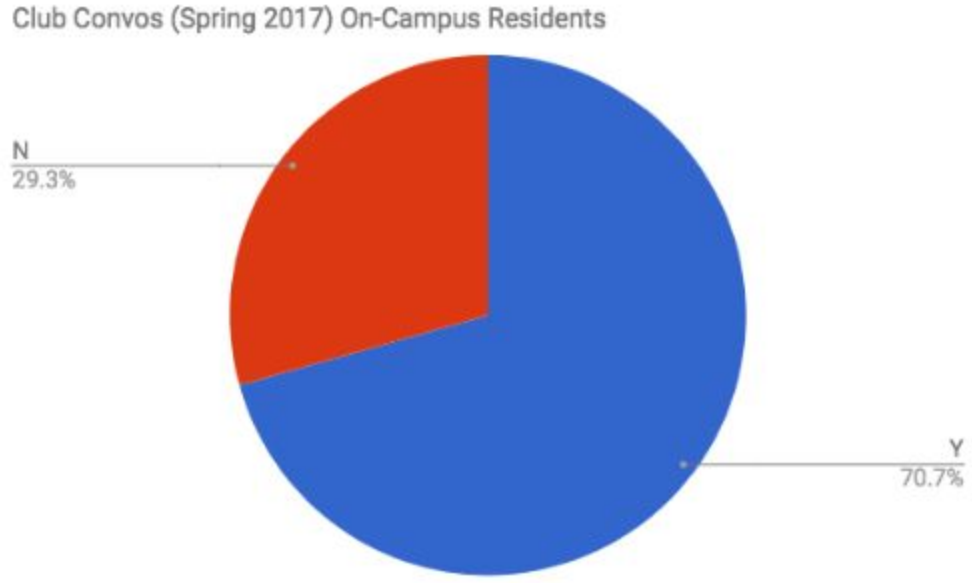
778 clients answered the question about where they live.
499 live on campus (64%)
279 live off campus (36%)

The Counseling Center had 495 clients who lived *in residence halls on campus*.

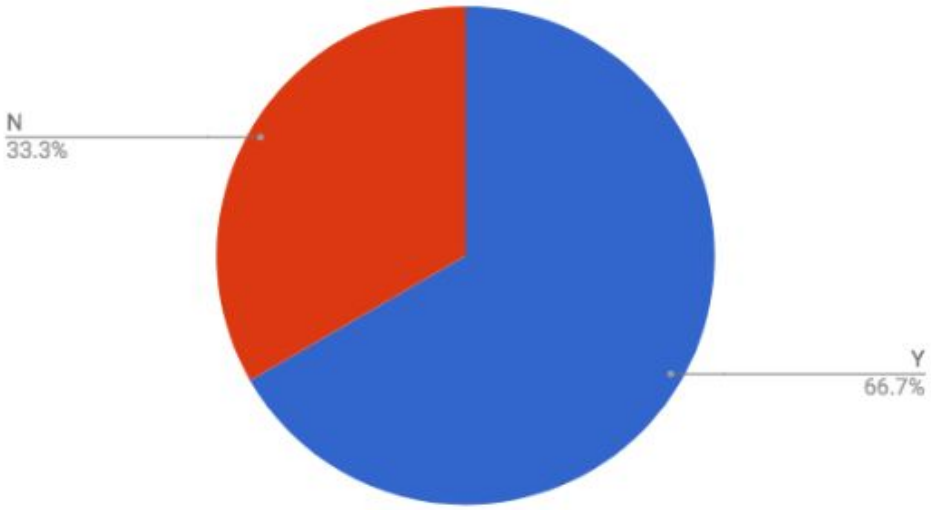
Seaver Undergraduates	461	93%
Seaver Graduates	4	1%
SPP	5	1%
GSEP	7	1%
GSBM	3	1%
SOL	15	3%
Total	495	

Chaplain's Office

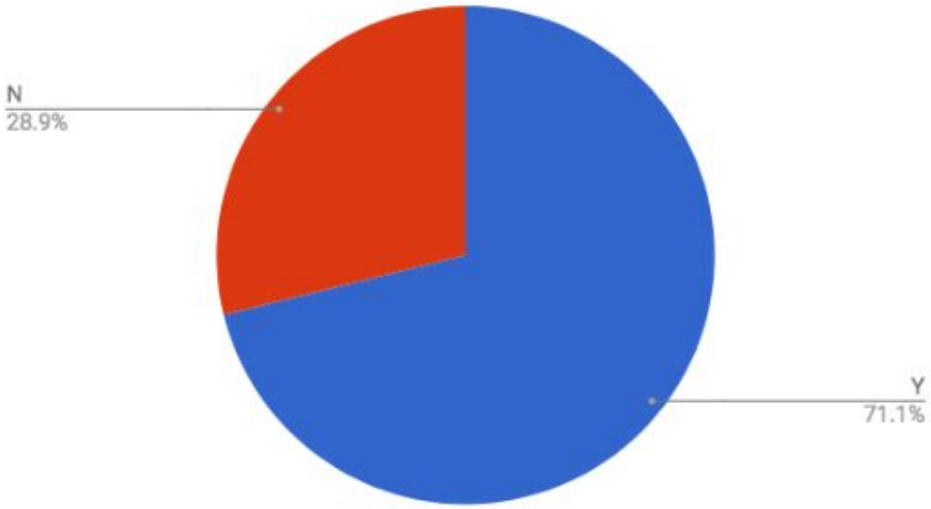


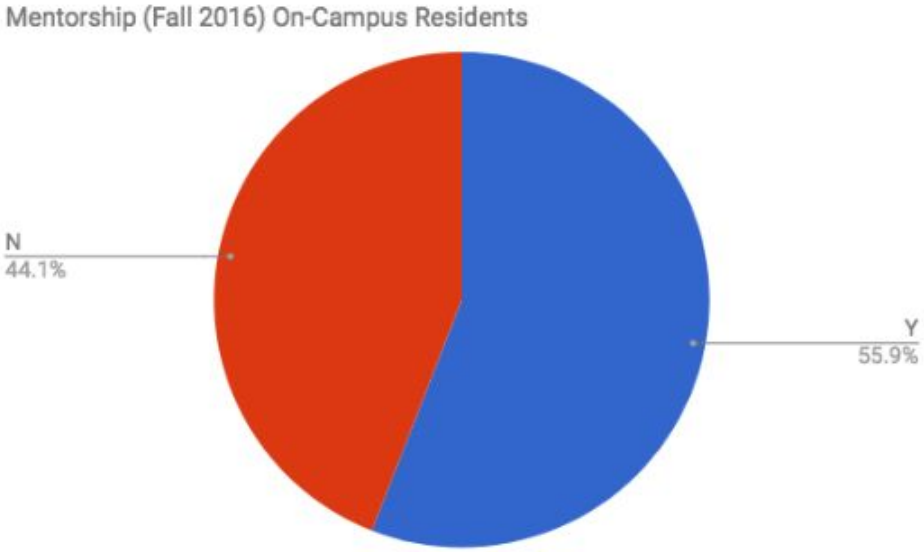


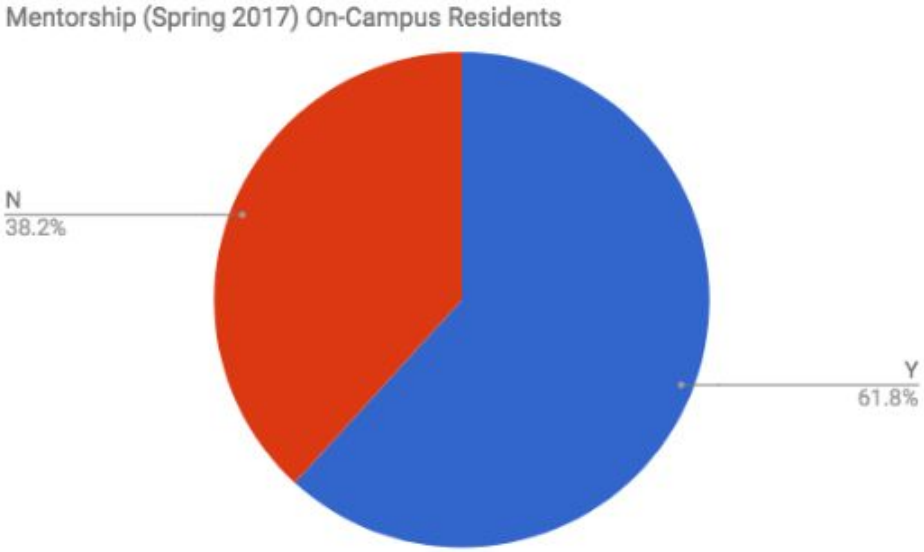
Wednesday Chapel (Fall 2016) On-Campus Residents



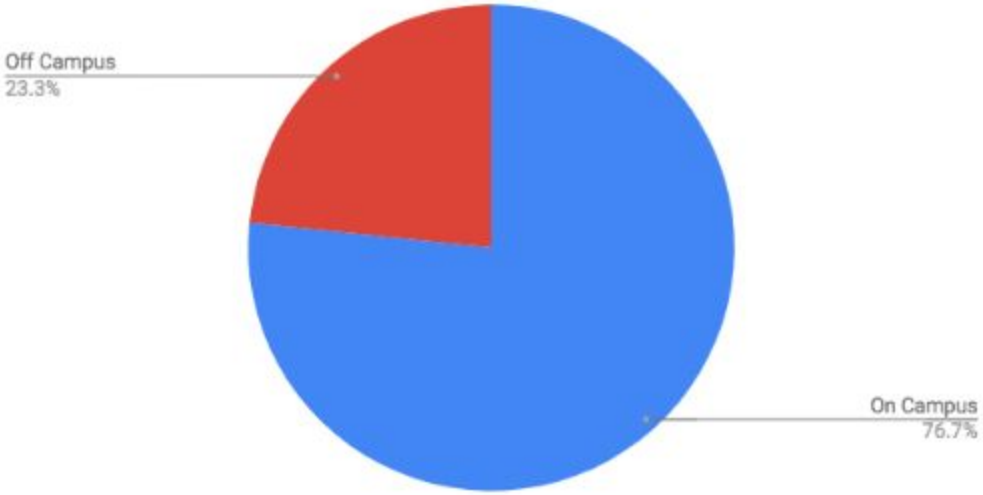
Wednesday Chapel (Spring 2017) On-Campus Residents



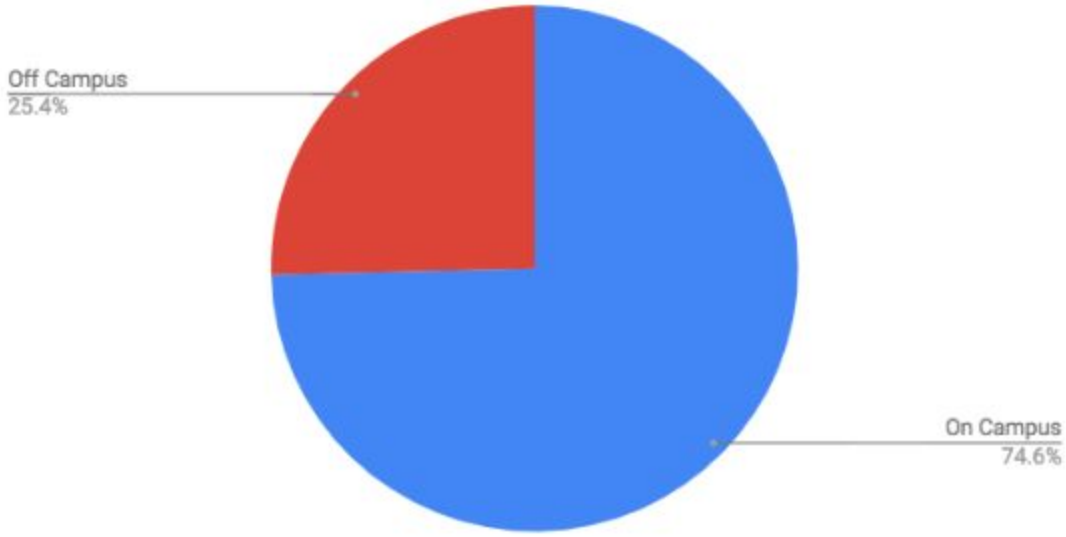

Mentorship (Fall 2016) On-Campus Residents
N
44.1%
Y
55.9%


Mentorship (Spring 2017) On-Campus Residents
N
38.2%
Y
61.8%

Celebration Chapel Attendance AY 2017-2018 Trends By On/Off Campus Status



Wednesday Chapel Attendance AY2017-1018 Trends By On/Off Campus Status



Student Employment

	2016-2017		2017-2018
Total Student Employees	1949		2,054
Resident Student Employees	1034 (53%)		1,004 (49%)
Student Classification			
Seaver	975		957
Freshman		320	320
Sophomores		218	218
Juniors		237	237
Seniors		182	182
Seaver Grad	17		10
SPP	11		12
SOL	15		11
GSBM	11		3
GSEP	5		11
Gender			
Female	665		655
Male	369		349
Ethnicity			
Native Alaskan/American Indian	26		35
Asian	212		194
Black	73		106
Hispanic	101		71
Pacific Islander	10		10

Unknown	41	20
Undeclared	5	2
White	566	566

Department of Health and Wellness

Within the Department of Health and Wellness for Fall 2017-Spring 2018, three of the screenings asked about residential status included a screening on depression, healthy eating, and Title IX resources. A total of 304 student responded. Of those, 78 (25.7%) were off-campus and 227 (74.3%) were on-campus students.

Here is the breakdown according to grade classification.

Off Campus

First Year	0 (0%)
Second Year	1 (1.3%)
Third Year	24 (30.8%)
Fourth Year	53 (67.9%)

On Campus

First Year	122 (53.7%)
Second Year	38 (16.7%)
Third Year	48 (21.1%)
Fourth Year	17 (7.5%)
Graduate Level	2 (1.0%)

Greek Life

	Total Greeks			Greeks Who Live On Campus			
	Male	Female	Total	Male	Female	Total	% On
Fall 2016	320	620	940	124	318	442	47%
Spring 2017	344	604	948	136	322	458	48%
Fall 2017	344	604	948	78	112	190	20%
Spring 2018	253	563	816	125	261	386	47%

D. Meaning, Quality, and Integrity

Housing and Residence Life (HRL) enhances the student experience by providing a safe, caring, and respectful residential community. HRL provides an atmosphere that empowers students to make connections between faith, living, and learning within Pepperdine's diverse residential community. HRL staff members ensure a safe and inclusive environment through management of the residential facilities, educational programming, Christ-centered ministry, intentional leadership development, and emergency response.

In Housing and Residence Life, we are creating the space where learning comes alive and where students encounter transformative experiences in a Christian community. Consistent with this commitment, Pepperdine University maintains a two-year residency requirement. This means that first and second-year students are required to live on the Malibu campus and maintain a university-designated meal plan. Based on our combined decades of experience, as well as copious national research, we are confident that living on campus is a key factor for student success. Students who live in on-campus residential communities have higher GPAs, an increased sense of belonging, as well as higher graduation rates at a faster pace. Additionally, residential students benefit from increased exposure to faculty and staff families that also reside on the Malibu campus. For our students, interacting with faculty promotes academic achievement, personal growth and development, as well as persistence.

While it could be inferred that research data regarding living on campus vs. off campus is for all higher education students, it is difficult to find data regarding graduate students. Therefore, this data is regarding undergraduate students and on campus housing.

Data from the National Survey of Student Engagement (NSSE, 2015) shows that more first-year students living on campus report higher-quality interactions with other students, more senior students and slightly more first-year students living on campus reported higher-quality interactions with advisors, and black students who live on campus and students living on campus at liberal arts institutions have significantly higher GPAs than their counterparts who live off campus and/or off campus with family. Additionally, multiple researchers have found that students living on campus have more formal and

informal interactions with faculty than their off campus peers (Astin 1984; Chickering, 1971, 1974; Pascarella, 1984; Pascarella, 1985, Welty, 1976[2]).

There is also a connection with top ranked schools and the percentage of undergraduate students who live on[3]:

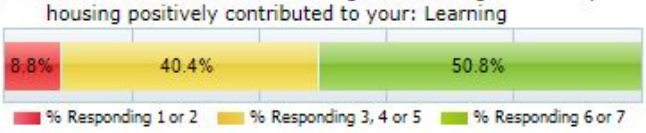
[2] Astin, A. W. (1984). Student involvement: A developmental theory for higher education. Journal of College Student Personnel, 25, 297-308; Chickering, A.W. (1974). Commuters versus residents. San Francisco: Jossey-Bass; Pascarella, E.T. (1985). College environmental influences on learning and cognitive development: A critical review synthesis. In J. Smart (Ed.), Higher education: Handbook of theory and research (Vol. 1, pp. 1-62). New York: Agathon; • Welty, J.D. (1976). Resident and commuter students: Is it only the living situation? Journal of College Personnel.
[3] U.S. News College Compass; 2015.

National University (state)	Percent of undergrads living on campus	U.S. News rank
Harvard University (MA)	99	2
Princeton University (NJ)	96	1
Columbia University (NY)	94	5 (tie)
Massachusetts Institute of Technology	94	7
Stanford University (CA)	93	5 (tie)
Vanderbilt University (TN)	92	15 (tie)
Dartmouth College (NH)	87	11
California Institute of Technology	86	12 (tie)
Boston College	84	31
Clarkson University (NY)	84	129 (tie)
Yale University (CT)	84	3 (tie)

According to EBI, overall 91.2% of on campus students indicate that living on campus has positively contributed to their learning. Additionally, 88.9% of students indicated that living on campus has positively contributed to their academic performance.

	Mean	Std Dev	N	% Responding
Factor 20 . Overall Learning	5.07	1.55	733	87.7 %

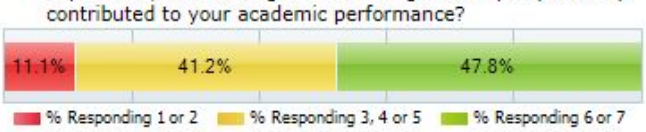
Q106. Overall Evaluation - To what degree has living in on-campus housing positively contributed to your: Learning



Key Text	N (%N)
(1) Not at all	39 (5.4%)
(2)	24 (3.3%)
(3)	31 (4.3%)
(4) Moderately	137 (19.1%)
(5)	122 (17%)
(6)	208 (29%)
(7) Extremely	157 (21.9%)

% Resp = 85.9%
N = 718
Mean = 5.13
Std Dev = 1.64

Q108. Overall Evaluation - Regarding your on-campus housing experience, to what degree: Has living on-campus positively contributed to your academic performance?



Key Text	N (%N)
(1) Not at all	44 (6.2%)
(2)	35 (4.9%)
(3)	35 (4.9%)
(4) Moderately	134 (18.8%)
(5)	125 (17.5%)
(6)	173 (24.2%)
(7) Extremely	168 (23.5%)

% Resp = 85.4%
N = 714
Mean = 5.03
Std Dev = 1.73

93.3% of on campus students are satisfied with their on campus housing experience.

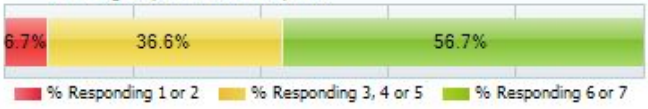
	Mean	Std Dev	N	% Responding
Factor 19 . Overall Satisfaction	5.34	1.47	737	88.2 %

Q105. Overall Evaluation - To what degree has living in on-campus housing positively contributed to your: Sense of belonging to this institution

Key Text	N (%N)
(1) Not at all	42 (5.8%)
(2)	26 (3.6%)
(3)	57 (7.9%)
(4) Moderately	111 (15.4%)
(5)	125 (17.3%)
(6)	169 (23.4%)
(7) Extremely	193 (26.7%)

% Resp = 86.5%
N = 723
Mean = 5.12
Std Dev = 1.73

Q107. Overall Evaluation - Regarding your on-campus housing experience, to what degree: Are you satisfied with your on-campus housing experience this year?



Key Text	N (%N)
(1) Not at all	17 (2.3%)
(2)	32 (4.4%)
(3)	47 (6.4%)
(4) Moderately	99 (13.5%)
(5)	123 (16.7%)
(6)	204 (27.8%)
(7) Extremely	213 (29%)

% Resp = 87.9%
N = 735
Mean = 5.37
Std Dev = 1.57

Q109. Overall Evaluation - Regarding your on-campus housing experience, to what degree: Will you recommend living in on-campus housing to new students?

