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## Residential Learning Outcomes: Analysis Using the College Student Experiences Questionnaire at a Large Public Research University

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Residential Learning Outcomes:  
Analysis Using the College Student Experiences Questionnaire  
at a Large Public Research University

by

Cari Murphy

Dissertation submitted in partial fulfillment  
of the requirements for the degree of  
Doctor of Philosophy  
Department of Adult, Career and Higher Education  
College of Education  
University of South Florida

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Keywords: student development, residence halls, residence life, university

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## DEDICATION

My love and unending appreciation must first be extended to my husband Tom and to my daughters Emily and Madeline who were incredibly patient, supportive and always believed in me. I could not have accomplished this goal without you, thank you for everything!

To my mentors, Dr. Tom Miller and Dr. Carole Obermeyer, you have shaped my professional self in ways that you likely don't recognize. I'm not sure that I can thank you enough for all of your support, encouragement, advice, hand-holding and tissues. Also, I appreciate the fact that you push me when I need it.

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## TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION TO THE STUDY .....	1
Learning .....	2
Residence Life .....	3
Learning Outcomes .....	5
Institution Information .....	5
Problem Statement .....	7
Purpose.....	7
Significance of the Study .....	7
Operational Definition of Terms.....	8
CSEQ .....	8
CSXQ.....	8
Learning .....	9
Learning Outcome .....	9
LO1: Enhance Interpersonal Development – Develop Personal Identity and Philosophy.....	9
LO2: Develop Personal Identity and Philosophy – Achieve Greater Intellectual Competence .....	9
LO3: Achieve Greater Intellectual Competence.....	10
LO4: Engage in Civic and Campus Life.....	10
LO5: Develop Understanding of Human Diversity and Increase	

Cultural Competence .....	10
LO6: Explore Academic & Career Opportunities .....	10
LO7: Increase Knowledge of Health, Wellness, & Safety .....	10
Student Development.....	11
Student Development Theory .....	11
Residential Year.....	11
Academic Year.....	11
FTIC .....	11
NASPA .....	11
ACPA.....	11
ACE/ACHE.....	11
AAC&U .....	11
Delimitation .....	12
Limitations .....	13
Theoretical Framework.....	13
Research Questions.....	14
Overview of Methodology.....	15
Organization of Dissertation.....	16
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE.....</b>	<b>17</b>
Introduction .....	17
Historical Context.....	18
Learning .....	21
Residence Life .....	23

Theoretical Framework .....	27
Peer Environment – Out of Class Experiences .....	29
Student Learning Outcomes .....	33
Residential Learning Outcomes .....	35
Conclusion .....	36
<b>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>38</b>
Introduction .....	38
Research Design .....	39
Population and Sample .....	39
Variables .....	40
Instrument - College Student Experiences Questionnaire (CSEQ) .....	40
Reliability and Validity.....	46
Self-Reported Information .....	46
Data Collection Procedures .....	50
Data Analysis .....	51
<b>CHAPTER FOUR: ANALYSIS OF DATA .....</b>	<b>53</b>
Introduction .....	53
Research Question One .....	53
Original Analysis Introduction .....	53
Demographics .....	54
Original Analysis Findings .....	58
Adjusted Analysis Introduction .....	61
Adjusted Analysis Findings .....	64

Original and Adjusted Analysis Summary .....	67
Research Question Two .....	67
Original Analysis Introduction .....	67
Original Analysis Findings .....	68
Adjusted Analysis Introduction .....	72
Adjusted Analysis Findings .....	72
Original and Adjusted Analysis Summary .....	77
Research Question Three .....	79
Original Analysis Introduction .....	79
Original Analysis Findings .....	80
Adjusted Analysis Introduction .....	83
Adjusted Analysis Findings .....	83
Original and Adjusted Analysis Summary .....	86
<b>CHAPTER FIVE: FINDINGS, IMPLICATIONS AND RECOMMENDATIONS .....</b>	<b>89</b>
Overview.....	89
Methods .....	91
Limitations .....	92
Findings .....	93
Research Question One.....	93
Research Question Two .....	94
Research Question Three .....	95
College Student Experiences Questionnaire Instrument.....	95
Implications for Practice .....	97



Recommendations for Future Research .....	104
REFERENCES .....	107
APPENDIX A: Learning Objectives and Outcomes for the Live-On Requirement. ....	115
APPENDIX B: College Student Expectations Questionnaire .....	120
APPENDIX C: Questions within Quality of Effort Scales Questions that Measure Each Residential Learning Outcome .....	128
APPENDIX D: Questions within Estimate of Gains Scales Questions that Measure Each Residential Learning Outcome .....	130
APPENDIX E: Questions from the CSEQ Used to Measure Residential Learning Outcomes – Sorted by Questionnaire .....	131
APPENDIX F: Questions that Measure Each Residential Learning Outcomes – Sorted by Learning Outcome .....	136
APPENDIX G: Adjusted Questions from the CSEQ Used to Measure Residential Learning Outcomes – Sorted by Questionnaire .....	144
APPENDIX H: Adjusted Questions that Measure Each Residential Learning Outcome – Sorted by Learning Outcome .....	146
ABOUT THE AUTHOR .....	End Page

## LIST OF TABLES

TABLE 1	CSXQ Historical Data .....	13
TABLE 2	Residential Learning Outcomes .....	36
TABLE 3	Quality of Effort Scales .....	42
TABLE 4	College Environment Scales.....	42
TABLE 5	Estimate of Gains Scales .....	44
TABLE 6	College Environment and Estimate of Gains Scale.....	45
TABLE 7	Residential Learning Outcomes with Coordinating Scales .....	48
TABLE 8	Residential Learning Outcomes with Total Possible Scores.....	49
TABLE 9	Racial or Ethnic Identification.....	54
TABLE 10	Age and Gender of Participants.....	55
TABLE 11	Work Habits On and Off Campus .....	55
TABLE 12	Work Interference with School .....	56
TABLE 13	Analysis of Participants.....	56
TABLE 14	Residential Learning Outcome 1 with Descriptive Analysis .....	58
TABLE 15	Residential Learning Outcome 2 with Descriptive Analysis .....	59
TABLE 16	Residential Learning Outcome 3 with Descriptive Analysis .....	59
TABLE 17	Residential Learning Outcome 4 with Descriptive Analysis .....	59
TABLE 18	Residential Learning Outcome 5 with Descriptive Analysis .....	60
TABLE 19	Residential Learning Outcome 6 with Descriptive Analysis .....	60

TABLE 20 Residential Learning Outcome 7 with Descriptive Analysis .....	60
TABLE 21 ADJUSTED Questions that Measure each Residential Learning Outcome ..	63
TABLE 22 ADJUSTED Residential Learning Outcome 1 with Descriptive Analysis ....	64
TABLE 23 ADJUSTED Residential Learning Outcome 2 with Descriptive Analysis ....	64
TABLE 24 ADJUSTED Residential Learning Outcome 3 with Descriptive Analysis ....	65
TABLE 25 ADJUSTED Residential Learning Outcome 4 with Descriptive Analysis ....	65
TABLE 26 ADJUSTED Residential Learning Outcome 5 with Descriptive Analysis ...	65
TABLE 27 ADJUSTED Residential Learning Outcome 6 with Descriptive Analysis ....	66
TABLE 28 ADJUSTED Residential Learning Outcome 7 with Descriptive Analysis ....	66
TABLE 29 Residential Learning Outcomes with Residential Relationship Analysis .....	69
TABLE 30 Residential Learning Outcome with Y Intercept and Slope Based on Years Resided on Campus.....	70
TABLE 31 ADJUSTED Residential Learning Outcomes with Residential Relationship Analysis .....	73
TABLE 32 ADJUSTED Residential Learning Outcome with Y Intercept and Slope Based on Years Resided on Campus.....	75
TABLE 33 Residential Learning Outcomes with Enrollment Relationship Analysis .....	80
TABLE 34 Residential Learning Outcome with Y Intercept and Slope Based on Years Enrolled.....	81
TABLE 35 ADJUSTED Residential Learning Outcomes with Enrollment Relationship Analysis.....	84
TABLE 36 ADJUSTED Residential Learning Outcome with Y Intercept and Slope Based on Years Enrolled.....	85

## LIST OF FIGURES

FIGURE 1	Terenzini and Reason (2005) College Student Experience Model .....	14, 28
FIGURE 2	Years Resided on Campus, CSEQ Population vs. Total Population.....	57
FIGURE 3	Linear Equations – Residential Years, Original Total Scores Based on Years Resided on Campus.....	71
FIGURE 4	Linear Equations – Residential Years, ADJUSTED Statistically Significant Total Scores .....	75
FIGURE 5	Linear Equations – Years Enrolled, Original Total Scores Based on Years Resided on Campus.....	82
FIGURE 6	Linear Equations – Years Enrolled, ADJUSTED Statistically Significant Total Scores .....	85

Residential Learning Outcomes:  
Analysis Using the College Student Experiences Questionnaire  
at a Large Public Research University

Cari Murphy

ABSTRACT

The creation of learning outcomes inside and outside of the classroom on college campuses has been a growing trend based on a variety of publications which encouraged the fostering of diverse types learning and the measurement of student learning outside of the classroom (ACPA, 1994; Keeling, 2004). The creation of the learning outcomes is a positive step, however, assessment of the learning outcomes must be conducted to determine what students are learning and what areas are to be improved otherwise the learning outcomes are meaningless.

This study was conducted at a large public research university where the Department of Housing and Residential Education had recently identified its Residential Learning Outcomes. Consequentially an assessment of the over attainment of the Residential Learning Outcomes, the impact the number of years a student resided on campus had on the attainment of the Residential Learning Outcomes and the impact the number of years a student was enrolled at the institution had on the attainment of the

Residential Learning Outcomes may be useful to the university and the wider body of knowledge about residential education.

Using targeted questions from the CSEQ the study found that there were significant levels of achievement for residential students for six of the seven Residential Learning Outcomes especially when isolating the Quality of Effort scales. When evaluating the number of years a student has been enrolled, however, no relationship was found.

## CHAPTER ONE

### INTRODUCTION TO THE STUDY

The experience of living on campus, while changing in many significant ways throughout history, has continually aimed to teach young students responsibility and provide growth opportunities beyond the classroom as the students shared various real-life situations and personal development. “The dormitory brought to bear the sense of common decency and the sense of self-respect which taught responsibility. In the dormitory young men talked deep into the night deeply about deep matters. A revival might be spared in the dormitory, where under the influence of a wiser chum a young man might move from indifference to belief, from idleness to profound inspiration” (Rudolph, 1990, p 96).

The importance of the residential community and life outside of the classroom can be shown through various statements by university presidents and professional organizations throughout the development of American higher education. For example, President Porter of Yale and President Wilson of Princeton both spoke of the importance of residential living on the development of the student and the community of the campus (Rudolph, 1990; Wilson, 1902).

Three developments within the context of student affairs work have been critical to current best practices: the definition of learning including outside of the classroom contexts, student development theory, and learning outcomes for student affairs work. For most residence life professionals their work is based in psychosocial student

development theory aimed at fostering the growth of the whole student. Based upon the definitions of learning, residential communities at higher educational institutions are also learning environments. Therefore, the learning that takes place within the residential environment can and should be measured. This study analyzed seven specific Residential Learning Outcomes, the impact the length of time within the residential environment and the length of time at the university has on the attainment of the Residential Learning Outcomes.

### Learning

The need to foster the development of the whole student in addition to the intellectual development of the student through curricular and non-curricular programming was documented in publications by the American Council of Higher Education. The publication entitled *The Student Personnel Point of View*, was first published in 1937 and updated in 1949 (ACE, 1937, 1949).

In 1994 learning was broadly defined to include terms such as cognitive competence, intrapersonal competence, interpersonal competence and practical competence within *The Student Learning Imperative*, published by the American College Personnel Association (ACPA). *The Student Learning Imperative* was among the earliest signature works in the 1990's that called student affairs professionals to think differently about learning, to collaborate with faculty and redefine the outcomes of the work done by student affairs professionals (ACPA, 1994).

*Learning Reconsidered: A Campus-Wide Focus on the Student Experience* defines learning as “comprehensive, holistic, transformative activity” (Keeling, 2004, p 2). Learning should bring together concepts from all parts of one's life, including in-class



and out-of-class knowledge, and is therefore not limited to academic instruction or disciplinary content (Keeling, 2004). Further, despite the more active or inclusive definition of learning, academic content is obviously not excluded from the term learning. *Learning Reconsidered* was the work of student affairs professionals representing two professional organizations, the National Association of Student Personal Administrators (NASPA) and ACPA in 2004.

