UNIVERSITY OF NEBRASKA AT OMAHA
HOUSING & RESIDENCE LIFE

2016-17 Annual Assessment Summary

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Executive Summary

Housing & Residence Life (HRL) at the University of Nebraska at Omaha is committed to creating a positive residential experience and supporting the evolving needs of our students. One way we accomplish this mission is through the assessment of our programs and services. We do this to ensure that we are responding appropriately to students' needs. In short, assessment is a priority for our department.

This past academic year was the first full-year of a coordinated departmental assessment plan. This plan defines the purpose of our assessments, outlines the process for all assessment initiatives, and sets forth a reporting structure. Each year, the director selects one of the eight student affairs co-curricular learning outcomes to prioritize and report on. This year, our focus was on intercultural competency.

The Annual Assessment Summary provides an overview of each of the departmental assessment initiatives during the 2016-17 academic year. In total, 16 projects were highlighted - including details on methodology, key findings, insights, and recommendations. The summary includes projects demonstrating student learning, showcasing advancements in intercultural competency, and also some which simply report on statistics and figures which influence our work.

With this being the first full year of coordinated implementation, we feel positively about the information collected and have used the data to tweak our programs and services. Specifically with regard to intercultural competency, the findings from these assessments include:
- An average of 87% of residents agree or strongly agree that HRL provides a safe and inclusive community.
- Residents felt their resident assistant fostered an environment that promoted diversity and inclusivity in the building.
- Both residents and resident assistants identified experiences within HRL where they learned about another culture, interacted with someone different than themselves, and learned to appreciate differences.

To further provide learning experiences for our students aimed at advancing their intercultural competency, the department should consider:
- Providing increased opportunities for diverse interactions, a high-impact practice as cited by HRL's Skyfactor results. This will positively influence overall satisfaction and learning reported by students.
- Continuously revisiting what it means to advance in intercultural competency. Staff struggle to correctly identify the applicable learning outcome. At times, the programs sponsored by resident assistant staff provide only low-level developmental opportunities for students in terms of intercultural competency. The department should consider utilizing other campus resources for assistance in this area.

In the end, these assessments are in place to best support our students. A few recommendations for the assessment planning process moving forward:
- Ensure all departmental staff understand the student affairs co-curricular learning outcomes. Such training is not one-and-done – this is an on-going process. Both professional and student staff should discuss and dissect the learning outcomes so that each understand the divisional learning objectives and be able to apply them to our departmental work.
- Share and use the data. This report should be shared widely to showcase the experiences provided to students who live on campus. Even more important, this information should be used to inform decisions, trainings, and daily activities for departmental staff.
- Continue to grow our assessment initiatives. Using this year as a framework, the department should continue to utilize and implement the assessment plan, report its findings, and utilize the data to grow our program.
- Include department staff in the implementation and reporting process. Each member of our team plays a role in assessment. Therefore, additional department staff should be trained and included in the process of data collection and reporting.

We look forward to continuing our assessment initiatives in the 2017-18 academic year.

ASSESSMENT PROJECT REPORT

DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Matt Nelson, Associate Director of Residence Life

PROGRAM: On-Campus Living (as measured by Annual Numbers Reporting, 2016-17) – reports on numbers associated with programming, conduct, occupancy, contract cancellations, and room switches

INSTITUTIONAL PRIORITY SUPPORTED: Student-Centered

STRATEGIC PLAN INITIATIVE SUPPORTED:
- Strategy 1.2: Prepare students for academic success, careers, and professional responsibilities in an increasingly complex world.

CO-CURRICULAR LEARNING OUTCOME: N/A

DEPARTMENTAL OBJECTIVE(S):
- Promote learning through our programs and services with an emphasis on academic support, inclusion, student involvement, wellness, and achievement.
- Ensure that our staff is professional, friendly, efficient, and student centered when responding to student needs and concerns.

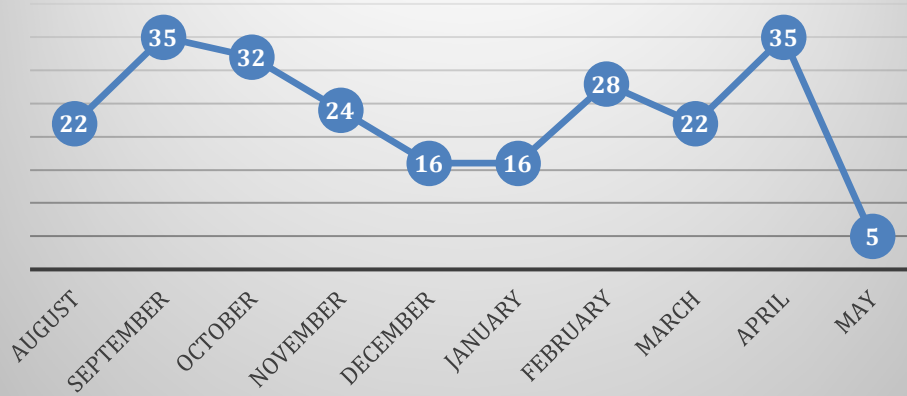**PROGRAM LEARNING OUTCOMES:** N/A

ASSESSMENT METHODOLOGY: These numbers are reported from a variety of sources. Social & Educational Programming numbers are collected by Resident Assistants and Residence Hall Directors - then compiled by the Associate Director for Residence Life. Student conduct numbers are automatically tabulated using Maxient. Occupancy and contract cancellations numbers are kept by the Assistant Director for Business Operations. Room switch numbers are calculated based on check-out information.
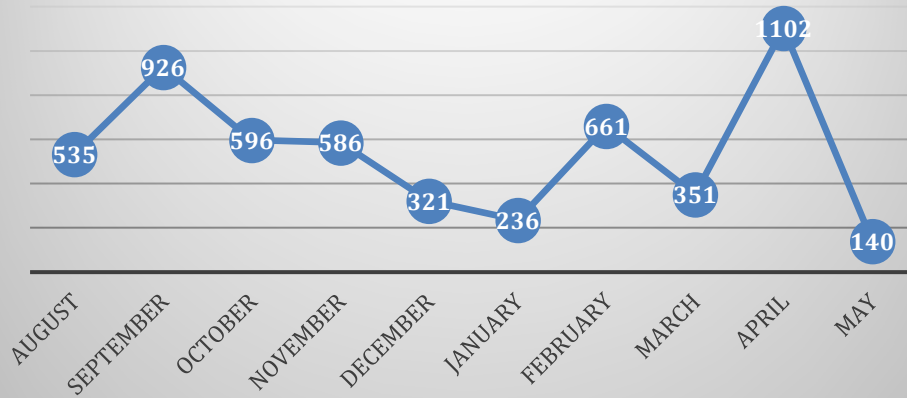
SUMMARY OF KEY FINDINGS:
Social & Educational Programming
- Overall, programming numbers – both in event frequency and student contact frequency – were up from the 2015-16 academic year.
- During 2016-17, more programs were offered in the fall semester than in the spring semester (129 vs. 106), and more students attended events in the fall than in the spring (2,964 vs. 2,490).

2016-17 Programming: Event Frequency

Month	Value
AUGUST	22
SEPTEMBER	35
OCTOBER	32
NOVEMBER	24
DECEMBER	16
JANUARY	16
FEBRUARY	28
MARCH	22
APRIL	35
MAY	5

2016-17 Programming: Student Contact Frequency

Month	Value
AUGUST	535
SEPTEMBER	926
OCTOBER	596
NOVEMBER	586
DECEMBER	321
JANUARY	236
FEBRUARY	661
MARCH	351
APRIL	1102
MAY	140

Maverick Village Programming			
Year	Total Programs	Total Contacts	Average Contacts Per Program
2009-2010	63	769	12.2
2010-2011	83	1906	23.0
2011-2012	76	1301	17.1
2012-2013	126	3431	27.2
2013-2014	77	1893	24.6
2014-2015	71	2533	35.7
2015-2016	87	1200	13.8
2016-2017	92	1389	15.1

University Village Programming			
Year	Total Programs	Total Contacts	Average Contacts Per Program
2009-2010	N/A	N/A	N/A
2010-2011	99	3489	35.2
2011-2012	121	2968	24.5
2012-2013	122	2653	21.7
2013-2014	117	2553	21.8
2014-2015	72	2722	37.8
2015-2016	132	3054	23.1
2016-2017	149	3587	24.1

Student Conduct
- January was the busiest month for student conduct meetings, followed by October, then September (57, 35, and 29 respectively).
- The most frequently assigned sanction was Housing Probation (120 instances), followed by BASICS for Alcohol 1 (71 instances).

Residence Life Student Conduct Meeting Frequency by Month, 2016-17

Residence Life Student Conduct Meeting Frequency Total, 2016-17
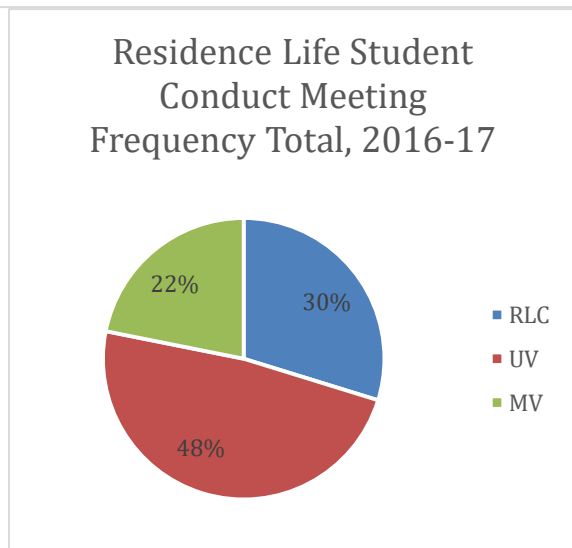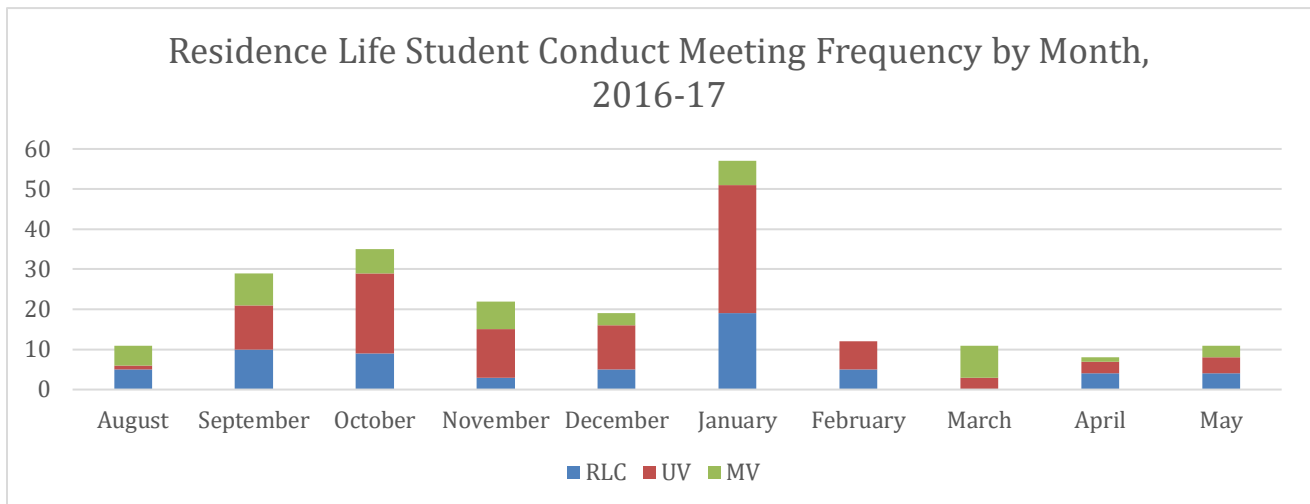
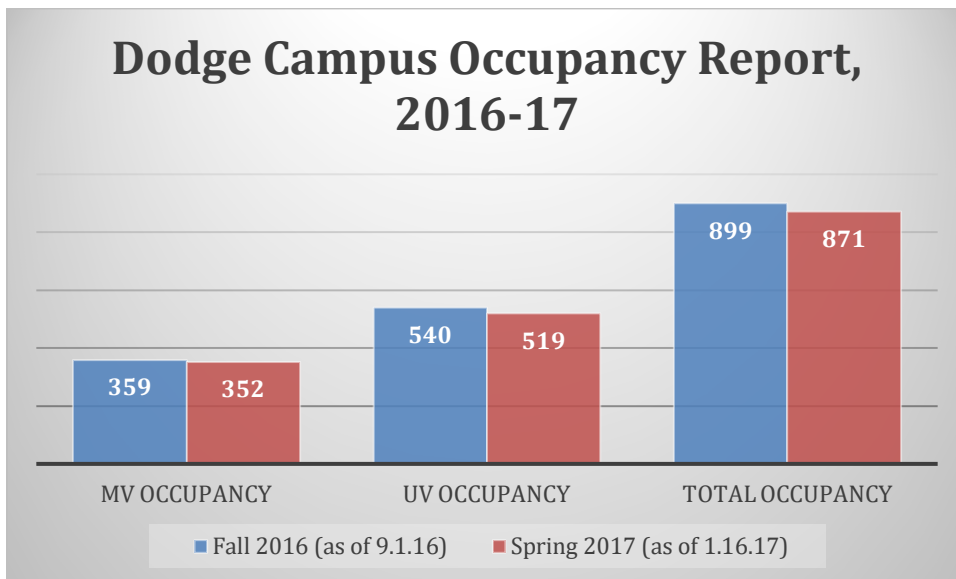**Residence Life Student Conduct Sanction Frequency, 2016-17**

Legend:
- RLC Number of times issued
- UV Number of times issued
- MV Number of times issued

