University of Wisconsin-Stevens Point
Department of Residential Living
Assessment Written Report

Introduction:

The Residential Living Mission is to enhance students’ educational and developmental experiences. We ensure safe, well-maintained living environments; promote a wellness lifestyle; and provide outstanding service to our customers.

Intended outcomes for Residential Living include:

- Residential Living will provide academic support systems and create a community in the Residence Halls that support the academic mission of UWSP.
- Residential Living will provide safe, clean on campus living facilities to UWSP students.
- Residential Living will provide Residence Hall students opportunities of engagement and learning in the Residence Halls and the UWSP campus community.
- Residential Living will develop the leadership skills of the student staff and professional hall staff.

Residential Living is comprised of three functional areas:

- Administrative Services
- Building Services
- Community Development & Education

Administrative Services handles many of the administrative aspects of the unit including financial reporting, occupancy, contract administration, and housing assignments. Building Services is responsible for maintaining safe, attractive, clean, functional, and comfortable residence halls for the students and staff that reside in them. Community Development and Education (CDE) is responsible for providing a staff and government who encourage a positive living-learning community, support student transitions into the University community, and assist students in accessing campus resources. This includes academic support, wellness programming, and supporting community initiatives.

Assessment Cycle
Residential Living has a long standing tradition of assessment and due to this fact, many programs are assessed frequently and with multiple methods. For this reason, a summary table of the assessment efforts has been developed and is in Appendix A.
Intended Learning Outcome I (program)

Residential Living will provide academic support programs and create a community in the Residence Halls that support the academic mission of UWSP.

Current Programs, Initiatives, and Facilities Provided

Assessed Programs
a) **ARC to Success Program** is a program for entering freshman met individually with an Academic Resource Coordinator (ARC) throughout the fall semester to learn academic tips.

b) **Freshman Interest Group (FIG) Program** is a program for incoming freshman to be part of an academically-focused group of peers with similar majors. The small groups of 20 students or less live in the same building and take a core set of classes together. We have six different themes of FIGs.

c) **Faculty Mentor Program** is a program where individual faculty members are invited to join the leadership team of a particular residence hall to create opportunities for students to engage in balanced educational and developmental experiences.

d) **Probationary Student Program** is an intervention program that is a conversation of Hall Directors with hall residents who were placed on academic probation.

e) **ACES Program** is The Achieving Career Exploration through Services (ACES) Program is set up as a class (Eng. 157) available only to upper-class residence hall students emphasizing aspects of service learning and career development.

Additional Initiatives

- In hall Intellectual Programming is a programming dimension that involves activities that support the pursuit and appreciation of knowledge and thought as well as encompassing the academic support and developmental activities of the department.
- 4.0 Plaques are placed lobby of each residence hall, a plaque to honor students who achieved a 4.0 during a semester to represent those individuals with extensive commitment to their academic success.
- Leadership GPA goal setting is used to encourage student staff members to appropriately role model a healthy academic attitude, student leaders submitted the GPA they wished to earn during the semester. The staff group and the government group who came closest to their target GPA were awarded various tokens.
- **Study Buddy Program** is a program where each residence hall student is offered an additional avenue to assist in academic success so students can find out who else in their building is taking the same classes they are and to allow them to contact fellow hall students for assistance or to form study groups.
- **Get Connected Program** is achieved by hall staffs presenting active or passive programs for first year residents during their first six weeks of classes.
- **Academic Receptions** is completed by hall staff members. They plan receptions for their residence hall in the spring semester recognizing hall residents that have excelled in academics during the first semester by achieving a 3.0 grade point average or above.
Outcome I Assessment Methods

The following assessment tools were used to assess Residential Living’s academic programs, initiatives, and facilities.

a) ARC to Success
- An electronic survey given to participants at the completion of the semester-long program. This is done yearly.
- GPA data
- ARC Weekly Walk In Data Collection Sheets is information gathered on a weekly basis of referral offices and services by ARC to students.
- Probation Report is a report compiled annually detailing the number of students on probation, suspended, and off probation from the previous semester.
- CDER Program Databank is our in-house departmental web based on-line tracking system for staff members to input program details.