In 2006 the American Association of Colleges and Universities (AAC&U) published a similar definition to that of NASPA and ACPA. The AAC&U said that learning is an intentional process across the curriculum: general education, electives, majors and minors. Also included as part of the student's learning process must be the co-curriculum and student programming, which are not bound by the borders of the campus. The engaged student should be aware of the goals or outcomes of his or her education, be adaptable about the content and be able to connect seemingly disparate ideas (Leskes & Miller, 2006, p 2).

### Residence Life

The movement of American higher education institutions toward faculty specialization ultimately removed the faculty from the residential environment at most colleges and universities. A new specialization relating specifically to the outside of the classroom behavior of students evolved due to the specialization of faculty along with the study and research of college student psychosocial development (Piaget, 1964; Sanford, 1966, 1968; Chickering, 1969; Perry, 1970; Astin, 1985; Schlossberg, 1989; Baxter-Magolda, 1992; Kitchener and King, 1994; Zhao and Kuh, 2004).

Student affairs programs are most commonly responsible for and concerned with the development of the whole student focusing primarily on outside of the classroom matters. Many of the theories used by student affairs professionals are based in psychosocial research rather than cognitive theory, however, they relate to the development and betterment of the student experience as a whole. The professionalization and specialization of the field has promoted the role of student affairs professionals as educators and experts outside of the classroom (NASPA & ACPA, 1997). The development of student affairs as a profession ultimately resulted in the specialization of the staff, including, for example, residence life.

Residence life, as a functional area of student affairs on a residential campus, has multiple areas of responsibility; one area includes enhancing the physical elements of the residential environment, while another critical area of responsibility includes developing community. Community building within the residence halls is a critical element to the successful transition of college students as demonstrated through a variety of student development theories, including Astin's Involvement theory (1985), Schlossberg's Mattering theory (1989) and Sanford's Readiness theory (1966, 1968).

Residential students are often shown to perform better and to be more involved in the life of the university when compared to their commuting counterparts (Winston, Anchors & Associates, 1993). Community development and psychosocial development of the residential student are among the many responsibilities of the residence life staff within the residence halls.

Based upon their 1990's research, Pascarella and Terenzini (2005) concluded that living on campus had a consistent positive impact on the collegiate experience. They also found that residential students are more likely to persist to the bachelor's degree.

### Learning Outcomes

*Learning Reconsidered 2: Implementing a Campus-Wide Focus on the Student Experience* (Keeling, 2006) indicated that since learning occurs across the curriculum and throughout the collegiate environment, learning outcomes should also be used across the environment to measure the learning that has occurred. Further, learning outcomes should not be hidden; rather students should be well aware of the goals and practical ways to achieve them. Similar to the learning outcomes listed on a course syllabus, learning outcomes for outside of the classroom learning should also be disclosed to students so that students are able to identify progress. The learning outcomes should be understandable to all entities and feedback should be provided (Fried, 2006).

Learning outcomes, according to *Purposeful Pathways: Helping Students Achieve Key Learning Outcomes* (Leskes & Miller, 2006) published by the AAC&U, should focus on integrative learning, inquiry learning, global learning and civic learning. Additionally, the authors, highlight that “good curricular and pedagogical practice may overlap or advance several outcomes simultaneously” supporting the various definitions of learning that cross the curriculum and the co-curriculum (Leskes & Miller, 2006, p 3).

### Institution Information

This study is being conducted on the largest campus of a large, public, metropolitan university located in the Southeastern United States. The University began

as a regional institution; however, it has rapidly grown into one of the largest universities in the country serving more than 46,000 students on four campuses. The largest campus houses approximately 5,400 residential students in six residential complexes.

During the Fall of 2008, the Department of Housing and Residential Education at the University was in the planning stages of implementing a major policy change – the requirement of all first-year students to live on campus as of the Fall of 2009. The department created a committee to aid in the strategic thinking and implementation of the university policy; the committee was called the First-Year Live-On Requirement Implementation Team. The committee was asked to make recommendations on a variety of topics including contractual changes, communication (all constituents), policy, and student learning in the residence halls.

The recommendation team included the following statement in its final report as the learning objective:

“Students in the residential community at the University will experience a successful transition to the university through involvement in a supportive yet challenging living/learning environment. Residents will engage in campus programs and events that will enhance their interpersonal skills, understanding of self, intellectual competence, appreciation of diversity, knowledge of majors and careers, knowledge of campus and community dynamics, and understanding of health, wellness, and safety issues” (First Year Live-On Requirement Implementation Team, 2009).

The recommendation team then identified seven unique Learning Outcomes for the residential environment at the university. Included in the identification of the learning Outcome was a definition of its meaning, the ways the Outcome can be measured and

some possible programs that support the Learning Outcome. It should be noted that all of the programs used for the program examples were existing programs at the university and no new programs were suggested to support a Learning Outcome.

### Problem Statement

The creation of learning outcomes inside and outside of the classroom on college campuses has been a growing trend based on a variety of publications encouraging the fostering of learning outside of the classroom and the measurement of student learning outcomes outside of the classroom (ACPA, 1994; Keeling, 2004,2006; Kuh, Gonyea & Williams, 2005; Leskes & Miller, 2006). The assessment of student learning outcomes, however, has not always been conducted. Now that the Department of Housing and Residential Education has identified its Residential Learning Outcomes an assessment may be useful to the university and the body of knowledge about residential education.

### Purpose

The purpose of this study is to determine to what extent the Residential Learning Outcomes (LO1 – LO7) are being achieved at the university. Further, this study evaluated if the number of years a student has resided on campus (Residential Years range 0-3) impacts the level of attainment for each of the Residential Learning Outcomes and if the number of years a student has been enrolled at the university (Academic Years range 1-3) impacts the level of attainment for each of the Residential Learning Outcomes.

### Significance of the Study

Pascarella and Terenzini wrote in 2005, “The research published since 1990 persuades us more than ever that students’ in- and out-of-class lives are interconnected in

complex ways we are only beginning to understand” (p 603). While there is a significant body of research regarding the collegiate environment in the post 1990’s era the research “lacks a common set of conceptual or theoretical themes” (Pascarella and Terenzini, p 601). The existing research can be categorized similar to the ways that Pascarella and Terenzini categorized the research in *How College Affects Students* (2005), residence, major fields of study, academic experience, interpersonal involvement, extracurricular involvement, and academic achievement. The literature related to the research on learning outcomes specific to the residential learning environment is an area that has not been well researched. This study attempts to add to that body of literature.

#### Operational Definition of Terms

*CSEQ*– *College Student Experiences Questionnaire* is housed and administered through the Center for Postsecondary Research at Indiana University. The CSEQ was first developed in the 1970’s by Robert Pace and was developed into a multi-institutional tool in 1979. The instrument uses self-reported data from three dimensions, the Quality of Effort, college environment and Estimate of Gains, to measure a student’s experience in college. The CSEQ was used for the University’s primary study and was used for this study as secondary data.

*CSXQ*– *College Student Expectations Questionnaire* is housed and administered through the Center for Postsecondary Research at Indiana University. The CSXQ was first developed in 1997 as a companion instrument to the CSEQ. The CSXQ is a multi-institutional tool that measures a student’s expectations of the collegiate experience prior to matriculating. The CSXQ shares over 85 questions with the CSEQ and measures a student’s expectations through the dimensions of campus activities and college

environment. The CSXQ was administered at the University to the incoming FTIC classes of 2006, 2007 and 2008. The availability of personally identifiable CSXQ records from the three classes of students who participated in the administration of the CSXQ is an inclusion criterion for the University's primary study and therefore a factor in this study. However, neither the CSXQ nor the data obtained from the CSXQ are being utilized within this study.

*Learning – Learning Reconsidered* defined learning as “comprehensive, holistic, transformative activity that integrates academic learning and student development, process that have often been considered separate, and even independent of each other” (Keeling, 2004, p 2).

*Learning Outcome – Learning Reconsidered 2* indicated that learning outcomes should be “embedded in the entire environment in an integrated way so that students are aware of the concrete and practical dimensions of goal achievement, and able to identify numerous places in their lives where progress can be made toward achievement (Fried, 2006, p 7).

*LO1: Enhance Interpersonal Development* - Develop meaningful collaborations and interactions with peers and faculty; develop a sense of belonging; engage in positive relationships; learn conflict management; develop a balance between technological and social interactions; practice community responsibility (First Year Live-On Requirement Implementation Team, 2009).

*LO2: Develop Personal Identity and Philosophy* - Increase levels of personal responsibility; explore values and beliefs; make ethical choices; realize personal impact

on others; strengthen life skills; develop a sense of purpose (First Year Live-On Requirement Implementation Team, 2009).

*LO3: Achieve Greater Intellectual Competence* - Develop skills for problem-solving, time management, effective study habits, note-taking, and active reading; engage in academic advising; uphold academic integrity; develop research skills; increase exposure to intellectual, scientific, and artistic work; increase technological skills (First Year Live-On Requirement Implementation Team, 2009).

*LO4: Engage in Civic and Campus Life* - Learn to navigate the university (services & departments, policies & procedures); use curricular and co-curricular resources; enhance communication skills; develop leadership skills; recognize community responsibilities (First Year Live-On Requirement Implementation Team, 2009).

*LO5: Develop Understanding of Human Diversity and Increase Cultural Competence* - Develop a respect and tolerance for, and acceptance of, those from a different race, gender, sexual orientation, religion, ethnicity, background, etc. (First Year Live-On Requirement Implementation Team, 2009).

*LO6: Explore Academic & Career Opportunities* - Explore and declare a major by 30 hours; engage in academic programs and organizations; develop job seeking tools and strategies (First Year Live-On Requirement Implementation Team, 2009).

*LO7: Increase Knowledge of Health, Wellness, & Safety* - Develop knowledge of, and engage in positive behaviors regarding, alcohol & drug issues, sexual health, nutrition, sleep habits, exercise, mental health, coping mechanisms, advocacy, campus safety, personal safety, spirituality, and relationship dynamics (First Year Live-On Requirement Implementation Team, 2009).



*Student Development* – “Development is conceptualized as a process whereby students grow and change in response to dealing with novel situations that create a mismatch (Baxter-Magolda, 1992; Kitchener and King, 1994; Perry, 1970) or induce disequilibrium (Piaget, 1964) into their routine ways of responding” (Zhao and Kuh, 2004, p 118).

*Student Development Theory* –A set of theories that define the ways in which college students develop while in college or after college. There are many foundational student development theories: the theories referred to within this study include Astin’s Involvement theory (1985), Schlossberg’s Mattering theory (1989), Sanford’s Readiness theory (1966, 1968).

*Residential Year* – A student was counted as having resided on campus for an academic year based on the information from the Fall semester. The university’s Department of Housing and Residential Education utilizes annual residential contracts.

*Academic Year* – A student was counted as having been enrolled for an academic year based on the information from the Fall semester. The final Fall count, also known as the Board file, was used for the enrollment data. An academic year, for the purposes of this study, only included the Fall and Spring semesters.

*FTIC* – First time in college students who are enrolled full time at the university.

*NASPA* – National Association of Student Personnel Administrators

*ACPA* – American College Personnel Association

*ACE/ACHE* – American Council on Education/American Council of Higher Education

*AAC&U* – American Association of Colleges & Universities

## Delimitation

This study uses secondary data from the College Student Experiences Questionnaire (CSEQ) collected by the University. The University's primary study included comparing student expectations to student experiences using data collected from two instruments, the College Student Expectations Questionnaire (CSXQ) and the CSEQ. Between 2006 and 2008, the University administered the CSXQ to all first time in college students (FTIC) during the new student orientation process. The CSXQ provides the institution with an overview of each student's expectations for collegiate life both inside and outside of the classroom and is used in various research and analysis regarding potential student success and satisfaction. The College Student Experiences Questionnaire (CSEQ), which was used in this study, uses self-reported data to measure how students perceive their experiences and personal growth while at the institution. The first administration of the CSEQ took place at the end of the Spring 2009 semester.

In order for the university to be able to correlate the CSXQ data with the CSEQ data for the primary study the sample for the CSEQ could only include the students whose CSXQ results are personally identifiable and remain enrolled at the University. Consequentially, the study is delimited to Spring 2009 freshman, sophomores, and juniors who participated in the CSXQ during their FTIC new student orientation process and provided personally identifiable data.

The number of personally identifiable records available from each year the CSXQ was administered is shown below in Table 1.

	<b>Identifiable CSXQ</b>	<b>Population Size</b>	<b>% of Population</b>	<b>Current Year</b>
2006	988	2,161	45.7%	Junior
2007	2,678	3,294	81.3%	Sophomore
2008	3,986	4,090	97.5%	Freshman

*Table 1 CSXQ Historical Data  
(C. Herreid, Personal Correspondence, April, 2009)*

The CSXQ, while important to the sampling and critical to the University’s primary study, is not relevant to this study as only the data from the CSEQ along with housing and enrollment records were used to determine the attainment of Residential Learning Outcomes.