Categories (top to bottom):
University service, Housing relocation, Fine, Warning, Restriction of privileges, Housing probation, Housing expulsion, Disciplinary probation, BASICS for Substance Use, BASICS for Alcohol 2, BASICS for Alcohol 1
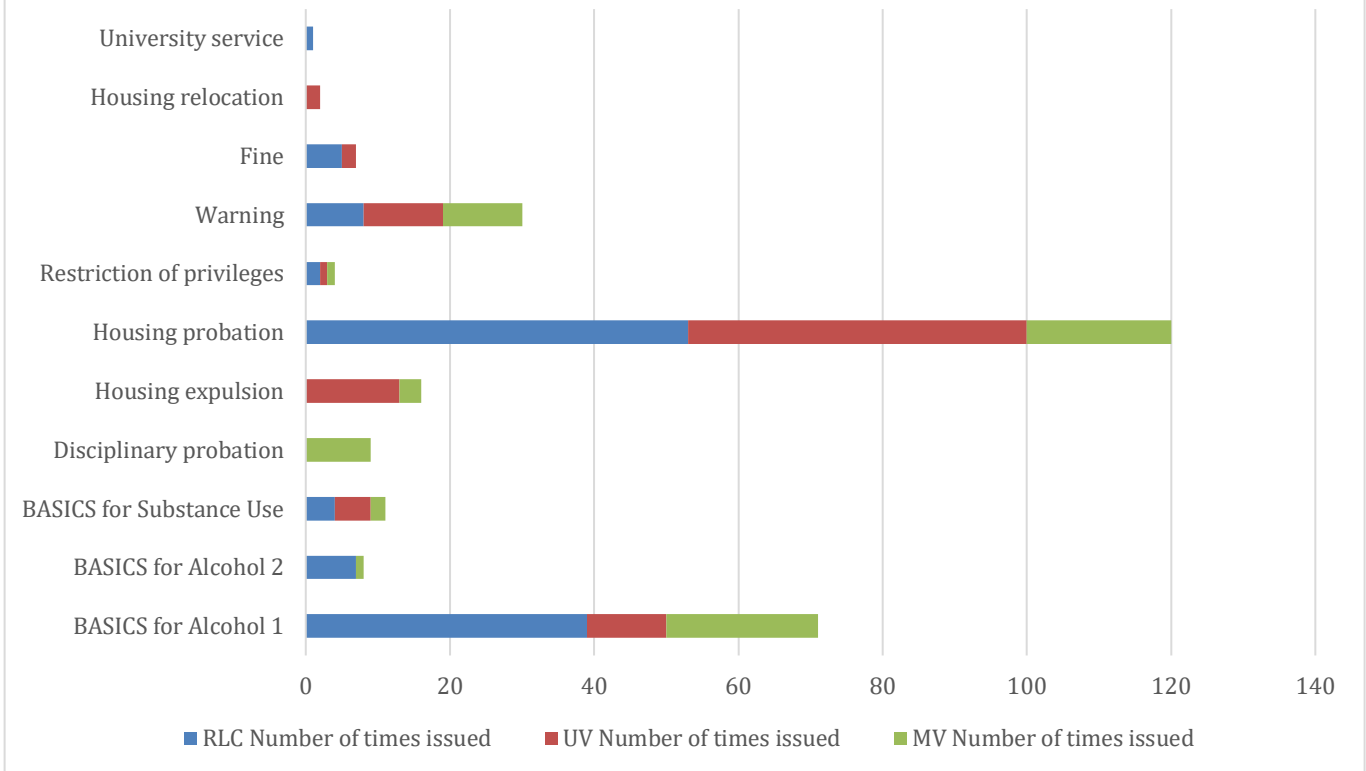
Occupancy
- Both villages on Dodge Campus had vacancies during the academic year. Full capacity in Maverick Village is 376 and in University Village is 564, with a total of 940 beds.
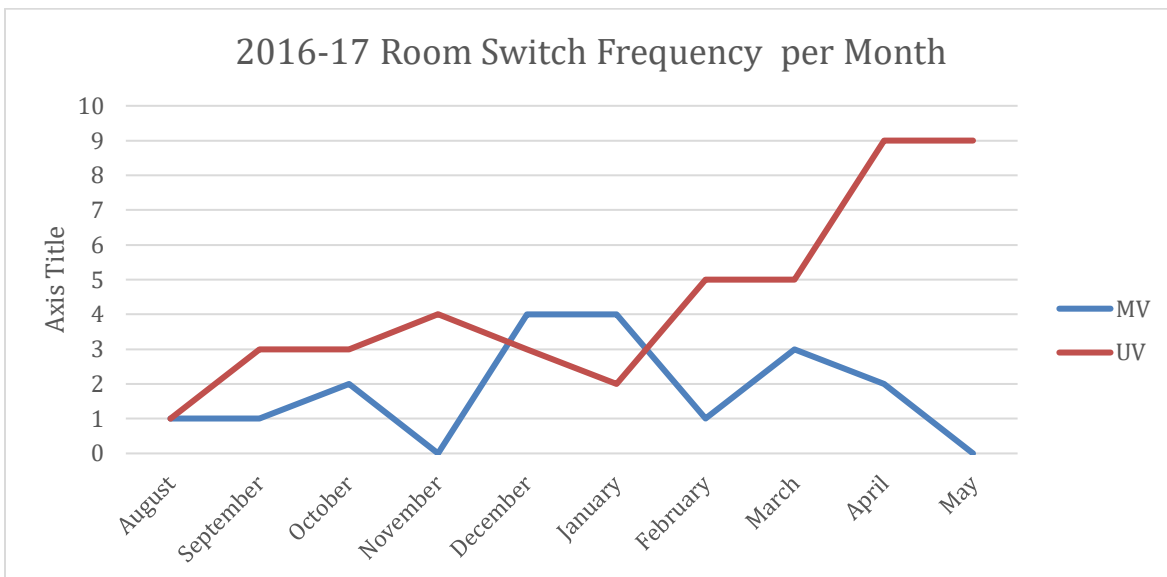- Fall semester was more occupied than spring semester.

Dodge Campus Occupancy Report, 2016-17

	MV OCCUPANCY	UV OCCUPANCY	TOTAL OCCUPANCY
Fall 2016 (as of 9.1.16)	359	540	899
Spring 2017 (as of 1.16.17)	352	519	871

Contract Cancellations
- University Village had more cancellations throughout the year as compared to Maverick Village (112 vs. 82).
- The most contract cancellations occurred during the month of April, followed by December. These reflect peak times for students considering changes in enrollment and living arrangements.

Contract Lease Cancellations, 2016-17
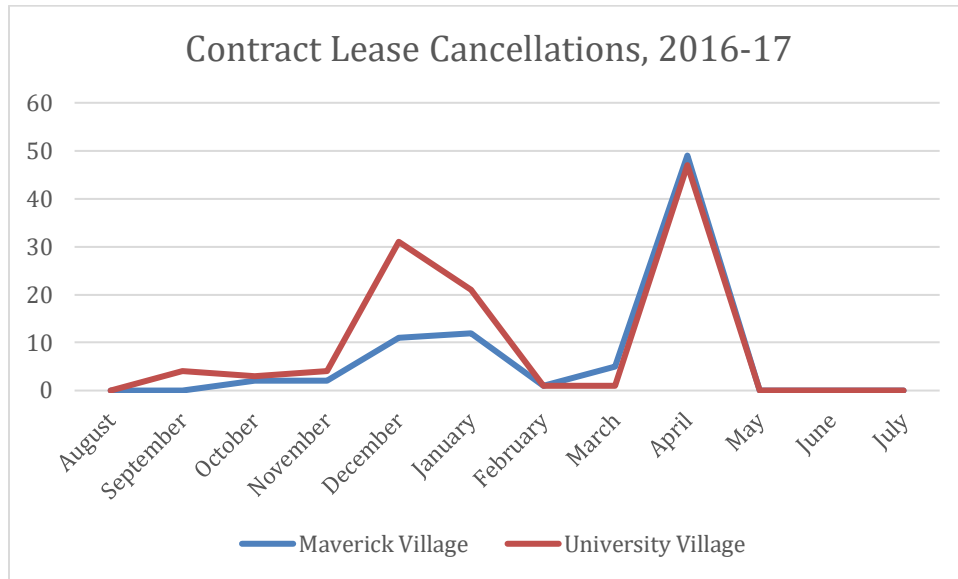
.
Room Switches
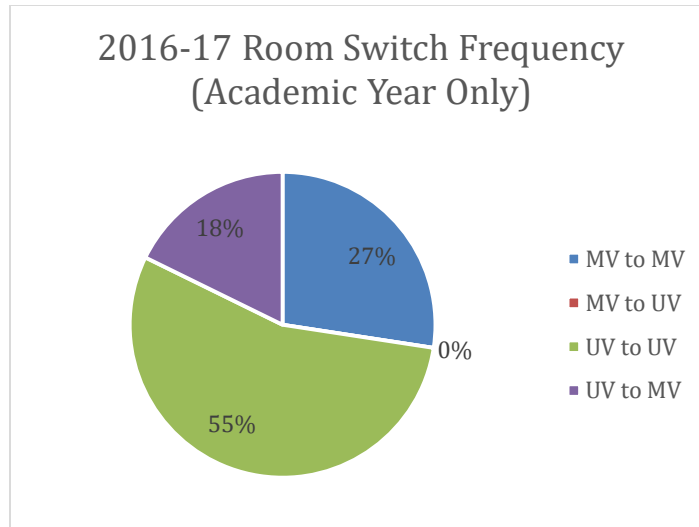- A total of 62 room switches were documented this year. University Village had more room switches than Maverick Village (44 vs. 18).
- Most moves were within the same village/complex. All between-village moves were from University Village to Maverick Village.
- 45% of room switches occurred at the end of the academic year – in March, April, or May.

2016-17 Room Switch Frequency per Month

2016-17 Room Switch Frequency (Academic Year Only)

Pie chart legend: MV to MV (27%), MV to UV (0%), UV to UV (55%), UV to MV (18%)

INSIGHTS FROM FINDINGS:
- January was the busiest month for student conduct meetings. This may be attributed to violations of the contract due to students not being enrolled full-time. This may explain why the University Village Residence Hall Director met with nearly double the number of students as the other judicial officers.
- Attendance at social and educational programs was highest in April, despite this also being the highest month for contract cancellations.
- April was the busiest month for social and educational programs within Housing & Residence Life. This influx likely represents student staff "cramming" events into the end of the semester to meet positional requirements. This is also traditionally one of the busiest months on campus in terms of programming.
- For student conduct, this is the first academic year where we are reporting exclusively from Maxient, and therefore, the annual comparison to previous years wouldn't be comparing apples to apples.
- No real insight was gained from reviewing the room switch numbers. The numbers reported show all room moves and does not necessarily account for reason for the move. Thus, some numbers, particularly toward the end of the academic year, may be skewed based on transition needs (moving into next year's space, due to construction, etc.). This is the main reason why numbers were not reported for room switches outside of the academic year, as most of those are simply students moving into their new room assignment for the following year.

RECOMMENDATIONS:
- In the future, the department should include housing application numbers, and maintenance work order totals, average time to completion, etc. It is also recommended to add academic standing to room switch data to look for trends.
- Given the frequency of violations in January, additional social and educational programming should be implemented. January was one of the months with the least number of program offerings. While correlation does not prove causation, this is perhaps an area for further investigation.
- The department should consider tracking the rationale/reason for room switches so as to better understand these numbers.

ASSESSMENT PROJECT REPORT

DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Matt Nelson, Associate Director of Residence Life

PROGRAM: On-Campus Living (as measured by GPA vs. Program Attendance Comparison, 2016-2017) – discusses program attendance and looks at GPAs of those who attended programs and at what frequency

INSTITUTIONAL PRIORITY SUPPORTED: Student-Centered

STRATEGIC PLAN INITIATIVE SUPPORTED:
- Strategy 1.2: Prepare students for academic success, careers, and professional responsibilities in an increasingly complex world.