b) FIG Program
- Weekly Walk In Data Collection Sheets is information gathered on a weekly basis of referral offices and services by FIG ARC to students.
- GPA data
- Electronic Spring Survey, revamped and completed annually. This survey was administered in the fall, now is administered at the end of Spring semester, after completion of the program rather than during mid-program.
- CDER Program Databank is our in-house departmental web based on-line tracking system for staff members to input program details.
- Focus Groups, we hold a focus group with each FIG at the end of every year. This past year, it is being rewritten and new guidelines are being written. These will be completed in the fall semester to be able to incorporate changes for the following semester.

c) Faculty Mentor Program is assessed by tracking the faculty attended Programs entered into CDER.
d) Probationary Student Program is assessed by tracking students on probation in the fall versus those that are on probation in the spring.
e) ACES is assessed by the instructor at the end of the semester by an in class survey.

All other Initiatives:
- ACUHO-I EBI Survey (Association of College and University Housing Officers-International Educational Benchmarking, Inc.) is an annual survey completed to provide insight into resident perceptions and demonstrates to residents that their perceptions are important in 19 residence hall factors.) UWSP results were also compared with six other schools of comparable size and demographics, called the Select 6 Comparison. The six universities UWSP was compared to are: University of Wisconsin-Platteville, University of Wisconsin-Oshkosh, University of Wisconsin-Eau Claire, University of Wisconsin-Green Bay, University of Wisconsin-Whitewater, and Minnesota State University-Mankato.

In addition, there are also many informal discussions between the various levels of staff members on the effectiveness of the programs, initiatives, and services provided throughout the year.
Outcome I Results

Programs and Initiatives

a) In the fall semester of 2008, the ARC program had 318 participants. The ARC program participants, on average, did not have GPAs equal to or higher than first year students, however they also have a slightly lower average ACT score. ARC participants have retention rates higher than first year students in fall to spring semester. Other results from the survey included that of the 199 students who completed the survey, 78% indicated that the program was helpful to them in their overall academic transition and 82% stated that the program helped them become more familiar with campus resources.

b) The FIG program had a 12% higher retention rate for the last 5 years compared to all other freshman. (This does not include students who withdrew from the program within the first semester). The FIG Spring survey had 40 completed surveys (37% response rate) This past year, FIG participants had a slightly higher GPA and demonstrated a social connection to UWSP by participating in FIG events as well as utilizing many campus resources and programs and 62% reported that they interacted with their faculty outside of class and 92% of respondents reported that the FIG program had met their expectations. The FIG report indicated that the participants were not entirely satisfied with the session presentation and topics.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>All First-Year Students</td>
<td>2.89</td>
<td>2.97</td>
</tr>
<tr>
<td>FIG Participants</td>
<td>3.02</td>
<td>3.04</td>
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</tbody>
</table>
c) The Faculty Mentor Program had 16 faculty members participating and a total of 38 programs were completed involving faculty members.

d) At the beginning of the Fall 2008 semester, 112 students were on probation and in the beginning of Spring 09 semester, 213 students were on probation. Nine students withdrew during the fall semester leaving 103 to finish the semester. Nine students withdrew spring semester leaving 204 to finish the semester. 67% of students on probation during the fall and 52% of the students on probation during the spring semester ended up in good standing by the end of their respective semester.

e) ACEs course had 14 students

Other Initiatives:
- Each hall held an academic reception honoring those with a 3.0 or better and honorees were awarded tokens.
- A total of 285 programs were completed by hall staffs, governments, and RHA in the halls this past academic year that were intellectual in nature. (CDER Programming Databank)
- 4.0 plaques placed in the lobbies of each hall have students in the halls names engraved on plaques to honor academic achievement.
- Every hall staff, hall government, and leadership team (staff and government combined) participated in GPA goal setting. Leadership teams had GPA’s that averaged above 3.0. (Leadership Award Data)
- Every hall had an Academic Initiatives Manual available as a resource through the year.

