

# The Student Residential Experience Exposed: Findings from the ACUHO-I/NASPA Consortium

## Presenters:

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Have any of you been asked to provide evidence about the outcomes of living on campus and Res Life programming?

Outcomes assessment is...

complex and  
messy and  
not easy!

# Challenges to Outcomes Assessment

- Students come to college with certain characteristics, skills, and experiences.
- Students don't experience college by following the lines in an organizational chart.
- Most outcomes are not obtained in a semester or academic year.
- Assessing outcomes through a survey alone does not cut it.

# Enter NASPA...

## What VPs were telling NASPA:

- Assessment/accountability is one of the top three issues facing student affairs divisions
- Pressure to document learning
- Accreditation demands
- Funding/budgets

# NASPA Assessment Consortium



# More Holistic Assessment Approach



# Participating Institutions

- Augustana College (South Dakota)
- Baldwin-Wallace College
- Belmont University
- Buffalo State College
- Butler University
- Cal Poly Pomona
- Canisius College
- Clarke University
- Colorado State University
- Denison University
- DePauw University
- Eastern Connecticut State University
- Eastern Michigan University
- Evergreen State College
- Gonzaga University
- Grinnell College
- Kalamazoo College
- Louisiana State University
- Loyola University
- Macalester College
- Mount St. Mary's University
- North Dakota State
- Otterbein University
- Pratt Institute
- Sam Houston State University
- Southern Methodist University
- Southern Utah University
- Spring Hill College
- St. Bonaventure University
- Towson University
- Transylvania University
- University at Albany
- University of Alabama
- University of Alaska
- University of Delaware
- University of Florida
- University of Nebraska
- University of Nevada, Las Vegas
- University of New Hampshire
- University of North Carolina at Asheville
- University of North Carolina at Greensboro
- University of North Dakota
- University of Puget Sound
- University of Texas at Austin
- University of Wisconsin – Parkside
- Virginia Polytechnic Institute and State University
- West Chester University

# Topics

- Living arrangements
- Participation in Res Life programming
- Outcomes (guided by Learning Reconsidered outcome domains and CAS)
- Likelihood of living on campus in the future, becoming an RA, graduating, being involved in alumni programs, and donating to the college after graduation.

Not another survey!

A major barrier to using survey data for improvement is that many campus decision makers find the results of institutional surveys to be too general.

(Kuh, Gonyea, & Rodriguez, 2002)

# Before the Findings

- The Consortium has many of the same limitations that plague survey research in general and large samples such as:
  - Lots of correlations
  - Effect sizes are small
  - No causality
  - Impact of non-response rates on surveys
  - Not a random sample of institutions

# Findings

N=33,000+

# Place of Residence

- On campus (residence hall, apartment, family housing) = 82%
- Off campus, alone or with friends/roommates = 10%
- Off campus, with my parent(s)/guardian(s) = 4%
- Off campus, with my spouse/partner/children = 2%
- I am currently studying abroad = 1%
- Fraternity or sorority housing = 1%

# Place of Residence

- Traditional residence hall - typically one room with bed(s), desk(s), and closet(s) = 54%
- Suite-style residence hall = 24%
- Apartment building/complex = 14%
- Family housing = 2%

# Place of Residence

- Living learning community = 18%
- Themed housing = 15%
- FIG = 6%

# Types of Programming

- Social programs and events = 65% participate
- Community service/service-learning projects = 38%
- Health and wellness programs and events = 34%
- Diversity programs and events = 32%
- Academic success programming = 30%
- Community building (e.g., programs on being a good roommate or conflict resolution) = 29%

# Outcomes and types of programming

Likelihood of being an RA next year or taking a leadership role in residence life...

Small-medium sized correlations with participation/involvement level in:

- Community building ( $r=0.283$ )
- Social programs and events ( $r=0.273$ )
- Health and wellness programs and events ( $r=0.244$ )
- Community Service/Service Learning Projects ( $r=0.253$ )
- Academic Success Programming ( $r=0.251$ )
- Diversity Programs and Events ( $r=0.265$ )

# Outcomes and types of programming

Likelihood of participating in alumni events after graduation...

Small sized correlations with participation/involvement level in:

- Community building ( $r=0.137$ )
- Social programs and events ( $r=0.208$ )
- Health and wellness programs and events ( $r=0.155$ )
- Community Service/Service Learning Projects ( $r=0.188$ )
- Academic Success Programming ( $r=0.169$ )
- Diversity Programs and Events ( $r=0.156$ )

# Outcomes and types of programming

Likelihood of donating to the institution after graduation...