CO-CURRICULAR LEARNING OUTCOME: N/A

DEPARTMENTAL OBJECTIVE(S):
- Promote learning through our programs and services with an emphasis on academic support, inclusion, student involvement, wellness, and achievement.
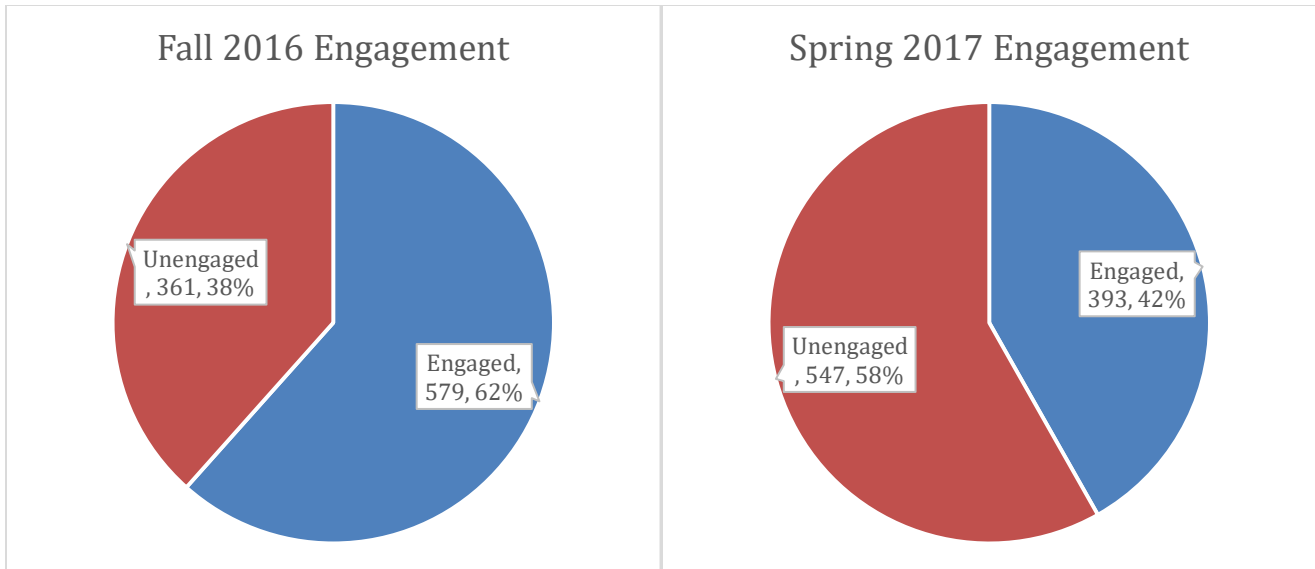
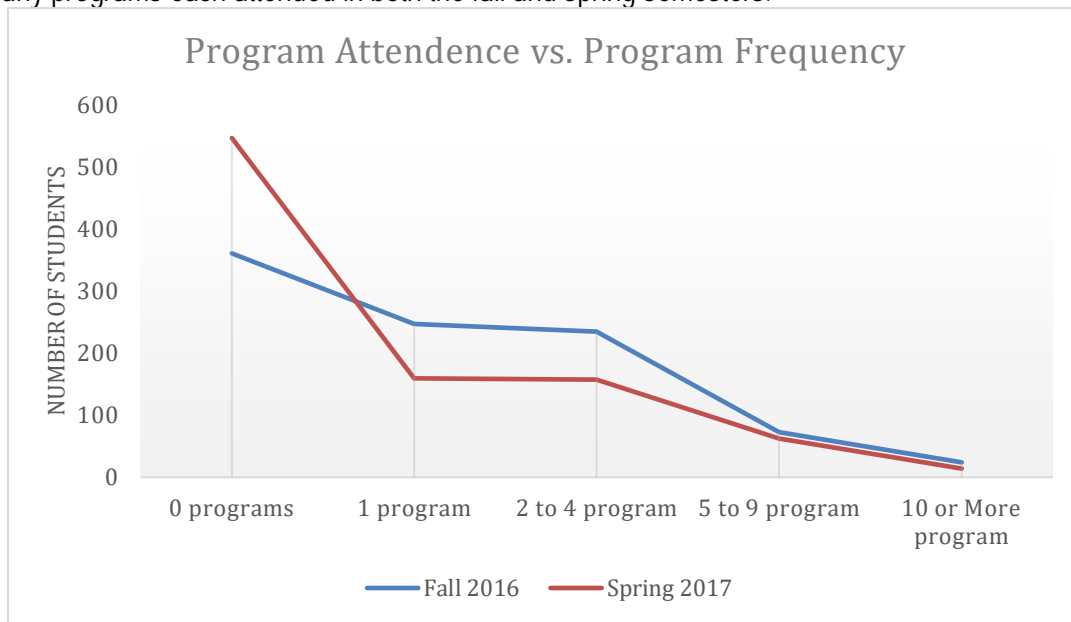**PROGRAM LEARNING OUTCOMES:** N/A

ASSESSMENT METHODOLOGY:
- Resident Assistants took attendance at social and educational programming events using the "Participation" function on MavSync – where they would swipe students' MavCards to track attendance at programs.
- This data was then aggregated each semester to determine how many unique residents engaged in programming opportunities, how many times per semester they attended an event, and subsequently, their semester GPA.

SUMMARY OF KEY FINDINGS:
- When looking at overall unique attendance at Housing & Residence Life programming opportunities:
  - 62% of residents on Dodge Campus engaged in at least one program during the Fall 2016 semester; whereas 38% did not engage in any programs.
  - This number flip-flops in the spring semester. 42% of residents on Dodge Campus engaged in at least one program during the Spring 2017 semester; whereas 58% did not engage in any programs.

Fall 2016 Engagement

Unengaged, 361, 38%

Engaged, 579, 62%

Spring 2017 Engagement

Engaged, 393, 42%

Unengaged, 547, 58%

- Digging in a bit deeper, of those engaged, how many programs did those students attend and engage with? Considering unique residents, the graph below showcases the number of unique residents and how many programs each attended in both the fall and spring semesters.

Program Attendence vs. Program Frequency

NUMBER OF STUDENTS

| | 0 programs | 1 program | 2 to 4 program | 5 to 9 program | 10 or More program |

—— Fall 2016   —— Spring 2017

- Taking this one step further, much of the national data suggests the more involved a student is outside of the classroom, the higher their GPA tends to be. To see if this held true on our campus, we tested this theory. The graph below shows that the average GPA of those who attended more programs is higher than those who attended fewer programs.

GPA vs. Program Frequency
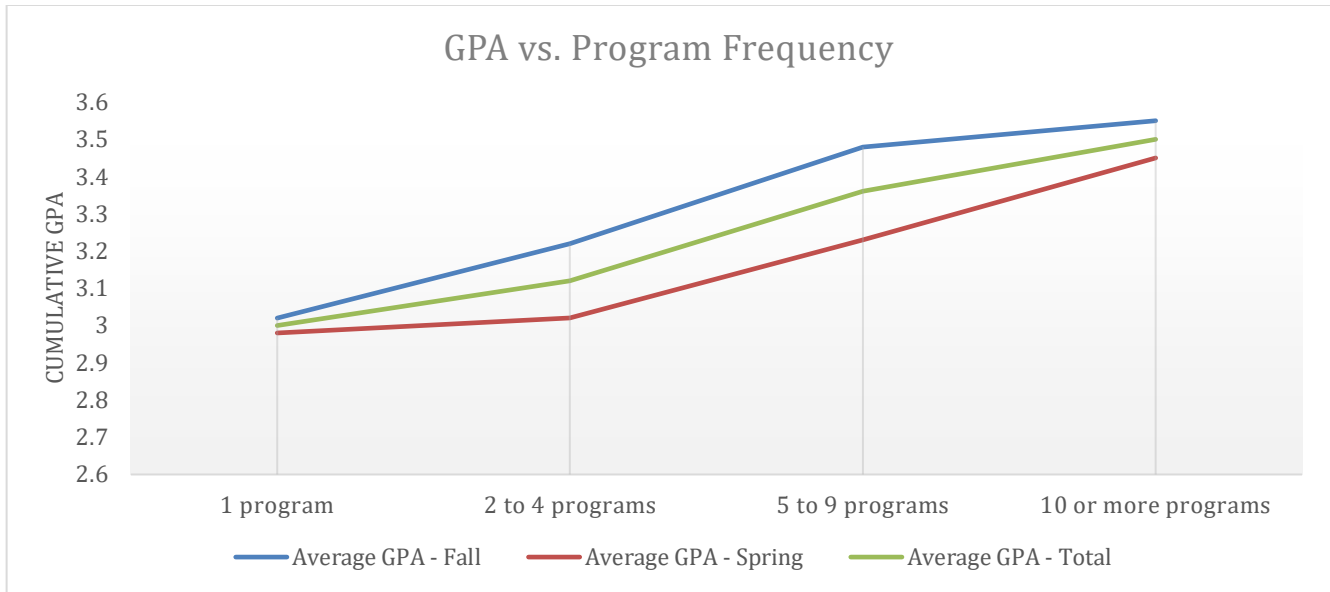
INSIGHTS FROM FINDINGS:
- Student engagement is higher in the fall semester. Considering the ebbs and flows of the semester and what we know about college student development, this is not a surprise finding. Students tend to be more engaged in the fall semester.
- Those students who attend more programs tend to have a higher GPA. While we know simply attending programs doesn't have a direct relationship with GPA, what we can say is that there is a positive relationship. In all likelihood, those who are attending more programs are more involved/engaged on campus, have more investment in UNO, have "bought in," feel comfortable at UNO and in their apartment, have socialized/found a group of peers, and more. All of these pieces together contribute to a positive, comfortable environment in which to succeed academically.

RECOMMENDATIONS:
- Track program attendance more completely in the 2017-18 academic year. There were many programs not represented in this data simply due to the lack of attendance tracking through MavSync.
- Determine reason why some residents attend zero programs - perhaps a focus group would assist in gathering information from this population.
- Share these results more widely! Ensure this information is shared with parents and students at prospective student days (i.e. Be a Mav Day, on tours, etc.), on the Housing & Residence Life website, and with key administrators. This data set is a great sound clip for just one of the many reasons a student should consider living on campus and why it is important to get involved outside of the classroom.

ASSESSMENT PROJECT REPORT

DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Chloé Smith, Residence Life Coordinator

PROGRAM: Housing Organizations (as measured by Housing Organization Competency Evaluation, 2016-2017) – measures growth in competencies for student leaders

INSTITUTIONAL PRIORITY SUPPORTED: Student-Centered

STRATEGIC PLAN INITIATIVE SUPPORTED:
- Strategy 1.2: Prepare students for academic success, careers, and professional responsibilities in an increasingly complex world.

CO-CURRICULAR LEARNING OUTCOME: Intercultural Competence

DEPARTMENTAL OBJECTIVE(S):
- Promote learning through our programs and services with an emphasis on academic support, inclusion, student involvement, wellness, and achievement.
- Engage students in the decision-making process regarding policies and procedures that impact their experience.

PROGRAM LEARNING OUTCOMES:
- As a result of participating in a Housing Organization, students will be able to identify at least one experience within housing that has enabled them to grow in the area of Intercultural Competency.

ASSESSMENT METHODOLOGY:
- Utilized a self-evaluation survey administered mid-year
  - 29 quantitative items (Likert Scale)
    - There are eight categories of questions that relate to a specific competency area.
  - 8 qualitative items
    - These questions ask students to provide specific examples within housing that have provided them with growth in the specific competency area
  - Administered via SurveyMonkey
  - 60% participation rate (n=15) – first year assessment was administered
  - Full Instrument can be found on Box; however, the questions/prompts of note include:
    - I recognize the contributions diversity brings to my own campus and society.
    - I advocate equality and inclusiveness.
    - I positively impact others' perspective on diversity.
    - I seek opportunities to learn about other cultures.
  - Data reviewed by Residence Life Coordinator

SUMMARY OF KEY FINDINGS:
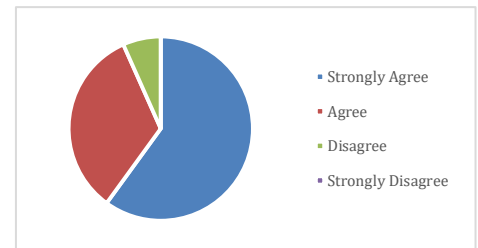
- Intercultural Competency
  - I recognize the contributions diversity brings to my own campus and society.
    - 93% Strongly Agreed or Agreed with this statement
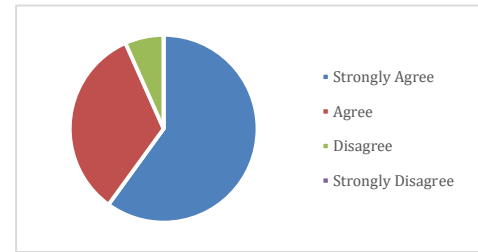
  - I advocate equality and inclusiveness.
    - 93% Strongly Agreed or Agreed with this statement

  - I positively impact others' perspective on diversity.
    - 93% Strongly Agreed or Agreed with this statement
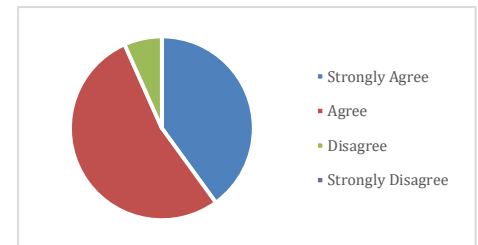
  - I seek opportunities to learn about other cultures.
    - 93% Strongly Agreed or Agreed with this statement
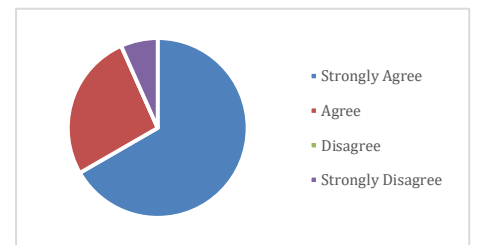
  - Some highlights:
    - "Through this job, I have really become aware of diversity and how I can respect others and their culture."
    - "Being a part of a diversity-based scholarship, diversity is a topic I understand completely and appreciate the diversity that our campus has. As well as educating others about the importance of diversity."
    - "I am always aware of how inclusive an environment is. If it's not, I try to work to make people feel welcome. I am always wanting to learn about perspectives other than my own and housing has given me many opportunities to do that."
    - "I am very open about being safe space certified and what that means and how I can help people."
    - "It is good to learn about other people and get out of your comfort zone."

INSIGHTS FROM FINDINGS:
- Our students are gaining specific experiences within Housing and Residence Life that are enabling them to grow in the Student Affairs Learning Outcomes, and they are having those experiences outside of their living environments.
- Students in this assessment tended to focus on very low-level experiences with diversity and inclusion; however, through working with them, we have seen higher-level experiences that they have had.
  – This may indicate a difficulty with articulating experiences that relate to the specific topic areas.
- This assessment shows the importance of intentional learning opportunities for students within on-campus housing.

RECOMMENDATIONS:
- We believe this is an important assessment to continue, as it documents students' self-reported proficiency with the Student Affairs Learning Outcomes. This assessment provides an opportunity for the advisors of these organizations to provide targeted professional/personal development plans for the students.
- This data would be more useful if the assessment were administered at the beginning of the year and at the end of the year. This would enable us to show growth throughout the year.
- This assessment also had a somewhat lower participation rate; however, this could be because a very large group of students were asked to take the survey with no follow-up in place. We believe that by limiting the number of participants and choosing students on exec boards, this assessment could be utilized more fully.
- In the future, this data will be utilized to create professional development plans with each student who takes it. The data this year was utilized to structure trainings and on-going developmental opportunities within the student organizations.

