

Annual Report

Housing and Residence Life
2016-2017

Assessment in HRL

○ Annual Assessment Information and Reports

- University Assessment Committee (UAC) – www.gvsu.edu/assessment
- Strategic Plan – Every five years in conjunction with the University Strategic Plan
- Self-Study – Every six years as assigned by the UAC. Housing and Residence Life reports self-study information to the Dean of Students to be included in the Division of Student Services report on the schedule established by the UAC. Housing and Residence Life does not produce an independent report.
- Assessment Report – Every year each unit within Academic and Student Affairs provides a report on three of their measurements within the unit strategic plan.

Assessment in HRL

- **Institutional Analysis (IA)** – Housing and Residence Life works closely each year with looking at retention data to monitor impact of the experience of living on campus. Annual data collected includes multiple measures of retention, time to graduation, First-Year GPA, transfer GPA and retention, secondary admission data, and NSSE data specific to students living on campus. The IA website – www.gvsu.edu/ia is full of institutional data that is open for review for anyone at any time.
- **Division of Student Services Annual Report** – Annual collection of unit activity within the Division of Student Services. The contents of the report are determined annually by the DSS and the report is due each year in June/July.

Assessment in HRL

- **mySuccessCheck** – This GVSU Survey, developed by IA to measure retention and belonging risk, is administered in the first three weeks of both the fall and winter semester each year. Housing and Residence Life staff promote the survey and follow up with students to encourage them to participate. The expectation is that all first-time at GVSU students are participating. Once the survey closes, HRL staff follow up with students that fall into high-risk categories (specifically in terms of belonging). This is GVSU's way of meeting each student with resources that meet their specific needs.
- **Benchworks** – This annual survey is aimed at collecting resident satisfaction data anonymously. Each year we randomly select residents to participate in the survey. The survey launches the first week of April and is open for approximately two weeks. Data is coded and presented to staff in May/June for consideration in goal setting for the next academic year.

Assessment in HRL

- **Assessment Surveys and Focus Groups** – Due to the need for information at various points in the year to provide the best service possible to students that live on campus, HRL conducts various online surveys and focus groups to gain data valuable to setting procedures and distributing important information. Assessment survey and focus group examples from the 2016-2017 academic year included several occupancy and marketing surveys and a focus group with residents that were concerned about resident assistant performance across campus. The data collected is then analyzed and shared with the HRL Staff to discuss areas for improvement.

Alignment with Division

Division of Student Services Mission

- *The Division of Student Services fosters lifelong learning through programs and services that engage all students in the University community, support their academic, personal and professional goals, and positively impact student success.*
 - **Housing and Residence Life Mission**
 - Providing resources and opportunities for student learning and success by collaborating to build inclusive residential communities and experiences.

Division of Student Services Vision

- *The Division of Student Services strives to be a leader in the field of Student Affairs, providing exemplary programs and services that enhance student success and advance an unparalleled educational experience that creates engaged and independent students who are prepared to be active, principled contributors and leaders within their professions and communities.*
 - **Housing and Residence Life Vision**
 - Strive to provide excellent opportunities for engagement and development in safe and inclusive communities through operational services, sustainable practices, and co-curricular learning and living environments grounded in best practices.

Improving FTIAC Retention

The Division of Student Services will improve student success by increasing FTIAC retention to 86%.

Housing and Residence Life can help to positively contribute to this overall goal as students that continue to live on campus have a higher rate of retention and shorter time to graduation. All of the noted data is considered statistically significant.

