Helping You Navigate Your Cougar Experience

# Student Fees Advisory Committee

## FY2009-2010 Program Questionnaire

**Question 1**

**Please provide a one-page executive summary of your questionnaire responses. This summary should include, in brief terms: your unit's mission, how you accomplish your unit's mission, and a justification of your unit's student fee allocation in terms of benefits for students.\***

Commuter Services is dedicated to providing services and programs that aid commuter and nontraditional students in becoming more aware of University resources which will foster successful college experiences and student involvement. Commuter Services aims to serve as a one-stop shop for commuter students at University of Houston, working in partnership with other offices and departments across UH and in the surrounding community.

The Commuter Services team is committed to the development and implementation of services, programs, advocacy, and research that results in an enhanced collegiate experience for University of Houston commuter and nontraditional students. Since our inception in July, we have been able to establish the following programs and resources:

- website - www.uh.edu/commuter
- listserv
- newsletter - The Navigator
- Commuter Services Advisory Board
- Commuter Breakfasts
- Guess for Gas
- nontraditional student group – LifeSpan (cosponsored with The Women's Resource Center)
- evening student outreach – collaborative effort with the Dean of Students Office
- Commuter Break

Already scheduled for the Spring 2009 semester, Commuter Services has added the following additional programming as well:

- Off-Campus Living Fair and Off-Campus Living Guide
- Commuter Workshop Series (collaboration with departments campus-wide)
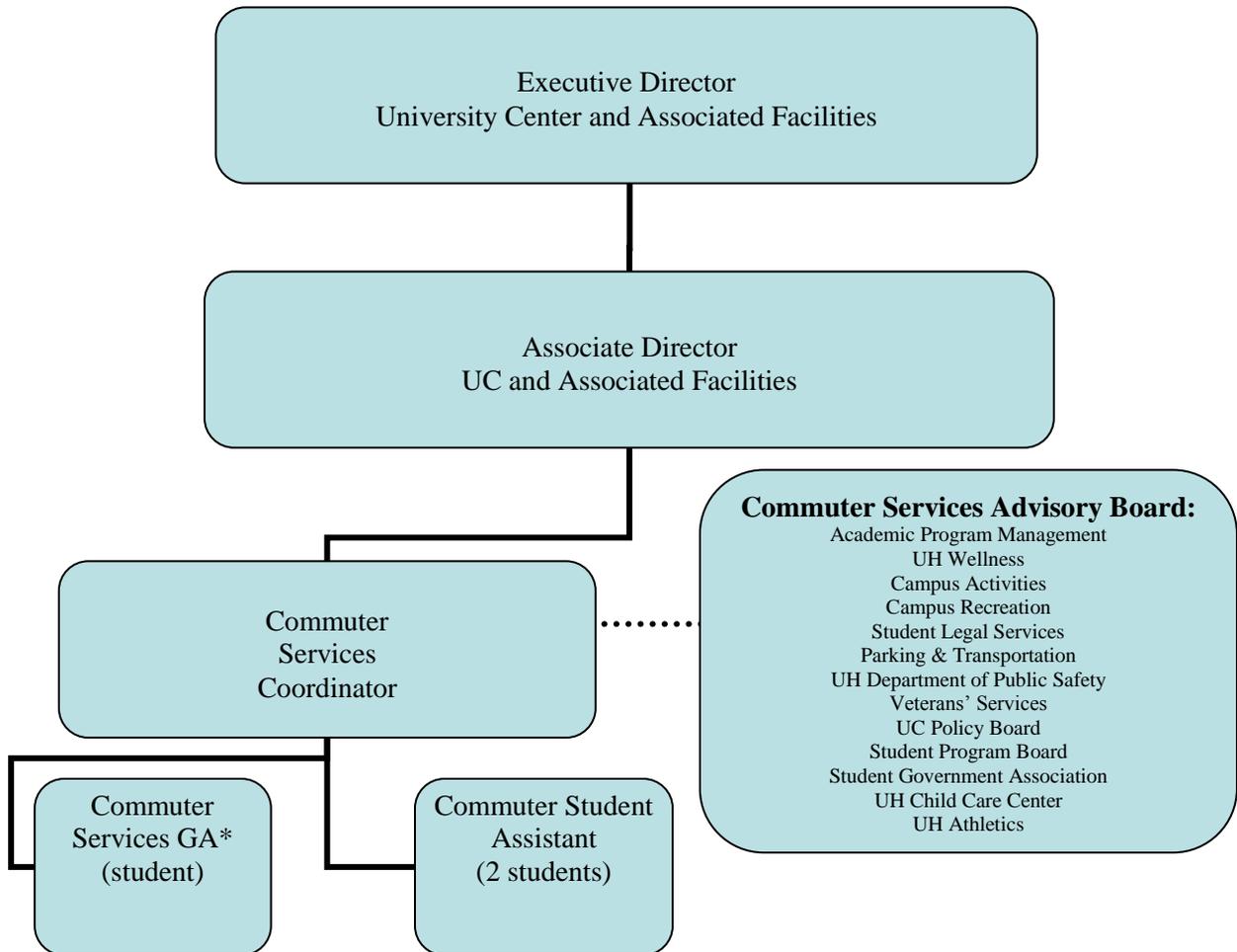
In addition to connecting students with resources, and offering a wide-variety of programming, Commuter Services provides a 1,600 square-foot commuter friendly lounge equipped with three computer kiosks, two private study spaces, a large screen television, two microwaves, and comfortable furniture for student use.

Currently, Commuter Services does not directly receive an allocated fee allotment from the Student Fees Advisory Committee. However, we are partially funded by SFAC fee dollars through our funding from the University Center and Associated Facilities. Commuter Services is fiscally responsible with all dedicated funding and ensures that student fee dollars for our services are utilized in the same manner. Our student fee allocated funding would be used for the purpose of providing services, programs, advocacy, and research on behalf of commuter and nontraditional students and offering educational and social opportunities for the enrichment of the collegiate experience. Through our student staff positions, we are also able to provide an experiential learning environment that is beneficial for these students now and in the future.

\*Please see pages 1-3 of the Base Augmentation Request for overview of the development of Commuter Services. Refer to Appendices (A) SPAR Model and (B) CAS Standards for Commuter and Off-Campus Living Programs for background information for professionals/service areas working with, for, and on behalf of commuter students. Appendix (C) Commuter Benchmarking Information contains assessment information that was collected during Summer 2007.

**Question 2**

Provide an organization chart of your unit.  Large units may need to have an overview chart and then more specific charts for each program.  Where you have multiple staff in the same position (e.g. counselor, custodian, etc.), note this on your chart.  Student employees should be cited on the chart and identified as students.

**Commuter Services:**

Executive Director
University Center and Associated Facilities

Associate Director
UC and Associated Facilities

Commuter Services Coordinator

Commuter Services GA* (student)

Commuter Student Assistant (2 students)

**Commuter Services Advisory Board:**
Academic Program Management
UH Wellness
Campus Activities
Campus Recreation
Student Legal Services
Parking & Transportation
UH Department of Public Safety
Veterans' Services
UC Policy Board
Student Program Board
Student Government Association
UH Child Care Center
UH Athletics

*Contingent upon Commuter Services receiving SFAC funding.