Implications for Practice
- ARC to Success: Based on the results of the survey, the ARC programs added more personal transitional aspects to the session training this year.
b) **FIG Program:** FIG has included more intentional semester planning and semester experiences are mapped onto the FIG program outcomes. There is also a more intentional effort by FIG ARCs to provide more substantial programming on the academic topics which includes use of PowerPoint presentations. In the comments of one of the survey, there was the recommendation would be to rename the Thomson FIG and identify a unifying theme. FIG has included more intentional semester planning and semester experiences are mapped onto the FIG program outcomes. There is also a more intentional effort by FIG ARCs to provide more substantial programming on the academic topics which includes use of PowerPoint presentations.

c) **Faculty Mentor Program:** There is more intentional assessment of the FML programs and are mapped back to FML program outcomes.

d) **Probationary Student Program:** The data suggests a moderate percentage of students on probation went to good standing the following semester. We could track the student who have attended a session with the Hall Director and compare it to those that have not met with their Hall Director to further evaluate the intervention program effectiveness.

e) **ACES evaluation** has resulted in minor curriculum changes and the feedback from each session was given to the presenter of the topic session.

**Other Initiatives:**
- Track the utilization and effectiveness of the Study Buddy lists and the Academic Initiatives Manuals.
- We are planning on conducting focus groups this spring to further assess the impact of programming on our residents.
- Provide a customer satisfaction survey or track participation at of the Academic Receptions.

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**Intended Outcome II (service)**

Residential Living will provide safe, clean on campus living facilities to UWSP students.

**Current Facilities and Services Provided**

**Facilities**
- Residence Halls that meet code and professional certification standards
- All residence halls serve students with disabilities
- In hall janitorial staff as well as student custodial staff
- Rotational update and remodeling of study lounges and front lobbies
- Floor kitchens
- Refurbished furniture to save money and be environmentally friendly
- Prop alarms on doors to ensure residents enter main entrance
- In hall computer labs
- ResNet and cable service
- Designated game cleaning kitchens
- Secure Armory, requiring residents to not store weapons in their room
Services
• Visitor sign in sheet at every front desk
• Staffed front desk (Sunday-Thursday: 9am-1am, Friday-Saturday: 9am-3am, 116 hours per week per hall)
• Mail services
• Telephone services
• Community Advisor (CA) staff and on-call duty staff available
• Full time Hall Director (HD) living in each residence hall
• Building services involved in training HDs and CAs
• Student involvement in desk feedback and design of updated areas, eg. study lobbies, programming rooms etc.
• Community and individual property damage
• On-line work order systems
• Routine facilities updates at CDE meetings
• Monthly Assistant to the Director (AD) meeting with updates from building services

Assessment Methods
The following assessment tools were used to assess Residential Living’s facilities outcome.
• ACUHO-I EBI Survey -Annual survey completed to provide insight into resident perceptions and demonstrates to residents that their perceptions are important in 19 residence hall factors.
• Survey Monkey
• Feedback meetings for the redesign and remodeling of study lounges and front lobbies.
• Informal feedback from monthly AD meetings and weekly CDE meetings.

Results
The EBI survey asked residents to assess various aspects of their residence hall experience on a 7-point Likert Scale from very dissatisfied to very satisfied. The following questions asked pertained to this intended service outcome.