Key Text	N (%N)
(1) Not at all	31 (4.3%)
(2)	23 (3.2%)
(3)	33 (4.6%)
(4) Moderately	88 (12.2%)
(5)	108 (14.9%)
(6)	159 (22%)
(7) Extremely	281 (38.9%)

% Resp = 86.5%
N = 723
Mean = 5.52
Std Dev = 1.67

Additionally, 94.6%-98.3% of on campus students are satisfied with their hall or apartment staff:

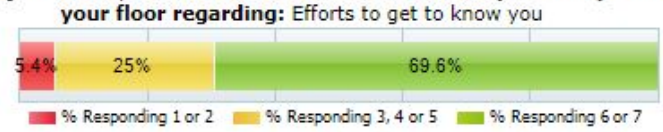
	Mean	Std Dev	N	% Responding
Factor 1 . Satisfaction: Hall/Apt Student Staff	6.05	1.23	760	90.9 %

Q024. Hall/Apt. Student Staff - **How satisfied are you with your RA on your floor regarding:** Availability

Key Text	N (%N)
(1) Very dissatisfied	6 (0.8%)
(2) Moderately dissatisfied	21 (2.8%)
(3) Slightly dissatisfied	20 (2.7%)
(4) Neutral	99 (13.4%)
(5) Slightly satisfied	34 (4.6%)
(6) Moderately satisfied	129 (17.4%)
(7) Very satisfied	432 (58.3%)

% Resp = 88.6%
N = 741
Mean = 6.04
Std Dev = 1.44

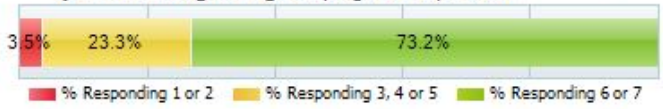
Q025. Hall/Apt. Student Staff - **How satisfied are you with your RA on your floor regarding:** Efforts to get to know you



Key Text	N (%N)
(1) Very dissatisfied	19 (2.6%)
(2) Moderately dissatisfied	21 (2.8%)
(3) Slightly dissatisfied	35 (4.7%)
(4) Neutral	100 (13.4%)
(5) Slightly satisfied	51 (6.9%)
(6) Moderately satisfied	119 (16%)
(7) Very satisfied	399 (53.6%)

% Resp = 89.0%
N = 744
Mean = 5.82
Std Dev = 1.62

Q026. Hall/Apt. Student Staff - **How satisfied are you with your RA on your floor regarding:** Helping with a problem



Key Text	N (%N)
(1) Very dissatisfied	9 (1.3%)
(2) Moderately dissatisfied	15 (2.2%)
(3) Slightly dissatisfied	14 (2%)
(4) Neutral	102 (14.9%)
(5) Slightly satisfied	43 (6.3%)
(6) Moderately satisfied	111 (16.3%)
(7) Very satisfied	389 (57%)

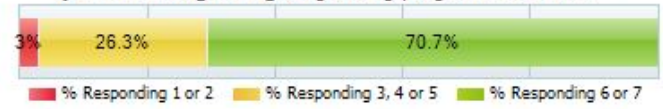
% Resp = 81.7%
N = 683
Mean = 5.99
Std Dev = 1.45

Q027. Hall/Apt. Student Staff - **How satisfied are you with your RA on your floor regarding:** Treating everyone fairly

Key Text	N (%N)
(1) Very dissatisfied	9 (1.3%)
(2) Moderately dissatisfied	7 (1%)
(3) Slightly dissatisfied	7 (1%)
(4) Neutral	102 (14.4%)
(5) Slightly satisfied	32 (4.5%)
(6) Moderately satisfied	101 (14.2%)
(7) Very satisfied	451 (63.6%)

% Resp = 84.8%
N = 709
Mean = 6.17
Std Dev = 1.34

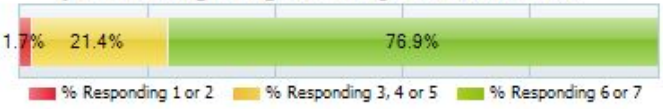
Q028. Hall/Apt. Student Staff - **How satisfied are you with your RA on your floor regarding:** Organizing programs/activities



Key Text	N (%N)
(1) Very dissatisfied	8 (1.1%)
(2) Moderately dissatisfied	14 (1.9%)
(3) Slightly dissatisfied	38 (5.2%)
(4) Neutral	93 (12.6%)
(5) Slightly satisfied	63 (8.5%)
(6) Moderately satisfied	154 (20.9%)
(7) Very satisfied	367 (49.8%)

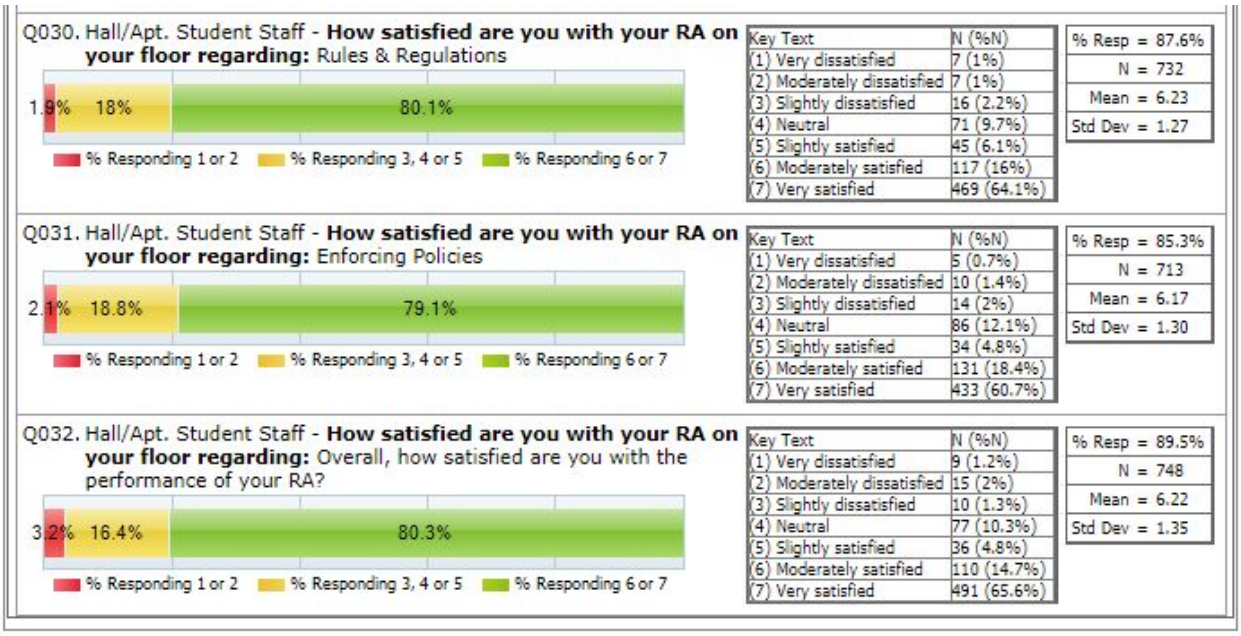
% Resp = 88.2%
N = 737
Mean = 5.88
Std Dev = 1.45

Q029. Hall/Apt. Student Staff - **How satisfied are you with your RA on your floor regarding:** Promoting tolerance of others

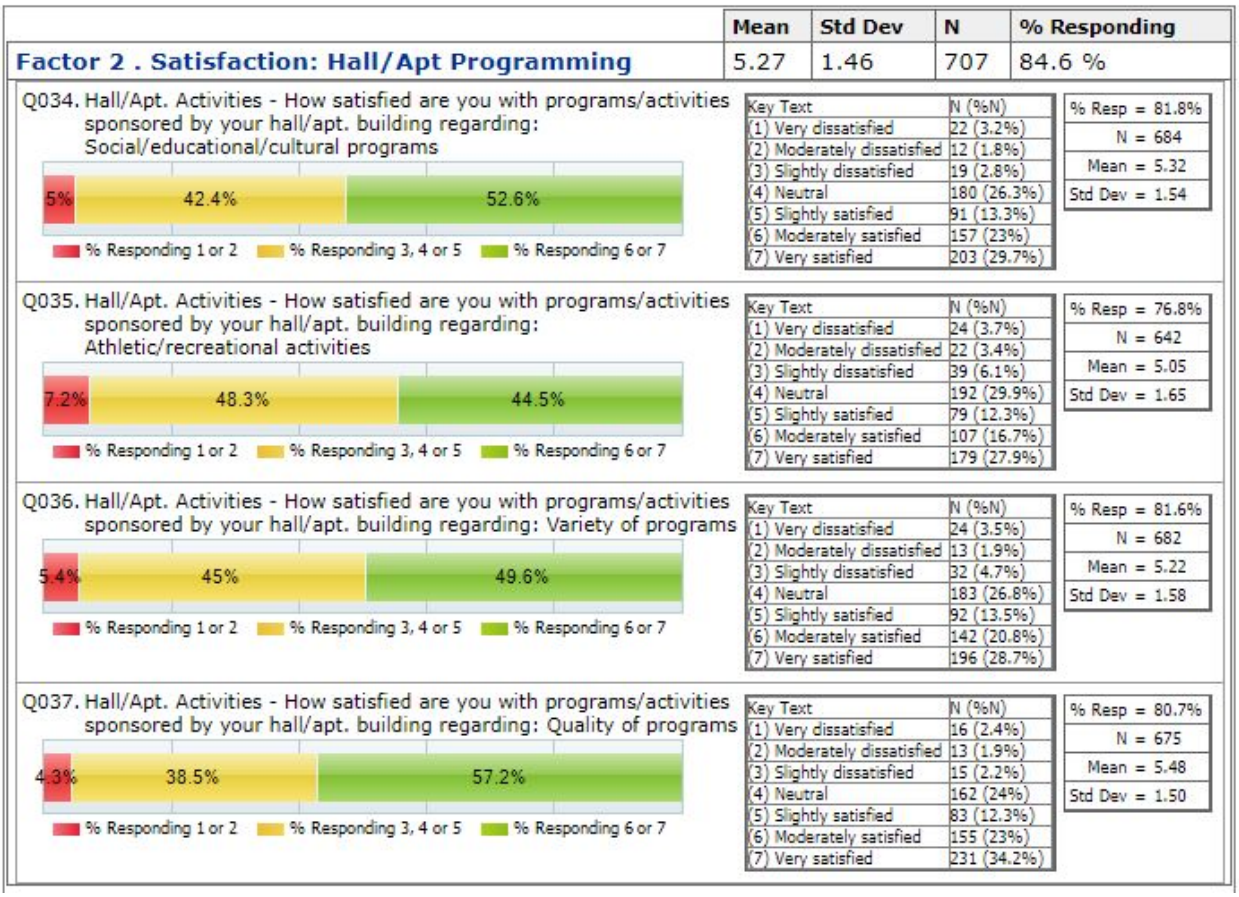


Key Text	N (%N)
(1) Very dissatisfied	4 (0.6%)
(2) Moderately dissatisfied	8 (1.1%)
(3) Slightly dissatisfied	2 (0.3%)
(4) Neutral	119 (17.1%)
(5) Slightly satisfied	28 (4%)
(6) Moderately satisfied	110 (15.8%)
(7) Very satisfied	426 (61.1%)

% Resp = 83.4%
N = 697
Mean = 6.15
Std Dev = 1.29



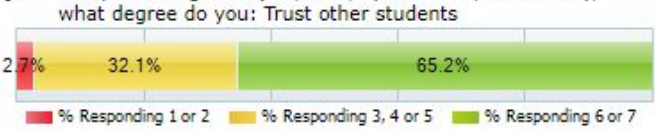
Likewise, 92.8-95.7 of on campus students are satisfied with on campus programming.



96.3-99.2% of on campus students are satisfied with their sense of community in the residence halls.

	Mean	Std Dev	N	% Responding
Factor 13 . Learning: Sense of Community	5.95	1.09	746	89.2 %

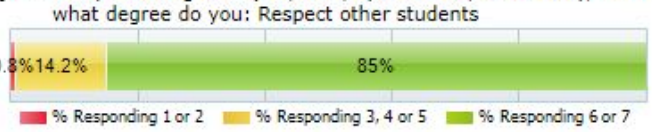
Q086. - In your living area (i.e., floor, apt. section, community, house), to what degree do you: Trust other students



Key Text	N (%N)
(1) Not at all	10 (1.3%)
(2)	10 (1.3%)
(3)	24 (3.2%)
(4) Moderately	110 (14.8%)
(5)	104 (14%)
(6)	198 (26.7%)
(7) Extremely	286 (38.5%)

% Resp = 88.8%
N = 742
Mean = 5.73
Std Dev = 1.37

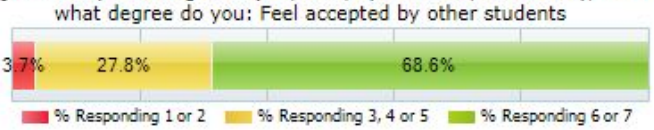
Q087. - In your living area (i.e., floor, apt. section, community, house), to what degree do you: Respect other students



Key Text	N (%N)
(1) Not at all	2 (0.3%)
(2)	4 (0.5%)
(3)	5 (0.7%)
(4) Moderately	42 (5.7%)
(5)	58 (7.9%)
(6)	167 (22.6%)
(7) Extremely	460 (62.3%)

% Resp = 88.3%
N = 738
Mean = 6.38
Std Dev = 1.00

Q088. - In your living area (i.e., floor, apt. section, community, house), to what degree do you: Feel accepted by other students



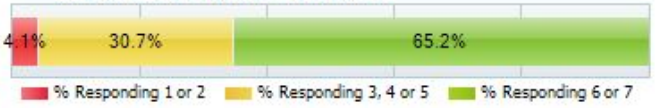
Key Text	N (%N)
(1) Not at all	10 (1.4%)
(2)	17 (2.3%)
(3)	32 (4.4%)
(4) Moderately	94 (12.8%)
(5)	78 (10.6%)
(6)	198 (26.9%)
(7) Extremely	306 (41.6%)

% Resp = 87.9%
N = 735
Mean = 5.76
Std Dev = 1.44

91.7-98.7% of on campus students are satisfied with their community environment.

	Mean	Std Dev	N	% Responding
Factor 11 . Satisfaction: Community Environment	5.86	1.20	734	87.8 %

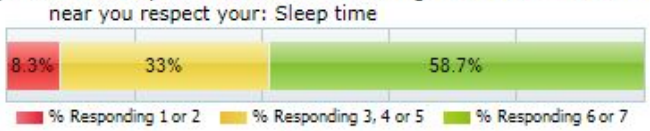
Q082. Community Environment - To what degree do residents who live near you respect your: Study time



Key Text	N (%N)
(1) Not at all	18 (2.5%)
(2)	12 (1.7%)
(3)	35 (4.8%)
(4) Moderately	106 (14.6%)
(5)	82 (11.3%)
(6)	187 (25.7%)
(7) Extremely	287 (39.5%)

% Resp = 87.0%
N = 727
Mean = 5.66
Std Dev = 1.51

Q083. Community Environment - To what degree do residents who live near you respect your: Sleep time



Key Text	N (%N)
(1) Not at all	30 (4.1%)
(2)	30 (4.1%)
(3)	40 (5.5%)
(4) Moderately	110 (15.1%)
(5)	90 (12.4%)
(6)	151 (20.8%)
(7) Extremely	276 (38%)

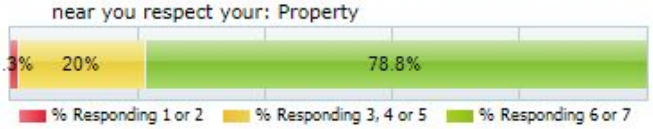
% Resp = 87.0%
N = 727
Mean = 5.42
Std Dev = 1.72

Q084. Community Environment - To what degree do residents who live near you respect your: Privacy

Key Text	N (%N)
(1) Not at all	6 (0.8%)
(2)	7 (1%)
(3)	12 (1.6%)
(4) Moderately	68 (9.3%)
(5)	56 (7.7%)
(6)	162 (22.2%)
(7) Extremely	420 (57.5%)

% Resp = 87.4%
N = 731
Mean = 6.18
Std Dev = 1.22

Q085. Community Environment - To what degree do residents who live near you respect your: Property



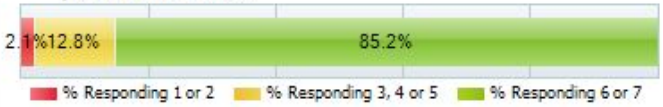
Key Text	N (%N)
(1) Not at all	5 (0.7%)
(2)	4 (0.6%)
(3)	11 (1.5%)
(4) Moderately	58 (8.1%)
(5)	74 (10.3%)
(6)	144 (20.1%)
(7) Extremely	420 (58.7%)

% Resp = 85.7%
N = 716
Mean = 6.22
Std Dev = 1.17

97.9-99.2% of on campus students are satisfied with the level of safety and security on campus.

	Mean	Std Dev	N	% Responding
Factor 8 . Satisfaction: Safety and Security	6.44	0.84	770	92.1 %

Q053. Safety and Security - How satisfied are you with: Security of possessions in room



Key Text	N (%N)
(1) Very dissatisfied	7 (0.9%)
(2) Moderately dissatisfied	9 (1.2%)
(3) Slightly dissatisfied	12 (1.6%)
(4) Neutral	39 (5.1%)
(5) Slightly satisfied	47 (6.1%)
(6) Moderately satisfied	144 (18.8%)
(7) Very satisfied	510 (66.4%)

% Resp = 91.9%
N = 768
Mean = 6.36
Std Dev = 1.16

Q054. Safety and Security - How satisfied are you with: How safe you feel in room

Key Text	N (%N)
(1) Very dissatisfied	3 (0.4%)
(2) Moderately dissatisfied	3 (0.4%)
(3) Slightly dissatisfied	3 (0.4%)
(4) Neutral	30 (4%)
(5) Slightly satisfied	25 (3.3%)
(6) Moderately satisfied	137 (18.1%)
(7) Very satisfied	556 (73.4%)

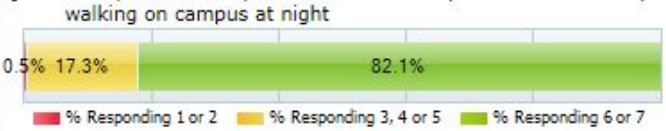
% Resp = 90.6%
N = 757
Mean = 6.57
Std Dev = 0.89

Q055. Safety and Security - How satisfied are you with: How safe you feel in residence hall

Key Text	N (%N)
(1) Very dissatisfied	3 (0.4%)
(2) Moderately dissatisfied	2 (0.3%)
(3) Slightly dissatisfied	5 (0.7%)
(4) Neutral	31 (4.1%)
(5) Slightly satisfied	31 (4.1%)
(6) Moderately satisfied	143 (18.8%)
(7) Very satisfied	546 (71.7%)

% Resp = 91.0%
N = 761
Mean = 6.55
Std Dev = 0.91

Q056. Safety and Security - How satisfied are you with: How safe you feel walking on campus at night



Key Text	N (%N)
(1) Very dissatisfied	0 (0%)
(2) Moderately dissatisfied	4 (0.5%)
(3) Slightly dissatisfied	23 (3%)
(4) Neutral	43 (5.7%)
(5) Slightly satisfied	66 (8.7%)
(6) Moderately satisfied	182 (23.9%)
(7) Very satisfied	443 (58.2%)

% Resp = 91.0%
N = 761
Mean = 6.27
Std Dev = 1.09

On campus students are further served, in collaboration with HRL, in the following ways:

Department of Facilities Services (DFS)

According to EBI data, students report:

	Mean	Std Dev	N	% Responding
Factor 3 . Satisfaction: Hall/Apt Environment	5.48	1.36	774	92.6 %

Q038. Hall/Apt. Environment - How satisfied are you with: Your ability to study in your room

Key Text	N (%N)
(1) Very dissatisfied	28 (3.7%)
(2) Moderately dissatisfied	37 (4.8%)
(3) Slightly dissatisfied	70 (9.2%)
(4) Neutral	75 (9.8%)
(5) Slightly satisfied	92 (12%)
(6) Moderately satisfied	161 (21.1%)
(7) Very satisfied	301 (39.4%)

% Resp = 91.4%
N = 764
Mean = 5.43
Std Dev = 1.76

Q039. Hall/Apt. Environment - How satisfied are you with: Your ability to sleep in your room

Key Text	N (%N)
(1) Very dissatisfied	20 (2.7%)
(2) Moderately dissatisfied	34 (4.5%)
(3) Slightly dissatisfied	55 (7.3%)
(4) Neutral	56 (7.4%)
(5) Slightly satisfied	74 (9.8%)
(6) Moderately satisfied	179 (23.7%)
(7) Very satisfied	336 (44.6%)

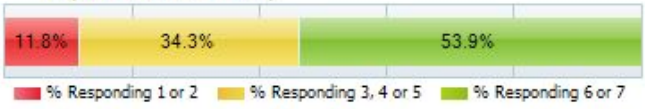
% Resp = 90.2%
N = 754
Mean = 5.67
Std Dev = 1.66

Q040. Hall/Apt. Environment - How satisfied are you with: Your degree of privacy

Key Text	N (%N)
(1) Very dissatisfied	20 (2.6%)
(2) Moderately dissatisfied	23 (3%)
(3) Slightly dissatisfied	46 (6%)
(4) Neutral	74 (9.6%)
(5) Slightly satisfied	99 (12.9%)
(6) Moderately satisfied	200 (26%)
(7) Very satisfied	306 (39.8%)

% Resp = 91.9%
N = 768
Mean = 5.65
Std Dev = 1.57

Q043. Hall/Apt. Environment - How satisfied are you with: The noise level of your floor/community

