

2017-18 Annual Assessment Summary

Table of Contents

Executive Summary	Page i
Assessment Project Reports	Pages 1-73
Annual Numbers Reporting	Pages 1-7
Fall RA Training Feedback Survey	Pages 8-10
Family Weekend Survey	Pages 11-13
GPA vs. Program Attendance Comparison	Pages 14-17
Housing and Residence Life Event Survey	Pages 18-23
Housing Organization Competency Evaluation	Pages 24-26
Housing Organization Programming Evaluation	Pages 27-30
Maintenance Work Order Satisfaction Survey	Pages 31-32
Move-In Experience Survey	Pages 33-35
RA End-of-Year-Report	Pages 36-38
RA ePortfolio	Pages 39-42
RA Pre-/Post-Training Assessment of Knowledge & Skills	Pages 43-45
RA Programming Evaluation	Pages 46-49
Resident Feedback on HRL	Pages 50-52
Resident Feedback on RAs	Pages 53-54
Resident Interviews	Pages 55-61
RHA Executive Board Transition Report	Pages 62-64
RHA Town Hall	Pages 65-66
RHA Wrap-Up Survey	Pages 67-68
Student Conference Wrap-Up Report	Pages 69-70
Winter RA Training Feedback Survey	Pages 71-73

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 second 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 second year in a row for our department.

This Annual Assessment Summary provides an overview of each of the departmental assessment initiatives during the 2017-18 academic year. In total, 21 projects were highlighted (+5 from last year) - including details on methodology, key findings, insights, and recommendations. The summary includes projects demonstrating student learning, showcasing advancements in intercultural competency, and some which report statistics and figures which influence our work.

Specifically with regard to intercultural competency, the findings from these assessments include:

- An average of 89% of residents agree or strongly agree that HRL provides a safe and inclusive community.
- Residents felt their resident assistant (RA) fostered an environment that promoted diversity and inclusivity in the building. (4.26 average on a 5 point scale)
- In response to resident interviews regarding their intercultural competence, we have added elements to the roommate agreement to further help roommate discussions on culture. In addition, we edited our resident log questions to have RAs ask more about culture. Finally, noticing a need for additional cultural programming, we have partnered with Multicultural Affairs to offer inclusion-focused programs for the 2018-19 academic year.
- In response to a general feeling that our RA staff was not confident in addressing the student affairs learning outcomes (particularly intercultural competency), we have implemented additional meeting times with RAs to intentionally plan-out the learning outcome aspects of partner/educational programs with their supervisor.

In the end, these assessments are in place to best support our students. The strategic assessment of key programs and services within our department helps our team make important decisions and understand how what we do influences student learning. Here are just a few examples from the 2017-18 year:

- We track all attendance at our HRL programs, and can specifically identify the residents who have and have not engaged with these programs. This leads to our staff having the ability to be more intentional and strategic in engaging our residential population on Dodge Campus.
- In response to RA feedback on August Training 2017, we gave out the RA manual before training, added a
 debrief session at the end of every day, used a buddy system, and continued with a 2-day overnight retreat.
- In response to feedback from students and parents following Move-In 2017, we adjusted the move-in line and layout to eliminate congestion. Professional staff also conducted extra room checks to ensure room cleanliness.
- In response to survey feedback from residents who had not engaged in HRL programming, we moved the Saturday Night Social Programming Series start time to 9PM for the 2018-19 academic year.
- In response to survey feedback from students and families after HRL Family Weekend 2017, we called a meeting with other campus leaders to implement a larger-scale Family Weekend for the entire campus for 2018.
- In response to maintenance survey feedback, we increased our publicity on how to submit a work order through use of a move-in information sheet and through the mandatory building meetings in August.
- Since going digital, we are able to track when residents complete their room check-out form. This helped inform when the front desk should be open to assist students in the move-out process.

We look forward to continuing our assessment initiatives in the 2018-19 academic year.



DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Matt Nelson, Associate Director of Residence Life

<u>PROGRAM:</u> On-Campus Living (as measured by Annual Numbers Reporting, 2017-18) – reports on numbers associated with programming, conduct, occupancy, contract cancellations, maintenance work orders, 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.

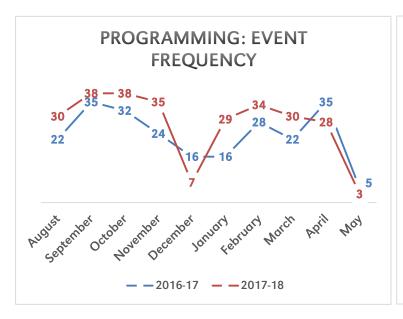
PROGRAM LEARNING OUTCOMES: N/A

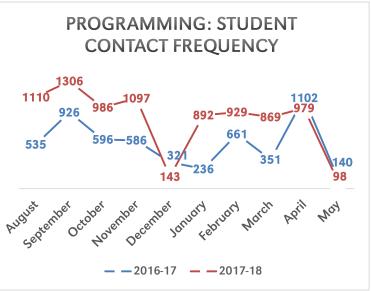
ASSESSMENT METHODOLOGY: These numbers are reported from a variety of sources. Social & Educational Programming numbers are collected by Resident Assistants and Residence Hall Directors - then compiled by the Associate Director for Residence Life. Student conduct numbers are automatically tabulated using 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. Maintenance work order numbers are tracked by the Maintenance Manager.

SUMMARY OF KEY FINDINGS:

Social & Educational Programming

- Overall, programming numbers both in event frequency and student contact frequency were up from the 2016-17 academic year.
- During 2017-18, more programs were offered in the fall semester than in the spring semester (148 vs. 124), and more students attended events in the fall than in the spring (4,642 vs. 3,767).



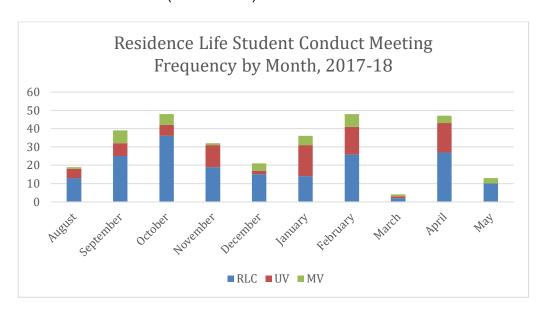


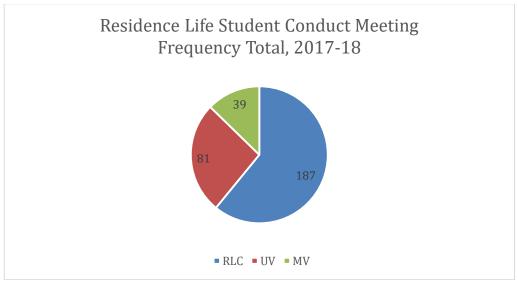
Maverick Village Programming				
Year	Total Programs	Total Contacts	Average Contacts Per Program	
2009-2010	63	769	12.2	
2010-2011	83	1906	23.0	
2011-2012	76	1301	17.1	
2012-2013	126	3431	27.2	
2013-2014	77	1893	24.6	
2014-2015	71	2533	35.7	
2015-2016	87	1200	13.8	
2016-2017	92	1389	15.1	
2017-2018	115	2933	25.5	

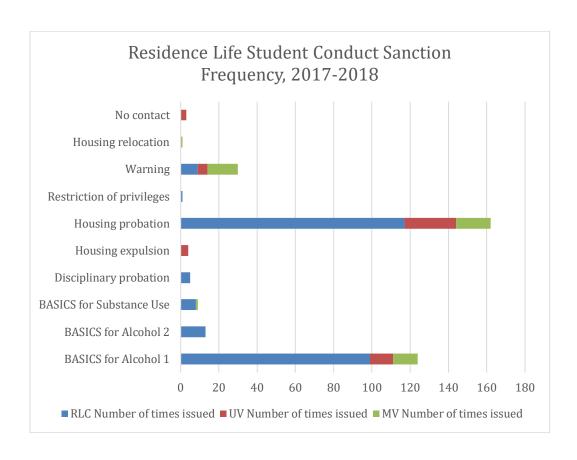
University Village Programming				
Year	Total Programs	Total Contacts	Average Contacts Per Program	
2009-2010	N/A	N/A	N/A	
2010-2011	99	3489	35.2	
2011-2012	121	2968	24.5	
2012-2013	122	2653	21.7	
2013-2014	117	2553	21.8	
2014-2015	72	2722	37.8	
2015-2016	132	3054	23.1	
2016-2017	149	3587	24.1	
2017-2018	175	6662	38.1	

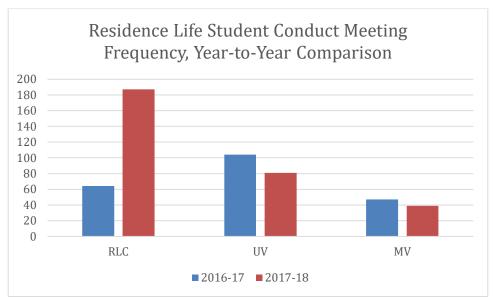
Student Conduct

- Conduct hearing numbers rose overall for Scott Campus and dropped for Dodge Campus.
- The Residence Life Coordinator, who adjudicates all cases from Scott Campus, was the busiest hearing officer, with more cases than the other two HRL hearing officers combined.
- October, February, and April were the busiest months for student conduct meetings (48, 48, and 47 respectively).
- The most frequently assigned sanction was Housing Probation (162 instances), followed by BASICS for Alcohol 1 (124 instances).



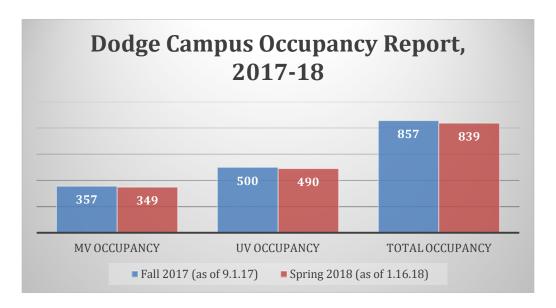






Occupancy

- 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.



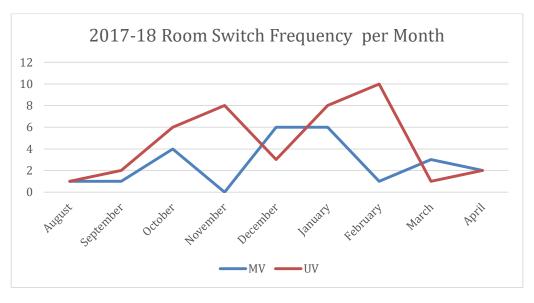
Contract Cancellations

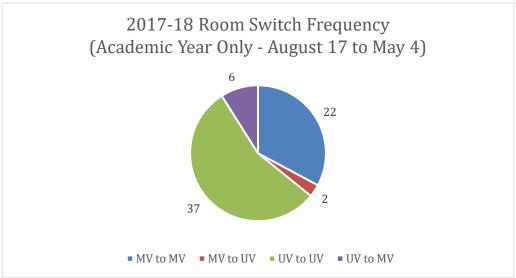
- University Village had more cancellations throughout the year as compared to Maverick Village (104 vs. 91).
- The most contract cancellations occurred during the month of April, followed by December.
 These reflect peak times for students considering changes in enrollment and living arrangements.
 - o It is also worth noting that April 30th is the deadline to cancel the summer part of the 12-month contract, so as to receive 50% of the remaining balance owed on the lease. Therefore, it is a popular deadline for cancellations.



Room Switches

- A total of 65 room switches were documented this year (+3 from 2016-17). University Village had more room switches than Maverick Village (41 vs. 24).
- Most moves were within the same village/complex with only a few between villages.
- 21.5% of room switches occurred in January, 16.9% in February, and 15.4% in October.





Maintenance Work Orders

• From August 1, 2017 to May 31, 2018, a total of 1,243 work orders were resolved on behalf of the residents on Dodge Campus.

INSIGHTS FROM FINDINGS:

- Programming frequency and student contacts was higher in 2017-18 than in 2016-17. Part of this is due to a new, more reliable method of tracking attendance but also because of the dedicated work of many staff members and student leaders.
- The most number of students attended programs in the months of August and September affirming our strategy to engage students intentionally during the first six weeks of the academic year.

- There was a dramatic increase in student conduct hearings originating from Scott Campus, as compared to 2016-17. This is in part due to the newly opened residence hall this year.
- Given the frequency of cases, while the Residence Life Coordinator heard more cases, the case breakdown is proportional to the occupancy on Dodge and Scott Campuses.
- Alcohol violations are far and away the most frequently heard case with BASICS and probation being the most typical sanction package.
- Occupancy was steady in both the fall and spring semester however, there were a number of vacancies throughout the Dodge properties.
- Contract cancellations remained at similar numbers as previous years. The greatest spikes in cancellations occurred at natural ending times December and April.
- Room switches remained about the same as the previous year, with the most happening in January.

- Continue programming strategies utilized this year, including the requirements for professional staff, student staff, and housing student organization leaders.
- Provide the conduct analysis to Scott Residential Management. Recommend to their staff that additional programming and engagement opportunities might help curve some of the instances of policy violations.
- Consider splitting caseloads among several hearing officers, so one individual is not hearing 2/3 of the cases.
- The department should consider tracking the rationale/reason for room switches, as well as the class standing of these residents, so as to better understand room switch data.



DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Ani Solomon, Residence Hall Director

<u>PROGRAM</u>: Fall Resident Assistant (RA) Training (as measured by Fall 2017 RA Training Feedback Survey) – reports on feedback gathered from Dodge Campus RAs regarding their required training sessions.

