For Administrative Support and Student Support Units

Informed by your assessment activities, what changes have you made in your unit in the last three to five years? Describe the changes, the general results that prompted the changes, and the impact on your unit's clients/customers that you might attribute to these changes.

Assessments

Over the previous two academic years, Housing and Residential Communities (HRC) has initiated several programs and services as a result of assessment findings and activities. Two illustrative examples include the prioritization of leadership development and increasing sustainability programming within the residence halls.

Since 2012[1], HRC has undertaken two large-scale assessments for decision-making purposes[2]; in the spring of 2012, HRC administered the EBI MAP-Works Residence Life Survey (EBI); and in the fall of 2012, HRC administered the Mid-Year-Resident-Assessment (MYRA). The EBI is a nationally-recognized benchmarking survey calibrated to professional performance standards of student affairs administrators, allowing residence life units to evaluate the on-campus experience of students as compared to approximately 1,500 other participating institutions, a Carnegie Class comparison group; and third party benchmarks to six additional institutions of choice. The MYRA is an internally-developed survey, comparable to the EBI, designed to capture resident’s perceptions of the on-campus living experience[3]. Both assessment efforts were initiated in order to provide evidence and understanding of how HRC positively contributes to the Student Affairs Division, the larger university, and the individual student.

Leadership Development

From the 2012 EBI results, HRC’s Residential Communities Staff (ResCom) were able to identify leadership development as a student-learning priority area for the upcoming academic year. More specifically, EBI response factors related to “Sense of Community” in the residence halls; factors related to perceived “Sense of Respect” in the residence halls; and factors related to satisfaction with interactions with “Hall/Student Staff” were benchmarked comparably or slightly below comparison-group institutions. In response to these results, HRC ResCom developed Capstone Academy, a four-week leadership development program, to increase the efficiency of staff selection efforts; more effectively train future HRC student-staff; and expose nearly 300 students to leadership-related themes and concepts.

Although the EBI was not administered during the 2012-2013 academic year, an assessment of the program yielded overwhelmingly positive results, with 96.7% of respondents to the Capstone Academy Assessment indicating they Agree or Strongly Agree with the statement “I will apply the skills and concepts acquired during Capstone Academy to leadership positions I hold in the future.” Based on this response, the effect of participation in Capstone Academy seems to have contributed to the ability of students to understand leadership and apply the newly acquired skills to future leadership positions. As much as the leadership skills obtained in Capstone Academy matriculate into actual leadership skills of HRC student-staff, it can be inferred that measures related to leadership development will be improved on future assessments.

Sustainability in the Residence Halls

From the 2012 MYRA results, HRC was able to identify increasing sustainability programming as a potential improvement area for the upcoming academic year. Measures within the MYRA captured data on resident’s participation in sustainability programming, with 48.9% of survey respondents indicating that they regularly participate in the recycling programming within their residence hall. While this measure showed attainment, HRC was interested in improving the measures related to recycling programming throughout the 2013-2014 academic year. To accomplish this, HRC developed a sustainability committee/task force; purchased recycling bins for each on-campus residential space in an effort to increase awareness of recycling options and to decrease potential barriers to sustainable behaviors.

75% of students responding to the 2013-2014 MYRA indicated participation in the recycling program within the residence halls. This measure is improved compared to the 2012-2013 academic year, where 48.9% of survey respondents indicated that they had participated in the recycling program within their residence hall. This result suggests that students are more involved in sustainability programming as compared to the 2012-2013 academic year, which can likely be at least partially attributed to the active steps HRC took to improve involvement with sustainability programming. This measure will continue to be monitored in future assessments for policy and programmatic considerations.

[1] Dr. Steven Hood, Executive Director of HRC, assumed the Executive Direction position in the fall of 2011.

[2] Two additional large-scale assessments were administered within the 2013-2014 academic year.

[3] Since the MYRA was developed internally, it does not possess benchmarking capabilities.
designed environments, programs and services.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Other Outcome: Residents will demonstrate social, cultural, and global competence.
As a result of formal programming and informal interactions, residents will demonstrate social, cultural, and global competence.

Connected Document
Housing and Residential communities Assessment Timetable

Related Measures

M 1: Mid-Year Resident Survey: Living on campus has contributed to awareness of diversity issues
Mid-Year Resident Survey: Living on campus has contributed to awareness of diversity issues

Source of Evidence: Evaluations

Target: None

Finding (2013-2014) - Target: Not Reported This Cycle
42.4% of respondents to the 2013-2014 Mid-Year Resident Survey indicated that they "Agree" or "Strongly Agree" with the statement, "Living on-campus has contributed to my awareness of diversity issues."

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included four measures associated with students demonstrating social, global, and cultural competence as a result of formal and informal interactions in the residence halls. Measures captured data on resident's perceptions of diversity awareness; perceived social justice awareness; perceived interactions with individuals who hold different beliefs; and perceived interactions with individuals who are a different race/ethnicity while living in the residence halls. The result for each individual measure is:

(Measure 1) 42.4% of respondents indicated that living on-campus has contributed to his or her awareness of diversity issues;
(Measure 2) 31.0% of respondents indicated that living on-campus has contributed to his or her awareness of social justice issues;
(Measure 3) 63.4% of respondents indicated that they have interacted with residents who have different beliefs than them as a result of living within the residence halls;
(Measure 4) 69.2% of respondents indicated that they have interacted with residents who are a different race/ethnicity than them as a result of living within the residence halls.

The combination of these four measures suggest that HRC has contributed to a moderate level of social, cultural, and global competence development within the on-campus population throughout the 2013-2014 academic year. While measures for diverse interactions (interactions with residents with different beliefs and interactions with residents of a different race/ethnicity) are strong, measures for diversity/global awareness, on the other hand, are weaker. In conjunction, the four measures imply a modest level of diverse interactions for on-campus students, but a less substantial influence on issues of diversity/global awareness. For the future, low levels of HRC’s perceived contribution to diversity and social justice awareness may imply the need for more intentional programming and services around these important themes.

M 2: Mid-Year Resident Survey: Living on campus has contributed to my awareness of social justice issues
Mid-Year Resident Survey: Living on campus has contributed to my awareness of social justice issues

Source of Evidence: Evaluations

Target: None

Finding (2013-2014) - Target: Not Reported This Cycle
31.0% of respondents to the 2013-2014 Mid-Year Resident Survey indicated that they "Agree" or "Strongly Agree" with the statement, "Living on-campus has contributed to my awareness of social justice issues."

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included four measures associated with students demonstrating social, global, and cultural competence as a result of formal and informal interactions in the residence halls. Measures captured data on resident's perceptions of diversity awareness; perceived social justice awareness; perceived interactions with individuals who hold different beliefs; and perceived interactions with individuals who are a different race/ethnicity while living in the residence halls. The result for each individual measure is:

(Measure 1) 42.4% of respondents indicated that living on-campus has contributed to his or her awareness of diversity issues;
(Measure 2) 31.0% of respondents indicated that living on-campus has contributed to his or her awareness of social justice issues;
(Measure 3) 63.4% of respondents indicated that they have interacted with residents who have different beliefs than them as a result of living within the residence halls;
(Measure 4) 69.2% of respondents indicated that they have interacted with residents who are a different race/ethnicity than them as a result of living within the residence halls.

The combination of these four measures suggest that HRC has contributed to a moderate level of social,
cultural, and global competence development within the on-campus population throughout the 2013-2014 academic year. While measures for diverse interactions (interactions with residents with different beliefs and interactions with residents of a different race/ethnicity) are strong, measures for diversity/global awareness, on the other hand, are weaker. In conjunction, the four measures imply a modest level of diverse interactions for on-campus students, but a less substantial influence on issues of diversity/global awareness. For the future, low levels of HRC’s perceived contribution to diversity and social justice awareness may imply the need for more intentional programming and services around these important themes.

M 3: Mid Year Resident Survey: I have interacted with someone with different beliefs
Mid Year Resident Survey: I have interacted with residents who have different beliefs than me as a result of living within the residence halls.

Source of Evidence: Evaluations

Target:
None

Finding (2013-2014) - Target: Not Reported This Cycle
63.4% of respondents to the 2013-2014 Mid-Year Resident Survey indicated that they "Agree" or "Strongly Agree" with the statement, "I have interacted with residents who have different beliefs than me as a result of living within the residence halls."

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included four measures associated with students demonstrating social, global, and cultural competence as a result of formal and informal interactions in the residence halls. Measures captured data on resident's perceptions of diversity awareness; perceived social justice awareness; perceived interactions with individuals who hold different beliefs; and perceived interactions with individuals who are a different race/ethnicity while living in the residence halls. The result for each individual measure is:

(Measure 1) 42.4% of respondents indicated that living on-campus has contributed to his or her awareness of diversity issues;

(Measure 2) 31.0% of respondents indicated that living on-campus has contributed to his or her awareness of social justice issues;

(Measure 3) 63.4% of respondents indicated that they have interacted with residents who have different beliefs than them as a result of living within the residence halls;

(Measure 4) 69.2% of respondents indicated that they have interacted with residents who are a different race/ethnicity than them as a result of living within the residence halls.

The combination of these four measures suggest that HRC has contributed to a moderate level of social, cultural, and global competence development within the on-campus population throughout the 2013-2014 academic year. While measures for diverse interactions (interactions with residents with different beliefs and interactions with residents of a different race/ethnicity) are strong, measures for diversity/global awareness, on the other hand, are weaker. In conjunction, the four measures imply a modest level of diverse interactions for on-campus students, but a less substantial influence on issues of diversity/global awareness. For the future, low levels of HRC's perceived contribution to diversity and social justice awareness may imply the need for more intentional programming and services around these important themes.

M 4: Mid Year Resident Survey: I have interacted with someone who is a different race than me
Mid Year Resident Survey: I have interacted with residents who are a different race/ethnicity than me as a result of living within the residence halls.

Source of Evidence: Evaluations

Target:
No target established for this measure

Finding (2013-2014) - Target: Not Reported This Cycle
69.2% of respondents to the 2013-2014 Mid-Year Resident Survey indicated that they "Agree" or "Strongly Agree" with the statement, "I have interacted with residents who are a different race/ethnicity than them as a result of living within the residence halls."

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included four measures associated with students demonstrating social, global, and cultural competence as a result of formal and informal interactions in the residence halls. Measures captured data on resident's perceptions of diversity awareness; perceived social justice awareness; perceived interactions with individuals who hold different beliefs; and perceived interactions with individuals who are a different race/ethnicity while living in the residence halls. The result for each individual measure is:

(Measure 1) 42.4% of respondents indicated that living on-campus has contributed to his or her awareness of diversity issues;

(Measure 2) 31.0% of respondents indicated that living on-campus has contributed to his or her awareness of social justice issues;

(Measure 3) 63.4% of respondents indicated that they have interacted with residents who have different beliefs than them as a result of living within the residence halls;

(Measure 4) 69.2% of respondents indicated that they have interacted with residents who are a different race/ethnicity than them as a result of living within the residence halls.
The combination of these four measures suggests that HRC has contributed to a moderate level of social, cultural, and global competence development within the on-campus population throughout the 2013-2014 academic year. While measures for diverse interactions (interactions with residents with different beliefs and interactions with residents of a different race/ethnicity) are strong, measures for diversity/global awareness, on the other hand, are weaker. In conjunction, the four measures imply a modest level of diverse interactions for on-campus students, but a less substantial influence on issues of diversity/global awareness. For the future, low levels of HRC's perceived contribution to diversity and social justice awareness may imply the need for more intentional programming and services around these important themes.

**Oth Otcm 2: Residents will indicate that they are aware of campus programs and resources to meet academic, social, and educational needs.**

As a result of formal and informal interactions with Resident Advisors, residents will indicate that they are aware of campus programs and resources to meet academic, social, and educational needs.

**Connected Document**

[Link to Housing and Residential Communities Assessment Timetable]

**Related Measures**

**M 5: Mid-Year Resident Survey: Living on Campus has helped me connect to the University**

Mid-Year Resident Survey: Living on Campus has helped me connect to the University.

**Source of Evidence: Evaluations**

**Target:**

None

**Finding (2013-2014) - Target: Not Reported This Cycle**

81.0% of respondents to the Mid Year Resident Survey either “Agree” or “Strongly Agree” with the statement, “Living on-campus has helped me connect to the University.”

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included four measures associated with students being made aware of campus programs and resources to meet academic, social, and educational needs as a result of formal and informal interactions in the residence halls. Measures captured data on resident's perceptions of on-campus living helping to connect to UA; perceptions of promoting engagement opportunities through residence hall staff; perceptions of promoting campus resources through residence hall staff; and perceptions of HRC’s contributions to respondent's academic success. The result for each measure is:

(Measure 1) 81.0% of respondents agreed or strongly agreed that living on-campus helped connect them to the University;

(Measure 2) 75.1% of respondents agreed or strongly agreed that they sometimes, often, or daily hear of engagement opportunities through residence hall promotional efforts;

(Measure 3) 49.2% of respondents agreed or strongly agreed that campus resources have been made available to them through the residence hall staff;

(Measure 4) 62.0% of respondents agreed or strongly agreed that living on-campus has contributed to their academic success during the semester of the survey.

In conjunction, these measures provide reasonable evidence towards on-campus living being positively associated with students’ awareness of resources to meet academic, social, and educational needs. Most respondents agreed that living on-campus has helped them connect to the larger University. In addition, most respondents agree that they regularly hear of engagement opportunities through the promotional efforts of residence hall staff. In contrast, less respondents believed that campus resources have been made available to them through residence hall staff, and that living on-campus has contributed to their academic success. In conjunction with the other two measures, however, it can reasonably be inferred that HRC has played a positive role in connecting on-campus residents to campus services and resources. These results show attainment, but suggest room for improvement for similar measures in future years, particularly as it pertains to increasing resident's awareness of campus resources through HRC's promotional efforts.