- The overall FTIAC retention rate in Fall 2015 – 84%
- Off Campus FTIAC retention rate in Fall 2015 – 77.9%
- On Campus FTIAC retention rate in Fall 2015 – 84.8%

Time to Graduation

- The overall 4-year graduation rate – 36.7%, 5-year – 60%, 6-year - 66.3%
- Off Campus 4-year graduation rate – 28.4%, 5-year – 44.9%, 6-year - 59.7%
- On Campus 4-year graduation rate – 38.3%, 5-year – 62.6%, 6-year - 67.6%

Residential Education: Historical Timeline

1998-2007 – Collection of Data

- EBI
- Institution specific focus groups and survey
- Lots of growth - facilities

2007-2008 – Data analysis

- What did we have to learn?
- How to make the biggest impact

2008 – Introduction of Residential Curriculum

- 5-year graduated plan
- Fundamental Change in View

2010 – 2012 Intercultural Mentor

- Started with this area of focus
- Transition from MA position
- Support existed

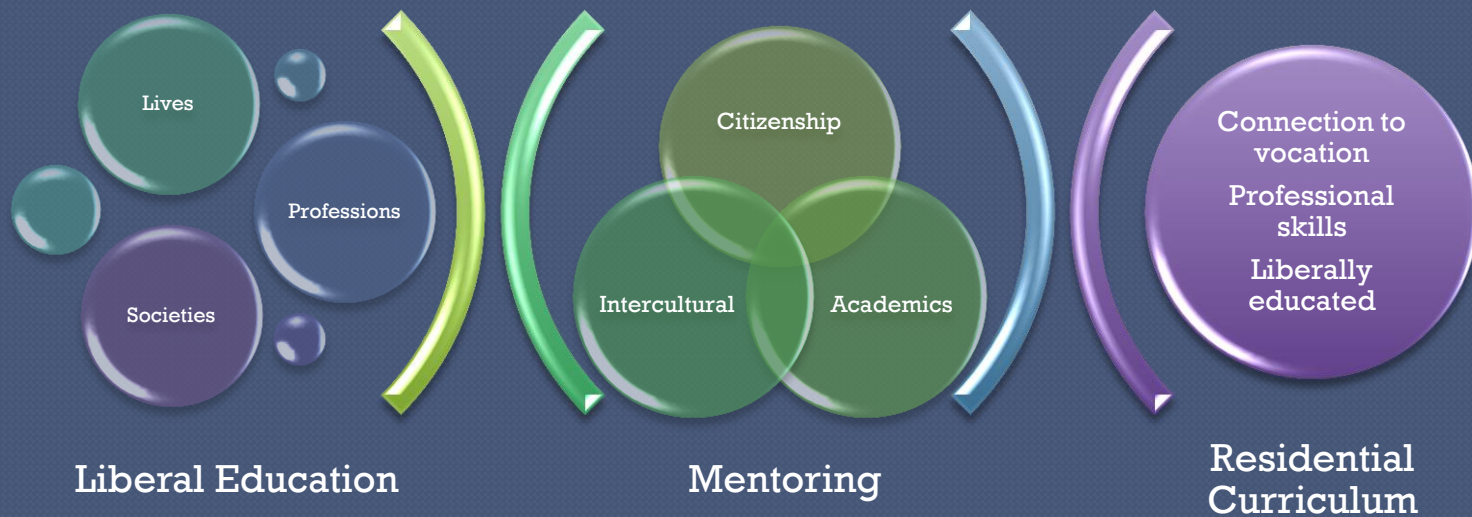
2012 - Present

