UNIVERSITY HOUSING SERVICES

Submitted by
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October 13, 2009

Victor Culatta, Director, University Housing Services
Signature: _________________________
Department Learning Outcomes

Learning outcomes were developed for specific components of our Housing program. The learning outcomes developed and assessed for AY 2008-2009 are outlined below. We are also in the processing of revising and determining ways to assess learning outcomes developed for Residential Life professional staff training and our Theme Living Communities.

Learning Outcomes Assessment for Fall 2008

Frosh Start
Frosh Start is a three day program open to all new residents that takes place before the residence facilities officially open each fall semester. Frosh Start students participate in a series of activities and workshops designed to assist with transitional issues including promoting academic success, acclimating to campus life and resources, and creating opportunities for student engagement.

Learning Outcomes
By participating in Frosh Start, students will:

1. Gain a greater understanding of SJSU campus resources and the San Jose Community.
2. Learn time management strategies and how to achieve a balance between school, work and leisure.
3. Know how to locate their classes and purchase books.
4. Have knowledge of leadership and involvement opportunities on campus.
5. Be aware of safer alternatives social activities.
6. Gain an understanding of safer sexual practices and of sexual assault.

Collection of Data
Data was collected for Fall 2008 through an on line survey. Students were asked to respond on a seven point continuum ranging from “strongly agree” to “strongly disagree,” whether they felt the learning outcomes listed above were achieved. The survey was completed by approximately 22% of participants (112 out of 500)

Findings

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neutral</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of Campus Resources</td>
<td>.9%</td>
<td>1.8%</td>
<td>1.8%</td>
<td>10.7%</td>
<td>22.3%</td>
<td>48.2%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Time Management</td>
<td>1.8%</td>
<td>6.3%</td>
<td>11.7%</td>
<td>28.8%</td>
<td>30.6%</td>
<td>19.8%</td>
<td>.9%</td>
</tr>
<tr>
<td>Locate Classes and Purchase Books</td>
<td>3.6%</td>
<td>.9%</td>
<td>5.4%</td>
<td>10.7%</td>
<td>16.1%</td>
<td>38.4%</td>
<td>25%</td>
</tr>
<tr>
<td>Leadership and Involvement Opportunities</td>
<td>.9%</td>
<td>2.7%</td>
<td>2.7%</td>
<td>12.6%</td>
<td>16.2%</td>
<td>45.9%</td>
<td>18.9%</td>
</tr>
<tr>
<td>Safer Alternative Social Activities</td>
<td>1.8%</td>
<td>2.7%</td>
<td>3.6%</td>
<td>14.3%</td>
<td>29.5%</td>
<td>34.8%</td>
<td>13.4%</td>
</tr>
<tr>
<td>Safer Sexual Practices/Sexual Assault</td>
<td>5.5%</td>
<td>3.6%</td>
<td>3.6%</td>
<td>14.5%</td>
<td>18.2%</td>
<td>40%</td>
<td>14.5%</td>
</tr>
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</table>
Analysis
The findings were analyzed through review of the quantitative and qualitative data. Common themes from the comments in the qualitative data included the following:

- On average, participants attended only half of the planned sessions and activities
- The most enjoyable aspect of the program was the opportunity to meet other new students
- Participants would like to see more social activities and fewer structured sessions
- Participants expressed concern about the lack of attendance and expressed an interest in finding ways to increase attendance.

Communication to Staff
Results were discussed among the Housing Leadership Team, Residential Life Leadership Team and Residential Professional Staff.

Actions Taken
Discussions took place regarding changing the format of Frosh Start and strategies for increasing attendance. For Frosh Start 2009, fewer formal sessions were planned and those that did occur had greater structure and were more interactive. The program continued to emphasize the social activities and creating opportunities for students to meet each other since those were components still most appealing to participants.

Learning Outcomes Assessment for Spring 2009

ACUHO-I/Educational Benchmarking Studies Survey (EBI)
The EBI is sponsored by the Association of College and University Housing Officers-International (ACUHO-I) and Educational Benchmarking, Inc. The survey instrument provides students an opportunity to evaluate various components of our program and services based on satisfaction level, importance and the extent to which living on campus has enhanced student learning. The instrument includes a survey for students who live in our traditional residence hall communities, those who reside in apartment communities and for the resident advisor student staff. The surveys for traditional residence hall communities and student staff specifically address learning outcomes.