**Question 3**

**List the objectives that you provided with your 2008-2009 SFAC request. Please comment on your success in achieving these objectives. If an objective changed during the year, please note this and explain. Also, list any new objectives, the rationale for the addition, and comment on your success in achieving these objectives.**

Commuter Services did not previously make a request for funding through the Student Fees Advisory Committee. However, upon its inception, Commuter Services had the following objectives for the 2008-2009 academic year:

- Create a Commuter Services website for students and the UH community to provide useful information about campus and community resources, education resources, upcoming events, and the Commuter Services office, etc.

   **Status: Completed** – Commuter Services launched www.uh.edu/commuter August 2008. We continue to update and make changes to our website on a weekly basis.

- Offer an apartment fair and/or listings for students seeking off-campus housing.

   **Status: To be Completed March 2009/Ongoing** – March 4, 2009 we will be hosting our inaugural Off-Campus Living Fair which will provide students the opportunity to meet with properties on campus and from all over Houston. We are working to provide more off-campus housing information via our website.

- Begin relationship building on campus and in the community and become a liaison to connect students with resources in a centralized location.

   **Status: Completed/Ongoing** – The physical space for Commuter Services opened October 2008. There is now a central location for students to access knowledgeable staff if they need assistance. Through our Commuter Services Advisory Board and event collaborations, we have sought out partnerships both on and off campus. We value the current relationships we have and continue to look for opportunities to establish new ones.

- Develop an Off-Campus Student Organization (or a Commuter Student Association).

   **Status: Ongoing** – We have not yet developed an association related to commuter or off-campus students; however, we have become co-facilitators for a nontraditional student group, LifeSpan, with the Women's Resource Center to help expand our presence on campus among this student demographic.

- Research online options available for a Car Pooling or Ride-Sharing Service that offers secure access and safety features for possible implementation in Spring 2009.

   **Status: Completed/Ongoing** – As Commuter Services was developed, the Student Government Association at University of Houston was already in the planning stages for Coogslist. We were invited to be part of the planning and implementation process and to assist in promoting the online service. Among many other things, Coogslist allows UH students to post listings about car pooling and ride share opportunities. The site is maintained by SGA.

- Develop a widely visible marketing campaign (online and on campus) to introduce Commuter Services to students and the campus community.

  **Status: Ongoing** – Commuter Services actively uses its website to promote and advertise upcoming events, programs, and services. We continue to post flyers, banners, and distribute handbills around campus in various colleges and buildings for maximum exposure. The Commuter Services listserv is utilized to circulate information and updates about events and news to further disperse awareness about Commuter Services and our affiliated programs and resources.

- Produce a Commuter Services newsletter to distribute via listserv and in the Commuter Services office.

  **Status: Completed/Ongoing** – *"The Navigator"* is the monthly newsletter for Commuter Services which includes helpful and practical tips and articles, campus news, upcoming events, organization spotlights, and highlights university resources and services. The newsletter is circulated electroniacally via the listserv and available on both the Commuter Services and UCAF websites.

- Develop and launch a Commuter-Friendly Lounge Space.

  **Status: Completed** – The commuter-friendly lounge officially opened October 30, 2008 for students to enjoy. The lounge is equipped with a large screen television, microwaves, three computer kiosks, two private study rooms, and comfortable furniture for relaxation.

- Begin commuter-based programming endeavors.

  **Status: Completed/Ongoing** – Commuter Services has implemented a Commuter Breakfast series and Commuter Workshop Series that will take place each semester through campus partnerships. Our Off-Campus Living Fair, which will be an annual event, will debut this March. As we move forward we continue to look for opportunities to bring a wide array of programming the commuter and nontraditional students within the University of Houston community.

**Question 4**

Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned objectives and their importance objectives and their importance as compared to other objectives that you might pursue. Where data exist, discuss the number of persons served by each of your programs and the satisfaction level of those served. Please provide the method for collecting these data.

Commuter Services comprehends the potential of evaluation for a new and upcoming unit such as ours. Hence, to ensure success of our events and programs as well as gather important feedback for future programming, Commuter Services created information cards, which are distributed and filled out by students at events and programs.

The information card contains basic student information, whether they commute or live in on-campus properties, the nature of their transportation as well as space for additional comments, suggestions and feedback. This mode of evaluation helped us determine student attendance, supplementary information about commuting distance, and ideas proposed by commuter students to better serve their needs. This sort of data helps Commuter Services better understand Commuter students' requirements and therefore, creates lasting connections with on campus and neighboring community businesses, who can provide effective services and opportunities for commuter and non-traditional students.

Moreover, Commuter Services also counts the attendees for our events through sign sheets and by physical tracking the audience to assess success of our programming efforts. Evaluation is imperative to providing any service or program and Commuter Services wants to be sure that students are not only taking advantage of what we offer, but that it is beneficial and enjoyable as well.

Outreach numbers for the Fall 2008 semester are as follows:

**Program Outreach:**

| Outreach Event | Date | Student contacts |
|---|---|---|
| Commuter Breakfast – UC Satellite | 10/8/08 | 179 |
| Evening Student Outreach – College of Business (with DOS) | 10/15/08 | 79 |
| Evening Student Outreach – College of Engineering (with DOS) | 10/21/08 | 77 |
| Evening Student Outreach – College of Technology (with DOS) | 10/21/08 | 50 |
| Commuter Breakfast – UC | 10/22/08 | 155 |
| UC Halloween Event – Guess for Gas | 10/30/08 | 126 |
| Commuter Breakfast (cosponsored by the UC 2010 Initiative) - UC | 11/5/08 | 123 |
| Commuter Break | 12/8/09 | 42 |
| Total | | 831 |

**Electronic Outreach:**

| | |
|---|---|
| Commuter website hits (tracking since November 2008) | 541 |
| # of students on Commuter listserv | 225 |

**Student Utilization of the Commuter Services Lounge Area:**

November – January: **6,022** visits*

*This number is provided by a people counter that was installed in November 2008.

To further continue our efforts to provide a wide-array of programming and resources for students, Commuter Services has scheduled the following events/programs for the Spring 2009 Semester:

January 28, 2009: LifeSpan meeting
February 2, 2009: Getting Involved on Campus (workshop facilitated by Campus Activities)
February 3, 2009: Commuter Breakfast (co-sponsored with Dance On)
February 11, 2009: Matters of the Heart
February 11, 2009: LifeSpan meeting
February 19, 2009: Healthy Relationships (workshop facilitated by UH Wellness)
February 25, 2009: LifeSpan meeting
March 2, 2009: Rental & Leasing 101 (workshop facilitated by Student Legal Services)
March 4, 2009: Off-Campus Living Fair (debut of Off-Campus Living Guide)
March 10, 2009: Commuter Breakfast (co-sponsored with Frontier Fiesta)
March 11, 2009: Safe Spring Break
March 11, 2009: Safety: On & Off Campus (workshop facilitated by UH Department of Public Safety)
March 11, 2009: LifeSpan meeting
March 12, 2009: Self Confidence: Believe in You (workshop facilitated by UH Wellness)
March 25, 2009: LifeSpan meeting
April 9, 2009: What to look for in a Childcare provider (workshop facilitated by UH Child Care Center)
April 15, 2009: Commuter Breakfast (co-sponsored with Learning and Assessment Services)
April 8, 2009: LifeSpan meeting
April 22, 2009: LifeSpan meeting