- Development of Mentor Competency Areas
- Student Affairs Partner Buy-In

Residential Education: Theoretical Perspectives



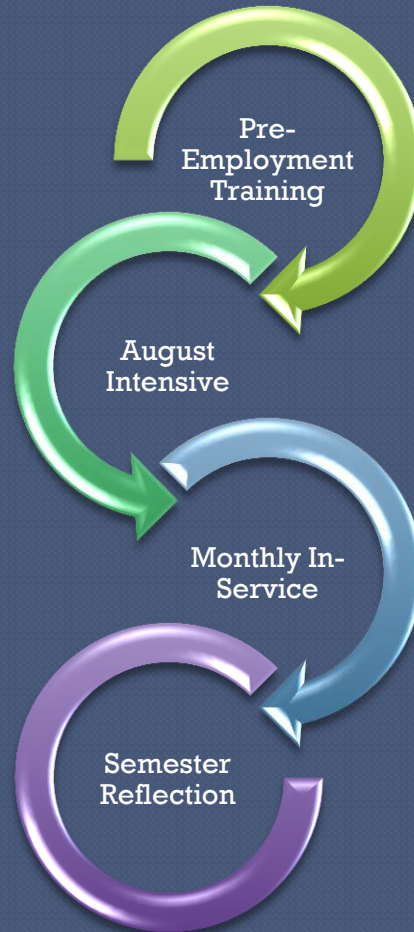
Residential Education: Big Picture



Residential Education: Foundations



Liberal Education: Training



Academic Mentors

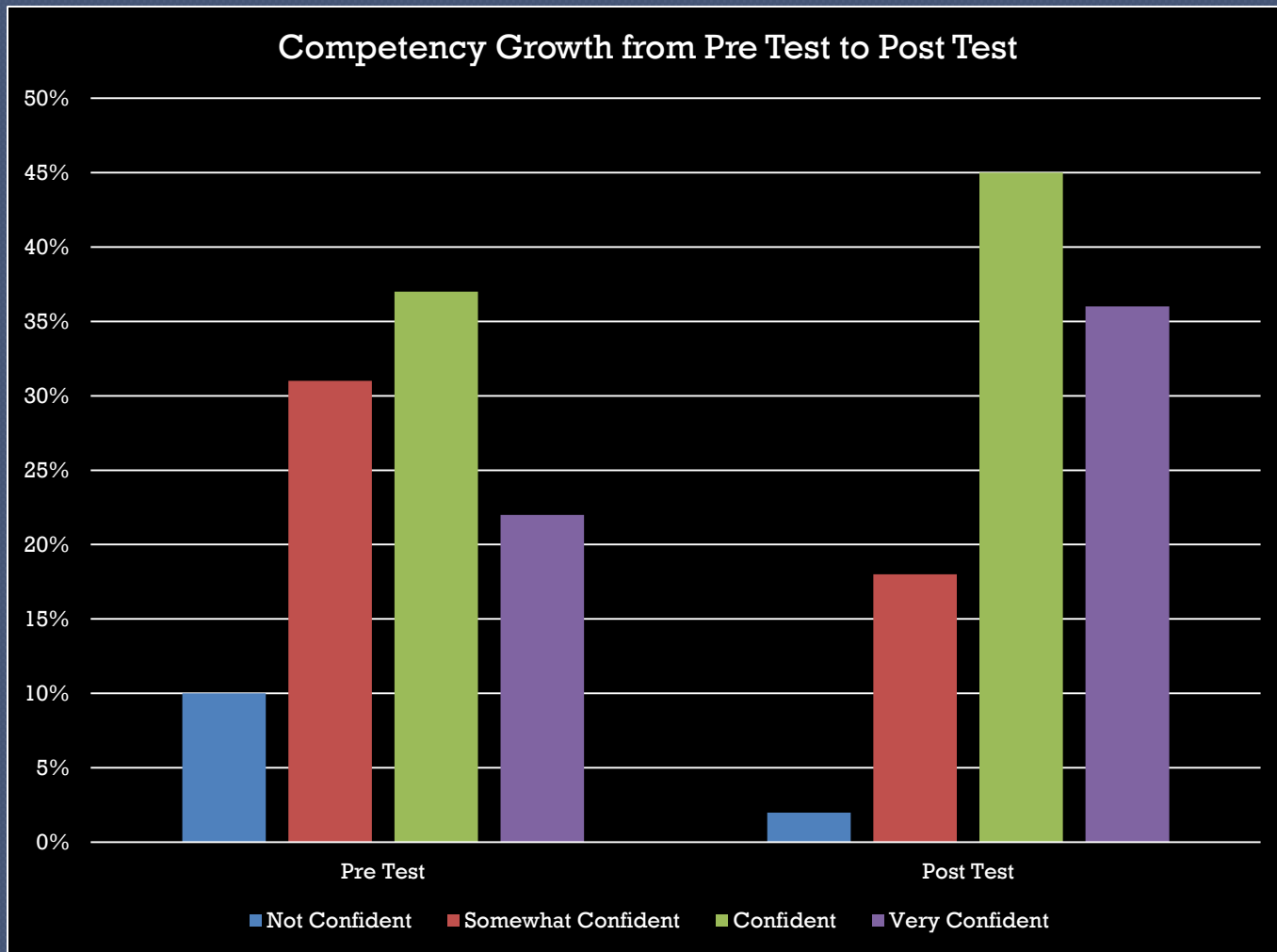
- Be able to describe types of learning styles
- Be able to understand one's own learning style
- Develop group facilitation skills
- Know about and refer students to campus academic support resources
- Be knowledgeable of the academic advising system-different offices, services, and locations
- Define liberal education
- Know about the benefits of Grand Valley's General Education Program
- Know the characteristics of an academically successful student
- Know the definition of deep learning and how to apply it
- Articulate the value of one's own liberal education
- Understand one's own responsibility in the learning process