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:

The Associate Director of Residence Life created a short survey to gather feedback on the RA Training experience of student staff on the Dodge and Scott Campuses. The survey was administered via Qualtrics and sent out to all 2017-2018 Resident Assistants. 42 responses were recorded – 8 Dodge Campus Resident Assistants and 34 Scott Campus Resident Assistants. This report highlights the responses from Dodge Campus RAs only (n=8). All who completed the survey were first year staff members. 33 questions were asked – 4 dropdown questions, 13 Likert scale questions (using a four-point scale – Strongly Disagree to Strongly Agree), and 16 open-ended text response questions. Questions asked included:

Which Campus are you an RA?	LOGIC
	Dropdown
How long have you been on staff?	Dropdown
The length of training was the right amount of time.	Likert
Sessions during the days were balanced with enough free time and time for breaks.	Likert
I hung out with other RAs during the evening down times when nothing was planned.	Likert
I am excited for my role as an RA.	Likert
I enjoyed starting training with an overnight retreat off-campus.	Likert
The location of the retreat was suitable for the group's needs (i.e. lodging, activities, etc.)	Likert

DA Training propaged me for my role as an DA	Likert
RA Training prepared me for my role as an RA.	
I feel prepared to address roommate issues as they arise	Likert
I understand what is expected of me in regards to programming.	Likert
I am prepared to address noise issues.	Likert
I am prepared to approach alcohol or drug situations.	Likert
I understand the requirements with making connections with my residents.	Likert
I feel as though I bonded with my fellow staff members in a positive way.	Likert
If you answered disagree or strongly disagree to any of the above, do you have	Text response
suggestions on how we could improve?	
The most worthwhile session/experience during training was	Text response
Because	Text response
The session/experience I had the hardest time with was	Text response
Because	Text response
What areas of training (if any) would you have liked us to spend more time on?	Text response
What areas (if any) could we remove from our schedule for next year?	Text response
How long should the retreat be?	Dropdown
Did you feel overwhelmed during training?	Dropdown
If yes, what made you feel overwhelmed? Please describe. What could we have done differently to make sure training isn't overwhelming while making sure you get all the information?	Text response
Describe the dynamics of the team. How did training contribute to this team development?	Text response
Did you feel like you had enough time to get done what you needed to? (i.e. daily homework, door decs, bulletin boards, etc.)	Text response
We spent a lot of time with Scott Campus RAs. Share your thoughts on this time	LOGIC
together.	Text response
We spent a lot of time with Dodge Campus RAs. Share your thoughts on this time	LOGIC
together.	Text response
We spent a lot of time with Public Safety. Share your thoughts on this time together	Text response
Any additional comments regarding the sequence/flow of training?	Text response
Any comments regarding the move-in experience?	Text response
Any comments regarding the opening programs/events?	Text response
Other comments or suggestions regarding training, move-in, and the first few weeks?	Text response

<u>SUMMARY OF KEY FINDINGS</u>: Averages from the 13 Likert Scale questions: Scale: Strongly Agree (5), Agree (4), Disagree (2), Strongly Disagree (1)

The length of training was the right amount of time.	3.75
Sessions during the days were balanced with enough free time and time for breaks.	3.75
I hung out with other RAs during the evening down times when nothing was planned.	3.75
I am excited for my role as an RA.	4.62
I enjoyed starting training with an overnight retreat off-campus.	4.50

The location of the retreat was suitable for the group's needs (i.e. lodging, activities, etc.)	4.75
RA Training prepared me for my role as an RA.	4.50
I feel prepared to address roommate issues as they arise	4.25
I understand what is expected of me in regards to programming.	4.62
I am prepared to address noise issues.	4.62
I am prepared to approach alcohol or drug situations.	4.37
I understand the requirements with making connections with my residents.	4.50
I feel as though I bonded with my fellow staff members in a positive way.	4.75

DROPDOWN QUESTIONS

• How long should the retreat be?

Shorter: 1Just Right: 7

Did you feel overwhelmed during training?

o No: 2

OPEN ENDED QUESTIONS:

RAs found the most value in Behind Closed Doors (BCDs) and would like there to be even more time spent on this portion of training as they believe this is an important part of their work. RAs would also like to spend more time on desk training as this is a part of their work that has many details. They enjoyed team bonding, time with Public Safety, and the Move In experience as well. One area that was a concern was Gatekeeper training because they felt that this was a heavy topic when they were already tired from other trainings. Other open-ended response "themes" are highlighted in the sections that follow. As always, a full listing of the responses can be found in Qualtrics in the original survey data.

INSIGHTS FROM FINDINGS:

- The Dodge Resident Assistants felt that BCDs was an important session that was worth their time and attention
- Overall, the responses from Dodge staff were positive
- Many respondents felt that they were able to bond with their team during training
- Respondents were concerned about addressing incidents after training
- Many felt RA training was overwhelming

- Try to incorporate sessions that are not lecture/PowerPoint style
- Give out the binder information digitally as soon as they are finished with the caveat that they may change and that the final binder will be given in hard copy at training
- Reimagine the Dodge and Scott sessions
- Add more debriefing sessions around incident response
- Use the buddy system during training to make sure returners are helping rookies
- Continue the two day retreat and extra bonding time with staff during training



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

ASSESSMENT LEAD: Shatera Davis ACUHO-I Intern

Chloé Smith, Residence Life Coordinator

<u>PROGRAM</u>: Family Weekend (as measured by 2017 Family Weekend Survey) – reports on satisfaction relating to Family Weekend events

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:

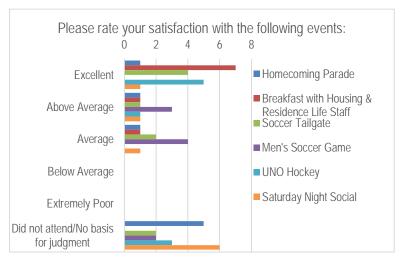
The Associate Director created a short survey to gather feedback on the experience of students and families who participated in Family Weekend. The survey was administered via Qualtrics and sent out to students and parent/family member email addresses collected during Family Weekend. 9 responses were recorded. 8 questions were asked – combination of Likert scale questions, multiple choice questions, and open-ended text response questions. Questions asked included:

I am: (a student resident or a parent or family member)	Multiple Choice
How far did you travel to attend Family Weekend?	Text Box
Please rate your satisfaction with the following events:	Likert
How did you learn about Family Weekend? (select all that apply)	Multiple Choice
How was the Family Weekend online registration process?	Multiple Choice
Rate your level of agreement with the following statements:	Likert
What other events or activities could be added to enrich the Family Weekend schedule?	Text Box
Other comments, concerns, or feedback?	Text Box

SUMMARY OF KEY FINDINGS:

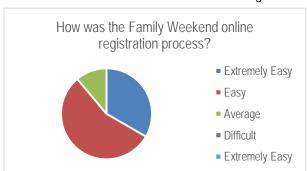
The participants of this survey included 9 individuals – 3 students and 6 parents/family members. Most of the participants did not travel far to join us for Family Weekend (8/9 indicated traveling less than or equal to 30 miles), though one person traveled nearly 300 miles.

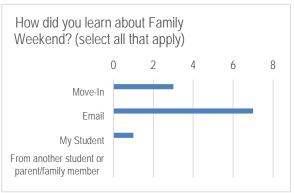
Overall, individuals were satisfied with the events that they attended during Family Weekend. No event received a score below average, though there were a couple of events that were not attended by a majority of the participants of this survey (Homecoming Parade and Saturday Night Social).



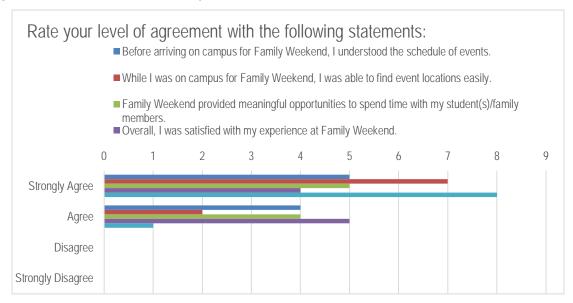
Students, parents, and family members found out about Family Weekend primarily from the emails that were sent out about the weekend, followed by Move-In, and lastly the student of the parent/family member. Those who went through the registration process indicated that the process was mostly easy to extremely easy. No individual

indicated concerns about the ease of the registration process.





When asked about satisfaction, including the schedule/location of events, the responses were overwhelmingly positive. Individuals indicated it was an experience they would like to repeat and that it allowed them to have meaningful time with their student(s)/family members.



When asked for open-ended feedback about Family Weekend, individuals provided some ideas for future additions/changes for the weekend, including a baseball/hockey tailgate, more activities between scheduled events (i.e. special Family Weekend hours at the Bookstore, the opportunity to hang out at H&K, etc.), and thinking about when things were scheduled to help folks travel less and participate in more (i.e. moving the Alumni open house after breakfast in a similar/close location, having things later in the evening for folks who can't attend during the day, etc.). Individuals also commented on the timing of Family Weekend since it was right after Fall Break, a time when many students already are traveling home to visit family. Another individual asked for some clarification on which events were free/low cost, as they were confused about whether or not the hockey tickets were free and ended up buying them. Finally, many individuals commented on how great they thought the weekend was and expressed interest in future similar events.

INSIGHTS FROM FINDINGS:

- The programs that were offered for Family Weekend were for events on Dodge Campus but most were not specific to Housing, except the breakfast and Saturday Night Social.
- A majority of the participants who attended Family Weekend were parents/family members indicating a strong interest in forming more ties with the UNO housing community.

- Partner with the bookstore to extend their hours so families can shop during this weekend.
- Continue to partner with other campus departments to piggy-back off of other programming already happening on campus.
- Provide a schedule of events for attendees when they arrive/check-in along with a list of ideas for things to do during down-time.



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

ASSESSMENT LEAD: Matt Nelson, Associate Director of Residence Life

<u>PROGRAM</u>: On-Campus Living (as measured by GPA vs. Program Attendance Comparison, 2017-2018) – 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.

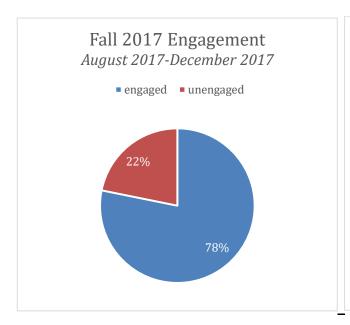
PROGRAM LEARNING OUTCOMES: N/A

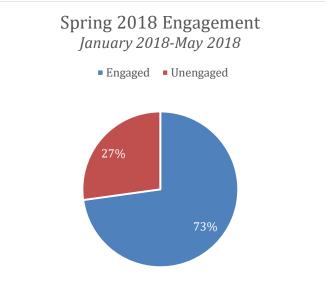
ASSESSMENT METHODOLOGY:

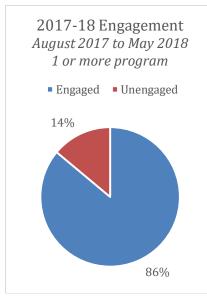
- Attendance was taken at all social and educational programming events using the "Participation" function on MavSync – where event organizers would swipe students' MavCards to track attendance at programs.
- This data was then aggregated each semester to determine how many unique residents engaged in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

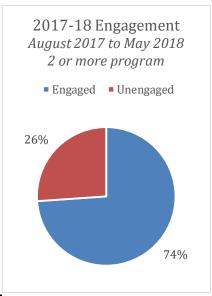
SUMMARY OF KEY FINDINGS:

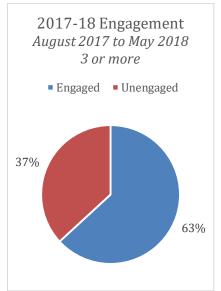
- When looking at overall unique attendance at Housing & Residence Life programming opportunities:
 - 78% of residents on Dodge Campus engaged in at least one program during the Fall 2017 semester; whereas, 22% did not engage in any programs. (Up from 2016-17's 62% and 32% respectively.)
 - 73% of residents on Dodge Campus engaged in at least one program during the Spring 2018 semester; whereas, 27% did not engage in any programs. (Up from 2016-17's 42% and 58% respectively.)



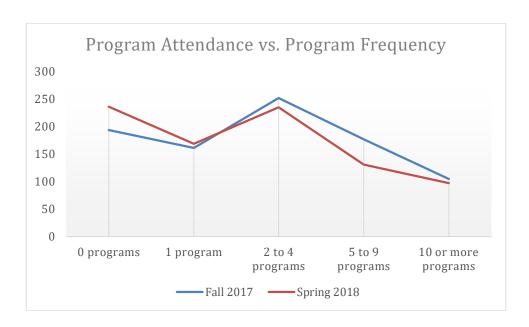




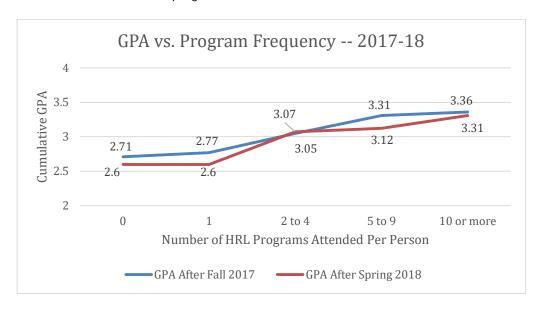




Digging in a bit deeper, of those engaged, how many programs did those students attend and engage
with? Considering unique residents, the graph below showcases the number of unique residents and how
many programs each attended in both the fall and spring semesters.



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.



INSIGHTS FROM FINDINGS:

- Student engagement is higher in the fall semester, but only slightly. While students tend to be more engaged in the fall semester, this data demonstrates our staff has been able to continue engaging our residential students throughout the spring semester as well.
- There is certainly a relationship between cumulative GPA and program attendance. Though not causal,
 we can infer that involvement on campus increases a student's comfort and sense of belonging with the
 institution which certainly has implications on their academic coursework. This information is significant
 to our mission and work in HRL because it confirms the long-held, frequently-cited notion that student
 engagement outside of the classroom has implications for what happens inside of the classroom.