Small sized correlations with participation/involvement level in:

- Community building ( $r=0.092$ )
- Social programs and events ( $r=0.144$ )
- Health and wellness programs and events ( $r=0.113$ )
- Community Service/Service Learning Projects ( $r=0.150$ )
- Academic Success Programming ( $r=0.126$ )
- Diversity Programs and Events ( $r=0.116$ )

# Outcomes and types of programming

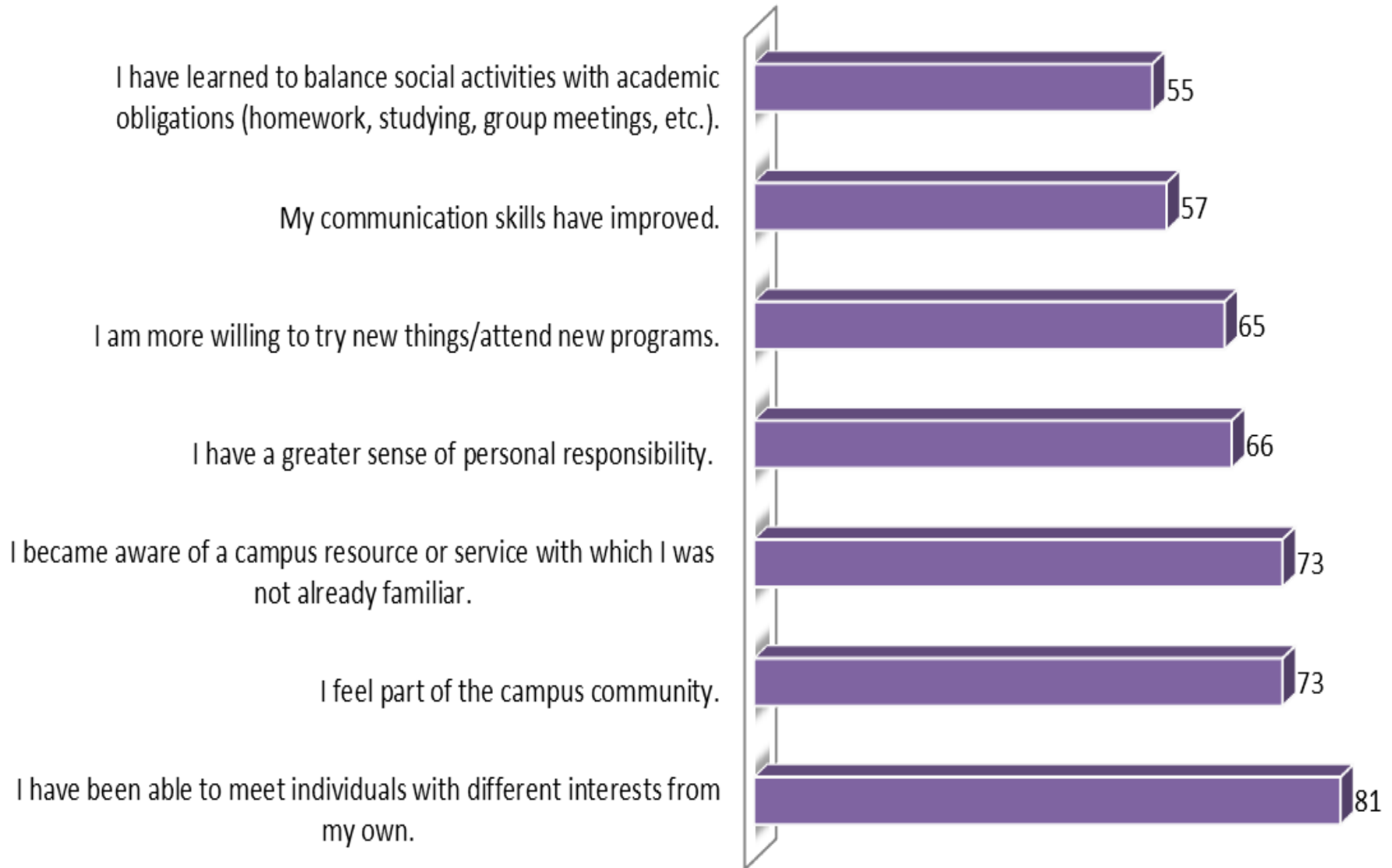
Likelihood of completing their degree at this institution...