SCO 1: Create engaging experiences for Resident Assistants – Common Intellectual Experiences (HIP)

Measurement of Academic Mentor Learning (overall, individual LO can be provided):

- From Pre Test to Post Test there was a 13% decrease in responses of "Somewhat Confident."
- From Pre Test to Post Test there was a 8% increase in responses of "Very Confident".
- Overall in the pretest 59% of student responses were "Confident" or "Very Confident".
- In the posttest 81% of student responses were "Confident" or "Very Confident" that is an increase of 22% in competency of material/information.

Academic Mentors



Citizenship Mentors

- Be able to describe service learning
- Effectively incorporate service learning into programming and community building
- Develop group debrief facilitation skills
- Be able to describe sustainability
- Be able to effectively incorporate sustainability into programming and community building
- Know about and refer students to community service learning initiatives on campus
- Know about and refer students to campus sustainability initiatives
- Know about and refer students to campus and community leadership initiatives
- Know the characteristics of good leaders
- Be able to build leadership skills
- Know and discuss different types of leadership
- Know and discuss one's own leadership style

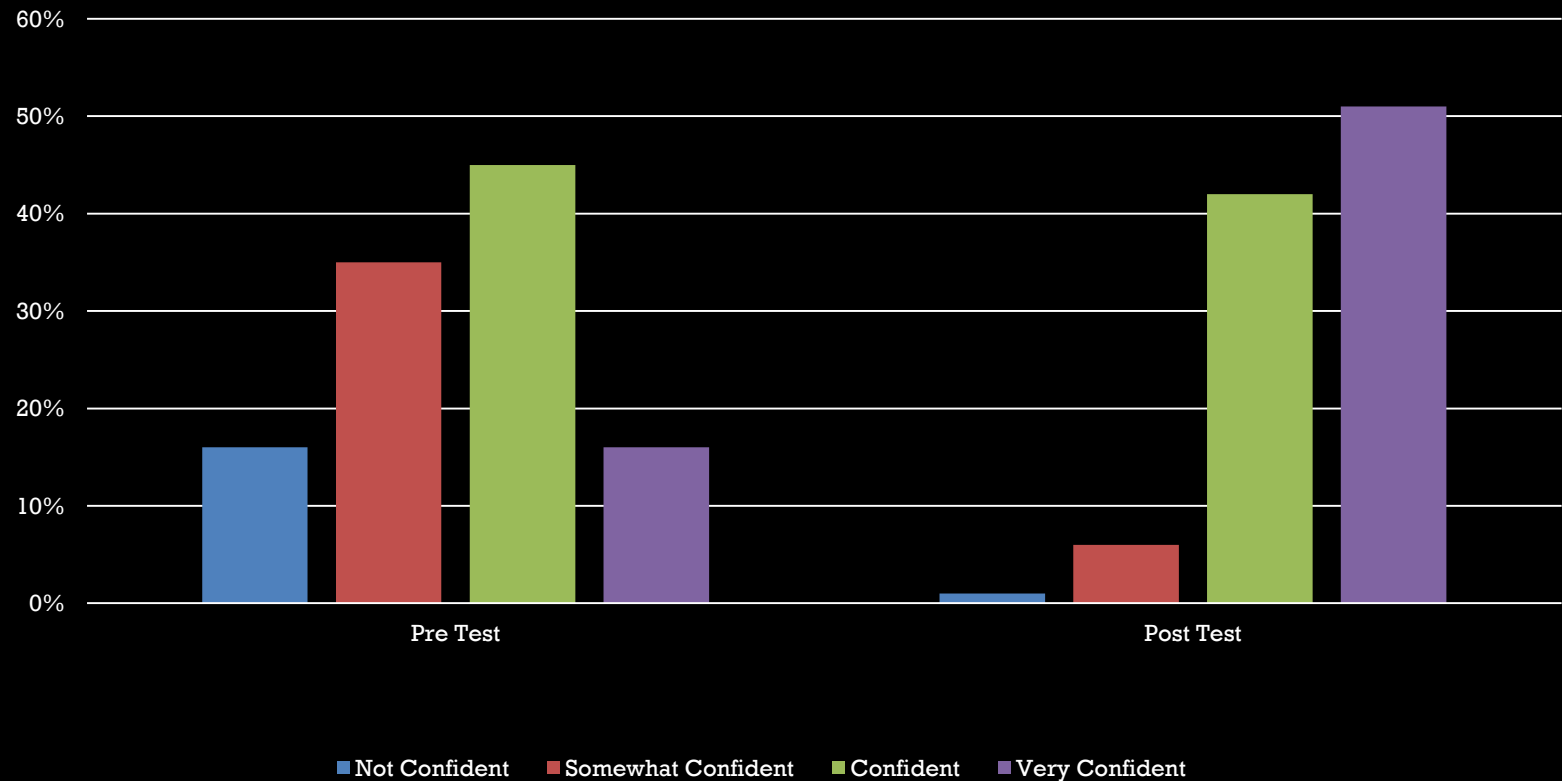
SCO 1: Create engaging experiences for Resident Assistants – Common Intellectual Experiences (HIP)