**M 6: Mid Year Resident Survey: Indicate how often you hear of engagement opportunities**

Mid-Year Resident Survey: Please indicate how often you hear of engagement opportunities through residence hall promotional efforts

**Source of Evidence: Evaluations**

**Target:**

None

**Finding (2013-2014) - Target: Not Reported This Cycle**

75.1% of respondents to the Mid Year Resident Survey either "Sometimes," "Often," or "Daily;" "I hear of engagement opportunities through residence hall promotional efforts."

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included four measures associated with students being made aware of campus programs and resources to meet academic, social, and educational needs as a result of formal and informal interactions in the residence halls. Measures captured data on resident's perceptions of on-campus living helping to connect to UA; perceptions of promoting engagement opportunities through residence hall staff; perceptions of promoting campus resources through residence hall staff; and perceptions of HRC’s contributions to respondent's academic success. The result for each measure is:

(Measure 1) 81.0% of respondents agreed or strongly agreed that living on-campus helped connect them to the University;
(Measure 2) 75.1% of respondents agreed or strongly agreed that they sometimes, often, or daily hear of engagement opportunities through residence hall promotional efforts;

(Measure 3) 49.2% of respondents agreed or strongly agreed that campus resources have been made available to them through the residence hall staff;

(Measure 4) 62.0% of respondents agreed or strongly agreed that living on-campus has contributed to their academic success during the semester of the survey.

In conjunction, these measures provide reasonable evidence towards on-campus living being positively associated with residents’ awareness of resources to meet academic, social, and educational needs. Most respondents agreed that living on-campus has helped them connect to the larger University. In addition, most respondents agree that they regularly hear of engagement opportunities through the promotional efforts of residence hall staff. In contrast, less respondents believed that campus resources have been made available to them through residence hall staff, and that living on-campus has contributed to their academic success. In conjunction with the other two measures, however, it can reasonably be inferred that HRC has played a positive role in connecting on-campus residents to campus services and resources. These results show attainment, but suggest room for improvement for similar measures in future years, particularly as it pertains to increasing resident’s awareness of campus resources through HRC’s promotional efforts.

M 7: Mid-Year Resident Survey: Campus resources had been specifically made available to me through Residence Hall staff

Mid-Year Resident Survey: Campus Resources have been made available to me through the Residence Hall staff.

Source of Evidence: Evaluations

Target: None

Finding (2013-2014) - Target: Not Reported This Cycle
49.2% of respondents to the Mid Year Resident Survey either “Agree” or "Strongly Agree" with the statement, "Campus resources have been made available to me through the residence hall staff."

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included four measures associated with students being made aware of campus programs and resources to meet academic, social, and educational needs as a result of formal and informal interactions in the residence halls. Measures captured data on resident's perceptions of on-campus living helping to connect to UA; perceptions of promoting engagement opportunities through residence hall staff; perceptions of promoting campus resources through residence hall staff; and perceptions of HRC’s contributions to respondent’s academic success. The result for each measure is:

(Measure 1) 81.0% of respondents agreed or strongly agreed that living on-campus helped connect them to the University;

(Measure 2) 75.1% of respondents agreed or strongly agreed that they sometimes, often, or daily hear of engagement opportunities through residence hall promotional efforts;

(Measure 3) 49.2% of respondents agreed or strongly agreed that campus resources have been made available to them through the residence hall staff;

(Measure 4) 62.0% of respondents agreed or strongly agreed that living on-campus has contributed to their academic success during the semester of the survey.

In conjunction, these measures provide reasonable evidence towards on-campus living being positively associated with residents’ awareness of resources to meet academic, social, and educational needs. Most respondents agreed that living on-campus has helped them connect to the larger University. In addition, most respondents agree that they regularly hear of engagement opportunities through the promotional efforts of residence hall staff. In contrast, less respondents believed that campus resources have been made available to them through residence hall staff, and that living on-campus has contributed to their academic success. In conjunction with the other two measures, however, it can reasonably be inferred that HRC has played a positive role in connecting on-campus residents to campus services and resources. These results show attainment, but suggest room for improvement for similar measures in future years, particularly as it pertains to increasing resident’s awareness of campus resources through HRC’s promotional efforts.

M 8: Mid-Year Resident Survey: Living on campus has contributed to my academic success.

Mid-Year Resident Survey Item 7.5 Students responding to the survey will indicate agreement with the statement: "Living on campus has contributed to my academic success."

Source of Evidence: Evaluations

Target: None

Finding (2013-2014) - Target: Not Reported This Cycle
62.0% of respondents to the Mid Year Resident Survey either “Agree” or "Strongly Agree" with the statement, "Living on-campus has contributed to my academic success."

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included four measures associated with students being made aware of campus programs and resources to meet academic, social, and educational needs as a result of formal and informal interactions in the residence halls. Measures captured data on resident's perceptions of on-campus living helping to connect to UA; perceptions of promoting engagement opportunities through residence hall staff; perceptions of promoting campus resources through residence hall staff; and perceptions of HRC’s contributions to respondent’s academic success. The result for each measure is:

(Measure 1) 81.0% of respondents agreed or strongly agreed that living on-campus helped connect them to
the University;

(Measure 2) 75.1% of respondents agreed or strongly agreed that they sometimes, often, or daily hear of engagement opportunities through residence hall promotional efforts;

(Measure 3) 49.2% of respondents agreed or strongly agreed that campus resources have been made available to them through the residence hall staff;

(Measure 4) 62.0% of respondents agreed or strongly agreed that living on-campus has contributed to their academic success during the semester of the survey.

In conjunction, these measures provide reasonable evidence towards on-campus living being positively associated with residents' awareness of resources to meet academic, social, and educational needs. Most respondents agreed that living on-campus has helped them connect to the larger University. In addition, most respondents agree that they regularly hear of engagement opportunities through the promotional efforts of residence hall staff. In contrast, less respondents believed that campus resources have been made available to them through residence hall staff, and that living on-campus has contributed to their academic success. In conjunction with the other two measures, however, it can reasonably be inferred that HRC has played a positive role in connecting on-campus residents to campus services and resources. These results show attainment, but suggest room for improvement for similar measures in future years, particularly as it pertains to increasing resident's awareness of campus resources through HRC's promotional efforts.

**OthOtcm 3: Residents will demonstrate an increased understanding of their responsibility**

As a result of taking part in residence hall programming, residents and student-staff will demonstrate an increased understanding of their responsibility as members of the UA community by engaging in behaviors that promote an inclusive campus culture.

**Connected Document**

Housing and Residential communities Assessment Timetable

**Related Measures**

**M 9: Mid Year Resident Survey: Sensitivity and respect for everyone is supported in my room**

Mid Year Resident Survey Item 7.17: Sensitivity and respect for everyone is supported in my room

Source of Evidence: Evaluations

**Target:**

70.9% of respondents to the Mid Year Resident Survey Item 7.16 indicated agreement with the statement (Strongly Agree or Agree) "Sensitivity and respect for everyone is supported in my room".

**Finding (2013-2014) - Target: Not Reported This Cycle**

73.0% of respondents to the 2013-2014 Mid-Year Resident Survey indicated that they "Agree" or "Strongly Agree" with the statement, "Sensitivity and respect for everyone is supported in my room."

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included four measures associated with residents and student-staff engaging in behaviors that promote an inclusive campus culture as a result of residence hall programming. Measures captured data on resident's perceptions of sensitivity and respect for students within the residence halls; and students and student-staff engaged in inclusive behaviors. The result for each measure is:

(Measure 1) 73.0% of respondents indicated that sensitivity and respect for everyone is supported in their room;

(Measure 2) 69.2% of respondents indicated that sensitivity and respect for everyone is supported in their residence hall at large;

(Measure 3) 231 student-staff members completed Safe-Zone Ally training;

(Measure 4) 288 students attended Capstone Academy, a four-week leadership training initiative of HRC.

The combination of these four measures suggest that HRC has been moderately successful at designing programs and services that foster an inclusive campus culture for the 2013-2014 academic year. Student response to the 2013-2014 Mid Year Resident Survey indicated that students mostly perceive their on-campus living environment to be inclusive, both inside their individual rooms and their larger residence halls. This measure is likely affected, at least minimally, to the training and programming of HRC student-staff, who all complete Safe Zone Ally training ("The University of Alabama Safe Zone program is committed to providing an environment in which every student and employee is free to thrive on an academic, professional, and personal level within a community that is based on respect and dignity"), and who complete individual learning-sessions on diversity/inclusion through Capstone Academy. Altogether, these measures suggest that student-staff are being educated on the merits of mindfulness to diversity and inclusion, and on-campus residents mostly feel that the residence halls are inclusive and respectful to students on the whole. There is room for improvement, however, particularly as it relates to perceptions of inclusivity within the general on-campus population.

**M 10: Mid Year Resident Survey: Sensitivity and respect for everyone is supported in my residence hall**

Mid Year Resident Survey Item 7.17: Sensitivity and respect for everyone is supported in my residence hall

Source of Evidence: Evaluations

**Target:**

**Finding (2013-2014) - Target: Not Reported This Cycle**

69.2% of respondents to the 2013-2014 Mid-Year Resident Survey indicated that they "Agree" or "Strongly Agree" with the statement, "Sensitivity and respect for everyone is supported in my Residence Hall at large."
The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included four measures associated with residents and student-staff engaging in behaviors that promote an inclusive campus culture as a result of residence hall programming. Measures captured data on resident’s perceptions of sensitivity and respect for students within the residence halls; and students and student-staff engaged in inclusive behaviors. The result for each measure is:

(Measure 1) 73.0% of respondents indicated that sensitivity and respect for everyone is supported in their room;
(Measure 2) 69.2% of respondents indicated that sensitivity and respect for everyone is supported in their residence hall at large;
(Measure 3) 231 student-staff members completed Safe-Zone Ally training;
(Measure 4) 288 students attended Capstone Academy, a four-week leadership training initiative of HRC.

The combination of these four measures suggest that HRC has been moderately successful at designing programs and services that foster an inclusive campus culture for the 2013-2014 academic year. Student response to the 2013-2014 Mid Year Resident Survey indicated that students mostly perceive their on-campus living environment to be inclusive, both inside their individual rooms and their larger residence halls. This measure is likely affected, at least minimally, to the training and programming of HRC student-staff, who all complete Safe Zone Ally training ("The University of Alabama Safe Zone program is committed to providing an environment in which every student and employee is free to thrive on an academic, professional, and personal level within a community that is based on respect and dignity"), and who complete individual learning-sessions on diversity/inclusion through Capstone Academy. Altogether, these measures suggest that student-staff are being educated on the merits of mindfulness to diversity and inclusion, and on-campus residents mostly feel that the residence halls are inclusive and respectful to students on the whole. There is room for improvement, however, particularly as it relates to perceptions of inclusivity within the general on-campus population.

M 11: Student staff Safe Zone certifications
Number of student staff completing UA Safe Zone Ally Certification training.
Source of Evidence: Administrative measure - other
Target:
No target established for this measure.
Finding (2013-2014) - Target: Not Reported This Cycle
Two-hundred thirty-one student-staff members completed Safe-Zone Ally training as a part of student-staff training activities.

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included four measures associated with residents and student-staff engaging in behaviors that promote an inclusive campus culture as a result of residence hall programming. Measures captured data on resident’s perceptions of sensitivity and respect for students within the residence halls; and students and student-staff engaged in inclusive behaviors. The result for each measure is:

(Measure 1) 73.0% of respondents indicated that sensitivity and respect for everyone is supported in their room;
(Measure 2) 69.2% of respondents indicated that sensitivity and respect for everyone is supported in their residence hall at large;
(Measure 3) 231 student-staff members completed Safe-Zone Ally training;
(Measure 4) 288 students attended Capstone Academy, a four-week leadership training initiative of HRC.

The combination of these four measures suggest that HRC has been moderately successful at designing programs and services that foster an inclusive campus culture for the 2013-2014 academic year. Student response to the 2013-2014 Mid Year Resident Survey indicated that students mostly perceive their on-campus living environment to be inclusive, both inside their individual rooms and their larger residence halls. This measure is likely affected, at least minimally, to the training and programming of HRC student-staff, who all complete Safe Zone Ally training ("The University of Alabama Safe Zone program is committed to providing an environment in which every student and employee is free to thrive on an academic, professional, and personal level within a community that is based on respect and dignity"), and who complete individual learning-sessions on diversity/inclusion through Capstone Academy. Altogether, these measures suggest that student-staff are being educated on the merits of mindfulness to diversity and inclusion, and on-campus residents mostly feel that the residence halls are inclusive and respectful to students on the whole. There is room for improvement, however, particularly as it relates to perceptions of inclusivity within the general on-campus population.

M 12: Diversity/Inclusion training Capstone Academy
Number of students completing diversity/inclusion session in Capstone Academy.
Source of Evidence: Administrative measure - other
Target:
No target established for this measure.
Finding (2013-2014) - Target: Not Reported This Cycle
Two-hundred eighty-eight students attended a leadership development session on diversity and inclusion as a part of Capstone Academy, a leadership training program of HRC.

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included four measures associated with residents and student-staff engaging in behaviors that promote an inclusive campus culture as a result of residence hall programming. Measures captured data on resident’s perceptions of sensitivity and respect for students within the residence halls; and students and student-staff engaged in inclusive behaviors. The result for each measure is:
(Measure 1) 73.0% of respondents indicated that sensitivity and respect for everyone is supported in their room;

(Measure 2) 69.2% of respondents indicated that sensitivity and respect for everyone is supported in their residence hall at large;

(Measure 3) 231 student-staff members completed Safe-Zone Ally training;

(Measure 4) 288 students attended Capstone Academy, a four-week leadership training initiative of HRC.