Learning Outcomes
Below are the learning outcomes addressed within the Resident Study and Student Staff Assessment. Students were asked whether by living on campus (Resident Study) or serving in the RA position (Student Staff Assessment) enhanced their learning in the following areas:

Resident Study:
Diverse Interactions
  o Learned from interactions with those from different backgrounds and recognized the benefit of those interactions
Personal Interactions
  o Enhanced ability to live cooperatively, resolve conflicts, develop interpersonal relationships and meet others
Personal Growth
  o Enhanced communication skills, appreciation of other cultures and understanding of the consequences of alcohol and drug use
Manage Time, Study, Problem Solving
  o Enhance problem solving and time management skills and the ability to study more effectively
Overall Learning Experience (* not a specific learning outcome but addresses student learning in general)
  o Living on campus has enhanced learning and academic experience on campus; satisfaction with overall academic experience on campus
**Student Staff Assessment:**

Diverse Interactions  
- Learned to interact, value and respect those who are different and to work with those who are different based on gender, race, sexual orientation or hold different religious or political views

Practical Competence  
- Learned how to run a meeting, organize and publicize events, influence residents’ behaviors and habits and enhanced time management skills

Empathy  
- Learned how to build trust with residents, earn respect, manage conflict, work and listen effectively with residents, motivate others and how to establish personal and professional relationships

Personal Competence  
- Built self-confidence to assume greater responsibilities, instilled ownership of department mission and enhanced understanding of own contributions to the department and the ability to share knowledge

Self-Knowledge and Skills  
- Enhanced self-confidence, communication skills, critical thinking and problem solving skills and knowledge of own talents and limitations

Collaboration with Staff Team  
- Ability to communicate, work effectively and respect fellow staff members; ability to listen to others, respectfully discuss differences, support final decisions and accomplish and achieve goals and tasks.

**Collection of Data**

The survey was administered from April to May 2009, through a paper survey made available to all residents who live in the residence community. The survey, which is completely voluntary, was administered at floor meetings, during RA programs and made available at hall front desks. Incentives were offered to encourage participation. The response rate for the Resident Study was 63.7% (1274 out of 2000) and 95.1% (58 out of 61) for the Student Staff Assessment.

**Findings**

On both surveys, participants are asked to respond on a seven point continuum. The highest possible mean is 7.0. Professional standards set by ACUHO-I, the Council for the Advancement of Standards and NASPA/ACPA Learning Reconsidered recommend a target mean of 5.5.

On the subsequent pages is a summary of our results for each survey for those categories that address learning outcomes or overall student learning. Also included is how we scored compared to other institutions and longitudinal data showing how we’ve scored since 2005.
EBI Scores for AY 2008-2009

**Resident Study**

- Overall Learning Experience: 5.08
- Learning Outcomes: Personal Growth: 5.24
- Learning Outcomes: Manage Time, Study, Solve Problems: 4.90
- Learning Outcomes: Diverse Interactions: 5.43
- Learning Outcomes: Personal Interactions: 5.30

**Student Staff Assessment**

- Learning Outcomes: Diverse Interactions: 5.78
- Learning Outcomes: Practical Competence: 5.44
- Learning Outcomes: Personal Competence: 5.28
- Learning Outcomes: Self-Knowledge and Skills: 5.11
- Learning Outcomes: Collaboration within Staff Team: 5.02
- Learning Outcomes: Empathy: 5.40
Analysis
The findings were analyzed through statistical analysis and longitudinal benchmarking. Results were also compared with national averages of all participating institutions (269 in the Resident Study, 90 in the Student Staff Assessment), those within the same Carnegie Class (77 in the Resident Study, 27 in the Student Staff Assessment) and six institutions that were self-selected.