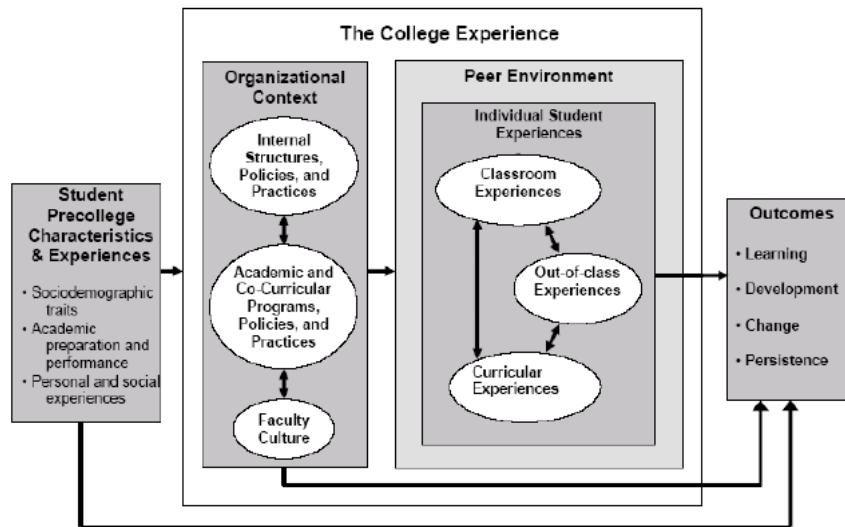
#### Limitations

The study is limited by the following:

1. The Residential Learning Outcomes were authored during the Fall 2008 semester and have not been marketed to the students. Therefore, students have not been purposefully working towards the goals that are being measured.
2. The study is only being conducted on one campus and uses the specific learning outcomes of the campus therefore limiting the generalizability of the study.

#### Theoretical Framework

Terenzini and Reason published a model as shown in Figure 1, related to the college student experience in 2005. The model consists of four main components: pre-collegiate demographics and experiences, institutional experiences, peer experiences and learning outcomes. Essentially the model indicates that the pre-collegiate experiences impact the collegiate experiences and the outcomes. The Collegiate Experiences category includes institutional culture, academic and co-curricular programs and the faculty. These



**Figure 1 : The College Experiences Model (Terenzini &Reason, 2005)**

collegiate experiences impact the peer environment and the outcomes. The peer environment consists of classroom experiences, out-of-class experiences and curricular experiences. Again, the peer experiences impact the outcomes (Reason, Terenzini and Domingo 2007).

### Research Questions

1. To what extent are each of the seven Residential Learning Outcomes being attained irrespective of residential status?
2. What is the relationship between student attainment of each of the seven Residential Learning Outcomes and the number of years residing on campus?
3. What is the relationship between student attainment of each of the seven Residential Learning Outcomes and the number of years enrolled at the University?

## Overview of Methodology

This study used secondary data gathered by the institution during the implementation of the College Student Experiences Questionnaire (CSEQ), and utilized a cross-sectional design. The purposeful sample included 1,500 students during the Spring 2009 semester. To be considered for the study the student must have completed the College Student Expectations Questionnaire (CSXQ) during his/her FTIC new student orientation experience and provided personally identifiable data on the CSXQ. Based on the eligibility criteria, only freshmen, sophomores and juniors were included in the study, as the University began its administration of the CSXQ in 2006. Despite its relevance in the sampling, the data from the CSXQ regarding student expectations did not factor into this study.

The assessment process consisted of a student responding to an electronic invitation to participate in the College Student Experiences Questionnaire Assessment. The CSEQ survey is eight pages long and takes approximately 30 minutes to complete. Each student asked to participate was given a unique password which allowed the student to stop-out of the assessment and return without losing any data. The questionnaire was available for students to complete during a five-week window at the onset of April 2009.

An analysis of the CSEQ was conducted to determine to what degree the length of time residing on campus and length of enrollment at the University impacts the attainment of the specific Residential Learning Outcomes. Descriptive statistics have been calculated to describe the sample, including the length of time students have been residing on campus by cohort. Additionally, the length of time students have been

enrolled at the institution, regardless of residential status, have been evaluated. SAS software was used for computer based calculations.

### Organization of Dissertation

Chapter 1, as written above, contains an introduction to the study, a statement of the problem, the purpose of the study, a definition of key terms, the conceptual framework, research questions, overview of methodology, and the organization of the dissertation. Chapter 2 provides a comprehensive review of the literature and integrates the literature to form a foundation for new research. Chapter 3 describes the general methodological approach, research setting, population and sample, instrumentation and data gathering strategies, and analytical procedures to be used. Chapter 4 presents the results of the data analyses. Chapter 5 includes a summary, conclusions, implications of the study, and finally recommendations for future research.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Introduction

The literature review for this study follows the ways in which student affairs and, more specifically, residence life has shaped the collegiate environment. Within this chapter the definition of learning will be tracked over time as it has become more inclusive of behavior and activities that occur outside of the classroom. Student development theories, such as Chickering (1969), Chickering & Reisser (1993), Perry (1968, 1981), Astin (1985, 1999), Sanford (1966, 1968, 2006), and Schlossberg (1989), provided the research and the framework to support the practice of student affairs professionals. Over time student affairs professionals, researchers, administrators and faculty were working towards a shared understanding that all types of learning, using a variety of activities and settings, can be beneficial to student development. In the most recent past the introduction of learning outcomes into student affairs work has elevated the expectations regarding learning outside of the classroom.

Additionally within this chapter a thorough discussion of the peer environment with an emphasis on the residential environment are presented. Also, an overview of student development theory, the impact of community, and various studies on the benefits of being a residential student are provided. Finally, a discussion of learning outcomes including the Residential Learning Outcomes created by the Department of Housing and Residential Education and used for this study will take place.

## Historical Context

The term “collegiate way” has been used to describe the American residential phenomenon. Rudolph (1990) indicated that “collegiate way” was more appropriate than the term “tradition,” as tradition undervalues the importance of life on campus. The collegiate way is the concept that a college or university is greater than the sum of any its parts and greater than its education alone. The collegiate way fundamentally envisions a residential campus “permeated by paternalism” where students gather in dining halls (p 87). Rudolph postulated that every American college is familiar with the collegiate way, as institutions have been successful in attaining it, chosen to reject it or sought to recapture its essence.

For the colonial colleges the “dormitory” provided a place for young boys to develop into young men under the guidance of their faculty and tutors. Modeled after Oxford and Cambridge the living quarters on campus in the early colleges were both practical and developmental as the institutions were removed from city and the young men were learning responsibility away from home for the first time. For many this was viewed as another lesson to be learned in the university setting (Rudolph, 1990).

Rudolph, in *The American College and University: A History*, provided an in-depth historical account of the birth and development of the American system of higher education. Rudolph and other historians highlighted that the new American system was originally modeled after the English system; therefore living on campus with the President, faculty and tutors was a significant part of the educational experience (Rudolph, 1990; Brubacher & Willis, 1997). The American system of higher education



would eventually become a hybrid of the English and German models of higher education. The foundational residential environment, which ensured a primary focus on undergraduate education while simultaneously specializing in graduate education, laid the groundwork for a higher education system that is uniquely American.

*The Yale Report* of 1828, most well known for its defense of the Yale curriculum, also defended the close community and residential arrangements of the traditional American college. *The Yale Report* reflected the best practices of the era, a time when university faculty and staff acted as surrogate parents to their students much younger than the modern student. In regards to life on campus *The Yale Report* called for the students to be collected together in suitable buildings so that they may act as one family (*Yale Report*, 1828).

During his inaugural address as the President of Princeton University in October of 1902, Woodrow Wilson announced his plans to build a notable graduate college.

Wilson remarked:

“I say ‘build’ because it will be not only a body of teachers and students but also a college of residence, where men shall live together in the close and wholesome comradeships of learning. We shall build it, not apart, but as nearly as may be at the very heart, the geographical heart, of the university. . . . The ideal college . . . should be a community, a place of close, natural intimate association, not only of the young men . . . but also of young men with older men . . . of teachers with pupils, outside of the classroom as well as inside of it.”

As the American model of higher education was formalized over time, to include undergraduate and graduate levels of education and faculty specialization, the need for professional staff members focusing on the outside of the class needs of the students

created a new field, the student personnel administrator. This new genre of professional staff would ultimately generate more research and new knowledge specifically related to college students, their needs, behavior patterns, and the ways to best serve the college student population.

Similar to the statements made decades earlier by President Wilson, *The Student Personnel Point of View* of 1937 placed emphasis on the development of the student in addition to classroom learning (ACE, 1937). However, *The Student Personnel Point of View* differs from the earlier statements in that the report provides a variety of recommendations that focus primarily on the types of accommodations that would result in the development of the whole person. The recommendations from the 1937 report included providing and supervising an adequate housing program, providing academic advising within the residence halls, taking into account vocational and personal interests, and supervising and developing the social life and interests of students (ACE, 1937). The American Council on Education published an updated version of *The Student Personnel Point of View* in 1949, which built upon the core values and foundations from the 1937 version. Fundamental to both reports is the concept that students should learn inside and outside of the formal curriculum (ACE, 1949).

The work of student affairs professionals has grown from the very concepts outlined within *The Student Personnel Point of View*: the notion of developing students in the co-curriculum aspects of the institution often focusing on psychosocial aspects of development rather than cognitive development. As the profession has grown and gained credibility, the student affairs movement created an “area of specialization for student

affairs professionals, as teachers and consultants outside the classroom, of equal value to yet distinct from that of faculty” (NASPA & ACPA, 1997, p 11).

*The Principles of Good Practice for Student Affairs (1997)*, taking a cue from the cornerstone academic work of Chickering and Gamson, *Principles for Good Practice in Undergraduate Education (1987)*, outlined seven principles of best practices for student affairs professionals. The seven principles that describe good practice in student affairs are: engaging students in active learning, helping students develop coherent values and ethical standards, setting and communicating high expectations for student learning, using systematic inquiry to improve student and institutional performance, using resources effectively to achieve institutional missions and goals, forging educational partnerships that advance student learning, and building supportive and inclusive communities (NASPA & ACPA, 1997).

### Learning

*The Student Learning Imperative (1994)* broadly defined learning, including terms such as cognitive competence, intrapersonal competence, interpersonal competence and practical competence. *The Student Learning Imperative* is based upon a series of assumptions. One of the assumptions is related to student experiences and indicates that almost all student experiences (on and off campus, in and out of class) contribute to learning and therefore development. Further, student engagement in an activity provides the optimal conditions for learning and development. A second assumption related to the collegiate environment which includes other people, physical spaces and the campus culture contributes to learning and development. Ultimately the assumptions indicated that learning and development would take place as a result of the interactions between the

individual and the various environments, which should be intentionally designed to promote student learning (ACPA, 1994).

In 2004 NASPA and ACPA published *Learning Reconsidered* to “advocate for transformative education – a holistic process of learning that places the student at the center of the learning experience” (Keeling, 2004, p 1). Learning was defined as a process that integrates both the work of student development professionals and the learning that occurs within the classroom. Learning, therefore, is not limited to academic instruction or disciplinary content. Further, academic content is obviously not excluded from the term learning. Rather, learning is inclusive of academic initiatives and of the outside-of-the-classroom initiatives fostered by student affairs and other professionals. “Learning, development, and identity formation can no longer be considered as separate from each other; they are interactive and shape each other as they evolve” (Keeling, 2004, pg 8).

*Purposeful Pathways, Helping Students Achieve Key Learning Outcomes*, published in 2006 by the Association of American Colleges and Universities (AAC&U), indicated that learning is an intentional process across all parts of the curriculum: general education, electives, major and minors. Also included as part of the student’s learning process must be the co-curriculum and student programming, which are not bound by the borders of the campus. The engaged student should be aware of the goals or outcomes of his or her education, be adaptable about the content and be able to connect seemingly disparate ideas (Leskes & Miller, 2006, p 2).

While collaboration between academic and student affairs departments would likely produce the best results, biased opinions, territoriality and ego unfortunately slow the progress. The AAC&U stated in *Purposeful Pathways* that,

“despite widespread agreement on the need to foster achievement of ...learning outcomes, the organization of education institutions erects barriers and sends misleading messages to both students and teachers about knowledge and the kinds of learning that are most important. All too often, institutional and curricular structures suggest that ... learning is most likely to occur when ‘experts’ impart to students their knowledge ... and learning occurs only in classrooms” (Leskes & Miller, 2006, p 25).

### Residence Life

American colleges and universities have taken on a variety of forms including community colleges, private and public colleges and universities. The concept of the residence hall, formerly known as a dormitory, for college students is something that is distinctly American and has helped differentiate the American collegiate model from the European higher education system (Brubacher & Willis, 1997). Many of the above mentioned higher education institutional models have a residential student population on campus with the lone exception of the community college. However, residential living at community colleges is a growing trend.