UNIVERSITY OF NEBRASKA AT OMAHA
DIVISION OF STUDENT AFFAIRS

ASSESSMENT PROJECT REPORT

DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Chloé Smith, Residence Life Coordinator

PROGRAM: Housing Student Organization Programming (Dodge Campus Only) (as measured by Housing Organization Programming Evaluation, 2016-2017) – reports on student leaders' learning as a result of planning social and educational programs

INSTITUTIONAL PRIORITY SUPPORTED: Student-Centered

STRATEGIC PLAN INITIATIVE SUPPORTED:
- Strategy 1.2: Prepare students for academic success, careers, and professional responsibilities in an increasingly complex world.

CO-CURRICULAR LEARNING OUTCOME: N/A

DEPARTMENTAL OBJECTIVE(S):
- Promote learning through our programs and services with an emphasis on academic support, inclusion, student involvement, wellness, and achievement.

PROGRAM LEARNING OUTCOMES:
- As a result of participating in Housing Student Organization Programming, student leaders who planned the program will be able to analyze their programming & make recommendations for future programmers.

ASSESSMENT METHODOLOGY:
- Utilized a self-assessment survey
  - 3 quantitative questions
    - Each question relates to number of participants or cost of program
  - 6 qualitative questions
    - Questions relate to spacing, value of program, and future recommendations
  - Administered via MavSync following each program
  - 57% participation rate (n=13)
  - Full Instrument can be found on Box; however, the questions/prompts of note include:
    - Considering the Cost Per Person of this event and the event overall, would you recommend this event for the future? Why or why not?
    - If you could make one recommendation for someone else planning this program, what would you recommend?
  - Data reviewed by Residence Life Coordinator

SUMMARY OF KEY FINDINGS:

- Cost Per Person Analysis
  - Average Cost Per Person: $5.62

- The Residence Hall Association, in conjunction with the Residence Hall Councils, set a goal of each program having a Cost Per Person of less than $5.00.
- This year's Cost Per Person Average exceeded $5.00; however, within the program evaluations, many students identified specific ways that, in the future, they would lower costs and consider the Cost Per Person for each program. The students were also able to highlight other factors that might impact the Cost Per Person.
  - Some Highlights from "Considering the Cost Per Person of this event, would you recommend this event for the future? Why or why not?"
    - 92% responded yes; 8% responded no
      - "No, too expensive." ($10.25)
      - "Yes, it was only $6 per person and for the amount of people that came, they were able to do more than one craft." ($6.61)

Program	Total Cost	Total Attendance	Cost Per Person
Game Night	$100.31	64	$1.57
Pumpkin Painting and Pie	$289.75	60	$4.83
Door Decor	$249.91	36	$6.94
Saturday Night Social 1	$615.00	60	$10.25
Saturday Night Social 2	$70.44	25	$2.82
Pop-Up Carnival	$261.49	43	$6.08
Speed Friending	$123.29	40	$3.08
Breakfast of Champions	$155.79	45	$3.53
Hooray for the Holidays	$330.68	50	$6.61
Thankful Thursday	$125.85	24	$5.24
Paint and Sip	$187.98	38	$4.95
Survival Gift Bags	$689.72	104	$6.63
ChalkZone	$262.91	50	$5.26

- General Learning
  - The students who were planning these programs identified three main categories of areas that they learned from during their program planning. The three areas are event organization, marketing, and supplies.
    - Event Organization
      - 46% of evaluators mentioned areas for growth within event organization
      - Some Highlights:
        - "One recommendation for someone planning this program is to be punctual and stay organized."
        - "Organize with a lot of time in advance because setting up takes quite long."
        - "Buy the prepared pancake mix to save time during the program."
    - Event Marketing
      - 62% of evaluators identified event marketing as an area for growth with strategies for the future
      - Some Highlights:
        - "Make the correct advertising, with the same locations."
          - This event had marketing that identified incorrect locations multiple times.

- "Get the word out there better."
- "I would recommend putting up posters a few days earlier. I would recommend advertisement on the internet."
- "Do more advertising to get more people to come."
- Event Supplies
  - 54% highlighted event supplies as an area that could be improved
  - Some Highlights:
    - "Think of the average number of attendees so that everyone can have a pumpkin to paint."
    - "I would like people to know that a lot of the supplies/crafts go quickly to the people who get there, so if anything, buy more than you need."
    - "Have enough supplies so everyone can have a chance to paint a canvas. Also, check how much paint there is and only buy the necessary."

INSIGHTS FROM FINDINGS:
- Students were able to identify other rationale for increasing the per person budget, i.e. greater opportunity for student involvement.
- Most programs did not have specifically identified learning outcomes, and based on the program evaluations, it is difficult to determine which learning outcomes were achieved at these programs.
  - Although this is the case, there is definitely learning occurring from the planning process. These students are learning about delegation, marketing, event planning, working on a team, and more.

RECOMMENDATIONS:
- This assessment allows our students to reflect in the moment to help other students planning similar events. Because we keep these and have them available for the next groups of students, these evaluations provide the opportunity for future students to have ideas and some knowledge when going into programming.
- These programs use extensive financial and human resources, and it is important to be able to see the results of this investment. This assessment allows us to see how the monetary resources are being used.
- We utilize this data to structure Residence Hall Association trainings and upcoming Residence Hall Council programming. This data is utilized by advisors to tailor conversations regarding programming with their students.

ASSESSMENT PROJECT REPORT

DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Matt Nelson, Associate Director of Residence Life

PROGRAM: Move-In (as measured by Move-In Experience Survey, 2016-2017) – reports on feedback gathered from students, parents, and family members following their experience with August move-in

INSTITUTIONAL PRIORITY SUPPORTED: Student-Centered

STRATEGIC PLAN INITIATIVE SUPPORTED:
- Strategy 4.2: Provide a safe, sustainable, welcoming environment.

CO-CURRICULAR LEARNING OUTCOME: N/A

DEPARTMENTAL OBJECTIVE(S):
- Ensure that our staff is professional, friendly, efficient, and student centered when responding to student needs and concerns.

PROGRAM LEARNING OUTCOMES: N/A

ASSESSMENT METHODOLOGY: The Housing Operations Coordinator created a short survey to gather feedback on the move-in experience of students and families on the Dodge Street Campus. The survey was administered via SurveyMonkey and sent out to new students as well as any parent/family member email addresses collected during move-in. 190 responses were recorded – 154 students and 36 family member responses. 17 questions were asked – 4 dropdown questions, 11 Likert scale questions (using a five-point scale – Strongly Agree to Strongly Disagree), and 2 open-ended text response questions. Questions asked included:

Please tell us who you are!	Dropdown
What residence hall did you or your student move into?	Dropdown
What day did you or your student move in?	Dropdown
If given the option, which day would you have preferred to move in on?	Dropdown
I received or viewed the move-in guide before arriving on campus.	Likert
I would have been satisfied with only an electronic copy (not a physical copy) of the move-in guide.	Likert
I had enough information about my (or my student's) on-campus housing before arriving to move in.	Likert
I (or my student) was given adequate notice regarding their roommate assignment information.	Likert
I found the check-in location easily.	Likert
Staff and volunteers were welcoming, knowledgeable, and efficient.	Likert
A staff member or volunteer helped unload and/or move items into the room.	Likert
I met the resident assistant of the building.	Likert
I was able to locate the building and/or room with ease.	Likert
The room was clean and ready for me or my student to move in.	Likert
Overall, I am pleased with the move-in experience	Likert

If you answered undecided, disagree, or strongly disagree to any of the statements, please explain.	Text response
While we want to continue to improve the move-in experience, we know it's important to focus on what we are doing well too! Please share any praises you have about your move-in experience below.	Text response

SUMMARY OF KEY FINDINGS:
Averages from the 11 Likert Scale questions:
Scale: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1)

I received or viewed the move-in guide before arriving on campus.	4.08
I would have been satisfied with only an electronic copy (not a physical copy) of the move-in guide.	3.21
I had enough information about my (or my student's) on-campus housing before arriving to move in.	3.72
I (or my student) was given adequate notice regarding their roommate assignment information.	3.87
I found the check-in location easily.	4.24
Staff and volunteers were welcoming, knowledgeable, and efficient.	4.49
A staff member or volunteer helped unload and/or move items into the room.	3.50
I met the resident assistant of the building.	4.41
I was able to locate the building and/or room with ease.	4.43
The room was clean and ready for me or my student to move in.	3.84
Overall, I am pleased with the move-in experience	4.17

Open-ended Responses
"If you answered undecided, disagree, or strongly disagree to any of the statements, please explain."
Concerns expressed in the open-ended, text response questions included:
- Cleanliness issues - of the room not being ready, frustration with residents who had already moved in
- Roommate notification - would have liked this information sooner and to include phone numbers
- Lack of move-in assistance/volunteer help - particularly for early-arrivals and students who already live on campus

"While we want to continue to improve the move-in experience, we know it's important to focus on what we are doing well too! Please share any praises you have about your move-in experience below."
- Staff and volunteer friendliness and helpfulness
- Efficient check in process

Move-In Date vs. Preferred Date

	Supporter	Students	Total	Percentage
Earlier	5	48	53	27.89%
Same	25	90	115	60.53%
Later	6	16	22	11.58%
			190	

INSIGHTS FROM FINDINGS:

- Move-in dates were optimal for 61% of respondents, with 27% wishing they could move in early and 12% opting for a later check-in date.
- There were no significant differences between the average scores for each population surveyed. Extracting student-only responses and supporter-only responses yielded no meaningful differences.
- Many felt the staff was very welcoming and accommodating on move-in day.
- Many prefer hard copy over online version of the move-in guide.
- While cleanliness standards vary from person-to-person, several cited issues with cleanliness upon arrival in their new apartment.

RECOMMENDATIONS:

- Keep move-in dates similar going forward.
- Attempt to get roommate notifications out earlier and include phone numbers to assist with student connections.
- Further investigate the experience of early-arrival students and those who arrive outside of move-in day.
- Work to ensure cleanliness in bedrooms and apartments. Solicit ideas from other colleagues in the profession at other institutions to identify alternative solutions for existing residents in spaces where new students will move in.
- Create logic within this survey so that the question on the survey instrument about a staff member or volunteer helping the new student move in is excluded for those who moved in early and didn't have this opportunity.
- Add a question for next year's survey regarding the optimal/preferred move-in time of day.
- Continue printing and mailing the hard-copy of the move-in guide. Many appreciated this and stated they may not have read an online version. Additionally, since emails are only sent to students, sending a hard-copy move-in guide means parents/family members will likely see the information as well.

ASSESSMENT PROJECT REPORT

DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Matt Nelson, Associate Director of Residence Life

PROGRAM: RA Experience (as measured by RA End-of-Year Report, 2016-2017) – reviews overall learning and take-aways from the resident assistant staff based on their employment experiences

INSTITUTIONAL PRIORITY SUPPORTED: Student-Centered

STRATEGIC PLAN INITIATIVE SUPPORTED:
- Strategy 1.2: Prepare students for academic success, careers, and professional responsibilities in an increasingly complex world.

CO-CURRICULAR LEARNING OUTCOME: Intercultural Competency

DEPARTMENTAL OBJECTIVE(S):
- Promote learning through our programs and services with an emphasis on academic support, inclusion, student involvement, wellness, and achievement.
- Engage students in the decision-making process regarding policies and procedures that impact their experience.

PROGRAM LEARNING OUTCOMES:
- As a result of participating in the RA Experience, RAs will report positive responses with respect to Intercultural Competency.

ASSESSMENT METHODOLOGY:
- In May, at the end of their employment agreement, resident assistant (RA) staff are required to complete an End-of-Year Report.
- The report asks a variety of questions – from an assessment of their own learning to soliciting feedback on things to start, stop, and continue with respect to the RA role.
- The analysis of the End-of-Year reports indicates:
  o Majority of responses indicated that an individual either agreed or strongly agreed; these are classified as positive responses
  o Negative responses were responses where an individual selected either disagree or strongly disagree
  o All others responses were labeled neutral

SUMMARY OF KEY FINDINGS:
- Sample:
  – 19/19 Dodge Campus Resident Assistants completed – 100% return rate
  – 16/26 Scott Campus Resident Assistants completed – 61.5% return rate
- Questions varied – and included topics such as:
  – Conflict Resolution/Mediation

- – Diversity/Inclusion
- – Empathy
- – Leadership
- – Organization
- – Values/Strengths
- – Mental Health
- – Accountability
- – Environments

The specific questions geared toward learning with respect to Intercultural Competency were as follows:

- I have developed positive relationships with individuals from different backgrounds.
  - – 34/35 positive responses
  - – 1/35 neutral

- I am more interested in learning about other cultures.
  - – 26/35 positive responses
  - – 9/35 neutral

- I am confident in my ability to respond to student behavior that is inappropriate, discriminatory, or harassing in nature.
  - – 34/35 positive responses
  - – 1/35 neutral

- I am confident in my ability to implement activities that increase students' awareness for diversity issues.
  - – 28/35 positive responses
  - – 6/35 neutral
  - – 1/35 negative responses

INSIGHTS FROM FINDINGS:
- Responses were generally positive.
- To gather a more holistic view of student experiences as RAs, it would be helpful to ensure all staff complete End-of-Year report.

RECOMMENDATIONS:
- Student staff may forget they are students as well - and still learning. 9/35 student staff reported a neutral answer to the statement "I am more interested in learning about other cultures." Our job as professional staff is to encourage student staff to view themselves as learners - along with their residents.
- During both fall and winter RA training, Professional Staff reviewed the Student Affairs Learning Outcomes with the student staff. This likely assisted staff in making connections with learning outcomes they may have otherwise overlooked. However, there still seems to be some who do not feel confident in their ability to implement activities to increase students' awareness for diversity issues. This should be an area of increased training focus in the future.