The combination of these four measures suggests that HRC has been moderately successful at designing programs and services that foster an inclusive campus culture for the 2013-2014 academic year. Student response to the 2013-2014 Mid Year Resident Survey indicated that students mostly perceive their on-campus living environment to be inclusive, both inside their individual rooms and their larger residence halls. This measure is likely affected, at least minimally, to the training and programming of HRC student-staff, who all complete Safe Zone Ally training ("The University of Alabama Safe Zone program is committed to providing an environment in which every student and employee is free to thrive on an academic, professional, and personal level within a community that is based on respect and dignity"), and who complete individual learning-sessions on diversity/inclusion through Capstone Academy. Altogether, these measures suggest that student-staff are being educated on the merits of mindfulness to diversity and inclusion, and on-campus residents mostly feel that the residence halls are inclusive and respectful to students on the whole. There is room for improvement, however, particularly as it relates to perceptions of inclusivity within the general on-campus population.

M 27: Mid Year Resident Survey: How often you interact with other residents on your floor

Mid Year Resident Survey Item 6.6: How often you interact with other residents on your floor?

Source of Evidence: Evaluations

Target:
66.2% of respondents to item 6.6 on the Mid-Year Resident Survey indicated that they sometimes, often, or always interact with other residents on their floor.

Finding (2013-2014) - Target: Not Reported This Cycle
This measure is not being reported during the 2013-2014 cycle, but may be revisited at some point in the future.

M 28: Mid Year Resident Survey: How often you interact with other residents from your residence hall outside of the building

Mid Year Resident Survey Item 6.7: How often you interact with other residents from your residence hall outside of the building

Source of Evidence: Evaluations

Target:
63.9% of respondents to item 6.7 on the Mid-Year Resident Survey indicated that they sometimes, often, or always interact with other residents within their residence hall outside of the building.

Finding (2013-2014) - Target: Not Reported This Cycle
This measure is not being reported during the 2013-2014 cycle, but may be revisited at some point in the future.

M 29: Mid Year Resident Survey: I know my neighbor’s by name

Mid Year Resident Survey Item 7.16: I know my neighbor’s by name

Source of Evidence: Evaluations

Target:
43.6% of respondents to item 7.16 on the Mid-Year Resident Survey agreed or strongly agreed they knew their neighbors name.

Finding (2013-2014) - Target: Not Reported This Cycle
This measure is not being reported during the 2013-2014 cycle, but may be revisited at some point in the future.

OthOtcm 4: Residents and student staff members will practice personal and social responsibility

As a result of formal programming and informal interactions, residents and student staff members will practice personal and social responsibility

Connected Document
Housing and Residential communities Assessment Timetable

Related Measures

M 13: Mid Year Resident Survey: Have You Participated in a Community Service Activity as a Part of Your Residence Hall Experience?

Mid Year Resident Survey Item 9. Students responding to the survey will answer yes to the statement, "Have You Participated in a Community Service Activity as a Part of Your Residence Hall Experience?"

Source of Evidence: Evaluations

Target:
Only 12.9% of students responding to the 2012-2013 Mid Year Resident Survey indicated they had participated in a community service activity as a part of their residence hall experience suggesting there is room for improvement in the promotion of community service programming within the residence halls. (Mid- Year Resident Survey Item: 9 Have you participated in a community service activity as part of your residence hall experience?)

Finding (2013-2014) - Target: Met
Student response to the 2013-2014 Mid Year Resident Survey indicated that 16% of students have participated in a community service activity as a part of their residence hall experience.
The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included five measures associated with on-campus residents and student staff members practicing personal and social responsibility as a result of their residence hall experience. Measures captured data on residents participation in community service programming and participation in sustainability programming (recycling) efforts.

A review of the results associated with the measures selected for the 2013-2014 academic year appears to indicate that the increase HRC attention to the promotion of service opportunities as well as the availability of opportunities to engage in community service activities has had a positive impact on residents and student staff members. Student response to the 2013-2014 Mid Year Resident Survey indicated that 16% of students have participated in a community service activity as a part of their residence hall experience. This measure shows improvement compared to the results in 2012-2013 academic year, where student involvement was found to be 12.9%. A similar measure administered in the spring of 2014 found that 25.65% of respondents participated in a community service/service-learning project as a part of their residence hall experience. (NASPA Residence Life Consortium/HRC Spring Assessment Survey: In thinking about your involvement in programming and events offered by residence life, please define your level of participation in each of the following: - Community service/service-learning projects.)

Additionally, 75% of students responding to the 2013-2014 Mid Year Resident Survey indicated participation in the recycling program within the residence halls. This measure is improved compared to the 2012-2013 academic year, where 48.9% of survey respondents indicated that they had participated in the recycling program within their residence hall. This result suggests that students are more involved in sustainability programming as compared to the 2012-2013 academic year, although this measure wasn’t identified as a priority improvement area over the course of the 2013-2014 academic year.

The operational measure associated with this outcome (Offering two HRC wide service activities) was not only met but exceeded with all seventeen HRC residence halls offering three different opportunities for students to participate in community service programs during the academic year; and eight out of seventeen residence halls offering additional community service opportunities for residents during the Fall 2013 and Spring 2014 semesters.

Altogether, all students living on-campus were given the opportunity to participate in a community service activity as a part of their residence hall experience. These measures were improved over the course of the 2013-2014 academic year, but still suggest room for improvement in future years. As much as the number of programming opportunities corresponds with levels of practicing personal and social responsibility, it is assumed that the number of community service opportunities for HRC residents impacted the increased levels of reported community service involvement.

**Finding:**

75.0% of respondents to the Mid Year Resident Survey indicated that they participate in the recycling options in their residence hall.

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included five measures associated with on-campus residents and student staff members practicing personal and social responsibility as a result of their residence hall experience. Measures captured data on residents participation in community service programming and participation in sustainability programming (recycling) efforts.

A review of the results associated with the measures selected for the 2013-2014 academic year appears to indicate that the increase HRC attention to the promotion of service opportunities as well as the availability of opportunities to engage in community service activities has had a positive impact on residents and student staff members. Student response to the 2013-2014 Mid Year Resident Survey indicated that 16% of students have participated in a community service activity as a part of their residence hall experience. This measure shows improvement compared to the results in 2012-2013 academic year, where student involvement was found to be 12.9%. A similar measure administered in the spring of 2014 found that 25.65% of respondents participated in a community service/service-learning project as a part of their residence hall experience. (NASPA Residence Life Consortium/HRC Spring Assessment Survey: In thinking about your involvement in programming and events offered by residence life, please define your level of participation in each of the following: - Community service/service-learning projects.)

Additionally, 75% of students responding to the 2013-2014 Mid Year Resident Survey indicated participation in the recycling program within the residence halls. This measure is improved compared to the 2012-2013 academic year, where 48.9% of survey respondents indicated that they had participated in the recycling program within their residence hall. This result suggests that students are more involved in sustainability programming as compared to the 2012-2013 academic year, although this measure wasn’t identified as a priority improvement area over the course of the 2013-2014 academic year.

The operational measure associated with this outcome (Offering two HRC wide service activities) was not only met but exceeded with all seventeen HRC residence halls offering three different opportunities for students to participate in community service program; eight out of seventeen residence halls offering additional community service opportunities for residents during the Fall 2013 and Spring 2014 semesters.

Altogether, all students living on-campus were given the opportunity to participate in a community service...
activity as a part of their residence hall experience. These measures were improved over the course of the 2013-2014 academic year, but still suggest room for improvement in future years. As much as the number of programming opportunities corresponds with levels of practicing personal and social responsibility, it is assumed that the number of community service opportunities for HRC residents impacted the increased levels of reported community service involvement.

**M 15: Individual Student Community Service Activities**

Individual Student Community Service Activities of residents involved in personal development, associated with the Housing and Residential Communities Community Living Standards.

Source of Evidence: Activity volume

**Target:**

Housing and Residential Communities(HRC) certified 1,705 hours of community service activities during the 2012-2013 academic year, as part of the student development activities associated with individual violations of the HRC Community Living Standards.

**Finding (2013-2014) - Target: Not Reported This Cycle**

Housing and Residential Communities certified 1350 hours of individual student community service activities during the 2012-2013 academic year, as part of the student development activities associated with violations of the HRC Community Living Standards.

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included five measures associated with on-campus residents and student staff members practicing personal and social responsibility as a result of their residence hall experience. Measures captured data on residents participation in community service programming and participation in sustainability programming (recycling) efforts. A review of the results associated with the measures selected for the 2013-2014 academic year appears to indicate that the increased HRC attention to the promotion of service opportunities as well as the availability of opportunities to engage in community service activities has had a positive impact on residents and student staff members. Student response to the 2013-2014 Mid Year Resident Survey indicated that 16% of students have participated in a community service activity as a result of their residence hall experience. This measure shows improvement compared to the results in 2012-2013 academic year, where student involvement was found to be 12.9%. A similar measure administered in the spring of 2014 found that 25.65% of respondents participated in a community service/service-learning project as a part of their residence hall experience. (NASPA Residence Life Consortium/HRC Spring Assessment Survey: In thinking about your involvement in programming and events offered by residence life, please define your level of participation in each of the following: - Community service/service-learning projects.) Additionally, 75% of students responding to the 2013-2014 Mid Year Resident Survey indicated participation in the recycling program within the residence halls. This measure is improved compared to the 2012-2013 academic year, where 48.9% of survey respondents indicated that they had participated in the recycling program within their residence hall. This result suggests that students are more involved in sustainability programming as compared to the 2012-2013 academic year, although this measure wasn’t identified as a priority improvement area over the course of the 2013-2014 academic year. The operational measure associated with this outcome (Offering two HRC wide service activities) was not only met but exceeded with all seventeen HRC residence halls offering three different opportunities for students to participate in community service programs during the academic year; and eight out of seventeen residence halls offering additional community service opportunities for students during the Fall 2013 and Spring 2014 semesters. Altogether, all students living on-campus were given the opportunity to participate in a community service activity as a part of their residence hall experience. These measures were improved over the course of the 2013-2014 academic year, but still suggest room for improvement in future years. Finally, HRC oversaw 1305 individual community service hours as a part of student development activities associated with violations of the HRC Community Living Standards. As much as the number of programming opportunities corresponds with levels of practicing personal and social responsibility, it is assumed that the number of community service opportunities for HRC residents impacted the increased levels of reported community service involvement.

**M 30: Residential Communities Staff involved in Community Service Activities**

Residential Communities group community service activities for the 2012-2013 academic year.

Source of Evidence: Activity volume

**Target:**

Housing and Residential Communities(HRC) certified 690 hours of community service activities during the 2012-2013 academic year, as part of the Fall 2012 training activities associated with resident advisor training.

Taken in conjunction with survey responses, both the number of resident and staff community service hours indicate a prioritization of personal and social responsibility. Room for improvement exists with improving the number of participants in the residence hall recycling programs, and in promoting community service opportunities to residence hall students.

**Finding (2013-2014) - Target: Not Reported This Cycle**

This measure is not being reported during the 2013-2014 cycle, but may be revisited at some point in the future.

**OthOtcm 5: Students will demonstrate an understanding of, and practice the skill sets needed**

As a result of participating in residence hall programs and services, students will demonstrate an understanding of, and practice the skill sets needed, to serve in leadership roles

**Related Measures**

**Connected Document**

Housing and Residential communities Assessment Timetable
Source of Evidence: Academic indirect indicator of learning - other

Target: No target established for this measure.

Finding (2013-2014) - Target: Not Reported This Cycle

42.0% of respondents to the 2013-2014 Mid-Year Resident Survey indicated that they "Agree" or "Strongly Agree" with the statement, "Residence life programming and events advanced experiences/skills relevant to my future career."

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included seven measures associated with students demonstrating an understanding of, and practicing skills sets needed to serve in leadership roles as a result of participating in residence hall programs and services. Measures captured data on resident's perceptions of increases in leadership-related competence; and opportunities to practice leadership within HRC-related programming. The result for each measure is below:

(Measure 1) 42.0% of respondents agreed or strongly agreed that participation in residence life programming and events advanced their experiences/skills relevant to their future careers;

(Measure 2) 61.0% of respondents agreed or strongly agreed that they possessed a greater sense of personal responsibility as a result of participation in residence life programming and events;

(Measure 3) 40.8% of respondents agreed or strongly agreed that their critical thinking/problem solving skills have improved as a result of participation is residence life programming and events;

(Measure 4) 55.7% of respondents agreed or strongly agreed that involvement in residence life programming and events has provided them with skills and abilities that they will use after college;

(Measure 5) 90.5% of respondents agreed or strongly agreed that their experience as a resident advisor helped improve their overall leadership skills;

(Measure 6) 95.8% of respondents agreed or strongly agreed that Capstone Academy helped equip them to serve in future leadership roles;

(Measure 7) 90.1% of respondents agreed or strongly agreed that Capstone Academy provided the opportunity for them to practice leadership skills.

The combination of these measures suggests that HRC has been moderately successful increasing the leadership-related competence of students through residence hall programs and services throughout the 2013-2014 academic year. While measures for leadership-development with HRC student-staff (experience as a resident advisor helped improve leadership skills; Capstone Academy respondents) are strong, measures for leadership development and practice for the general on-campus population are weaker. In conjunction, the eleven measures imply a substantial level of leadership development for HRC student-staff but less substantial leadership development for the general on-campus student population. As much as the reported perceptions of leadership development correspond with actual levels of leadership development, it is assumed that the levels of reported gains have served to increase the leadership skills of those involved in HRC programs and services.

M 17: NASPA Consortium: Spring Assessment Survey

NASPA Residence Life Consortium/HRC Spring Assessment Survey: As a result of participating in residence life programming and events . . . - I have a greater sense of personal responsibility.

Source of Evidence: Administrative measure - other

Target: No target established for this measure.