 Specifically, there seems to be the greatest advancement in GPA when a student attends three or more programs.

- Continue to track program attendance in the 2018-19 academic year. This is an invaluable tool.
- Target residents not engaging in programming opportunities. We were able to do some of this toward the end of the 2017-18 academic year, but with the set-up we have now, we should be able to zero-in on this each month.
- Specifically seek to increase the number of students attending three or more programs. In 2017-18, 63% of residents engaged in at least three or more programs.
- 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.



DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Stephan Taylor, Maverick Village Residence Hall Director

PROGRAM: Housing and Residence Life Programming (as measured by Housing & Residence Life Event Survey, 2017-2018) – seeks to understand the factors limiting and/or preventing residents from engaging with HRL social and educational programming and to discover preferred methods for increasing engagement

INSTITUTIONAL PRIORITY SUPPORTED: Student-Centered

STRATEGIC PLAN INITIATIVE SUPPORTED:

• Strategy 1.5: Create a supportive, inclusive culture that enhances students' experiences and success

DEPARTMENTAL OBJECTIVE(S):

 Promote learning through our programs and services with an emphasis on academic support, inclusion, student involvement, wellness, and achievement

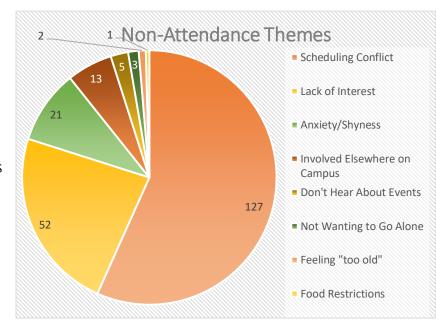
ASSESSMENT METHODOLOGY:

- Utilized an on-line survey that was administered in April 2018.
 - Qualtrics survey was distributed via email link to all current residents whose names and/or NUIDs have not appeared on a Housing and Residence Life event attendance list between January and March of 2018.
 - This was a pool of approximately 275 residents
 - The survey received fifty-two (52) responses, a response rate of 18.9%
 - Survey consisted of fourteen (14) guestions
 - Seven (7) questions were qualitative, open-ended questions
 - Six (6) questions were quantitative, close-ended questions
 - One (1) question allowed for respondents to "check all that apply"
 - Housing and Residence Life held a gift card drawing as an incentive for residents
 - Data reviewed by the Maverick Village Residence Hall Director

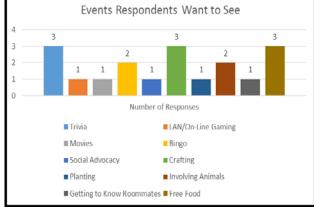
SUMMARY OF KEY FINDINGS:

- Why haven't you attended any Housing and Residence Life events? (Select all that apply) and Outside of the list above, are there other reasons that you haven't attended any Housing & Residence Life events? (n=224)
 - Scheduling Conflicts (56.7%)
 - Class/Study Time (30.7%)
 - Busy Schedule (33.1%)
 - Work Schedule (28.3%)
 - Family Obligations (7.87%)
 - Lack of Interest (23.2%)

- Topics Do Not Interest Me (34.6%)
- Don't Want To (32.7%)
- Forget (32.7%)
- Anxiety or Shyness (9.38%)
- Other Campus Involvement
 - Athletics (53.3%)
 - Clubs/Organizations (46.7%)
- Lack of Knowledge About Events (2.23%)
- Not Wanting to Attend Events Alone (1.34%)
- Feeling "too old" to attend (0.89%)



- Do you have any ideas for events you would like to see?
 - Out of 18 responses:
 - Three (3) ideas were repeated three times: trivia, arts and crafts (painting, drawing, etc.), and food
 - Some ideas provided for food were:
 - Ice cream sundae bar, community potlucks, Raising Cane's, and potato bar
 - Two (2) ideas were repeated twice
 - Bingo and events with animals
 - A number of events were given once:
 - LAN/On-line gaming event or competition, movie nights, social advocacy or "feel-good" social gatherings, events involving plants, and "get to know your roommate(s)" events

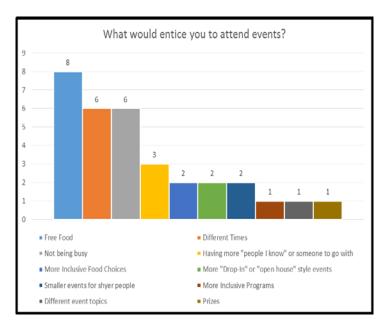


- When is the best day/time to have an event so that you could attend?
 - Out of 112 responses that mentioned days:
 - Thursday was the most popular with 16.1%
 - Tuesday and Wednesday each had 15.2%
 - Monday and Friday each had 14.3%
 - Sunday had 13.4%
 - Saturday had 11.6%
 - Out of 40 responses that mentioned times:
 - After 8:00pm was most popular with 32.5%
 - Between 5:00pm and 8:00pm had 30.0%
 - Between 3:00pm and 5:00pm had 20.0%

- Between 12:00pm and 3:00pm had 10.0%
- Between 9:00am and 12:00pm had 7.5%

What would entice you to attend such events?

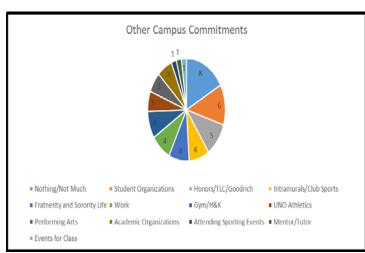
- Out of 32 responses:
 - "Free Food" received 25.0%
 - "Not Being Busy" and "Hosting Events at Different Times" each received 18.75%
 - "Having more people the respondent knew or the respondent having someone to go with" received 9.38%
 - "More inclusive food options"; "more 'open house' or 'drop-in' style events"; and "events meant for smaller audiences" all received 6.25%



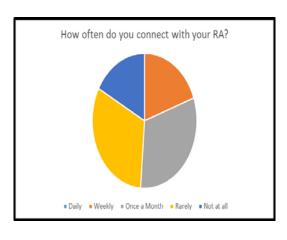
- "More inclusive programs"; "different event topics"; and "prizes" all received 3.13%
- Outside of classes, what else do you participate in on-campus?
 - Out of 47 responses:
 - "Nothing or Not Much" received 17.0%
 - "Student Organizations" received 12.8%
 - "Honors/TLC/Goodrich" received 10.6%
 - "Fraternity and Sorority Life"; "Work"; and "the gym/H&K/HPER" each received 8.5%



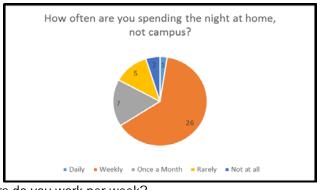
 "Attending sporting events"; "Mentoring/Tutoring"; and "Attending events for class" each received 2.1%



- Do you know who your Resident Assistant (RA) is and how often do you connect with them?
 - All 41 respondents said that they did know who their RA is. Of the 41 respondents:
 - None said they connected with their RA daily
 - 19.5% said they connect with their RA weekly
 - 31.7% said they connect with their RA once a month
 - 31.7% said they connect with RA rarely
 - 17.1% said they do not connect with their RA



- How far away is your hometown?
 - Out of 41 responses:
 - 51.2 % said their hometown is within the Omaha Metro Area
 - 17.1% said their hometown is approximately one hour away from the Omaha Metro Area
 - 12.2% said their hometown is approximately two hours away from the Omaha Metro Area
 - 4.9% said their hometown is approximately three hours away from the Omaha Metro Area
 - 14.6% said their hometown is approximately four hours away from the Omaha Metro Area
- How often do you spend the night at home or otherwise off campus?
 - Out of 41 respondents:
 - 2.4% said daily
 - 63.4% said weekly
 - 17.1% said once a month
 - 12.2% said rarely
 - 4.9% said never



- Are you employed on or off campus? If so, how many hours do you work per week?
 - 75% of respondents (30 out of 40) shared that they are currently employed
 - Out of 34 responses about hours worked per week:
 - 14.7% said they work an average of one to ten hours
 - 44.1% said they work an average of eleven to twenty hours
 - 23.5% said they work an average of twenty-one to thirty hours
 - 11.8% said they work an average of thirty-one to forty hours
 - 5.9% said they work an average of over forty hours
 - 25% of respondents (10 out of 40) shared that they are currently not employed

INSIGHTS FROM FINDINGS:

This survey has given concrete data to many of the assumptions the professional staff in Housing and Residence Life have used to inform residence education and programming. A few assumptions that have

been borne out by this survey are the middle of the week (Tuesday, Wednesday, Thursday) is better for programming and later in the day is a better time to host events. This survey has also given a lot of new information.

Of our non-engaged residents, many have scheduling conflicts (night classes, work, and other obligations) with many of our programs. However, nearly a quarter of respondents shared that they simply are not interested in the programming we currently host. Some actively do not wish to attend, while others are not interested in the topics presented, and others simply forget. One answer that came as a surprise is the number of respondents who shared that idea of attending events created anxiety or that they were too shy to feel comfortable at events.

When asked what would encourage residents to attend programming, respondents shared a number of suggestions that Residence Life currently does—trivia nights, arts and crafts, movie nights, Bingo, etc. Some newer ideas that were presented were a Local Area Network (LAN) or On-line gaming night or competition, more events with animals, and more social advocacy/service events. Events whose main draw is food—potlucks, ice cream sundae bars, Raising Cane's platters, and potato bars were all mentioned multiple times. Concerns over vegetarian and vegan food options were raised by a few respondents. A number of respondents shared that if they would be more apt to attend if they knew someone that was going or if they knew they could bring non-student guests. Other suggestions included events that are designed to be smaller and more "drop-in" events as opposed to full activities.

Although there were some residents who responded that they were not involved in anything else on campus, approximately 83% of respondents were involved in others student organizations, academic organizations, intramurals and club sports, UNO Athletics, and attending other events on-campus for class. This would suggest that most residents are connected to the University of Nebraska at Omaha in some way, even if it is not through the Residence Life and residence education experience.

An interesting finding is that, while all respondents knew who their RA was for the past academic year, less than 20% of them reported interacting with their RA weekly. The majority, over 60% of respondents, reported that they connect with their RA "monthly" or "rarely". Almost 20% of respondents shared that they did not connect with their RA at all. It would be interesting to poll residents who were involved and see if they connected with their Resident Assistant more often than once a month.

Many of UNO's students are from the Omaha Metro area and so were many of our respondents. Over half reported that their hometown was Omaha or within the Omaha Metro Area. Most of the "out of town" respondents are from within two hours of Omaha, while there were about three times as many respondents from four (or more) hours away than there were from about three hours away. Many of our respondents spend a good deal of time at home. Over 60% of those surveyed shared that they routinely spent at the night at home approximately once a week, with one resident responding that they spent every night at home. Only 4.9% of those surveyed said they never spend the night at home during their housing contract term.

Another finding is that many of our non-engaged students are working on or off campus. Almost half of respondents say they work an average of between eleven and twenty hours a week. Just over forty percent

of respondents shared that they are working over twenty-one hours each week on average with two respondents reporting they are working over forty hours a week on average.

RECOMMENDATIONS:

Some more immediate recommendations would be:

- To encourage all Resident Assistants to host at least one program that occurs after 8:00pm so that residents with night classes and late afternoon/early evening commitments can attend
- Host more programs on Sundays, Tuesdays, Wednesdays, or Thursdays
- Consider having the RAs host more impromptu programming that is focused on smaller groups, like a game night that focuses on one game that is meant for say 4-8 players (Monopoly, Clue, etc.)
- Develop a few programming opportunities that are designed to be more "drop in" and less activity based for residents—events such as the Egg Throwing event from the 2017-18 academic year or the Dart Art event from the 2016-17 Academic year
- Focus on improving the frequency and quality of Resident Assistant connections with non-engaged residents early on
 - o Create and maintain a monthly list of residents who have not engaged and have RAs personally connect with those residents more often the next month
 - Have RAs create sociograms of their building that need to be updated regularly, including programmable interests (e.g. sports, video games, etc.)
- Have RAs explain activity fee and its purpose at building meetings
- Consider any and all meaningful engagement with Resident Assistant, roommates, and neighbors
 to be engagement in the community. There should always be a question on Resident Logs
 concerning how each resident is engaging with their roommates and neighbors. Residents may be
 engaging in small groups in their community but may not feel comfortable attending the larger
 community programs
- Poll engaged students and compare data to see if there are any there are any trends that are emblematic of engaged students so as to provide possible goals and targets to strive for with nonengaged student

More long-term recommendations would be:

- To continue to administer this survey to non-engaged students, although it may be more beneficial to do so in October or November as opposed to April. By administering the survey in October or November, Housing and Residence Life can engage in intentional interventions with residents to assist them in connecting with the community at large
- We could also begin a longitudinal study with this data, seeing how resident engagement with Housing and Residence Life and other campus opportunities evolves throughout their time living on-campus.



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

ASSESSMENT LEAD: Chloé Smith, Residence Life Coordinator

<u>PROGRAM</u>: Housing Organizations (as measured by Housing Organization Competency Evaluation, 2017-2018) – 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:

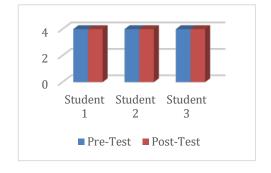
• As a result of participating in a Housing Organization, students will be able to identify at least one experience within housing that has enabled them to grow in the area of Intercultural Competency.