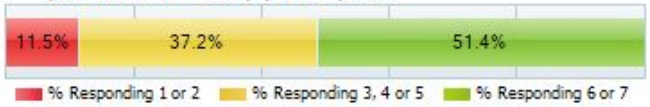


Key Text	N (%N)
(1) Very dissatisfied	38 (5%)
(2) Moderately dissatisfied	51 (6.8%)
(3) Slightly dissatisfied	65 (8.6%)
(4) Neutral	85 (11.3%)
(5) Slightly satisfied	108 (14.3%)
(6) Moderately satisfied	175 (23.2%)
(7) Very satisfied	231 (30.7%)

% Resp = 90.1%
N = 753
Mean = 5.16
Std Dev = 1.82

	Mean	Std Dev	N	% Responding
Factor 4 . Satisfaction: Facilities	5.23	1.34	774	92.6 %

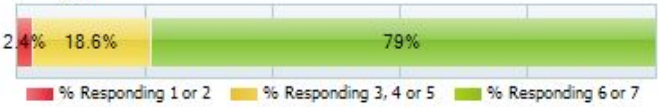
Q044. Hall/Apt. Environment - How satisfied are you with: Cleanliness of your floor/community/public spaces



Key Text	N (%N)
(1) Very dissatisfied	49 (6.5%)
(2) Moderately dissatisfied	38 (5%)
(3) Slightly dissatisfied	76 (10%)
(4) Neutral	92 (12.1%)
(5) Slightly satisfied	114 (15%)
(6) Moderately satisfied	192 (25.3%)
(7) Very satisfied	198 (26.1%)

% Resp = 90.8%
N = 759
Mean = 5.04
Std Dev = 1.82

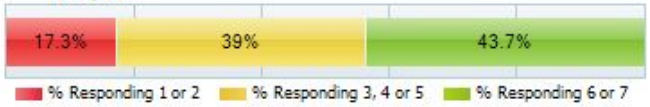
Q045. Hall/Apt. Environment - How satisfied are you with: The cleaning staff



Key Text	N (%N)
(1) Very dissatisfied	10 (1.5%)
(2) Moderately dissatisfied	6 (0.9%)
(3) Slightly dissatisfied	16 (2.4%)
(4) Neutral	56 (8.4%)
(5) Slightly satisfied	52 (7.8%)
(6) Moderately satisfied	106 (15.9%)
(7) Very satisfied	422 (63.2%)

% Resp = 79.9%
N = 668
Mean = 6.20
Std Dev = 1.32

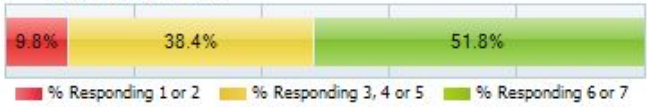
Q046. Hall/Apt. Environment - How satisfied are you with: The timeliness of repairs



Key Text	N (%N)
(1) Very dissatisfied	73 (10.3%)
(2) Moderately dissatisfied	50 (7%)
(3) Slightly dissatisfied	81 (11.4%)
(4) Neutral	102 (14.4%)
(5) Slightly satisfied	94 (13.2%)
(6) Moderately satisfied	114 (16.1%)
(7) Very satisfied	196 (27.6%)

% Resp = 84.9%
N = 710
Mean = 4.72
Std Dev = 2.02

Q048. Hall/Apt. Environment - How satisfied are you with: Cleanliness of bathroom facilities



Key Text	N (%N)
(1) Very dissatisfied	31 (4.2%)
(2) Moderately dissatisfied	41 (5.6%)
(3) Slightly dissatisfied	78 (10.7%)
(4) Neutral	101 (13.8%)
(5) Slightly satisfied	102 (13.9%)
(6) Moderately satisfied	183 (25%)
(7) Very satisfied	196 (26.8%)

% Resp = 87.6%
N = 732
Mean = 5.10
Std Dev = 1.75

Office of Student Accessibility

HRL works closely with the Office of Student Accessibility (OSA) to meet housing accommodations for incoming and current Malibu campus students (graduate and undergraduate). There is a growing need for accommodations as identified by the increased approved requests from OSA. These needs included:

ability to control temperature

access to full size refrigerator

blackout shades

grab bars

handheld showerhead

microchill refrigerator

reduced exposure to airborne allergens (dust, mold, etc.)

replacement of carpet with linoleum

shower chair

testing for mold

water filter on shower head

ability to move belongings into residence hall X days early

exemption from meal plan requirement

exemption from residency requirement

reduced meal plan

close proximity to campus, close to classes, close to main campus

control of dietary intake (kitchen)

on campus housing

private bath

quieter environment- non-suite style housing

single room

single room and housing location to be discussed with HRL in regards to privacy and sight lines

access to housing on first level or elevator

reduced exposure to allergen (peanut)

room assignment in close proximity to HRL student leaders

emotional support animal (dog, cat, etc.)

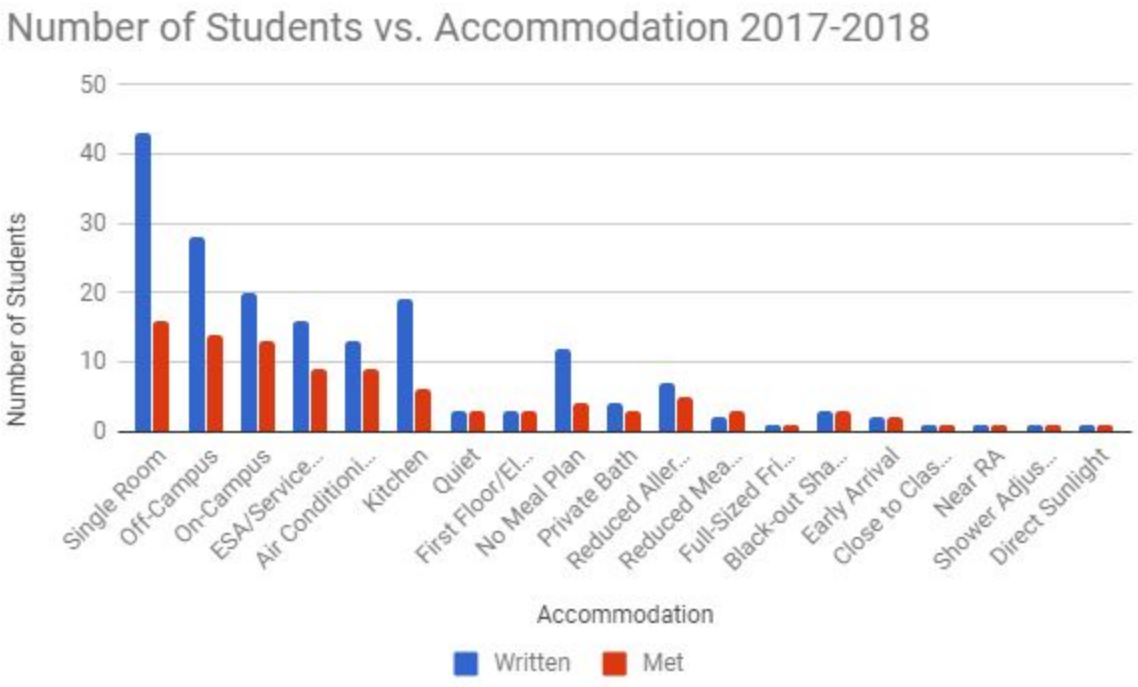
service animal (dog, cat, etc.)

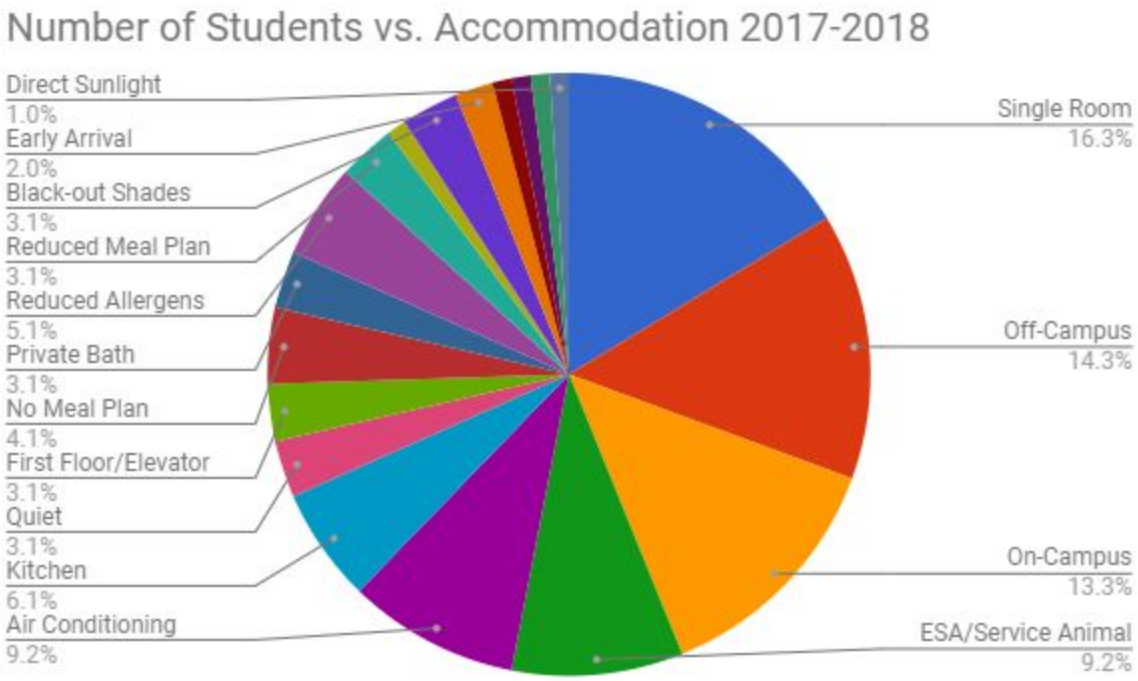
Academic Year 2017-2018

Accommodation	**Written**	**Met***
Single Room	43	16
Off-Campus	28	14
On-Campus	20	13
ESA/Service Animal	16	9
Air Conditioning	13	9
Kitchen	19	6
Quiet	3	3
First Floor/Elevator	3	3
No Meal Plan	12	4
Private Bath	4	3
Reduced Allergens	7	5
Reduced Meal Plan	2	3
Full-Sized Fridge	1	1

Blackout Shades	3	3
Early Arrival	2	2
Close to Classes	1	1
Near RA	1	1
Shower Adjustments	1	1
Direct Sunlight	1	1
Total Accommodations	180	98

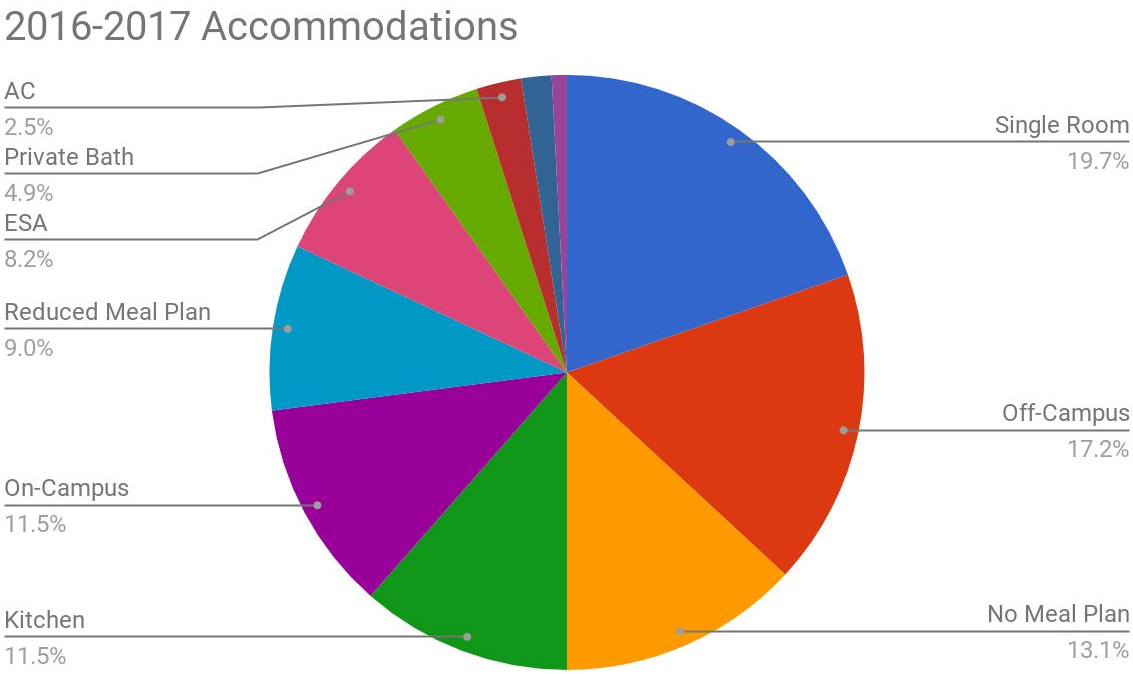
The most commonly requested accommodations that requires pre-placement or adjustment to the room are single/private rooms, air conditioning units, and kitchen access. HRL is currently working to adapt unclear language in accommodation letters to be more straightforward (i.e changing "'ability to control temperature' to simply 'access to an air conditioning unit'"). *Discrepancies between the number of accommodations written versus those met can be the result of students going abroad and graduating, students opting out of accommodations (i.e to live with a specific friend despite having a single accommodation or deciding they prefer to try a semester without their ESA), or students failing to complete follow up processes such as scheduling an ESA conversation between suitemates and the RD to sign necessary paperwork.





Academic Year 2016-2017

Accommodation	**Number**
Single Room	24
Off-Campus	21
No Meal Plan	16
Kitchen	14
On-Campus	14
Reduced Meal Plan	11
ESA	10
Private Bath	6
AC	3
Reduced Allergens	2
Near RA	1
Grand Total	**142**



Due to staff turnover and database limitations: HRL does not have data on the number of accommodations actually met in 2016-2017. HRL furthermore does not have data on the numbers of accommodations by type for years prior to 2016. The Office of Student Accessibility will complete a Program Review this winter and anticipates the synthesizing of digitized accommodation records into usable data per year.

Summer Housing Program

2018 Seaver Undergrad Summer session 1, 2, 3

Total applicants:

Session 1: 556

Session 2: 309

Session 3: 207

Total: 1,072

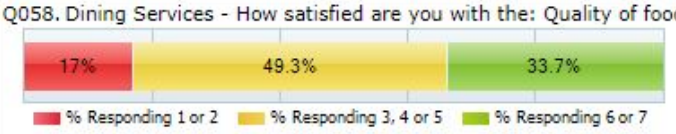
See Appendix E for details on summer rates by housing type.

Dining/Sodexo

Results from the most recent Educational Benchmarking Inc (EBI) Resident Satisfaction Survey shows the dining factor for Pepperdine as:

	Mean	Std Dev	N	% Responding
Factor 10 . Satisfaction: Dining Services	4.90	1.24	684	81.8 %

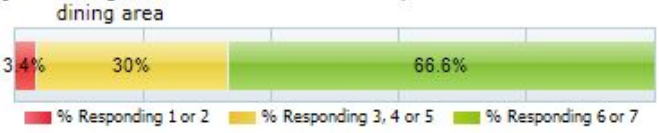
Q058. Dining Services - How satisfied are you with the: Quality of food



Key Text	N (%N)
(1) Very dissatisfied	51 (7.5%)
(2) Moderately dissatisfied	65 (9.5%)
(3) Slightly dissatisfied	94 (13.8%)
(4) Neutral	86 (12.6%)
(5) Slightly satisfied	156 (22.9%)
(6) Moderately satisfied	177 (26%)
(7) Very satisfied	53 (7.8%)

% Resp	81.6%
N	682
Mean	4.43
Std Dev	1.72

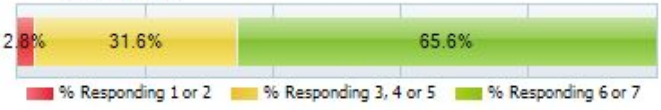
Q059. Dining Services - How satisfied are you with the: Cleanliness of dining area



Key Text	N (%N)
(1) Very dissatisfied	10 (1.5%)
(2) Moderately dissatisfied	13 (1.9%)
(3) Slightly dissatisfied	39 (5.8%)
(4) Neutral	60 (8.9%)
(5) Slightly satisfied	104 (15.4%)
(6) Moderately satisfied	216 (31.9%)
(7) Very satisfied	235 (34.7%)

% Resp	81.0%
N	677
Mean	5.69
Std Dev	1.40

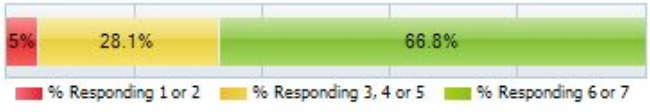
Q060. Dining Services - How satisfied are you with the: Dining environment



Key Text	N (%N)
(1) Very dissatisfied	10 (1.5%)
(2) Moderately dissatisfied	9 (1.3%)
(3) Slightly dissatisfied	21 (3.1%)
(4) Neutral	84 (12.4%)
(5) Slightly satisfied	109 (16.1%)
(6) Moderately satisfied	218 (32.2%)
(7) Very satisfied	226 (33.4%)

% Resp	81.0%
N	677
Mean	5.70
Std Dev	1.33

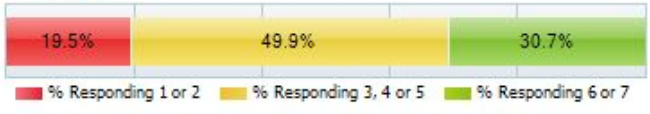
Q061. Dining Services - How satisfied are you with the: Service provided by dining service staff



Key Text	N (%N)
(1) Very dissatisfied	17 (2.5%)
(2) Moderately dissatisfied	17 (2.5%)
(3) Slightly dissatisfied	31 (4.6%)
(4) Neutral	66 (9.8%)
(5) Slightly satisfied	93 (13.8%)
(6) Moderately satisfied	169 (25%)
(7) Very satisfied	282 (41.8%)

% Resp	80.7%
N	675
Mean	5.72
Std Dev	1.52

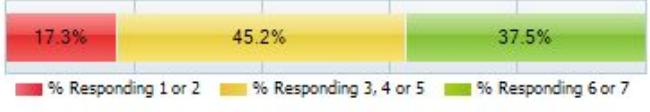
Q062. Dining Services - How satisfied are you with the: Dining service hours



Key Text	N (%N)
(1) Very dissatisfied	61 (9%)
(2) Moderately dissatisfied	71 (10.5%)
(3) Slightly dissatisfied	159 (23.5%)
(4) Neutral	82 (12.1%)
(5) Slightly satisfied	97 (14.3%)
(6) Moderately satisfied	137 (20.2%)
(7) Very satisfied	71 (10.5%)

% Resp	81.1%
N	678
Mean	4.15
Std Dev	1.83

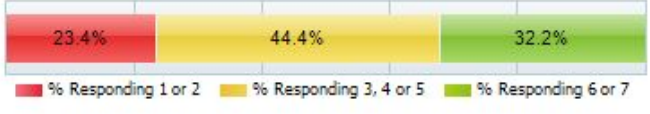
Q063. Dining Services - How satisfied are you with the: Variety of the meal plan options



Key Text	N (%N)
(1) Very dissatisfied	57 (8.4%)
(2) Moderately dissatisfied	60 (8.9%)
(3) Slightly dissatisfied	94 (13.9%)
(4) Neutral	108 (16%)
(5) Slightly satisfied	104 (15.4%)
(6) Moderately satisfied	157 (23.2%)
(7) Very satisfied	97 (14.3%)

% Resp	81.0%
N	677
Mean	4.48
Std Dev	1.84

Q064. Dining Services - How satisfied are you with the: Value of your meal plan



Key Text	N (%N)
(1) Very dissatisfied	94 (13.8%)
(2) Moderately dissatisfied	65 (9.6%)
(3) Slightly dissatisfied	109 (16%)
(4) Neutral	103 (15.1%)
(5) Slightly satisfied	90 (13.2%)
(6) Moderately satisfied	118 (17.4%)
(7) Very satisfied	101 (14.9%)

% Resp	81.3%
N	680
Mean	4.16
Std Dev	1.98

National data shows that marked improvement in the dining scores alone will significantly increase student satisfaction with the overall on-campus living experience. There continue to be some uncertainty regarding how revenue and expenses involving the dining program are allocated. This is especially poignant regarding Meal Plans and Waves Cash, and the University not receiving "credit" for Waves Cash toward the Sodexo contract required income. Over the next few years, HRL plans to work closely with Business Services and Dining Services to clarify the expenditures and improve the ratings on the residential satisfaction survey.

E. Staff

Housing and Residence Life has undergone significant changes in the last seven years. Prior to, and since 2011, there has been significant leadership turnover with the Associate Dean of Student Affairs positions. Since 2011, there are has been two leaders in this role, and a vacancy for a third; for 2017-2018, this role remained vacant. In its place, the department hired two Director level positions; one for Housing Operations and one for Residence Life. This was a change from previous years where there was an Assistant Director for Residence Life and an Associate Dean for Student Affairs. Additionally significant was the retirement of Nancy Lefkowitz, the Office Manager. Spring of 2017 was also especially difficult for the HRL team. Due to a personnel matter, several Resident Directors were let go or decided to leave. This dynamic lead to internal staffing and morale issues to be addressed by the new Director.