ASSESSMENT PROJECT REPORT

DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Chloé Smith, Residence Life Coordinator

PROGRAM: RA Experience (as measured by RA ePortfolio, 2016-2017) – reviews self-reported experiences through employment as a resident assistant, focusing specifically on the eight co-curricular learning outcomes

INSTITUTIONAL PRIORITY SUPPORTED: Student-Centered

STRATEGIC PLAN INITIATIVE SUPPORTED:
- Strategy 1.2: Prepare students for academic success, careers, and professional responsibilities in an increasingly complex world.

CO-CURRICULAR LEARNING OUTCOME: Intercultural Competence

DEPARTMENTAL OBJECTIVE(S):
- Assist students in forming supportive connections to other students, faculty, and staff.
- Promote learning through our programs and services with an emphasis on academic support, inclusion, student involvement, wellness, and achievement.
- Engage students in the decision-making process regarding policies and procedures that impact their experience.
- Ensure that our staff is professional, friendly, efficient, and student centered when responding to student needs and concerns.

PROGRAM LEARNING OUTCOMES:
- As a result of participating in the RA Experience, RAs will be able to articulate at least one experience during their past year as an RA that enabled them to grow in the area of Intercultural Competency.

ASSESSMENT METHODOLOGY:
- Utilized an electronic collection of evidence
  - 8 qualitative prompts
    - Asked RAs to reflect upon their growth in each of the eight Student Affairs Learning Outcomes
  - 1 quantitative prompt
    - Asked RAs to discuss programming that they provided to residents, including attendance
  - Administered on Weebly during the Spring semester rehiring period
  - Full Instrument can be found on Box; however, the questions/prompts of note include:
    - Describe a time when you successfully mediated a conflict between multiple parties with different needs. What did you learn from this experience?
    - How have you built a strong, safe, and inclusive community within Housing and Residence Life this year?

- Discuss a situation in which you encountered a conflict with a person from a different cultural background than yours. How did you handle the situation? What would you do similarly or differently next time?
  – Data reviewed by Associate Director of Residence Life and Residence Life Coordinator

SUMMARY OF KEY FINDINGS:
- Links to ePortfolios
  – Student 1 – http://sofiarahmanzai.weebly.com/
  – Student 2 – http://Mariahsorenseneportfolio.weebly.com
  – Student 3 – http://unotaj.weebly.com
- Each student who went through this process was able to specifically speak to how they have developed in Intercultural Competency. The examples that they provided fell into two categories identified below.
  – Intercultural Competency is demonstrated by the ability to:
    - Suspend judgment and value interaction with individuals different than oneself
      - "I learn new things every time I talk to my residents. I think it is crucial to educate yourself with different ideas, cultures, and beliefs." (Student 1)
      - "A program that I'm really proud of this year was Black Jeopardy…While making it, I had to keep in mind all people come from different backgrounds and knowledge bases." (Student 3)
      - "I have come to have a more open mind since coming to college, and that has really helped me become closer to my residents." (Student 2)
    - Recognize and analyze the interconnections between individuals and society as well as how individual actions have an impact on others
      - "The presidential election has showed me that some people may genuinely fear their status in society, and regardless of their stance on politics, I have made sure of it that they know I am always there for them for support." (Student 1)
      - "I also checked on my residents after the election because tension was high in some of the rooms. I went around and listened to people and then reminded them that regardless of other peoples' views, they are still roommates. I also offered to redo roommate agreements if the tension couldn't be worked through." (Student 3)
      - "After events in November, I reminded my residents that they could always feel safe having a conversation with me about any fears they may have. Although I may not face the same struggles, I can sympathize and show compassion as I try to understand and listen to their situations and what they have to say." (Student 2)
- General Learning
  – The students who completed the RA ePortfolios identified three main categories that they were able to grow in through their experience as an RA: time management, communication skills, and self-evaluation.
  – Time Management Highlights:
    - "I've learned to be more productive with my time now." (Student 1)
    - "In the RA role, I have learned especially to think ahead so I don't stress myself with school and other commitments. I take in consideration program ideas, bulletin boards, resident logs, etc. so I don't end up doing all in one night." (Student 1)

- - "This resident taught me the importance of time management and how it can affect all aspects of your life." (Student 3)
  - – Communication Skills Highlights:
    - "The biggest thing I learned from this is that sometimes, all you need to do is step back and listen. Some people just want to be heard and be able to tell their side of the story." (Student 1)
    - "I feared these residents would not acknowledge my authority, and I came to the realization that I was underestimating it. I slowly took back control in baby steps. I stood while I asked everyone else to sit. I instructed them to turn their music down. These very small actions started growing my confidence and I got a better handle on the situation. Now, whenever I have an incident, I know what to do and how to act." (Student 2)
  - – Self-Evaluation Highlights:
    - "I have also learned how I react to high stress situations and challenges. Again, I have my strengths and weaknesses with this and will continue to improve on skills I lack in." (Student 1)
    - "To most people these [top five strengths] are just words but for me they represent who I am as a person. These strengths and weaknesses are important to me because they have helped me to further understand myself, along with giving me the tools to improve my flaws." (Student 3)
    - "I'm not one to say I don't make mistakes, however I do learn from them and work to make myself better every day." (Student 2)

INSIGHTS FROM FINDINGS:

- The necessity of having to present their year to the professional staff enabled several of the RAs to articulate what they have accomplished in the last year in a very concise and professional environment.
- The RAs are learning in several of the competency areas, and they are able to provide specific experiences.
- The Strengths meetings that the students had were helpful as each student was able to accurately discuss their strengths in relation to the RA role.

RECOMMENDATIONS:

- We believe that this is an important assessment to continue. It provides us the opportunity to see what current RAs have accomplished in their current positions. These ePortfolios along with a Q&A session with each RA informs re-hiring decisions for those RAs. This allows us to see what an RA has done in their first year and what they intend to do in the subsequent year.
- Based on the results of this data from last year, we intend to alter this process for the upcoming year by providing RAs with the opportunity to begin this process earlier.

ASSESSMENT PROJECT REPORT

DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Matt Nelson, Associate Director of Residence Life

PROGRAM: RA Training (as measured by Resident Assistant Pre-/Post-Training Assessment of Knowledge & Skills, 2016-2017) – measures self-reported growth immediately before and immediately after RA fall training

INSTITUTIONAL PRIORITY SUPPORTED: Student Centered

STRATEGIC PLAN INITIATIVE SUPPORTED:
- Strategy 1.2: Prepare students for academic success, careers, and professional responsibilities in an increasingly complex world.

CO-CURRICULAR LEARNING OUTCOME: Intercultural Competence

DEPARTMENTAL OBJECTIVE(S):
- Promote learning through our programs and services with an emphasis on academic support, inclusion, student involvement, wellness, and achievement.
- Ensure that our staff is professional, friendly, efficient, and student-centered when responding to student needs and concerns.

PROGRAM LEARNING OUTCOMES:
- As a result of participating in RA Training, RAs will be able to define and implement the aspects of a safe and inclusive community. (LO 1)
- As a result of participating in RA Training, RAs will understand their role in conflict mediation and complex situations with residents and other staff members. (LO 2)

ASSESSMENT METHODOLOGY:
- Utilized a pre/post model
  - Pre-Training Assessment
    - 40 quantitative items (Scale and T/F)
      - About 30 questions related to their understanding and comfort with the position's responsibilities using a Likert scale
      - The other 10 questions were T/F with one correct answer
    - Administered pen/paper at the opening retreat
  - Post-Training Assessment
    - Same 40 quantitative items (Scale and T/F)
    - Administered on MavSync following August training and move-in
  - 100% participation rate (n=46) – first year on both campuses
  - Full Instrument can be found on Box; however, the questions/prompts of note include:
    - I have concrete ideas for ways I can proactively establish a respectful living environment for my residents.

- I am confident in my ability to confront my peers when they violate community standards and expectations.
- I am confident in my ability to respond to student behavior that is inappropriate, discriminatory, or harassing in nature.
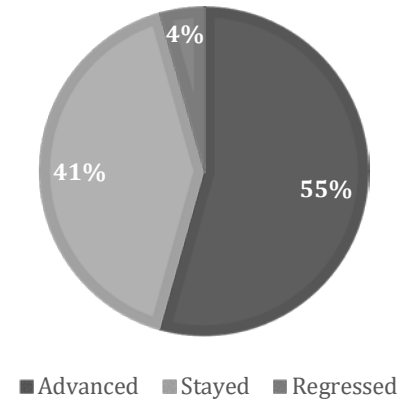- I am familiar with the strategies for dealing with difficult conversations including defusing situations, mediating conflict, and employing helping skills.
  – Data reviewed by Associate Director of Residence Life

SUMMARY OF KEY FINDINGS:

- I have concrete ideas for ways I can proactively establish a respectful living environment for my residents. (LO1)
  – 59% advanced their confidence in this topic.
    - 27 advanced at least one degree
      - 17 new staff, 10 returning staff
    - 16 stayed the same
      - 6 new staff, 10 returning staff
    - 3 regressed at least one degree
      - 2 new staff, 1 returning staff
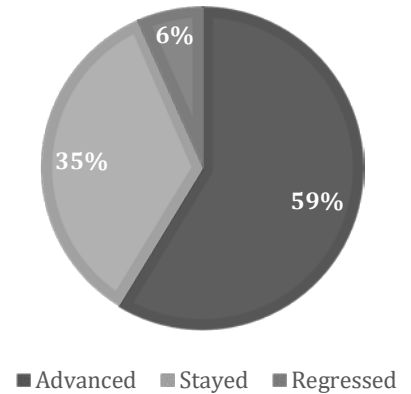
6%
35%
59%
■Advanced ■Stayed ■Regressed

- I am confident in my ability to confront my peers when they violate community standards and expectations. (LO2)
  – 55% advanced their confidence in this topic.
    - 25 advanced at least one degree
      - 17 new staff, 8 returning staff
    - 19 stayed the same
      - 7 new staff, 12 returning staff
    - 2 regressed at least one degree
      - 1 new staff, 1 returning staff

4%
41%
55%
■Advanced ■Stayed ■Regressed

- I am confident in my ability to respond to student behavior that is inappropriate, discriminatory, or harassing in nature. (LO2)
  – 57% advanced their confidence in this topic.
    - 26 advanced at least one degree
      - 14 new staff, 12 returning staff
    - 19 stayed the same
      - 10 new staff, 9 returning staff
    - 1 regressed at least one degree
      - 1 new staff, 0 returning staff
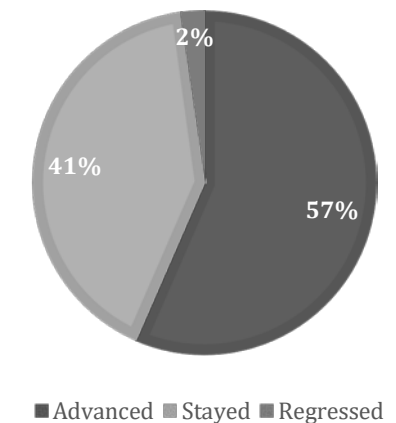
2%
41%
57%
■Advanced ■Stayed ■Regressed

- I am familiar with the strategies for dealing with difficult conversations including defusing situations, mediating conflict, and employing helping skills. (LO2)
    - 65% advanced their confidence in this topic.
        - 30 advanced at least one degree
            - 20 new staff, 10 returning staff
        - 16 stayed the same
            - 5 new staff, 11 returning staff
        - 0 regressed at least one degree
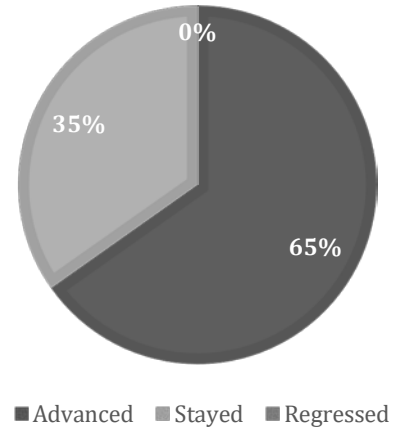   - 0 new staff, 0 returning staff

■Advanced ■Stayed ■Regressed

INSIGHTS FROM FINDINGS:
- Many of our staff come in with a solid knowledge base from experiences outside of Housing and Residence Life.
- RA Training helps RAs refine areas that they are already familiar with and provides new training in areas (i.e. MCA, GSRC, IS&P, CAPS)
- This assessment shows the importance of RA Training in progressing students towards the learning outcomes identified. This assessment focuses on advancement, not necessarily proficiency.
- There exist some discrepancies between self-reported comfort and ability when confronting some situations.

RECOMMENDATIONS:
- We believe this is an important assessment to continue, as it documents student advancement as a result of training/on-boarding. This on-boarding utilizes extensive financial and human resources and it is important to see the results of this investment. Therefore, we plan to continue this assessment to obtain data that spans multiple years and groups of students, while still focusing on the Intercultural Competency Student Affairs Co-Curricular Learning Outcome.
- We utilize this data to structure RA Training for the upcoming year. Based on the results from last year, we have incorporated more into this year's training about conflict management particularly with peers. We have also decided to use some of this data to plan out our on-going training sessions (in-services) that are provided throughout the year.

ASSESSMENT PROJECT REPORT

DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Matt Nelson, Associate Director of Residence Life

PROGRAM: RA Programming (as measured by RA Programming Evaluation, 2016-2017) – reports on resident assistant intercultural competency programs and provides recommendations for the future

INSTITUTIONAL PRIORITY SUPPORTED: Student-Centered

STRATEGIC PLAN INITIATIVE SUPPORTED:
- Strategy 1.2: Prepare students for academic success, careers, and professional responsibilities in an increasingly complex world.

CO-CURRICULAR LEARNING OUTCOME: Intercultural Competency

DEPARTMENTAL OBJECTIVE(S):
- Promote learning through our programs and services with an emphasis on academic support, inclusion, student involvement, wellness, and achievement.