ASSESSMENT METHODOLOGY:

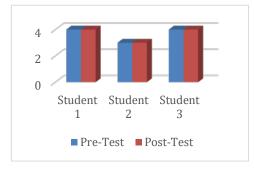
- Utilized a self-evaluation survey administered mid-year
 - 29 quantitative items (Likert Scale)
 - There are eight categories of questions that relate to a specific competency area.
 - 8 qualitative items
 - These questions ask students to provide specific examples within housing that have provided them with growth in the specific competency area
 - Administered via SurveyMonkey
 - 43% participation rate for both pre/post assessments (n=7) first year assessment was administered in a pre/post method
 - 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:

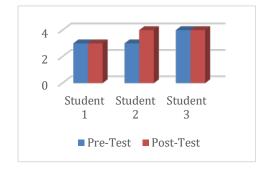
- Intercultural Competency
 - I recognize the contributions diversity brings to my own campus and society.
 - 100% strongly agreed with this statement both in the pre- and post-tests



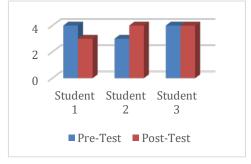
- I advocate equality and inclusiveness.
 - 100% strongly agreed or agreed with this statement in both the pre- and post-tests



- I positively impact others' perspective on diversity.
 - 100% strongly agreed or agreed with this statement in both the pre- and post-tests



- I seek opportunities to learn about other cultures.
 - 100% strongly agreed or agreed with this statement in both the pre- and post-tests



- Some highlights:
 - "This is something I personally do, but I am not sure how well we do this a whole group, and in the context of RHA."
 - "Bringing in diversity into housing is fun because that includes everyone and no one will feel left out."
 - "Diversity and inclusion are two different things I value. I love when a room full of people possess different personalities, background, culture, etc. because that is an opportunity for people to learn and acknowledge something new and carry on to teach someone else."
 - "I value differences in others because I love that despite different characteristics, beliefs, traditions, etc people can come together and celebrate one another and create together."

INSIGHTS FROM FINDINGS:

- Some students ranked themselves higher in the pre-test than they did in the post-test. It is important to explore why this is happening. Is it because students learned so much about a topic that they realize that they are less knowledgeable than they thought they were or is it because they actually feel like their learning/growth was impacted negatively?
- 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 within this assessment were able to identify various elements of culture and identities that we have seen other students struggle to identify.
- This assessment shows the importance of intentional learning opportunities for students within oncampus housing.

- Although this assessment is important to continue, it needs to be reimagined. The data that is being
 gathered may not be as helpful as it could be if this were executed in a different manner.
- This assessment should continue to be utilized for specific professional development plans; however, this
 needs to occur on a much more manageable level. This year, an attempt was made to create three
 professional development goals for each student based on their pre-test; however, this was too many for
 both the advisor and the student to track.
- This data would be more useful if the assessment were administered on a grander scale at the beginning of the year and at the end of the year. This would enable us to show growth throughout the year.



DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Stephan Fitzgerald Taylor, Residence Hall Director

<u>PROGRAM</u>: Housing Student Organization Programming (Dodge Campus Only) (as measured by Housing Organization Programming Evaluation, 2017-2018) – 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 location and supplies, value of program, and future recommendations
 - Administered via MavSync following each program
 - 100% participation rate from Dodge Campus groups (n=23)
 - 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 Hall Director for Maverick Village

SUMMARY OF KEY FINDINGS:

- Average Cost Per Person (Averaged)
 - Maverick Village Residence Hall Council: \$9.24
 - University Village Residence Hall Council: \$8.08
 - Combined: \$8.71

Program	Hosting Group	Total Cost	Total Attendance	Cost Per Person
Struck by Luck	MVRHC	\$ 187.50	53	\$ 3.54
MV Kickball	MVRHC	\$ 168.00	9	\$ 18.67
Pizza Taste Test Night	MVRHC	\$ 428.66	75	\$ 5.72
MarioKart Tourney	MVRHC	\$ 220.03	18	\$ 12.22
Super Bowl Party	MVRHC	\$ 506.00	51	\$ 9.92
Chinese New Year	MVRHC	\$ 540.62	39	\$ 13.86
Pumpkin Carving	MVRHC	\$ 330.00	24	\$ 13.75
Netflix and Grill	MVRHC	\$ 130.00	40	\$ 3.25
Ice Cream Social	MVRHC	\$ 65.00	60	\$ 1.08
Throwback Party	MVRHC	\$ 117.00	11	\$ 10.64
Fall Fest	MVRHC	\$ 84.00	44	\$ 1.91
Spring Fling	MVRHC	\$ 1,012.21	62	\$ 16.33
Kellogg's & Kahoot	UVRHC	\$ 1,006.00	86	\$ 11.70
Friendsgiving	UVRHC	\$ 1,406.18	219	\$ 6.42
Eat UGLY, Feel AWESOME	UVRHC	\$ 100.00	32	\$ 3.13
You Say Potato, I say Party!	UVRHC	\$ 538.00	70	\$ 7.69
Be Your Own BAE	UVRHC	\$ 515.00	57	\$ 9.04
Musical Pi's	UVRHC	\$ 1,615.00	81	\$ 19.94
Paint the Night Away	UVRHC	\$ 204.36	32	\$ 6.39
Pumpkin Painting	UVRHC	\$ 199.77	43	\$ 4.65
So Long Summer	UVRHC	\$ 467.89	123	\$ 3.80
Eggs: To Dye For	UVRHC	\$ 202.00	25	\$ 8.08
	Total	\$ 10,043.22	1254	\$ 8.01
	Average	\$ 456.51	57	\$ 8.71

- Some Highlights from "Considering the Cost Per Person of this event, would you recommend this event for the future? Why or why not?"
 - 91% of respondents would recommend their event be repeated in the future
 - Respondents often cited attendees' enjoyment of the program as a primary reason for recommending the event in the future. Prizes and being able to "take something home" were also cited often.
 - 4% of respondents shared that they would not recommend their event be repeated in the future
 - Their recommendation came with the caveat of "With the attendance we particularly had for this event I would not recommend it, but that is only considering the attendance."
 - 4% of respondents gave answers that did not directly answer the question

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

- Out of 47 comments on the organization of the event, 57% of comments highlight areas of possible improvement and/or strategies for improvement
- Some Highlights:
 - "Don't have to (sic) many activities. This is an event about relaxation and if
 there are too many choices people get stressed and also get much more food
 than you think you'll need"
 - "We could have spread the tables out a bit more and spaced the games farther apart to prevent the lines from smashing together"
 - "Try and be more organized with having council members at each game to invite participation and make people not so afraid to start something on their own"

Event Marketing

- Out of 33 comments on the marketing of the event, 36% of comments highlight areas of possible improvement and/or strategies for improvement
- Some Highlights:
 - "A recommendation I have for any event, in general, is boosting the
 advertisement. As a group, we failed to think of sending out emails and thus
 had a lower attendance than expected...A lot of people mentioned that they did
 not receive an email, which made it seem as an essential part of the marketing
 strategy"
 - "Emails definitely worked the best. Flyers were put a little to (sic) late and quickly got covered"
 - "Getting the flyers to everyone's doors really helps with the attraction. Anything
 on top of that is really good at reminding people"

Event Supplies

- Out of 43 comments on the supplies for an event, 65% of comments highlight areas of improvement and/or strategies for improvement
- Some Highlights:
 - "Start making shakes beforehand"
 - "Tell people to download the app! It will not disconnect the player from the game. Also, have a variety of questions for the game.
 - "More chicken nuggets because they ran out very quickly and glue sticks were also in high demand. Also call the location ahead of time to insure you will get food."
 - "Spotty Wi-Fi connection angered some residents, they were disconnected and frustrated when kicked out of the game and logged off"

INSIGHTS FROM FINDINGS:

- Student organization leaders were very focused on attendee numbers and enjoyment, often citing prizes and food as key contributors.
- With a few exceptions, most events were focused on creating social interaction and community, not on co-curricular learning outcomes.
- Respondents discussed areas of improvement 46% of the time, showing that respondents were able to often find both positive and negative aspects of planning, marketing, and implementing.

- Establishing a more formal basis for evaluation, such as a minimum number of attendees or a cost per person "cap" may provide a better foundation for comparison of programs
- Have student organizers look at some of the higher cost per person programs and see if they can find ways to reduce costs as part of an in-service or other continuing education series

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DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Kevin Hovendick, Maintenance Manager

PROGRAM: Maintenance Work Order Satisfaction (as measured by Maintenance Work Order Satisfaction Survey, 2017-2018) – reports on ease of use, timeliness of completion, and communication with respect to work orders submitted by students

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 survey was sent out to students who submitted a work order. Fifty responses were recorded throughout the year. Eight questions were asked five Likert scale questions (using a five-point scale with 5 being Strongly agree and one being Disagree) and three open-ended questions.
- Data reviewed by Maintenance Manager

SUMMARY OF KEY FINDINGS:

Averages from the survey responses:

Question	Average Answer
How are you with respect to the ease of work order submission?	4.51
How are you with respect to the professionalism of the maintenance staff?	4.57
How are you with respect to the friendliness of the maintenance staff?	4.73
How are you with respect to the timeliness of work completion?	4.52
How are you with the respect to the communication you received before and after	4.43
submitting a work order?	

Open-ended Responses:

- Was your request completed to your expectations? If not, explain.
 - "No it was not completed to my expectation because my screen from the window is still broken and it has been like that since I moved in therefore, I don't know if that's how it's supposed to be or not."

- o "Our sink still floods around it and a cabinet in the kitchen was never fixed apparently."
- o "My bath drains is still very slow. So I want to fix it."
- o "No. I had to request again a month later."
- o "I didn't receive any news on my order until 4 days after."
- How might we improve in these areas? Please share any ideas for improvement so our maintenance team can investigate.
 - o "You can improve by letting more people know about how to request help for maintenance online."
 - o "I came home to tools and towels lying around the sink, because halfway through fixing it they disappeared and left the workplace as they had it at the time. Although I don't really care about it because I appreciate the help too much, others might feel that a notice is needed or find it very unprofessional."
 - o "Make sure the problem is solved."
- Do you have any other feedback or comments you wish to share?
 - o "Awesome job and was completed way sooner than expected!"
 - o "I appreciate how quickly the maintenance crew solves the issues at hand."
 - o "Love the faucet now. Thank you!"
 - o "Guys who fixed my stuff were awesome"
 - o "You have some very friendly people working in maintenance!"
 - o "Please let worker know my appreciation for his/her assistance."
 - o "Really good staff, friendly, efficient, and fast."
 - o "Really great; it was done so fast"
 - o "Please do not step on our bath mat with dirty shoes."
 - o "I thought the maintenance staff was very polite and friendly."

INSIGHTS FROM FINDINGS:

- The friendliness of the maintenance workers received the highest ranking, out of the five scaled, with a 4.73.
- The communication received before and after the maintenance work was ranked the lowest, out of the five scaled questions, with a 4.43.
- Five out of 50 students did not think the work request was completed to their expectations.
- Areas that need improvement include communication, cleanliness of work area, and making sure problems are solved.
- The majority of feedback and comments from students mentioned the friendliness of workers and how quickly a resolution was provided.

- The work order system needs to be easily locatable for the students online and advertised better.
- The RAs need to show the students how to properly submit a work order during their first building meeting each semester.
- Investigate communication given to residents when work is being done in their apartment.
- Revisit how this link is shared with students for this survey including updating the formatting of the request completion email.



DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Sarah Kole, Housing Operations Coordinator

<u>PROGRAM</u>: Move-In (as measured by Move-In Experience Survey, 2017-2018) – 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 Campus. The survey was administered via Qualtrics and sent out to new students as well as any parent/family member email addresses collected during move-in. 32 responses were recorded. 16 questions were asked – 11 dichotomous (agree/disagree) questions, 3 open-ended text responses, and 7 Likert scale questions (using a five-point scale – Strongly Agree to Strongly Disagree). Questions asked included:

What village did your student move into?	Multiple Choice
What day did you move in?	Multiple Choice
Did you receive the Move-In Guide prior to arriving on campus either in the mail or through email?	Multiple Choice
If "Yes" selected to previous question, Please tell us a bit about the Move-In Guide:	
The Move-In Guide helped me prepare to move onto campus.	Likert
The Move-in Guide was well organized and easy to understand.	Likert
The Move-in Guide is something that Housing and Residence Life should continue for future years.	Likert
I had enough information about my (or my student's) on-campus housing before arriving to move in.	Dichotomous
I (or my student) was given adequate notice regarding their roommate assignment information.	Dichotomous
Traffic and parking on campus was easy to navigate.	Dichotomous
Please share your experience with the check-in line and process (where you picked up your key and info):	
I found where to go to check-in easily	Likert
The check-in line went quick.	Likert

Those who assisted in the move-in line where friendly and helpful.	Likert
The check-in process went smoothly.	Likert
Staff and volunteers were welcoming, knowledgeable, and efficient.	Dichotomous
A staff member of volunteer offered to help unload and/or move items into the room.	Dichotomous
My (or my student's) Resident Assistant (RA) introduced themselves.	Dichotomous
My apartment was clean and ready for me (or my student) to move-in.	Dichotomous
If "Disagree" selected to previous question:	
Please describe any issues you had with your room on arrival.	Text Box
Housing and Residence Life was able to resolve any issues I had with my (or my student's) space.	Dichotomous
What could we have done to make your experience with move-in better?	Text Box
While we want to continue to improve the move-in experience, we know it is important to focus on what went well too. Please share any positives/praises you have about your move-in experience.	Text Box

SUMMARY OF KEY FINDINGS:

Responses from the Likert Scale questions:

Scale: Strongly Agree, Agree, Disagree, Strongly Disagree

	Strongly Agree	Agree	Disagree	Strongly Disagree
The Move-In Guide helped me prepare to move onto campus.	54.2% (13)	45.8% (11)	0% (0)	0% (0)
The Move-in Guide was well organized and easy to understand.	54.2% (13)	45.8% (11)	0% (0)	0% (0)
The Move-in Guide is something that Housing and Residence Life should continue for future years.	54.2% (13)	41.7% (10)	4.2% (1)	0% (0)
I found where to go to check-in easily	59.4% (19)	37.5% (12)	3.1% (1)	0% (0)
The check-in line went quick.	46.9% (15)	46.9% (15)	3.1% (1)	3.1% (1)
Those who assisted in the move-in line where friendly and helpful.	62.5% (20)	37.5% (12)	0% (0)	0% (0)
The check-in process went smoothly.	59.4% (19)	34.4% (11)	3.1% (1)	3.1% (1)

Responses from the Dichotomous (Agree/Disagree) questions:

	Agree	Disagree
I had enough information about my (or my student's) on-campus housing before arriving to move in.	90.6% (29)	9.4% (3)
I (or my student) was given adequate notice regarding their roommate assignment information.	87.1% (27)	12.9% (4)
Staff and volunteers were welcoming, knowledgeable, and efficient.	96.9% (31)	3.1% (1)
My apartment was clean and ready for me (or my student) to move-in.	87.5% (28)	12.5% (4)
Housing and Residence Life was able to resolve any issues I had with my (or my student's) space.	100% (3)	0% (0)

Open-ended Responses

Concerns expressed in the open-ended, text response questions included:

- Maintenance apartment needed a recheck, outlet not working, garbage can needed
- Check-in Line check-in process longer than 10-15 minutes for some students, line unorganized and backed up

- Cleanliness issues of the room not being ready, frustration with residents who had already moved in
- Roommate notification would have liked this information sooner

Praise/Compliments shared in the open-ended, text response questions included:

- Staff and volunteer friendliness and helpfulness
- Efficient and organized check-in process
- Red carts and volunteers extremely helpful to move items

INSIGHTS FROM FINDINGS:

- Low survey participation.
- Move-in Guide is still an important piece to mail out to incoming students.
- 72% of students moved-in on Thursday, August 17th
- Many felt the staff and volunteers were very welcoming, friendly, and accommodating on move-in day.
- Check-in line too long/slow.