## Information Card Feedback:

| Commuter Status | | Number of Students |
|---|---|---|
| **Commuters** | | **202** |
| | Less than 5 miles | 17 |
| | 5-15 miles | 47 |
| | 15-25 miles | 70 |
| | More than 25 miles | 67 |
| | Did not provide information | 1 |
| **Non commuters** | | **27** |
| | **Total:** | **229** |

## Commuters Mode of Transportation:

| | |
|---|---|
| **Car** | **143** |
| **Bus** | 14 |
| **Bike** | 0 |
| **Carpool** | 9 |
| **Car & Bus** | 6 |
| **Car & Carpool** | 6 |
| **Car & Bike** | 1 |
| **Bus & Bike** | 1 |
| **Car, Bus & Carpool** | 3 |
| **Car, Bike & Carpool** | 1 |
| **Did not provide information** | 18 |
| **Total:** | **202** |

## Question 5

**Please discuss any budget changes from your last (FY2009) SFAC request, their impact on your programs, and your reason for implementing them. SFAC recognizes that some programs did not receive the fund that they requested, that some programs were impacted by additional expenses after the conclusion of the budget cycle, and that some programs may be ahead of or behind their self-generated income projections. In addition, if your unit concluded FY2008 with a Ledger 3 Fund Equity balance, please describe the conditions which caused the fund balance.**

Commuter Services did not have a previous SFAC request; therefore there are not any budget changes to report.

## Question 6

**Please list your 2009-2010 objectives in priority order. Larger units may wish to group your response by subprogram. Under each objective, state the specific programs, activities, and/or services that you plan to implement to meet your objectives.**

**Objective #1:** Increase visibility and awareness of Commuter Services on campus

Plan of Action:
1. Increase our level of participation in campus-wide events (i.e. Cougar Preview, New Student Orientation, Cat's Back, Homecoming, Frontier Fiesta, etc.)
2. Expand our marketing efforts to create more awareness among students, faculty, and staff.
3. Continue to utilize our Advisory Board members as advocates and liaisons for Commuter Services in helping to spread the word and promote on our behalf.


**Objective #2:** Form more partnerships in the community and on campus to provide added benefits for students and the University of Houston community.

Plan of Action:
1. Contact and reach out to surrounding business communities to structure collaborations where UH students can get discounts on their services.
2. Coordinate and build effective relationships with departments/units on campus to become more aware of the resources available for students and where possible partnerships exist to make services more efficient and streamlined.
3. Maintain our relationships with the representatives on our Advisory Board and continue to work with their areas to provide a centralized source of information for commuter and nontraditional students.

**Objective #3:** Create more programming to meet the diverse needs of commuter and nontraditional students.

Plan of Action:
1. Sustain our collaborative partnerships with campus entities to continue to be able to provide programming for students and work with them to develop new programming for our students and the university community.
2. Utilize feedback received from our website and information cards to tailor our programming to address the needs and concerns of our changing student population.
3. Plan, implement and execute a series of events for National Nontraditional Student Week.
4. Plan, implement, and execute a Commuter Appreciation and Recognition Event and/or Week.

**Objective #4:** Improve online resources for students via the Commuter Services website.

Plan of Action:
1. Update Commuter Services website on a regular basis to make the most updated information available for students.
2. Continue to update current resources on our website for students and as new relationships and partnerships are formed, make additional information available for the benefit of students.

**Objective #5:** Focus additional effort and energy to advocacy and research on behalf of commuter and nontraditional students.

Plan of Action:
1. Develop and implement an online student survey to collect data on university students and consider the feedback received in creating future programming efforts.
2. Utilize current commuter data (national and local) to assist in tailoring program options and directing our efforts in terms of advocacy for commuter and nontraditional students on our campus.
3. Work with the Office of Institutional Research to obtain and collect data on commuter and nontraditional students and get their assistance in contacting students for student focus groups.

**Question 7**

**What are the other possible sources of funding available to your unit and what efforts are being made to access them (e.g. grants, donations, etc.)?**

Commuter Services receives funding from the University Center & Associated Facilities to meet basic administrative and marketing needs. Commuter Services has wisely utilized funds to advertise and promote their services and events by purchasing multi-use marketing pieces (i.e. banners, yard signs, etc.) and other related materials. We have also been taking advantage of free publicity through joint ventures with other departments and units. We also take advantage of all opportunities to collaborate with on and off-campus partners to provide quality events and programs for commuter and nontraditional students at the University of Houston.

## Question 8

**Please describe any overlap between your unit and any other unit(s) providing services to student and the rationale for the overlap.**

Currently, there is no overlap between Commuter Services and any of the other departments and units at the University of Houston.

## Appendix A

### SPAR: An Organizing Model for Working with Commuter Students
Courtesy of Barbara Jacoby, Director of the National Clearinghouse for Commuter Programs
http://www.nccp.umd.edu/publications/cpfallfinal.pdf

The **SPAR Model\*** is used to guide the work of professionals working for, with, and on behalf of commuter students.

**Services:** As a result of their various situations, commuter students are often preoccupied with satisfying their lower-level needs. It is therefore essential for offices that serve commuter student to provide services, information, and referrals to meet commuter students' most basic needs: housing, food, transportation, security, health care, and child care. A student who has not found satisfactory living or transportation arrangements is not able to concentrate fully on classwork or likely to participate in cocurricular programs.

**Programs:** Commuter students need to feel a sense of belonging to and acceptance by the campus community. Before students can take advantage of the institution to achieve self-actualization, their need for esteem must be met? The institution must demonstrate respect for the worth of each individual and accord membership in the community. A student who feels like a second-class citizen would most likely not seek out within the campus community the kinds of risk-taking experiences that lead to personal growth. *Programming for commuter student is about developing meaningful interactions and providing opportunities for them to participate in campus life. Because programs are activities carried on with rather than for students, they are usually more staff-intensive than services.*

**Advocacy:** Simply providing services and programs for commuter students is not sufficient to ensure a high-quality experience. Advocacy means working on behalf of students to assure that their needs are recognized and integrated into all levels of planning, policy development, and practice. It is critical for those of us who work for and with commuter students to assume the role of advocate on their behalf because no matter how good a job we do, we can never do all that must be done to ensure that commuter student are treated fairly and equitably by all aspects of the institution. Commuter advocates have three fundamental tasks: (1) to raise the awareness of all members of the campus community about commuter students and their needs, (2) to encourage all providers of programs and services to make their offering thoroughly accessible to and appropriate for commuter students, and (3) to promote bold institutional change to enhance the educational experience of commuter students.

**Research:** Research regarding the characteristics and needs of commuter students is the foundation upon which services, programs, and advocacy efforts are developed. Closely related to research is evaluation of services and programs to determine to what extent commuter students' needs are being met and their level of satisfaction with their college experience.

\*The SPAR Model serves as the basis for the CAS Standards and Guidelines for Commuter Programs and Services

**Appendix B**

# COMMUTER and OFF-CAMPUS LIVING PROGRAMS
## CAS Standards and Guidelines
### April 2005

**Part 1. MISSION**

**The primary mission of Commuter and Off-Campus Living Programs (COCLP) is to ensure that all students have equitable access to programs, services, and engagement opportunities regardless of place of residence.**

**In addition, COCLP must:**
- **provide services and facilities to meet the basic needs of commuter and off-campus students as determined by institutional assessment**
- **ensure that all students benefit equitably from the institution's educational programs**
- **provide engagement opportunities to assist commuter and off-campus students and promote learning and development**
- **support the institution's vision for the student learning experience**

**COCLP must incorporate student learning and development in their mission.**

**COCLP must enhance overall educational experiences. The program must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. COCLP must operate as an integral part of the institution's overall mission.**

The COCLP mission should address not only programs and services but also education and advocacy on behalf of commuter and off campus students.