Finding (2013-2014) - Target: Not Reported This Cycle

61.0% of respondents to the 2013-2014 Mid-Year Resident Survey indicated that they "Agree" or "Strongly Agree" with the statement, "As a result of participating in residence life programming and events, I have a greater sense of personal responsibility."

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included seven measures associated with students demonstrating an understanding of, and practicing skills sets needed to serve in leadership roles as a result of participating in residence hall programs and services. Measures captured data on resident's perceptions of increases in leadership-related competence; and opportunities to practice leadership within HRC-related programming. The result for each measure is below:

(Measure 1) 42.0% of respondents agreed or strongly agreed that participation in residence life programming and events advanced their experiences/skills relevant to their future careers;

(Measure 2) 61.0% of respondents agreed or strongly agreed that they possessed a greater sense of personal responsibility as a result of participation in residence life programming and events;

(Measure 3) 40.8% of respondents agreed or strongly agreed that their critical thinking/problem solving skills have improved as a result of participation is residence life programming and events;

(Measure 4) 55.7% of respondents agreed or strongly agreed that involvement in residence life programming and events has provided them with skills and abilities that they will use after college;

(Measure 5) 90.5% of respondents agreed or strongly agreed that their experience as a resident advisor helped improve their overall leadership skills;

(Measure 6) 95.8% of respondents agreed or strongly agreed that Capstone Academy helped equip them to serve in future leadership roles;
(Measure 7) 90.1% of respondents agreed or strongly agreed that Capstone Academy provided the opportunity for them to practice leadership skills.

The combination of these measures suggests that HRC has been moderately successful increasing the leadership-related competence of students through residence hall programs and services throughout the 2013-2014 academic year. While measures for leadership-development with HRC student-staff (experience as a resident advisor helped improve leadership skills; Capstone Academy respondents) are strong, measures for leadership development and practice for the general on-campus population are weaker. In conjunction, the eleven measures imply a substantial level of leadership development for HRC student-staff but less substantial leadership development for the general on-campus student population. As much as the reported perceptions of leadership development correspond with actual levels of leadership development, it is assumed that the levels of reported gains have served to increase the leadership skills of those involved in HRC programs and services.

M 18: NASPA Consortium: Spring Assessment Survey

NASPA Residence Life Consortium/HRC Spring Assessment Survey: As a result of participating in residence life programming and events . . . . - My critical thinking/problem solving skills have improved.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No target established for this measure.

**Finding (2013-2014) - Target: Not Reported This Cycle**

40.8% of respondents to the 2013-2014 Mid-Year Resident Survey indicated that they “Agree” or “Strongly Agree” with the statement, “As a result of participating in residence life programming and events, my critical thinking/problem solving skills have improved.”

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included seven measures associated with students demonstrating an understanding of, and practicing skills needed to serve in leadership roles as a result of participating in residence hall programs and services. Measures captured data on resident’s perceptions of increases in leadership-related competence; and opportunities to practice leadership within HRC-related programming. The result for each measure is below:

(Measure 1) 42.0% of respondents agreed or strongly agreed that participation in residence life programming and events advanced their experiences/skills relevant to their future careers;

(Measure 2) 61.0% of respondents agreed or strongly agreed that they possessed a greater sense of personal responsibility as a result of participation in residence life programming and events;

(Measure 3) 40.8% of respondents agreed or strongly agreed that their critical thinking/problem solving skills have improved as a result of participation is residence life programming and events;

(Measure 4) 55.7% of respondents agreed or strongly agreed that involvement in residence life programming and events has provided them with skills and abilities that they will use after college;

(Measure 5) 90.5% of respondents agreed or strongly agreed that their experience as a resident advisor helped improve their overall leadership skills;

(Measure 6) 95.8% of respondents agreed or strongly agreed that Capstone Academy helped equip them to serve in future leadership roles;

(Measure 7) 90.1% of respondents agreed or strongly agreed that Capstone Academy provided the opportunity for them to practice leadership skills.

The combination of these measures suggests that HRC has been moderately successful increasing the leadership-related competence of students through residence hall programs and services throughout the 2013-2014 academic year. While measures for leadership-development with HRC student-staff (experience as a resident advisor helped improve leadership skills; Capstone Academy respondents) are strong, measures for leadership development and practice for the general on-campus population are weaker. In conjunction, the eleven measures imply a substantial level of leadership development for HRC student-staff but less substantial leadership development for the general on-campus student population. As much as the reported perceptions of leadership development correspond with actual levels of leadership development, it is assumed that the levels of reported gains have served to increase the leadership skills of those involved in HRC programs and services.

M 19: NASPA Consortium: Spring Assessment Survey

NASPA Residence Life Consortium/HRC Spring Assessment Survey: My involvement in residence life programming and events has provided me with skills and abilities that I will use after college.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No target established for this measure.

**Finding (2013-2014) - Target: Not Reported This Cycle**

55.7% of respondents to the 2013-2014 Mid-Year Resident Survey indicated that they “Agree” or “Strongly Agree” with the statement, “My involvement in residence life programming and events has provided me with skills and abilities that I will use after college.”

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle
M 20: NASPA Consortium: Spring Assessment Survey

NASPA Residence Life Consortium/HRC Spring Assessment Survey: As a result of my experience as a resident assistant...my leadership skills have improved.

Source of Evidence: Administrative measure - other

Target:
No target established for this measure.

Finding (2013-2014) - Target: Not Reported This Cycle
90.5% of respondents to the 2013-2014 Mid-Year Resident Survey indicated that they "Agree" or "Strongly Agree" with the statement, "As a result of my experience as a resident assistant, my leadership skills have improved."

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included seven measures associated with students demonstrating an understanding of, and practicing skills sets needed to serve in leadership roles as a result of participating in residence hall programs and services. Measures captured data on resident's perceptions of increases in leadership-related competence; and opportunities to practice leadership within HRC-related programming. The result for each measure is below:

(Measure 1) 42.0% of respondents agreed or strongly agreed that participation in residence life programming and events advanced their experiences/skills relevant to their future careers;

(Measure 2) 61.0% of respondents agreed or strongly agreed that they possessed a greater sense of personal responsibility as a result of participation in residence life programming and events;

(Measure 3) 40.8% of respondents agreed or strongly agreed that they critical thinking/problem solving skills have improved as a result of participation is residence life programming and events;

(Measure 4) 55.7% of respondents agreed or strongly agreed that involvement in residence life programming and events has provided them with skills and abilities that they will use after college;

(Measure 5) 90.5% of respondents agreed or strongly agreed that their experience as a resident advisor helped improve their overall leadership skills;

(Measure 6) 95.8% of respondents agreed or strongly agreed that Capstone Academy helped equip them to serve in future leadership roles;

(Measure 7) 90.1% of respondents agreed or strongly agreed that Capstone Academy provided the opportunity for them to practice leadership skills.

The combination of these measures suggests that HRC has been moderately successful increasing the leadership-related competence of students through residence hall programs and services throughout the 2013-2014 academic year. While measures for leadership-development with HRC student-staff (experience as a resident advisor helped improve leadership skills; Capstone Academy respondents) are strong, measures for leadership development and practice for the general on-campus population are weaker. In conjunction, the eleven measures imply a substantial level of leadership development for HRC student-staff.
but less substantial leadership development for the general on-campus student population. As much as the reported perceptions of leadership development correspond with actual levels of leadership development, it is assumed that the levels of reported gains have served to increase the leadership skills of those involved in HRC programs and services.

**M 21: Leadership - Apply Skills & Concepts**

Apply the skills and concepts acquired during Capstone Academy to leadership positions I hold in the future.

**Capstone Academy Evaluation**

Source of Evidence: Evaluations

**Target:**

No Target Set

**Finding (2013-2014) - Target: Not Reported This Cycle**

95.8% of respondents to the 2014 Capstone Academy Feedback Survey indicated that they “Agree” or “Strongly Agree” with the statement, “Capstone Academy helped equip me to serve in future leadership roles.” Additionally, 90.1% of respondents to the 2014 Capstone Academy Feedback Survey indicated that they “Agree” or “Strongly Agree” with the statement, “Capstone Academy provided me opportunity for to practice leadership skills.”

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included seven measures associated with students demonstrating an understanding of, and practicing skills sets needed to serve in leadership roles as a result of participating in residence hall programs and services. Measures captured data on resident's perceptions of increases in leadership-related competence; and opportunities to practice leadership within HRC-related programming. The result for each measure is below:

The Assessment plan for Housing and Residential Communities for the 2013-2014 assessment cycle included seven measures associated with students demonstrating an understanding of, and practicing skills sets needed to serve in leadership roles as a result of participating in residence hall programs and services. Measures captured data on resident's perceptions of increases in leadership-related competence; and opportunities to practice leadership within HRC-related programming. The result for each measure is below:

- **Finding (2013-2014) - Target: Not Reported This Cycle**
  - Measures captured data on resident's perceptions of increases in leadership-related competence; and opportunities to practice leadership within HRC-related programming. The result for each measure is below:

**M 23: Mid Year Resident Survey: Living on Campus Has Helped Me Improve My Communication Skills**

Mid Year Resident Survey Item 7.4 Students responding to the survey will agree with the statement, “Living on campus has helped improve my communication skills.”

Source of Evidence: Evaluations

**Target:**

Only 39.9% of students responding to the 2012-2013 Mid Year Resident Survey indicated they agree or strongly agree with the statement that living on-campus has contributed to their improved communication skills. (Mid-Year Resident Survey Item 7.4 Please Indicate your agreement with the following statement(s): living on-campus has helped improve my communication skills.)

**Finding (2013-2014) - Target: Not Reported This Cycle**

This measure is not being reported during the 2013-2014 cycle, but may be revisited at some point in the future.

**M 24: Mid Year Resident Survey: Living on Campus has Enhance My Ability to Resolve Conflicts**

Mid Year Resident Survey Item 7.7 Students responding to the survey will agree with the statement, “Living on campus has enhanced my ability to resolve conflicts.”

Source of Evidence: Evaluations

**Target:**

35.9% of students responding to the 2012-2013 Mid Year Resident Survey indicated they agree or strongly agree with the statement that living on-campus has enhanced their ability to resolve conflicts. (Mid-Year Resident Survey Item 7.7 Please Indicate your agreement with the following statement(s): living on-campus has enhanced my ability to resolve conflicts.)
The data suggest that students are practicing some of the skills sets necessary for leadership proficiency, and that residents responding to the Mid Year Resident Survey believe that the residence hall environment is contributing to the development of communication and conflict resolution skill sets. Future effort should be focused on more intentional programmatic development of communication and conflict resolution skills for enhanced leadership ability.

Finding (2013-2014) - Target: Not Reported This Cycle
This measure was not reported on during the 2013-2014 cycle, but may be revisited in the future.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Help students learn, internalize, and practice conflict resolution skills**
Departmental assessment data identified that one area of possible improvement for the Department is to improve students' ability to resolve conflict independently. Our EBI survey indicated a mean score of 5.36 out of 7.00, which fell slightly below the target mean of 5.50. As a result, the Department will be looking to implement the following areas of focus for the upcoming year in order to help students learn, internalize, and practice conflict resolution skills.

1. Emphasize a mentoring culture aimed at connecting students to the culture and one another to reduce Students who feel connected to the campus and one another will be more willing to address conflict. Residential Communities staff will work toward developing a culture in which upper division students are positioned as mentors for incoming students in an effort to help them adjust to the campus.

2. Creation of the peer counseling program for students
The Peer Counseling Coordinator is charged with developing a student peer counseling program to supplement the student staff positions in HRC. The Peer Counselors will be responsible for mediating conflicts between residents, connecting residents to appropriate counseling resources on campus, and implementing programs in the residential environment.

3. Reorganization of residential communities to provide more personalized contact between staff and students
HRC has reorganized their department in an effort to provide more personalized contact between professional and paraprofessional staff and the residents of their community. Graduate Assistants will play an increased role in day-to-day management of the area. One goal of this change is to provide a more localized community leadership with smaller areas of responsibility. This should enable the staff to know residents more personally and to more effectively provide positive role-modeling in all areas of community living, including conflict recognition and resolution.

4. Enhanced diversity training and awareness for student staff, residents, and professional staff to help identify areas of possible conflict and guide conversations revolving around difference
One area of strength identified by assessment this year is residents' perception of their level of diverse interaction within the residential environment. HRC can capitalize on this strength by providing enhanced training and opportunities for diverse interactions among residents, student staff, and professional staff members. By exposing students to multiple viewpoints, they can become more prepared to recognize areas of potential conflict before they become problems, familiarize themselves with the reality of other cultures' needs and cultural touchstones, and practice the skills necessary to have conversations revolving around difference.

5. Using the Maxient system and our Judicial Coordinator to better track, analyze, and follow up on roommate conflict situations
One enhanced role for the Judicial Coordinator for the upcoming year will be to use the functions available through the Maxient judicial software to track, analyze, and follow up on developing roommate conflicts before they become more difficult to address. Through more careful monitoring of student behavior in the Maxient system, personalized follow up and redress of issues may be possible.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Medium
**Implementation Description:** Beginning in the summer of 2012, the reorganization of the departmental student and professional positions will be complete. Programmatic changes in training (August 2012) will address enhanced diversity training and judicial behavior tracking Fall 2012 will mark the beginning of the implementation of the mentoring culture in smaller, more localized communities. Implementation of the Peer Mentoring program will occur in Fall 2013.

**Projected Completion Date:** 05/2013
**Responsible Person/Group:** Residential Communities Leadership staff
**Additional Resources:** None
Mission / Purpose

Housing and Residential Communities supports students’ development, learning and engagement through intentionally designed environments, programs and services.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Residents will demonstrate social, cultural, and global competence.

As a result of formal programming and informal interactions, residents will demonstrate social, cultural, and global competence.

M 1: Mid-Year Resident Survey: Living on Campus has helped me connect to the University

Living on Campus has helped me connect to the University.