- Identify ways to get more survey participation from students and families. Potentially shorten the survey so it is less daunting and/or time consuming to complete.
- Keep move-in dates similar moving forward; anticipate the first move-in date being the most attended.
- Adjust the move-in line layout to break up the line, eliminate congestion, and to keep all parts of the check-in experience moving smoothly.
- Attempt to get roommate notifications out earlier and include phone numbers to assist with student connections.
- Work to ensure cleanliness in bedrooms and apartments.



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

ASSESSMENT LEAD: Shatera Davis, ACUHO-I Residence Life Intern

<u>PROGRAM</u>: RA Experience (as measured by RA End-of-Year Report, 2017-2018) – reviews overall learning and takeaways 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 be able to define and implement the aspects of a respectful and inclusive community.
- As a result of participating in the RA experience, RAs will understand how to navigate complex situations
 in their role as a community leader, teammate, and on-call paraprofessional.
- As a result of participating in the RA experience, RAs will learn to acknowledge their own cultural perspectives and understand how those might differ from others
- As a result of participating in the RA experience, RAs will respectfully interact with those with a different cultural perspective from themselves.

ASSESSMENT METHODOLOGY:

- In May, at the end of their employment agreement, resident assistant (RA) staff are required to complete an End-of-Year Report (EOY 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 Positive responses indicated that an individual agreed or strongly agreed with the statements
 - Negative responses were responses where an individual selected either disagree or strongly disagree
 - o All other responses were labeled neutral

SUMMARY OF KEY FINDINGS:

- Sample:
 - 20/20 Dodge Campus Resident Assistants completed 100% return rate
 - 38/38 Scott Campus Resident Assistants completed 100% return rate
- Questions varied and included topics such as:
 - Conflict Resolution
 - Self-Confidence/ Leadership
 - Communication
 - Empathy
 - Inclusion/ Global Awareness
 - Organization/Time Management
 - Mental Health
 - Accountability

End of Year Report: The specific questions geared toward learning with respect to Intercultural Competency were as follows:

- I have concrete ideas for ways I can proactively establish a respectful, inclusive living environment for my residents
 - 57/58 positive responses 98% (Increased here from the start of RA Training, as the Pre-Training Assessment was at 93%)
 - 1/58 neutral 2% (Decreased here from the start of RA Training, as the Pre-Training Assessment was at 7%)
- I am confident in my ability to respond to student behavior that is inappropriate, discriminatory, or harassing in nature.
 - 58/58 positive responses 100% (Increased here from the start of RA Training, as the Pre-Training Assessment was at 77% -- with 14% neutral and 9% negative)
- I am confident in my ability to implement activities that increase students' awareness for diversity issues.
 - 56/58 positive responses 97% (Increased here from the start of RA Training, as the Pre-Training Assessment was at 75%)
 - 2/58 neutral 3% (Decreased here from the start of RA Training, as the Pre-Training Assessment was at 13% -- with 2% negative)
- I have developed positive relationships with individuals from different backgrounds.
 - 55/58 positive responses 95%
 - 2/58 neutral 3%
 - 1/58 negative responses 2%
- I am more interested in learning about other cultures.
 - 46/58 positive responses 79%
 - 10/58 neutral 17%
 - 2/58 negative responses 3%

INSIGHTS FROM FINDINGS:

- Responses were mainly positive.
- Majority of the undergraduate staff had ideas on how to establish an inclusive living environment.

- 100% of the RA's were confident in their ability to respond to inappropriate, discriminatory, or harassing nature -- an increase from the 77% in the pre-test assessment.
- Only 79% of undergraduate staff were interested in learning about other cultures.

- I recommend adding an open-ended question about how undergraduate staff learn about other cultures.
- I would recommend developing activities that encourage undergraduate staff to explore different cultures. For example, cultural bulletin boards, professional development with the Office of Multicultural Affairs, attending campus events around such topics, etc.
- Add a section in the EOY report elaborating on the ideas that the undergraduate staff have on
 establishing an inclusive living environment. You could use the ideas shared as an idea sheet for new
 staff members.
- Remove neutral as an option to all questions.
- Create a way to make this report anonymous (but with an identifier to still be able to compare pre/post responses) to the Pre-Training Assessment. For example, allow the RA to create a special code as an identifier for surveys.



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

ASSESSMENT LEAD: Chloé Smith, Residence Life Coordinator

<u>PROGRAM</u>: RA Experience (as measured by RA ePortfolio, 2017-2018) – 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 Residence Life Coordinator

SUMMARY OF KEY FINDINGS:

- Links to ePortfolios
 - Student 1 https://baileyjoypayne.weebly.com/
 - Student 2 www.calebwissmann.weebly.com
 - Student 3 https://zechariahstanglra.weebly.com/
 - Student 4 https://mahurdra.weebly.com/
 - Student 5 http://emilysnyderra2018.weebly.com/
 - Student 6 https://anahisoto.weebly.com
 - Student 7 www.mollybuckleyeportfolio.weebly.com
 - Student 8 www.alicialaufenberg.weebly.com
 - Student 9 https://eportfoliocheyenne.weebly.com/
 - Student 10 http://jenaemurry.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
 - "It was so fun learning about their culture, their experiences in Japan, and what they hope to get from the United States. It also meant a lot to me to know that I got to be a primary person to have an impact on their experience here in the US." (Student 1)
 - "I am always amazed by how much you can learn about someone in just five minutes of conversation." (Student 2)
 - "I myself had to overcome a cultural barrier when it came to language...This [a language app] actually became a huge part of our future interactions and allowed for us to connect on a deeper level through that language barrier." (Student 3)
 - "During the first six weeks of training I went to each resident and asked them their name and one interesting facts about themselves. I then researched more into that subject so that they would feel comfortable talking to me." (Student 4)
 - "I always made a point to make sure that everyone felt heard and like their feelings mattered, I made sure to take the time to make all my residents feel like they are worth it and that they are all a special part of the community." (Student 5)
 - "It wasn't so much he was being intentionally disrespectful as he didn't realize
 the questions I was asking were important...I think next time I would do a lot of
 the same things but I also think I would try and have more patience." (Student
 10)
 - Recognize and analyze the interconnections between individuals and society as well as how individual actions have an impact on others

- "I love knowing people in their diversity and individuality while cultivating an atmosphere for all individuals to discover the harmony between their similarities and differences." (Student 1)
- "The more I learn about our differences, the more I learn about our similarities...As an RA, I have pushed myself to ask questions and try to learn more about their culture so I can help them feel truly at home." (Student 2)
- "This created an interesting dynamic for my building that stimulated growth and understanding of differences." (Student 3)
- "However, every resident in my building came from a different background and has a completely different cultural outlook...I will also continue to ask questions about their lives and experiences and try to learn from a different perspective." (Student 4)
- "As things started to come up I encouraged the residents in the room to get to know each others cultures, over the next week they started trying each others food and going out together to get to know their cultures better." (Student 5)
- "With other students I had to use a different approach which involved utilizing my surrounding residents from the same cultural background as a tool of communication...which provided me with an extra way to helping with that language barrier that can happen between people from different cultural backgrounds." (Student 9)
- "I am not an affectionate person and then that I realized that with her the smallest acts could signify so much to her." (Student 10)

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: conflict resolution, leadership, and communication.
 - Conflict Resolution Skills Highlights:
 - "At first it was very difficult for me because I wanted everyone to "win" and be 100% happy, but I quickly learned that that it truly impossible, I started to change my way how I approached roommate conflicts from helping everybody fix there (sic) issues, to finding compromises that everyone could agree with." (Student 2)
 - "By giving every person their voice and validating opinions I have been able to resolve conflicts in a healthy way and leave residents with their own tools for solving problems." (Student 3)
 - "It was a very heated argument and I did not know how to handle it without "picking a side" so I told everyone to calm down and that we should all go in our room and work it out when we were less heated." (Student 4)
 - "I didn't want to overstep my role as a roommate and just go into RA-mode. I
 intertwined my two roles and explained to her what our roommate contract says."
 (Student 8)
 - "I learned the importance of understanding both sides of the stories, and communicating between parties in essential." (Student 8)
 - "I like how I found a compromise for both sides of the situation, and was not partial towards one side." (Student 8)
 - Leadership Skills Highlights:

- "My style of leadership is not one that is obvious...I lead by example in my actions and words." (Student 1)
- "This was incredibly hard for me because the situation has become something that someone in my position and authority could no longer handle. To an extent it made me feel a little vulnerable in my abilities." (Student 3)
- "I was able to guide my coworker's (sic) through unwanted advances from residents, ways of engaging difficult residents, and how to work with roommates of their own." (Student 3)
- "I believe that as an RA I can learn from mistakes, network with influential people, and improve the lives of residents on campus." (Student 4)
- "This was nerve wracking to have another RA come in and help but it was necessary to have an outside party come in." (Student 4)
- Communication Skills Highlights:
 - "I would also consider my words more carefully and make sure they were appropriate for the situation." (Student 7)
 - "I stayed professional and stern throughout the whole situation when really I was a little scared, but did not show it. Keeping myself composed was hard." (Student 9)
 - "Telling this to my residents allowed for them to see into my life a little bit and I
 think it made me more human and allowed them to connect more." (Student 10)
 - "I decided to listen and be an ear and just provide support rather than react to what she was saying." (Student 10)

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.

- 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.
- With more time to prepare the ePortfolio, we have seen growth in the experiences and examples that students are able to share. We would recommend continuing the early introduction of this project to RAs.



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

ASSESSMENT LEAD: Matt Nelson, Associate Director of Residence Life

<u>PROGRAM</u>: RA Training (as measured by Resident Assistant Pre-/Post-Training Assessment of Knowledge & Skills, 2017-2018) – 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 the RA experience, RAs will be able to define and implement the aspects of a respectful and inclusive community. (LO 1)
- As a result of participating in the RA experience, RAs will understand how to navigate complex situations in their role as a community leader, teammate, and on-call paraprofessional. (LO 2)

ASSESSMENT METHODOLOGY:

- Utilized a pre/post model
 - Pre-Training Assessment
 - 36 quantitative items (Scale and T/F)
 - 25 questions related to their understanding and comfort with the position's responsibilities using a Likert scale
 - The other 11 questions were T/F with one correct answer
 - Administered pen/paper at the opening retreat
 - Post-Training Assessment
 - Same 36 quantitative items (Scale and T/F)
 - Administered on MavSync following August training and move-in
 - 55 RAs completed the pre and post assessment (20 from Dodge Campus, 25 from Scott Campus), for a 95% completion rate.
 - Full Instrument can be found on <u>Box</u>; however, the questions/prompts of note include:
 - I can define the characteristics of a safe community. (LO 1)

- I have concrete ideas for ways I can proactively establish a respectful, inclusive living environment for my residents. (LO 1)
- I am knowledgeable about campus resources and how to direct residents to use their services. (LO 2)
- I am confident in my ability to educate students about their roles and responsibilities in maintaining a safe living environment. (LO 2)
- I am confident in my ability to respond to student behavior that is inappropriate, discriminatory, or harassing in nature. (LO 1)
- I am confident in my ability to implement activities that increase students' awareness of diversity. (LO 1)
- Data reviewed by Associate Director of Residence Life

SUMMARY OF KEY FINDINGS:

- I can define the characteristics of a safe community. (LO 1)
 - o Average Pre-Training Score: 3.96
 - o Average Post-Training Score: 4.8
 - o 67% advanced their knowledge on this topic.
 - 37 advanced at least one degree (32 new, 5 returning; 23 Scott, 14 Dodge)
 - 18 stayed the same (11 new, 7 returning; 12 Scott, 6 Dodge)
 - 0 regressed
- I have concrete ideas for ways I can proactively establish a respectful, inclusive living environment for my residents. (LO 1)
 - o Average Pre-Training Score: 4.27
 - o Average Post-Training Score: 4.69
 - o 44% advanced their knowledge on this topic.
 - 24 advanced at least one degree (17 new, 7 returning; 15 Scott, 9 Dodge)
 - 28 stayed the same (23 new, 5 returning; 18 Scott, 10 Dodge)
 - 3 regressed one degree or more (3 new, 0 returning; 2 Scott, 1 Dodge)
- I am knowledgeable about campus resources and how to direct residents to use their services. (LO 2)
 - o Average Pre-Training Score: 3.69
 - o Average Post-Training Score: 4.44
 - 58% advanced their knowledge on this topic.
 - 32 advanced at least one degree (28 new, 4 returning; 18 Scott, 14 Dodge)
 - 17 stayed the same (11 new, 6 returning; 14 Scott, 3 Dodge)
 - 6 regressed one degree (4 new, 2 returning; 3 Scott, 3 Dodge)
- I am confident in my ability to educate students about their roles and responsibilities in maintaining a safe living environment. (LO 2)
 - o Average Pre-Training Score: 4.11
 - Average Post-Training Score: 4.76
 - o 58% advanced their knowledge on this topic.
 - 32 advanced at least one degree (26 new, 6 returning; 19 Scott, 13 Dodge)
 - 23 stayed the same (17 new, 6 returning; 16 Scott, 7 Dodge)

- 0 regressed
- I am confident in my ability to respond to student behavior that is inappropriate, discriminatory, or harassing in nature. (LO 1)
 - o Average Pre-Training Score: 4.0
 - o Average Post-Training Score: 4.72
 - o 53% advanced their knowledge on this topic.
 - 29 advanced at least one degree (25 new, 4 returning; 15 Scott, 14 Dodge)
 - 24 stayed the same (16 new, 8 returning; 18 Scott, 6 Dodge)
 - 2 regressed one degree (2 new, 0 returning; 2 Scott, 0 Dodge)
- I am confident in my ability to implement activities that increase students' awareness of diversity. (LO 1)
 - o Average Pre-Training Score: 4.17
 - o Average Post-Training Score: 4.75
 - o 56% advanced their knowledge on this topic.
 - 31 advanced at least one degree (26 new, 5 returning; 15 Scott, 16 Dodge)
 - 21 stayed the same (15 new, 6 returning; 17 Scott, 4 Dodge)
 - 3 regressed one degree (2 new, 1 returning; 3 Scott, 0 Dodge)

INSIGHTS FROM FINDINGS:

- Overall, a lot of positive growth as a result of RA Training across both campuses.
- RA Training helps RAs refine areas that they are already familiar with and provides new training in areas.
- This assessment shows the importance of RA Training in progressing students towards the learning outcomes identified. This assessment focuses on advancement, not necessarily proficiency. It is also important to note that this is an indirect measure of learning, as it is based off of the self-assessment done by the RA themselves.
- Discrepancies exist between self-reported comfort and actual ability when working through some of these scenarios.

- Continue to utilize this assessment, modifying it slightly each year to improve clarity.
- Review the pre- and post-results early-on in the fall semester. This would provide the opportunity to
 touch-base with staff members who didn't score their comfort in certain areas as high as other staff
 members. This would allow the supervisor to have an intentional coaching conversation with that staff
 member regarding that particular aspect of the RA role. Additionally, it would allow professional staff to
 correct staff who have incorrect answers on the true/false part of this assessment.



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

ASSESSMENT LEAD: Shatera Davis, ACUHO-I Residence Life Intern

<u>PROGRAM</u>: RA Programming (as measured by RA Programming Evaluation, 2017-2018) – 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 an RA, 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 learning outcome.

SUMMARY OF KEY FINDINGS:

272 program evaluations were submitted during the 2017-18 academic year. Of the 272, 48 educational programs (18%) were identified, and six of the educational programs (12.5%) were self-identified by RAs and professional staff as relating to Intercultural Competency. For our purposes, we chose to focus on Intercultural Competence.

The six programs are listed below, using the following format (this list has been taken directly from the program evaluations completed by staff members):

- 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. Rice Party!!
- 2. April 16, 2018
- 3. Partner Program/Community Wide (Educational)
- 4. The purpose of the program was for Residents to learn more about different cultures by indulging in cultural rice dishes that were provided while watching the movie 'Freedom Writers', a movie that challenges the idea of gang violence, racism, and different cultures.
- 5. 26 people
- 6. Students showed empathy towards characters in the movie who experienced racial injustice.
- 7. Observation

Program 2

- 1. Let's Taco 'Bout Diversity
- 2. January 19, 2018
- 3. Partner Program/Community Wide (Educational)
- 4. The purpose of the program was to have a discussion on Diversity stemming from a survey handed out in the beginning of the program while eating tacos.
- 5. 36
- 6. The residents were given a survey about diversity on campus then welcomed to have a dialogue on their thoughts on the campus climate.
- 7. Survey, Observation, and Discussion

Program 3

- 1. Show Your Diversi-TEA
- 2. November 16, 2017
- 3. Partner Program/Community Wide (Educational)
- 4. "We had tea and cookies, and in order for people to get a cookie, they had to decorate a puzzle piece that showed who they are. At the end, we put all of the pieces together to show the diversity within housing."
- 5. 56
- 6. Residents learned how diversity in personalities, passions, and proclivities can be put together and be cultivated to create appreciation for the differences in one's community.
- 7. Observation and Visual Representation

Program 4

- 1. Messy Twister and Nachos!
- 2. September 14, 2017
- 3. Partner Program/Community Wide (Educational)
- 4. Residents could come and make their own nachos and play messy twister with whipped cream, making the nachos is a mixture of many different flavors (cultures) to make something amazing!
- 5. 52
- 6. As a result of the program, residents gained a broader understanding of various cultural practices by answering question and learning about other cultures.
- 7. Observation

Program 5

- 1. Hispanic Heritage Month
- 2. September 21, 2017
- 3. Educational
- 4. Residents were invited to celebrate Hispanic Heritage month with a game of trivia and traditional Mexican food
- 5. 110
- 6. Residents learned about Hispanic culture- some of them learned something new and others got a chance to celebrate their own heritage!
- 7. Discussion

Program 6

- 1. Durangoville
- 2. February 22, 2018
- 3. Educational
- 4. Durangoville was a modified version of the anti-discrimination activity "Archie Bunker's Neighborhood". Participants were split into three groups (Blue, Red, and Green) and tasked with creating their "perfect" community. Groups had to essentially write small proposals for buildings, and one group member was to bring them to the Mayor/Building Inspector. To keep order and the Mayor/Building Inspector on schedule, the Town Clerk serves as a gatekeeper and assistant. To "referee" and enforce the rules, two assistants were the "police". What the groups did not know is that the groups would enjoy different sets of privilege with the Blue group starting with more money, getting more access to the mayor, and less interference from the police. The Red group started with less money than the Blue group, had mild police presence, and had a decent amount of access to the mayor. The Green group started with the smallest amount of money, had an increased police presence, and often was unable to see the Mayor. Following the activity, we had a discussion and debrief.
- 5. 31
- 6. Attendees advanced by having to critically consider how privilege can affect how individuals and communities are treated.
- 7. Observation and Conversation

INSIGHTS FROM FINDINGS:

- Each program incorporated food as a form of enticement for residents to come to the program.
- 3/6 programs made intentional efforts to educate residents on a specific topic of culture.
- RAs focused on surface level perceptions of diversity and culture during their programs while professional staff focused on educating residents on diversity and culture.

- 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 that would benefit from a more concise learning definition. This will help ensure that residents are receiving the same information.

- A thorough explanation of the reflective questions in the program evaluation form. The information provided in Questions 6 and 7 on some occasions was not descriptive enough to get an understanding on why the program was self-identified as Intercultural Competence.
- Add a section on what resources (i.e. websites, campus partners, etc.) were used in the planning of the program.
- Challenge RAs to introduce a wider range of food options. Omaha has wide range of international food options, and I believe residents would benefit from trying other food besides staple program foods like pizza, chicken, and tacos.
- Supervisors could create a prompt to guide a conversation about the themes the RAs saw during their programs.



DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Matt Nelson, Associate Director of Residence Life

<u>PROGRAM</u>: On-Campus Living (as measured by Resident Feedback on HRL, 2017-2018) – provides information on resident experiences and satisfaction as viewed through the lens of the HRL mission statement

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:

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.

SUMMARY OF KEY FINDINGS:

Completion Rate			
	Dodge	Scott	Total
	Fall n=857	Fall n=1,401	Fall n=2,258
	Spring n =839		Spring n=839
Fall 2017	265 (31%)	501 (36%)	766 (34%)
Spring 2018	151 (28%)	N/A	151 (28%)

Note: Scott Campus did not run the survey in Spring 2018.

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

Fall	Spring	Area
88.06%	89.40%	Respondents agreed or strongly agreed that HRL provides a safe and inclusive community.
		Respondents agreed or strongly agreed that HRL ensures that its staff is professional,
86.11%	84.77%	friendly, efficient, and student centered.
84.96%	86.75%	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)

Note: there were no areas that met this criteria for Spring 2018, so Fall 2017 numbers are the only ones provided here; however, there were no areas that met this criteria for Dodge Campus.

Fall – Scott Campus	
	Respondents disagreed or strongly disagreed that HRL assists students in forming
12.57%	supportive connections to other students, faculty, and staff.
	Respondents disagreed or strongly disagreed that HRL engages students in the
14.37%	decision-making process regarding policies and procedures.

Noticeable Differences Between Campuses (greater than 10% difference)

Note: Spring data not reported, as there was no Scott Campus data to compare against.

Fall		
Dodge	Scott	
		Respondents agreed or strongly agreed that HRL assists students in forming
79.6%	61.3%	supportive connections to other students, faculty, and staff
		Respondents agreed or strongly agreed that HRL promotes learning through
76.6%	61.3%	its programs and services
		Respondents agreed or strongly agreed that HRL engages students in the
74%	57.3%	decision-making process regarding policies and procedures
		Respondents agreed or strongly agreed that HRL celebrates the
73.2%	54.3%	accomplishments of the housing community

Dodge Campus Open-Ended Response Themes from Fall 2018 and Spring 2019

- Concerns about maintenance and cleanliness, Wi-Fi, affordability
- Praise for the overall experience, convenience to get to class, fun events, great staff

INSIGHTS FROM FINDINGS:

- Residents feel the department provides a safe and inclusive community, with friendly, professional staff. These items contribute to the positive residential experience as noted in the results.
- Top scoring areas are the same and in the same order as reported in 2016-17.
- There are differences between Dodge Campus and Scott Campus, particularly in the areas of overall experiences offered, learning, and satisfaction of residents.

- Share these results with Scott Residential Management by offering assistance via training and coaching in the areas of residential programming/curriculum, student leadership cultivation through Scott Housing Council and the Residence Hall Association, and forming relationships with campus partners may help address some of the noticeable differences between scores related to those areas.
- Ensure both campuses run the survey to ensure all students have the opportunity to provide feedback.
 Additionally, staff should ensure there is an open-ended comment box on the feedback survey for Scott Campus.



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

ASSESSMENT LEAD: Matt Nelson, Associate Director of Residence Life

PROGRAM: On-Campus Living (as measured by Resident Feedback on RAs, 2017-2018) – 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 Dodge 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	Occupancy
Fall 2017	32% (n=278)	857
Spring 2018	19% (n=157)	839

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	Average
My RA is approachable and I feel comfortable going to my RA for support and guidance.	4.27	4.45	4.36
My RA is friendly and genuine.	4.47	4.59	4.53
My RA is available to me.	4.29	4.43	4.36
My RA communicates and upholds the university's expectations and policies within Housing & Residence Life.	4.35	4.47	4.41

My RA plans events which allow me to build relationships with others.	4.30	4.25	4.28
My RA fosters an environment that promotes diversity and inclusivity in the building.	4.26	4.37	4.32
Concerns that I have brought up to my RA have been addressed.	3.63	3.85	3.74

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

INSIGHTS FROM FINDINGS:

• While this only represents a percentage of the residential population on Dodge Campus, overall, residents report satisfaction with the performance of the RA staff.

- Continue to administer this survey and 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.
- The confirmation page does provide the Associate Director's contact information should a resident wish to discuss topics in greater detail. It may be helpful to consider adding a question that collects resident's email addresses if they wish to be contacted as a follow-up to discuss their responses. This may help address the lower scores in concerns being addressed by staff.



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

ASSESSMENT LEAD: Matt Nelson, Associate Director of Residence Life

Chloé Smith, Residence Life Coordinator

Shatera Davis, ACUHO-I Intern

PROGRAM: On-Campus Living (as measured by Resident Interviews, 2017-2018) – 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 articulate at least one experience during their oncampus living experience where the student:
 - Suspends judgement and values interaction with individuals different than oneself; or
 - Recognizes how individual actions have an impact on others.

ASSESSMENT METHODOLOGY:

- Creation of Questions/Rubric
 - Beginning in early February, we began drafting questions regarding students' cultural background and experiences living in the residence halls with roommates.
 - We created a rubric to measure a students' current level of intercultural competency based on the VALUE rubric from AAC&U as well as samples from other institutions. Each part of the rubric was linked back specifically to the two specific Student Affairs Learning Outcomes that were identified above and at least one interview question.
- Participant Recruitment
 - The Associate Director of Residence Life ran a true random sample of 50 unique names. After allowing students from that sample to sign up, candidates were scheduled for an interview; however, after the initial interviews were completed, we had not reached our 10-person goal as several students failed to show up for their scheduled time. From the second sample of 50 unique names, five additional interviews were completed.
 - 12 total interviews were conducted.
- Interviews

- Utilized an audio recorded interview
 - 7 qualitative questions with a series of questions under each prompt
 - Questions relate to housing experiences, particularly focusing on the individual and roommate experience and overall learning in housing
 - Full Instrument can be found on Box; however, the questions/prompts of note include:
 - How would you describe your cultural background? What does that mean to you?
 - Did you have any disagreements or conflicts with your roommates that you perceived to stem from a cultural difference? If so, please describe the situation. If not, how might you have handled such a conflict?
 - On your housing application, you indicated you were (or were not) interested in living within our Global Themed Community. The Global community centers on the concept that you would be placed in an apartment with some domestic and some international students. Tell me why you were/were not interested in such an experience. If you were not interested initially, has your answer or desire changed?