Commuter and off-campus students may be defined differently at individual institutions; however, this document focuses on the equitable access of all students to institutional resources.

The number of commuter and off-campus students may range from a small minority to the entire student population. The commuter and off-campus students in any higher educational institution should have equitable benefits of the curricular and co-curricular programs and services offered, regardless of full-time or part-time credit load, family status, age, proximity to campus, day or evening enrollment, or dependent versus independent living status.

**Part 2. PROGRAM**

**Commuter and Off-Campus Living Programs (COCLP) must provide direct delivery of essential programs and services meeting a wide variety of needs and interests, whether organized as a single office or distributed throughout the institution. In either case, these services and programs must be evaluated to ensure that all students have equitable access to programs, services, and engagement opportunities regardless of place of residence.**

**The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. COCLP must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.**

**Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.**

**COCLP must provide evidence of their impact on the achievement of student learning and development outcomes.**

The table below offers examples of evidence of achievement of student learning and development.

| Desirable Student Learning and Development Outcomes: | Examples of Achievement |
|---|---|
| **Intellectual growth** | Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources, including personal experience and observation, to form a decision or opinion, problem solving; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences |
| **Effective communication** | Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances |
| **Enhanced self-esteem** | Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others |
| **Realistic self-appraisal** | Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Accepts personal accountability; Seeks feedback from others; Learns from past experiences |
| **Clarified values** | Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making; acknowledging the values of others |
| **Career choices** | Articulates career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education |
| **Leadership development** | Articulates leadership philosophy or style; Serves in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes |
| **Healthy behavior** | Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life-long goals; Exhibits behaviors that advance a healthy community |
| **Meaningful interpersonal relationships** | Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Understands and practices empathy; Treats others with respect |
| **Independence** | Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively |
| **Collaboration** | Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills |
| **Social responsibility** | Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities |
| **Satisfying and productive lifestyles** | Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives |
| **Appreciating diversity** | Understands ones own identity and culture; Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulates the advantages and challenges of a diverse society; Appropriately challenges abusive use of stereotypes by others and exhibits a willingness to consider feedback received from others; Understands the impact of diversity on one's own society |
| **Spiritual awareness** | Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors |
| **Personal and** | Sets, articulates, and pursues individual goals; Articulates personal and educational |

| **educational goals** | goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and education goals on others |
|---|---|

**COCLP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.**

**COCLP must assist students with access to institutional resources and in meeting basic needs such as housing, transportation, parking, security, information and referral, facilities, food, computer and internet access, and childcare.**

COCLP should assist students in making informed choices about housing and should provide information about available housing, tenants' rights and responsibilities, utilities, and legal advice and assistance.

Provisions should be made for parking; carpools; emergency vehicle assistance; and walkway, bike path, and parking lot security. Information about transportation alternatives to campus should be provided.

Information about campus services, programs, and current events should be disseminated in a variety of media and formats. Access to services such as course registration should be available via the internet and telephone as well as in traditional modes.

Students should have adequate study and lounge spaces in convenient locations around the campus. These should include access to computers, printers, copiers and lockers.

Food service should be available in convenient locations at hours when students are on campus, including evenings and weekends.
Institutions should address commuter and off-campus students' need for high-speed internet access for accomplishing course work, and should ensure equitable access to informational resources.

Institutions should provide adequate childcare services, either through the institution or through referrals to community childcare providers. On-campus facilities for infant feeding and changing should be available.

COCLP should work to ensure that all institutional services are available equitably to commuter and off-campus students, including scheduling of classes, events, campus employment, and office hours to accommodate students' varied schedules.

**COCLP must provide programs that meet the specific needs of commuter and off-campus students and ensure that all students have equitable access to all educational, recreational, and social programming.**

COCLP should provide educational programs that inform students of tenancy ordinances, tenants and landlord rights and responsibilities, legal advice and assistance, personal financial management, roommate and neighbor relations and conflict-resolution skills. Additional educational programs can include defensive driving, personal security, proper nutrition, and time management.

COCLP should offer programs, or encourage the institution to offer programs, that enable commuter and off-campus students to achieve learning and development outcomes. These include opportunities for interaction with faculty members and peers, activities scheduled at times convenient for commuter and off-campus students, peer mentoring, learning communities that do not require on-campus residence, experiential education, family-oriented activities, programs offered in off-campus locations with dense student populations, and programming using technology (e.g., virtual communities).

**Institutions must include the commuter and off campus student perspective at all appropriate levels of campus planning, policy making, budgeting, program delivery and governance.**

Commuter and off-campus student advocacy should focus on:
- access to comprehensive academic advising, student support services, and information
- recognition of the diverse subgroups of the commuter and off-campus student population, including students who are older, married, fully employed, part-time, evening, veterans, or who live at home with parents or guardian.
- equitable fee structure for campus services
- fair representation of all types of commuter and off-campus students in areas of campus employment, internships, and financial aid awards

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- faculty and institutional research programs that enhance understanding of the demographic characteristics and unique needs of commuter and off-campus students
- inclusion of the commuter and off-campus student perspective in community decision-making (e.g., transportation route planning, police coverage, and local ordinances)
- minimum standards for use as criteria for listing off-campus housing options

**COCLP must collect data and encourage institutional research to understand the characteristics, needs, and experiences of commuter and off-campus students.**
Research efforts may include demographic studies, needs assessments, retention studies, environmental assessments, involvement and satisfaction measures, longitudinal studies, and commuter-resident comparisons.

**Part 3. LEADERSHIP**

**Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Commuter and Off-Campus Living Programs (COCLP) leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.**

**COCLP leaders must exercise authority over resources for which they are responsible to achieve their respective missions.**

**COCLP leaders must:**
- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

**COCLP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.**

**COCLP leaders must promote campus environments that result in multiple opportunities for student learning and development.**

**COCLP leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.**

**Part 4. ORGANIZATION and MANAGEMENT**

**Guided by an overarching intent to ensure student learning and development, the Commuter and Off-Campus Living Programs (COCLP) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.**

**Evidence of effective management must include the use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. COCLP must provide channels within the organization for regular review of administrative policies and procedures.**

**Part 5. HUMAN RESOURCES**

**Commuter and Off-Campus Living Programs (COCLP) must be staffed adequately by individuals qualified to accomplish their mission and goals. Within established guidelines of the institution, COCLP must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities. The program must strive to improve the professional competence and skills of all personnel it employs.**

**Professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.**

**Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.**

COCLP professional staff should possess the academic preparation, experience, abilities, professional interests, and competencies essential for the efficient operation of the office as charged, as well as the ability to identify and address needs of the commuter and off-campus student population. They should possess the following knowledge and skills:
- ability to work with diverse students
- knowledge of history and current trends in higher education
- knowledge of organizational development, group dynamics, strategies for changes and principles of community development
- ability to design and evaluate programs to meet desired outcomes
- effective written and oral communication skills
- knowledge of theories of college student learning and development
- knowledge of management and budgeting
- ability to work effectively with internal and external agencies
- ability to serve as an effective advocate

**Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members, and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.**

**COCLP must have technical and support staff members adequate to accomplish their mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.**
**Salary levels and fringe benefits for all COCLP staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.**

**COCLP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. The programs must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.**

**COCLP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.**
**COCLP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.**

**Part 6. FINANCIAL RESOURCES**

**Commuter and Off-Campus Living Programs (COCLP) must have adequate funding to accomplish their mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.**
**COCLP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.**

Fee-paying students should benefit equitably from fee-supported services. This is especially important regarding access to electronic services such as computer/internet and campus cable television systems.