Residence life, as a functional area of student affairs, has multiple areas of responsibility. In the broadest of generalities there are at least three areas of responsibility within a typical residence life operation including administration/housing, fiscal management, and residence life. Each of these broad areas has many clearly divided and critical specializations. For example, within the residence life category of responsibilities

would be the selection, training and ongoing development of the resident advisor (RA) staff. As important as each of these categories and subcategories are to the department of residence life and to the larger institution, they can only exist within the confines of residence halls and therefore the design of the building cannot be overlooked.

The dormitories that were built as part of the Housing Act of 1950 and the Higher Education Facilities Act (HEFA) of 1963 were built without an understanding of a student's personal living needs or educational needs, and especially without the foresight of the future technological advances and needs (Frederiksen, 1993; Bliming, 1999). One of the trends of residence life work is to replace the stereotypical sterile 'dorm' environment with a residence hall environment where a student can thrive and live happily. According to legend, a dorm is an unwelcoming, empty and sterile place to sleep. Whereas the term residence hall connotes a home away from home with many of the comforts of home including cable, high speed computer connections, comfortable living spaces and a supportive community of peers aiding in successful student development. Therefore, the challenge for today's students and today's staff is to transform and break the mold of the high-rise dormitories that were built in the 1960's and 1970's (Clemons, Banning & McKelfresh, 2004).

As a result of all of the new comforts being retrofitted into older residence halls or built into new structures, residence life professionals are experiencing new challenges. One such challenge is often referred to as "cocooning" meaning that today's hi-tech college students have the ability to eat, sleep, study, chat (online and via cell phone), and in modern construction, bathe within the confines of their residence hall room or suite. The result is a loss of community on the greater floor or hall and therefore the residence

life team is challenged to bring the students out of their very comfortable “cocoon” to socialize with their peers (Komives & Petersen, 1997).

According to Schroeder and Jackson (1987) the design of the residence hall is important and when possible needs to be carefully constructed, or altered, to best meet the needs of the students. However, shaping student development within the residential environment does not end with building structure. Rather the interactions between staff, floor-mates, roommates, friends and others all factor into the development of the student. Schroeder and Jackson specifically refer to the challenges and support that are unique to living within the residence halls; included among the sources of challenges that the authors list are the building design and roommate conflicts. Students receive support from structured programming and activities that creative or enhance relationships among peers.

As indicated in Chapter One, residential students are often shown to perform better and to be more involved in the life of the university as compared to their commuting counterparts (Winston, Anchors & Associates, 1993). The community building that occurs within the residence halls, facilitated by the residence hall staff, relates directly to the successful transition of college students as demonstrated through a variety of student development theories.

While the living environment has always been central to the American higher education institution the staffing of the residence hall has varied greatly overtime. For the colonial institution the faculty, tutors and even the president of the institution were the staff members living in residence providing guidance and acting as surrogate parents (Rudolph, 1990). During the faculty specialization movement the faculty were replaced

in the dormitories by “dorm mothers” or older women acting as guiding motherly or often grandmotherly voices of reason; these women often reported to a Dean of Men or a Dean of Women (Winston & Anchors, 1993; Bierman & Carpenter, 1994).

During the rapid increase in construction during the 1950s and 1960s many departments reported to the business affairs departments until student unrest, protests, sit-ins and other student concerns formalized student affairs as a professional unit at many institutions (Filo, 1970; Rudolph, 1990; Trillin, 1991; Frederiksen, 1993). In addition, a variety of court cases and federal policies have impacted the campus culture and college student. For example the GI Bill, National Defense Education Act (NDEA) of 1958, Brown v. Board of Education of 1954, Dixon v. Alabama State Board of Education of 1961, Higher Education Act of 1965, the Family Educational Rights to Privacy Act (FERPA) of 1974, and Title IX passed in 1973 all had significant impacts on the collegiate student and the residential environment.

The professionalization of student affairs also led to the current staffing model which includes a greater number of undergraduate (or graduate) students serving as RAs who live among the students. In most current staffing models the ‘older’ staff have been reduced in number and put into a supervisory role for the RAs. While there is general consistency in RA position descriptions the type of supervisor and the role of the supervisor varies widely depending on the type of institution, number of residents and type of residence hall (Bierman & Carpenter, 1994).

The Council for the Advancement of Standards (CAS) in Higher Education (2006) stated that Housing and Residential Life programs must integrate learning into the departmental mission which should be supportive of the institutional curriculum and co-



curriculum. CAS provided sixteen possible learning outcome categories and potential achievement standards. Among CAS's list of outcomes are intellectual growth, effective communication, enhanced self-esteem, realistic self-appraisal, clarified values, career choices, leadership development, healthy behavior, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciating diversity, spiritual awareness and personal and educational goals. To achieve these learning outcomes CAS suggested a variety of initiatives that are well integrated, include faculty in the programming, create openness to new ideas and develop well-rounded individuals.

Within a residential setting certain conditions provide the optimum conditions for achieving the desired learning outcomes. For example, the learning outcomes or goals of the program should be clearly conceptualized and marketed to the students, the values and developmental ideation of the department should be clear to everyone prior to seeking housing, and the staff should have high expectations and follow up with those who do not meet those expectations (Winston & Anchors, 1993).

### Theoretical Framework

Reason, Terenzini and Domingo (2007) conducted a study related to the outcomes of the first year of college. The model used for the study, as shown in Figure 1, was derived from Astin's 1993 Input-Environment-Output model and the National Study of Student Learning. The model consists of four main components pre-collegiate demographics and experiences, institutional experiences, peer experiences and learning outcomes and according to the authors could be used to study an array of student learning outcomes and persistence (Terenzini & Reason, 2005).

The peer group likely has the largest impact on the student experience and development while in college, however, what the model outlines is that peer interaction and influence does not happen in isolation. Simultaneously there are organizational or environmental factors that influence a student's experience. While the organizational culture may have a smaller effect, it should not be overlooked. The model also takes into account pre-collegiate experiences that impact the collegiate experiences. All of these factors independently and collectively create growth and outcomes (Reason, Terenzini, and Domingo, 2007).

For the purposes of this study the framework focuses on the student's development of social and personal competence as defined by the Residential Learning Outcomes by the Department of Housing and Residential Education at the university. Based on the framework, the development is a function of the out-of-class experience within the peer environment or co-curricular programming.

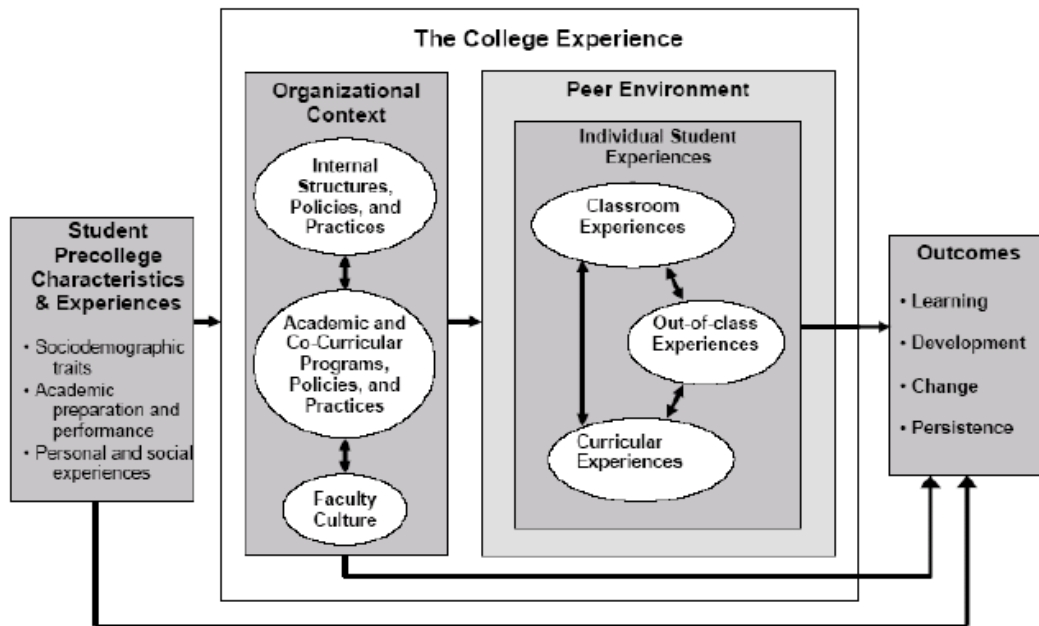


Figure 1: The College Experiences Model (Terenzini & Reason, 2005)

## **Peer Environment – Out of Class Experience**

Wolf-Wendel and Ruel (1999) indicated that institutions of higher education have begun to work towards the goal of “developing the whole student,” mostly under the direction of student affairs professionals in outside-of-the-classroom activities. Student affairs professionals have concentrated on activities such as residence hall programming, peer mentor programs, new student orientation, student governance, student clubs, Greek life, career and personal counseling, on-campus work opportunities, and community service activities that are grounded in student development theory.

The types of activities to which Wolf-Wendel and Ruel referred are supported by Astin’s (1985) theory of involvement. According to Astin his involvement theory “can be stated simply: *Students learn by becoming involved*” (p 133). Astin (1985) defined positive involvement as not only outside of the classroom activities such as student organizations and programming but also involves devotion to studies and regular interaction with faculty members and other students. Further, Astin (1985) indicated that living on campus, joining a social Greek organization, participating in athletics, participating in ROTC, joining the honors programs, or actively participating in undergraduate research with a faculty member all have positive effects on persistence.

To highlight the importance of learning outside the classroom Kuh (1995) provided some guidance in his article entitled “The Other Curriculum: Out of Class Experiences.” While the curriculum may be the framework for the collegiate environment, it is not the only source of learning on campus. Kuh found in his study that many out-of-class experiences demand that students become competent in critical thinking, relational and organizational skills helping to foster the development of the

whole student. Research has shown that the more students get involved the more they benefit. However, involvement is not an easily defined or measured term and all students do not have similar experiences while in college. Some of the mitigating factors include that involvement requires the expenditure of energy and not everyone will invest the same amount of energy. Further, there are many ways to measure involvement and the benefits of involvement have more to do with quality than quantity. Finally, active engagement is critical component to success but the components of active engagement will vary based upon what the student chooses to participate in. Further, Kuh indicated that the benefits of participation appear to accrue for any student willing to invest time and energy in educationally purposeful activities and suggested the best way for an institution to foster student involvement was by creating an environment where students would want to get involved and would seek such opportunities. Similar to the findings of Kuh (1995) and Astin (1985), Pascarella and Terenzini (2005) indicated that the effort that a student puts into his/her collegiate experience is one of the greatest determinates for the level of impact the college will have on the student. “Students are not passive recipients of institutional efforts to ‘educate’ or ‘change’ them but rather bear major responsibility for any gains they derive for their postsecondary experience” (p 602).

Sanford’s theory of student development indicates that a student’s psychosocial development will not progress until a certain stage of readiness is achieved. Afterwards an appropriate balance of challenge and support will create the optimum developmental conditions. If a student perceives an environment is too challenging the student may not engage, may feel a sense of failure or may leave the institution, therefore, it is beholden upon the institution to provide various types of support to counterbalance the stressful

and challenging situations. Conversely, if a student does not perceive any challenge, a lack of development or stagnation will also occur (Sanford, 1966, 1968). What then are the elements of the residential environment that may ultimately provide the type of challenge and support that Sanford calls for?

Wagner (2008) argued that community should not be thought of as a “Utopian state” or as an individual support system, rather he contends that community is shared responsibility for the betterment of everyone. Wagner included the following items among his lists of attributes of community: communication, engagement, sustainability, leadership, diversity, integrity and ethical behavior.

Other essential elements of community include engagement, interconnectedness, leadership and diversity. Engagement relates to the students being active and participatory members in the community. Interconnectedness is defined by the responsibility that all members of the community have to one another, as the actions of one member may have an effect on other members of the community. Leadership roles within a community do not need to be formal nor do they need to be active, however, genuine leadership is necessary. Diversity is more than demographics or tolerance for others but a journey to seek out various characteristics that can teach everyone within the community (Wagner, 2008).

Through actions, events and words institutions need to communicate the openness of the community to diverse ideas, expression and values of diversity or differences (Wagner, 2008). If these elements of community do not already exist, then the difficult conversations must be had openly, civilly and respectfully among all levels – students,

faculty, staff and administrators – to create an institutional culture where diverse ideas and opinions can be shared without fear of retribution.