Source of Evidence: Evaluations

Target:

No target established for this measure.

Finding (2012-2013) - Target: Not Reported This Cycle

On question 7.2, (“Living on Campus has helped me connect to the University”), 74.4% of respondents indicated Strongly Agree or Agree, suggesting that on-campus living has contributed to on-campus resident’s social competence.

M 2: Mid Year Resident Survey: I have interacted with someone who is a different race than me

Mid Year Resident Survey: I have interacted with someone who is a different race than me

Source of Evidence: Evaluations

Target:

No target established for this measure

Finding (2012-2013) - Target: Not Reported This Cycle

On question 7.19 (“I have interacted with someone who is a different race than me”), 82.1% of respondents indicated Strongly Agree or Agree, suggesting that on-campus living has contributed to an increase in the cultural/diversity competence of students.

M 3: Mid Year Resident Survey: I have interacted with someone with different beliefs

Mid-Year Resident Survey: “I have interacted with someone with different beliefs than me”

Source of Evidence: Evaluations

Target:

None

Finding (2012-2013) - Target: Not Reported This Cycle

75.2% of respondents on the Mid-Year Survey administered in 2012-2013 indicated they Strongly Agree or Agree with the statement: “I have interacted with someone with different beliefs than me,” suggesting that on-campus living has contributed to an increase in social and cultural competence.

M 4: Mid-Year Resident Survey: Living on campus has contributed to awareness of diversity issues

Mid-Year Resident Survey: Living on campus has contributed to my awareness of diversity issues

Source of Evidence: Evaluations

Target:

None

Finding (2012-2013) - Target: Not Reported This Cycle

Only 36.0% of respondents indicated they Strongly Agree or Agree with the statement “Living on campus has contributed to my awareness of diversity issues on the 2012-2013 Mid Year Resident Survey suggesting there is room for improvement in development of global and multicultural competence.

M 5: Mid Year Resident Survey: Living on Campus has contributed to my awareness of social issues

Mid Year Resident Survey: Living on Campus has contributed to my awareness of social issues

Source of Evidence: Evaluations

Target:

None

Finding (2012-2013) - Target: Not Reported This Cycle

39.1% of respondents on the 2012-2013 Mid Year Resident Survey indicated they Strongly Agree or Agree with the statement "Living on Campus has contributed to my awareness of social issues", suggesting there is room for continued growth in social competence.

The overall impression seems to be that there is increased interpersonal interaction, including a satisfactory amount among peers who are different from the respondents. This increase in interpersonal interaction suggests that there is some level of informal social, cultural, and global competence development occurring. The scores regarding
Housing's contribution to the residents' awareness of the types of issues facing them in global or social settings may indicate that more work should be focused on intentional exposure to these types of ideas.

OthOtcm 2: Residents will indicate that they are aware of campus programs and resources to meet academic, social, and educational needs.

As a result of formal and informal interactions with Resident Advisors, residents will indicate that they are aware of campus programs and resources to meet academic, social, and educational needs.

Related Measures

M 6: Mid Year Resident Survey: Indicate how often you hear of engagement opportunities through Residence Hall promotional efforts

Resident Survey Item: 6.4 Indicate how often you hear of engagement opportunities through Residence Hall promotional efforts

Source of Evidence: Evaluations

Finding (2012-2013) - Target: Not Reported This Cycle

53.9% of students responding to the 2012-2013 Mid Year Resident Survey indicated they had heard of campus engagement opportunities regularly through residence hall efforts. (Mid-Year Resident Survey Item: 6.4 Indicate how often you hear of engagement opportunities through Residence Hall promotional efforts)

M 7: Mid Year Resident Survey: Campus resources had been specifically made available to me through Residence Hall staff

Mid Year Resident Survey item 7.13 "Campus resources have been made available to me by residence hall staff"

Source of Evidence: Evaluations

Finding (2012-2013) - Target: Not Reported This Cycle

76.9% of respondents participating in the 2011-2012 Mid Year Resident Survey Item 7.13 indicated that campus resources had been specifically made available to them through Residence Hall staff 7.13 ("Campus resources have been made available to me by residence hall staff").

M 8: Mid Year Resident Survey: Living on campus has contributed to my academic success.

Mid-Year Resident Survey Item 7.5 Students responding to the survey will indicate agreement with the statement: "Living on campus has contributed to my academic success"

Source of Evidence: Evaluations

Finding (2012-2013) - Target: None

56.4% of respondents indicated Strongly Agree or Agree with the statement "Living on campus has contributed to my academic success." (Mid-Year Resident Survey Item 7.5)

The data suggests that students are being made aware of campus resources to support their engagement and academic success through residence hall staff efforts, even if they are not being directly offered or made directly available by the staff.

OthOtcm 3: Residents will exhibit greater identification with their communities and greater care for their facilities.

Residents will exhibit greater identification with their communities and greater care for their facilities.

Related Measures

M 9: Occurrence of common area damages in the residence halls will decrease by 5%

Occurrence of common area damages in the residence halls fall semester 2012

Source of Evidence: Benchmarking

Finding (2012-2013) - Target: Met

The following was determined to be the number and cost of incidents of public area damage reported in the residence halls in the 2012-2013 school year (July 1 - June 30): 390 incidents totaling $14,999.73.

Fall 2012 (Aug 10 - Dec 17) - 191 incidents, $7,008.31
Spring 2013 (Jan 1 - May 10) - 170 incidents, $7,008.58
Spring 2012 (Jan 1 - May 10) - 158 incidents, $11,346.69
Spring 2011 (Jan 1 - May 10) - 107 incidents, $5150.45

Because a full year's previous data is not possible, a reasonable number must be extrapolated from existing data. Comparing equal known periods shows that in the Spring semester, there was a decrease of $4,338.11,
or 38.2% from the same period in the previous year. Future comparisons can be drawn from full year's data to be more thorough in reporting total overall charge changes. For now, it is reasonable to suggest that an overall decrease of at least 5% likely occurred compared to last year’s data.

M 10: Summary of Cleaning Charges Spring 2013

Summary of Cleaning Charges Spring 2013

Source of Evidence: Evaluations

Target:
No Target set

Finding (2012-2013) - Target: Not Reported This Cycle

A summary of cleaning charges assessed to students after check-out in the Spring shows a total of $8,943.88 charged to student accounts for cleaning of rooms and common areas as a result of students’ failure to clean prior to check-out. This is an increase of approximately $5,239 over last year's assessed cleaning charges. This increase is likely due to a policy change which lead to a more stringent and consistent application of the cleaning fee charges rather than an increase in the number of rooms which needed

M 11: Occurrence of Common Area Damage Spring 2013

Common Area Damage measured by cost analysis for Spring 2013 Semester

Source of Evidence: Activity volume

Target:
Decrease of 5% over previous years data

Finding (2012-2013) - Target: Met

The following was determined to be the number and cost of incidents of public area damage reported in the residence halls in the 2012 - 2013 school year:

Spring 2013 (Jan 1 - May 10) - 170 incidents, $7,008.58

Compared to data from prior years:

Spring 2012 (Jan 1 - May 10) - 158 incidents, $11,346.69
Spring 2011 (Jan 1 - May 10) - 107 incidents, $5150.45

Because a full year's previous data is not possible, a reasonable number must be extrapolated from existing data. Comparing equal known periods shows that in the Spring semester, there was a decrease of $4,338.11, or 38.2% from the same period in the previous year. Future comparisons can be drawn from full year's data to be more thorough in reporting total overall charge changes. For now, it is reasonable to suggest that an overall decrease of at least 5% likely occurred compared to last year's data.

OthOtcn 4: Residents will demonstrate an increased understanding of their responsibility

As a result of taking part in residence hall programming, residents will demonstrate an increased understanding of their responsibility as members of the UA community by engaging in behaviors that promote an inclusive campus culture.

Connected Document
Housing and Residential communities Assessment Timetable

Related Measures

M 12: Mid Year Resident Survey: How often you interact with other residents on your floor

Mid Year Resident Survey Item 6.6: How often you interact with other residents on your floor?

Source of Evidence: Evaluations

Target:
No target established for this measure.

Finding (2012-2013) - Target: Not Reported This Cycle

66.2% of respondents to item 6.6 on the Mid-Year Resident Survey indicated that they sometimes, often, or always interact with other residents on their floor.

M 13: Mid Year Resident Survey: How often you interact with other residents from your residence hall outside of the building

Mid Year Resident Survey Item 6.7: How often you interact with other residents from your residence hall outside of the building

Source of Evidence: Evaluations

Target:
No target established for this measure.

Finding (2012-2013) - Target: Not Reported This Cycle

63.9% of respondents to item 6.7 on the Mid-Year Resident Survey indicated that they sometimes, often, or always interact with other residents within their residence hall outside of the building

M 14: Mid Year Resident Survey: I know my neighbor's by name

Mid Year Resident Survey Item 7.16: I know my neighbor's by name

Source of Evidence: Evaluations

Target:
No target established for this measure.
Finding (2012-2013) - Target: Not Reported This Cycle
43.6% of respondents to item 7.16 on the Mid-Year Resident Survey agreed or strongly agreed they knew their neighbors name.

M 15: Mid Year Resident Survey: Sensitivity and respect for everyone is supported in my room
Mid Year Resident Survey Item 7.17: Sensitivity and respect for everyone is supported in my room
Source of Evidence: Evaluations
Target: No target established for this measure.
Finding (2012-2013) - Target: Not Reported This Cycle
70.9% of respondents to the Mid Year Resident Survey Item 7.16 indicated agreement with the statement (Strongly Agree or Agree) "Sensitivity and respect for everyone is supported in my room".

M 16: Mid Year Resident Survey: Sensitivity and respect for everyone is supported in my residence hall
Mid Year Resident Survey Item 7.17: Sensitivity and respect for everyone is supported in my residence hall
Source of Evidence: Evaluations
Target: No target established for this measure.
Finding (2012-2013) - Target: Not Reported This Cycle
50.4% of respondents on the Mid Year Resident Survey Item 7.17 indicated agreement with the statement that "Sensitivity and respect for everyone is supported in my residence hall"
The data suggests that students are developing interpersonal relationships and practicing many of the social skills necessary for developing and maintaining those relationships and that residents responding to the Mid Year Resident Survey believe that a culture of respect and mutual acceptance exists in the residence hall environment. Future effort should be focused on intentional development of conflict resolution to provide foundational skills for managing relationships through disagreement(s).

OthOtcm 5: Residents and student staff members will practice personal and social responsibility
As a result of formal programming and informal interactions, residents and staff members will practice personal and social responsibility

Connected Document
Housing and Residential communities Assessment Timetable

Related Measures

M 17: Mid Year Resident Survey: Have You Participated in a Community Service Activity as a Part of Your Residence Hall Experience?
Mid Year Resident Survey Item 9. Students responding to the survey will answer yes to the statement, "Have You Participated in a Community Service Activity as a Part of Your Residence Hall Experience?"
Source of Evidence: Evaluations
Target: No target established for this measure.
Finding (2012-2013) - Target: Not Reported This Cycle
Only 12.9% of students responding to the 2012-2013 Mid Year Resident Survey indicated they had participated in a community service activity as a part of their residence hall experience suggesting there is room for improvement in the promotion of community service programming within the residence halls. (Mid-Year Resident Survey Item: 9 Have you participated in a community service activity as part of your residence hall experience?)

M 18: Mid Year Resident Survey: Do You Participate in the Recycling Program in Your Residence Hall
Mid Year Resident Survey Item: 10. Students responding to the survey will answer yes to the statement, "Do You Participate in the Recycling Program in Your Residence Hall?"
Source of Evidence: Evaluations
Target: No target established for this measure.
Finding (2012-2013) - Target: Not Reported This Cycle
48.9% of students responding to the 2012-2013 Mid Year Resident Survey indicated they had participated in the recycling program within their residence hall. (Mid-Year Resident Survey Item: 10 Have you participated in the recycling program in your residence hall?)

M 19: Individual Student Community Service Activities
Individual Student Community Service Activities of residents involved in personal development, associated with the Housing and Residential Communities Community Living Standards.
Source of Evidence: Activity volume
Target: No target established for this measure.
Finding (2012-2013) - Target: Not Reported This Cycle
Housing and Residential Communities (HRC) certified 1,705 hours of community service activities during the 2012-2013 academic year, as part of the student development activities associated with individual violations of the HRC Community Living Standards.

M 20: Residential Communities Staff involved in Community Service Activities
Residential Communities group community service activities for the 2012-2013 academic year.
Source of Evidence: Activity volume

Target:
No target established for this measure.

Finding (2012-2013) - Target: Not Reported This Cycle
Housing and Residential Communities (HRC) certified 690 hours of community service activities during the 2012-2013 academic year, as part of the Fall 2012 training activities associated with resident advisor training.

Taken in conjunction with survey responses, both the number of resident and staff community service hours indicate a prioritization of personal and social responsibility. Room for improvement exists with improving the number of participants in the residence hall recycling programs, and in promoting community service opportunities to residence hall students.

OthOtcm 6: Students will demonstrate an understanding of, and practice the skill sets needed
As a result of participating in residence hall programs and services, students will demonstrate an understanding of, and practice the skill sets needed, to serve in leadership roles

Connected Document
Housing and Residential communities Assessment Timetable

Related Measures

M 21: Mid Year Resident Survey: Living on Campus Has Helped Me Improve My Communication Skills
Mid Year Resident Survey Item 7.4 Students responding to the survey will agree with the the statement, "Living on campus has helped improve my communication skills."

Source of Evidence: Evaluations

Target:
No target established for this measure.

Finding (2012-2013) - Target: Not Reported This Cycle
Only 39.9% of students responding to the 2012-2013 Mid Year Resident Survey indicated they agree or strongly agree with the statement that living on-campus has contributed to their improved communication skills. (Mid-Year Resident Survey Item: 7.4 Please Indicate your agreement with the following statement(s): living on campus has helped improve my communication skills.)