PROGRAM LEARNING OUTCOMES:
- As a result of evaluating their programs, RAs be able to identify how attendees advanced in their Intercultural Competence – and describe how they know.

ASSESSMENT METHODOLOGY:
- Following each program hosted by a resident assistant, the staff member is required to complete a program evaluation form. This form includes some tangible items – such as date, time, and location – but also some reflective questions – including an opportunity to select the applicable student affairs learning outcome, as well as reflect on how student attendees advanced in that particular learning outcome.

SUMMARY OF KEY FINDINGS:
Of the 192 program evaluations submitted during the 2016-17 academic year, nine programs (roughly 5%) were self-identified by the resident assistants as relating to Intercultural Competency. The remaining percentages and frequencies by student affairs learning outcome are listed below.

Learning Outcome	Total	Percentage
Civic & Social Responsibility	24	12.5%
Communication Skills	39	20.3%
Critical & Creative Thinking	29	15.1%
Intercultural Competency	9	4.7%
Interpersonal Skills	31	16.1%
Leadership	4	2.1%
Self-Awareness	38	19.8%
Sustainability	18	9.4%
Overall Total	192	100.0%

For our purposes, we chose to focus solely on the Intercultural Competency learning outcome. After initial review, three were removed from this designation, leaving six programs specifically geared towards Intercultural Competency. The six programs are listed below, using the following format:

1. Name of Program
2. Date of Program
3. Type of Program
4. Purpose of Program
5. Attendance
6. How did attendees advance in their Intercultural Competency as a result of this program?
7. How do you know?

Program 1
1. Fris-Me
2. September 11, 2016
3. Building-Specific
4. "The purpose of the program is for the residents to be aware of everyone's differences, by tossing a frisbee around and sharing a family tradition or culture or personal facts about one's self. Then after, a friendly game of ultimate frisbee is played."
5. Attendance: 3
6. By being open of where one came from and their background
7. Observation

Program 2
1. Raising Culture
2. December 15, 2016
3. Building-Specific
4. "We began going around in a circle and learned each others' languages and slangs. And also, learned how our different cultures are different."
5. Attendance: 7
6. By engaging in the conversation and by listening and asking questions about each other's culture
7. Observation and conversations we had

Program 3
1. Black History Month Jeopardy
2. February 8, 2017
3. Partner Program
4. "Students gather to learn about black history and culture with a game of Jeopardy and enjoy a homestyle meal."
5. Attendance: 30
6. We were able to successfully communicate the importance of black history and culture in our society through a game show
7. We watched them gain enthusiasm as they got answers to questions right and learned with each other

Program 4
1. Toppings of Diversity
2. February 21, 2017

3. Building-Specific
4. "Residents played a game about overcoming adversity"
5. Attendance: 11
6. We talked about how everyone is different and we have gone through rough times
7. Observation

Program 5
1. Culture Shock and Pop Rocks
2. February 23, 2017
3. Building-Specific
4. "Talked about what is culture and culture shock. Then gave personal experiences of culture shock and also what the residents value in their culture."
5. Attendance: 11
6. By sharing where they came from. Their backgrounds and how different it became once they moved out of the community where they learned their culture.
7. Tateyna and I measured this by observing in the stories and comments that the residents shared.

Program 6
1. Wheelchair Basketball Night
2. March 7, 2017
3. Partner Program
4. "We spoke to the wheelchair basketball team and played wheelchair basketball"
5. Attendance: 5
6. They got to experience what it was like to play basketball in a wheelchair. Something a lot of people don't know. They became more aware of someone else's culture and some of the difficulties they face.
7. Observation

INSIGHTS FROM FINDINGS:
- The student staff identified the most basic tenets of Intercultural Competency – sharing differences and identifying similarities. Exposure and basic understanding seemed to be about as far as we took these few programs.
- Most all of the programs relied heavily on student reflection and sharing – which may not necessarily be inviting to all students and those with varying learning styles.
- Most of the programs for Intercultural Competency fell in the month of February – typically celebrated as Black History Month. While this is a wonderful tribute, it would behoove the department to program around Intercultural Competency monthly.

RECOMMENDATIONS:
- Professional Staff should review these evaluations regularly in order to:
  - Provide feedback to student staff to help them grow in their understanding of the Student Affairs Learning Outcomes. This will help ensure accurate reporting but also ensure legitimate strides are being made in each of the eight outcome areas.
  - Identify outcomes where less programs are occurring. We provide RAs with great freedom in their programming efforts; however, we must attempt to ensure the frequencies for each type of program are somewhat equitable. The end of the Fall semester would be a good time to check frequencies in order to refocus, if necessary, for the Spring semester.

- A more robust review of these program evaluations might yield different classifications for the various programs. For example, if each program were to have been reviewed and coded based on its description, the frequencies of each learning outcome may have changed.
- In order to set us up for success in the future, we recommend changing the program evaluation form to better align with stated RA requirement. For instance, building-specific events need not be tethered to a Student Affairs Learning Outcome (SALO); therefore, the evaluation form should not prompt the RA to identify a SALO unless applicable.
- This assessment opened our eyes. It became evident much of the programming responsibilities were left to our student staff. While capable, these staff members are students themselves – and in many ways, still advancing in these areas of learning themselves. Therefore, for the 2017-18 academic year, we recommend Professional Staff members participate in planning and implementing both educational and social programs on the department level.

UNIVERSITY OF NEBRASKA AT OMAHA
DIVISION OF STUDENT AFFAIRS

ASSESSMENT PROJECT REPORT

<u>DEPARTMENT:</u> Housing and Residence Life

<u>ASSESSMENT LEAD:</u> Matt Nelson, Associate Director of Residence Life

<u>PROGRAM:</u> On-Campus Living (as measured by Resident Feedback on HRL, 2016-2017) – provides information on resident experiences and satisfaction as viewed through the lens of the HRL mission statement

<u>INSTITUTIONAL PRIORITY SUPPORTED:</u> Student-Centered

<u>STRATEGIC PLAN INITIATIVE SUPPORTED:</u>
- Strategy 1.2: Prepare students for academic success, careers, and professional responsibilities in an increasingly complex world.

<u>CO-CURRICULAR LEARNING OUTCOME:</u> N/A

<u>DEPARTMENTAL OBJECTIVE(S):</u>
- Promote learning through our programs and services with an emphasis on academic support, inclusion, student involvement, wellness, and achievement.
- Ensure that our staff is professional, friendly, efficient, and student centered when responding to students needs and concerns.

<u>PROGRAM LEARNING OUTCOMES:</u> N/A

<u>ASSESSMENT METHODOLOGY:</u>
- The Residence Life Staff designed a survey instrument to be sent out to all campus residents. The instrument included the opportunity for each resident to provide feedback on their RA's performance to inform the JPA process, as well as to share their evaluation of the various components of the Housing & Residence Life (HRL) mission. This document reports key findings from the mission-focused questions.

<u>SUMMARY OF KEY FINDINGS:</u>

Completion Rate			
	Dodge (n=950)	Scott (n=1,100)	Total
Fall 2016	287 (30%)	109 (10%)	396 (19%)
Spring 2017	198 (21%)	323 (29%)	521 (25%)

Top Scoring Areas - where the most number of respondents agreed or strongly agreed

Fall	Spring	Area
88.9%	84.9%	Respondents agreed or strongly agreed that HRL provides a safe and inclusive community.
86.4%	78.1%	Respondents agreed or strongly agreed that HRL ensures that its staff is professional, friendly, efficient, and student centered.
83%	79.6%	Respondents agreed or strongly agreed that HRL creates a positive residential experience.

Lowest Scoring Areas - where the most number of respondents disagreed or strongly disagreed (where the percentage was 10% or higher)

Fall	Spring	
10.9%	13.3%	Respondents disagreed or strongly disagreed that HRL maintains its facilities in order to provide high quality, affordable amenities and accommodations.
(6.6%)	14.2%	Respondents disagreed or strongly disagreed that HRL assists students in forming supportive connections to other students, faculty, and staff.
(3.6%)	10.8%	Respondents disagreed or strongly disagreed that HRL promotes learning through its programs and services.
(7.1%)	12.3%	Respondents disagreed or strongly disagreed that HRL engages students in the decision-making process regarding policies and procedures.
(4.6%)	10%	Respondents disagreed or strongly disagreed that HRL celebrates the accomplishments of the housing community.

Noticeable Differences Between Campuses (greater than 10% difference)
> *Note*: there were only noticeable differences between campuses with respect to the Fall 2016 data. No noticeable differences found for Spring 2017.

Fall		Spring		
Dodge	Scott	Dodge	Scott	
76.6%	64.2%	69.7%	65.3%	Respondents agreed or strongly agreed that HRL assists students in forming supportive connections to other students, faculty, and staff
77%	57.7%	71.7%	62.2%	Respondents agreed or strongly agreed that HRL promotes learning through its programs and services
72.5%	57.8%	65.2%	62.9%	Respondents agreed or strongly agreed that HRL engages students in the decision-making process regarding policies and procedures
75.6%	61.4%	66.7%	65.6%	Respondents agreed or strongly agreed that HRL celebrates the accomplishments of the housing community

INSIGHTS FROM FINDINGS:
- Overall, positive responses decreased as the academic year progressed. This can be seen across the board in the numbers. There were also considerably more qualitative comments recorded in the spring as compared to the fall.
- There was overall a narrowing of noticeable differences between campuses for the spring 2017 semester.
- In both the fall and spring semesters, the lowest scoring area was about HRL maintaining its facilities in order to provide high quality, affordable amenities and accommodations. In the fall, 10.9% of respondents and in the spring, 13.3% of respondents disagreed or strongly disagreed with this statement.
- There were considerable differences between response rates across both campuses, which doesn't provide a clear picture of overall satisfaction. Skyfactor assessments provide some additional context for this discussion as well.

RECOMMENDATIONS:
- These results indicate there may be a waning satisfaction with housing accommodations as the academic year progresses. Staff should make every effort to ensure all opportunities for students are the same for both fall and spring semesters.
- The only item that scored in the "Lowest Scoring Areas" in both semesters related to maintaining facilities in order to provide high quality, affordable amenities and accommodations. To address this issue, staff should ensure maintenance work orders are completed in a timely and professional manner - and results should be communicated with residents. Additionally, it would be helpful to provide and publish price and amenity accommodations - so students and family members can see how on-campus accommodations compare to off-campus housing options.
- Staff may consider targeting a sample population – where the same students are asked these questions both in the fall and in the spring. As it is set-up currently, any resident may take this survey. There is no way to tell or track if the same individuals are providing feedback both semesters – and how that feedback changes.

ASSESSMENT PROJECT REPORT

DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Matt Nelson, Associate Director of Residence Life

PROGRAM: On-Campus Living (as measured by Resident Feedback on RAs, 2016-2017) – provides overview of resident satisfaction with their resident assistant's performance

INSTITUTIONAL PRIORITY SUPPORTED: Student-Centered

STRATEGIC PLAN INITIATIVE SUPPORTED:
- Strategy 1.5: Create a supportive, inclusive culture that enhances students' experiences and success.

CO-CURRICULAR LEARNING OUTCOME: N/A

DEPARTMENTAL OBJECTIVE(S):
- Promote learning through our programs and services with an emphasis on academic support, inclusion, student involvement, wellness, and achievement.
- Ensure that our staff is professional, friendly, efficient, and student centered when responding to students needs and concerns.

PROGRAM LEARNING OUTCOMES: N/A

ASSESSMENT METHODOLOGY:
- The Residence Life Staff designed a survey instrument to be sent out to all campus residents. The instrument included the opportunity for each resident to provide feedback on their RA's performance to inform the JPA process, as well as to share their evaluation of the various components of the Housing & Residence Life (HRL) mission. This document reports key findings from the RA performance questions.

SUMMARY OF KEY FINDINGS:

Completion Rate			
	Dodge (n=950)	Scott (n=1,100)	Total (n=2,050)
Fall 2016	298 (31%)	N/A	298 (31%)
Spring 2017	211 (22%)	341 (31%)	552 (27%)

Using a five-point Likert Scale (5=Strongly Agree, 4=Agree, 3=Neither Agree or Disagree, 2=Disagree, 1=Strongly Disagree), respondent averages are as follows:

Statement	Fall		Spring		Total	
	Dodge	Scott	Dodge	Scott	Fall	Spring
My RA is approachable and I feel comfortable going to my RA for support and guidance.	4.34	N/A	4.24	4.14	N/A	4.18
My RA is friendly and genuine.	4.50	N/A	4.43	4.38	N/A	4.40
My RA is available to me.	4.45	N/A	4.16	3.96	N/A	4.04
My RA communicates and upholds the university's expectations and policies within Housing & Residence Life.	4.44	N/A	4.23	4.11	N/A	4.16
My RA plans events which allow me to build relationships with others.	4.26	N/A	4.02	3.64	N/A	3.78
My RA fosters an environment that promotes diversity and inclusivity in the building.	4.30	N/A	4.15	3.93	N/A	4.02
Concerns that I have brought up to my RA have been addressed.	4.25	N/A	4.01	3.95	N/A	3.97

Qualitative feedback is not provided as part of this report-out.

INSIGHTS FROM FINDINGS:
- Overall, residents seem satisfied with the performance of the RA staff. RAs are consistently rated higher in the areas of friendliness and genuineness.

RECOMMENDATIONS:
- Continue to share these results with each RA individually as part of their semester performance evaluation. Results are given on a per-RA basis – and includes the qualitative feedback given as part of this survey.

UNIVERSITY OF NEBRASKA AT OMAHA
DIVISION OF STUDENT AFFAIRS

ASSESSMENT PROJECT REPORT

DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Chloé Smith, Residence Life Coordinator

PROGRAM: On-Campus Living (as measured by Resident Video Interviews, 2016-2017) – reports on student learning experiences within housing

INSTITUTIONAL PRIORITY SUPPORTED: Student-Centered

STRATEGIC PLAN INITIATIVE SUPPORTED:
- Strategy 1.2: Prepare students for academic success, careers, and professional responsibilities in an increasingly complex world.