Schlossberg (1989) defined marginality as the feeling of not fitting to the point of depression, self-consciousness and/or irritability, and mattering is simply the belief that one matters to someone else. For freshmen entering a new environment these feelings of marginality may be temporary once they “matter.” Schlossberg stressed that to aid in the effective transition and engagement of students the personnel of higher education intuitions need to make students feel like they matter.

Residence life staff members are responsible for building a positive residential community centered simultaneously on academics and social engagement. RAs are asked to know all of their residents, report any unusual behavior of residents within their building, have proactive conversations with students who may not be attending class and among other things RAs serve as resources to the countless resources on campus (Bowman & Bowman, 1995; Dodge, 1990).

Multiple studies have indicated that residential students show greater gains in student development during their collegiate years as compared to their commuting counterparts, even when controlled for gender, race, socio-economic status, high school achievement, and academic ability (Inman & Pascarella, 1997). One particular study by Inman and Pascarella found that resident students show a significant increase in critical thinking. Residence status plays a pervasive role in the experience of college students particularly in academic and social systems. Social integration with faculty and other students improves self-concept, and relationships with faculty contribute to self-perceived intellectual and personal development (1997). Residential students are often shown to

perform better and to be more involved in the life of the university as compared to their commuting counterparts (Winston, Anchors & Associates, 1993). One could argue this is due to the sense of belonging – mattering – that develops within the residential community.

### Student Learning Outcomes

Building upon the foundational student development theories developed primarily from the late 1960's through the 1980's, Pascarella and Terenzini (1991) conducted extensive research of college students and their peers who did not attend college, their findings were first published in 1991. The study evaluated the changes during college and the long-term effects of college in the areas of learning and cognitive changes, psychosocial changes, attitudes and values, and moral development. Their study also evaluated the between-college effects and the within-college effects. The between-college effect factors were two-year versus four-year colleges, college quality, college type, college size, college racial and gender composition, and college environment. The within-college effect factors were residential status, major, academic experience, interpersonal involvement, extracurricular involvement, and academic achievement.

Related to net effects of college in the area of learning and cognitive changes, Pascarella and Terenzini (2005) concluded that college had a statistically significant effect on nearly all dimensions studied over a freshman to senior-year change. Critical thinking, analytical skills and use of reason and evidence in decision-making were all areas that showed a positive effect as a result of attending college, results that could not be explained away by maturity, intelligence testing, or other factors.

As a result of the within-college focus on residential status from the 1990's, Pascarella and Terenzini (2005) concluded that:

“living on campus was the single most consistent within-college determinate of the impact of college. ...Residing on campus also significantly increased the likelihood of persisting in college and earning a bachelor's degree. ...Little evidence, however, suggested that living on or off campus influenced either knowledge acquisition or general cognitive growth” (p.603).

*Learning Reconsidered 2* (2006) discussed the practical ways to infuse learning outcomes into the culture of the entire campus. Fried (2006) indicated that for learning outcomes to be successfully attained they must be “embedded in the entire environment.” Meaning students should be aware of the goals they are working towards and the entire campus should be integrated into the learning plan for the campus. Further, the learning outcomes should provide specific ways to be attained and sources of feedback so that students know if they are successful. The learning outcomes should be readily available, posted in multiple locations or distributed through an aggressive marketing plan. Finally, there needs to be some type of assessment conducted so that all participating members are aware of the success of the process.

Fried (2006) also provided some guidance about the construction of learning outcomes recognizing the limitation that publications regarding learning outcomes are written for the classroom. Ultimately Fried gave credit to Wiggins and McTighe (2002) with the following advice regarding constructing learning outcomes:

1. Identify desired results – knowledge, context, big ideas, enduring understandings, and transfer of learning;



2. Determine acceptable evidence – through performance of what authentic tasks will students demonstrate success? What evidence supports this demonstration (e.g. journals, tests, discussion)?
3. Design appropriate learning experiences and instruction – what will students do in order to learn designated skills and knowledge, and be able to apply them to real life situations? (Fried, 2006, p. 9).

Leskes and Miller (2006) on behalf of the Association of American Colleges & Universities indicated that learning outcomes should focus on integrative learning, inquiry learning, global learning and civic learning. Integrative learning involves building the skills necessary to connect knowledge across experiences or disciplines. Inquiry learning relates to the student developing the ability to formulate complex questions. Global learning involves understanding and relating to diverse communities. Civic learning relates to the student learning how to participate in a democratic society.

### **Residential Learning Outcomes**

As indicated in chapter one, the Department of Housing and Residential Education at the University was in the planning stages of implementing the requirement of all first-year students to live on campus as of the Fall 2009, a major University policy change. The First-Year Live-On Requirement Implementation Team ultimately recommended seven student learning outcomes for the residential community as outlined in below in Table 4. Further, the committee included a residential learning objective, as introduced in chapter one, grounded in student development theory and best practices (Schlossberg, 1989 ; Sanford, 2006; Dean, 2006; NASPA & ACPA ,1997).

The committee also identified seven unique learning outcomes for the residential environment at the institution. Included within each learning outcome, shown in full text

in Appendix A, is a definition of its meaning, the ways the outcome can be measured and some possible programs that support the learning outcome. It should be noted that all of the programs included were existing programs at the university and no new programs were suggested.

The title of each of the seven Residential Learning Outcomes and the working definition of each residential learning outcome can be found within the definition section of this document or can be found below in Table 2.

Table 2: Residential Learning Outcomes	
LO1	<b>Enhance Interpersonal Development</b> Develop meaningful collaborations and interactions with peers and faculty; develop a sense of belonging; engage in positive relationships; learn conflict management; develop a balance between technological and social interactions; practice community responsibility
LO2	<b>Develop Personal Identity and Philosophy</b> Increase levels of personal responsibility; explore values and beliefs; make ethical choices; realize personal impact on others; strengthen life skills; develop a sense of purpose
LO3	<b>Achieve Greater Intellectual Competence</b> Develop skills for problem-solving, time management, effective study habits, note-taking, and active reading; engage in academic advising; uphold academic integrity; develop research skills; increase exposure to intellectual, scientific, and artistic work; increase technological skills
LO4	<b>Engage in Civic and Campus Life</b> Learn to navigate the University (services & departments, policies & procedures); use curricular and co-curricular resources; enhance communication skills; develop leadership skills; recognize community responsibilities
LO5	<b>Develop Understanding of Human Diversity and Increase Cultural Competence</b> Develop a respect and tolerance for, and acceptance of, those from a different race, gender, sexual orientation, religion, ethnicity, background, etc.
LO6	<b>Explore Academic &amp; Career Opportunities</b> Explore and declare a major by 30 hours; engage in academic programs and organizations; develop job seeking tools and strategies
LO7	<b>Increase Knowledge of Health, Wellness, &amp; Safety</b> Develop knowledge of, and engage in positive behaviors regarding, alcohol & drug issues, sexual health, nutrition, sleep habits, exercise, mental health, coping mechanisms, advocacy, campus safety, personal safety, spirituality, and relationship dynamics
Table 2 Residential Learning Outcomes; (First Year Live-On Requirement Implementation Team, 2009)	

## Conclusion

The collegiate environment is fundamentally about learning, regardless of how institutions and students have changed over time or the type of institution a student

chooses to attend. Learning, as defined by *The Student Learning Imperative* (1994) and *Learning Reconsidered* (2004), has also changed overtime broadening the collegiate definition and becoming inclusive of the learning that takes place outside of the traditional classroom setting. With new definitions of learning there was also a new call for accountability and assessment, a way to prove that learning occurs in all contexts (Kuh, 1995; Leskes & Miller, 2006; NASPA and ACPA, 2006). As a result, learning outcomes were expanded from their classroom use and found functional definitions in the co-curricular.

A functional area within the collegiate environment that has played a key role in the development of young people since the colonial days is residence life (*Yale Report*, 1828; Wilson, 1902; Rudolph, 1990; Winston, Anchors & Associates, 1993; Brubacher & Willis, 1997). Again, while changing significantly over time the core values of community development and student development remain foundational to many residence life departments (ACE, 1937, 1949; Astin, 1985; Rudolph, 1990; Frederiksen, 1993; NASPA & ACPA, 1997; Bliming, 1999; Wolf-Wendel & Ruel, 1999). Therefore, having learning outcomes that can measure the learning that occurs within the residential population would be among the best practices (CAS, 2006). Finally the assessment of those learning outcomes is necessary (Pascarella and Terenzini, 2005).

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### Introduction

Within this chapter the reader will find a discussion of the research design, the population and sampling methods, and the variables that were studied. Further, the College Student Experiences Questionnaire (CSEQ), the instrument used for this study, is discussed at length. In addition information related to the reliability and validity of the CSEQ is provided related to how the CSEQ will be used to measure the residential leaning outcomes as defined earlier in this document. Finally, the data collection procedures are outlined and the plan for data analysis is defined.

The data used in this study are secondary data. The CSEQ is a survey instrument that the University implemented towards the conclusion of the Spring 2009 semester to obtain data related to the similarities and/or differences between student expectations and experiences while at the University. Therefore, it was essential that a student within the CSEQ sample had provided a personally identifiable record when he/she had taken the College Student Expectations Questionnaire (CSXQ) during his/her FTIC new student orientation process. Despite its relevance in the sampling, the data from the CSXQ regarding student expectations did not factor into this study.

## Research Design

This study employed a cross-sectional design as it allowed for the simultaneous sampling of the three cohorts of students who have had varying length of time and experiences at the university. The advantages of a cross-sectional design include one-time sampling via a questionnaire to an audience that has similarities yet varies by class. A potential drawback to a cross-sectional design is the attrition of subjects overtime (Gall, Gall & Borg, 2007). However, the remaining population of students who provided personally identifiable data on the CSXQ, a prerequisite for this study as described above, was large enough to draw a reliable sample. Further, the ability to measure the experiences of subjects based on their number of completed academic years and residential years in residence outweighs the potential drawback.

## Population and Sample

The sample for the study was a random sample of 1,500 students at the university. To be considered for the study the student must have completed the College Student Expectations Questionnaire (CSXQ) during his/her FTIC new student orientation experience and provided personally identifiable data on the CSXQ. Based on the eligibility criteria, only freshmen, sophomores and juniors were included in the eligible population as the institution began its administration of the CSXQ in 2006.

To fulfill the power demands of the primary study a total sample of 1,500 students, 500 per cohort, was included in the database prepared. A response rate of 35% was expected based upon feedback from the Center for Postsecondary Research at Indiana University and previous trends at the institution when online surveys were administered to the student body (J. Williams, Personal Correspondence, February, 2009

& D. Paine, Personal Correspondence, February, 2009). If 35% of each cohort responded the return rate would yield 175 surveys per cohort for a total of 525 responses which would generate the power necessary for the primary study. However, the survey yielded only 240 complete responses and 64 partial responses. While potentially problematic for the primary study, for the purposes of this study the number of responses yielded provide significant data to evaluate the Residential Learning Outcomes.

### **Variables**

The variables studied include the number of years a student resided on campus, the number of years a student was enrolled at the university, and the attainment of the Residential Learning Outcomes.

The independent variables, number of residential years on campus and number of academic years enrolled, are measures of time and are both ratio level measurements. For residential years the minimum value is 0 and the maximum value is 3 years. For academic years the minimum value is 1 and the maximum value is 3 years. The dependent variable, attainment of Residential Learning Outcomes, will be measured via a total score of the Likert scores per applicable question on the CSEQ (see Table 9). Therefore, the dependent variable is an ordinal level of measurement.

### **Instrument & Measures:**

#### **College Student Experiences Questionnaire (CSEQ)**

The Center for Postsecondary Research at Indiana University is the home of two collegiate questionnaires, the College Student Expectations Questionnaire (CSXQ) and the College Student Experiences Questionnaire (CSEQ). The CSEQ is a survey

administered to students already matriculating; the instrument measures the students' experiences over the same dimensions as the CSXQ while within the collegiate setting. These instruments can be used for the assessment of programs and an analysis of the degree to which the institution is successfully meeting the expectations of students (Center for Postsecondary Research, 2007).

Prior to understanding the intricate details unique to this study it is important to understand the measurement elements that comprise the questionnaire. Therefore, each of the scales within the CSEQ will be discussed and then the selection process used to determine the questions used to measure each of the seven Learning Outcome will be discussed.

One of the measures within the CSEQ is the Quality of Effort (QE) on behalf of the student. The Quality of Effort measures the student's utilization of opportunities and resources provided by the university. The QE is measured by the CSEQ over a variety of dimensions that a student interacts with during his/her collegiate experience. The QE scales, which are measured on the CSEQ using a 4 point Likert-type scale (very often, often, occasionally, never), are shown below in Table 3 (Gonyea, Kish, Kuh, Muthiah & Thomas, 2003).

