
2005-2006 Department and Unit Institutional Effectiveness Report

Housing and Residence Life - Attachment #4

Department Division Goal, Associated Department/Unit Objectives and Outcomes Assessment Information

3A - Implement orientation programs which effectively acquaint students with the resources and opportunities available to them and which encourage their probability of success.

Housing and Residence Life

Objective: To evaluate the effectiveness of the new Connections programming and service model towards improving the quality of life on campus for residential students.
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Expected Outcome:

1. To increase student satisfaction with the quality of service provided by Housing staff, particularly Resident Advisors, Residence Coordinators, and Graduate Assistants.
2. To increase student satisfaction with the overall quality of life in their residence hall.
3. To create among residential students a greater sense of connectedness to campus life than under our previous programming model and methods.
4. To enhance Resident Advisor job satisfaction in terms of how they relate to and serve residents.

Activities Undertaken

1. EBI data were examined regarding student satisfaction with the quality of service from years prior to and after implementation of the Connections model.
2. EBI data were examined regarding student satisfaction with the overall quality of residential life from years prior to and after implementation of the Connections model.
3. 2004 NSSE data was examined to determine differing levels of student engagement between on and off campus residents (comparative NSSE data from before the implementation of the Connections model is not available). EBI data were examined to determine student awareness of and participation in building and campus events.
4. Various conversations were held with Resident Advisors, Graduate Assistants and Residence Coordinators to gather qualitative data regarding satisfaction with how Connections facilitates the performance of RAs' job duties. Additionally, the results of open-ended written feedback (training evaluations) were examined.

Assessment Plan:

1. To examine and compare EBI data regarding student satisfaction with the quality of service from years prior to and after implementation of the Connections model.
2. To examine and compare EBI data regarding student satisfaction with the overall quality of residential life from years prior to and after implementation of the Connections model.
3. To evaluate NSSE data to determine differing levels of student engagement under different models.
4. To evaluate EBI data, especially information related to student awareness of and participation in building and campus events.

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5. To conduct focus groups with Resident Advisors, Graduate Assistants and Residence Coordinators to gather qualitative data regarding satisfaction with how Connections facilitates the performance of RAs' job duties.

Findings:

1. Student satisfaction with the quality of service increased after implementation of the Connections model (implemented in Fall 2003). Overall, the EBI scores for questions related to residence hall services trended upward with most years changes being statically significant. A few examples are:

Satisfaction with laundry facilities (scale 1 to 7):

Fall 02: 4.55 Fall 03: 4.76 Fall 04: 5.19 Fall 05: 5.29

Satisfaction with cleanliness of the buildings (scale 1 to 7):

Fall 02: 5.01 Fall 03: 5.24 Fall 04: 5.40 Fall 05: 5.47

Satisfaction with cable TV services (scale 1 to 7):

Fall 02: 5.70 Fall 03: 5.80 Fall 04: 5.84 Fall 05: 5.85

Satisfaction with computing facilities (scale 1 to 7):

Fall 02: 4.58 Fall 03: 4.85 Fall 04: 4.78 Fall 05: 4.99

2. Student satisfaction with the overall quality of residential life increased after implementation of the Connections model (implemented in Fall 2003). Overall, the EBI scores for questions related to residence life issues trended upward with most years changes being statically significant. A few examples are:

Overall program effectiveness (scale 1 to 7):

Fall 02: 4.65 Fall 03: 4.75 Fall 04: 4.73 Fall 05: 4.80

Satisfaction with RAs overall performance (scale 1 to 7):

Fall 02: 5.04 Fall 03: 5.35 Fall 04: 5.41 Fall 05: 5.70

Satisfaction with RAs efforts to get to know you (scale 1 to 7):

Fall 02: 4.61 Fall 03: 4.92 Fall 04: 4.94 Fall 05: 5.34

Satisfaction with RAs on organizing events (scale 1 to 7):

Fall 02: 4.73 Fall 03: 5.11 Fall 04: 5.16 Fall 05: 5.47

3. Student engagement was higher for on-campus residents as compared to off-campus students.

Relationships with other students

On-campus: 5.61 Off-campus: 5.24 (significance $p < .01$)

Participation in co-curricular activities

On-campus: 2.05 Off-campus: 1.46 (significance $p < .001$)

Attending campus events and activities

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On-campus: 2.78 Off-campus: 2.58 (significance $p < .05$)

Participating in community service and volunteer work

On-campus: .35 Off-campus: .25 (significance $p < .05$)

Student awareness of and participation in building and campus events increased after implementation of the Connections model (implemented in Fall 2003). Overall, the EBI scores for questions related to participation trended upward with most years changes being statically significant. A few examples are:

Satisfaction with knowledge of residence hall activities (scale 1 to 7):

Fall 02: 4.88 Fall 03: 5.31 Fall 04: 5.30 Fall 05: 5.60

Satisfaction with social programming opportunities (scale 1 to 7):

Fall 02: 4.82 Fall 03: 5.01 Fall 04: 5.09 Fall 05: 5.25

Satisfaction with educational programming opportunities (scale 1 to 7):

Fall 02: 4.57 Fall 03: 4.81 Fall 04: 4.85 Fall 05: 4.98

Satisfaction with cultural programming opportunities (scale 1 to 7):

Fall 02: 4.48 Fall 03: 4.75 Fall 04: 4.85 Fall 05: 4.98

4. 4. The feedback received from most of the staff indicated high overall job satisfaction and extreme satisfaction with the Connections Model. Reasons stated for these high degrees of satisfaction included:

From Resident Advisors

"Connections gives us flexibility to try different things."

"We all want connections points... the little competition motivates us"

"I used the old way for one semester... Connections is great because it fits what we do better"

"I took the job because I like working with people. Connections is great way to describe what we do."

From Residence Coordinators and Graduate Assistants

"There's no comparison between RA performance under the old and new models... there is a sense of freedom and motivation that came with Connections."

"The conversations I have with staff are different... they are more about people and needs rather than completing requirements."

"RAs spend their time on the job on one else can do... meeting residents. This is why they wanted to be RAs and they love it"

"I wasn't around under the old model... but Connections addresses many of the frustrations I had with systems at other places."

Goal completed.

**Changes
Planned:**