Data Interpretation

- Transcription: Originally, we intended to transcribe each recording but it began apparent that we could not meet our deadline and transcribe all the interviews.
- Group Rubric Scoring: As a substitute for transcribing, we decided that a team of Residence Life
 professional staff would listen to each interview, score each participant based on a rubric that can
 be found on Box, and then discuss scores to come to a consensus.
 - Each interview had a minimum of three housing professionals and each person scoring the rubrics attended a training on how to properly score participants to account for interrater reliability.
 - Score Range: Beginning (1); Emerging (2); Competent (3); Advanced (4)
- Data reviewed and compiled by Residence Life Coordinator and ACUHO-I Intern

SUMMARY OF KEY FINDINGS:

Demographics (as reported on MavLINK):

Name	Year	Race	Age	Gender	Cultural Self- Awareness	Personal Bias	Understanding of Cultural Differences	Openness to Learning about Cultural Differences	Demonstration of Cultural Interactions	Overall
Drew	First	Not Identified*	19	Male	2	1	1	4	2	2
Manny	First	Multiracial	19	Male	3	2	2	3	2	2.4
Ethan	Third	White	21	Male	2	1	2	3	2	2
Holly	Second	White	20	Female	4	2	3	2	3	2.8
Alyssa	First	White	18	Female	2	1	2	2	1	1.6
Emily	Second	Not Identified*	20	Female	3	1	2	4	2	2.4
Sofia	Fourth	Asian	22	Female	4	3	3	3	4	3.4
Sarah	Fourth	White	22	Female	3	3	3	3	2	2.8
Evan	First	White	20	Male	2	1	1	2	1	1.4
Lauren	Fourth	White	22	Female	1	n/a	2	2	1	1.5
Tina	First	Hispanic/Latino	19	Female	3	1	2	2	1	1.8
Priska	Grad	Not Identified*	24	Female	2	1	2	3	2	2

^{* -} For International Students, race is not identified in MavLINK.

The findings from this assessment are divided into five categories: Cultural Self-Awareness, Personal Bias, Understanding Cultural Differences, Openness to Learning about Cultural Differences, and Demonstration of Cultural Interactions. It is important to note that we cannot measure learning/growth from this assessment as we do not have an initial measurement; however, we can measure students' current levels with intercultural competence. In this section, we will provide a selection of quoted examples to demonstrate the lower/higher levels of competence in each category. While conclusions can be drawn from every individual interview and at times individual quotes showed a particular level well, the overall score is a culmination of the interview in total.

- Cultural Self-Awareness
 - Defined as: Students' ability to articulate elements of their own cultural identity and how it impacts their experience, worldview, etc.
 - For n=12, the average for cultural self-awareness was a score of 2.58, indicating that on average students were in the emerging to competent levels with identifying their own culture.
 - Some Highlights:
 - Lauren: "I don't know. I've never really thought about it." (Beginning)
 - Lauren scored in the lower end of the scale because she was minimally aware of various aspects of her own culture. She was not able to articulate significant aspects of her own culture even when prompted. This quote demonstrates the lack of thought surrounding this topic for Lauren.
 - Holly: "I really appreciate the way my upbringing worked for me...I really feel like
 the atmosphere my parents brought us up in really worked well for us and that it
 turned out some good kids, you know, and I just, in my future, I would like to do
 that for my kids too, you know. I do think I will draw a lot from how my parents
 raised me." (Advanced)
 - Holly was one of only two individuals who scored in the Advanced level for Cultural Self-Awareness because she was able to articulate the impact that she anticipated her upbringing/culture would have on her future. Holly identified areas that had already been impacted by her culture/upbringing (i.e. value on education, etc.).
- Personal Bias (Optional)
 - Defined as: Students' ability to recognize, evaluate, and "check" personal biases and assumptions about other cultures.
 - Personal Bias was an optional section to score participant because no specific questions were identified to allow students to speak on these ideas. We anticipated that some bias/assumptions might be discussed within the questions; however, it was not the target of any specific one. Although we were not able to measure this for every student, we were able to measure for 11/12. The average was a 1.55, scoring students in the beginning to emerging range.
 - Some highlights
 - Tina: "I speak Spanish; she [my roommate] doesn't. I'm more into like I'm more engaged with my culture than she is... like I actually go to Mexico and like I talk to my family members and like I feel like I'm family-oriented, and I feel like she isn't as much." (Beginning)
 - Tina identified that she must be much more in-tuned than her roommate
 to her culture because she visits Mexico and speaks Spanish; however,
 this shows a certain assumption that in order to be in-tune with your

- culture specific actions must be taken. Tina failed to identify other causes for why her roommate may not speak Spanish or visit Mexico (i.e. financial barriers, etc.).
- Sarah: "I've been made...like I've said I've always been really kind...but I've
 definitely been made aware of, kind of you know, the idea of white
 privilege...kind of taking time to think about like "oh, so, you know, my life is
 different in certain ways inherently just because I think it is in certain ways just
 because of my skin color, or my hair color, or you know where I'm from."
 (Competent)
 - Sarah showed a higher level of understanding about her own privilege in regards to some of her own cultural aspects. The one area that would have pushed her from a 3 (competent) to a 4 (advanced) was showing how she used her understanding of privilege to "check" her own behavior and actions.
- Understanding Cultural Differences
 - Defined as: Articulates thorough understanding and appreciation of many cultural practices, values, beliefs, and other elements important to members other cultures.
 - The average score for students in this area was 2.08 (n=12). No student scored in the advanced category.
 - Some Highlights:
 - Evan: "Culturally, yeah, I mean, it's, for us [my roommates/teammates], I hate to say, it's live and breathe basketball, that's really been what's it's like for us." (Beginning)
 - Evan scored in the beginning range because in terms of culture he only
 identified basketball as a source of what culture is among his roommates
 and himself. Through further prompting, although Evan has spent
 significant time with his roommates, he was unable to identify what
 aspects of culture could be seen through experience with basketball (i.e.
 teamwork, values, sportsmanship, etc.).
 - Holly: "Where she [international roommate] was raised, there's like certain things that people say that are considered disrespectful." (Competent)
 - Holly scored in the competent range because she was able to articulate
 a time in which she grew in the cultural understanding of one of her
 roommates. She was able to understand that her actions might be
 acceptable to some cultures but not acceptable to others. It became
 apparent in the interview that Holly grew from this experience.
- Openness to Learning about Cultural Differences
 - Defined as: Students' ability to demonstrate actively seeking experiences to broaden their knowledge and experience related to other cultures.
 - This was the highest score average for all of the sections at a 2.75 (n=12).
 - No one scored below an emerging in this section.
 - Some Highlights:
 - Holly: "If I went into it [the global LLC] with very little prior knowledge, I would say
 'yes, I would do it' ... however, I've heard Madison's stories about her first
 semester, maybe it was her second semester, 'cuz she did have international

roommates her first year here. And I also have another friend that has international roommates, and they have a lot of disagreements." (Emerging)

- Holly allowed previous judgements and biases to cloud her ability to be interested in and open to a learning experience with international students. She showed some interest; however, she clearly stated that it would have to be under specific circumstances and without the biases/assumptions that she has already formed.
- Emily: "I would be interested [in the global LLC]...because everybody is different so like I would be able to get to know the different values." (Advanced)
 - Although this quote seems to show a lower level of openness/interest to
 cultural interactions, Emily demonstrated a very high openness/interest
 to other cultures throughout the duration of the interview. As an
 international student, she traveled from Japan to the United States to
 study, which shows great openness to experiencing something new. She
 talked a lot about the importance of getting to learn from others.
- Demonstration of Cultural Interactions
 - Defined as: Students' ability to perceive and articulate the similarities and differences between cultures and to identify more bridges, similarities, or interactions between cultures.
 - For this section, the average score was 1.92 (n=12), which is in-between beginning and emerging.
 - Some Highlights:
 - Alyssa: "I can only say so many times, I went to Omaha South." (Beginning)
 - Alyssa was scored in the Beginning range because she could only identify her attendance of an Omaha South high school as a demonstration of interacting with other cultures.
 - Sofia: "So with the Nepali sisters, ..., I guess like the similar, I mean, yeah, my grandparents and stuff make, ..., Persian food so I felt like some of our foods were a little similar, ..., but the differences, I didn't know that Nepali, the, main religion was Christianity where in Persia it's Islam...They, like, told me about what they believe in and their values in life." (Advanced)
 - Sofia scored in the Advanced range in this category because she was able to articulate specific similarities and differences between herself and roommates. Using this information, she was able communicate with her roommates and form connections.

INSIGHTS FROM FINDINGS:

- As we can see from the highlights, our students are at varying levels of development in each of the
 categories related to Intercultural Competency. Some were able to identify much deeper examples of
 intercultural competence, while others provided very surface level reflections.
- It is interesting that there seemed to be no trends within the demographic information that we pulled. Looking at race, gender, and sex, no trends emerged. When turning our attention towards year in school and age, we anticipated higher intercultural competency scores for students nearing the completion of their degrees because of their higher maturity level and a greater frequency of exposure to new experiences (Chávez, Guido-DiBrito, & Mallory, 2003).
- Cultural Awareness

The main area that students struggled to articulate was how their cultural background impacted their worldview/experience. Most students were able to identify what elements of their own culture were salient for themselves; however, only two students were able to articulate further to identify how their culture impacts their current and future decisions, values, beliefs, etc.

Personal Bias

This was the lowest scored item when looking at all of the categories overall. This might indicate that students are not aware of the biases/assumptions that they may hold. Out of the 11 students that were scored in this category, only two were able to recognize their biases/assumption on a higher level, two were able to recognize some of their biases/assumptions on a lower level, and the rest did not indicate any recognition of their personal biases/assumptions.

Understanding of Cultural Differences

Many of these students struggled to discuss culture with respect to their roommates. They were
often able to articulate differences between themselves and their roommates (i.e. levels of
cleanliness and food habits); however, they failed to articulate how these areas related to
another's culture, even when prompted regarding cultural differences.

• Openness to Learning about Cultural Differences

 This was an indirect measurement of students' openness to other cultures because we are only able to measure that which was expressed. This was the highest scored area; however, this was likely impacted by the presence of the interviewers. We were not able to directly measure openness.

Demonstration of Cultural Interactions

 Within this category, we noticed that a lot of the students were able to identify some similarities and differences, but most students were not able to bridge the gap between differences and demonstrate understanding of how the differences work together.

RECOMMENDATIONS:

Overall note: We recognize that these scores are only based on students' experiences within housing and
are only measuring a student's competence in relation to their roommates/housing. To gather a greater
understanding of what students are learning during their time with us, we would recommend broadening
the scale of these resident interviews to include the experiences that they are having with other
departments.

Housing Improvements

- Programming Opportunities
 - We recognize, from this data, that students are not articulating programming experiences within housing that are contributing to their intercultural competence. We recommend intentional programming opportunities be created to address this deficiency. We understand that Resident Assistant (RA) staff are not necessarily the best equipped to be the ones teaching about intercultural competence, so the recommended facilitators of these programs would be professional staff or campus partners brought in by RA staff members.
- Roommate Relations (Agreements/Mediations)
 - Noticing that a lot of students highlighted roommate conflicts that could potentially be
 rooted in cultural differences/misunderstandings, we recommend adding a section in the
 roommate agreement/mediation process on culture. This might include having a section
 in the mediation guide asking questions to get to the root of the conflict, asking students
 about the cultural lens that they are using when looking at a problem, and even simply

having students share a bit with each about their own culture during the initial roommate agreement.

Resident Logs

In order to better know our residents and help engage them in more intentional
conversations regarding culture, we recommend adding a question about culture to the
monthly resident logs. This would help with this is a couple of ways: first, students would
have an opportunity to share about their culture and their experiences, and secondly, it
would give RAs more background knowledge about their students that might be useful
later.

RA Training

• We recognize a discrepancy between RA self-ratings on confidence teaching intercultural competency (as measured through the Pre/Post Training Assessment and RA End of Year Reports) and these students' ability to articulate their own intercultural competence. Therefore, we recommend including more intentional training on intercultural competence in RA training. This could include having sessions about programming around intercultural competence, exploring one's own culture, and how to discuss culture with residents.

Process-Oriented Recommendations

- This was the second iteration of this type of assessment, so there were still some areas that could be improved within the process.
 - The interviews need to occur sooner to allow more time for transcription and data analysis.
 - Reminders should be sent more to individuals who have signed up for a scheduled time
 to avoid having to pull a second sample and having to schedule more interviews. We
 would also suggest having more scheduled than are needed.
 - Continue having an interviewer present to facilitate the questions; however, one interviewer is sufficient.
 - Provide some form of reference for students when talking about roommates (i.e. a photo sheet, etc.). This will help them keep their roommates straight.
 - We would recommend using the rubric again; however, we would reevaluate the "Understanding Cultural Differences" and "Demonstration of Cultural Interactions" sections, as they provided significant overlap in the scoring process.
 - We would also recommend having a standard definition of what we are looking for when looking at culture. It was somewhat challenging to score the interviews without a standard definition of culture

REFERENCES:

Chávez, A. F., Guido-DiBrito, F., & Mallory, S. L. (2003). Learning to value the "other:" A framework of individual diversity development. *Journal of College Student Development*, *44*(4), 453-469.



DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Chloé Smith, Residence Life Coordinator

<u>PROGRAM</u>: RHA Executive Board (as measured by RHA Executive Board Transition Report, 2017-2018) – 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:

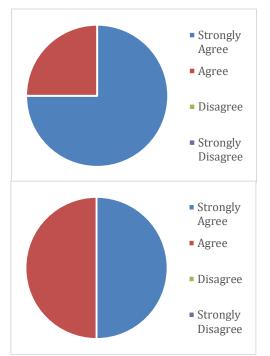
• As a result of participating in the RHA Executive Board, students will be able to assess their own performance and provide advice/recommendations for future students.