Kuh and the researchers at Indiana University (2007) have argued that the effort a student puts into his or her collegiate experience is the greatest predictor of success and satisfaction in college, this notion is well supported by student development research by Astin (1985) and Pascarella & Terenzini (2005). Among other uses, the CSEQ can be used to measure student learning outcomes, program effectiveness and the impact of the residential environment (Center for Postsecondary Research, 2007).

Table 3: CSEQ Quality of Effort Scales	
SCALES	DIMENSIONS
LIB	Library Experiences
COMPUT	Computer and Information Technology
COURSE	Course Learning
WRITE	Writing Experiences
FAC	Experiences with Faculty
AMT	Art, Music, and Theater
FACIL	Campus Facilities
CLUBS	Clubs and Organizations
PERS	Personal Experiences
STACQ	Student Acquaintances
SCI	Scientific and Quantitative Experiences
CONTPS	Topics of Conversation
CONINF	Information in Conversations

Table 3 CSEQ Quality of Effort Scales (Gonyea, Kish, Kuh, Muthiah & Thomas, 2003)

The Quality of Effort scales, which provide a variety of measurable outcomes, can be directly related to the Residential Learning Outcomes as shown in Table 7.

In addition to the QE scales the CSEQ measures the College Environment (CE) specifically looking to measure “various aspects of students’ development” (CSEQ Questionnaire, pg 7). This College Environment section of the instrument is a 7-point Likert scale (7= strong emphasis, 1= weak emphasis). The CE scales address the following topics:

Table 4: CSEQ College Environment Scales	
CE SCALES	DIMENSIONS
CE 1.	academic, scholarly and intellectual qualities;
CE 2.	aesthetic, expressive and creative qualities;
CE 3.	critical evaluative and analytical qualities;
CE 4.	understanding and appreciation of human diversity;
CE 5.	developing information literacy skills (computers & other information resources);
CE 6.	vocational and occupational competence;
CE 7.	personal relevance and practical value of courses
CE 8.	relationships with other students
CE 9.	relationships with administration personnel and offices
CE 10.	relationships with faculty members

Table 4 CSEQ College Environment Scales (CSEQ Questionnaire, pg 7).



There are three questions within the CE section (CE 8, 9, 10) of the instrument relating specifically to relationships the student has with people at the institution. As indicated within the literature related to the importance of community within the residential environment, these questions provide an opportunity to determine how or if residential students are forming positive relationships with other students, administrative personnel and members of the faculty (CSEQ Questionnaire, pg 7).

The areas within the College Environment section can be related to the Residential Learning Outcomes as shown in Table 7.

The final section of the instrument, called the Estimate of Gains (EOG), asks the participant to think “about your college or university experience up to now, to what extent do you feel you have gained or made progress.” This section of the instrument provides a different outlook at the outcomes of the collegiate experience because it specifically asks the participant to consider how much he or she has gained or improved as a result of his or her collegiate experience. The 4-point Likert type scale (very much, quite a bit, some, very little) addresses the areas shown in Table 5.

**Table 5: CSEQ Estimate of Gains Scales**

<b>EOG SCALES</b>	<b>DIMENSIONS</b>
GNVOC	Acquiring knowledge and skills applicable to a specific job or type of work (vocational preparation)
GNSPEC	Acquiring background and specialization for further education in a professional, scientific, or scholarly field
GNGENLED	Gaining a broad general education about different fields of knowledge
GNCAREER	Gaining a range of information that may be relevant to a career
GNARTS	Developing an understanding and enjoyment of art, music, and drama
GNLIT	Broadening your acquaintance with and enjoyment of literature
GNHIST	Seeing the importance of history for understanding the present as well as the past
GNWORLD	Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc.)
GNWRITE	Writing clearly and effectively
GNSPEAK	Presenting ideas and information effectively when speaking to others
GNCMPTS	Using computers and other information technologies
GNPHILS	Becoming aware of different philosophies, cultures, and ways of life
GNVALUES	Developing your own values and ethical standards
GNSSELF	Understanding yourself, your abilities, interests, and personality
GNOTHERS	Developing the ability to get along with different kinds of people
GNTEAM	Developing the ability to function as a member of a team
GNHEALTH	Developing good health habits and physical fitness
GNSCI	Understanding the nature of science and experimentation
GNTECH	Understanding new developments in science and technology
GNCONSQ	Becoming aware of the consequences (benefits, hazards, dangers) of new applications of science and technology
GNANALY	Thinking analytically and logically
GNQUANT	Analyzing quantitative problems (understanding probabilities, proportions, etc.)
GNSYNTH	Putting ideas together, seeing relationships, similarities, and differences between ideas
GNINQ	Learning on your own, pursuing ideas, and finding information you need
GNADAPT	Learning to adapt to change (new technologies, different jobs or personal circumstances, etc.)

**Table 5 CSEQ Estimate of Gains Scales (Gonyea, Kish, Kuh, Muthiah & Thomas, 2003)**

The dimensions measured within the Estimate of Gains section can also be related to the Residential Learning Outcomes as shown in Table 7 below.

According to the *CSEQ Norms* guide a factor analysis was conducted by the researchers at Indiana University of the 10 College Environment items within the CSEQ produced three factors. A factor analysis of the 25 Estimate of Gains items were reduced

to five factors, both are shown below in Table 6 (Gonyea, Kish, Kuh, Muthiah & Thomas, 2003).

Table 6:CSEQ College Environment and Estimate of Gains Scales				
College Environment Factors				
CE A. Scholarly & Intellectual Emphasis	CE B. Vocational & Practical Emphasis	CE C. Quality of Personal Relations		
CE 1	CE 4	CE 8		
CE 2	CE 5	CE 9		
CE 3	CE 6	CE 10		
	CE 7			
Estimate of Gains Factors				
EOG A. Personal/Social Development	EOG B. Science & Technology	EOG C. General Education	EOG D. Vocational Preparation	EOG F. Intellectual Skills
GNVALUES	GNSCI	GNARTS	GNVOC	GNWRITE
GNSELF	GNTECH	GNLIT	GNSPEC	GNSPEAK
GNOTHERS	GNCONSQ	GNHIST	GNCAREER	GNCMPTS
GNTEAM	GNQUANT	GNWORLD		GNHEALTH
GNADAPT		GNPHILS		GNANALY
		NGENLED		GNSYNTH
				GNINQ

Table 6 CSEQ College Environment and Estimate of Gains Scales  
(Gonyea, Kish, Kuh, Muthiah & Thomas, 2003)

According to the Center for Postsecondary Research at Indiana University the Quality of Effort scales do not generally correlate highly with the College Environment scales whereas the Estimate of Gains factors are very well correlated with the Quality of Effort scales (Gonyea, Kish, Kuh, Muthiah & Thomas, 2003). As indicated above, the College Environment section of the CSEQ is scored on a seven point Likert scale, however, the Quality of Effort and Estimate of Gains sections are scored on a four point Likert scale. As a result the College Environment scales were not included within the analysis of this study.

To determine which questions from within the CSEQ should be used to assess each Residential Learning Outcome the researcher needed to determine which

experiences would best measure the attainment of the Learning Outcomes. The researcher evaluated each question in the CSEQ instrument looking for key words from the Learning Outcome definitions within the each CSEQ question. When a key word or potential relationship was found within a CSEQ question the researcher placed the number of that Learning Outcome next to the CSEQ question. After all seven Residential Learning Outcomes were completed the findings were sent to two experts for review. The designated association between the dimensions within the CSEQ and the Residential Learning Outcomes, as indicated in Table 7, were evaluated by two experts within the field. Feedback from the experts was incorporated into the study as appropriate.

### **Reliability & Validity**

The College Student Expectations Questionnaire was developed by C. Robert Pace at the University of California Los Angeles in the 1970s and then reformatted into a multi-institutional survey in 1979. Since 1979 the CSEQ has been revised three times in 1983, 1990 and most recently in 1998. The fourth and current model has been widely tested and implemented having been used at over 200 institutions.

The CSEQ, like other student surveys, uses self-reported information based upon the students' responses to the items on the questionnaire. The validity of self-reported information is based upon five conditions: (a) the respondents know the answers to the questions; (b) the questions are phrased clearly and unambiguously; (c) the questions ask about recent activities; (d) the questions prompt a serious and thoughtful response from the respondents; and (e) the respondents will answer in a desirable way if they do not feel threatened, embarrassed, or a violation of privacy (Hu & Kuh, 2002, 2003). "The CSEQ items satisfy all of these conditions. The questions are clearly worded, well defined, have

high face validity, and ask students to reflect on what they are putting into and getting out of their college experience. The questions refer to what students have done during the current school year . . . The format of most response options is a simple rating scale that helps students to accurately recall and record the requested information” (Hu & Khu, 2003, p 323). The National Center for Educational Statistics (1994) published a report which indicated that the CSEQ has “excellent psychometric properties” (p. 31) and “has a high to moderate potential for assessing student behavior and aspects of the college environment associated with desired outcomes” (Kuh & Vesper, p 46, 1997).

**Table 7: Residential Learning Outcomes with Coordinating Quality of Effort and Estimate of Gains Scales**

Residential Learning Outcomes	Quality of Effort Scales			Estimate of Gains
<p><b>LO1: Enhance Interpersonal Development</b>                      Develop meaningful collaborations and interactions with peers and faculty; develop a sense of belonging; engage in positive relationships; learn conflict management; develop a balance between technological and social interactions; practice community responsibility</p>	<ul style="list-style-type: none"> <li>• LIB</li> <li>• COMPUT</li> <li>• WRITE</li> <li>• FAC</li> </ul>	<ul style="list-style-type: none"> <li>• AMT</li> <li>• FACIL</li> <li>• CLUBS</li> <li>• PERS</li> </ul>	<ul style="list-style-type: none"> <li>• STACQ</li> <li>• CONTPS</li> <li>• CONINF</li> </ul>	<ul style="list-style-type: none"> <li>• EOG A</li> </ul>
<p><b>LO2: Develop Personal Identity and Philosophy</b>                      Increase levels of personal responsibility; explore values and beliefs; make ethical choices; realize personal impact on others; strengthen life skills; develop a sense of purpose</p>	<ul style="list-style-type: none"> <li>• LIB</li> <li>• COURSE</li> <li>• FAC</li> </ul>	<ul style="list-style-type: none"> <li>• CLUBS</li> <li>• PERS</li> <li>• STACQ</li> </ul>	<ul style="list-style-type: none"> <li>• SCI</li> <li>• CONINF</li> </ul>	<ul style="list-style-type: none"> <li>• EOG A</li> </ul>
<p><b>LO3: Achieve Greater Intellectual Competence</b>                      Develop skills for problem-solving, time management, effective study habits, note-taking, and active reading; engage in academic advising; uphold academic integrity; develop research skills; increase exposure to intellectual, scientific, and artistic work; increase technological skills</p>	<ul style="list-style-type: none"> <li>• LIB</li> <li>• COMPUT</li> <li>• COURSE</li> </ul>	<ul style="list-style-type: none"> <li>• WRITE</li> <li>• FAC</li> <li>• AMT</li> </ul>	<ul style="list-style-type: none"> <li>• FACIL</li> <li>• SCI</li> <li>• CONINF</li> </ul>	<ul style="list-style-type: none"> <li>• EOG A</li> <li>• EOG B</li> </ul>
<p><b>LO4: Engage in Civic and Campus Life</b>                      Learn to navigate the University (services &amp; departments, policies &amp; procedures); use curricular and co-curricular resources; enhance communication skills; develop leadership skills; recognize community responsibilities</p>	<ul style="list-style-type: none"> <li>• LIB</li> <li>• WRITE</li> <li>• FAC</li> </ul>	<ul style="list-style-type: none"> <li>• FACIL</li> <li>• CLUBS</li> </ul>	<ul style="list-style-type: none"> <li>• EOG A</li> <li>• EOG F</li> </ul>	
<p><b>LO5: Develop Understanding of Human Diversity and Increase Cultural Competence</b>                      Develop a respect and tolerance for, and acceptance of, those from a different race, gender, sexual orientation, religion, ethnicity, background, etc.</p>	<ul style="list-style-type: none"> <li>• STACQ</li> <li>• CONTPS</li> <li>• CONINF</li> </ul>	<ul style="list-style-type: none"> <li>• EOG A</li> <li>• EOG C</li> </ul>		
<p><b>LO6: Explore Academic &amp; Career Opportunities</b>                      Explore and declare a major by 30 hours; engage in academic programs and organizations; develop job seeking tools and strategies</p>	<ul style="list-style-type: none"> <li>• COURSE</li> <li>• FAC</li> <li>• PERS</li> </ul>	<ul style="list-style-type: none"> <li>• EOG D</li> </ul>		
<p><b>LO7: Increase Knowledge of Health, Wellness, &amp; Safety</b>                      Develop knowledge of, and engage in positive behaviors regarding, alcohol &amp; drug issues, sexual health, nutrition, sleep habits, exercise, mental health, coping mechanisms, advocacy, campus safety, personal safety, spirituality, and relationship dynamics</p>	<ul style="list-style-type: none"> <li>• FACIL</li> <li>• PERS</li> </ul>	<ul style="list-style-type: none"> <li>• EOG F</li> </ul>		