**Very small-no** correlations with participation/  
involvement level in:

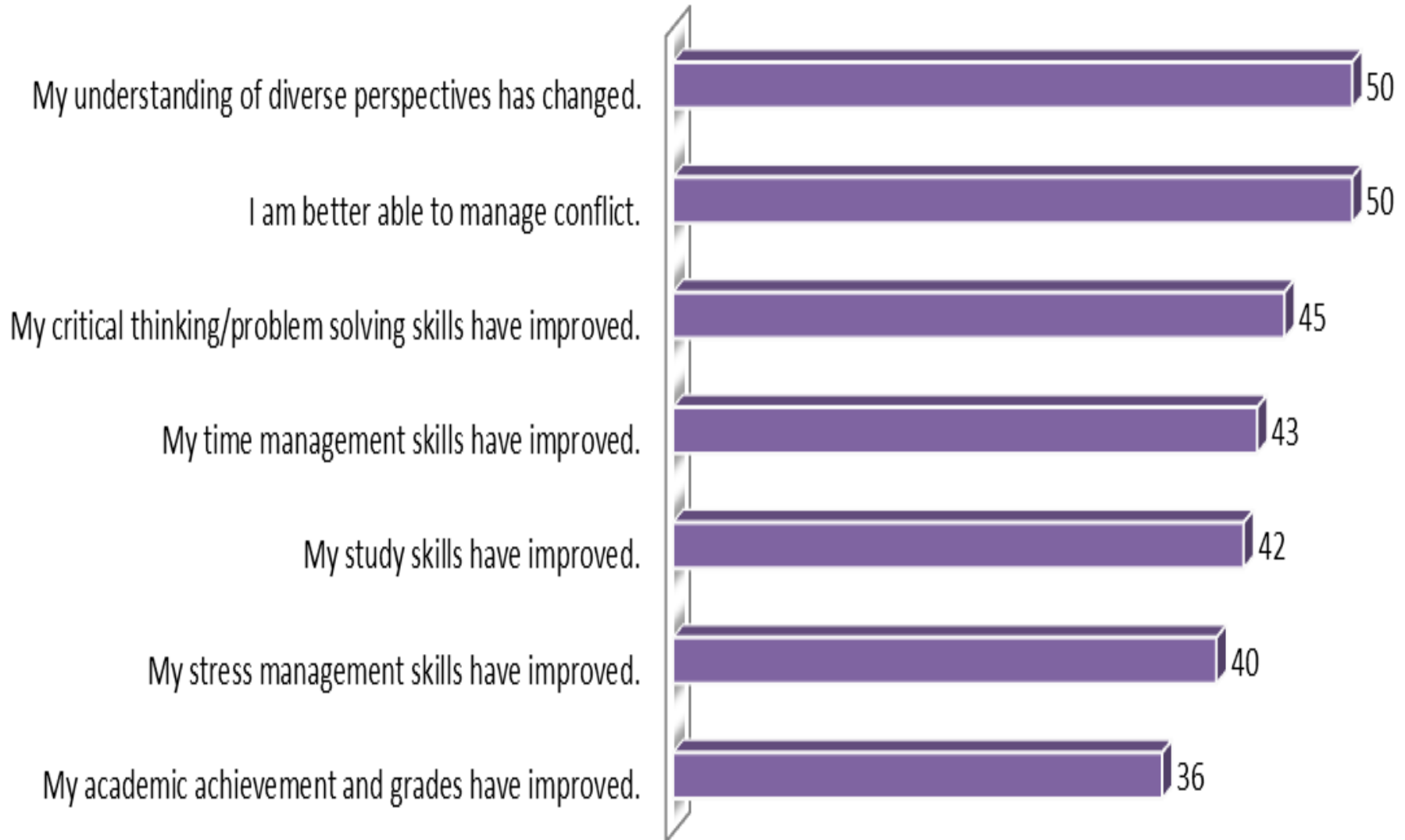
- Social programs and events ( $r=0.028$ )
- Community Service/Service Learning Projects ( $r=0.022$ )

As a result of participating in residence  
life programming and events ...

# Outcomes – Percentage of students in agreement



# Outcomes — Percentage of students in agreement



# Factor Analysis

- Academic and Life Skills (alpha = .956)
  - Time management
  - Stress management
  - Communication skills
  - Study skills
- Campus Community Integration (alpha = .885)
  - Meeting new people
  - Feeling part of the campus community
  - Sense of personal responsibility

# Preliminary observation

- Negative correlation between number of roommates and factor scores on:
  - Academic and Life Skills
  - Campus Community Integration

# Outcomes

My involvement in residence life programming and events has provided me with skills and abilities that I will use after college.