With regards to the outcome that our halls will support the academic mission of UWSP, our EBI results are as follows:
• 52.8% of residents say they are moderately or very satisfied with their ability to study in their room, compared to 55% from our Select 6 comparison, rank 3 of 7.
• 89.5% of residents moderately to extremely believe residents living with or near them are concerned about their academic success, compared to 87% from our Select 6 comparison, rank 3 of 7. Added a new quiet wing and alcohol free wing to Residence halls as requested by incoming students. Quiet hours were extended during semester and final exams.
• Only 33% of our Residence Hall students report being moderately or very satisfied with their in room temperature control
• Only 37% of our Residence Hall students report being moderately or very satisfied with our vending services
• Only 40% of our Residence Hall students report being moderately or very satisfied with the cleanliness of the bathroom facilities
Implications for Practice

- The results show the department is doing well in terms of security and safety perceptions by residents.
- Fall 2009, room changes and reapplication moved to an online service.
- The results regarding the cleanliness of the hall and bathroom facilities can be utilized by full-time and student custodial staffs to ensure areas are getting cleaned. The EBI results also break down by hall, so if one hall ranked considerably lower, special attention could be given to that hall.
- The lowest percentage is temperature regulation and currently only two halls have individual heat regulating capabilities yet, while none have cooling capabilities yet. In the remodeling of the halls, each room is getting a thermostat to control their room’s temperature.
- Future practices should include a way to assess the effectiveness of the visitor sign in sheet at every front desk, the community and individual property damage process, and the game cleaning kitchens. Results could be shared with Dining Services and be used as baseline as new dining services initiatives get underway.

Intended Service Outcome III

Residential Living will encourage Residence Hall students to take part of the opportunities of engagement and learning provided in the Residence Halls and on the UWSP campus community.
Current Experiences Provided

Experiences
- In hall programming on various wellness topics
- Walkover opportunities to campus and community events
- Residence Hall Association (RHA)
- Hall Governments
- National Residence Hall Honorary (NRHH)
- Diversity Advocate Program
- Faculty Mentor Liaison program

Assessment Methods
The following assessment tools were used to assess Residential Living’s engagement and learning outcome.
- ACUHO-I EBI Survey (Association of College and University Housing Officers-International Educational Benchmarking, Inc.)
- CDER Program Databank
- Programming Report

Results
The EBI results indicate there are two primary areas that need to be addressed (highlighted in yellow above), that of diverse interactions in the halls and time management, study and problem solving skills. UWSP is higher than the Carnegie peers or select six with regards to satisfaction with programming.

The ideals of wellness are the basis for programming in the residence halls. To assist in the implementation of “well” thinking residence hall students, trained students and professional staff prepared programs that fell into the six dimensions of wellness. The following chart breaks down the number of programs reported by each dimension into the Program databank, CDER. This includes campus and community walkover events.

![Number of Residence Hall Programs 2008-2009](image)

Of the programs mentioned above,
- RHA held 48 programs in the halls
- Twelve Hall Governments provide involvement opportunities for residents.
- Hall Government leaders completed 299 of them
- Diversity Advocates held over 52 programs in the halls.
- Faculty Members were involved with completing a total of 38 programs for residence hall students.

On average, there has been a 30% reduction in all areas of programming in the last five years. This maybe a reflection of the changing student population as well as the infusion of needs based programming that many new hall directors implement in their halls. The average attendance of our programs during Spring 2009 was 18. Just over 10% of our programs during Spring 2009 had 0 attendees recorded and over 33% reported having 5 or less attendees.
Implications for Practice

Overall many programs were offered to engage hall residents. Social programming is the most popular dimension of programming because it is the easiest to complete and is typically low risk for residents in terms of comfort level. Approximately half of the EBI respondents were moderately or very satisfied with the types, variety, and quality of programs. Only four questions were asked on the EBI survey. The department may consider doing more large scale in-hall surveys to ask specific programming questions. With programming requirements set on an individual hall basis, these in-hall surveys could be customized to each specific hall.

Future practices should include a way to track specific social versus educational programs and walkover programs versus in-hall programs. Hall Directors should ensure that programs are being entered into CDER. The cost per program is not reported on the program databank. This piece of information could be useful to find the most cost effective programs and to revisit the issue of organization funding.

In addition, each Hall Director has to submit an Action Plan with regards to CDE outcomes that were set as priority items during their training. Many of the CDE priority outcomes are determined utilizing EBI results. A copy of one of such plans is attached in Appendix ____.