## Part 7. FACILITIES, TECHNOLOGY, and EQUIPMENT

**Commuter and Off-Campus Living Programs (COCLP) must have adequate, suitably located facilities, adequate technology, and equipment to support their mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.**

**The campus must provide adequate facilities for the use of commuter and off-campus students, including recreational, study, and lounge space; computer and internet access; and dining facilities.**

Because commuter and off-campus students do not have a residence on campus in which to spend time before, between, and after classes, a variety of comfortable spaces should be provided for their use. These spaces should be in classroom buildings, as well as in college union and student center buildings, and should include individual lockers, computer and copier access, food preparation facilities, and family support services (e.g., infant feeding and changing areas).
Institutions that provide high speed internet access or campus based cable television programming to residential students should also consider options to increase accessibility to such services to commuter and off-campus students.

## Part 8. LEGAL RESPONSIBILITIES

**Commuter and Off-Campus Living Programs (COCLP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations, including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution's policies.**

**COCLP staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. COCLP staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.**

**The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities.**

**The institution must inform COCLP staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.**

## Part 9. EQUITY and ACCESS

**Commuter and Off-Campus Living Programs (COCLP) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of, and access to, programs and services must be responsive to the needs of all students and other constituents. COCLP must adhere to the spirit and intent of equal opportunity laws.**

**COCLP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.**

**Consistent with their mission and goals, COCLP must take affirmative action to remedy significant imbalances in student participation and staffing patterns.**

**As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.**

## Part 10. CAMPUS and EXTERNAL RELATIONS

Commuter and Off-Campus Living Programs (COCLP) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.
COCLP must maintain a high degree of visibility within the campus community through direct promotion and delivery of services, involvement with campus programs, and educational efforts to increase all campus community members' understanding of the needs of commuter and off-campus students.

COCLP should coordinate their activities with all offices and agencies whose efforts directly affect commuter and off-campus students. These include such areas as campus safety and security, transportation and parking, campus information and referral services, and other relevant offices and campus committees.

COCLP should maintain active relationship with various community agencies to ensure the inclusion of the commuter and off-campus student perspective in community decision-making.

**Part 11. DIVERSITY**

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Commuter and Off-Campus Living Programs (COCLP) must nurture environments where commonalties and differences among people are recognized and honored.

COCLP must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others. The programs and services must educate and promote respect about commonalties and differences between individuals in their historical and cultural contexts.

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

**Part 12. ETHICS**

All persons involved in delivery of Commuter and Off-Campus Living Programs (COCLP) must adhere to the highest principles of ethical behavior. COCLP must develop or adopt and implement appropriate statements of ethical practice. COCLP must publish these statements and ensure their periodic review by relevant constituencies.

COCLP staff members must ensure that privacy and confidentiality with clients are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. COCLP staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All COCLP staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

COCLP staff members must recognize and avoid personal conflict of interest, or appearance thereof, in their transactions with students and others.

COCLP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. COCLP staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all COCLP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