M 22: Mid Year Resident Survey: Living on Campus has Enhance My Ability to Resolve Conflicts
Mid Year Resident Survey Item 7.7 Students responding to the survey will agree with the the statement, "Living on campus has enhanced my ability to resolve conflicts."

Source of Evidence: Evaluations

Target:
No target established for this measure.

Finding (2012-2013) - Target: Not Reported This Cycle
35.9% of students responding to the 2012-2013 Mid Year Resident Survey indicated they agree or strongly agree with the statement that living on-campus has enhanced their ability to resolve conflicts. (Mid-Year Resident Survey Item: 7.7 Please Indicate your agreement with the following statement(s): living on campus has enhanced my ability to resolve conflicts.)

The data suggest that students are practicing some of the skills sets necessary for leadership proficiency, and that residents responding to the Mid Year Resident Survey believe that the residence hall environment is contributing to the development of communication and conflict resolution skill sets. Future effort should be focused on more intentional programmatic development of communication and conflict resolution skills for enhanced leadership ability.

M 23: Leadership - Apply Skills & Concepts
Apply the skills and concepts acquired during Capstone Academy to leadership positions I hold in the future.

Source of Evidence: Evaluations

Target:
No Target Set

Finding (2012-2013) - Target: Not Reported This Cycle
Capstone Academy (a leadership initiative of HRC) was offered as a leadership development course for interested student leaders and future resident advisors. At the end of the course, participants were invited to participate in a Housing-designed survey that provided feedback on the experience.

96.7% of respondents to the Capstone Academy indicated they Agree or Strongly Agree with the statement "I will apply the skills and concepts acquired during Capstone Academy to leadership positions I hold in the future."

Based on this response, the effect of participation in Capstone Academy seems to have contributed to the ability of students to understand leadership and apply the newly acquired skills to future leadership positions.

Details of Action Plans for This Cycle (by Established cycle, then alpha)
Help students learn, internalize, and practice conflict resolution skills
Departmental assessment data identified that one area of possible improvement for the Department is to improve students’ ability to resolve conflict independently. Our EBI survey indicated a mean score of 5.36 out of 7.00, which fell slightly below the target mean of 5.50. As a result, the Department will be looking to implement the following areas of focus for the upcoming year in order to help students learn, internalize, and practice conflict resolution skills.

1. Emphasize a mentoring culture aimed at connecting students to the culture and one another to reduce

Students who feel connected to the campus and one another will be more willing to address conflict. Residential Communities staff will work toward developing a culture in which upper division students are positioned as mentors for incoming students in an effort to help them adjust to the campus.

2. Creation of the peer counseling program for students

The Peer Counseling Coordinator is charged with developing a student peer counseling program to supplement the student staff positions in HRC. The Peer Counselors will be responsible for mediating conflicts between residents, connecting residents to appropriate counseling resources on campus, and implementing programs in the residential environment.

3. Reorganization of residential communities to provide more personalized contact between staff and students

HRC has reorganized their department in an effort to provide more personalized contact between professional and paraprofessional staff and the residents of their community. Graduate Assistants will play an increased role in day-to-day management of the area. One goal of this change is to provide a more localized community leadership with smaller areas of responsibility. This should enable the staff to know residents more personally and to more effectively provide positive role-modeling in all areas of community living, including conflict recognition and resolution.

4. Enhanced diversity training and awareness for student staff, residents, and professional staff to help identify areas of possible conflict and guide conversations revolving around difference

One area of strength identified by assessment this year is residents’ perception of their level of diverse interaction within the residential environment. HRC can capitalize on this strength by providing enhanced training and opportunities for diverse interactions among residents, student staff, and professional staff members. By exposing students to multiple viewpoints, they can become more prepared to recognize areas of potential conflict before they become problems, familiarize themselves with the reality of other cultures’ needs and cultural touchstones, and practice the skills necessary to have conversations revolving around difference.

5. Using the Maxient system and our Judicial Coordinator to better track, analyze, and follow up on roommate conflict situations

One enhanced role for the Judicial Coordinator for the upcoming year will be to use the functions available through the Maxient judicial software to track, analyze, and follow up on developing roommate conflicts before they become more difficult to address. Through more careful monitoring of student behavior in the Maxient system, personalized follow up and redress of issues may be possible.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Implementation Description: Beginning in the summer of 2012, the reorganization of the departmental student and professional positions will be complete. Programmatic changes in training (August 2012) will address enhanced diversity training and judicial behavior tracking Fall 2012 will mark the beginning of the implementation of the mentoring culture in smaller, more localized communities. Implementation of the Peer Mentoring program will occur in Fall 2013.
Projected Completion Date: 05/2013
Responsible Person/Group: Residential Communities Leadership staff
Additional Resources: None
Mission / Purpose

Housing and Residential Communities:

- Creates safe, comfortable, and well-maintained residential facilities
- Supports the education and personal development of civic-minded leaders
- Develops within students the ability to make healthy choices

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Residents will demonstrate social, cultural, and global competence.
As a result of formal programming and informal interactions, residents will demonstrate social, cultural, and global competence.

Connected Document: Housing and Residential communities Assessment Timetable

Related Measures

M 1: International Living-Learning Community LLC resident survey
International Living-Learning Community LLC resident survey

Source of Evidence: Evaluations

Target:
No Target Established

Finding (2011-2012) - Target: Met
88.4% of respondents to the English Language Institute Survey 2011 Burke East indicated they had had contact with students from a different culture during the year. Additionally, 83.5% of respondents indicated they had had a positive relationship with their roommate, presumably from another culture. Finally, 82.5% of respondents indicated they had an overall positive experience in the LLC this year. Taken as a whole, these results suggest some comfort and competence with managing intercultural relationships in a social and academic setting.

From these results, we can conclude that students are interacting across cultures in this environment and that they are having positive experiences while doing so. The nature of this positivity is not explored.

M 2: EBI Resident Survey-Enhanced your ability to live cooperatively
EBI Resident Survey-Enhanced your ability to live cooperatively

Source of Evidence: Evaluations

Target:
No Target Established

Finding (2011-2012) - Target: Met
Respondents to the 2011-2012 EBI survey indicated a mean score of 5.59 out of 7.00 on Q080: To what extent has living on campus enhanced your ability to Live Cooperatively?

This score suggests that more than 75% of the respondents agreed that living on campus has enhanced their ability to live cooperatively with others. From this, we can conclude that the department does a satisfactory job in offering opportunities for students to develop useful and positive skills in interpersonal engagement and interaction.

Related Action Plans (by Established cycle, then alpha):
Help students learn, internalize, and practice conflict resolution skills

Established in Cycle: 2011-2012

Departmental assessment data identified that one area of possible improvement for the Department is to improve students' ability...

For full information, see the Details of Action Plans section of this report.

M 3: EBI Resident Survey-Enhanced your ability to solve conflicts
EBI Resident Survey-Enhanced your ability to solve conflicts (Q80)

Source of Evidence: Evaluations

Target:
No Target Established

Finding (2011-2012) - Target: Met
Respondents to the 2011 - 2012 EBI survey indicated a mean score of 5.36 out of 7.00 on Q081: To what extent has living on campus enhanced your ability to Resolve Conflict?

This finding suggests that most respondents perceive that living on campus has provided them with an enhanced ability to resolve interpersonal and group conflict. This suggests that the Department has likely provided meaningful opportunities for the respondents to learn, practice, implement, and evaluate skills necessary to resolve conflict.

Related Action Plans (by Established cycle, then alpha):
Help students learn, internalize, and practice conflict resolution skills

*Established in Cycle: 2011-2012*

Departmental assessment data identified that one area of possible improvement for the Department is to improve students' ability...

For full information, see the *Details of Action Plans* section of this report.

**M 4: EBI Resident Survey-Enhanced your ability to improve interpersonal relationships**

EBI Resident Survey-Enhanced your ability to improve interpersonal relationships (Q081)

**Source of Evidence:** Efficiency

**Target:**

No target established.

**Finding (2011-2012) - Target: Met**

Respondents to the 2011 - 2012 EBI survey indicated a mean score of 5.49 out of 7.00 to Q082: To what extent has living on campus enhanced your ability to Improve Interpersonal Relationships.

This finding suggests that most respondents agree that living on campus has enhanced their ability to improve their interpersonal relationships. This suggests that the Department is providing meaningful opportunities for students to learn, practice, implement, and evaluate the skills necessary to perform this task.

**M 5: EBI-Social, educational, cultural programming**

EBI-Social, educational, cultural programming (Q28)

**Source of Evidence:** Evaluations

**Target:**

No target established.

**Finding (2011-2012) - Target: Met**

Respondents to the 2011 - 2012 EBI survey indicated a mean score of 5.52 out of 7.00 on Q029: How satisfied are you with programs sponsored by your hall/apt. complex regarding: Social/educational/cultural programs.

This finding indicates that at least 75% of respondents are satisfied with the quality of the programs offered for the purpose of social, educational, and cultural interaction and awareness. This suggests that the Department is doing a satisfactory job of providing accessible, meaningful, interesting programs in these areas.

**OthOtcm 2: Residents will indicate that they are aware of campus programs and resources to meet academic, social, and educational needs.**

As a result of formal and informal interactions with Resident Advisors, residents will indicate that they are aware of campus programs and resources to meet academic, social, and educational needs.

**Connected Document**

[Housing and Residential communities Assessment Timetable](#)

**Related Measures**

**M 6: HRC FYE Meeting Survey Data**

HRC FYE Meeting Survey Data

**Source of Evidence:** Evaluations

**Target:**

No target established.

**Finding (2011-2012) - Target: Met**

Resident Advisors conducted informal interviews for the 2011 - 2012 academic year. Text responses from informal interviews were entered into an online survey instrument by the Resident Advisors. The second interview included the text of the question below:

9. Tell us about your resident's knowledge of UA Resources: ( Have they met with any of their instructors?, Have they taken advantage of the Health Center, URec, Career Center?, What programs and services have they used since being on campus?)

Responses were gathered for 758 total students for this question. Responses were coded to indicate residents' indicated knowledge of the three areas of campus resources (academic, social, and educational). The totals for these categories are below:

- Academic (indicating CTL, tutoring, instructor/professors, advising, etc.): 319 responses
- Social (indicating URec, athletics, Greek and other student organizations, etc.): 425 responses
- Educational (indicating Student Affairs depts, Student Health Center, and others): 239 responses

From these responses, it is possible to conclude that a significant number of students has indicated meaningful awareness of at least one useful campus resources. The majority of respondents who indicated awareness of any resources indicated awareness of multiple resources.

**M 7: EBI Resident Survey question: Awareness of Campus Resources**

EBI Resident Survey question: Awareness of Campus Resources

**Source of Evidence:** Evaluations

**Target:**

No target established.

**Finding (2011-2012) - Target: Met**

Respondents to the 2011 - 2012 EBI survey responded to several questions which might suggest useful data for determining residents' awareness of campus programs. The text and mean scores of the relevant questions are below:

Q024. Hall/Apt. Student Staff: - How satisfied are you with your student staff member (i.e. RA, Community...
Advisor, Mentor, Apt. Advisor) on your floor regarding: Organizing programs/activities - Mean Score: 6.03

Q029. How satisfied are you with programs sponsored by your hall/apt. complex regarding:
Social/educational/cultural programs - Mean Score: 5.52

Q030. How satisfied are you with programs sponsored by your hall/apt. complex regarding:
Athletic/recreational activities - Mean Score: 5.38

QQ10. Institution Specific Questions - 10. How often do you seek out information from your RA? (work orders,
campus information, suitemate issues, etc.) -

These results seem to suggest that respondents are satisfied with the availability of social, educational,
cultural, and recreational activities available to them on campus, and that they are seeking out information
regarding campus resources at little more than once per semester, on average. Taken in conjunction, it is
reasonable to suggest that respondents have some useful awareness of available campus resources,
although there is some room for improvement in the information-seeking behavior.

OthOtcmt 3: Residents will exhibit greater identification with their communities and greater care for their
facilities.
As a result of One team One Bama initiative, residents will exhibit greater identification with their communities and greater
care for their facilities.

Connected Document
Housing and Residential communities Assessment Timetable

Related Measures

M 8: Occurrence of common area damages in the residence halls will decrease by 5%
Occurrence of common area damages in the residence halls will decrease by 5%
Source of Evidence: Benchmarking

Target:
5% reduction in occurrence of common area damages in residence halls

Finding (2011-2012) - Target: Met
Incomplete data is available, but using the available information from Spring 2011 and Spring 2012 semesters,
the following was determined to be the number and cost of incidents of public area damage reported in the
residence halls:

Spring 2011 (Jan 1 - May 10): 107 incidents, $5150.45 in reported damages
Spring 2012 (Jan 1 - May 10): 158 incidents, $11346.69 in reported damages

These results indicate an increase in reported incidents by 47.66% for the period for which data is available.
Total academic year data is not available at report time, so it is not possible to determine if an overall reduction
has occurred.

M 9: EBI Survey Data: Sense of Community
EBI Survey Data: Sense of Community
Source of Evidence: Evaluations

Target:
No target established

Finding (2011-2012) - Target: Met
The respondents to the 2011 - 2012 EBI survey responded to three questions regarding their sense of
community:

Q076: In your living area (i.e. floor, apt. section, community, house), to what degree do you: Trust other
students Mean response 5.29/7.00

Q077: In your living area (i.e. floor, apt. section, community, house), to what degree do you: Respect other
students Mean response 5.90/7.00

Q078: In your living area (i.e. floor, apt. section, community, house), to what degree do you: Feel accepted by
other students Mean response 5.70/7.00

These responses indicate that students consistently feel connected to their communities, that they share a
sense of camaraderie and trust with fellow residents, and that they feel a sense of belonging to whatever unit
they have identified as their community. This suggests that the Department has done a satisfactory job of
providing an environment conducive to the development of meaningful communities.
M 10: Number of Health & Safety Violations /Facilities related will decrease by 5%
Number of Health & Safety Violations /Facilities related will decrease by 5%
Source of Evidence: Benchmarking

Target:
5% reduction in Health & Safety violations related to Facilities.