Below is data showing how our scores and response rate compare. The self selected institutions were chosen based on their being participating institutions most comparable to the SJSU housing program in terms of campus setting, enrollment, resident population and staffing. The six selected for each were:

Resident Study: UC Santa, Cruz; Cal Poly, San Luis Obispo; CSU Monterey Bay; UC Riverside; Buffalo State College, University of Nevada-Las Vegas

Student Staff Assessment: University of Nevada-Las Vegas; UC, Riverside; Buffalo State College; University of San Francisco; Xavier University; University of MD- Baltimore County

Our response rates and those of the groups we benchmark against are below:

<table>
<thead>
<tr>
<th></th>
<th>Resident Study</th>
<th>Student Staff Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SJSU</td>
<td>64%</td>
<td>95%</td>
</tr>
<tr>
<td>Select 6</td>
<td>47%</td>
<td>85%</td>
</tr>
<tr>
<td>Carnegie Class</td>
<td>54%</td>
<td>90%</td>
</tr>
<tr>
<td>All Institutions</td>
<td>43%</td>
<td>84%</td>
</tr>
</tbody>
</table>

Please note that how the EBI is administered varies among institutions. Many opt to sample a random or select group of residents rather than making the survey available to all residents. Historically, we have always provided all residents with an opportunity to complete the survey and consistently yield significantly higher response rates for the Resident Study than most other institutions.

**Resident Study**
Student Staff Assessment

Below are our EBI scores over the past five years in those categories that specifically address learning outcomes or overall learning experience. Please note the number of responses (“n”) and standard deviation (“std dev”) is maintained in the online database for up to two previous years which is why that data is not listed for years 2005-2007. For the Student Staff Assessment, the categories addressing learning outcomes were added to the survey for the first time in 2008.

Resident Study

Factor 12. Learning Outcomes: Personal Interactions

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean</th>
<th>Difference</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1225</td>
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</tr>
<tr>
<td>2008</td>
<td>1295</td>
<td>5.44</td>
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<td>1.26</td>
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<table>
<thead>
<tr>
<th>Year</th>
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</tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>2006</td>
<td>5.47</td>
<td>-0.17</td>
</tr>
<tr>
<td>2005</td>
<td>5.41</td>
<td>-0.11</td>
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</table>
Factor 13. Learning Outcomes: Diverse Interactions

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean</th>
<th>Difference</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1219</td>
<td>5.43</td>
<td>0.00</td>
<td>1.45</td>
</tr>
<tr>
<td>2008</td>
<td>1293</td>
<td>5.68</td>
<td>-0.25</td>
<td>1.33</td>
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</table>

* This category was added in 2007


<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean</th>
<th>Difference</th>
<th>Std Dev</th>
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<tbody>
<tr>
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<td>1215</td>
<td>4.90</td>
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<td>2008</td>
<td>1295</td>
<td>5.02</td>
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Factor 15. Learning Outcomes: Personal Growth

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<th>Mean</th>
<th>Difference</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
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<td>5.24</td>
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<td>1285</td>
<td>5.41</td>
<td>-0.17</td>
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Factor 18. Overall Learning Experience

<table>
<thead>
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<th>Year</th>
<th>N</th>
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<th>Difference</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1220</td>
<td>5.08</td>
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<tr>
<td>2008</td>
<td>1291</td>
<td>5.24</td>
<td>-0.16</td>
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**Student Staff Assessment**

**Factor 8. Learning Outcomes: Empathy**

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<th>N</th>
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</thead>
<tbody>
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<td>5.40</td>
<td>0.00</td>
<td>0.80</td>
</tr>
<tr>
<td>2008</td>
<td>58</td>
<td>5.69</td>
<td>-0.29</td>
<td>0.91</td>
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</table>

**Factor 9. Learning Outcomes: Collaboration within Staff Team**

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean</th>
<th>Difference</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
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<td>58</td>
<td>5.03</td>
<td>0.00</td>
<td>1.11</td>
</tr>
<tr>
<td>2008</td>
<td>58</td>
<td>5.38</td>
<td>-0.35</td>
<td>1.08</td>
</tr>
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</table>

**Factor 12. Learning Outcomes: Self-Knowledge and Skills**

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean</th>
<th>Difference</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>57</td>
<td>5.11</td>
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<tr>
<td>2008</td>
<td>58</td>
<td>5.88</td>
<td>-0.77</td>
<td>1.14</td>
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</table>