COCLP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

COCLP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

COCLP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

**Part 13. ASSESSMENT and EVALUATION**

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

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

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

# Appendix C: Commuter Services Benchmarking Research

| Institution | Enrollment | Percentage/# of commuter | Department/Coordinating U | Staffing/Personnel | Programs/Services |
|---|---|---|---|---|---|
| *Urban "13" Plus* | | | | | |
| University of Alabama at Birm | 16,561 | 14,936 | (n/a) | none | parking and transportation information (DART route map, motorist assisted roadside service-MARS, etc.), police and escort services, iSay online forums, study lounges |
| University of Cincinnati (Ohio | 35,244 | 32,242 | Student Affairs & Services (n/a) | none | UC/Metro partnership, UC2go.mobi (mobile campus information), child care center and community referral information, independent (commuter) meal plans, safety and parking information (maps/shuttles), |
| Cleveland State University (O | 16,000 | 16,100 | Student Life (n/a) | none | City is Our Campus ticket program, explore Cleveland helpful links (i.e. Cleveland city search, local hotels, Regional Transit Authority-RTA, convention & visitors bureau, weather, etc.), rental listings, commuter meal plans, U-Pass program, parking information (current traffic and construction updates via web, etc.), locker rental |
| Florida A&M University | 12157 (fall '05-undergrad only | approximately 74% | | none | |
| Georgia State University | | 27,000 | approximately 24,550 | Student Affairs, Dean of Students | none | off campus housing website-listing of available apartments for rent, rooms in private homes, roommate/apartment sharing information, short-term leasing information, apartment/house hunting resources, Housing Tip of the day, Pouncin' Pages (online newsletter for GSU students), Pouncin' Around (online calendar for student affairs), vehicle rental, Significant Other Supporter (S.O.S.) Program, lockers for rent in GSU student center, television lounge with FM radio connections (four other lounge spaces in student center), wireless network, parking and transportation information (student shuttles, MARTA, and campus parking) |
| University of Illinois at Chicag | 25,000 | | Office of Student Affairs | Off-Campus Housing Coordinator (Mary Jones) | parking and transportation information (shuttle, commuter bus service, CARS-campus auto rental service), UIC U-Pass for CTA transportation, child care information (two on-campus sites), off-campus housing database system |
| Indiana University Purdue Un | | 29,000 | approximately 27,940 | Student Life | none | childcare (Center for Young Children), on-site college classes (classes, seminars and workshops taught at the workplace), commuter meal plans, new student center will provide lounge space, cyber community and online safety information, student advocate (DOS office) to refer to campus/community resources, parking services & shuttle information |
| University of Massachusetts a | | 11,682 | completely commuter campu | Student Services, *Office of Student Housing* | Student Housing Specialist | housing registry database, Community Advocates (graduate students)/Community Ambassadors (undergraduate students)-promote a sense of community among students who live in surrounding neighborhoods close to UMASS Boston campus (organize monthly trips and produce monthly newsletter), short-term housing opportunities (hostel, dorm, and hotel information), guide to Boston neighborhoods, roommate matching, public transportation information, additional housing resources (checklist, useful phone numbers, common housing terms, legal assistance and referrals, helpful websites, etc.), locker rentals, MBTA pass program, STARS: Student Affairs Resources for Success (mini-grant program) |
| University of Memphis | | | | | |
| University of Wisconsin-Milwa | 28,356 | | Student Life, *Neighborhood Housing Office* | Director and three Assistants | off-campus housing information service, roommate/rental search, national links to housing searches, searching 101 (roommate contract, lanlord FAQs, housing/setup checklist, temporary housing information, apartment life, red flags,etc.), neighborhood information (safety, maps, city ordinances, smoke detectors, house party guide, etc.), renting resources (renter's insurance information, budget summary, legal clinic, thrift stores, furniture/storage information, parking information, tenant responsibilities, etc.), in the news (listing of housing information in local news) |
| University of Missouri-St. Louis | | | | | chatroom (computer lab), fireside lounge, quiet study lounge, television lounges (two), |
| University of Missouri-Kansas | 14,200 | | The Student Life Office | | off campus housing list through Welcome Center, link to apartment locator, off-campus housing guide-umkc sharp-website (links to local apartments, roommate postings, etc.), off campus resources (i.e. local information and news links, freshmen/dealing with roommate blogs, time management information, articles on procrastination, stress management, etc.) |
| University of New Orleans | 11,747 | | Student Affairs, Campus Activities, *Commuter Services* | | commuter services/off-campus website (under construction), UNO children's center (childcare), |
| City College of New York | 13,244 | | Student Affairs, *Office of Student Services* | | provide off-campus housing referrals, off-campus short term housing information brochure, housing websites, bulletin board with available apartments and roommate information (located in graduate center), child development center (childcare), subway/shuttle information, neighborhood maps |
| University of Pittsburgh | 26,860 | | Student Affairs, Student Life; *New and Commuter Student Programs, Off-Campus Living (412) 624-6998* | | currently designing web site for commuter students with resources;  off-campus living resources (renters' guide, apartment listings, roommates-sublest information, short term housing, apartment lease guide, renters' checklist, rental cost guide, tenant rights, etc.), important addresses and phone numbers, parking/transportation and safety information (SafeRider-late night/early morning shuttle service, fare-free rides on Port Authority transportation), commuter meal plans |
| Portland State University | 24,284 | | Dean of Students | none | transportation updates (homepage), SPS (student parent services-financial assistance, individual consultation, childcare and community services), The Children's Center & Helen Gordon Child Development Center (childcare) |
| Temple University | 34,218/25,420 (main campus) | | Student Affairs, Dean of Students; *Off-Campus Living Office* | Coordinator | rental/roommate listings, links to useful resources/forms (advocacy group information, apartment hunter checklist, budget worksheet, defining a lease, filing a complaint, fire prevention, moving checklist, neighborhold information, safety tips, temporary housing information, Temple escort service information, etc.), "let us know..." link |
| University of Toledo | | | Student Affairs, Office of Residence Life, *Office of Commuter Students and Off-Campus Services* | Assistant Director of Residence Life and six other staff | "what's new" section (campus and construction updates), off-campus living directory (scams, available housing, etc.), roommate connection (i.e. roommate agreements), events and info of interest to commuters, rental information to know, transportation information, personal safety/neighborhood relations, commuter student meal plan |
| Virginia Commonwealth Unive | 30,381 | | Student Affairs and Enrollment Services; *University Student Commons & Activities, Off Campus Student Services* | Off Campus Student Services | off campus living handbook (pdf version available), housing/apartment resources (search available listings, message board-roommate search, buy or sell furnishings, solving off campus challenges, etc., submit listings, for sale properties, internet scam/fraud alerts), off campus living fair, commuter coffeeBRAKES (free coffee, snacks, and information), moving on/moving out (workshops for better off campus living-The Apartment Hunt, The Lease, The Pursuit of Happiness, etc.), commuter cooldown (once/month), Common Ground (student lounge and television programming), LAN ports, bike parking map, rental & coin operated lockers, parking information, student listserv, police crime prevention information, local gas price information, alternative transportation information (walking, carpooling, cycling, bus pass,etc.), useful links, nonresidential dining plans, child care center, cooperative education program available through university career center |
| Wayne State University | | | n/a | none | nonuniversity housing options (link to apartment local apartment search), television lounges (preset to certain stations), microwaves in student center, internet connections/wireless access, bus schedule/ticket information, locker rental, fax service, 24-hour study center (inside undergraduate library) |