Intended Learning Outcome IV
Residential Living will develop the leadership skills of the student staff and professional hall staff.
Experiences or Services Provided

Services
- Training and on-going professional developments for Hall Directors (HD)
- Fall training for HDs, ADs, CAs, ARCs, FIG ARCs, DAs, Hall Government, and Pointer Pals
- Mid-year training for HDs, ADs, CAs, ARCs, FIG ARCs, DAs and Hall Government
- On-going training for ARCs, DAs, FMLs
- 8-week staff seminar class for new CAs
- Leadership Developments throughout the year
- Mini-conferences
  - Leadership Extravaganza
  - Job Shop
- SLTC Mentor/Mentee program
- AD monthly meetings
- One on ones between Hall Director and student staff or government members
- Residential Living Committee opportunities:
  - Community Housing Council (CHC)
  - Social Justice Issues Committee (SJIC)
  - Recognition and Support Committee
  - Student Leadership Training Committee (SLTC)
  - Student Conduct Board

Facilities
- Leadership Team Programming Rooms

Assessment Methods
The following assessment tools were used to assess Residential Living’s leadership skills outcome.
- Survey Monkey (Survey program allowing the creation of numerous surveys. Currently surveys were created for evaluating various trainings, Conduct Board involvement, and on-going training sessions for certain staff positions.)
- End of Semester and End of Year Evaluations (Tool utilized by Hall Directors to assess various competencies of student staff members.)
- Comfort Survey (Pre and Post) for fall training

There are also many informal discussions between the various levels of staff members on the services and facilities provided.

Results
- All positions came back early in August to train for their respective position. All staff and government positions came back early in January to participate in mid-year training. Eight Survey Monkey surveys were created to assess the Fall training and two Survey Monkey surveys were created to assess the Mid-year training. In addition, a comfort survey was performed for all staff this fall to assess the comfort of staff with issue prior to training and after. The majority of staff felt more comfortable after training with the demands of their position.
During the fall semester ARCs met for on-going training every other week and DAs and FMLs met for on-going training monthly. New CAs were required to complete an 8-week seminar class, which had them do projects and papers to better understand the staff position.

Leadership Extravaganza provided a day of workshops, speakers, and activities to build up leadership teams and re-energize for the remaining school year. A majority of staff and government members attended the Fall Leadership Extravaganza Mini-Conference.

SLTC Mentor/Mentee program paired up newly hired student staff members with returning staff members for a sneak peak of their staff position. 25 new and 25 returning staff members were involved in this program.

Each hall provides on-going developments for the staff and government members. This past year approximately six developments were done in the halls.

The HDs met with staff and government members regularly in one on ones. This gives the HD an opportunity to talk with the individual about their personal development. The end of semester and end of year evaluations completed by the HD provided staff members with feedback on their development as a staff members and areas to improve.

Leadership Team rooms provide an area for staff and government members to meet and safely store programming items.

**Implications for Practice**
Residential Living provides many opportunities for leadership skill development though very little assessment has been done in the area. The Survey Monkey surveys for fall training have been useful to help incorporate changes into the next fall training.

Future practices should include a way to assess the on-going training of the various staff position, in addition to the verbal feedback. The various Residential Living committees should be assessed by the student participants to evaluate if they are providing leadership skills and opportunities for the students and professional staff members.
Conclusions and Future Considerations

- Review assessment cycle and maybe put it on a 2 or 3 rotational cycle (we don’t have to everything every year).
- Separate EBI results by old hall versus remodeled and see if there is a difference in results.
- Review FIG and ARC programs see if there is need for expansion of successful academic support programs.
- Could share results of Dining portion of EBI with the new dining services director and staff.
- Will consider an UWSP external stakeholder survey.
- Note that UWSP numbers have been pretty consistent, other schools are outperforming us with regards to facilities
- Another Suite Style? Apartment Style? Develop a Master Plan for housing?