**Factor 13. Learning Outcomes: Personal Competence**

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean</th>
<th>Difference</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>58</td>
<td>5.28</td>
<td>0.00</td>
<td>0.98</td>
</tr>
<tr>
<td>2008</td>
<td>58</td>
<td>5.78</td>
<td>-0.50</td>
<td>1.03</td>
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**Factor 14. Learning Outcomes: Practical Competence**

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean</th>
<th>Difference</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>58</td>
<td>5.44</td>
<td>0.00</td>
<td>1.09</td>
</tr>
<tr>
<td>2008</td>
<td>58</td>
<td>5.78</td>
<td>-0.34</td>
<td>1.04</td>
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</table>
Communication to Staff
Results were shared during a presentation in July 2009 to the Interim UHS Director and Residential Life Leadership Team. The results were also shared and discussions took place during the Residential Life Professional Staff Training this past summer. This Fall results will be shared with the new UHS Director and leadership teams from the Administrative and Financial Operations, Facilities and Organization and Planning areas and resident advisor staff.

Actions
Results were utilized by the Residential Life staff in developing goals for their residential communities and preparations for Fall Student Staff training and Frosh Start. In particular a greater emphasis on collaboration within staff teams was incorporated into Student Staff training, and programs were planned for Frosh Start focusing on time management, study skills and problem solving. Both will continue to be priorities throughout the academic year programmatically and as a component of staff supervision and teambuilding. This year we will also be in using some of the data in our efforts to market on campus housing.

Learning Outcomes Assessment for 2009

I. Frosh Start
In order to collect longitudinal data, we will again assess our Frosh Start Program utilizing the same learning outcomes as in Fall 2008.

Learning Outcomes
By participating in Frosh Start, students will:

1. Gain a greater understanding of SJSU campus resources and the San Jose Community.
2. Learn time management strategies and how to achieve a balance between school, work and leisure.
3. Know how to locate their classes and purchase books.
4. Have knowledge of leadership and involvement opportunities on campus.
5. Be aware of safer alternatives social activities.
6. Gain an understanding of safer sexual practices and of sexual assault

Collection of Data
Data will be collected for Fall 2009 through an on line survey. Students will be asked to respond on a seven point continuum ranging from “strongly agree” to "strongly disagree," whether they feel the learning outcomes listed above were met.
II. Residential Life Student Staff Training
For approximately ten days in early August, our 61 Resident Advisors participate in a training program
designed to prepare them for the responsibilities, duties and challenges they will encounter as RA’s. This
year we will assess the program and how well the learning outcomes outlined below are met.

Learning Outcomes
By participating in the Fall 2009 Residential Life Student Staff Training program, Resident Advisors will be
able to identify the following:

1. Ways in which RA’s can serve as a mentor to residents
2. Programs offered by the Alcohol, Tobacco, Other Drugs and Violence Prevention program
3. Signs that someone who is contemplating suicide may exhibit
4. Potential actions/behaviors of someone who has been sexually assaulted
5. Skills used in mediation
6. Strategies for being an effective ally
7. Steps to handling a conduct/confrontation situation
8. Steps to completing an incident report
9. Protocol in a power outage situation
10. Focus areas within the UHS Programming Model

Collection of Data
Data will be collected through a post test that will be administered to the RA’s following completion of the
training program. The test will be multiple choice and administered online.

Changes for 2009-2010
For 2009-2010 our primary change will be to conduct more direct assessment. UHS does a good job of
indirect assessment, however, our resident population and large numbers of student staff provide ample
opportunities for direct assessment. We seek to improve in this area this coming year.

UHS collects a significant amount of data regarding student satisfaction and learning. Although the
results are shared, more could be done to utilize the data in strategic planning efforts and as we evaluate
our current program and services. With housing retention being critical, the data collected can be better
used for retention and marketing efforts and as we continue to enhance the residential living component
of our program.

This year we plan to return to assessing regular RA programs that occur throughout the academic year.
In particular, we will assess those programs that possess an educational, cultural or recreational focus.
Our Theme Living Communities provide an opportunity for additional assessment work as well. Collecting
data regarding student learning in these areas offers us valuable information regarding how well we are
creating a learning environment for our residents.