With the vacancy of the Associate Dean position, the two new Directors were stretched in many directions working to learn new roles and provide adequate supervision for the office staff and Resident Directors. While this has been challenging, having a (nearly) full staff, the Department has been able to function extremely well and meet the needs of students.

Full-Time Staff:

Robin Gore, M.S.E, Ed.D (in process), Director of Housing Operations,
Maura Page, M.A., Director of Residence Life
Luke Bost, M.S.E, Associate Director of Housing
Jesse McCauley, B.S., Associate Director of Housing
Nicole Duyao, M.A., Associate Director of Residence Life (Apartments)
Andrew Swartz, M.A., Associate Director of Residence Life (Sophomore Housing)
Andrea Zahler, M.A., Associate Director of Residence Life (First-year Housing)
Hannah Novak, B.A., Office Manager
Phil Cho, B.A., Assignments Coordinator
Lucy Man, B.A., Marketing Coordinator
Savannah Walker, B.A., Administrative Assistant, Daily Operations
John Kramarczyk, B.S., Administrative Assistant, Business Operations
Charles Allen, M.A., Resident Director (10-month position)
Andrew Wang, M.A., Resident Director (10-month position)
Sharon Wakio, M.A., Resident Director (10-month position)
Min-Jung Kim, M.A., Resident Director (10-month position)
Stacey Lee, M.A., Resident Director (10-month position)

Austin Smith, M.A., Resident Director (10-month position)
Christi Luben, M.A., MFT, Resident Director (10-month position)
Alyson Thompson, M.A., LMFT, Resident Director (10-month position)

Part-Time Staff:

Assistant Resident Director, graduate student, part-time
Assistant Resident Director, graduate student, part-time
Assistant Resident Director, graduate student, part-time
Assistant Resident Director, graduate student, part-time
Assistant Resident Director, graduate student, part-time
HRL Business Operations intern, graduate student, part-time
HRL Daily Operations intern, graduate student, part-time
Marketing Coordinator intern, undergraduate student, part-time

Staff Review and Evaluation Process

Each professional staff member is evaluated on an annual basis through the evaluation method provided by the office of Human Resources. Ongoing challenge and support is provided from the departmental leadership throughout the year. Each spring semester, the student staff members are also evaluated by their supervisors. HRL also completes monthly evaluations on programming efforts and departmental initiatives.

Mentoring and Professional Development

Student leaders and student workers are trained and mentored by the HRL staff. The Residence Life staff create and carry out an intentional annual two-week formation training period for the student leaders to participate in while they are serving the department and residential students. The office student workers are developed by office staff. Professional development opportunities are created for professional staff members throughout the year in weekly staff meetings or monthly excursions. Here is a list of opportunities provided for staff:

- FERPA law training
- Title IX training--response and disciplinary hearing trainings
- Clery reporting training
- Residential Emergency Response Team (RERT) training
- Fire, Life and Safety training with DPS
- Empathic listening/Motivational Interviewing techniques
- Collaborative and team-building HRL/DPS semester gatherings
- Student Affairs Gatherings (monthly)
- Student Affairs annual retreat
- Housing Operations team monthly team builders and destress activities
- Regional/National Annual Conference and Workshop Attendance: StarRez, ACUHO-I, WACUHO, The Placement Exchange, NASPA, ACPA, Westmont Fire/Mudslide Emergency Preparation, Azusa Pacific Advancing Women in Leadership, Student Congress on Racial Reconciliation (SCORR), NASPA Multicultural Institute

- Pepperdine Conference and Workshop Attendance: Leadership Conference, Operational Dean's School, Women's Executive Leadership Reachout Conference, Women's Advisory Board, Threat Assessment Training Day, Chaplain's Retreat, Unplugged Retreat, Veritas
- Distinguished Lecture attendance
- Committee Work: Transfer Advisory, International Student Advisory Council, Food Insecurities, Dining Committee, Dining Operations, Dining Services Committee, Student Care Team, Universal Waste Committee, SEED Facilitator/participants, Title IX Educational Committee, Alcohol and Other Drug Coalition, Healthy Campus 2020 Committee

F. Sustainability: Evidence of Program Viability

1. Demand for the Program

Housing and Residence Life creates a space that facilitates personal transformation and community development. The department contributes to the ability of students to thrive by by ensuring basic needs are met such as comfortable living facilities, meal plan distribution and building on that to engage students in community, educational programs, spiritual mentoring and spiritual nourishment. HRL also provides professional and student leader on-call duty presence around the clock and year-round including holiday closures who can respond to emergencies, assist with medical transports, address community standard violations and provide a ministering presence to students and their families during a crisis. After 9 p.m. each night, there is a student leader available in each residential community for students who have concerns and/or need someone to speak with. This is especially important after 5 p.m, when the main campus shuts down and most staff and faculty go home. Students and families are assured that there are professional and paraprofessional staff living among the students who can support safety and assume responsibility. These are critical front-line positions that would be detrimental to our level of service to students if removed or made less available.

Housing and Residence Life serves the Malibu on-campus community for Seaver College, Graziadio Business School, School of Law, School of Public Policy, Graduate School of Education and Psychology and the Straus Institute for Dispute Resolution.

Pepperdine's residential campus is home to approximately 2,600 undergraduate and graduate students hand-selected from diverse cultural, socioeconomic, religious, ethnic, geographic, and rigorous academic backgrounds. Each student's personal experiences, passions, and accomplishments contribute to the culture and diversity on campus.

With over 60 percent of students living on campus, Housing and Residence Life offers a close-knit and safe community that exposes and enlightens students to diverse ideas, passions, and interests in an environment that will become home away from home. Our students live in 25 residential complexes that are fully furnished residence halls or apartments located on the Malibu campus. First year students reside in single-gender residence halls, and junior/senior students live in co-ed residence halls which are zoned by gender. Students' transition to college and time in the residence halls is guided by the leadership and support of two student Resident

Advisors and a Spiritual Life Advisor who develop relationships with students as they learn about themselves, their relationship with Christ, and the Pepperdine community.

Based on the feedback HRL has received from our students and their families over the past few years via annual EBI and the recent Scion report, we know that there is great demand for on campus housing (Scion report). The addition of Seaside Residence Hall, a 458-bed suite-style residential complex, opened in Fall 2018. This new residence hall helps Seaver College work toward its goal of 75% of undergraduates living on campus.

Occupancy Details

HRL offers 1,762 suite style bed spaces and 831 apartment. See chart below for more details for Fall 2018 occupancy.

Community	Class	Room Types	Total Bed Capacity*
Standard Precinct + Shafer	Freshmen	Suite	850
Outer Precinct (Krown Alpha/Beta, Eden)	Freshmen/Transfers	Suite	140
Rockwell Towers	Sophomores	Semi-suite	278
Seaside Hall	Sophomores & Juniors-Seniors	Suite	458
Total Residence Hall Style Beds			**1,726**
Lovernich Apartments	Sophomores & Juniors-Seniors	Apartment	296
George Page Apartments I	Juniors-Seniors	Apartment	120
Drescher Building W	Juniors-Seniors	Semi-Suite	36
Drescher Apartments (SEAVER)	Juniors-Seniors	Apartment	204
Total Apartment Style Beds			**656**
Total Seaver Beds			**1,924**
Drescher Apartments (GRAD)	Graduate (GSEP/SPP/GSBM)	Apartment	88
George Page Apartments II	Graduate (SOL)	Apartment	123
Total Graduate Beds			211
Total Campus Beds			**2,593**

2. Allocation of Resources

Academic Year	**2017-2018**	**2018-2019**
Number of Beds	*2123*	*2585*
Number of Students	*2077*	*2268*
Operations Staff to Bed Ratio	**1:303**	**1:323**
Resident Director to Bed Ratio (direct oversight ranges from 1:250 to 1:458)	**1:303**	**1:323**
RA to Student Ratio (ranges from 1:25 in first-year houses to 1:58 in upperclassmen apartments)	**1:34**	**1:30**

In 2017-2018, there were 10 full time professional staff in Residence Life and 7 full time staff in the Housing Operations Office. This totals 17 full time professional staff. Additionally, there were 3 Student Affairs Interns, 2 student office staff, 61 Resident Advisors, and 25 Spiritual Life Advisors.

For 2018-2019, there will be 4 full time, 12-month staff in Residence Life, 8 full time 10-month staff and 8 full time staff in the Housing Operations Office. This totals 19 full time professional staff. Additionally, there will be 5 Student Affairs Interns, 2 student office staff, 75 Resident Advisors, and 33 Spiritual Life Advisors.

The current workload for the Residence Life team is increasing and demanding. The demand on Residence Life professional staff comes from a myriad of University partners, and the need for their response is often urgent thereby requiring after hours responses by the Director of Residence Life and Resident Directors. In Spring 2018, Residence Life staff began tracking emergency response in order to ensure appropriate and necessary staff coverage. The Director of Residence Life fielded or made on some weeks 50 calls after business hours which usually occurred overnight or on weekends and presented a concentrated load on this position to coordinate after-hours incident response. The RD staff responded to over 200 duty calls in the first month of Spring 2018 semester. After that each week held between 20-50 calls to the RD on duty for response. The Residence LIfe staff tracks and will continue to track weekly professional staff calls to respond to the following:

Weekly reports on RD incident responses:
Significant roommate issues
Ambulance calls/medical emergencies
Hospital transports and in-person hospital response
Policy violations
Title IX-related responses

Mental health calls
Maintenance/facility related issues
Other

The current workload for the Housing Operations staff is challenging as they deal primarily with the daily onslaught of "in the now" issues (billing, meal plans, facilities/maintenance, roommate issues, room assignments, upcoming housing processes, etc.). This was especially exasperated this past year (2017-2018) with record on campus numbers and being down 100 beds. New and long term projects are difficult to accomplish. Even with the addition of the Administrative Assistant for Fall 2018-2019 to help with room assignment communications, reallocations/substantiations, and Residence Life programming support, in order to fully develop our systems (StarRez, Continental, etc.), billing pressure needs to be taken off of the Associate Director for Housing Systems. To assist with this, an additional staff member who devotes their time to room and meal plan billings is needed.

As on campus numbers, mental health dynamics, and accommodation needs continue to rise, HRL staff will need to increase as well in order to best provide satisfactory customer service to our exigent student population.

3. Student Support & Co-curricular Experiences

In HRL, there are two primary ways we provide student support and engage students in co-curricular experiences through our high-touch approach to all students and through our RAs and SLAs intentional engagement of residents in their hall community and the larger community.

Student Support

On-call Residence Life staff supports all students at Pepperdine including commuter students. Pepperdine prides itself on its "high touch" approach to students. The Pepperdine Touch is what makes Pepperdine a special experience for many students. This identity element for Pepperdine is often supported by Residence Life through response to urgent needs of all manners in student housing and across campus. The professional Residence Life staff are on-call to respond to urgent student support needs ranging from facilities issues to roommate conflicts to major medical or psychological emergencies.

The demand for support in the residential environment and on campus at Pepperdine is very high. This demand falls largely to the Residence Life team who support students and partner departments through various incidents ranging from facilities issues to roommate conflicts to major medical or psychological emergencies. RDs often receive duty calls around the clock seven days a week while on call, interrupting daily work, standing meetings, and responding to students overnight. RAs and SLAs are also trained extensively to identify needs of residents and to connect them to university resources.

As an example of the high touch role that RDs play in supporting students is through emergency hospitalizations. The Department of Public Safety calls the RD on duty for every student injury and illness

on campus resulting in an ambulance call. The RD on duty attends to students transported to the hospital. Pepperdine typically has at least one hospital transport weekly ranging up to five transports in one 24 hour period. The RD follows the ambulance, supports the student at the hospital, communicates with emergency contacts, and provides a ride home. During mental health crisis, the RD waits at the hospital until a decision is made to admit, hold, transfer, or discharge the student. The RD coordinates on-ground communication with the student, parents, hospital staff, the Director on call, the Director of the Counseling Center, and the Chair of the Student Care Team (SCT) while attending to the student and providing pastoral care.

Co-curricular Engagement

To help nurture student success and satisfaction, RAs facilitate and lead students to discussions, activities, and events that promote academic progress and achievement and community connections, in addition to supporting and assisting residents with critical thinking and problem solving skills.

Everything we do is with a focus of being an inclusive community while supporting the department's programmatic expectations and student learning. The key to enhancing the residential experience as an RA is to intentionally interact with residents, discover and be in tune with the trends occurring amongst the community, and get students to programs to attend relationally engaging and educationally purposeful events and ultimately to connect residents to the Pepperdine University community outside the classroom.

One of the Resident Advisor's (RA's) primary roles is to be a community builder by developing relationships with and among residents over the academic year. To be successful in this role RAs are to: know all their residents, help them get to know each other, help them network, support them, teach them, learn with them, laugh with them, cry with them, and grow with them. This is at the heart of what we do in Residential Life at Pepperdine.

In Residence Life, we often use a "Cruise Director" philosophy when addressing programming in our residence halls and apartments. The RA (and even the SLA) acts as a "Cruise Director" or the one leading a group of students on an adventure. It's the residence life staff member's role to utilize the already great programming we have on campus in addition to creating their own programs that will challenge, grow, and create space for connections within their living community. We recognize that at Pepperdine we are overprogrammed, and instead of planning more, we want our staff to "cruise direct" and take advantage of the wide range of programs and events that exist in the Pepperdine community. By using the "Cruise Director" philosophy RAs and SLAs encourage and take residents to the already established programs and events throughout the semester. We want our programs, however, to be more than just social events and gatherings. We have the unique opportunity to connect with the community, grow together, and become better people than we were at the beginning of the year.

We have developed the WAVES programming model as a mechanism for tracking the overall experience each residence life staff member provides their residents (houses/halls/apartments). The WAVES programming model is the core of what we are trying to accomplish as an HRL staff team. This model is designed to encompass all aspects of student's life. We recognize that students are whole persons with

different interests, passions, concerns, and backgrounds. Each letter in the WAVES programming model acts as a different goal/expectation for the RA to fulfill throughout the semester and year.

Wellness:
We want our students to live well physical, emotional, and spiritually.

- Personal Identity and Worldview: Students will develop a personal sense of identity, become self aware, and develop skills necessary to navigate successfully in the post college world. Students will recognize and regulate perceptions of self and other while maintaining a worldview, which articulates meaning and balance between value and actions.
- Health and Wellness: Students will cultivate skills needed to maintain a healthy lifestyle: mind, body, and soul.

Awareness:
Awareness: We want our students to recognize the many different cultural heritages, traditions, and family origins. We believe that we ought to appreciate and respect the diversity that exists in this world.

- Multicultural, Environmental, and Global Awareness/Justice: Students will seek to appreciate and respect the cultural heritages, traditions, and family origins of themselves and others.
- They will develop an open and inclusive attitude as it relates to issues of diversity, whether it be local or global.
- They will embrace diversity as a means to enrich their world and create a deep and meaningful life.

Vocation:
Vocation: Pepperdine believes that students are called for a specific purpose in this life and we are called to do work that is purposeful and meaningful. We are to help our students process and begin to discover their vocation.

- Academic and Vocational Development: Students will become dedicated to academic excellence, academic integrity, and desire to become lifelong learners, both within the walls of the classroom and among the larger world of experiences.
- Students will pursue career goals and calling and be prepared to meet the demands specific to their field by attending these programs.

Engage in Relationship:
Engage in Relationship: We want our students to engage the surrounding community and build meaningful and healthy relationships with one another.

- Relationship & Community Building: Students will recognize, develop, and maintain healthy interpersonal relationships.
- They will be able to articulate needs and feelings in a way that respectfully navigates conflict, meaning, and balance between values and actions.

Service:
Service: We believe that knowledge ultimately calls for a life of service and we need to challenge our students to serve both inside and out of the Pepperdine community.

- Service and Leadership: Students will develop a philosophy of leadership and discover methodologies for using their gifts and abilities. They will become effective agents of positive change and see themselves as global citizens with responsibilities to their community and to the world.
- Faith and Purpose: Students will see themselves as created by God, developing a faith filled worldview through Christ's example. They will pursue truth and develop critical thinking skills regarding faith and practice in the real world while integrating faith with learning.

The "Cruise Director" philosophy assures that we are utilizing and getting people to the programs that already exist on our campus. The WAVES programming model assures that our programs and the events are intentionally designed with the development of the whole person in mind. Making sure that each residents feels at home here at Pepperdine begins with our staff in the houses, halls, and apartments.

Types of Programs
There are two types of programs: Active Programming and Passive Programming. Outlined below are types of each and the benefits and challenges to both. We strongly encourage you to engage in both active and passive programming, as it will help to build community and foster relationships among the RAs and their residents.

Active Programming involves the entire community at the same time and location. These programs typically involve group participation and can take place at a venue on or off campus.

The benefits of active programming include:

- They provide opportunities for group involvement where community members, who may otherwise have very little contact with each other, can intermingle
- They allow for more elaborate and interactive sessions, and have the potential to reach more residents
- They allow residents to get to know other students in their floor/building/house, providing the potential for diverse relationships.

Passive Programming conveys information in a logical, interesting format in which no active participation is necessary. Residents are able to absorb the information at their own pace.

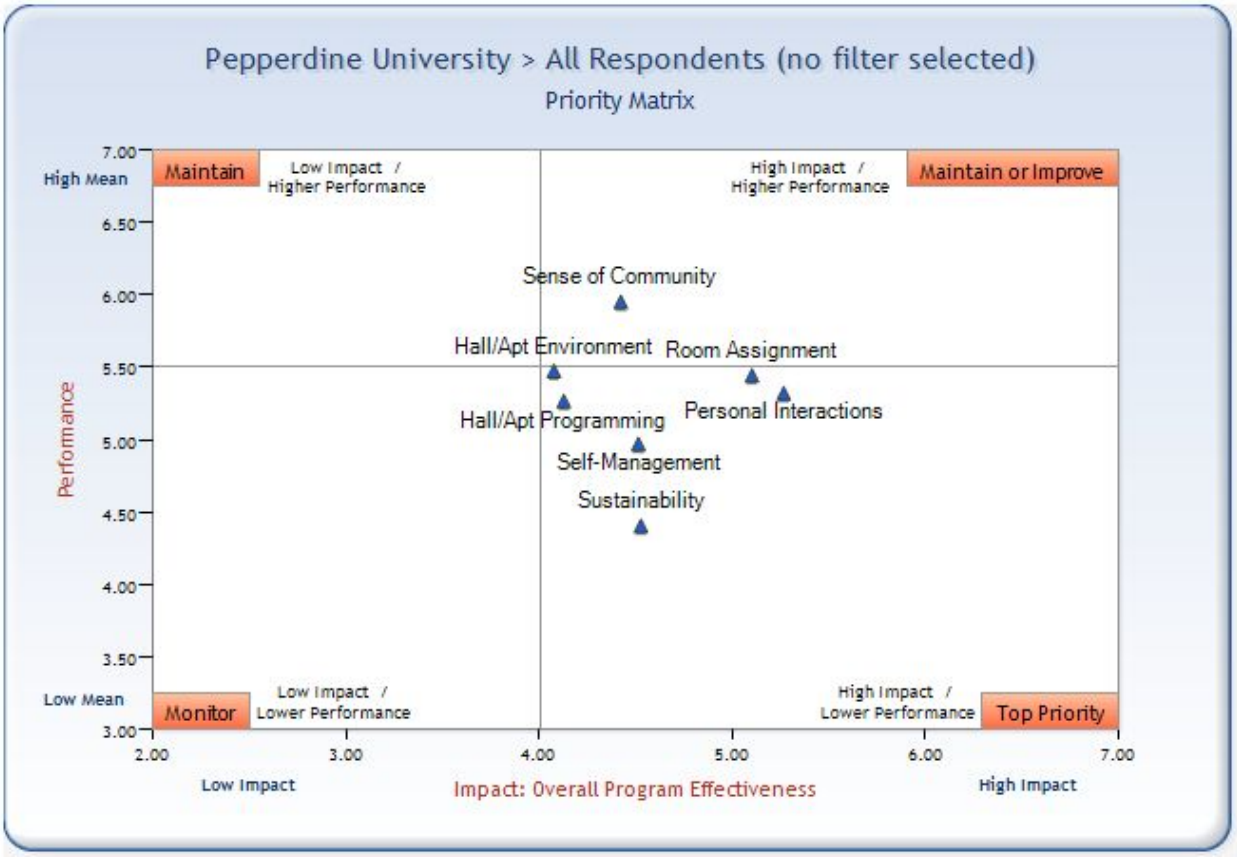
The benefits of passive programming are:

- It's a smaller time commitment. The students all receive the same information, but they can read it at their leisure.
- Organization is much easier. The only schedules that need to be met are those in charge of the activity.
- They allow residents to get to know each other a little bit better without having to be together.

4. Facilities

The 2011 external program reviewers identified that the location of Housing and Residence Life Office was not very inviting or convenient for students. The HRL office has been located in a temporary modular unit (trailer) for nine years. While the location is close to residential halls, Facilities Services and Student Health Services, it is not convenient for students to stop in. Students have to cross a busy road to enter the building, and the building is incredibly limited in space forcing half of our department to use the first floor of Towers for offices and our departmental meeting room. Additionally, the reception area is not large enough to hold more than one family at a time. During busy times, lines typically form out the door. Although the HRL staff have done everything possible to make the environment warm and inviting, the exterior of the facility is not inviting or professional. Parents and students comment often on the location and type of office.