Table 7 Residential Learning Outcomes with Coordinating Quality of Effort, College Environment and Estimate of Gains Scales (pg 1of 1)

**Table 8: Residential Learning Outcomes with Learning Outcome Score Range**

Residential Learning Outcomes	Quality of Effort Scales	Estimate of Gains	LO Score Range
<p><b>LO1: Enhance Interpersonal Development</b>                      Develop meaningful collaborations and interactions with peers and faculty; develop a sense of belonging; engage in positive relationships; learn conflict management; develop a balance between technological and social interactions; practice community responsibility</p>	<ul style="list-style-type: none"> <li>• 48 Questions Included</li> <li>➤ Highest Score: 192</li> <li>➤ Lowest Score: 48</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Questions Included</li> <li>➤ Highest Score: 8</li> <li>➤ Lowest Score: 2</li> </ul>	Highest Possible Score: 200 Lowest Possible Score: 50
<p><b>LO2: Develop Personal Identity and Philosophy</b>                      Increase levels of personal responsibility; explore values and beliefs; make ethical choices; realize personal impact on others; strengthen life skills; develop a sense of purpose</p>	<ul style="list-style-type: none"> <li>• 28 Questions Included</li> <li>➤ Highest Score: 112</li> <li>➤ Lowest Score: 28</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Questions Included</li> <li>➤ Highest Score: 8</li> <li>➤ Lowest Score: 2</li> </ul>	Highest Possible Score: 120 Lowest Possible Score: 30
<p><b>LO3: Achieve Greater Intellectual Competence</b>                      Develop skills for problem-solving, time management, effective study habits, note-taking, and active reading; engage in academic advising; uphold academic integrity; develop research skills; increase exposure to intellectual, scientific, and artistic work; increase technological skills</p>	<ul style="list-style-type: none"> <li>• 49 Questions Included</li> <li>➤ Highest Score: 196</li> <li>➤ Lowest Score: 49</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Questions Included</li> <li>➤ Highest Score: 8</li> <li>➤ Lowest Score: 2</li> </ul>	Highest Possible Score: 204 Lowest Possible Score: 51
<p><b>LO4: Engage in Civic and Campus Life</b>                      Learn to navigate the University (services &amp; departments, policies &amp; procedures); use curricular and co-curricular resources; enhance communication skills; develop leadership skills; recognize community responsibilities</p>	<ul style="list-style-type: none"> <li>• 19 Questions Included</li> <li>➤ Highest Score: 76</li> <li>➤ Lowest Score: 19</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Questions Included</li> <li>➤ Highest Score: 8</li> <li>➤ Lowest Score: 2</li> </ul>	Highest Possible Score: 84 Lowest Possible Score: 21
<p><b>LO5: Develop Understanding of Human Diversity and Increase Cultural Competence</b>                      Develop a respect and tolerance for, and acceptance of, those from a different race, gender, sexual orientation, religion, ethnicity, background, etc.</p>	<ul style="list-style-type: none"> <li>• 15 Questions Included</li> <li>➤ Highest Score: 60</li> <li>➤ Lowest Score: 15</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Questions Included</li> <li>➤ Highest Score: 12</li> <li>➤ Lowest Score: 3</li> </ul>	Highest Possible Score: 72 Lowest Possible Score: 18
<p><b>LO6: Explore Academic &amp; Career Opportunities</b>                      Explore and declare a major by 30 hours; engage in academic programs and organizations; develop job seeking tools and strategies</p>	<ul style="list-style-type: none"> <li>• 5 Questions Included</li> <li>➤ Highest Score: 20</li> <li>➤ Lowest Score: 5</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Questions Included</li> <li>➤ Highest Score: 8</li> <li>➤ Lowest Score: 2</li> </ul>	Highest Possible Score: 28 Lowest Possible Score: 7
<p><b>LO7: Increase Knowledge of Health, Wellness, &amp; Safety</b>                      Develop knowledge of, and engage in positive behaviors regarding, alcohol &amp; drug issues, sexual health, nutrition, sleep habits, exercise, mental health, coping mechanisms, advocacy, campus safety, personal safety, spirituality, and relationship dynamics</p>	<ul style="list-style-type: none"> <li>• 9 Questions Included</li> <li>➤ Highest Score: 36</li> <li>➤ Lowest Score: 9</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Questions Included</li> <li>➤ Highest Score: 4</li> <li>➤ Lowest Score: 1</li> </ul>	Highest Possible Score: 40 Lowest Possible Score: 10

Table 8 Residential Learning Outcomes with Learning Outcome Score Range (pg 1 of 1)

## Data Collection Procedures

The assessment process was conducted by student affairs administrators at the University in conjunction with the Center for Postsecondary Research at Indiana University. The Director of Student Affairs Planning, Evaluation and Assessment, who also is responsible for the CSXQ database, excluded records for students who had not been continuously enrolled or had not provided personally identifiable data on the CSXQ. As there were still over 500 records within each of the three cohorts the Director of Students Affairs Planning, Evaluation and Assessment then randomly sampled the CSXQ to obtain the desired 1,500 participants.

The administration of the questionnaire consisted of each selected student receiving an electronic invitation to participate in the College Student Experiences Questionnaire Assessment. While Indiana University administered the survey the invitation to participate was sent by the Associate Vice President of Student Affairs from the University.

The CSEQ survey is eight pages long and takes approximately 30 minutes to complete. Each student asked to participate was given a unique password which allowed the student to stop-out of the assessment and return without losing any data. The assessment was available for students to complete during a five-week window beginning in early April 2009.

The gathering of personally identifiable institutional data regarding the number of residential years residing on campus and academic years enrolled at the institution was coordinated by the Director of Student Affairs Planning, Evaluation and Assessment to



ensure that records are protected and appropriately matched with the CSXQ and CSEQ data.

### Data Analysis

An analysis of the CSEQ was conducted to determine to what degree the length of time residing on campus and length of enrollment at the university impact the attainment of the specific Residential Learning Outcomes. SAS software was used for computer based calculations.

To analyze Research Question One, descriptive statistics were calculated including the mean, median, mode, range, maximum score and percentage of maximum score attained. Each of the descriptive statistics was calculated by Residential Learning Outcome, therefore, there are seven sets of descriptive statistics.

To answer Research Questions Two and Three, a linear regression analysis was run using each of the Residential Learning Outcomes as the dependent variable resulting in seven regression analyses for Research Question Two and seven regression analyses for Research Question Three as the independent variables differ. O'Rourke, Hatcher, and Stepanski (2005) discuss at length the data obtained from running regression equations. One of the topics that O'Rourke, Hatcher and Stepanski specifically highlight is the difference between "statistical significance" and "percentage of variance accounted for" (p 412). Statistical significance is measured by the p value where the smaller the p value the greater the significance. In this study a p value of less than or equal to 0.01 was used to establish significance. Therefore, a Learning Outcome that yielded a p value of <0.01 would have an  $r^2$  value that is statistically significant. The  $r^2$  value indicates the amount of variance the independent variable or predictor variables account for in the dependent

variable. That means that in this study the  $r^2$  value would indicate how much variance the number of years living on campus accounts for the attainment of each of Residential Learning Outcomes. O'Rourke, Hatcher and Stepanski are careful to caution that there is a difference between a significant amount of variance (a low p value) and a meaningful amount of variance. The authors recommend reviewing previous studies to determine what  $r^2$  should be expected. Since this study is new, particularly in regards to residential life, there are not comparable  $r^2$  values and therefore the findings will be meaningful as a baseline study.

## CHAPTER FOUR

### ANALYSIS OF DATA

#### Introduction

In this chapter are the results of the study and the analysis of the data that ensued. As indicated in Table 10, presented in Chapter Three, there is a wide variety of questions within the CSEQ that are capable of measuring the Residential Learning Outcomes as defined within this study. The flexibility in question selection may be due to the versatility of the CSEQ or due to the broad language used within the Learning Outcomes. Due to the number of variables included in the original statistical analysis there was not strong statistical significance for the majority of the Learning Outcomes.

#### Research Question One

1. To what extent are each of the seven Learning Outcomes being attained irrespective of residential status?

#### **Original Analysis Introduction**

The first research question calls for an analysis of a variety of basic statistical measures. Question 1 evaluates the attainment of the seven Residential Learning Outcomes regardless of residential status or enrollment status which are factors in Questions 2 and 3 respectively. Therefore, to determine attainment of the Residential Learning Outcomes for Question 1 the entire study population was included in the analysis. The original analysis plan will be presented first followed by the adjusted

analysis. A summary of the findings for both the original and the adjusted analysis plans can be found after the adjusted analysis set of findings.

### **Demographics**

The College Student Experiences Questionnaire (CSEQ) asks the student to complete demographic questions at the onset of the instrument. While the demographic information collected and provided here is not core to the questions within this study it will provide the reader with an overview of the type of student assessed at this institution and may guide future research efforts.

<b>Table 9: Racial or Ethnic Identification</b>			
Racial or Ethnic Identification	Frequency (N)	Percent	University Comparison
American Indian/Native American	0	0%	<1%
Asian or Pacific Islander	19	8%	6%
Black or African American	18	8%	11%
Caucasian (non-Hispanic)	148	62%	64%
Mexican-American	5	2%	13%
Puerto Rican	8	3%	
Other Hispanic	20	8%	
Multiracial	15	6%	
Other	6	3%	6%
Table 9 Racial or Ethnic Identification (pg 1 of 1)			

<b>Table 10: Gender and Age of Participants</b>			
Gender	Frequency (N)	Percent	University Comparison
Male	83	31.9%	41.3%
Female	177	67.7%	58.7%
Age	Frequency (N)	Percent	
Under 19	128	49.2%	
20 – 23	131	50.4%	
24 – 29	1	0.4%	
30 – 39	0	0%	

Table 10 Age and Gender of Participants (pg 1 of 1)

Demographic data about the student respondents obtained from the CSEQ, some of which is shown above, indicates that the student population at the host institution is traditionally aged, predominantly white and has a larger percentage of female students than male students. Additionally two-thirds of the students come from households where at least one parent has a college degree.

<b>Table 11: Work Habits On and Off Campus</b>		
Hours On Campus Employment	Frequency (N)	Percent
None; No Job	207	86%
1-10 Hours/Week	9	4%
11-20 Hours/Week	15	6%
21-30 Hours/Week	7	3%
31-40 Hours/Week	2	1%
More than 40 Hours/Week	0	0%
Hours Off Campus Employment	Frequency (N)	Percent
None; No Job	133	55%
1-10 Hours/Week	27	11%
11-20 Hours/Week	33	14%
21-30 Hours/Week	35	15%
31-40 Hours/Week	11	5%
More than 40 Hours/Week	1	0%

Table 11 Work Habits On and Off Campus (pg 1 of 1)

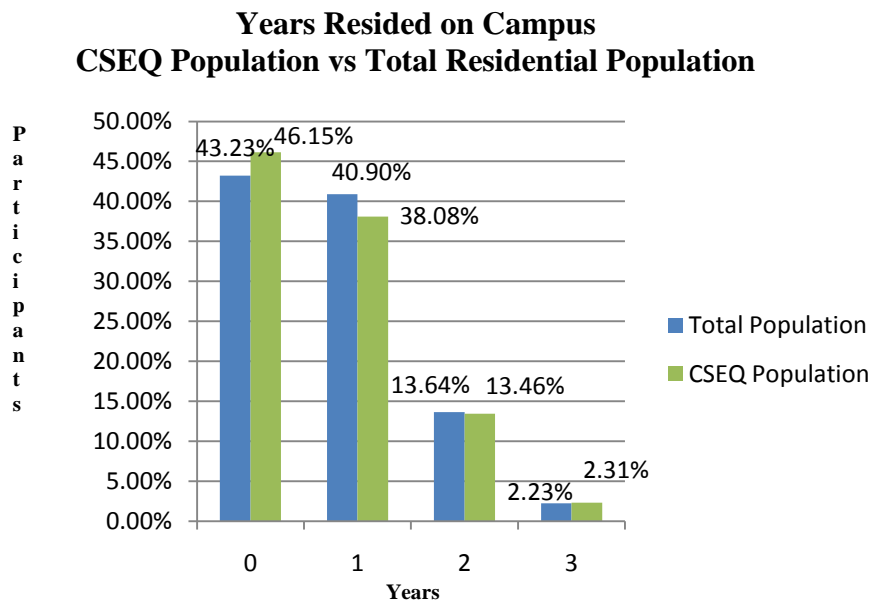
<b>Table 12: Work Interference with School</b>		
Level of Interference	Frequency (N)	Percent
I don't have a job	112	47%
Job does not interfere with school	42	18%
Job takes some time from school	74	31%
Job takes a lot of time from school	12	5%
Table 12 Work Interference with School (pg 1 of 1)		

The 86% of students reported they did not work on campus and 55% of the students reported they did not work an off campus job either. However, over 30% of students reported working between 1 and 30 hours in an off campus job. Of those students who worked, almost 30% reported that their job took time away from school. This information is relevant as the time away from campus not only impacts the student's ability to prepare adequately for class but it also prevents the student from engaging in the social atmosphere of the University.

