

REPORT REVIEW

Student Success Assessment Council

UNIT: Residential Life

REPORT TITLE: Living Learning Communities – Summer/Fall 2008

DATE REVIEWED: 3/11/2009

MISSION: The report findings [X] reflect [] does not reflect the unit's mission.
The report findings [X] reflect [] does not reflect the Division's prescribed mission.

UNIT STRENGTHS: Upon reviewing the aforementioned report findings, the following STRENGTHS of the PROGRAM are inferred:

- *There is a strong sense of community in the different living and learning communities. There were high rankings in the areas of participating in social activities, talking with fellow residents, connecting in some way, and participating in community events.*
- *Generally, in all of the living and learning communities, respondents were satisfied with their role in the community they lived in.*
- *Residents in the living and learning communities encourage academic success among each other (62%-80%).*
- *The data demonstrates that residents in the Honors College (74%) and Project Renaissance (76%) readily form study groups.*
- *There is much academic competition among student in Honors (63%), Project Renaissance (63%) and Francophone (60%) LLCs.*
- *There was high attendance at floor meetings among those in Project Renaissance (72%) and Honors College (70%) and Francophone LLCs.*
- *There were a higher number of students in Francophone (80%) who attended programs designed for the community.*
- *The Resident Assistant (RA) had higher ratings in the Honors College and Project Renaissance regarding commitment to getting residents to get to know each other than other LLCs.*
- *The Honors College (70%) and Project Renaissance (67%) met the expectations of students more so than the other LLCs.*

UNIT WEAKNESSES: Upon reviewing the aforementioned report findings, the following WEAKNESSES of the PROGRAM are inferred:

- *The data shows that there was a lack of academic competition in the Anime (0%) and Japan House (14%), which were significantly lower than the other three LLCs.*
- *The respondents indicated that there was little value of floor meetings in all of the LLCs.*
- *Low ratings showed that the Francophone, Japan House, and Anime House did not meet the students' expectations (40%-52%) as much as the Honors College and Project Renaissance.*

- *All of the respondents in all of the LLCs indicated that the RA lacked in discussing issues related to diversity (12%-50%).*
- *All of the respondents in all of the LLCs indicated that the RA lacked in creating a floor environment that assisted students in doing better in their courses.*
- *The data shows low ratings for RAs in the area of commitment to encouraging shared perspectives and open dialogues.*
- *Most respondents would not describe their RA as a facilitator.*

GOAL CORRELATION:

Upon reviewing the report's findings, which of the unit's goals were examined as part of the study?

All three of the unit's goals (providing inviting, intellectual, and inclusive environments) were examined.

What did the study's results reveal about the goal(s) cited above?

- *The low ratings of RAs may reflect poorly on the goal to provide an inviting environment.*
- *The responses regarding academic climate in the communities indicate that the goal of supporting an intellectual culture is met.*
- *The goal of inclusiveness is modestly met with a need for more attention in promoting inclusivity in the residence halls through these LLCs.*

RECOMMENDATIONS:

The following recommendations are offered for consideration by the unit:

- *It is recommended that the unit seek a better understanding of the weaknesses associated with the Anime House, which seemed to score lowest in most areas.*
- *There seems to be some discrepancy between academic and social experiences compared to the perceptions of the RA. The role of the RAs in the different communities should be examined more closely.*
- *Consider examining the floor meetings and evaluate why students perceive them as not valuable. Maybe make them more interactive to increase participation*
- *Forming focus groups for each particular community is suggested to find greater clarity in the weaknesses found.*
- *The expectations of the Honors College and Project Renaissance were met more than those of the newer communities. Clarifications of the expectations for the newer communities and possibly more advertisement may be useful in having building expectations for those communities.*

ASSESSMENT LOGISTICS:

Does the assessment instrument adequately assess the program's goals?

Yes No

If not, why?

What improvements could be made to the assessment instrument (survey) or

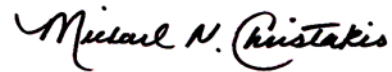
method?

- *In order to better understand the benefits and strengths and weaknesses of the LLCs, a survey of a control group who are not participating in a LLC would be beneficial.*
- *Questions should be added that incorporate the learning outcomes of each program.*
- *Pretest participants in the fall to determine students expectations, wants, and desires and then retest students at the end of the semester to evaluate satisfaction with communities and learning outcomes.*

Reorganize/revise survey questions as follows:

- *Question 5 should be edited to evaluate whether or not the RA served as a mentor or resource, rather than a friend.*
- *Adding questions of tracking information considering the involvement of the community as an impact on behavioral issues, such as judicial referrals, may be useful.*

Respectfully submitted on behalf of the
Student Success Assessment Council,



Michael N. Christakis, Ph.D.
Assistant to the Vice President

March 20, 2009