Among the EBI data, hall/apt environment is an area for HRL to maintain or improve:



Housing Operations

Since the 2010-2011 academic year, on campus occupancy has steadily remained at around 95%, ranging from 88-102% (See Appendix A). With the demolition of Dewey and Morgan Halls the spring of 2017 in order to build Seaside Hall to open in Fall 2018, occupancy was decreased by 100 bed spaces for spring semester 2016 and for the Fall 2016-Spring 2017 academic year. As displayed in the chart below, the average number of students living on campus since Fall 2011 is 2106.

Fall 2011	1882
Spring 2012	1918
Fall 2012	2172
Spring 2013	2166
Fall 2013	2199
Spring 2014	2219
Fall 2014	2078
Spring 2015	2123
Fall 2015	2196
Spring 2016	2213
Fall 2016	2213
Spring 2017	2010
Fall 2017	2058
Spring 2018	2040

(See Appendix C for more detail.)

The annual waitlist indicated that students are in demand for the single bedroom apartments style housing units that have kitchens.

Recent Facilities Improvements:
Since 2012, the residential community has received enhancements in a number of ways. Below lists the different facility upgrades that have occurred.

Lovernich Commons

- Lovernich Commons was created to provide programming opportunities for the residents in the Lovernich Apartments. Before this time, this space served as the office for Special Programs.

Building W

- Drescher Campus Building W transitioned from a hotel to student housing. Due to the larger rooms, three residents are assigned to each Building W room. Each room comes with a television, an air conditioning unit, a large closet, as well as a bathroom. After several years, it was determined that for purposes of space allocation, it is best to house two residents in each room.

Access Control System

- The university transitioned away from Intellikey to a card access control system. The card access control system allows residents to enter their residential housing assignment with the use of their university ID card. The technological change made it easier for the Access Manager to run reports, as well as made accessing rooms more convenient for staff and residents.

Television Programming

- Housing and Residence Life worked with Direct TV for several years to provide residents television programming in common areas as well as all apartment living rooms. Over time, it became more of an inconvenience due to equipment not working properly, as well as billing differences with Direct TV. Due to changing of the technological landscape, Housing and Residence Life transitioned to using Philo (an online TV option). Residents are able to watch TV programming through their smartphone, tablet, laptop, or a Roku (attached to a TV). This has been successful because it operates smoothly and there is not much to manage.

Updated Furniture

- The entire residential community has received updated common area furniture. This includes soft seating or in some cases, casegood pieces. All of the residential community areas where sophomores, juniors, seniors and graduate students reside, have received updated room furniture.

Rockwell Towers Fitness Rooms

- Rockwell Towers transitioned four common lounges into four fitness rooms. Two of the fitness rooms come with cardio machines, while the other two rooms provide residents to work on strength training exercises.

Window Treatments

- The university has begun the process of transitioning away from plastic blinds to installing blackout shades within the residential community. This change has already occurred in the George Page Residential Complex as well as in Rockwell Towers.

Flooring

- The university has begun the process of replacing carpeting as well as adding hardwood flooring to common and room spaces within the residential community.

George Page Renovation

- The university renovated all of the apartments in the George Page Residential Complex. This included updating the appliances, flooring, lighting, carpeting, replacing the furnishings, and painting the walls. The exterior breezeways were updated with new lighting and the overall landscaping was enhanced. Along with the renovation came an intentionality to create six apartments that were dedicated to professional staff who live in the student housing area (i.e. Resident Directors). While these apartments were similar to the other apartments (annexes), they have bathtubs. This was a welcomed addition since many of the professional staff have children.

Calamigos Ranch

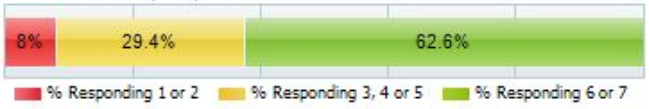
- Calamigos Ranch became a Pepperdine University housing option due to the Malibu campus not having enough housing for rising juniors and seniors. At the time, HRL had

sophomore themed housing in the outer road residence halls. With that being the case, it made sense to add an off campus themed option that would be run by HRL and would create community. While the location is very inviting and beautiful, it did not draw as many students to live there. Not all students had a car, so commuting to campus became difficult. Also, the relationship between the university and Calamigos Ranch became strained. There was a conflict of interest since a former Associate Dean of Students served liaison between the university and Calamigos Ranch. That along with students not being interested in the option, led to Student Affairs and HRL deciding to not participate in managing a student housing option at Calamigos Ranch.

Generally, students are 78.4%-96.1% satisfied with the services provided:

	Mean	Std Dev	N	% Responding
Factor 5 . Satisfaction: Services Provided	5.25	1.18	774	92.6 %

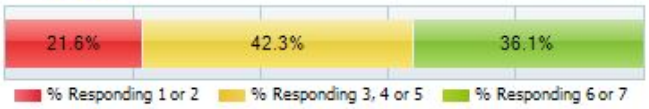
Q042. Hall/Apt. Environment - How satisfied are you with: Internet connectivity in your room



Key Text	N (%N)
(1) Very dissatisfied	23 (3%)
(2) Moderately dissatisfied	38 (5%)
(3) Slightly dissatisfied	72 (9.5%)
(4) Neutral	62 (8.2%)
(5) Slightly satisfied	89 (11.7%)
(6) Moderately satisfied	170 (22.4%)
(7) Very satisfied	305 (40.2%)

% Resp = 90.8%
N = 759
Mean = 5.48
Std Dev = 1.73

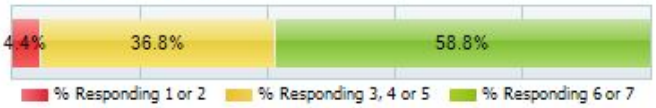
Q047. Hall/Apt. Environment - How satisfied are you with: Laundry room facilities



Key Text	N (%N)
(1) Very dissatisfied	81 (11.1%)
(2) Moderately dissatisfied	77 (10.5%)
(3) Slightly dissatisfied	107 (14.6%)
(4) Neutral	97 (13.3%)
(5) Slightly satisfied	106 (14.5%)
(6) Moderately satisfied	146 (19.9%)
(7) Very satisfied	118 (16.1%)

% Resp = 87.6%
N = 732
Mean = 4.34
Std Dev = 1.96

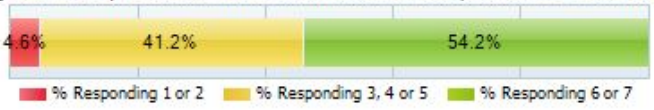
Q049. Hall/Apt. Environment - How satisfied are you with: Study facilities in residence hall



Key Text	N (%N)
(1) Very dissatisfied	11 (1.5%)
(2) Moderately dissatisfied	21 (2.9%)
(3) Slightly dissatisfied	49 (6.8%)
(4) Neutral	117 (16.2%)
(5) Slightly satisfied	99 (13.8%)
(6) Moderately satisfied	199 (27.6%)
(7) Very satisfied	224 (31.1%)

% Resp = 86.1%
N = 720
Mean = 5.45
Std Dev = 1.50

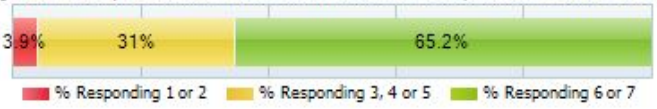
Q050. Hall/Apt. Environment - How satisfied are you with: Philo services



Key Text	N (%N)
(1) Very dissatisfied	12 (2.2%)
(2) Moderately dissatisfied	13 (2.4%)
(3) Slightly dissatisfied	12 (2.2%)
(4) Neutral	154 (28.6%)
(5) Slightly satisfied	56 (10.4%)
(6) Moderately satisfied	94 (17.4%)
(7) Very satisfied	198 (36.7%)

% Resp = 64.5%
N = 539
Mean = 5.42
Std Dev = 1.55

Q051. Hall/Apt. Environment - How satisfied are you with: Postal services



Key Text	N (%N)
(1) Very dissatisfied	12 (1.8%)
(2) Moderately dissatisfied	14 (2.1%)
(3) Slightly dissatisfied	37 (5.5%)
(4) Neutral	105 (15.6%)
(5) Slightly satisfied	67 (9.9%)
(6) Moderately satisfied	178 (26.4%)
(7) Very satisfied	262 (38.8%)

% Resp = 80.7%
N = 675
Mean = 5.64
Std Dev = 1.50

Updates to HRL Policies and Procedures Impacting Facilities

Facilities

Cleaning of Apartments

2012-2015

Lovernich, George Page, Drescher Apartments: bathrooms (shower, toilet, sinks, floors) cleaned, all tile floors mopped, trash removed weekly.

2015-2018

Apartment cleaning managed by students; residence halls (suite style and Towers) cleaned regularly by custodial services.

Outside Custodial Vendors Policy: Students may not solicit Pepperdine custodial staff for additional paid or unpaid cleaning services. If students wish to hire outside vendors, they must be present to accompany the vendors the entire time that they are present and all roommates/apartment-mates must consent to their presence.

(This policy is not listed in our terms and conditions but is provided upon student request)

Provision of Supplies from HRL

- 2015-2016 - Cleaning supplies were provided to all apartment residents, a process eventually deemed too expensive and cumbersome when considering how rarely students actually made us of them.
- 2016-2017 - No cleaning supplies were provided.
- 2017-2018 - RA's manage and maintain cleaning supplies buckets and vacuums out of their programming budget. Available to apartment residents for borrow.

Air Conditioning Units

From 2011-2014, residents were allowed to bring portable air conditioning units of less than a certain power usage to cool their rooms. Limited power supply and repeated outages led to a blanket ban on all air conditioning units unless registered through OSA.

Married and Family Housing

Prior to 2014, married couples and families were able to request one of a limited number of apartments for which they would pay a discounted rate. HRL would get many requests (~20/academic year) for married or family housing but do not offer it due to lost revenue and lack of space. The only married housing HRL offers now is for Student Affairs staff or interns.

Emotional Support Animals

Fall 2017, there new requirements for written agreements to be signed by all roommates/apartment-mates in areas when emotional support animals were present. These agreements/conversations were initiated and facilitated by Resident Directors.

Integration with Campus Partners

Department of Design and Construction (DDC) and Planning, Operations and Construction (POC)
Our residence halls have the opportunity to help students feel at home and welcomed; finding a place to belong within the university. On the contrary, HRL has received comments regarding the status of these soft furniture items as well as the hard furniture pieces which include the beds/dressers/bookcases being outdated. DDC has determined that all furniture will be refurbished, rather than replaced for better sustainability. Although this may cost more, it is better for the environment and tells a better story. Furniture is re-warrantied.

With the high cost of attending Pepperdine, the quality of campus housing facilities is an important factor. Yet with the recent Campus Life Project, a resistance to expending funds on current facility needs has expanded the deferred maintenance problems. Due to common and frequent complaints from students regarding their housing environments, coupled with the knowledge of our aging residential buildings, HRL has turned focus toward collaborations with the Departments of POC, DDC, DFS and Special Programs to:

a. Focus on facility improvements via an assets based R&R plan that is forecasted out 10-15 years.
b. Focus on best use of spaces for the transition into and through summer in order to complete short term updates.
c. Focus on funding and scope of renovating or refurbishing the first year houses.

Several meetings have occurred with POC, DDC and DFS to discuss repair and renewal for addressing facility needs, furniture replacement, carpet/painting/finishes, infrastructure replacement (heating, cooling, electric, etc).

Subsequently, HRL is collaborating with DDC, POC, and DFS to create a 10-15 year forecasting schedule. The Asset Manager has begun barcode tracking of all new furniture to help with forecasting. This asset management system utilizes a barcoding tracking on all new furniture and HRL will build tracking of assets as we process through new builds, new furniture, etc.

The Director of Housing Operations was also included in on the interview process of the new Director of Special Programs. Throughout that process, HRL was able to share with the Associate Vice President of Government and Regulatory Affairs the areas of needed collaboration and changes in structure/processes. These concepts were very supported and the new Director of Special Programs is fully in support of working together for best space utilization for an R&R plan.

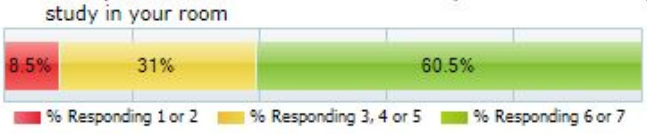
Card access to student rooms (via the students ID card) has been an area of focus. The concern is the lack of access for Resident Director staff to provide room access to residential students who are assigned to housing. This is done via StarRez. StarRez is hosted externally via StarRez. Since Pepperdine's IT Department does not support StarRez, HRL will be moving forward to pay StarRez to implement the necessary software to our current operating system. This should occur

summer 2018 to allow time to ensure the system works effectively prior to August 2018 check ins. Once the system is live, Resident Directors will be able to provide direct room access to students when they show up early. Our current process is typically a two phone call method; one to the Housing Director, Robin Gore for approval, and two to Mike Landis for him to provide the necessary access. These calls often occur late in the evening and on weekends.

Department of Facilities Services (DFS)
According to EBI data, students report:

	Mean	Std Dev	N	% Responding
Factor 3 . Satisfaction: Hall/Apt Environment	5.48	1.36	774	92.6 %

Q038. Hall/Apt. Environment - How satisfied are you with: Your ability to study in your room



Key Text	N (%N)
(1) Very dissatisfied	28 (3.7%)
(2) Moderately dissatisfied	37 (4.8%)
(3) Slightly dissatisfied	70 (9.2%)
(4) Neutral	75 (9.8%)
(5) Slightly satisfied	92 (12%)
(6) Moderately satisfied	161 (21.1%)
(7) Very satisfied	301 (39.4%)

% Resp = 91.4%
N = 764
Mean = 5.43
Std Dev = 1.76

Q039. Hall/Apt. Environment - How satisfied are you with: Your ability to sleep in your room

Key Text	N (%N)
(1) Very dissatisfied	20 (2.7%)
(2) Moderately dissatisfied	34 (4.5%)
(3) Slightly dissatisfied	55 (7.3%)
(4) Neutral	56 (7.4%)
(5) Slightly satisfied	74 (9.8%)
(6) Moderately satisfied	179 (23.7%)
(7) Very satisfied	336 (44.6%)

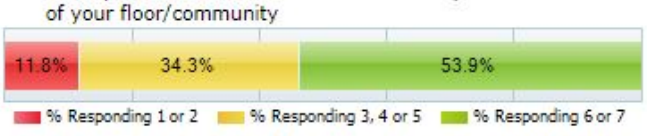
% Resp = 90.2%
N = 754
Mean = 5.67
Std Dev = 1.66

Q040. Hall/Apt. Environment - How satisfied are you with: Your degree of privacy

Key Text	N (%N)
(1) Very dissatisfied	20 (2.6%)
(2) Moderately dissatisfied	23 (3%)
(3) Slightly dissatisfied	46 (6%)
(4) Neutral	74 (9.6%)
(5) Slightly satisfied	99 (12.9%)
(6) Moderately satisfied	200 (26%)
(7) Very satisfied	306 (39.8%)

% Resp = 91.9%
N = 768
Mean = 5.65
Std Dev = 1.57

Q043. Hall/Apt. Environment - How satisfied are you with: The noise level of your floor/community

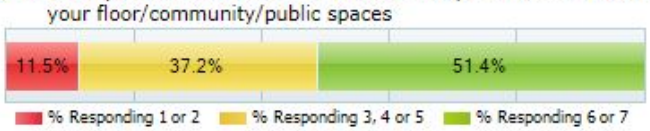


Key Text	N (%N)
(1) Very dissatisfied	38 (5%)
(2) Moderately dissatisfied	51 (6.8%)
(3) Slightly dissatisfied	65 (8.6%)
(4) Neutral	85 (11.3%)
(5) Slightly satisfied	108 (14.3%)
(6) Moderately satisfied	175 (23.2%)
(7) Very satisfied	231 (30.7%)

% Resp = 90.1%
N = 753
Mean = 5.16
Std Dev = 1.82

	Mean	Std Dev	N	% Responding
Factor 4 . Satisfaction: Facilities	5.23	1.34	774	92.6 %

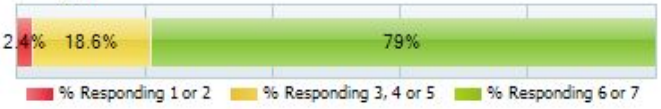
Q044. Hall/Apt. Environment - How satisfied are you with: Cleanliness of your floor/community/public spaces



Key Text	N (%N)
(1) Very dissatisfied	49 (6.5%)
(2) Moderately dissatisfied	38 (5%)
(3) Slightly dissatisfied	76 (10%)
(4) Neutral	92 (12.1%)
(5) Slightly satisfied	114 (15%)
(6) Moderately satisfied	192 (25.3%)
(7) Very satisfied	198 (26.1%)

% Resp = 90.8%
N = 759
Mean = 5.04
Std Dev = 1.82

Q045. Hall/Apt. Environment - How satisfied are you with: The cleaning staff



Key Text	N (%N)
(1) Very dissatisfied	10 (1.5%)
(2) Moderately dissatisfied	6 (0.9%)
(3) Slightly dissatisfied	16 (2.4%)
(4) Neutral	56 (8.4%)
(5) Slightly satisfied	52 (7.8%)
(6) Moderately satisfied	106 (15.9%)
(7) Very satisfied	422 (63.2%)

% Resp = 79.9%
N = 668
Mean = 6.20
Std Dev = 1.32

Q046. Hall/Apt. Environment - How satisfied are you with: The timeliness of repairs

Key Text	N (%N)
(1) Very dissatisfied	73 (10.3%)
(2) Moderately dissatisfied	50 (7%)
(3) Slightly dissatisfied	81 (11.4%)
(4) Neutral	102 (14.4%)
(5) Slightly satisfied	94 (13.2%)
(6) Moderately satisfied	114 (16.1%)
(7) Very satisfied	196 (27.6%)

% Resp = 84.9%
N = 710
Mean = 4.72
Std Dev = 2.02

Q048. Hall/Apt. Environment - How satisfied are you with: Cleanliness of bathroom facilities

Key Text	N (%N)
(1) Very dissatisfied	31 (4.2%)
(2) Moderately dissatisfied	41 (5.6%)
(3) Slightly dissatisfied	78 (10.7%)
(4) Neutral	101 (13.8%)
(5) Slightly satisfied	102 (13.9%)
(6) Moderately satisfied	183 (25%)
(7) Very satisfied	196 (26.8%)

% Resp = 87.6%
N = 732
Mean = 5.10
Std Dev = 1.75

Frequent Fire, Life and Safety walk-throughs have provided opportunities for Resident Directors to walk residential spaces with the lense of addressing facilities concerns. This collaboration also strengthens interdepartmental relations.

HRL recently received access to WebTMA which is the work order database that Facilities utilizes to enter, track, and process work orders. Resident Directors are subsequently able to access this system at anytime to view if a work order has been submitted and when in the process of repair it is in. Resident Directors also receive a monthly work order browse report containing all submitted work orders in process for their building(s).

5. Financial Resources

The office continues to evaluate spending to be fiscally responsible and sustainable with our operations and programming. HRL remains “in the red” due to revenue loss from 2011. While the department is attempting to cut back on spending and improve the debt level, previously, only 10% of our unspent budget is applied annual to the deficit. Additionally, HRL is reviewing categorical account areas to determine limits of spending for each RD’s hall(s)/area in attempt to better monitor spending.

An informal review of Housing Operations processes was discussed among the Housing Operations staff. One consistently agreed upon issue was the debt and the low summer rate as well as the idea of “free housing” for early arrivals and students approved to be on campus during on contracted periods (winterim and after the halls close in spring).

The general concept in Student Affairs had been *“There is no cost to residents who are required by a University department/office to stay on campus due to responsibilities that they have with the University.”* Yet the financial office indicates that, “*“There is no free housing.”*

Therefore, HRL submitted to the University Management Committee a Fee Request change for Nightly Rates. The nightly rate fee was approved. (See Appendix G)

Additional funding was secured to refurbish the chairs in the Waves Cafe, to refurbish all suite soft seating in the first year houses (see Appendix H), to purchase new furniture to Lovernich and George Page outdoor areas, and to further improved a few dining areas.

Revenue is generated for the university via student room rates (See Appendix I for additional detail)

Required Salary Increases

HRL staff that are and must remain salaried will fall under the law for California minimum salary for exempt employees. Pepperdine has and will continue to assess the need for exemption of employees, and the Residence Life roles must remain exempt due to the need for on-call response. Paying Residence Life staff hourly wages would result in excessive overtime due to on-call rotation needs, inability to complete weekly duties due to overage of hours, and penalties for non-compliance for hourly employees (such as taking breaks at given intervals for specified durations which is often not possible during on-call rotations). The demand for Resident Directors while on call is very high at Pepperdine. RDs often receive duty calls all day, interrupting daily work and keeping them up or at the hospital with students overnight. Due to the nature of this work and due to the high expectation Pepperdine has for Residence Life to provide a high touch response to students, it is mission-critical for Pepperdine that these positions remain exempt. The Department of Public Safety calls the RD on duty for every student injury on campus resulting in an ambulance call, the RD weekly attends to a student transported to the hospital (Pepperdine typically has one transport minimum weekly). The RD will follow an ambulance and will provide a ride home. During mental health crisis, the RD will wait at the hospital until a decision is made to admit, hold, or discharge the student is made. The RD coordinates on-ground communication with student, parents, hospital staff, the Director on call, the Director of the Counseling Center, and the Chair of the Student Care Team (SCT) while attending to the student and providing pastoral care.
This does create budget challenges and requires an annual base budget increase until the California exempt salary levels out in 2023.