Finding (2011-2012) - Target: Not Reported This Cycle
This measure was not used in annual reporting processes. Plans for ways to capture data for this type of measure for the future are being explored.

OthOtcm 4: Residents will demonstrate an increased understanding of their responsibility
As a result of taking part in residence hall programming, residents will demonstrate an increased understanding of their responsibility as members of the UA community by engaging in behaviors that promote an inclusive campus culture.

Connected Document
Housing and Residential communities Assessment Timetable

Related Measures

M 11: EBI Resident Survey: Personal Interactions
EBI Resident Survey: Personal Interactions
Source of Evidence: Evaluations

Target:
No target established

Finding (2011-2012) - Target: Met
Respondents to the 2011 - 2012 EBI survey responded to four questions indicating the extent to which living on-campus has enhanced their ability to have successful personal interactions. Questions and mean responses are listed below:

Q079. Learning Outcomes - To what extent has living in on-campus housing enhanced your ability to: Meet other people - Mean response: 5.43/7.00
Q080. Learning Outcomes - To what extent has living in on-campus housing enhanced your ability to: Live cooperatively - Mean response: 5.59/7.00
Q081. Learning Outcomes - To what extent has living in on-campus housing enhanced your ability to: Resolve conflict - Mean response: 5.36/7.00
Q082. Learning Outcomes - To what extent has living in on-campus housing enhanced your ability to: Improve interpersonal relationships - Mean response: 5.49/7.00

These responses suggest that most students feel that living on campus has enhanced their ability to have successful personal interactions, including meeting others, resolving conflict, living cooperatively with others, and improving their interpersonal relationships. This suggests that the Department is providing sufficient opportunities for students to learn, practice, implement, and evaluate skills necessary to developing and maintaining these personal interactions.

M 12: EBI Resident Survey: Fellow residents respect people of differing races /ethnicities
EBI Resident Survey: Fellow residents respect people of differing races /ethnicities
Source of Evidence: Evaluations

Target:
No target established.

Finding (2011-2012) - Target: Met
Respondents to the 2011 - 2012 EBI survey responded to one question regarding their perception of fellow residents' respect for people of differing races/ethnicities. The question text and mean score is listed below:

Q065. Climate - To what extent do your fellow residents respect people of differing: Races/ethnicities - Mean score: 5.73/7.00

This finding suggests that more than 75% of respondents feel that fellow residents respect people of different race or ethnicity within the residential environment. This suggests that the Department is providing sufficient opportunities for meaningful, respectful interaction between people of different races/ethnicities, as well as supporting respectful, positive interactions through educational and programmatic efforts.

Related Action Plans (by Established cycle, then alpha):

Help students learn, internalize, and practice conflict resolution skills
Established in Cycle: 2011-2012
Departmental assessment data identified that one area of possible improvement for the Department is to improve students' ability...

For full information, see the Details of Action Plans section of this report.

M 13: EBI Resident Survey: Fellow residents respect people of differing genders
EBI Resident Survey: Fellow residents respect people of differing genders
Source of Evidence: Evaluations

Target:
No target established.

Finding (2011-2012) - Target: Met
Respondents to the 2011 - 2012 EBI survey responded to one question regarding their perception of fellow residents' respect for people of differing genders. The question text and mean score is listed below:
Q066. Climate - To what extent do your fellow residents respect people of differing: Genders - Mean score: 5.91/7.00

This finding suggests that more than 75% of respondents perceive their fellow residents to be respectful toward people of differing genders within the residential environment. This suggests that the Department is satisfactorily providing opportunities for residents to have respectful interactions across genders. It is also likely that the Department is providing supportive learning opportunities, guidance, or materials regarding gender-respectful behavior.

M 14: EBI Resident Survey: Fellow residents respect people of differing sexual orientation
EBI Resident Survey: Fellow residents respect people of differing sexual orientation
Source of Evidence: Evaluations
Target: No target established.
Finding (2011-2012) - Target: Met
Respondents to the 2011 - 2012 EBI survey responded to one question regarding their perception of fellow residents' respect for people of differing sexual orientation. The question text and mean score is listed below:

Q067. Climate - To what extent do your fellow residents respect people of differing: Sexual Orientation - Mean score: 5.64/7.00

This finding suggests that more than 75% of respondents perceive their fellow residents to be respectful toward people of differing sexual orientations within the residential environment. This suggests that the Department is satisfactorily providing opportunities for residents to have respectful interactions across sexual orientations. It is also likely that the Department is providing supportive learning opportunities, guidance, or materials regarding sexual orientation-respectful behavior.

Related Action Plans (by Established cycle, then alpha):
Help students learn, internalize, and practice conflict resolution skills
Established in Cycle: 2011-2012
Departmental assessment data identified that one area of possible improvement for the Department is to improve students' ability...

For full information, see the Details of Action Plans section of this report.

M 15: EBI Resident Survey: Fellow residents respect people of differing religious beliefs
EBI Resident Survey: Fellow residents respect people of differing religious beliefs
Source of Evidence: Evaluations
Target: No target established.
Finding (2011-2012) - Target: Met
Respondents to the 2011 - 2012 EBI survey responded to one question regarding their perception of fellow residents' respect for people of differing religious beliefs. The question text and mean score is listed below:

Q068. Climate - To what extent do your fellow residents respect people of differing: Religious Beliefs - Mean score: 5.79/7.00

This finding suggests that more than 75% of respondents perceive their fellow residents to be respectful toward people of differing religious beliefs within the residential environment. This suggests that the Department is satisfactorily providing opportunities for residents to have respectful interactions across religious beliefs. It is also likely that the Department is providing supportive learning opportunities, guidance, or materials regarding religious belief-respectful behavior.

Related Action Plans (by Established cycle, then alpha):
Help students learn, internalize, and practice conflict resolution skills
Established in Cycle: 2011-2012
Departmental assessment data identified that one area of possible improvement for the Department is to improve students' ability...

For full information, see the Details of Action Plans section of this report.

M 16: EBI Resident Survey: Fellow residents respect people of differing political views
EBI Resident Survey: Fellow residents respect people of differing political views
Source of Evidence: Evaluations
Target: No target established.
Finding (2011-2012) - Target: Met
Respondents to the 2011 - 2012 EBI survey responded to one question regarding their perception of fellow residents' respect for people of differing political views. The question text and mean score is listed below:

Q069. Climate - To what extent do your fellow residents respect people of differing: Political views - Mean score: 5.74/7.00

This finding suggests that more than 75% of respondents perceive their fellow residents to be respectful toward people of differing political views within the residential environment. This suggests that the Department is satisfactorily providing opportunities for residents to have respectful interactions across political views. It is also likely that the Department is providing supportive learning opportunities, guidance, or materials regarding political view-respectful behavior.

Related Action Plans (by Established cycle, then alpha):
Help students learn, internalize, and practice conflict resolution skills
Established in Cycle: 2011-2012
Departmental assessment data identified that one area of possible improvement for the Department is to improve students' ability...

For full information, see the Details of Action Plans section of this report.

OthOtcms 5: Residents and student staff members will practice personal and social responsibility
As a result of formal programming and informal interactions, residents and student staff members will practice personal and social responsibility

Connected Document
Housing and Residential communities Assessment Timetable

Related Measures

M 17: EBI Resident Survey: Fellow residents maintain cleanliness
EBI Resident Survey: Fellow residents maintain cleanliness (Q73)
Source of Evidence: Evaluations
Target: No target established.
Finding (2011-2012) - Target: Met
Respondents to the 2011 - 2012 EBI survey responded to one question regarding their perception of fellow residents' efforts to maintain cleanliness in the community. The question text and mean score are listed below:
Q074. To what degree are residents living with/near you: Maintaining cleanliness - Mean score: 5.11/7.00
This finding suggests that there is some disagreement among respondents about whether fellow residents are maintaining cleanliness in the residential community. This suggests there is room for growth by the Department in providing residents with meaningful educational opportunities to learn, practice, implement, and evaluate the skills necessary to maintaining cleanliness in the residential environment.

M 18: EBI Resident Survey: Fellow residents respect study time
EBI Resident Survey: Fellow residents respect study time (Q69)
Source of Evidence: Evaluations
Target: No target established.
Finding (2011-2012) - Target: Met
Respondents to the 2011 - 2012 EBI survey responded to one question regarding their perception of fellow residents' efforts to respect the respondent's study time in the community. The question text and mean score are listed below:
Q070. To what degree are residents living with/near you: Respecting your study time - Mean score: 5.47/7.00
This finding suggests that most respondents are satisfied with the degree to which other residents respect the respondent's privacy. This suggests the department is providing sufficient means for residents to learn, practice, implement, and evaluate the skills necessary to respect the privacy of others, although there is room for minor improvement in these efforts.

M 19: EBI Resident Survey: Fellow residents respect privacy
EBI Resident Survey: Fellow residents respect privacy (Q71)
Source of Evidence: Evaluations
Target: No target established.
Finding (2011-2012) - Target: Met
Respondents to the 2011 - 2012 EBI survey responded to one question regarding their perception of fellow residents' efforts to respect privacy in the community. The question text and mean score are listed below:
Q072. To what degree are residents living with/near you: Respecting your privacy - Mean score: 5.76/7.00
This finding suggests that more than 75% of respondents are satisfied with the degree to which other residents respect the respondent's privacy. This suggests the department is providing sufficient means for residents to learn, practice, implement, and evaluate the skills necessary to respect the privacy of others.

M 20: EBI Resident Survey: Fellow residents respect property
EBI Resident Survey: Fellow residents respect property (Q72)
Source of Evidence: Evaluations
Target: No target established.
Finding (2011-2012) - Target: Met
Respondents to the 2011 - 2012 EBI survey responded to one question regarding their perception of fellow residents' efforts to respect others' property in the community. The question text and mean score are listed below:
Q073. To what degree are residents living with/near you: Respecting your property - Mean score: 5.76/7.00
This finding suggests that more than 75% of respondents are satisfied with the degree to which other residents respect the respondent's property. This suggests the department is providing sufficient means for residents to learn, practice, implement, and evaluate the skills necessary to respect the property of others.

M 21: EBI Resident Survey: Degree you trust other students
EBI Resident Survey: Degree you trust other students (Q75)
Source of Evidence:  Evaluations

**Target:**
No target established.

**Finding (2011-2012) - Target: Met**
The respondents to the 2011 - 2012 EBI survey responded to one question regarding their trust of other students in the residential environment. The question text and mean score are listed below:

**Q076:** In your living area (i.e. floor, apt. section, community, house), to what degree do you: Trust other students
Mean response 5.29/7.00

This finding suggests that most of the respondents trust other residents to some degree. It suggests there is room for the Department to provide additional meaningful educational opportunities and materials to help students learn, practice, implement, and evaluate the skills necessary to trust other residents.

**M 22: EBI Resident Survey: Degree you respect other students**
EBI Resident Survey: Degree you respect other students (Q76)

Source of Evidence:  Evaluations

**Target:**
No target established.

**Finding (2011-2012) - Target: Met**
The respondents to the 2011 - 2012 EBI survey responded to one question regarding their respect for other residents in the community:

**Q077:** In your living area (i.e. floor, apt. section, community, house), to what degree do you: Respect other students - Mean response: 5.90/7.00

This finding suggests that more than 75% of respondents perceive they are respectful towards other students in the residential community. This suggests the Department is providing satisfactory meaningful educational opportunities for the residents to learn, practice, implement, and evaluate the skills necessary for respecting others in the residential environment.

**Related Action Plans (by Established cycle, then alpha):**

Help students learn, internalize, and practice conflict resolution skills
Established in Cycle: 2011-2012

Departmental assessment data identified that one area of possible improvement for the Department is to improve students' ability...

For full information, see the Details of Action Plans section of this report.

**M 23: EBI Resident Survey: Living in Campus Housing has encouraged me to make healthy personal choices.**
EBI Resident Survey: Living in Campus Housing has encouraged me to make healthy personal choices.

Source of Evidence:  Evaluations

**Target:**
No target established.

**Finding (2011-2012) - Target: Met**
Respondents to the 2011 - 2012 EBI survey responded to two questions regarding being encouraged to make healthy choices (in this case, interpreted as understanding of the consequences of alcohol and drug use and abuse). The question texts and mean scores are reported below:

**Q086.** Learning Outcomes - To what extent has living in on-campus housing enhanced your ability to:
Understand the consequences of alcohol use and abuse - Mean score: 5.38/7.00

**Q087.** Learning Outcomes - To what extent has living in on-campus housing enhanced your ability to:
Understand the consequences of drug use and abuse - Mean score: 5.32/7.00

These findings suggest that most of the respondents perceive that living on campus has enhanced in some way their ability to understand the impact of unhealthy substance use choices on their person. This suggests that while the Department is providing some education opportunities and materials about this subject, there is still room for improvement in students’ opportunities to learn, practice, implement, and evaluate the skills necessary to be more adept in this topic area.

**M 24: RA Training survey**
RA Training survey: RAs will indicate agreement with the statement “Participating in volunteer and/or service work as a member of the HRC staff has... made me realize my own role in providing solutions to various issues and challenges impacting my community (local, state, national, global)"

Source of Evidence:  Evaluations

**Target:**
No target established.

**Finding (2011-2012) - Target: Met**
There was no such assessment collected this year on this measure, and as a result, there are no findings to report.

Going forward, the related outcome is being reviewed for relevance and will likely be heavily revised or removed for the upcoming year, minimizing the usefulness of previous years’ data.