Measurement of overall Citizenship Mentor Learning (overall, individual LO can be provided):

- From Pre Test to Post Test there was a 29% decrease in responses of "Somewhat Confident."
- From Pre Test to Post Test there was a 35% increase in responses of "Very Confident".
- Overall in the pretest 61% of student responses were "Confident" or "Very Confident".
- In the posttest 93% of student responses were "Confident" or "Very Confident" that is an increase of 32% in competency of material/information.

Citizenship Mentors

Competency Growth from Pre Test to Post Test



Intercultural Mentors

- Understand the difference between diversity, inclusion, equity and social justice; and how dialogue can be used to work towards social justice.
- Understanding of one's own privilege.
- Self-awareness of what it means to be an ally to various marginalized communities.
- Awareness of/sensitivity to the social and cultural backgrounds and experiences of oneself and others.
- Ability to identify microaggressions and draw upon active bystander and educator skills to address them.
- Ability to use intergroup dialogue skills to build community with diverse students and facilitate difficult dialogues.
- Ability to dialogue respectfully and honestly.
- Have a deep understanding of intersectionality and recognize the connection between issues of oppression and the systems that keep them in place.
- Knowledge of group dynamics & running/facilitating individual or group dialogues, including managing conflict, ways to transfer and apply dialogue skills outside our sessions and into living centers, and other aspects of campus.
- Understanding of the social justice centers (Office of Multicultural Affairs, LGBT Resource Center, Campus Interfaith Resources, Women's Center, and Disabilities Services), the services they offer, and the marginalized communities they serve.