RD Salary increase : FLSA https://www.dol.gov/whd/flsa/

Labor Law Required Increase for Resident Director Salaries

Date Effective January 1	Additional Salary Budget Increase Needed
Upcoming:	
2020	$53,167
2021	$56,110
2022	$56,014
2023	$22,846

III. SUMMARY AND REFLECTIONS

There is room for improvement regarding student communication; especially information dissemination. The department should consider these important points and emphases:

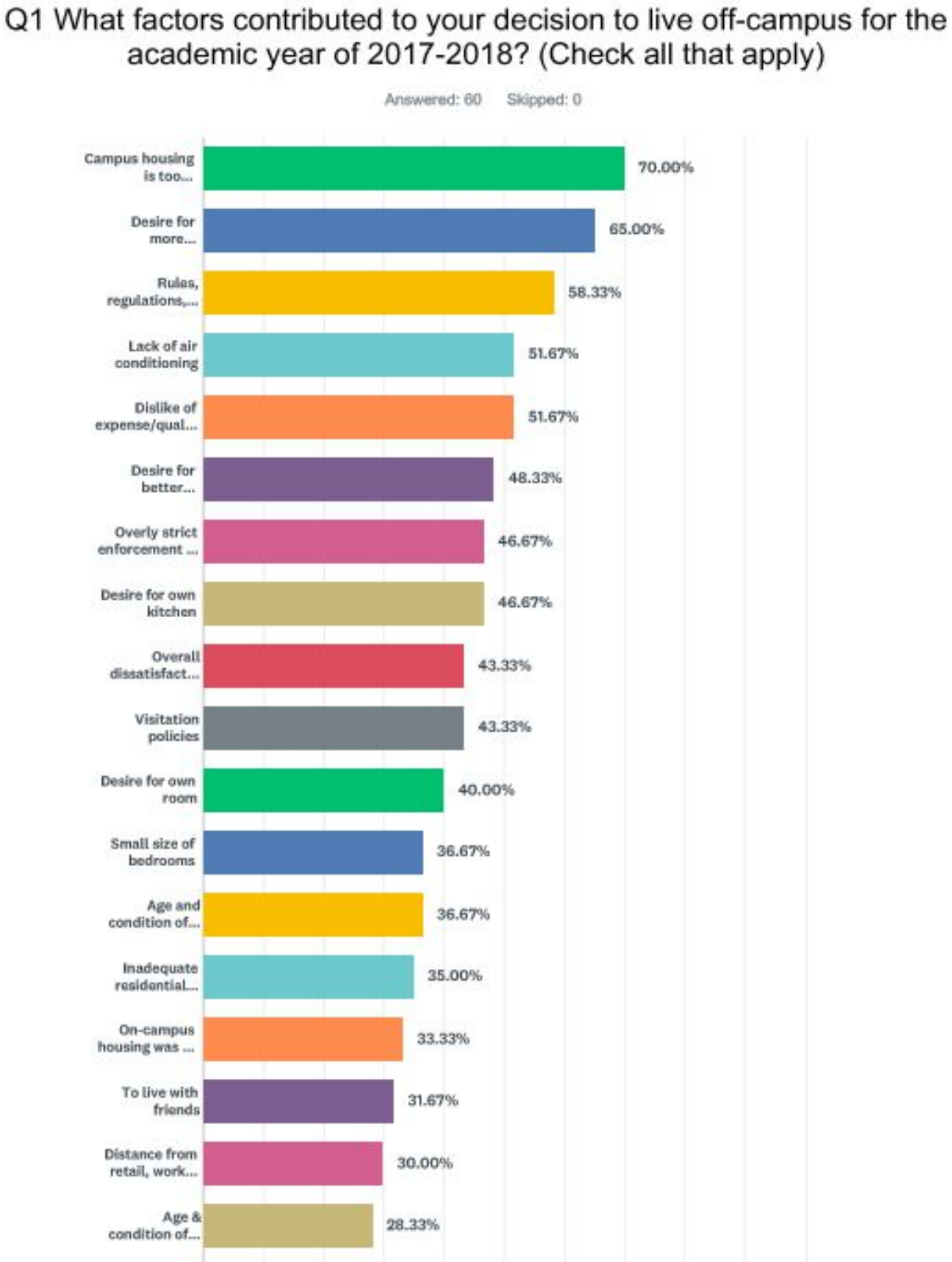
- Establish benchmarks and measure student inquiries and concerns. The department could create a standard process to record and evaluate data on student interaction with the front office. This would allow for a more concrete assessment of student needs to forecast better communication efforts and services provided by the department.
- Solicit student input and feedback on various housing processes and services offered. The department could develop surveys and feedback channels for students to evaluate the department. This could be used to both improve housing systems and processes as well as the relationship between the department and the student body.
- Be diverse in marketing, communicating, and information dissemination. The department could explore various mediums of communicating to and with students--with emphasis on using mediums where students receive their information the most. This would allow for maximum use of the department's resources and ensure students receive essential information.
- Develop a system of communication with other offices. The department could establish a method of communicating housing information with offices across the university. This could allow a clear and consistent transfer of information regarding housing systems and process updates and essential information sought by students in various programs.
- Develop and execute a strategic digital media and communication plan. The department could develop a robust social media and communications plan for disseminating information regarding housing processes, notifications, and important information. This should allow the department to communicate to the student body in a clear way while remaining consistent and ubiquitous in dissemination key information.
- Update current communication systems and resources to support student needs. The department could invest in resources such as iPads and other forms of technology to support communication and marketing efforts as well as student engagement efforts. This could allow the department to provide better service to students.

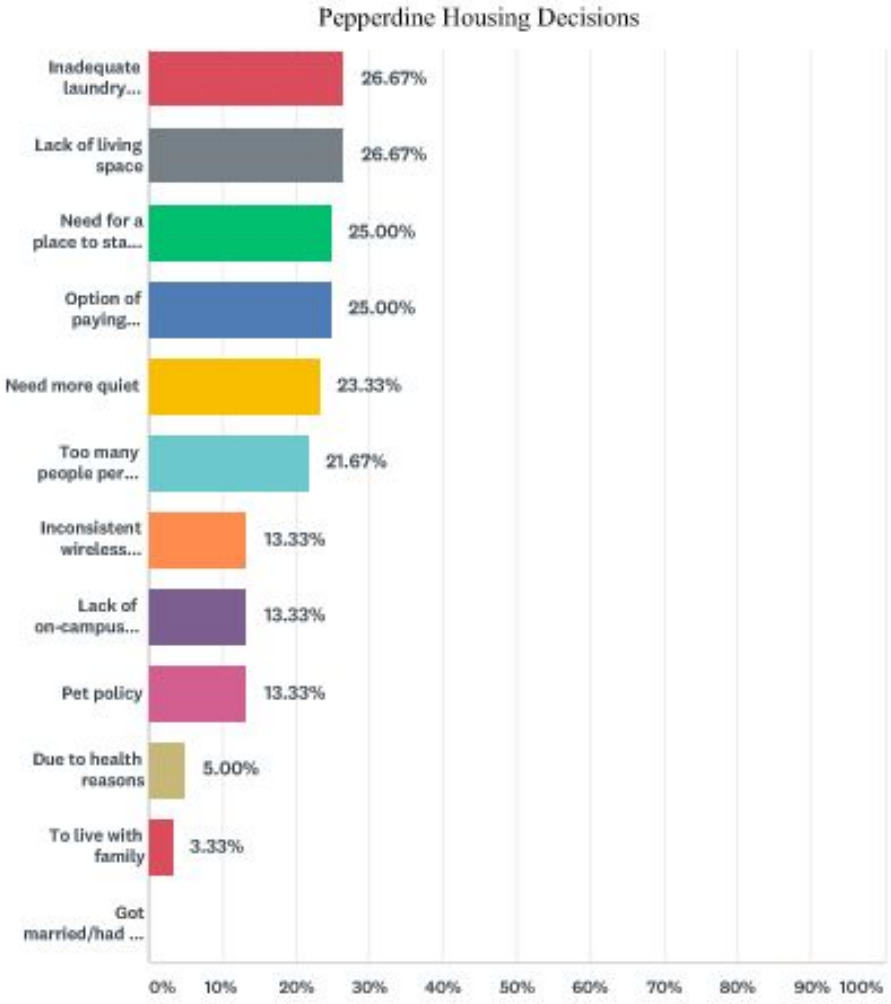
Areas have been identified as needing improvement. This includes narratives/perspectives that are missing from our departmental practices. These include:

a. Open gender housing; Pepperdine infrastructure, processes, and policies only cater to two gender identities.
b. University housing is not fully able to serve requests specialized for dietary intake, religious, accessibility, or health related needs.
c. Campus messaging, marketing, policies, and processes are geared toward domestic, undergraduate students, non-veterans, 18-22 year olds.

d. Add more robust Intergroup Dialog (IGD) training with Diversity & Inclusion.
e. Add website content/statement.
f. Help parents understand how to support their student living with others who are different from themselves.
g. International students and their roommates; understanding best practices on how to pair domestic and international students.
h. Graduate schools; productive work to understand international student issues as it relates to our work.
i. Reaching the population who sees these conversations as either unnecessary, not applicable to them, threatening to their identity, or villainizing.
j. Looking into how well students cross boundaries, interact with those different from them, how do they balance community with those similar to them with intergroup dialogue and friendship building.
k. Addressing misogyny, especially violent misogyny, growth of "incel" culture in the mainstream.
l. Education students and parents on what constituent safety concerns: student have learned to use the word "unsafe" to get out of potential learning situations, stretching and growth opportunities.
    a. Defining safety, what unsafe really means, anxiety, trigger, what all of those things really are, the difference between true danger and the natural discomfort of learning.
m. Accurate marketing to prepare students to live in diverse community.
    a. Paying attention to imagery in social media, CLOM videos, stock photos on website and representation.
l. Acknowledging that staff have bought into the diversity and inclusion model, explaining why it is important, how it relates to the Gospel, education, purpose, service, and leadership.
        a. Migrate policies
        b. Copy onto StarRez to open pages on website for what to expect when beginning college and living with a new person you don't know.
m. Students have shared that they do not feel like they know who key resources are, who they can talk to

Appendix A: Student Assessment





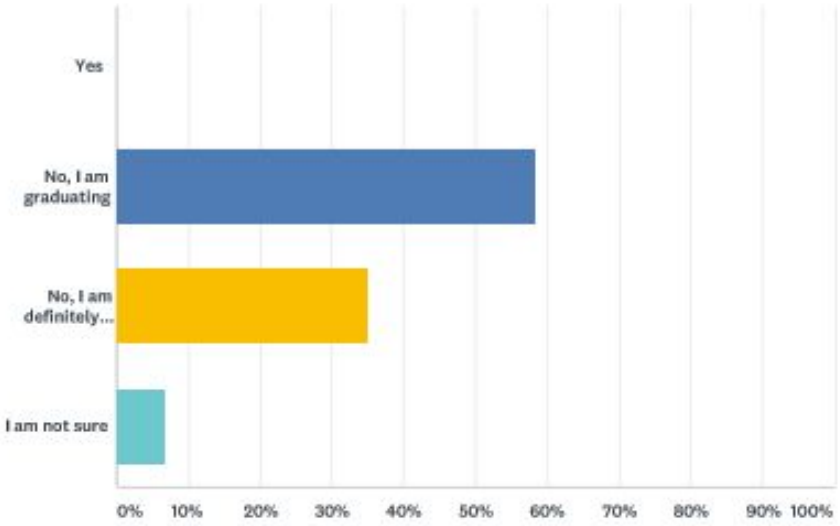
ANSWER CHOICES	RESPONSES	
Campus housing is too expensive	70.00%	42
Desire for more independence	65.00%	39
Rules, regulations, and policies in general	58.33%	35
Lack of air conditioning	51.67%	31
Dislike of expense/quality of food on campus	51.67%	31
Desire for better amenities	48.33%	29
Overly strict enforcement of rules by RAs	46.67%	28
Desire for own kitchen	46.67%	28
Overall dissatisfaction with on-campus living	43.33%	26
Visitation policies	43.33%	26
Desire for own room	40.00%	24
Small size of bedrooms	36.67%	22

Pepperdine Housing Decisions

Age and condition of housing facilities	36.67%	22
Inadequate residential parking	35.00%	21
On-campus housing was not available	33.33%	20
To live with friends	31.67%	19
Distance from retail, work, and entertainment venues	30.00%	18
Age & condition of furniture	28.33%	17
Inadequate laundry facility/service	26.67%	16
Lack of living space	26.67%	16
Need for a place to stay year round	25.00%	15
Option of paying month-to-month rent (vs one time university housing payment)	25.00%	15
Need more quiet	23.33%	14
Too many people per unit/suite	21.67%	13
Inconsistent wireless service	13.33%	8
Lack of on-campus activities	13.33%	8
Pet policy	13.33%	8
Due to health reasons	5.00%	3
To live with family	3.33%	2
Got married/had a child	0.00%	0
Total Respondents: 60		

Q2 Are you planning to live on-campus next year?

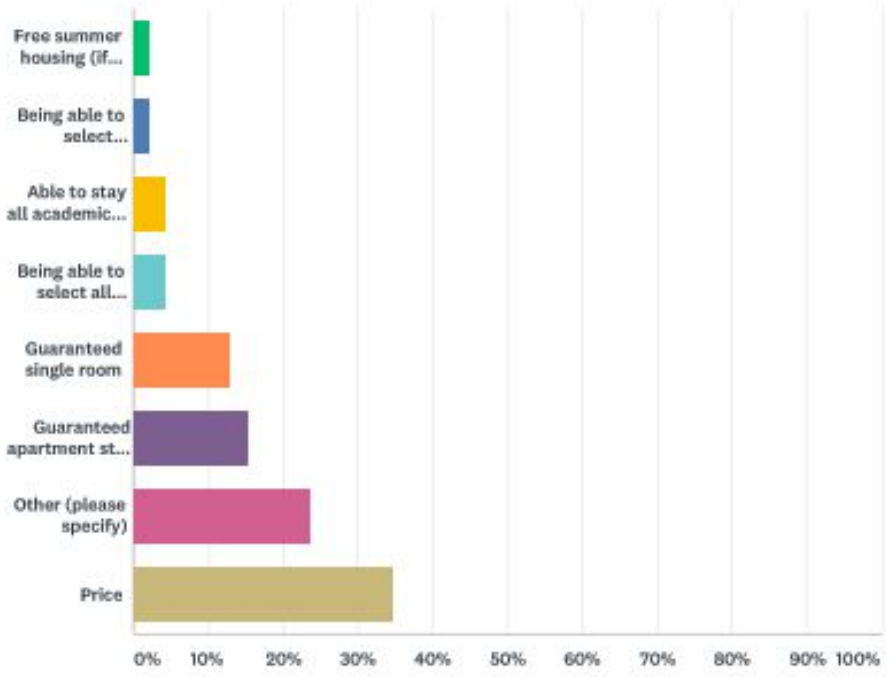
Answered: 60 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	0.00%	0
No, I am graduating	58.33%	35
No, I am definitely living off-campus	35.00%	21
I am not sure	6.67%	4
TOTAL		60

Q3 If not sure, what factors would make the biggest difference in influencing your decision to move on-campus? (Check all that apply)

Answered: 46 Skipped: 14



ANSWER CHOICES	RESPONSES	
Free summer housing (if enrolled for summer sessions) with contract for Fall-Spring	2.17%	1
Being able to select neighbors (i.e. groups of students select to live in same region of a residence hall/apartment)	2.17%	1
Able to stay all academic year without having to pay more for break periods	4.35%	2
Being able to select all members of suite or apartment	4.35%	2
Guaranteed single room	13.04%	6
Guaranteed apartment style housing	15.22%	7
Other (please specify)	23.91%	11
Price	34.78%	16
TOTAL		46

Appendix B: RA and SLA Formation Session Objectives

RA and SLA Student Leadership Formation and Training covers the following objectives throughout August training. The schedule for the multi-week training reflects these objectives.

1. Character Development/Leadership Development
2. Spiritual Formation and Soul Care
3. Community Building: Staff Development
4. Modeling Educational Programming
5. Developing Trust with RD
6. Strengthsfinder or other personality assessments

Big Picture: Role/Vision/Mission/Values
1. Vision and Mission of HRL
2. Job description: understanding expectations
3. Strengths
4. Character and Congruence
5. Defining community
6. Cultural sensitivity

Critical Incidents/Emergency Response
1. Helping students in crisis
2. Psychological emergencies- identifying various mental health concerns
3. Peer counseling and referral to resources
4. Information reports
5. Safety issues
6. Confidentiality
7. R.E.R.T. (Residential Emergency Response Team)
8. Student Care Team (SCT)

Community Standards
1. Confrontation/follow-up
2. Conduct process
3. Incident report writing
4. BCDs (Behind Closed Doors)
5. BHRs (Basic Human Respect)

Facilities Issues
1. Introduce the Department of Facilities Services
2. Housing Office Staff
3. Refer to proper resources: Health Center, Counseling Center, DPS
4. CLOMs (Community Living Orientation Meeting)

5. Paperwork: reports, fire/life/safety
6. Exemption requests
7. Duty/Weekly Reports
8. Vacuums
9. Room Change Protocol

Spiritual Formation
1. Spiritual preparation for leadership
2. Servant leadership
3. Peer mentoring
4. Discipleship
5. Self-care boundaries
6. Wellness, wholeness
7. Small groups, spiritual programming
8. Stages of faith development
9. Preparation for ministry

Programming
1. Expectations
2. Area/Year
3. Hall Theme
4. Decorations/Door Tags, Creating the space
5. Bulletin Boards
6. Newsletters
7. Publicity
8. Reimbursements
9. Budget
10. Programming Expo

Staff Development
1. Staff groups
2. Triad meetings
3. Co-RA expectations
4. RA/SLA relationship

Evaluation/Assessment
Evaluate HRL training

Camp Gilmore RA/SLA Retreat
1. Remove distractions
2. Surround ourselves by God's creation
3. Build a strong community in a short amount of time- shared experiences
4. Push comfort zone- analogy for what the year will be like

5. Go up the mountain to meet God (like Jesus and Moses)
6. Spiritual preparation for the year of service/leadership-Worship
7. Solo time with God
8. Beginning of Identity Exploration as part of Intergroup Dialogue initiative

Additional Components of training:
1. Affirmation Wall
2. Benton's Bash- Commissioning Service
3. Prayer walks in each living area
4. Worship and daily devotionals

Appendix C: Housing Data

	Male Spaces Assigned	Female Spaces Assigned	Total Spaces Assigned	Spaces Available	Percentage Occupied
Fall 2011	759	1,123	1,882	2,135	88.15%
Spring 2012	773	1,145	2,172	2,135	101.73%
Fall 2012	837	1,335	2,199	2,225	98.83%
Spring 2013	825	1,341	2,078	2,228	93.27%
Fall 2013	821	1,378	2,196	2,247	97.73%
Spring 2014	823	1,396	2,019	2,293	88.05%
Fall 2014	811	1,267	2,058		
Spring 2015	839	1,284	1,918		
Fall 2015	902	1,294	2,166		
Spring 2016	903	1,310	2,219		
Fall 2016	787	1,232	2,123	2,251	94.31%
Spring 2017	760	1,250	2,213		
Fall 2017	838	1,220	2,010	2,123	94.68%
Spring 2018	841	1,199	2,040	2,135	95.55%

Semester	Class	Male	Female	Total	Total
Fall 2011	Freshman	285	427	712	
Fall 2011	Sophomore	159	160	319	
Fall 2011	Junior	132	241	373	
Fall 2011	Senior	111	188	299	
Fall 2011	Grad	72	107	179	1882
Spring 2012	Freshman	217	331	548	
Spring 2012	Sophomore	186	234	420	

Spring 2012	Junior	138	197	335	
Spring 2012	Senior	159	276	435	
Spring 2012	Grad	73	107	180	1918
Fall 2012	Freshman	336	495	831	
Fall 2012	Sophomore	153	213	366	
Fall 2012	Junior	136	256	392	
Fall 2012	Senior	141	290	431	
Fall 2012	Grad	71	81	152	2172
Spring 2013	Freshman	242	362	604	
Spring 2013	Sophomore	204	293	497	
Spring 2013	Junior	119	226	345	
Spring 2013	Senior	195	385	580	
Spring 2013	Grad	65	75	140	2166
Fall 2013	Freshman	339	496	835	
Fall 2013	Sophomore	175	273	448	
Fall 2013	Junior	121	275	396	
Fall 2013	Senior	111	244	355	
Fall 2013	Grad	75	90	165	2199
Spring 2014	Freshman	235	347	582	
Spring 2014	Sophomore	228	366	594	
Spring 2014	Junior	130	259	389	
Spring 2014	Senior	159	338	497	
Spring 2014	Grad	71	86	157	2219
Fall 2014	Freshman	307	399	706	
Fall 2014	Sophomore	185	244	429	
Fall 2014	Junior	130	253	383	
Fall 2014	Senior	116	259	375	
Fall 2014	Grad	73	112	185	2078
Spring 2015	Freshman	224	290	514	
Spring 2015	Sophomore	236	289	525	
Spring 2015	Junior	132	246	378	
Spring 2015	Senior	169	348	517	
Spring 2015	Grad	78	111	189	2123
Fall 2015	Freshman	332	447	779	

Fall 2015	Sophomore	180	204	384	
Fall 2015	Junior	168	276	444	
Fall 2015	Senior	139	254	393	
Fall 2015	Grad	83	113	196	2196
Spring 2016	Freshman	253	368	621	
Spring 2016	Sophomore	204	240	444	
Spring 2016	Junior	170	219	389	
Spring 2016	Senior	200	372	572	
Spring 2016	Grad	76	111	187	2213
Fall 2016	Freshman	318	472	790	
Fall 2016	Sophomore	176	246	422	
Fall 2016	Junior	129	196	325	
Fall 2016	Senior	94	212	306	
Fall 2016	Grad	70	106	176	2019
Spring 2017	Freshman	234	357	591	
Spring 2017	Sophomore	200	340	540	
Spring 2017	Junior	132	194	326	
Spring 2017	Senior	145	281	426	
Spring 2017	Grad	49	78	127	2010
Fall 2017	Freshman	351	492	843	
Fall 2017	Sophomore	171	288	459	
Fall 2017	Junior	140	204	344	
Fall 2017	Senior	90	139	229	
Fall 2017	Grad	86	97	183	2058
Spring 2018	Freshman	265	333	598	
Spring 2018	Sophomore	210	361	571	
Spring 2018	Junior	140	216	356	
Spring 2018	Senior	144	205	349	
Spring 2018	Grad	82	84	166	2040

Appendix D: Housing Contract Terms and Conditions

Housing Contract Terms and Conditions (2018-2019)

1. CONTRACT INTRODUCTION

1.1 These Terms and Conditions are incorporated by reference into all housing contracts and are binding upon contract submission. These Terms and Conditions shall remain in full force and effect until the end of the contract period, subject to the reservation of rights below. Housing contracts are binding for the academic year (fall and spring semesters). This includes residents who graduate from Seaver College and transfer into a Pepperdine graduate program or participate in dual degree programs. Spring and summer contracts are binding for that single academic term. It is the responsibility of the resident to retain a copy of these Housing Contract Terms and Conditions.

