

Project Summary Form

Please complete this form about the data you gathered for this project and how you used it. This summary will be posted on the Student Affairs Assessment website and in Campus Labs (previously StudentVoice). The information will be used for division and department strategic planning as well as accreditation reports.

Date desired by: *3/17/2014*

The 60 Second Residence Hall Cell Phone Survey

Brief description of program / project:

I was asked to send out this survey due to the number of complaints staff had been hearing about (and experiencing themselves) in regards to quality of cell phone service in the halls (dropped call, no connectivity/service, slow connections, etc.).

Who was asked to complete the survey (e.g., "students who attended..."):

Students living in the residence halls.

Response Rate: 22.39% (615 of 2747)

Administration Type: Email sent through Campus Labs

Summary of Key Findings:

Based on the results, it seems AT&T had the highest rates of dissatisfaction, followed by Sprint and T-Mobile. There was reported dissatisfaction across all buildings and communities.

Actions Taken:

Survey results were sent to requested area to presumably reported to various carriers.

Which department and/or program goals does this program / project align with? (Finalized department strategic plans can be found on our website:

<http://studentaffairs.utah.edu/assessment/departments.php>)

This doesn't directly connect to an HRE goal, however, it does relate to the student experience and their satisfaction with that experience.

Which Student Affairs goals (<http://studentaffairs.utah.edu/assessment/documents/strategic-plans/strategic-plan-brochure.pdf>) does this program / project align with?

6. Utilize a coordinated assessment, evaluation and research approach to promote data driven decision-making.

Which Learning Domain(s) does this program / project align with?

(<http://studentaffairs.utah.edu/assessment/documents/planning/Student-Affairs-Learning-Domains.pdf>)

N/A