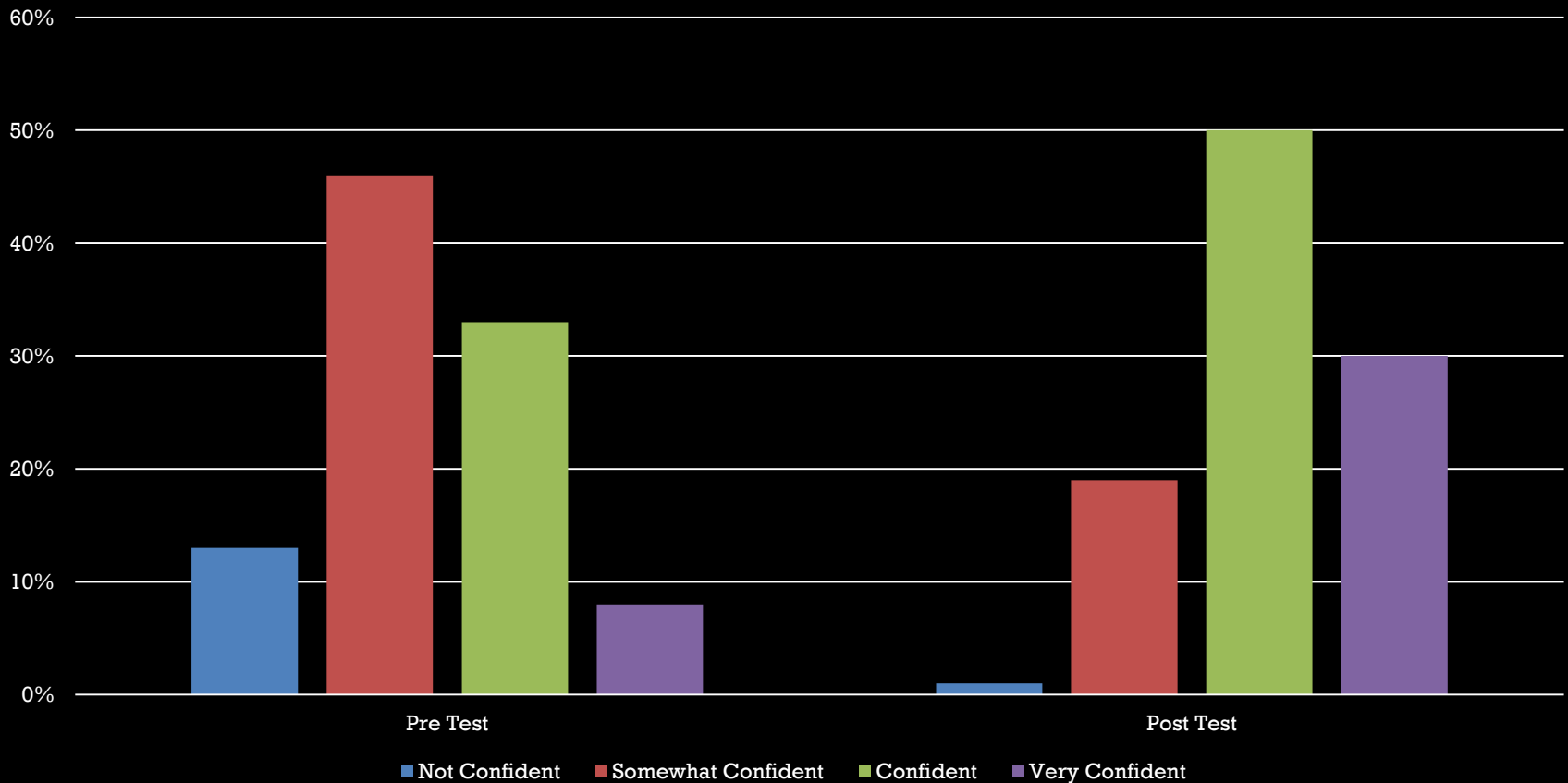
SCO 1: Create engaging experiences for Resident Assistants – Common Intellectual Experiences (HIP)

Measurement of overall Intercultural Mentor Learning (overall, individual LO can be provided):

- From Pre Test to Post Test there was a 27% decrease in responses of "Somewhat Confident."
- From Pre Test to Post Test there was a 22% increase in responses of "Very Confident".
- Overall in the pretest 41% of student responses were "Confident" or "Very Confident".
- In the posttest 70% of student responses were "Confident" or "Very Confident" that is an increase of 29% in competency of material/information.

Intercultural Mentors

Competency Growth from Pre Test to Post Test



SCO 2: Provide excellent access to resources that enable students to be academically successful and engage in university support resources.