In the online Housing Portal, you must accept these terms and conditions of the e-contract in order to select on campus housing. This means that you have read, understand, and agree to all of the terms and conditions of the e-contract.

This e-contract will become legally binding for both parties when (A) the Housing Office receives the accepted e-contract online and (B) a placement is made by the Department of Housing and Residence Life or selected by the resident or one of their linked roommates.

Undergraduate students will be assessed up to a $900 contract cancellation fee upon cancellation of the housing contract after a placement has been made by the Department of Housing and Residence Life or selected by the resident or linked roommates (see 11).

New graduate students will forfeit the $500 non-refundable prepayment upon cancellation of the housing contract after being placed in a housing assignment.

Returning graduate students will be charged a $500 cancellation fee upon cancellation of the housing contract after being placed in a housing assignment.

RESERVATION OF RIGHTS

1.2 While Housing and Residence Life will attempt to honor an individual's housing request, there is no guarantee that such accommodation will be made. This includes roommate changes, placement changes, requests for single rooms, or special accommodations. The resident is not permitted to take in boarders or roommates not assigned by Housing and Residence Life.

1.3 The University, in its sole and absolute discretion, shall have the right to reassign a resident or cancel a contract at any time when in the best interest of the residential community. This means that a student may be reassigned to a different room, or removed from on campus housing, with little to no notice.

1.4 The University, in its sole and absolute discretion, shall have the right to deny housing to any resident whose conduct has been deemed by the University as unsuitable to community living as described in the resident handbook. When invoking the reservation of this right, the University will provide the resident with reasonable notice that the resident's housing contract will not be recognized for any, or all, following semesters. Residents who are dismissed from University housing prior to the end of the contractual period will be responsible for any remaining monetary charges and will be ineligible for reimbursement.

1.5 Withdrawal from the University, graduation*, marriage, military deployment, or acceptance to a Pepperdine International Program are the only accepted reasons for canceling this contract. The resident must notify the Housing Office via their Pepperdine e-mail account of their intent. Residents who withdraw from school must also notify the OneStop Office and officially check out with Housing and Residence Life.

**This excludes residents who complete courses at Seaver College between semesters and begin a Pepperdine graduate program and those participating in dual degree programs. Maintaining enrollment at Pepperdine University will render the contract binding for the full academic year.*

1.6 Date of official withdrawal from housing will be based on the date when official notification of withdrawal from the university has been received and all personal belongings have been removed and a walkthrough of the living area performed.

1.7 By submitting a housing application or e-contract you agree to and authorize Housing and Residence Life to retrieve personal data including, but not limited to, GPA and number of completed units for purposes of determining housing eligibility.

2. ELIGIBILITY

ELIGIBILITY FOR UNIVERSITY HOUSING

2.1 To be eligible to live in University housing at the Malibu campus during the academic year (fall and spring semesters), the resident must be an enrolled Pepperdine student during each semester of occupancy and be in good academic and financial standing. Full-time students are given priority in the housing assignment process.

2.2 Residents who fall below full-time enrollment status during their contract are still bound to the terms and conditions of the housing contract for the full academic year.

2.3 Residents living on campus for the fall term who do not complete their enrollment by the spring enrollment deadline are not eligible for on campus housing. These residents will be required to remove all of their belongings and check out with their Resident Advisor at the end of the fall semester.

2.4 All new undergraduate residents are required to live on campus and have a meal plan for four semesters, and including all transfer residents who are required to live on campus for the entire academic year. The only exception applies to spring transfer residents who are required to live on campus for one semester (the spring term when they begin Pepperdine).

2.5 The Housing Office does not evaluate financial aid. Exceptions to policy are not made based on financial need.

2.6 In compliance with relevant federal and state civil rights legislation, the University does not discriminate on the basis of age, race, creed, color, disability, sex, developmental disability, national origin, ancestry, marital status, arrest record, or conviction record.

3. DISABILITY AND ACCOMMODATIONS

The Housing Office works in collaboration with the Office of Student Accessibility who approves and facilitates accommodations for residents with disabilities, and for residents requesting accommodations. If you have a disability, or if you suspect that you have one, please contact the Office of Student

Accessibility as soon as possible. Accommodations received after the posted deadlines will be met based on availability.

4. LENGTH OF CONTRACT

Limited housing is available during non-academic periods between semesters. Any resident wishing to remain on campus during these periods must obtain advanced approval from the Housing Office. Residents approved to remain in campus housing before or after the contract period may be required to move to a different room and may incur additional housing charges. Residents are required to secure their own meals, as meal plans are not available and dining facilities will be limited.

4.1 Academic Year – This contract begins on the first day of New Student Orientation (NSO) for new incoming residents and on the first day of returning resident check in for each academic program. This contract extends through the entire academic year until the designated move out date for each academic program.

The contract cannot be canceled except under the conditions cited in the CANCELLATION section of this contract.

4.2 Spring Admits – For residents admitted for the spring semester, this contract begins on the first day of New Student Orientation for incoming residents in January for each college or program. This contract extends through second semester until the designated move out date for your academic program.

The contract cannot be canceled except under the conditions cited in the CANCELLATION section of this contract.

4.3 Winter Interim – Current undergraduate residents who choose to remain in on campus housing will be charged an additional fee as Seaver College is closed during this time. Additionally, each resident must pre-register prior to the posted deadline.

Graduate residents who choose to remain in on campus housing will not be charged an additional room rental payment. However, each resident must pre-register prior to the posted deadline.

4.4 Contract Assignment- This contract is non-transferrable. Residents may not ‘sublet’ any part of the university housing facilities.

5. THE UNIVERSITY SHALL

The University agrees to provide housing to the resident under the terms and conditions herein stated and as described in the information materials which are by reference made a part of this contract. Those information materials include fee schedule, Housing and Residence Life Policies and Procedures, and Pepperdine Student Policies (Code of Conduct, Code of Ethics, Policies and Procedures, and Disciplinary Procedures).

6. THE RESIDENT SHALL

The resident agrees to make payment of all fees specified in the CHARGES AND PAYMENT section of the contract, and to observe all Housing and Residence Life Policies and Procedures, and Pepperdine Resident Policies (including, but not limited to, the Code of Conduct, the Code of Ethics, the relevant Academic Catalogs and/or Student Handbooks, and other applicable Policies and Procedures including;

Disciplinary Procedures), which are by reference a part of this contract, and to honor the terms and conditions stated in this contract.

7. CHARGES AND PAYMENT

7.1 The resident's account will be charged for room and board (if applicable) fees at the beginning of each semester.

7.2 The University reserves the right to adjust room rates, and the resident agrees to pay the rates as adjusted.

7.3 Payment will be made in accordance with the Student Accounts payment schedule.

7.4 Failure to satisfy the financial obligations accrued under this contract may result in the following: denial of issuance of transcripts; denial of enrollment; or removal or suspension from on campus housing, all of which would be pursuant to University rules and regulations governing the imposition of these sanctions.

8. REFUND AND FORFEITURE POLICIES

DISPUTING CHARGES

8.1 If a resident believes a housing or meal plan transaction has been posted to their account in error, they may submit a petition to the Housing Office. After researching the resident's inquiry, the Housing Office will contact the resident with the resolution. If a transaction has been posted to the account in error, a correction will be made to the account. The resident will be responsible for any resulting late fees or finance charges on their resident account.

FORFEITURE OF PREPAYMENT

8.2 A resident not fulfilling the length of the contract will result in either the charging of a contract cancellation fee or the forfeiture of the non-refundable prepayment under the following circumstances:

A. Voluntary withdrawal from Pepperdine University

B. University disciplinary action, including suspension from on campus housing

C. Denial of admission or academic dismissal

8.3 A resident who withdraws from enrollment at Pepperdine University during the term of the contract receives a prorated refund of room rental charges, provided that the resident has properly withdrawn from Pepperdine University and properly checked out of their assigned space.

8.4 Refunds will not be granted for temporary suspension of housing services that result from an exigency (see 12.4).

9. MEAL PLANS

9.1 Meal plans are required for all residents residing in suite-style housing including Seaside Hall and Rockwell Towers. All first and second year residents are automatically enrolled in the standard meal plan of Waves 1735.

9.2 upperclassman student residing in areas without an in-unit kitchen may purchase an optional meal plan.

9.3 Residents may increase their meal plan at any time. Residents may decrease or cancel their meal plan by 5PM on the last day of the Add/Drop period for that semester.

9.4 Meal plan usage and dining facilities may be unavailable or limited outside of contract periods or during academic recesses.

9.5 Students are required to show their student I.D. card when purchasing food on campus. Students may purchase food for friends and relatives but must be present to purchase the food.

10. ASSIGNMENT POLICY

CAMPUS HOUSING ROOM RESERVATION PROCEDURES

10.1 First and second year undergraduate students are required to live on the Malibu campus and will be automatically bound by the terms and conditions of this contract as part of their student status.

10.2 The non-refundable housing prepayment for new graduate residents is $500. If the University cannot provide housing due to space limitations or eligibility, the non-refundable housing prepayment will remain on the account and be applied toward other University charges.

10.3 Confirmation of room assignments can be found via the online Housing Portal once assignments have been processed. The check in date, which is the earliest date a resident may take occupancy of a contracted room, may be found on the Housing and Residence Life website. Students occupying campus housing prior to their check in date will be subject to a fine and additional room charges.

10.4 Students not required to live on campus who wish to cancel their housing application/contract before they have reserved a space must submit their request via the online Housing Portal.

10.5 Withdrawal, Graduation*, Marriage, Military Deployment, or Pepperdine International Program residents: Residents withdrawing, getting married, actively serving in the military, participating in a Pepperdine International Program or graduating from Pepperdine University will be released from this contract without penalty. The resident must notify the Housing Office via their Pepperdine email account of their intent. The resident's housing contract will be canceled upon confirmation of the resident’s status by the Housing Office.

** This excludes residents who complete courses at Seaver College between semesters and begin a Pepperdine graduate program and those participating in dual degree programs. Maintaining enrollment at Pepperdine University will render the contract binding for the full academic year.*

10.6 Residents who move off campus without approval from the Housing Office are responsible for the contracted housing charges and, if applicable, meal plan charges for the full contractual period.

10.7 At the time of initial assignment, a reasonable attempt will be made to assign you to the residential and community preferences you selected on your online e-contract. Failure to honor your preferences will not void this contract. The University reserves the right to change room or hall assignments, to assign roommates or fill vacancies within any on campus housing.

10.8 Housing accommodation requests will be honored only if availability permits **and** the Office of Student Accessibility requirements are met.

ROOM CHANGES

10.9 After a student has reserved a space, the room assignment may be changed only with prior authorization of the Resident Director **and** the Assignments Coordinator.

11. CANCELLATION BY STUDENT

The undergraduate resident which cancels a contract on or before the below dates will be charged the following cancellation fines:

Upon Room Reservation	$250
5/1	$500
6/1	$600
7/1	$700
8/1	$800
8/28	$900
No-show	$900

Request for cancellation must be received via the Housing Portal. Graduate students who withdraw from Pepperdine University will forfeit the entire $500 non-refundable housing prepayment.

12. CANCELLATION BY UNIVERSITY

If a resident becomes ineligible to hold this contract due to a loss of student status, whether voluntary or involuntary, cancellation of this contract is mandatory.

APPLICATION

12.1 Residents not enrolled in classes as determined by OneStop lose eligibility to live in University housing immediately. Non-enrolled and withdrawing students will be subject to the cancellation fee schedule and charges for dates occupied. Residents who withdraw must notify OneStop and officially check out with Housing and Residence Life.

12.2 In the following situations, a resident is eligible to apply through Housing and Residence Life to the Director of Housing or a designee for a contract cancellation:

> A. Medical or Health Concerns: If a resident has a severe medical or health concern which is directly related to campus housing, the resident may petition to be released from the contract, if this need cannot be accommodated in a different on campus housing. The resident must work directly with the Office of Student Accessibility (OSA) for a housing accommodation and present documentation per OSA instructions.

12.3 All students submitting a housing contract will be obligated to have reserved on campus housing for the entire year. They are not eligible to be released from the contract at mid-year or any time during the year. This contract is binding for the entire academic year, and/or summer sessions, for those who enter into it and reserve a space. Contract cancellation and release outside of approved reasons in Section 10.5 is not available during the academic year.

TERMINATION BY THE UNIVERSITY

12.4 In addition to any other terms and conditions set forth herein, the University may terminate this contract (in addition to other available remedies) and revoke the student's right to occupy his or her room (including denying access to the room) for any of the following reason:

A. Exigency. The University may terminate or temporarily suspend performance of any part of this contract without notice in the event an exigency would make continued operation for the Housing and Residence Life non-feasible.

B. Monetary Breach. A failure of the student to pay any fees or other amounts due to the University under this contract.

C. Violation of Community Standards. Violation of University Community Standards may be grounds for University disciplinary action and termination of the housing contract.

D. Removal and Suspension. Residents may be removed or suspended from campus housing for failure to comply with University regulations, or if their actions are found to be detrimental to the welfare of other residents. Residents removed or suspended from housing may be prohibited further access and/or visitation in campus housing.

E. Failure to Comply with the Contract. If the resident fails to comply with any portion of this contract, the University may cancel this contract using appropriate notice.

F. Health, Safety, General Welfare or Emergency. If the University finds, in its sole and absolute discretion, that such action is appropriate for health, safety, general welfare of its students and the campus community.

13. FACILITY POLICIES AND PROCEDURES

13.1 A full list of facility policies and procedures can be found in Student Policies via the Pepperdine website. This is not intended to be an exhaustive list. Residents should recognize that reserved rooms and common areas are University property and therefore residents may not make modifications or additions to the residential facility. Violation of facility policies may result in fines, disciplinary action, and/or loss of housing privileges.

Residents agree to make no substantial alteration to their assigned space including but not limited to painting, rebuilding, removing, or repairing anything found in the housing assignment without prior approval from the Director of Housing Operations, the Director of Facilities Services, and Planning, Operations, and Construction.

RESIDENT RESPONSIBILITY

13.2 All residents are jointly responsible for the protection of the living area, its furnishings, and its equipment. When the University cannot identify the person(s) responsible for damages, residents will share in the payment for those damages, including charges for labor and materials. Charges for damages will be assessed as they occur throughout the semester and will appear on the resident's financial account (minimum $5 charge). Disciplinary action will be taken when appropriate.

13.3 We have inspected your residential living environment prior to your move in date and know of no damp or wet building materials and know of no visible mold or mildew contamination. Molds are a naturally occurring microscopic organisms which reproduce by spores. Mold is found virtually everywhere in our environment, both indoors and outdoors. You are notified, however, that mold can grow if your residential living environment is not properly ventilated or maintained. If moisture is allowed to accumulate in your residential space, it can cause mildew and mold to grow.

It is important that you regularly allow air to circulate in your residential space. You agree to keep the interior of the residential space clean and to notify us promptly of any leaks, moisture problems and/or mold growth. You agree to maintain the residential space in a manner that prevents the occurrence of an infestation of mold or mildew. You agree to uphold this responsibility by:

a. keeping the residential space free of dirt and debris,
b. apartment residents will clean all toilets, sinks, countertops, showers, bathtubs and tile or linoleum floors with a household cleanser at least every other week,
c. immediately reporting any water intrusions, such as plumbing leaks, drips or “sweating pipes,”
d. immediately notifying of overflows from bathroom, kitchen or laundry facilities,
e. immediately reporting any visible mold growth on surfaces inside your residential space,
f. using bathroom fans while showering or bathing and report any non-working fan,
g. using exhaust fans when cooking, dishwashing, or cleaning,
h. using reasonable care to close all windows and other openings to the residential space to prevent outdoor water from coming into the living space,
i. cleaning and drying any visible moisture on windows, walls, and other surfaces, including personal property as soon as reasonably possible (note: mold can grow on damp surfaces within 24 to 48 hours), and
j. immediately notifying of any problems with the air conditioning or heating systems that you discover (if applicable).

14. LIABILITY: FORCE MAJEURE

The University assumes no responsibility for failure to perform any terms or conditions of this contract due to circumstances beyond its control.

Pepperdine University and Housing and Residence Life are not liable for property belonging to residents which may be lost, stolen, or damaged in any manner that may occur on the premises. Residents assume total liability for any injury, damage, property loss, or expense resulting from modifications to the room completed by the residents. Personnel of the University may order the immediate removal of room modifications found hazardous to personal safety or that pose a fire hazard. Decisions regarding safety or fire hazards are made exclusively by housing personnel.

Residents agree to make no substantial alteration to their assigned space including but not limited to painting, rebuilding, removing, or repairing anything found in the housing assignment without prior approval from the Director of Housing Operations, the Director of Facilities Services, and Planning, Operations, and Construction.

15. DAMAGES AND COSTS

RENTERS INSURANCE

15.1 The University does not carry insurance covering personal property. Therefore, residents are strongly encouraged to obtain their own renter's insurance to cover personal property. The University is not liable and shall assume no responsibility for losses, damages, or injuries of any sort occurring to personally owned property, furniture, or resulting from equipment malfunction or failure, or of any cause whatsoever. The University shall assume no responsibility for theft, destruction, or loss of money,

valuables or other personal property belonging to, or in the custody of, the resident for any cause whatsoever, whether such loss occurs in the resident's room, storage area or public areas.

15.2 The resident agrees to pay for any damages, lost property, or unnecessary service costs caused by them to Housing and Residence Life because of the resident’s neglect or intent.

15.3 The resident will be billed for damage to the building and for damaged or missing furniture or equipment.

15.4 Where two or more residents occupy the same room, and responsibility for damage or loss in the room cannot be ascertained by the University after having given the residents an opportunity to explain the damage or loss, the cost of damage or loss will be divided and assessed equally between the residents of the room. In the case of loss, damage, or unnecessary service costs to common areas of the building, defined as being those areas not assigned to an individual, the cost of repair and/or replacement may be assessed to each resident of the suite, apartment, or hall.

16. VACATION PERIODS

AUTHORIZED OCCUPANCY OUTSIDE OF CONTRACT DATES

16.1 All of the provisions of this agreement remain in effect for residents who obtain proper authorization and approval by the Director of Housing Operations for early check in, late move out, as well as during academic breaks. Residents who are authorized to check in early or stay late are responsible for applicable early arrival or late departure fees.

UNAUTHORIZED OCCUPANCY

16.2 If a resident occupies a room or residence without authorization at any time outside of the contract dates (e.g., before the scheduled check in date, after the scheduled move out date, or after the resident's eligibility has ceased) the resident will be charged an unauthorized occupancy fee up to $250 as well as daily fees for each day or portion thereof outside of the contracted term. The space is not considered completely vacated until all of the belongings are removed and a walkthrough of the living area performed. Residents may not remain as a guest in the space after move out. Occupying a room or residence without authorization may also result in the revoking of current and/or future housing privileges and/or assessment of daily fees.