# Appendix C: Commuter Services Benchmarking Research

| Commuter Student Services Resources | | | | | |
|---|---|---|---|---|---|
| Adelphi University | 8,333 | 7202 commuter students-86.4% of Adelphi's total enrollment (and 77.4% of undergraduates) | Student Affairs, *Office of Commuter Student Affairs* | Director (also Associate Dean of Student Affairs) and Administrative Assistant (both full-time) | personalized transportations planning, public transit timetables and maps, shuttle services to and from bus and rail stations, telephone numbers for local taxis/limos, on-campus parking, on-campus assistance with minor car repairs (i.e. dead battery, lock-out), commuter meal plans, lockers, off-campus housing information and listings, guide to area hotels and motels, umbrella-lending service, commuter lounge, commuter senators. A-Z guide of non-academic campus resources |
| Bowie State University (HBCU) | 5,800 | 85% commuter students | Student Affairs & Campus Life, Office of Commuter Affairs and Community Services | Coordinator (full-time) | listing for off-campus housing, apartment locator information, metro/marc (public transportation) schedule information, campus maps, commuter meal plans, commuter lounge, AAA information, shuttle van transportation for holidays, commuter listserv, C-Unit website (carpool information, commuter calendar, housing listings, guestbook, photo album), Good Morning Commuters (opportunity to meet with other students, staff, and administrators), Commuter Awareness Week, Commuter of the Week, Night Class Socials, Commuter Appreciation Banquet (bi-annual), roundtables (twice/month; students select topic), Commuter Forums (invite departments/organizations to reach out to students); Commuter Daycare (child care during holidays) |
| Case Western Reserve University | 9,900 | 650 undergraduate commuters | Student Affairs-Educational Services for Students, *Office of Commuter Services* | Director, five Commuter Assistants (with part-time office hours), one Intramural Sports Commuter Assistant | commuter lounge (Rock Bottom Lounge-living area, kitchenette, game room, study room, phone for local and campus calls, computer-each commuter student student receives access to the lounge through their id/swipe card), commuter intramural team, Commuter Assistant (CA) team, online commuter guide (academic, dining, ministry, service and organization informaton), lockers, lounge equipment (?), commuter parking permits/shuttles, the refuge (a collaboration with the Office of Housing and Residence Life) |
| DePaul University | 23,149 | | Student Life, Commuter Programs & Services (CPS) | Director (Also Associate Director of Student Life), and one assistant | off-campus housing guide, weatherbug, train and bus resources (Metra, CTA, Pace, RTA-trip planner, MetroConnect), vehicle information and resources, commuter lounges, Commuter Launch Party, CommuterCast (podcasts), lockers, wireless access, parking information, security information |
| East Tennessee State University | 11,624 | 9066 commuter students-78% of total enrollement | Student Affairs, *Adult Commuter and Transfer Services (ACTS)* | Director, Assistant Director, Executive Aide, and Receptionist (full-time), Graduate Assistant (2)-part-time | off campus housing information, campus carpool information (carpool lots), jumper cables, ice scrapers, map, bus, and shuttle schedules (provides after hours service to local movie theater and Walmart), child care services, "Creating Adult Peer Support" (adult peer mentoring program), annual Commuter Fair, academic assistance referrals |
| Eastern Michigan University | 22,974 | 70-80% commuters | Campus Life, *Commuter Central* | Student Manager (part-time), 3-4 part-time students, full-time Program Coordinator, shared with Campus Life (looking to staff students 6-9pm in fall) | carpool/rideshare information, Connelly Scholarship for commuter students, Brown Bag lunch series, commuter listserv, Good morning/evening commuters, Under the Tent, Coffee Break, commuter appreciation week, off-campus housing workshops and resources (lanlord tenant checklist, roommate match making, renters insurance, etc.), housing options fair, commuter life resources, locker service, off campus resource list, lounge space (computer and microwave in fall 2007), more outreach |
| Florida International University | 38,000 | 90% (+) are commuters | Student Affairs, *Office of Orientation and Commuter Student Services* | Director, Associate Director, Assistant Director, two-Coordinators, office mgr., 4-5 students (part-time) | off-campus housing information, commuter newsletter (coming soon), non-traditional student network (networking mixers, lecture series), child care information, child care resources, transportation information |
| Loyola University-NO | 5,900 | 50-60% commuters (1500 on campus) | Student Affairs, Office of Co-Curricular Programs, *Commuter Services Office* | Assistant Director in CCP (one of job duties), Director of CCP (very involved) | relocation reference guide, apartment listings, roommate search, house/apartment search reference form, ride board, bus and streetcar information, bicycle information, online newsletter, trying to set-up working relationship with career services (also in student center), trying to implement more programming (Tuesdays-commuter brunch) |
| Marquette University | 11,000 | residential campus | Office of Student Development | Coordinator for Campus Programs (full-time, one of many responsiblities), Program Assistant (student, part-time) | commuter lunches (twice per semester), commuter lounge (refrigerator, microwave, wireless access, two iMac computers), locker rentals, commuter e-mail listserv, resource links |
| Northeastern University (Boston, Mass) | | | Office for Student Affairs, The Center for University Life, *Off-Campus Student Services* | Gail Olyha (Director), work study and co-op positions available | apartment listings, area realtor list, furnishing information, helpful websites, hostels and hotel information, MBTA bus, subway and commuter rail schedules, moving and storage company information, tenant and landlord rights, Educated Renter Series Workshop, annual apartment hunting fair, neighborhood descriptions, apt. search/features checklist, roommate checklist, move-in guidelines |
| Ohio State University | 55,091 | 45,000 are commuters | Student Affairs, *Off-Campus Student Services* | Director, Assistant Director (Sean McLaughlin), Program Coordinator (full-time), Graduate Assistant (part-time), 6-8 undergraduate students (staff front desk) | child care information, roommate serach & roommate fair (and additional roommate information), ride share & carpooling information, Community Ambassador program (community collaboration), ambassador newsletter, off-campus blog, BuckEYES Watch, off-campus housing information and resources, campustrades.osu.edu (online trading resource-in collaboration with USG), campus/local traffic information, commuter newsletter, commuter lounge-100 student/day (television, microwave, refrigerator), lockers, study space, phones, FAQs, student union being rennovated, discussion group at orientation, Commuter Preview Day (kick-off), programming, computer terminals |
| Rutgers College @ Rutgers University | 49,760 total, (34,392 New Brunswick campus, 10,203 Newark Campus, 5165 Camden Campus) | | Student Services, *Office of Commuter Services (OCS)* | | commuter welcome week, free legal clinics, movie night, online event calendar, Knight Line (electronic tutoring), off campus housing information (RUOCHS-separate office space), Commuter Connections Corner (CCC) |
| Seattle University | | | Student Development, *Commuter Student Services/Collegia Program* | Director, Operations Assistant, Communications Assistant, program staff-Graduate students (Collegia Program-5), student staff (part-time) | lockers & showers, commuter meal plans, quarterly luncheon for students who are parents, online newsletter, "Good Morning Commuters", Collegia Program (homelike environment with office supplies, telephone access, reference literature, kitchen area, computer space, and study areas, over 1200 students), listservs, childcare subsidy program, tender loving care (sick child daycare), non-traditional student lunches, non-traditional student welcome event, resources for the Association for Non-Traditional Students in Higher Education (international organization), partnership with housing (external housing links, neighborhood information, roommate tips/agreement, before you move in checklist, tenant/lanlord responsibilities and rights, etc.), parking/transportation and public safety information (shuttle, Metro, escort services, etc.) |
| Southeast Missouri University | 10,477 | approximately 8,000 are commuter students | Office of Student Development, Dean of Students, *Services for Adult Learners & Commuter Students* | | child care, "commuter preferred" parking, shuttle buses, meal plans, Southeast P.M. degree program, banking services, tutorial services, phones, lounges (one in library and one in university center), computer labs, "off-campus" housing assistance, trade board (trading talents/skills with other students, i.e. auto repair, babysitting, home improvement, plumbing, etc.) |
| SUNY-Stony Brook (New York) | 22,527 | | Student Affairs, *Office of Commuter Student Services* | Commuter Student Services Senior Advisor, Commuter Services Advisor, Graduate Assistant for Commuter Student Services, and Undergraduate Coordinator for Commuter Assistant Program | Commuter Assistant program (CA's), Commuter Connection (free coffee and snacks with university staff and fellow commuter students), Commuter Welcome Reception, Commuter Fall/Spring Fest, Commuter Appreciation Days, "lunch and learn" workshops, Blackboard Discussion Boards, commuter commons, library commuter lounge, Roads Scholar (commuter newsletter), Traveling Star Award (once/semester), on-campus resources, off-campus housing service (rental listings, roommate referrals, merchandise, houses for sale, landlord info, area map, etc.) |