Attend Orientation				
Cohort	Living	Enrolled FTIACs	Attended Orientation	% Attending Orientation
2011	On Campus	3272	3245	99.2%
	Off Campus	593	569	96.0%
2012	On Campus	3303	3269	99.0%
	Off Campus	663	631	95.2%
2013	On Campus	3427	3406	99.4%
	Off Campus	651	627	96.3%
2014	On Campus	3554	3534	99.4%
	Off Campus	645	627	97.2%
2015	On Campus	3591	3542	98.6%
	Off Campus	526	507	96.4%
2016	On Campus	3720	3698	99.4%
	Off Campus	586	566	96.6%

SCO 2: Provide excellent access to resources that enable students to be academically successful and engage in university support resources.

Passing All Courses at Midterm				
Cohort	Living	FTIACs	Passing all Courses	% Passing all Courses
2011	On Campus	3291	2069	62.9%
	Off Campus	636	393	61.8%
2012	On Campus	3335	2147	64.4%
	Off Campus	670	431	64.3%
2013	On Campus	3459	2254	65.2%
	Off Campus	665	427	64.2%
2014	On Campus	3591	2396	66.7%
	Off Campus	635	415	65.4%
2015	On Campus	3608	2407	66.7%
	Off Campus	547	371	67.8%
2016	On Campus	3747	2616	69.8%
	Off Campus	633	442	69.8%

SCO 2: Provide excellent access to resources that enable students to be academically successful and engage in university support resources.

Passing All Courses First Semester				
Cohort	Living	FTIACs	Passing all Courses	% Passing all Courses
2011	On Campus	3291	2392	72.7%
	Off Campus	636	420	66.0%
2012	On Campus	3335	2431	72.9%
	Off Campus	670	465	69.4%
2013	On Campus	3459	2533	73.2%
	Off Campus	665	462	69.5%
2014	On Campus	3591	2649	73.8%
	Off Campus	635	439	69.1%
2015	On Campus	3608	2699	74.8%
	Off Campus	547	391	71.5%
2016	On Campus	3747	2841	75.8%
	Off Campus	633	473	74.7%

SCO 2: Provide excellent access to resources that enable students to be academically successful and engage in university support resources.

Complete 30 Credits in First Year				
Cohort	Living	FTIACs	Completing 30 Credits	% Completing 30 Credits
2011	On Campus	3291	1266	38.5%
	Off Campus	636	161	25.3%
2012	On Campus	3335	1475	44.2%
	Off Campus	670	190	28.4%
2013	On Campus	3459	1421	41.1%
	Off Campus	665	176	26.5%
2014	On Campus	3591	1114	31.0%
	Off Campus	635	131	20.6%
2015	On Campus	3608	1204	33.4%
	Off Campus	547	111	20.3%
2016	On Campus	3747	1278	34.1%
	Off Campus	633	146	23.1%

SCO 2: Provide excellent access to resources that enable students to be academically successful and engage in university support resources.

Complete 60 Credits (with 2.0+) in Second Year				
Cohort	Living	FTIACs	Completing 60 Credits	% Completing 60 Credits
2010	On Campus	2871	737	25.7%
	Off Campus	663	135	20.4%
2011	On Campus	3291	844	25.6%
	Off Campus	636	102	16.0%
2012	On Campus	3335	946	28.4%
	Off Campus	670	128	19.1%
2013	On Campus	3459	847	24.5%
	Off Campus	665	114	17.1%
2014	On Campus	3591	753	21.0%
	Off Campus	635	88	13.9%
2015	On Campus	3608	735	20.4%
	Off Campus	547	76	13.9%

SCO 2: Provide excellent access to resources that enable students to be academically successful and engage in university support resources.

Complete 90 Credits (with 2.0+) in Third Year				
Cohort	Living	FTIACs	Completing 90 Credits	% Completing 90 Credits
2009	On Campus	3114	900	28.9%
	Off Campus	661	122	18.5%
2010	On Campus	2871	730	25.4%
	Off Campus	663	126	19.0%
2011	On Campus	3291	838	25.5%
	Off Campus	636	94	14.8%
2012	On Campus	3335	885	26.5%
	Off Campus	670	102	15.2%
2013	On Campus	3459	779	22.5%
	Off Campus	665	97	14.6%
2014	On Campus	3591	758	21.1%
	Off Campus	635	60	9.4%

SCO 2: Provide excellent access to resources that enable students to be academically successful and engage in university support resources.