**OthOtm 6: Students will demonstrate an understanding of, and practice the skill sets needed**
As a result of participating in residence hall programs and services, students will demonstrate an understanding of, and practice the skill sets needed, to serve in leadership roles
Related Measures

M 25: RA fall and spring training survey
RA fall and spring training survey
Source of Evidence: Evaluations

Target:
No target established.

Finding (2011-2012) - Target: Met
There was no such assessment collected this year on this measure, and as a result, there are no findings to report.

Going forward, the related outcome is being reviewed for relevance and will likely be heavily revised or removed for the upcoming year, minimizing the usefulness of previous years’ data.

M 26: AHE Leadership Class student survey
AHE Leadership Class student survey
Source of Evidence: Evaluations

Target:
No target established.

Finding (2011-2012) - Target: Met
There was no such assessment collected this year on this measure, and as a result, there are no findings to report.

Going forward, the related outcome is being reviewed for relevance and will likely be heavily revised or removed for the upcoming year, minimizing the usefulness of previous years’ data.

M 27: RHA and Hall Council Proposed Initiatives
RHA and Hall Council Proposed Initiatives
Source of Evidence: Evaluations

Target:
No target established.

Finding (2011-2012) - Target: Met
There was no such assessment collected this year on this measure, and as a result, there are no findings to report.

Going forward, the related outcome is being reviewed for relevance and will likely be heavily revised or removed for the upcoming year, minimizing the usefulness of previous years’ data.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Help students learn, internalize, and practice conflict resolution skills

Departmental assessment data identified that one area of possible improvement for the Department is to improve students’ ability to resolve conflict independently. Our EBI survey indicated a mean score of 5.36 out of 7.00, which fell slightly below the target mean of 5.50. As a result, the Department will be looking to implement the following areas of focus for the upcoming year in order to help students learn, internalize, and practice conflict resolution skills.

1. Emphasize a mentoring culture aimed at connecting students to the culture and one another to reduce

   Students who feel connected to the campus and one another will be more willing to address conflict. Residential Communities staff will work toward developing a culture in which upper division students are positioned as mentors for incoming students in an effort to help them adjust to the campus.

2. Creation of the peer counseling program for students

   The Peer Counseling Coordinator is charged with developing a student peer counseling program to supplement the student staff positions in HRC. The Peer Counselors will be responsible for mediating conflicts between residents, connecting residents to appropriate counseling resources on campus, and implementing programs in the residential environment.

3. Reorganization of residential communities to provide more personalized contact between staff and students

   HRC has reorganized their department in an effort to provide more personalized contact between professional and paraprofessional staff and the residents of their community. Graduate Assistants will play an increased role in day-to-day management of the area. One goal of this change is to provide a more localized community leadership with smaller areas of responsibility. This should enable the staff to know residents more personally and to more effectively provide positive role-modeling in all areas of community living, including conflict recognition and resolution.

4. Enhanced diversity training and awareness for student staff, residents, and professional staff to help identify areas of possible conflict and guide conversations revolving around difference

   One area of strength identified by assessment this year is residents’ perception of their level of diverse interaction within the residential environment. HRC can capitalize on this strength by providing enhanced training and opportunities for diverse interactions among residents, student staff, and professional staff members. By exposing students to multiple viewpoints, they can become more prepared to recognize areas of potential conflict before they become problems, familiarize themselves with the reality of other cultures’ needs and cultural touchstones, and practice the skills necessary to have conversations revolving around difference.

5. Using the Maxient system and our Judicial Coordinator to better track, analyze, and follow up on roommate conflict
One enhanced role for the Judicial Coordinator for the upcoming year will be to use the functions available through the Maxient judicial software to track, analyze, and follow up on developing roommate conflicts before they become more difficult to address. Through more careful monitoring of student behavior in the Maxient system, personalized follow up and redress of issues may be possible.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Medium

### Relationships (Measure | Outcome/Objective):
- **Measure:** EBI Resident Survey: Degree you respect other students  
  **Outcome/Objective:** Residents and student staff members will practice personal and social responsibility
- **Measure:** EBI Resident Survey: Fellow residents respect people of differing political views  
  **Outcome/Objective:** Residents will demonstrate an increased understanding of their responsibility
- **Measure:** EBI Resident Survey: Fellow residents respect people of differing races/ethnicities  
  **Outcome/Objective:** Residents will demonstrate an increased understanding of their responsibility
- **Measure:** EBI Resident Survey: Fellow residents respect people of differing religious beliefs  
  **Outcome/Objective:** Residents will demonstrate an increased understanding of their responsibility
- **Measure:** EBI Resident Survey: Fellow residents respect people of differing sexual orientation  
  **Outcome/Objective:** Residents will demonstrate an increased understanding of their responsibility
- **Measure:** EBI Resident Survey-Enhanced your ability to live cooperatively  
  **Outcome/Objective:** Residents will demonstrate social, cultural, and global competence.
- **Measure:** EBI Resident Survey-Enhanced your ability to solve conflicts  
  **Outcome/Objective:** Residents will demonstrate social, cultural, and global competence.

**Implementation Description:** Beginning in the summer of 2012, the reorganization of the departmental student and professional positions will be complete. Programmatic changes in training (August 2012) will address enhanced diversity training and judicial behavior tracking. Fall 2012 will mark the beginning of the implementation of the mentoring culture in smaller, more localized communities. Implementation of the Peer Mentoring program will occur in Fall 2013.

**Projected Completion Date:** 05/2013  
**Responsible Person/Group:** Residential Communities Leadership staff  
**Additional Resources:** None
Administrative Office
2011-12 Assessment Plan

Division Name: Division of Student Affairs
Administrative Office Name: Housing and Residential Communities

I. Department Mission Statement:

Housing and Residential Communities:

- Creates safe, comfortable, and well-maintained residential facilities
- Supports the education and personal development of civic-minded leaders
- Develops within students the ability to make healthy choices

II. Expected Outcomes

Outcome 1. As a result of formal programming and informal interactions, residents will demonstrate social, cultural, and global competence.

<table>
<thead>
<tr>
<th>Measure 1.1</th>
<th>International Living-Learning Community LLC resident survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1.2</td>
<td>EBI Resident Survey-Enhanced your ability to live cooperatively (Q79)</td>
</tr>
<tr>
<td>Measure 1.3</td>
<td>EBI Resident Survey-Enhanced your ability to solve conflicts (Q80)</td>
</tr>
<tr>
<td>Measure 1.4</td>
<td>EBI Resident Survey-Enhanced your ability to improve interpersonal relationships (Q81)</td>
</tr>
<tr>
<td>Measure 1.5</td>
<td>EBI-Social, educational, cultural programming (Q28)</td>
</tr>
</tbody>
</table>

How would you categorize Outcome 1?

- [ ] Administrative Support/Operational Effectiveness outcome
- [X] Educational Support outcome
- [ ] Research outcome
- [ ] Community Service outcome

This outcome best relates to which UA Strategic Plan Goal and Objective?

Strategic Plan Goal # 2 Objective # 7
**Outcome 2.** As a result of formal and informal interactions with Resident Advisors, residents will indicate that they are aware of campus programs and resources to meet academic, social, and educational needs.

<table>
<thead>
<tr>
<th>Measure 2.1</th>
<th>HRC FYE Meeting Survey Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 2.2</td>
<td>EBI Resident Survey question: Awareness of Campus Resources</td>
</tr>
</tbody>
</table>

How would you categorize Outcome 2?

- [ ] Administrative Support/Operational Effectiveness outcome
- [x] Educational Support outcome
- [ ] Research outcome
- [ ] Community Service outcome

This outcome best relates to which UA Strategic Plan Goal and Objective?

- Strategic Plan Goal # 3
- Objective # 9

**Outcome 3.** As a result of One team One Bama initiative, residents will exhibit greater identification with their communities and greater care for their facilities.

<table>
<thead>
<tr>
<th>Measure 3.1</th>
<th>Occurrence of common area damages in the residence halls will decrease by 5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 3.2</td>
<td>EBI Survey Data: Sense of Community</td>
</tr>
<tr>
<td>Measure 3.3</td>
<td>Number of Health &amp; Safety Violations /Facilities related will decrease by 5%</td>
</tr>
</tbody>
</table>

How would you categorize Outcome 3?

- [x] Administrative Support/Operational Effectiveness outcome
- [x] Educational Support outcome
- [ ] Research outcome
- [ ] Community Service outcome

This outcome best relates to which UA Strategic Plan Goal and Objective?

- Strategic Plan Goal #
- Objective #
### Outcome 4

As a result of taking part in residence hall programming, residents will demonstrate an increased understanding of their responsibility as members of the UA community by engaging in behaviors that promote an inclusive campus culture.

<table>
<thead>
<tr>
<th>Measure 4.1</th>
<th>EBI Resident Survey: Personal Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 4.2</td>
<td>EBI Resident Survey: Fellow residents respect people of differing races /ethnicities</td>
</tr>
<tr>
<td>Measure 4.3</td>
<td>EBI Resident Survey: Fellow residents respect people of differing genders</td>
</tr>
<tr>
<td>Measure 4.4</td>
<td>EBI Resident Survey: Fellow residents respect people of differing sexual orientation</td>
</tr>
<tr>
<td>Measure 4.5</td>
<td>EBI Resident Survey: Fellow residents respect people of differing religious beliefs</td>
</tr>
<tr>
<td>Measure 4.6</td>
<td>EBI Resident Survey: Fellow residents respect people of differing political views</td>
</tr>
</tbody>
</table>

**How would you categorize Outcome 4?**
- [ ] Administrative Support/Operational Effectiveness outcome
- [x] Educational Support outcome
- [ ] Research outcome
- [ ] Community Service outcome

**This outcome best relates to which UA Strategic Plan Goal and Objective?**
- Strategic Plan Goal # 4  Objective # 3

### Outcome 5

As a result of formal programming and informal interactions, residents and student staff members will practice personal and social responsibility.

<table>
<thead>
<tr>
<th>Measure 5.1</th>
<th>EBI Resident Survey: Fellow residents maintain cleanliness (Q73)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 5.2</td>
<td>EBI Resident Survey: Fellow residents respect study time (Q69)</td>
</tr>
<tr>
<td>Measure 5.3</td>
<td>EBI Resident Survey: Fellow residents respect privacy (Q71)</td>
</tr>
<tr>
<td>Measure 5.4</td>
<td>EBI Resident Survey: Fellow residents respect property (Q72)</td>
</tr>
<tr>
<td>Measure 5.5</td>
<td>EBI Resident Survey: Degree you trust other students (Q75)</td>
</tr>
<tr>
<td>Measure 5.6</td>
<td>EBI Resident Survey: Degree you respect other students (Q76)</td>
</tr>
<tr>
<td>Measure 5.7</td>
<td>EBI Resident Survey: Living in Campus Housing has encouraged me to make healthy personal choices.</td>
</tr>
<tr>
<td>Measure 5.8</td>
<td>RA Training survey: RAs will indicate agreement with the statement “Participating in volunteer and/or service work as a member of the HRC staff has... made me realize my own role in providing solutions to various issues and challenges impacting my community (local, state, national, global)”</td>
</tr>
</tbody>
</table>

**How would you categorize Outcome 5?**
- [ ] Administrative Support/Operational Effectiveness outcome
- [x] Educational Support outcome
- [ ] Research outcome
- [ ] Community Service outcome

**This outcome best relates to which UA Strategic Plan Goal and Objective?**
- Strategic Plan Goal # 4  Objective # 3
**Outcome 6.** As a result of participating in residence hall programs and services, students will demonstrate an understanding of, and practice the skill sets needed, to serve in leadership roles

<table>
<thead>
<tr>
<th>Measure 6.1</th>
<th>RA fall and spring training survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 6.2</td>
<td>AHE Leadership Class student survey</td>
</tr>
<tr>
<td>Measure 6.3</td>
<td>RHA and Hall Council Proposed Initiatives</td>
</tr>
</tbody>
</table>

**How would you categorize Outcome 6?**  
- [ ] Administrative Support/Operational Effectiveness outcome  
- [X] Educational Support outcome  
- [ ] Research outcome  
- [ ] Community Service outcome

**This outcome best relates to which UA Strategic Plan Goal and Objective?**  
Strategic Plan Goal # 4  
Objective # 8
### III. Timetable: What Assessment Measures will be Administered When for Each Expected Outcome

<table>
<thead>
<tr>
<th>Description of Program Or Initiative</th>
<th>Residence Hall Programming:</th>
<th>International Living-Learning Community:</th>
<th>Leadership Training and Opportunities:</th>
<th>One team. One Bama initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.2-1.5 (April)</td>
<td>1.1 (semesterly)</td>
<td>6.2 (December) 6.3 (semesterly)</td>
<td>3.2 (April) 3.1, 3.3 (semesterly)</td>
</tr>
<tr>
<td></td>
<td>6.1 (August, January)</td>
<td></td>
<td>5.9 (August and January)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.1 -5.7 (April)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1 (Fall) 2.2 April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2 April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.1-4.6 (April)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a result of formal programming and informal interactions, residents will demonstrate social, cultural, and global competence.</td>
<td>As a result of participating in residence hall programs and services, students will demonstrate an understanding of, and practice the skill sets needed, to serve in leadership roles.</td>
<td>As a result of formal programming and informal interactions, residents and student staff members will practice personal and social responsibility.</td>
<td>As a result of One team One Bama initiative, residents will exhibit greater identification with their communities and greater care for their facilities.</td>
<td>As a result of taking part in residence hall programming, residents will demonstrate an increased understanding of their responsibility as members of the UA community by engaging in behaviors that promote an inclusive campus culture.</td>
</tr>
</tbody>
</table>

**Optional Additional Narrative** (Use this space to provide any additional detail concerning the 2011-12 Administrative Office Assessment Plan)