Strongly agree = 17%

Somewhat agree = 42%

Neutral = 29%

Somewhat disagree = 7%

Strongly disagree = 5%

# Open-Ended Question

*In what ways has your involvement in residence life programming and events provided you with skills and abilities that you will use after college?*

# In their own words

*“Res Life programs, such as calculating our carbon footprints, have raised my awareness and provided more options to reduce my footprint in the dorm and at my home.”*

# In their own words

*“It has helped me to expand my social circle which has led to a more outgoing approach to how I handle things. It has made me feel comfortable with who I am and feel more comfortable around people who think different than myself.”*

# In their own words

*“I’ve learned through floor meetings that communication is vital, especially when applied to the life I will have after college. Conflict resolution is necessary.”*

# In their own words

*“ResLife programming has helped me manage my time better, gotten me motivated academically, helped with my major, and also made me more aware of the international students on my campus. I have now built strong relationships with several international students, something that I never expected to do when I came here.”*

# In their own words

*“Tango lessons helped me learn that dance can be used to relieve stress.”*

Case studies of effective use of survey results reveal that surveys lead to improvement when the data are broken down or disaggregated at the college or department level and focus on a few highly related items that suggest specific actions.

(El-Khawas, 2003; Kezar, 2002, 2003)



West Chester University  
OF PENNSYLVANIA

Colorado State University



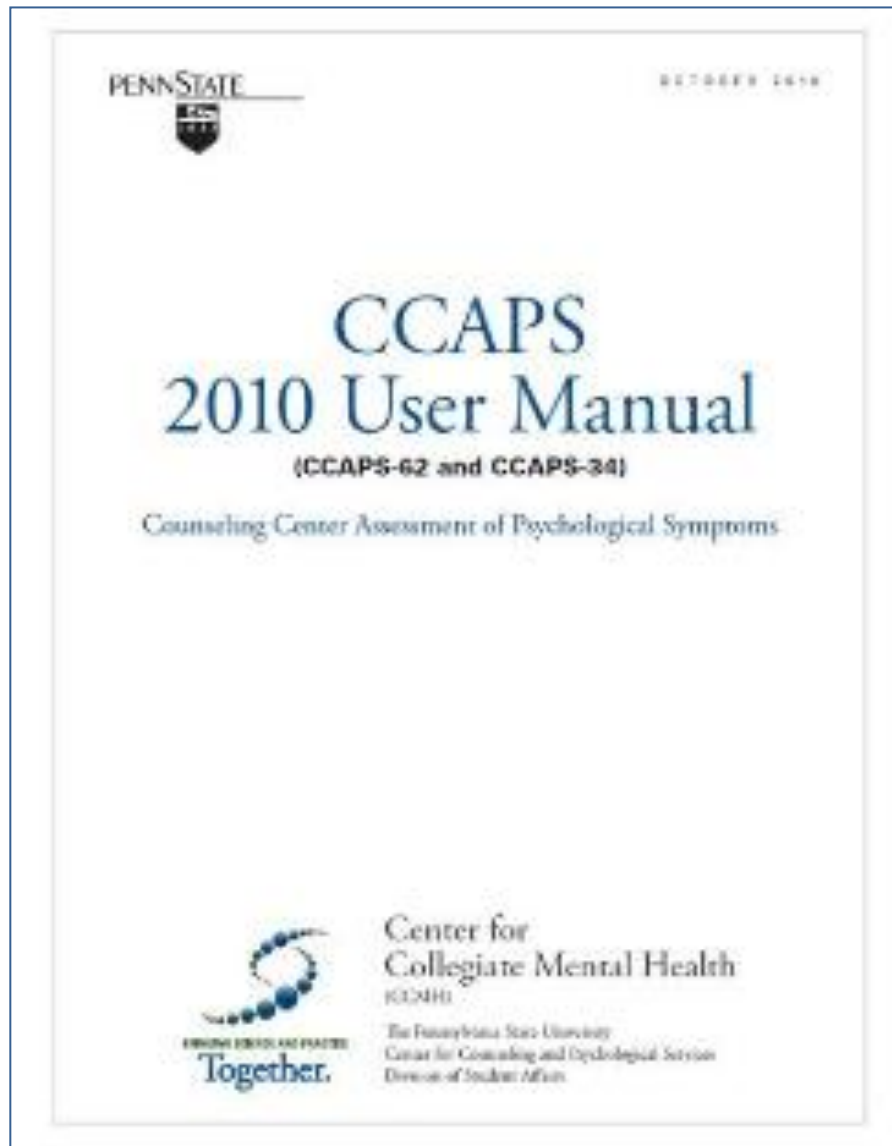
# Consortium Connections



# Mental Health & Counseling

- 21,000 responses from 40+ campuses
- General student population
- CCAPS-62 + standardized questions from the Center for Collegiate Mental Health (CCMH)
- On-campus = 37%