ASSESSMENT METHODOLOGY:

- Utilized a self-assessment survey
 - 12 quantitative items (Likert Scale)
 - All questions relate to growth and development of an exec member 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=4)
 - 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.
 - 100% Agreed or Strongly Agreed with this statement
- List what you enjoyed most and least regarding your position.
 - 100% identified valuing relationship with others that they met through this experience as one of the best aspects of their position.
 - Some Highlights:
 - "How great an opportunity it is to get connected with your housing community."
 - "I have gotten to meet some of my closes (sic) friends through this opportunity."

General Learning

- As there were only four 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, asking for help, and finding your voice.
 - Some Highlights:
 - "To me, leadership is something that anyone can have because it is about working, encouraging, supporting and exploring with others together to experience what it means to get something done."
 - "It was a chance to work towards a positive goal and outcome, and see change that is directly related to our efforts."
 - "Also do not feel afraid to use the tools that housing offers and has for you.
 Housing is very supportive asking them for help!"
 - "Do not be afraid to ask questions, how can one be a leader without understanding their own and peers ideas/opinions."

INSIGHTS FROM FINDINGS:

- Students are taking what they are learning from these organizations, and it is impacting them past this experience, whether through friendships or skills that they are learning.
- Students are expecting a lot out of these organizations, and we, as advisors and professional housing staff, need to be intentional in providing them with experiences that will help them grow and learn.

• Although it was improved this year, we still should stress the importance of focusing on RHA in this particular assessment as some of the responses veered toward other leadership experiences on campus.

- As this assessment serves a dual purpose showing us what students are learning and serving as a
 transition report for future students this is an important assessment to continue. It may be good to tweak
 it by getting student feedback on what they feel would have been most helpful to them in this transition
 report.
- As recommended last year, this would be an important assessment to open up to the entire housing student organization leadership. That way, we won't be missing their voices, and they can pass on their legacy to future students.
- We recommend using this to tailor future experiences. This data shows that students want more, so we
 would recommend finding out from them what experiences/projects they could have that would help them
 grow and learn.



DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Chloé Smith, Residence Life Coordinator

<u>PROGRAM</u>: On-Campus Living (Dodge Campus Only) (as measured by RHA Town Hall, 2017-2018) – 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:

- Safety/Security
 - In both semesters, students reported a general sense of feeling safe on campus. During fall semester, a lack of rounds in-building was reported for Public Safety; however, this was not repeated for spring semester.
 - Students reported feeling that RAs and Public Safety seemed approachable and friendly.
 - Students said the greatest area for overall improvement in the safety/security category was the lighting, particularly getting closer to Weber and the dumpsters of each property.
- Work Orders/Maintenance
 - Work orders seemed to be going well throughout this year. Students reported general ease of use, though a couple asked for greater explanation of the process for submitting.

 In this category, students expressed some concern about the cleanliness of spaces, specifically citing the UV laundry room, the recycling bin areas, and stairs.

Sustainability

- Generally, the sustainability efforts within housing were received well. Students appreciated the programming focused on sustainability.
- Some ideas students had for more sustainable efforts in housing were: larger recycling bins, glass recycling, composting, and more bike racks.
- Marketing for Programs/General Program Thoughts
 - Students enjoy the programs that are already provided by housing. They like the timing and the variety of them.
 - For marketing, students said the most popular methods of finding out about a program were door flyers and mass emails. Students said that it is more effective when they hear about a program multiple times (i.e. door flyer, RA encouragement, email, etc.)
- Resident Assistant/Residence Hall Director
 - As we've heard many times, students are generally aware of who their RA is; however, few know their RD.
- General Housing Improvements
 - Outdoor items were identified as an area for growth (i.e. benches, hammocks, better grills, etc.).
 - Students also mentioned wanting more programs during the summer months.

INSIGHTS FROM FINDINGS:

- Participation was much higher this year for both the Fall and Spring Town Halls; however, with this
 growth, the conversations that were able to be facilitated did not go below the surface level. More training
 should be provided to student facilitators.
- Students were likely not attending the event for the opportunity to provide feedback; it is important for them to know that they will be asked about their experience during this event.

RECOMMENDATIONS:

• This assessment is useful for us to continue; however, it is one that will need to be honed to provide balance between number of participants and amount of quality feedback.



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

ASSESSMENT LEAD: Chloé Smith, Residence Life Coordinator

<u>PROGRAM</u>: RHA Student Leadership Experience (as measured by RHA Wrap-Up Survey, 2017-2018) – measures student leaders' satisfaction with their overall RHA experience

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:

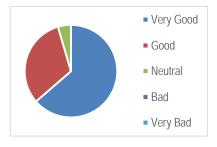
N/A

ASSESSMENT METHODOLOGY:

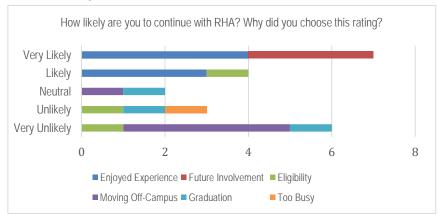
- Utilized a self-assessment survey
 - 2 quantitative items (Likert Scale)
 - Questions relate to rating overall experience and likelihood of return to the organization
 - 5 qualitative items
 - Questions relate to understanding quantitative ratings, improvements for RHA in future, and advice for future students
 - Administered at the end of the year
 - 88% participation rate (n=22)
 - Questions/prompts of note include:
 - How would you rate your overall experience in RHA? Why did you choose this rating?
 - How likely are you to continue with RHA? Why did you choose this rating?
 - What do you believe will help improve RHA for the following year?
 - Data reviewed by Residence Life Coordinator

SUMMARY OF KEY FINDINGS:

- How would you rate your overall experience in RHA? Why did you choose this rating?
 - The responses to this question were overwhelmingly positive (note: the one neutral rating was from a student who was attending their first meeting).



- 14 individuals indicated that their experience was "Very Good" for the following reasons: Friends
 (7), Being Involved/Enjoyment (6), Growing as a Person (3), Seeing Success (2), Fun (2),
 Positivity (1), and Liked New Structure (1).
- 7 individuals indicated that their experience was "Good" for the following reasons: Fun (2), RHA
 Room for Improvement (2), Growing as a Person (2), Misunderstanding Position Responsibilities (1), Other Priorities (1), and Better Organization (1).
- How likely are you to continue with RHA? Why did you choose this rating?



- What do you believe will help improve RHA for the following year?
 - This question yielded quite a variety of responses. Some of the ones that would be good to consider for the upcoming year are:
 - Developing the Vice President position to provide them with more tangible responsibilities since their main role is to stand in for the President.
 - Building the collaboration between the Councils and allowing them some time to do more things together.
 - Increasing communication and using the same systems for communication.

INSIGHTS FROM FINDINGS:

- Students are generally enjoying their experiences within RHA. For the most part, those who are eligible to return are indicating that they would like to for the next year.
- The main reasons that students are not returning are graduation, moving off-campus, and becoming an RA, which are all reasons that they wouldn't be eligible for continuing in RHA in their current roles.
 Several who cited that they were becoming an RA indicated interest in continuing if the RA Representative role was not already filled.

- This survey asked for students' names to be recorded on them. While this helped with keeping track of
 who took the survey, it might have influenced the responses that individuals felt like they could share. We
 would recommend removing the name/position within RHA questions.
- We would recommend outlining more responsibilities for the Vice President role, so they do not feel as
 though they are just a stand-in member. Some of those could include serving on a committee to plan RHA
 or Council bonding events, creating short training sessions for slower meetings, and leading an
 occasional meeting.
- Based on the feedback regarding communication, it may be good to explore what communication systems we are using and if they need to be developed for the Councils as well (i.e. Trello). This is a piece of feedback that the group was given mid-year as well.



DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Chloé Smith, Residence Life Coordinator

<u>PROGRAM</u>: MACURH/NACURH Student Conferences (as measured by Student Conference Wrap-Up Report, 2017-2018) – 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
 - 90% participation rate (n=10)
 - Full Instrument can be found on Box; however, the guestions/prompts of note include:
 - Explain (list) what aspects of the conference you enjoyed.
 - Please explain something you learned about yourself while attending the conference.
 - How has the conference influenced how you will approach student leadership?
 - Would you recommend this conference to someone else?
 - Data reviewed by Residence Life Coordinator

SUMMARY OF KEY FINDINGS:

- Explain (list) what aspects of the conference you enjoyed.
 - 90% identified meeting/working with others as one of their conference highlights
 - Students mentioned bonding with UNO delegates, delegates from other schools, and advisors as well.

- Please explain something you learned about yourself while attending the conference.
 - Students talked about a variety of experiences from conference that helped them learn about themselves.
 - Several had the opportunity to present and talked about how this impacted either their presentation skills or their views of their presentation skills.
 - They also talked about learning how to really network with students from other universities. They
 showed how they were able to get out of their comfort zones to learn from others.
 - Finally, they talked about being leaders and learning how to find their voices in large groups.
 Several were very nervous about talking in boardrooms, but they successfully did it.
- How has the conference influenced how you will approach student leadership?
 - There were two areas that received the most focus in this question.
 - The first was learning how to work with others. Students talked about how learning about their peers would impact how they worked with them later.
 - The second was bringing ideas back to UNO's campus that they thought could impact their organization. They talked about how they implemented ideas from MACURH/NACURH that helped them lead their organizations better.
- Would you recommend this conference to someone else?
 - 100% of participants said that they would recommend this experience to others.
 - Some highlights:
 - "Yes, I encourage others to go to conference to learn different programming ideas and to meet others."
 - "Yes, it is a great way to (sic) residents to become student leaders and meet new people. Resident can be involved with housing and learn more about it if they attend RLC in the future."
 - "YES. It is my favorite conference to attend because everyone there is so inviting and it really does feel like a family."

INSIGHTS FROM FINDINGS:

- Our students are learning about all kinds of different areas of leadership through these conferences, and they are using the information they learn to impact the experiences of others students who didn't attend the conference.
- Students are minimally talking about what they are learning about in the area of intercultural competence. While some are able to delve a little deeper, most talk about the very surface level of meeting others.
- This assessment shows the importance of providing students with an opportunity to network outside of the UNO community.

- This assessment is important to continue to show what students are learning through their experiences at conference and to utilize that information to improve future conference experiences.
- It is also important to make sure that the evaluation of these assessments is on-going, so the information can be utilized for the year in which the assessment is taken.
- 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.



DEPARTMENT: Housing and Residence Life

ASSESSMENT LEAD: Ani Solomon, Residence Hall Director

<u>PROGRAM</u>: Winter Resident Assistant (RA) Training (as measured by Winter 2018 RA Training Feedback Survey) – reports on feedback gathered from RAs on Dodge Campus regarding their required training sessions.

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:

The Associate Director of Residence Life created a short survey to gather feedback on the Winter RA Training experience of student staff on the Dodge Campus. The survey was administered via Qualtrics and sent out to all 20 Dodge RAs. It was presented as an optional feedback survey. 10 responses were recorded, 9 identified as first year RAs and 1 identified as a second or third year RA.

This report highlights the responses from the Dodge Campus Student Staff and their answers to 22 questions – 2 dropdown questions, 11 Likert scale questions, and 9 open-ended text response questions. Questions asked included:

How long have you been on staff?	Dropdown
Did you feel overwhelmed during training?	Dropdown
The length of training was the right amount of time	Likert
Sessions during the day were worth my time	Likert
I enjoyed ending the day by celebrating and bonding as a team.	Likert
Please evaluate the Strengths Workshop	Likert
Please evaluate the Programming & Student Learning	Likert
Please evaluate the Incident Review - Types & Reporting	Likert
Please evaluate the Roommate Mediations	Likert

Likert
Likert
Likert
Likert
Text response
Text response
Text response

SUMMARY OF KEY FINDINGS:

Averages from the 11 Likert Scale questions: Scale: Strongly Agree (5), Agree (4), Disagree (2), Strongly Disagree (1)

The length of training was the right amount of time	4
Sessions during the day were worth my time	4
I enjoyed ending the day by celebrating and bonding as a team.	4.66

Scale: Valuable (4), Valuable, but with modification (2), Not Valuable (1)

Please evaluate the Strengths Workshop	4
Please evaluate the Programming & Student Learning	3.66
Please evaluate the Incident Review - Types & Reporting	4
Please evaluate the Roommate Mediations	4
Please evaluate the Individual Staff Time	3.77
Please evaluate the Student Bystander Intervention Training	3.44
Please evaluate the Updates from HRL	3.33
Please evaluate the RA Selection Information	3.33

Open-ended Responses

RAs seemed to find greatest value in the sessions on programming and on incident protocol review - as well as overall opportunities to bond as a staff team. RAs enjoyed the programming session because it helped with idea generation and provided a refresher of the requirements. RAs also enjoyed the incident protocol review session because it helped with feeling more confident by reviewing the standard procedures.

Other open-ended response "themes" are highlighted in the sections that follow. As always, a full listing of the responses can be found in Qualtrics in the original survey data.

INSIGHTS FROM FINDINGS:

- RAs feel that Strengths Finder, conflict resolution, and incident reporting are good sessions to spend time on.
- RAs enjoyed the bonding experience and spending time together.
- RAs saw the training as redundant in some sessions and would like to have quizzes or other assessments from pro staff to see what areas need to be addressed in Winter Training.

- Make sure to add small breaks into the day or active sessions to avoid long lecture style trainings.
- Spend more time on review of incidents or do a second round of BCDs now that the team has some experience.
- Clarify the returner interview process for future years. Go through an example presentation and ePortfolio with the staff to model the process.
- Continue to do bonding activities.
- Add knowledge quizzes before Winter Break to see where we need to focus during training.