Complete 120 Credits (with 2.0+) in Fourth Year				
Cohort	Living	FTIACs	Completing 120 Credits	% Completing 120 Credits
2009	On Campus	3114	933	30.0%
	Off Campus	661	131	19.8%
2010	On Campus	2871	747	26.0%
	Off Campus	663	109	16.4%
2011	On Campus	3291	795	24.2%
	Off Campus	636	90	14.2%
2012	On Campus	3335	802	24.0%
	Off Campus	670	87	13.0%
2013	On Campus	3459	755	21.8%
	Off Campus	665	86	12.9%

SCO 3: Strive to meet the needs of gender non-conforming students. Provide a safe and welcoming environment in which students can thrive.

Gender Inclusive Housing (GIH)	Requests	Placements
Freshmen	13	10
Returners	12	12
Total	25	22
Of note: those that were not placed into Gender Inclusive Housing were not placed in one instance because the student is no longer attending and in two instances because the individuals are in a romantic relationship with each other.		
GIH Requests for Gender Justice House (GJH)	Requests	Placements
Freshmen	2	2
Returners	0	0
Total	2	2

Programming

- Programming is vital to the Housing and Residence Life (HRL) mission to “provide resources and opportunities for student learning and success by collaborating to build inclusive residential communities and experiences.” In alignment with the HRL Residential Curriculum, Resident Assistants (RAs) offer residential students opportunities for engagement and development through the facilitation of programming focused on the learning domains of Community Building, Academic Success, Citizenship, and Intercultural Competency. HRL staff work in close partnership with offices, services, and faculty from across campus to provide intentional co-curricular learning experiences.

Programming

TOTAL PROGRAMS			
	FALL	WINTER	TOTAL
HRL Programs	437	331	768
Campus Partner Collaborations	92	68	160
Total Programs	529	399	928
LEARNING OUTCOMES			
	FALL	WINTER	TOTAL
Community Building	330	185	515
Academic Success	80	73	153
Citizenship	68	70	138
Intercultural Competency	51	71	122

Programming

PROGRAM ATTENDANCE			
	FALL	WINTER	TOTAL
Program Attendance	10,080	4,250	14,330
COSTS			
	FALL	WINTER	TOTAL
Total Costs	\$1,537.70	\$2,530.46	\$4,068.16
Total Food Costs	\$1,326.67	\$1,355.75	\$2,682.42
% of Total Cost for Food	86%	54%	56%

Programming

PROGRAMS SUBMITTED FOR LIB 100/201 APPROVAL			
	FALL	WINTER	TOTAL
LIB 100	7	15	22
LIB 201	6	13	19

	FALL	WINTER	TOTAL
LIB 100	7	15	22
LIB 201	6	13	19

Programming

CAMPUS PARTNERS			
	FALL	WINTER	TOTAL
Campus Dining	2	0	2
Campus Recreation	14	9	23
Career Services	4	3	7
CSLC	3	1	4
Counseling	7	3	10
DSR	1	0	1
Financial Aid	2	1	3
GVPD	13	3	16
Inclusion & Equity	2	0	2
LGBT Center	2	1	3
OMA	0	2	2
<u>Padnos</u>	7	4	11
SASC	9	9	18
Student Life	6	10	16
Women's Center	4	9	13
Writing Center	1	0	1

Programming

FACULTY CONNECTIONS

	FALL	WINTER	TOTAL
Residential Programs with Faculty Facilitation/Involvement	9	4	13
Contributing Faculty: Meghan <u>Cai</u> , Linda Chamberlain, Mary Cummings, Kyle Barnes, Myra Fortes, Brian Hatzel, John <u>Kilbourne</u> , Kevin Neitzert, Anna <u>Trupiano</u> , Carol Wilson, Heather <u>Winia</u>			