# Mental Health & Counseling



# Mental Health & Counseling

- Five point scale of ‘Not at all like me’ to ‘Extremely like me.’
- The eight CCAPS-62 subscales: “a sample question”
  - Depression: “I feel worthless.”
  - Generalized Anxiety: “I am anxious that I might have a panic attack in public.”
  - Social Anxiety: “I am shy around others.”
  - Academic Distress: “It is hard to stay motivated for class.”
  - Eating Concerns: “I feel out of control when I eat.”
  - Family Distress: “I feel that my family loves me.”
  - Hostility: “I have thoughts of hurting others.”
  - Substance Use: “I enjoy getting drunk.”

# Mental Health & Counseling

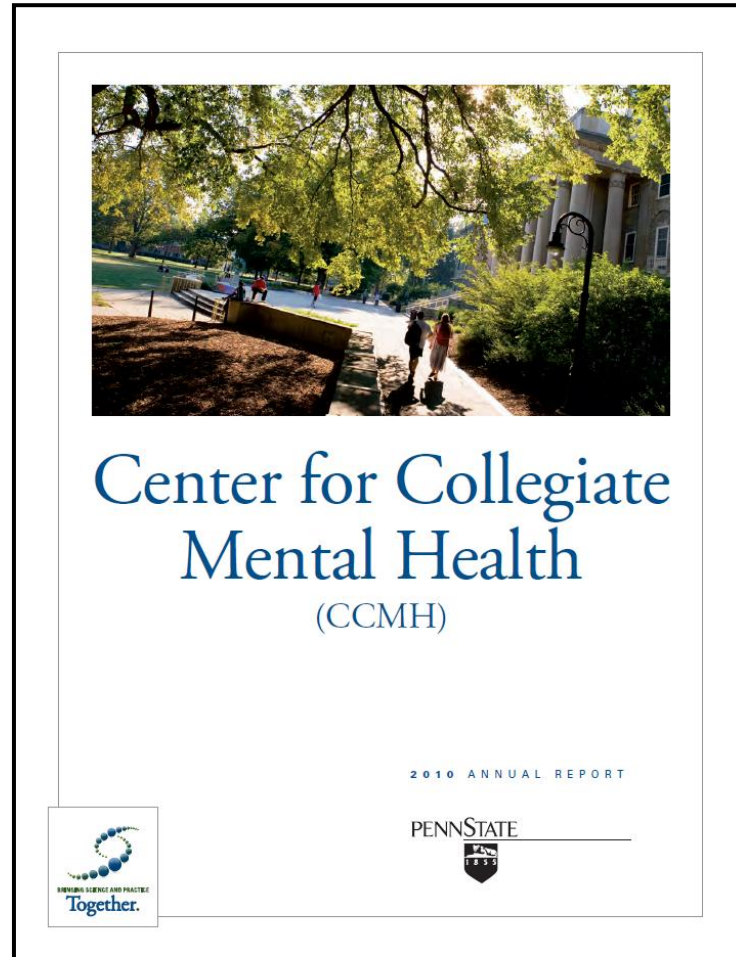
- The eight CCAPS-62 subscales: mean for on-campus students
  - Social Anxiety: 1.574
  - Academic Distress: 1.241
  - Generalized Anxiety: 1.054
  - Eating Concerns: 1.008
  - Depression: 0.888
  - Family Distress: 0.777
  - Hostility: 0.682
  - Substance Use: 0.658

# Mental Health & Counseling

- Students who live on campus reported fewer academic concerns than students who live off campus.
- Students who live on campus reported *more* social anxiety issues than students who live off campus.
- Students who live on campus reported fewer family concerns than students who live off campus.

# Mental Health & Counseling

Visit: [ccmh.squarespace.com](http://ccmh.squarespace.com)



# Consortium Connections



# Future Research

- Explore more Consortium connections.
- Find models/best practice institutions that link in-class to out-of-class experiences.
- Explore living arrangements data and outcome factors.
- Level of participation in Res Life programming and outcomes – attending events versus actively participating versus leadership roles/helping to plan events.

# Questions?

[www.naspaconsortium.org](http://www.naspaconsortium.org)



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