# Appendix C: Commuter Services Benchmarking Research

| Institution | Enrollment | Commuter Students | Department | Staff | Services |
|---|---|---|---|---|---|
| Texas State University (Texas) | 27,485 | 82% commuter students | Student Affairs, Campus Activities and Student Organizations-*Off Campus Student Services* | Jerry Parker, Coordinator (full-time), Student Manager (works approximate 30-35 hours/week, part-time undergraduate) | off-campus survival guide, NTSO (lounge, non-traditional student scholarship, emergency locator cards, computers, information network, social support, Yahoo! Group, Myspace account), new off campus student checklist (information on locating housing), property managers/landlord resource guide, roommate finder, Off Campus Housing Fair (40 complexes, all day), commuter meal plans, safety information, transportation information (TxTRAM, CARTS), Bobcat Connections email list, student lockers, study space, "Good Morning" commuter breakfast, "Commuter Breaks" (once per semester), bus ads (shuttle advertising for student organizations) |
| University of Akron (Ohio) | 22,636 | 90% commuter students | Student Life, *Commuter Central* | Assistant Director, student Manager, student Assistant of Communications, student Assistant of Technology, student Assistant of Programming | Highway 2 Success Mentor program (Commuter Student Assistants), carpool information (17 zones), commuter lounge (with kitchenette, television), Good Morning/Good Evening Commuters (coffee, juice, and cookies), commuter appreciation day, off campus housing resources, listserv, newsletter, late night and weekend services, cheap gas price information (campus/metro area), online suggestion box |
| University of Arizona | 35,000 | 29,500 commuter students | Center for Student Involvement & Leadership, *Commuter Student Affairs (Off-Campus Housing)* | Director, Assistant Director/Coordinator (full-time, CSIL), undergraduate Student Manager, three undergraduate students (part-time) | provide study areas, courtesy phone, "one stop shopping" resource center, commuter student lounge w/ computers, Kidz Korner (child play area in commuter lounge), map of parent-friendly facilities on campus (play areas, diaper changing tables, lactation rooms, etc.), off campus housing services (separate office-property listings, utility box, roommate search, etc.), Commuter Assistants (CAs), "Good Morning Commuters" (calendar of commuter events), access to commuter presentations and articles, commuter resource guide, Facebook group, commuter friendly program grant, police department contacts, Apartment Rush (apartment tour) |
| University of Buffalo | 27,220 | | Student Affairs, *Off Campus Student Services* | | roommate search (forum/discussion board), rental property information, "before you sign a lease", off campus safety, renter/apartment information, being a good neighbor resources, links to activities/free events in surrounding area, offcampushousing.buffalo.edu (online search) |
| University of Chicago (The College) | 14,594 (4,825 enrolled in the College) | | Student Life | | University of Chicago apartment guide (provided by SGA), apartment board, listing of Hyde Park buildings and property management companies, dining in Hyde Park, lanlord/tenant issues, neighborhood information, citizen i-cam, utility information, maps, parking and transportation information |
| University of Maryland | 35,544 | approximately 23,000 commuter students (14,000 undergraduate and 9,000 graduate commuters) | Commuter Affairs-Stamp Student Union, *Off Campus Student Involvement (OCSI)* | Coordinator and Graduate As | off campus living resources (separate OCH office, off-campus living fairs, roommate matchup), off campus student service awards, off-campus student appreciation week, good morning commuters (free breakfast, once/month), community assistant (in your community/apartment complex), new student information, moving guide, transportation information, Commuter Corner at First Look Fair, locker rentals, commuter friendly lists (resource for constituents on campus), campus voter informaton |
| University of Memphis | 20,500 | | Student Affairs/Student Development, *Adult and Commuter Student Services Office* | Director, Administrative Secretary, and Graduate Assistant | educational training seminars (available online, off-campus housing information and fair, bus route schedules, carpool and parking information, child care referrals information, e-mail alerts of university/student activities, adult commuter student connection newsletter (monthly), scholarship information, annual Housing and Child Care Informational, free beverages, refrigerator and microwave, computer, community resources (helpful links; i.e. local weather and traffic conditions, gas prices, etc.), Adult New Student Orientation, informal academic advising, CSA facebook group |
| University of Miami | 15,600 | | Department of Off-Campus Student Services | | off campus housing database/resources, off-campus housing handbook, vacancy list, *Great Start* (orientation program), roommate finder, roommate and off campus housing fair, areas of Miami map, commuter student luncheon, coffee and donuts (once per month), hurricane preparation information, ACS website/calendar, parking/transportation information, fraud prevention information, tips for commuter students, safety/escort information, campus radio with parking updates (WVUM) |
| University of Nebraska-Lincoln | 22,000 | | Association of Student of the University of Nebraska (ASUN)-Student Government, *Commuter Student Services* | none | off-campus housing guides, apartment listings, roommate search, lanlord/tenant responsibilities, utility information, apartment inventory checklist, NU on wheels (free cab rides for safe travel home) |
| University of New Hampshire | 15,985 | | The Leadership Center, *Commuter Student Services* | Coordinator, Commuter Assistants (student staff-job description on website) | commuter & graduate student lounge, lockers, housing list, Commuter Connection (weekly e-newsletter), What's on Wednesday's (WOW), Good Morning Commuters, commuter appreciation day, commuter & transfer survival day (orientation), commuter coffee hour, residence hall workshops (off campus & commuter students visit residence halls and discuss topics such as finding safe off-campus housing, etc.), apartment fairs, rental tips & information, transportation services, escort service, storm information, AlterNet RideShare (carpool), child care information, community guide, good eats cookbook |
| University of North Carolina-C | 14,300 | | Student Affairs, *Office for Adult Students;* The Office of Student Life, Commuter Students site | Director, Office Manager and Web Web Designer, and two Office Assistants (student volunteers assist at program functions) | Commuter Student Deli's(commuter luncheon/dinners to get information about campus programs and services), lockers, lounges, ride board, computer lab, television lounge, evening parking shuttle, what's-for-dinner contest (recipie contest), CampusConnect (online forum for adult students), adult student family activities, family meals to-go (provided by dining services), Friday Fest, discounted rates for family member at campus recreation center, *Get Set Saturday* (orientation program), Web Weekly (campus news updated every Wednesday), on-campus resources contacts, childcare information, computer workshop information, access to affordable health insurance, free public transporation, Lunch Live, Fall Kick-off, First Tuesdays at Five/Third Wednesdays at Five (coffee and conversation), Morning Coffee, Habitat for Humanity Service Saturday, adult student canvas (adult students sign upon graduation), safety information, parking information, weather updates, commuter student meal plan, off-campus housing site/resource center-located in University Center (tips for tenants, leasing/rental agreement information, renter's insurance information, FAQs, roommate search, available local housing, security reminders, financial checklist, |
| University of North Carolina-Wilmington | | 8963 commuter students-76% of UNCW's total student enrollment (and 73.3% of undergrads) | Student Affairs/Office of the Dean of Students, *Commuter & Non-Traditional Student Services* | *Seahawk Perch Staff:* Coordinator of Commuter and Non-Traditional Student Services, Graduate Assistant | lounge area (with seating, dining, and study areas, a TV/VCR, a refrigerator, microwave, coffee-maker and cmputer) and resource center...Commuter Coffee Breaks, listserv & email announcements, Commuter Student Appreciation Day, Commuter Services Fair, Community Development Assistants (CDA), childcare resources, babysitting list, Non-Trad of the Month honor, Non-Traditional Student Appreciation week, Off Campus Housing Fair (other additional assistance with off campus housing), publications (newsletter, brochures), scholarships, rideboard, Perch "Pit Stop" (distribution of goodies and information in areas on campus that are frequently trafficked by commuter students), *Stress Free Zone* (end of campus break), military support (Student Veterans Organization), information for faculty and staff to be able to better serve commuter and non-traditional students, events calendar |
| University of North Texas | 33,500 | | Dean of Students Office, Off-Campus Services & Community Development, *Commuter & Off-Campus Student Services Office* | Coordinator | Annual Apartment Fair, Commuter Breakfasts/Commuter Afternoon Snack (mingle with administrators and faculty), Good Evening Non-Trads, Non-Traditional Student Week, Commuter Appreciation Week, Family Weekend, off-campus housing assistance, roommate contracts, carpooling, locating alternative transportation, parking/bus information, commuter meal plans, traffic/weather updates, Change of Address campaign, Source of Success workshops for nontraditional students, online resources for ANTHSE, COCNT newsletter |
| University of Southern Maine | 11,000 | 88% commuter students | Student and University Life, *Commuter Student Services* | part-time Office Aide, Office Assistant, Office Supervisor, Office Manager | apartment living 101 (apartment guide information), commuter dining information, fax machine, bicycle lockers, student lockers, e-mail stations, information desk, ask us! online form, child care service information, parent/family information, parking/transportation information, online resources, off-campus housing listings |
| Weber State University (Utah) | 18,000 | approximately 17,400 are commuters | Campus Life, *Nontraditional Student Center* | Coordinator of Nontraditional Student Programs and Services, Secretary, Childcare Supervisor, Student Employees, Childcare Center Assistant, and Childcare Aides | computers, study lounge, hourly childcare, kitchenette (with free hot drinks daily, as well as a refrigerator, microwave oven, and toaster), Peer Mentors, Student Senator, Pinnacle Honor Society, free math tutoring, nontraditional student scholarship, parking information, listing of extended services and online services (i.e. library, computer lab) |