CO-CURRICULAR LEARNING OUTCOME: Intercultural Competence

DEPARTMENTAL OBJECTIVE(S):
- Promote learning through our programs and services with an emphasis on academic support, inclusion, student involvement, wellness, and achievement.

PROGRAM LEARNING OUTCOMES:
- As a result of living on campus, students will be able to demonstrate examples of learning centered on Intercultural Competency specifically within the residence halls.

ASSESSMENT METHODOLOGY:
- Utilized a video interview
    - 7 qualitative questions with a series of questions under each prompt
        - Questions relate to housing experiences, including programs attended, roommates, learning attributed to housing
    - Administered in-person via videoed interviews
    - 75% participation rate (n=15); based on 20 original spots offered
    - Full Instrument can be found on Box; however, the questions/prompts of note include:
        - Would your experience at UNO have been different if you did not live on campus this year?
        - Describe something that you learned about yourself this year that you attribute to your experiences living in the residence halls.
    - Data reviewed by Associate Director of Residence Life and Residence Life Coordinator

SUMMARY OF KEY FINDINGS:
The findings from this assessment are divided into three categories: Intercultural Competence, General Learning, and Housing Improvements.
- Intercultural Competency
    - 53% of students identified some level of learning in the Intercultural Competency through these interviews

- All of the learning that was identified related to the statement "Intercultural competency is demonstrated by the ability to suspend judgment and value interactions with individuals different than oneself."
  - Some Highlights:
    - "I learned you need to step outside of your shell to meet people."
    - "I definitely learned a lot last year about my roommate's culture. She was from Nepal and her friends would often come over and cook food. They would offer me some and I got the chance to learn more about their culture when they talked to me."
    - "I wouldn't get to know my peers [if I didn't live on campus] as I do here and living on campus has provided me with a great opportunity to interact with my peers that I'm not expecting to."
    - "I think that prior to living in the residence hall, I feel like I was very independent but because I get to share my dorm with 3 other people, I learned how to transcend a multitude of boundaries. By this, I mainly mean diversity. My roommates were foreign exchange students and they lived differently, in ways that I'm not used to. Because of this, I've gotten to learn about new culture and I've learned a lot about tolerance and cohesion this year. I feel like my skill set in those areas are much improved." (See this clip from the student here.)
    - "A thing I really like about living here is they put us with Americans, being from other countries, and I can learn a lot from them…I really appreciate that."
    - "Living on campus, I was able to open up a little more…I really appreciate the opportunity to get to know those girls."
- General Learning
  - 100% of students identified learning in at least one of the following categories: Living/Working with Others, Communication, and Responsibility.
    - Living/Working with Others Highlights:
      - "I learned a lot from living with roommates, not only about them but also about myself…It's a constant learning, dealing with your roommates and figuring out ways for how you can get along since you're not going to be together all the time."
      - "Something that I've learned about myself this year that I attribute to my living in a residence hall is that I got to learn how I work with other people…This has been a great time to learn how I live with other people, other than my parents."
      - "I learned that I can deal with all kinds of people but I've learned even more that I can live with all kinds of people."
    - Communication Highlights:
      - "I did have some conflicts. At first, I just talked with them, they all agreed and things worked for about a week or two. But after that amount of time, things went back to normal so I decided to get a big marker board. I used to write down tasks we needed to be doing. Then every week, a roommate would write their name next to a task saying what they would be cleaning or doing that week. It seemed to really help the problem."
      - "I would encourage them to take out the trash or do their dishes. We would just talk to each other and figure it out."

- "You also find compromise. There's always gonna be those harder days where somebody forgets to do dishes and it's gonna suck, but it's always good to learn how to compromise with other people…The best way we solved things was sitting down and talking. There's no other way to fix it other than that. The other thing is learning how to be chill about things. If you flip out, people don't respond well to that so just try to get along with other people."
- "I learned that with living with three other girls you need to be open to anything…Communication was a big issue for me and my roommates. We would text but there's nothing better than face to face communication or calling. Texting, you get, you can lose so much or you can misread what somebody said. It's just better to have face-to-face communication. I feel like I developed my face-to-face communication way more now that I lived with three other girls." (See this clip from the student here.)
  - Responsibility Highlights:
    - "I definitely learned more responsibility. Taking care of your own stuff, taking care of other people's things sometimes, if necessary. I learned that it's really hard sometimes to manage your time when you have to actually keep a clean room and living area for, not just you, but also the people you live with to be respectful of them. I learned a lot of time management and responsibility."
    - "I learned that I'm able to be pretty self-sufficient and take care of myself pretty well."
    - "This is my first time moving out so I learned a lot about how to live on my own. I'm a lot cleaner. I keep my room cleaner and I'm a lot more responsible living on my own than I was living at home with my parents."
- Housing Improvements
  - This interview process also provided students with an opportunity to provide feedback to the department about improvements.
    - Some Highlights:
      - "I don't have any complaints about the dorms at all except that they're kinda expensive. I don't have any answers for that."
      - "The only thing I would say is to have more housing-specific events."

INSIGHTS FROM FINDINGS:
- As we can see from the highlights, our students are at varying levels of development in each of the competencies, but particularly in the Intercultural Competency. Some were able to identify much deeper examples of growth in that area, while others provided very surface level reflections.
- Some of the questions were misinterpreted by students, which provided us with some helpful insight for this assessment in the future.
- Housing and Residence Life indirectly provided most of the learning opportunities that students identified, such as living with roommates. Students want more educational programming, but they also identified that Housing does not necessarily need to be where they are getting their learning from.

RECOMMENDATIONS:
- This was the first year that we have tried a project like this; however, we do anticipate doing the assessment again in the next year.

- We recommend for the next year, that the interviews are facilitated by someone rather than just allowing students to answer the questions on their own. We hope that this will help students answer the questions more fully and will allow us to clarify if there is confusion on any questions.
- This data has been utilized to consider housing improvements that could be implemented. We are intending to implement more educational programming opportunities for students by having departmental programs that focus on the SALOs.

ASSESSMENT PROJECT REPORT

DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Chloé Smith, Residence Life Coordinator

PROGRAM: RHA Executive Board (as measured by RHA Executive Board Transition Report, 2016-2017) – measures student leaders' growth and learning as a result of their leadership role

INSTITUTIONAL PRIORITY SUPPORTED: Student-Centered

STRATEGIC PLAN INITIATIVE SUPPORTED:
- Strategy 1.2: Prepare students for academic success, careers, and professional responsibilities in an increasingly complex world.

CO-CURRICULAR LEARNING OUTCOME: Intercultural Competence

DEPARTMENTAL OBJECTIVE(S):
- Promote learning through our programs and services with an emphasis on academic support, inclusion, student involvement, wellness, and achievement.
- Engage students in the decision-making process regarding policies and procedures that impact their experience.

PROGRAM LEARNING OUTCOMES:
- As a result of participating in the RHA Executive Board, students will be able to assess their own performance and provide advice/recommendations for future students.

ASSESSMENT METHODOLOGY:
- Utilized a self-assessment survey
  - 12 quantitative items (Likert Scale)
    - All questions relate to growth and development as a result of their involvement in an exec board position on RHA
  - 12 qualitative items
    - Questions relate to what went well, what could have been improved, and what was accomplished throughout the last year and about their recommendations for future students in similar positions
  - Administered at the end of the year
  - 100% participation rate (n=3)
  - Full Instrument can be found on Box; however, the questions/prompts of note include:
    - List what you enjoyed most and least regarding your position.
    - As a result of my leadership role in RHA at UNO, I have developed relationships with individuals from different backgrounds (i.e. race, culture, gender, faith, sexual identity, etc.).
    - As a result of my leadership role in RHA at UNO, I am more interested in learning about other cultures.

- Data reviewed by Residence Life Coordinator

SUMMARY OF KEY FINDINGS:
- As a result of my leadership role in RHA at UNO, I have developed relationships with individuals from different backgrounds (i.e. race, culture, gender, faith, sexual identity, etc.).
  - 100% Agreed or Strongly Agreed with this statement
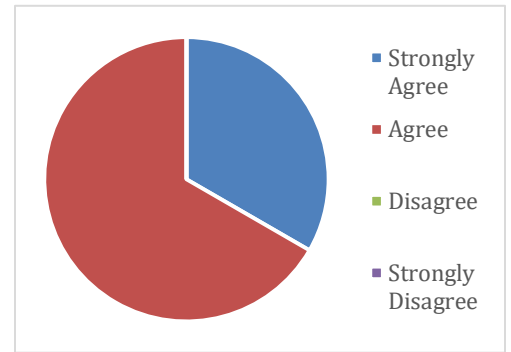
- As a result of my leadership role in RHA at UNO, I am more interested in learning about other cultures.
  - 66% Agreed or Strongly Agreed with this statement
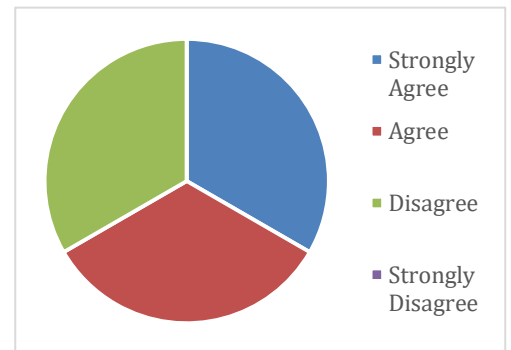
- List what you enjoyed most and least regarding your position.
  - 66% identified valuing relationship with others that they met through this experience as one of the best aspects of their position.
    - Some Highlights:
      - "I enjoyed being able to work with other residents better the housing community for everyone."
      - "Meeting people at conferences; hanging out with the UNO Housing Org teams; participating in Boardroom Buddies (an intentional program at conferences to encourage meeting new people)."
- General Learning
  - As there were only three individuals who completed this assessment, not many conclusions can be drawn; however, based on the comments, students in these positions are learning about leadership, impact, and presentation skills.
    - Some Highlights:
      - "Leadership is when a person can both value and be considerate of others' opinions. They are aware of their team and their strengths and weaknesses."
      - "Organizing and leading a program at a mentor conference I attended."
      - "Analyzing the situation and making the tough decisions that cause others around you to follow your example. Using your ability to motivate and inspire others to utilize their skills."
      - "You have the ability to influence real change in the housing community, and by truly putting in the work, you can make all the difference in the world."
      - "Someone who isn't afraid to speak up about what they believe in, take charge, able to work as a team, supporter."

INSIGHTS FROM FINDINGS:

- With this assessment, we hoped that students would focus solely on their experience with RHA; therefore, we may need to be clearer with the wording of these questions so students focus on that particular experience.
- This assessment shows the importance of RHA Training outside of topics relating specifically to positional responsibilities. These students should have the opportunity to learn in each of the categories.

RECOMMENDATIONS:

- We believe that this is an important assessment to continue to see what our executive board members are learning throughout their experiences; however, with this particular assessment, we are missing the voices of many of our student leaders. Therefore, we recommend opening this assessment to each of the housing student organization leaders.
- We would also recommend that the RHA advisor work with these students as they are submitting these to ensure that we are gathering useful data. Rather than simply being a form that students fill out, this could be a conversation between the RHA advisor and each of the executive board members.
- This data has been utilized to structure RHA Trainings for the upcoming year. It also helps to provide conversation topics during one-on-ones. This feedback is particularly useful when we are transitioning leaders.

ASSESSMENT PROJECT REPORT

DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Chloé Smith, Residence Life Coordinator

PROGRAM: On-Campus Living (Dodge Campus Only) (as measured by RHA Town Hall, 2016-2017) – reports findings from semesterly town hall events which provides residents an opportunity to give feedback on HRL

INSTITUTIONAL PRIORITY SUPPORTED: Student-Centered

STRATEGIC PLAN INITIATIVE SUPPORTED:
- Strategy 1.2: Prepare students for academic success, careers, and professional responsibilities in an increasingly complex world.

CO-CURRICULAR LEARNING OUTCOME: N/A

DEPARTMENTAL OBJECTIVE(S):
- Promote learning through our programs and services with an emphasis on academic support, inclusion, student involvement, wellness, and achievement.
- Ensure that our staff is professional, friendly, efficient, and student centered when responding to students needs and concerns.

PROGRAM LEARNING OUTCOMES: N/A

ASSESSMENT METHODOLOGY:
- Utilized a focus group model
  - 22 qualitative questions
    - Questions relate to safety/security, work orders, sustainability, programming, Resident Assistants/Residence Hall Directors, and general housing improvements
  - Administered in small groups once during each fall and spring semester
  - Full Instrument can be found on Box
  - Data reviewed by Residence Life Coordinator

SUMMARY OF KEY FINDINGS:
- Strengths
  - Students generally feel safe on campus. They appreciate that RAs and Public Safety officers do rounds each night.
  - Work orders received no complaints. Students felt that the system makes sense. They also said that work orders are completed in a timely manner.
  - Students felt that RAs and professional staff were doing well. They stated that they felt comfortable approaching them with questions/concerns.
- Opportunities for Growth
  - Students identified that the recycling bins in the room are very small. They would like to see larger bins provided for recycling.

- Students expressed a want for a community garden.
- Students said they would like to see bulletin boards changed more frequently. They would like to see RAs inviting them to more programming in person.
- Outdoor items were identified as an area for growth (i.e. benches, hammocks, etc.).
- MavSync is not seen positively by students, which means using it for programming may not yield the results that we are seeking.
- Residents would like to know more about Housing Organizations. They feel as though the organizations themselves are not well advertised.