16.3 Allowing a roommate or apartment-mate access to a room prior to the scheduled check in date may also result in assessment of fines and/or withdrawal of current and/or future housing privileges.

16.4 Rooms are to be occupied only by the residents assigned to that room, except in the case of guests. Guests must abide by all University regulations, receive approval from their hosts, and register through Residence Life staff. Out of respect for the room/apartment-mates, residents should host guests on a limited basis; guests may not occupy or use residential facilities for more than two consecutive nights, and no more than six nights per semester.

16.5 The University reserves the right to refuse permission to house overnight guests. Guests are expected to abide by Federal, State and County laws. Residents are responsible for the actions of their guests and for ensuring that guests abide by University rules and regulations.

17. VACATING

If this contract is cancelled for reasons outlined in sections 1, 8 and 10, the resident will vacate the on campus housing within 24 hours after the cancellation of this contract.

18. CHECK IN AND CHECK OUT

CHECK IN

18.1 Upon checking in to campus housing, each resident will complete and submit a room condition form which will be an accurate and complete inventory of the assigned room and the condition of its contents. Any check out charges assessed will be based on the initial inventory.

MOVE OUT

18.2 Residents must follow specific procedures when officially vacating a space. This information is distributed prior to move out and should be read carefully. Housing and Residence Life staff are available to answer any questions that may arise during this time. Each on campus housing space will be inspected by members of the University staff at check out. Facility conditions will be recorded and damage charges assessed in accordance with University policies. Residents may be fined for improper or late move out, such as leaving at unscheduled times or not signing paperwork. Belongings left in a room or common area after the check out time has passed may result in the assessment of a fine up to $200 for all those sharing the space. The University is not responsible for any damage to or loss of left belongings. Items will be disposed of within 24 hours.

WITHDRAWING

18.3 Any resident withdrawing from the University must follow withdrawal procedures of the Registrar's office prior to checking out of housing. The Housing Office will not process a withdrawal without official notification from OneStop.

19. BASIC HUMAN RESPECT

It is required that all residents participate in the Basic Human Respect (BHR) program and fill out a roommate covenant while living on campus. This includes, but is not limited to, participating in all designated BHR and Community Life Orientation Meetings (CLOMs) throughout each semester.

20. GUESTS

Rooms are to be occupied only by the residents who are assigned to that room. Guests must be registered by the hosting resident through the RA and must abide by all University regulations. As a matter of respect, residents must receive permission from their room/apartment mates before making an invitation; guests (including International Program participants) may not occupy or use residential facilities for more than two consecutive nights, and no more than six nights per semester. No more than one overnight guest is allowed at a time, and the resident host must accompany overnight guests at all times. Out of consideration for others, overnight guests are prohibited during the last two weeks of the semester.

The University reserves the right to refuse permission to house overnight guests. Guests are expected to abide by Federal, State and local laws. Residents are responsible for the actions of their guests and for ensuring that guests abide by University rules and regulations.

21. SAFETY AND SECURITY

For the safety and security of all, students are required to comply with the safety and security procedures in University housing buildings and may not tamper with locked doors or admit unauthorized individuals to buildings.

22. ROOM ENTRY

UNIVERSITY ACCESS TO ROOMS

22.1 The University reserves the right to enter any room at any time for the purpose of inspection, maintenance, or repair, in cases of emergency and between semesters.

22.2 Authorized personnel may enter a resident's room for reasons of health, sanitation, safety, and general welfare. Insofar as possible, advance notification will be given. However, in such cases, often no notification of entry will be given. Residential residents should also be aware that housing staff members may occasionally have to enter resident rooms on matters relating to the comfort of fellow residents; for example, to turn off an alarm clock, shut a window, etc.

22.3 The University reserves the right to access a room upon reasonable suspicion of a violation of a law or University policy.

22.4 A resident may not change any lock or place any additional locks on the door to their room or any other door within the residence. In the event of an emergency or other exigent circumstance, the University may remove residents' belongings for cleaning, repair, storage and/or protection. If the University official discovers that a room is unlocked, they will lock the room.

23. APPLIANCES

See the Housing and Residence Life website for a full listing of approved appliances.

Housing and Residence Life reserves the right to remove unauthorized or dangerous electrical appliances.

24. ROOM CARE

24.1 Residents are responsible for cleaning their own rooms, for removing waste materials regularly, and for maintaining the sanitation and safety conditions acceptable to Housing and Residence Life. Residents are expected to recycle materials as stated in recycling policies.

24.2 Furniture may be moved only in accordance with the policies as written in the Resident Responsibility section of Facilities Policies and Procedures in the Resident Policies Handbook. University supplied furnishings may not be removed from the room. Furniture must be left in rooms and common areas to which it has been allocated.

CONSTRUCTION AND REFURBISHMENT

24.3 University construction projects such as refurbishment, new construction, or unforeseen repair will cause increased noise in the community. Due to the scope of projects, some construction work may begin during the academic year. Prior to and up to a year after a major construction project, continual work may occur in and around residential areas. By agreeing to these terms and conditions, signing this agreement, residents acknowledge that they have been advised of the potential for construction projects and they accept their housing assignment accordingly. Housing and Residence Life will make

every reasonable effort to inform the residents of any upcoming projects but cannot be responsible for delays in construction or refurbishment projects.

25. RULES AND REGULATIONS

25.1 Overnight guests are permitted only if properly registered in accordance with published policies posted under Resident Policies on the Housing and Residence Life website.

25.2 Visitation is permitted between members of the opposite sex in accordance with Pepperdine University visitation policy posted under Resident Policies on the Housing and Residence Life website.

25.3 Pets, other than approved Emotional Support Animals or Service Animals, are prohibited from campus housing.

25.4 Audio-visual equipment must be played with discretion at all hours in order to not disturb others. Playing of speakers out of the window is not permitted. Residents responsible for excess noise and/or disruptive behavior may be subject to disciplinary action. Residents may be required to remove audiovisual equipment from their rooms.

25.5 The consumption or possession of alcoholic beverages or possession of alcohol paraphernalia is prohibited on University property or at any University-sponsored event or activity, regardless of the student's age. See Student Policies on the Housing and Residence Life website for additional details on alcohol and other drugs.

25.6 The following items are not permitted:

a. tampering with locks or card swipe devices in resident rooms or on University property and other areas,

b. altering or duplication of University keys,

c. installation of items outside of the building, or outside of the resident’s windows, included but not limited to antennas, boosters, wires, or receivers,

d. parking bicycles or motor vehicles in unauthorized areas,

e. and the dropping of objects from windows.

25.7 Any commercial activities (including solicitation or advertising in the buildings or on the grounds of the University on campus housing) not authorized by established policy.

25.8 The possession or use of any material which may endanger resident welfare (e.g., weapons of any kind, including but not limited to firearms, sling shots, paintball guns, ammunition, knives, bows and arrows, firecrackers, explosives, etc.); this includes objects that resemble or are portrayed as weapons.

25.9 Possession, use, or sale of illegal drugs, medical or recreational marijuana. Smoking or vaping of any kind.

25.10 Any tampering with or misuse of fire alarm systems and firefighting equipment or the setting of fires.

25.11 Any tampering with or misuse of room, stairwell or hallway smoke/heat detection equipment.

25.12 Any tampering with or misuse of computing technology (hardware, software, printers, etc.) provided for general access by residents.

25.13 Violators of the above guidelines subject themselves to disciplinary action from the University and/or the penalties of the California state statutes. Change in rules and regulations may be made by the University during the terms of the contract. Such changes will be published by placing notices in all on campus housing one week before the changes become effective, unless the health or safety of persons using the facilities may be adversely affected by the delay; then, implementation will be immediate.

26. DISCIPLINARY ACTION

UNIVERSITY BEHAVIOR POLICIES

26.1 It is the responsibility of the resident to be familiar with all campus living policies which pertain to all areas, including graduate housing. A full description of University and Housing and Residence Life policies can be found in the Student Housing and Residence Life Policies via the Pepperdine website. By submitting this contract each student accepts responsibility for knowing and adhering to the regulations of the University. Violation of these policies will result in disciplinary action and can result in the loss of housing privileges. Any resident dismissed from housing will be responsible for the housing charges for the remainder of the contractual period. Any amendment to these terms shall be effective upon posting to the Housing and Residence Life website and email notification to each resident.

UNIVERSITY SPONSORED EVENTS

26.2 Residents are expected to share public areas in accordance with University behavioral conduct policies when the University sponsors events that require the use of public areas including suites, bathrooms, and lobbies.

27. LEGAL NOTICE

Pursuant to Section 290.46 of the Penal Code, information about specified registered sex offenders is made available to the public via an internet Web site maintained by the Department of Justice as www.meganslaw.ca.gov. Depending on an offender's criminal history, this information will include either the address at which the offender resides or the community of residence and ZIP CODE in which they reside.

28. PHOTOGRAPH RELEASE

The resident gives permission to Pepperdine University, to use, without liability or remuneration, any photograph or footage taken of or supplied by the resident while participating in University-sponsored events, or while they are in the common areas, public spaces, grounds, buildings, or offices of University facilities.

The use of a resident's photograph or footage shall in no way be used in any other forum other than for legitimate business purposes.

29. CONTRACT CHANGES

Changes may be made in the terms and conditions of this contract only with written permission of the Director of the Department of Housing Operations or a designee.

Acknowledgements and Agreements

[__] I understand this is a legally binding document and have read and agree to these Terms and Conditions.

[__] Academic year housing contracts are binding for the fall and spring semesters. Spring only housing contracts are binding for the spring semester.

[__] Withdrawal from the University, graduation, marriage, military deployment, or acceptance to a Pepperdine International Program are the only accepted reasons for canceling this contract.

[__] Residents who wish to cancel their housing assignment and contract before the move-in date must submit their request via Pepperdine email. The housing contract is binding upon submission, therefore, approved cancellations are rare. If a cancellation is approved, it is subject to a cancellation fee.

[__] The University does not carry insurance covering personal property. Therefore, residents are strongly encouraged to obtain their own renter's insurance.

[__] I am aware that by submitting the housing contract, I am responsible for upholding the terms and conditions of the contract, Housing and Residence Life policies, and the Pepperdine University Resident Handbook. I understand that this includes all charges for the housing assignment, meal plan, and any fees.

[__] I have read and understand the asbestos notification on the Housing and Residence Life website.

[__] I give permission to Pepperdine University, to use, without liability or remuneration, any photograph or footage taken of or supplied.

Appendix E: Summer Housing Rates

Summer Housing Rates:

Undergraduate Housing Rates

Residence Hall	**Per session**
Hall double (enrolled)	$200
Hall double (non-enrolled)	$1,035
Hall single (enrolled)	$1,035
Hall triple (enrolled)	$200
Towers double (enrolled)	$200
Towers double (non-enrolled)	$1,035

Apartments	**Per session**
Lovernich double (enrolled)	$200
Lovernich double (non-enrolled)	$1,035
Page double (enrolled)	$200
Page double (non-enrolled)	$1,035
Page single	$1,355
DCA single	$1,355
DCA “W” block	$200

Graduate Housing Rates *($50/night)*

Page single (7 nights *@ $50 night*)	$350
Page single (30 nights *@ $50 night*)	$1,500

Family Housing	$6,000
Meal Plan(s)	
Meal plan (560 points):	$560

2018 Due Dates:

School	Date
GSBM	May 21
GSEP	May 5
LAW	May 26
SPP	May 14
Seaver	
Session 1	May 9
Session 2	June 6
Session 3	July 5

Notes:

- In-season athletes should be treated as “enrolled” (discounted rate)
    - Does not apply to departments who bring students to campus for training
    - Interim housing billed at full rate (no discount)
- Theater (CTG)
    - $200 rate if enrolled (and in a double occupancy room)
    - $500 rate with form, *otherwise*
    - Full rate if non-enrolled

Questions:

- Student accounts session due dates?
    - Check MP due dates (Entry Setup | Meal Plans)
    - Check room due dates ()

2018 Building usage:

	Term / Session			
Building	**1**	**2**	**3**	**Grad**
Miller	Y	N	N	N
Debell	Y	N	N	N
Banowsky	Y	N	N	N
Shafer	Y	N	N	N
Krown	Y	N	N	N

Alpha Krown Beta		Y	N	N	N
Rockwell Towers					
	1	Y	Y	?	N
	2	Y	Y	?	N
	3	Y	Y	?	N
	4	N	Y	?	N
	5	N	Y	?	N
	6	N	N	N	N
Lovernich					
	B	Y	Y	Y	N
	C	Y	Y	Y	N
George Page					
	D	Y	Y	Y	N
	E	Y	Y	Y	N
	F	N	N	N	Y
	G	N	N	N	Y
Drescher Campus					
	H	Y	Y	Y	Y
	J	Y	Y	Y	Y
	K	Y	Y	Y	Y
	U	Y	Y	Y	Y

Interim Housing:

- Lectures: April 28 - May 7 (9 nights @ $50/night): $450
- August:July 29 - August 26 (28 nights @ $50/night): $1,400

Appendix F: HAWC Furniture

Appendix G: Early Arrivals

On November 30, 2017, the following notice went out to key stakeholders:

Greetings Colleagues,

This past fall, the Department of Housing and Residence Life had 433 students move in prior to NSO. This means that 20% of our campus population was here by special request as "early arrivals." Although the deadline for these student names to be into our office was July 21, we had 48 changes in the month of August. With over 400 students moving into individual spaces all across campus, great stress is put on facilities and the housing office to coordinate what needs to be cleaned and reset, and by what time. This is coupled with Special Programs and Summer Session 3 rooms needing to be cleaned and reset. This especially becomes an issue when departments have very late requests for students to move in (sometimes literally the next day).

While many of these students are needed on campus to prepare for the upcoming year, this number is growing quickly each year. The housing contract for these students does not begin until after our new students are moved in. Essentially, housing operations is being asked to house students for free in addition to facilities staff being asked to carry a very heavy load during our already busiest time of the year. This continues throughout the year with special requests for all break periods and well as for after our halls close. To help our collective campus offices be very intentional about who is returning early, staying for closed break periods, and remaining after our halls close, we have been approved for the following change during all non-contracted times of the year. This includes late check outs in April/May, early arrivals in August, and requests for students over winter break. **Students will be billed a nightly charge.** Please also note that requests for April/May late checks outs will require students to move out of their current room assignment and to another designated hall due to Bible Lecture week.

If your office would like to cover the nightly rate expense because you are asking students to return early, remain on campus, or stay late, your office may do so.

This new process will be in effect beginning with our April/May 2018 Spring Late Check-Outs.

Example:

$25/night per student if names into HRL by DATE
$50/night per student if names into HRL after DATE

Sample Student Expense: 8/15-8/26 = 11 nights @ $25 = $275/student

Spring Late Check-Outs 2018

$25/night	Names, IDs, Date(s) Requested into HRL by Friday, April 6
$50/night	Names, IDs, Date(s) Requested into HRL after Monday, April 9

August Early Arrivals 2018

$25/night	Names, IDs, Date(s) Requested into HRL by Friday, July 13
$50/night	Names, IDs, Date(s) Requested into HRL after Monday, July 16

Winter Break 2018-2019

$25/night Names, IDs, Date(s) Requested into HRL by Friday, December 7
$50/night Names, IDs, Date(s) Requested into HRL after Monday, December 10

Spring Late Check Outs 2019

$25/night Names, IDs, Date(s) Requested into HRL by Friday, April 5
$50/night Names, IDs, Date(s) Requested into HRL after Monday, April 8

Appendix H: Status of Suite Furniture in Halls 1-17 Fall 2017-Spring 2018

Appendix I: Malibu Room and Board

Malibu Room and Board
Summary of Charges
Fiscal 2019

MALIBU ROOM RATES	FY18 Approved	$ Change	FY19 Proposed	% Change
Fall and Spring semester rates				
Residence hall				
Shared room	$ 5,700	$ 160	$ 5,860	2.8%
Single Hall	$ 6,500	$ -	$ 6,500	0.0%
Theme housing	$ 5,950	$ -	$ 5,950	0.0%
Shared room - Jr. Discount	$ 5,500	$ -	$ 5,500	0.0%
Shared room - Sr. Discount	$ 5,080	$ -	$ 5,080	0.0%
Triple room	$ 4,545	$ -	$ 4,545	0.0%
Triple room - Jr. Discount	$ 4,300	$ -	$ 4,300	0.0%
Triple room - Sr. Discount	$ 4,500	$ -	$ 4,500	0.0%
RA rate	$ 3,500	$ -	$ 3,500	0.0%
Seaside				
Shared room	$ -	$ 6,200	$ 6,200	#DIV/0!
Single Hall	$ -	$ 6,700	$ 6,700	#DIV/0!
RA rate	$ -	$ 3,500	$ 3,500	#DIV/0!
Towers				
Shared room	$ 5,955	$ 145	$ 6,100	2.4%
Shared room - Jr. Discount	$ 5,125	$ 125	$ 5,250	2.4%
Shared room - Sr. Discount	$ 4,745	$ -	$ 4,745	0.0%
Triple room	$ 4,250	$ -	$ 4,250	0.0%
Triple room - Jr. Discount	$ 3,825	$ -	$ 3,825	0.0%
Triple room - Sr. Discount	$ 3,400	$ -	$ 3,400	0.0%
Tower Double RA/SLA Roomate	$ 4,525	$ 725	$ 5,250	16.0%
RA rate	$ 3,500	$ -	$ 3,500	0.0%
Lovernich apartment				
Shared room	$ 6,250	$ 250	$ 6,500	4.0%
Shared room - Jr. Discount	$ 5,525	$ -	$ 5,525	0.0%
Shared room - Sr. Discount	$ 5,525	$ -	$ 5,525	0.0%
Shared room - Discount	$ 5,950	$ -	$ 5,950	0.0%
RA rate	$ 3,500	$ -	$ 3,500	0.0%

MALIBU BOARD RATES	FY18 Approved	$ Change	FY19 Proposed	% Change
Fall and Spring semester rates				
Waves A - 4077	$ 270	$ 10	$ 280	3.7%
Waves B - 4078	$ 540	$ 20	$ 560	3.7%
Waves C - 4079	$ 840	$ 30	$ 870	3.6%
Waves D - 4033	$ 1,085	$ 40	$ 1,125	3.7%
Waves E - 4029	$ 1,735	$ 65	$ 1,800	3.7%
Waves F - 4030	$ 2,330	$ 85	$ 2,415	3.6%
Waves G - 4031	$ 2,775	$ 105	$ 2,880	3.8%
Waves H - 4032	$ 3,250	$ 120	$ 3,370	3.7%
Waves I - 4080	$ 3,795	$ 140	$ 3,935	3.7%
Average rate change - all board types				**3.7%**
Summer	**$ 580**	**$ 20**	**$ 600**	**3.4%**

George Page apartment				
Private room	$ 7,100	$ 150	$ 7,250	2.1%
Private room - Jr. Discount	$ 6,900	$ -	$ 6,900	0.0%
Private room - Sr. Discount	$ 6,525	$ -	$ 6,525	0.0%
Private room - Discount	$ 6,850	$ -	$ 6,850	0.0%
Shared room	$ 6,400	$ 100	$ 6,500	1.6%
Shared room - Jr. Discount	$ 5,860	$ -	$ 5,860	0.0%
Shared room - Sr. Discount	$ 5,630	$ -	$ 5,630	0.0%
Shared room - Discount	$ 6,100	$ (150)	$ 5,950	-2.5%
Shared room - Small - triple	$ 4,275	$ -	$ 4,275	0.0%
Family apartment - Fall - 5 mos	$ 10,000	$ -	$ 10,000	0.0%
RA rate	$ 3,500	$ -	$ 3,500	0.0%
Drescher apartment				
Private room	$ 6,900	$ 250	$ 7,150	3.6%
Private room - Jr. Discount	$ 6,745	$ -	$ 6,745	0.0%
Private room - Sr. Discount	$ 6,385	$ -	$ 6,385	0.0%
Private room - Discount	$ 6,650	$ -	$ 6,650	0.0%
"W" building, triple	$ 5,975	$ 125	$ 6,100	2.1%
RA rate	$ 3,500	$ -	$ 3,500	0.0%
Summer				
Residence hall				
Shared room	$ 200	$ -	$ 200	0.0%
Shared room - Jr. Discount	$ -	$ -	$ -	#DIV/0!
Shared room - Sr. Discount	$ -	$ -	$ -	#DIV/0!
Towers				
Shared room	$ 200	$ -	$ 200	0.0%
Shared room - Jr. Discount	$ 1,035	$ -	$ 1,035	0.0%
Lovernich apartment				
Shared room	$ 200	$ -	$ 200	0.0%
George Page apartment				
Private room	$ 1,355	$ -	$ 1,355	0.0%
Shared room	$ 200	$ -	$ 200	0.0%
Family apartment	$ 6,000	$ (6,000)	$ -	-100.0%
Drescher apartment				
Private room	$ 1,355	$ -	$ 1,355	0.0%
"W" building, triple	$ 4,640	$ -	$ 4,640	0.0%