Project Summary

Housing & Residential Education / Follow-up to Resident Satisfaction Survey

Goal of assessment:
The goal of this assessment was to provide the opportunity for under-represented students to provide their community insights regarding the climate within the residential community at the end of the year.

Population sampled:
Residents who were in an under-represented category: women, international students, students of color.

How many people were asked (if known)? 1415
Respondents: 272
Response Rate: 19.2% (272 of 1415)
Administration Type: E-mail invitation through Campus Labs

Summary of Key Findings
Did your assessment accomplish your assessment goal? Was the desired outcome of the program or service achieved? Describe why/why not and what was learned. Include data to support your statements.

27% of residents stated that the RA had not made an attempt to get to know the resident as an individual.

20% of residents did not feel supported as a valued member of the community.

19% of residents had witnessed an act of bias or microaggression in the halls or dining room over the past year.

45% of residents agreed that their RA confronted inappropriate behaviors involving identity-related concerns while 49% of residents did not have enough information to be able to answer the question.

68% of residents were able to develop a social group while 27% of students did not agree that they were able to develop a social group in the residence halls.

91% of residents agreed that they learned to live cooperatively with others.

57% of residents would recommend living on campus to others while 29% would recommend living on campus to others with a reservation. 13% of residents would not recommend living on campus.
**Actions Taken/Planned based on the findings from this assessment:**
The information has helped to better understand the perspective of residents at the end of the academic year. The responses to questions as to who residents would have preferred their RA reach out, respond, or engage were very mindful.

We will be asked AER for support in conducting a statistical analysis of this survey.

The information will also be utilized in student leader and staff training.

The next step would be to utilize the qualitative data to engage focus groups.

**Alignment**

**Student Affairs Key Activity:** [Diversity & Inclusion]

**Departmental Key Activity:** Residential Education

**Departmental goal this project addresses:** Community Development Models for RAs, SJAs, and LNPs will use the Learning Domains as framework.

**Departmental Key Activity:** Social Justice Education, Student Leaders and Permanent Staff

**Departmental goal this project addresses:** Student leaders will be trained to promote diversity awareness and social justice in their various communities and work locations.

**Student Affairs Learning Domain Connection:** Diversity & Inclusion

*Please explain how this project connects to this Learning Domain:* Assessing the experience of the under-represented students in housing will help to frame their experiences as plans are developed to create inclusive communities.

**Student Affairs Learning Domain Connection:** Civic Engagement & Social Responsibility

*Please explain how this project connects to this Learning Domain:* Staff and student leaders are responsible for creating an environment where everyone is a valued part of the community.

**Student Affairs Learning Domain Connection:** Campus Community

*Please explain how this project connects to this Learning Domain:* Residents who are not engaged and connected in the residence halls have an experience that can negatively impact their ability to succeed and thrive elsewhere on campus.