INSIGHTS FROM FINDINGS:
- Participation was low for both the Fall and the Spring Town Halls. Efforts should be made to increase the number of students who are able to provide feedback.
- Students may not have felt comfortable sharing as much as they might have due to the presence of professional staff. It may be interesting to see what feedback we get when there are no staff present.

RECOMMENDATIONS:
- This assessment is a good one for us to continue as it provides students with an opportunity to give feedback in the middle of the year for areas of improvement and what is going well.

ASSESSMENT PROJECT REPORT

DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Chloé Smith, Residence Life Coordinator

PROGRAM: On-Campus Living (Both Campuses) (as measured by Skyfactor, 2016-2017) – measures student responses in regards to learning, overall program, and satisfaction within housing

INSTITUTIONAL PRIORITY SUPPORTED: Student-Centered

STRATEGIC PLAN INITIATIVE SUPPORTED:
- Strategy 1.5: Create a supportive, inclusive culture that enhances students' experiences and success.

CO-CURRICULAR LEARNING OUTCOME: N/A

DEPARTMENTAL OBJECTIVE(S):
- Assist students in forming supportive connections to other students, faculty, and staff.
- Promote learning through our programs and services with an emphasis on academic support, inclusion, student involvement, wellness, and achievement.
- Engage students in the decision-making process regarding policies and procedures that impact their experience.
- Ensure that our staff is professional, friendly, efficient, and student centered when responding to student needs and concerns.

PROGRAM LEARNING OUTCOMES: N/A

ASSESSMENT METHODOLOGY:
- Utilized a web-based survey
  - 63 questions
    - 51 quantitative items
      - Questions ask about demographics and provide Likert-Scale responses for experience questions
    - 12 qualitative items
      - Questions ask for greater detail in relation to a specific quantitative question
    - Questions analyzed using preset Skyfactor ranges and definitions
      - Superior: Greater than 6.7
      - Excellent: Greater than 5.62
      - Good: Greater than 4.54
      - Fair: Greater than 3.46
      - Poor: Greater than 2.38
      - Very Poor: Greater than 1.3
      - Extremely Poor: Less than 1.3
  - Administered via web link during the Spring semester
  - 41.1% participation rate (n=792) – includes both campuses

- Full Instrument can be found on Box; however, the questions/prompts of note include:
  - How satisfied are you with your student staff member?
  - How satisfied are you with programs/activities sponsored by your hall/apt. building?
  - Are you satisfied with your on-campus housing experience this year?
  - Has living on-campus contributed to your academic performance?
- Data reviewed by Associate Director of Residence Life and Residence Life Coordinator

SUMMARY OF KEY FINDINGS:

Gender	Participation (792)	Percentage
Female	441	55.8%
Male	339	42.9%
Transgender	4	0.5%
Other	6	0.8%

Race/Ethnicity	Participation (792)	Percentage
Hispanic	62	7.8%
American Indian/Alaska Native/First Nation	5	0.6%
Asian	68	8.6%
Black/African American	29	3.7%
Native Hawaiian or Other Pacific Islander	0	0.0%
White	601	75.9%
Two or More	23	2.9%
Unknown	4	0.5%

Class Standing	Participation (792)	Percentage
1st Year	376	47.6%
2nd Year	211	26.7%
3rd Year	106	13.4%
4th Year	66	8.4%
Graduate/Professional School	18	2.3%
Non-Degree/Other	13	1.7%

Program Participation	Participation (792)	Percentage
Never	161	20.4%
Rarely	293	37.2%
Sometimes	240	30.5%
Often	71	9.0%
Very Often	23	2.9%

Future Plans	Participation (792)	Percentage
Not Attending UNO	53	8.0%
On-Campus Residence Hall	166	25.2%
On-Campus Apartment	223	33.8%
Off-Campus	179	27.2%
Fraternity/Sorority House	3	0.5%
Unsure	31	4.7%
Other	4	0.6%

Longitudinal Comparison					
Factor	16-17 (Scale 0-7)	15-16 Difference*	15-16 (0-7)	14-15 Difference*	14-15 (0-7)
Learning: LLC Connections and Support	4.87	+0.23	4.64	+0.45	4.42
Learning: Alcohol/Drug Use	5.02	+0.20	4.82	+0.36	4.66
Learning: Diverse Interactions	4.69	+0.04	4.65	-0.03	4.72
Learning: Overall	4.99	+0.10	4.89	+0.10	4.89
Learning: Personal Interactions	4.83	-0.03	4.86	+0.02	4.81
Learning: Self-Management	4.94	-0.07	5.01	-0.16	5.10
Learning: Sense of Community	5.58	+0.11	5.47	+0.10	5.48
Learning: Sustainability	4.72	+0.08	4.64	+0.16	4.56
Overall Program Effectiveness	4.97	+0.06	4.91	+0.07	4.90
Satisfaction: Community Environment	5.54	+0.10	5.44	+0.12	5.42
Satisfaction: Dining Services	5.76	+0.05	5.81	-0.05	5.81
Satisfaction: Environment	5.50	+0.03	5.47	-0.07	5.57
Satisfaction: Facilities	5.60	-0.09	5.69	-0.06	5.66
Satisfaction: Overall	5.19	+0.10	5.09	+0.07	5.12
Satisfaction: Programming	5.07	-0.03	5.10	0.00	5.07
Satisfaction: Room Assignments/Changes	4.93	-0.05	4.98	+0.07	4.86
Satisfaction: Roommates	5.57	+0.04	5.53	+0.11	5.56
Satisfaction: Safety/Security	5.97	-0.07	6.04	+0.03	5.94
Satisfaction: Services Provided	5.35	-0.09	5.44	-0.02	5.37

* Difference between year listed and current year

Factor: Gender	Female	Male	Transgender	Other
Learning: Overall	4.99	4.99	ND	ND
Overall Program Effectiveness	4.99	4.96	ND	ND
Satisfaction: Overall	5.23	5.14	ND	ND

Factor: Race/Ethnicity	Hispanic	American Indian Alaska Native First Nation	Asian	Black African American	Native Hawaiian Other Pacific Islander	White	Two or More	Unknown
Learning: Overall	4.80	ND	5.03	5.13	ND	4.98	5.61	ND
Overall Program Effectiveness	4.82	ND	4.91	5.08	ND	4.98	5.47	ND
Satisfaction: Overall	5.07	ND	5.09	5.29	ND	5.20	5.67	ND

Factor: Class Standing	1st Year	2nd Year	3rd Year	4th Year	Graduate Professional	Non-Degree Other
Learning: Overall	4.97	4.90	5.34	5.07	3.65	ND
Overall Program Effectiveness	4.99	4.89	5.22	5.03	3.74	ND
Satisfaction: Overall	5.19	5.11	5.45	5.28	4.03	ND

Factor: Program Participation	Never	Rarely	Sometimes	Often	Very Often
Learning: Overall	4.22	4.98	5.22	5.80	4.83
Overall Program Effectiveness	4.19	4.97	5.18	5.92	4.74
Satisfaction: Overall	4.35	5.18	5.42	6.22	4.89

Factor: Future Plans	Not Attending UNO	On-Campus (Res Hall)	On-Campus (Apartment)	Off-Campus	Fraternity/Sorority Housing	Unsure	Other
Learning: Overall	4.57	5.23	5.27	4.67	ND	4.33	ND
Overall Program Effectiveness	4.36	5.32	5.29	4.56	ND	4.34	ND
Satisfaction: Overall	4.61	5.49	5.51	4.79	ND	4.58	ND

ND (No Data) indicates that there were not enough responses in a specific category to provide statistically significant data.

INSIGHTS FROM FINDINGS:

- Factor Performance
    - Highest Performing Factor(s)
        - Satisfaction: Dining Services
        - Satisfaction: Safety and Security
    - Medium Performing Factor(s)
        - Satisfaction: Programming
    - Lowest Performing Factor(s)
        - Learning: Personal Interactions
        - Learning: Sustainability
        - Learning: Diverse Interactions
- Demographic Differences
    - No difference exists between genders for the three overarching factors.
    - Although all means fell within the Good to Excellent range, Hispanic students and White students reported lower levels of satisfaction in Learning: Overall and Overall Program Effectiveness, and Asian students reported lower levels of satisfaction in Overall Program Effectiveness.
    - Among 1st through 4th year students, all means fell within the Good range; however, means for Graduate/Professional students fell within the Fair range.
    - Program attendance yielded interesting data. Based on the data, all means fell within the Fair to Excellent range. While students who often attended programs reported the highest levels of satisfaction, students who never attended programs reported the lowest levels of satisfaction. Also, students who reported attending programs very often reported lower levels of satisfaction than all others, except those who never attended programs.
    - Students who were not intending to continue at UNO or were moving off-campus reported lower levels of satisfaction than those who were intending to return to on-campus living.

RECOMMENDATIONS:

- Factor Performance
    - The Lowest Performing Factors were Learning: Personal Interactions, Learning: Diverse Interactions, and Learning: LLC Connections and Support.
        - Learning: Personal Interactions (High Impact)
            - Although students reported levels of satisfaction within the Good range for this category, it is identified as one of UNO's highest priorities because it has the potential to have a high impact.
            - This factor, if improved, will have the highest potential impact to improve Overall Satisfaction reported.
        - Learning: Diverse Interactions (High Impact)

- The Learning: Diverse Interactions means also indicated satisfaction within the Good range; however, similarly to Learning: Personal Interactions, this factor has the potential to have a high impact.
- This factor, if improved, will have a moderately high potential impact on the Overall Satisfaction reported.
  - Learning: Alcohol and Drug Use (High Impact)
    - Learning: Alcohol and Drug Use has a reported level in the Good range; however, since it has a high impact and lower performance, it is identified as one of UNO's higher priorities.
    - This factor, if improved will have a moderately high impact on the Overall Satisfaction reported.
- Demographic Differences
  - The greatest demographic difference existed in class standings. Undergraduate students reported significantly higher levels of satisfaction than Graduate/Professional students did. The lowest factor for Graduate/Professional students was Learning: Overall, which may indicate a need to examine programming/learning and provide for more opportunities that may meet those students' needs.

Citations

Hu, S. & Kuh, G. D. (2003). Diversity Experiences and College Student Learning and Personal Development. *Journal of College Student Development* 44(3), 320-334. The Johns Hopkins University Press. Retrieved October 31, 2017, from Project MUSE database.

ASSESSMENT PROJECT REPORT

DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Chloé Smith, Residence Life Coordinator

PROGRAM: MACURH/NACURH Student Conferences (as measured by Student Conference Wrap-Up Report, 2016-2017) – measures student learning, experiences, and satisfaction as a result of attending a conference

INSTITUTIONAL PRIORITY SUPPORTED: Student Centered

STRATEGIC PLAN INITIATIVE SUPPORTED:
- Strategy 1.2: Prepare students for academic success, careers, and professional responsibilities in an increasingly complex world.

CO-CURRICULAR LEARNING OUTCOME: Intercultural Competence

DEPARTMENTAL OBJECTIVE(S):
- Promote learning through our programs and services with an emphasis on academic support, inclusion, student involvement, wellness, and achievement.

PROGRAM LEARNING OUTCOMES:
- As a result of participating in a MACURH/NACURH student conference, students will identify connections that they made as one of the positive aspects that they gained from the conference.

ASSESSMENT METHODOLOGY:
- Utilized a post experience survey
    - Nine qualitative items
        - Most questions relate to conference experiences and learning
        - One question relates to understanding of the intent of the conference and our affiliation region
    - Administered via MavSYNC after the conference
    - 65% participation rate (n=14)
    - Full Instrument can be found on Box; however, the questions/prompts of note include:
        - How would you describe MACURH/NACURH to someone?
        - List three aspects of the conference that you enjoyed.
        - List three aspects of the conference that you felt could have been improved.
        - What is something you learned about yourself after this conference?
    - Data reviewed by Residence Life Coordinator

SUMMARY OF KEY FINDINGS:
- How would you describe MACURH/NACURH to someone?
    - 100% identified MACURH/NACURH as a resource for meeting individuals from across the country
        - Some highlights:

- "You get to meet people who come from different schools and it is very interesting to see how people do things differently or similarly."
- "With the socials you get a chance to meet people from all over the world who are students like yourself holding the same leadership positions you may hold on your campus."
- List 3 aspects of the conference that you enjoyed.
  – 91% identified valuing interactions with others as one of their top three from the conference.
    - Some highlights:
      - "I enjoyed meeting people within UNO and within the region."
      - "Being able to talk to other people in my position and learn from them."
- Would you recommend this conference to someone else?
  – 100% of participants said that they would recommend this experience to others.
    - Some highlights:
      - "YES! This conference was an amazing opportunity for anyone involved in housing, and it gave me great insight into not only my own university's residence life, but that of ones around the country (and outside)."
      - "YES! I loved this conference and would love to go again next year, I learned so much about myself and gained a huge appreciation for my fellow delegation and res life in general ☺"

INSIGHTS FROM FINDINGS:

- Our students are valuing the interactions that they have with others while attending conferences. They see the value in learning from those that are different from themselves. This speaks to Intercultural Competency in that students describe surface level understanding to "suspend judgment and value interaction with individuals different than oneself."
- This assessment shows the importance of providing students with an opportunity to network outside of the UNO community.

RECOMMENDATIONS:

- We believe this is an important assessment to continue because it shows the learning and benefits that students are gaining from the conference experiences that they are having. The conferences utilize financial resources, and it is important to ensure that students are learning from these conferences.
- This assessment should and could be adapted to provide more data regarding learning relating to each of the Student Affairs Co-Curricular Learning Outcomes. The current assessment enables us to see a low-level of learning that is occurring for our intended outcomes; however, we could ask questions that would allow us to go deeper into the learning that occurred.
- We utilize this data to structure delegation meetings for future conferences. Based on the results from last year, we have incorporated more delegation meetings before a conference to ensure that we are fully able to participate in every opportunity provided by the conference staff. We have also utilized the results from last year to tailor our data collection plan.