<b>Table 13: Analysis of Participants</b>			
Years Enrolled	Frequency (N)	Percent	Cumulative Frequency (N)
1 ('08 cohort)	94	36.15%	94
2 ('07 cohort)	88	33.85%	182
3 ('06 cohort)	78	30.00%	260
Years Resided on Campus	Frequency (N)	Percent	Cumulative Frequency (N)
0	120	46.15%	120
1	99	38.08%	219
2	35	13.46%	254
3	6	2.31%	260
Table 13 Analysis of Participants (pg 1 of 1)			

A total of 260 undergraduate students completed the CSEQ during the Spring 2009 semester. The sample was drawn from a population of first time in college (FTIC)

students who completed the College Student Expectations Survey (CSXQ) during their freshman orientation process. There were three cohorts of students included in the sample, the freshman classes of 2006, 2007 and 2008. As shown above in Table 13 the three cohorts have good balance within the sample, the freshman class during the sampling (2008 cohort) represents 36% of the sample, the sophomore class (2007 cohort) represents 34% of the sample and the junior class (2006 cohort) represents 30% of the sample.



**Figure 2 Years Resided on Campus, CSEQ and Total Population**

The participants were further analyzed regarding the number of years that a student had resided on campus. This data is summed as a total number of years lived on campus and not tracked by which year(s) the student resided on campus. A student who has resided on campus for one year may have resided on campus during his or her freshman year or his or her junior year and no differentiation is made. The range of years a student could have resided on campus is from zero years, meaning a student never

resided on campus, to three years, meaning a student has lived on campus during his or her entire time at the institution.

Predictably there is not balance among the participants in regards to the number of years they have resided on campus. As shown in Figure 2, 46.15% have never lived on campus, 38.08% have lived on campus for one year, 13.46% have lived on campus for two years, and only 2.31% have lived on campus for three years. Figure 2 also shows comparative data to the total number of students who were enrolled at the University during the same timeframe as the study and their total number of years in residence. As illustrated above the sample population is representative of the total population.

### Original Analysis Findings

The following Tables, 14-20, provide a summary of descriptive statistics for each of the Residential Learning Outcomes. The analysis in these tables is based upon the total number of applicable CSEQ questions as indicated in Table 8 in Chapter Three.

<b>Table 14: Residential Learning Outcome 1 with Descriptive Analysis</b>			
Residential Learning Outcomes	LO1 TOTAL		
LO1: Enhance Interpersonal Development  N= 216	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
	118.88	115.00	107.00
	<b>Max</b>	<b>Min</b>	<b>Range</b>
	189	67.00	122
	<b>Std. Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>
	24.12	0.53	-0.03
<b>% of Attainment of Max Score</b>			
62.90%			
Table 14 Residential Learning Outcome 1 with Descriptive Analysis (pg 1 of 1)			



<b>Table 15: Residential Learning Outcome 2 with Descriptive Analysis</b>			
Residential Learning Outcomes	LO2 TOTAL		
LO2: Develop Personal Identity and Philosophy  N=216	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
	71.62	70.5	72.00
	<b>Max</b>	<b>Min</b>	<b>Range</b>
	117.0	40.0	77.0
	<b>Std. Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>
	15.67	0.63	0.06
<b>% of Attainment of Max Score</b>			
			61.21%
Table 15 Residential Learning Outcome 2 with Descriptive Analysis (pg 1 of 1)			

<b>Table 16: Residential Learning Outcome 3 with Descriptive Analysis</b>			
Residential Learning Outcomes	LO3 TOTAL		
LO3: Achieve Greater Intellectual Competence  N=215	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
	127.41	127.0	122.0
	<b>Max</b>	<b>Min</b>	<b>Range</b>
	187	77	110.0
	<b>Std. Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>
	21.82	0.18	-0.08
<b>% of Attainment of Max Score</b>			
			68.16%
Table 16 Residential Learning Outcome 3 with Descriptive Analysis (pg 1 of 1)			

<b>Table 17: Residential Learning Outcome 4 with Descriptive Analysis</b>			
Residential Learning Outcomes	LO4 TOTAL		
LO4: Engage in Civic and Campus Life  N=221	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
	42.96	42.0	54.0
	<b>Max</b>	<b>Min</b>	<b>Range</b>
	84	24	60
	<b>Std. Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>
	11.18	0.75	0.63
<b>% of Attainment of Max Score</b>			
			51.14%
Table 17 Residential Learning Outcome 4 with Descriptive Analysis (pg 1 of 1)			

<b>Table 18: Residential Learning Outcome 5 with Descriptive Analysis</b>			
Residential Learning Outcomes	LO5 TOTAL		
LO5: Develop Understanding of Human Diversity and Increase Cultural Competence  N=219	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
	48.06	47.0	39.00
	<b>Max</b>	<b>Min</b>	<b>Range</b>
	72.0	23.0	49.0
	<b>Std. Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>
	10.66	0.16	-0.49
<b>% of Attainment of Max Score</b>			
			66.75%
Table 18 Residential Learning Outcome 5 with Descriptive Analysis (pg 1 of 1)			

<b>Table 19: Residential Learning Outcome 6 with Descriptive Analysis</b>			
Residential Learning Outcomes	LO6 TOTAL		
LO6: Explore Academic & Career Opportunities  N=223	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
	17.08	16.0	15.0
	<b>Max</b>	<b>Min</b>	<b>Range</b>
	28.0	8.0	20.0
	<b>Std. Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>
	4.26	0.47	-0.14
<b>% of Attainment of Max Score</b>			
			61.0%
Table 19 Residential Learning Outcome 6 with Descriptive Analysis (pg 1 of 1)			

<b>Table 20: Residential Learning Outcome 7 with Descriptive Analysis</b>			
Residential Learning Outcomes	LO7 TOTAL		
LO7: Increase Knowledge of Health, Wellness, & Safety  N=218	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
	22.49	22.0	18.0
	<b>Max</b>	<b>Min</b>	<b>Range</b>
	40.0	11.0	29.0
	<b>Std. Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>
	6.37	0.45	-0.15
<b>% of Attainment of Max Score</b>			
			56.23%
Table 20 Residential Learning Outcome 7 with Descriptive Analysis (pg 1 of 1)			

The number of questions included in the analysis of each Learning Outcome drives the minimum score, all seven of the Residential Learning Outcomes are normally skewed and within a normal range for kurtosis values. Using the original analysis the

seven Residential Learning Outcomes are not easily compared to one another given the great size differential. One statistic from Tables 14 – 20 that is comparable among the Learning Outcomes is the percentage of the attainment of the maximum score. When looking at the attainment of the maximum score for each of the seven Residential Learning Outcomes the overall achievement is strong with the lowest percentage of attainment reaching just over 51% and the highest level of attainment reaching just over 68%. In general the attainment of each Learning Outcome should be assessed individually when using the original analysis plan.

### **Adjusted Analysis Introduction**

As stated in the introduction at the beginning of this chapter, due to the number of variables included in the original statistical analysis there was not strong statistical significance for the majority of the Learning Outcomes. As a result, additional statistical analysis was conducted using fewer questions from the CSEQ for each Learning Outcome to increase the power of the testing and to determine if statistical significance could be found for more of the Learning Outcomes. Only CSEQ questions included in the original analysis for each of the Residential Learning Outcomes were potentially included in the adjusted analysis. Two steps were taken to determine which questions should be included in the adjusted analysis. First, if multiple questions were originally chosen from one grouping of questions in the Quality of Effort section of the questionnaire (i.e. CLUBS) then the higher numbered items were removed and the lower numbered questions were further analyzed. This decision was based upon the format of the questionnaire; throughout the Quality of Effort section of the CSEQ questionnaire the amount of effort required by the student increases with each item within a grouping of

questions. For example, achieving a 3 or 4 score on the CLUBS 5 question would require more effort by a student than achieving a 3 or 4 score on the CLUBS 1 question. Second, a correlation analysis was conducted to determine which of the CSEQ questions had the strongest relationships with the number of years enrolled or the number of years resided on campus. The strongest correlations were considered for the adjusted analysis. The CSEQ abbreviations which reference the specific questions selected for the adjusted analysis can be found in Table 21 and the full text of the specific questions can be found using Appendices G and H.

The analysis for research Question One resulting from the plan outlined in Table 8 of Chapter Three was just described; the following analysis uses a reduced number of questions within the linear regression to increase the statistical power. Table 21, below, lists the CSEQ questions used for each learning outcome in the adjusted analysis. Further, full text of the specific questions can be found in Appendices G and H.

**Table 21: ADJUSTED Questions that Measure Each Residential Learning Outcome**

Residential Learning Outcomes	ADJUSTED - Questions that Measure the Residential Learning Outcomes	
<b>LO1: Enhance Interpersonal Development</b> Develop meaningful collaborations and interactions with peers and faculty; develop a sense of belonging; engage in positive relationships; learn conflict management; develop a balance between technological and social interactions; practice community responsibility	<ul style="list-style-type: none"> <li>• FACIL – 2, 3</li> <li>• CLUBS – 1</li> </ul>	<ul style="list-style-type: none"> <li>• STACQ – 1</li> <li>• GNOTHERS</li> </ul>
<b>LO2: Develop Personal Identity and Philosophy</b> Increase levels of personal responsibility; explore values and beliefs; make ethical choices; realize personal impact on others; strengthen life skills; develop a sense of purpose	<ul style="list-style-type: none"> <li>• COURSE – 8</li> <li>• CLUBS – 1, 2</li> </ul>	<ul style="list-style-type: none"> <li>• PERS – 4</li> <li>• GNSSELF</li> </ul>
<b>LO3: Achieve Greater Intellectual Competence</b> Develop skills for problem-solving, time management, effective study habits, note-taking, and active reading; engage in academic advising; uphold academic integrity; develop research skills; increase exposure to intellectual, scientific, and artistic work; increase technological skills	<ul style="list-style-type: none"> <li>• FAC – 4</li> <li>• AMT – 4</li> </ul>	<ul style="list-style-type: none"> <li>• FACIL – 5, 8</li> <li>• GNGENLED</li> </ul>
<b>LO4: Engage in Civic and Campus Life</b> Learn to navigate the University (services & departments, policies & procedures); use curricular and co-curricular resources; enhance communication skills; develop leadership skills; recognize community responsibilities	<ul style="list-style-type: none"> <li>• FACIL – 1, 2</li> <li>• CLUBS – 1, 2, 4, 5</li> <li>• GNTEAM</li> </ul>	
<b>LO5: Develop Understanding of Human Diversity and Increase Cultural Competence</b> Develop a respect and tolerance for, and acceptance of, those from a different race, gender, sexual orientation, religion, ethnicity, background, etc.	<ul style="list-style-type: none"> <li>• STACQ – 1, 2, 4, 6</li> <li>• GNWORLD</li> </ul>	
<b>LO6: Explore Academic &amp; Career Opportunities</b> Explore and declare a major by 30 hours; engage in academic programs and organizations; develop job seeking tools and strategies	<ul style="list-style-type: none"> <li>• FAC – 2, 4</li> <li>• CLUBS – 1</li> </ul>	<ul style="list-style-type: none"> <li>• PERS – 4</li> <li>• GNCAREER</li> </ul>
<b>LO7: Increase Knowledge of Health, Wellness, &amp; Safety</b> Develop knowledge of, and engage in positive behaviors regarding, alcohol & drug issues, sexual health, nutrition, sleep habits, exercise, mental health, coping mechanisms, advocacy, campus safety, personal safety, spirituality, and relationship dynamics	<ul style="list-style-type: none"> <li>• FACIL – 6, 7, 8</li> <li>• PERS – 1, 3, 8</li> <li>• GNHEALTH</li> </ul>	

Table 21 ADJUSTED Questions that Measure Each Residential Learning Outcome (pg 1 of 1)

## Adjusted Analysis Findings

The following Tables, 22 - 28, provide a summary of descriptive statistics for each of the Residential Learning Outcomes using the adjusted analysis model. The analysis in these tables is based upon the adjusted number of applicable CSEQ questions as indicated in Table 21 above.

<b>Table 22: ADJUSTED Residential Learning Outcome 1</b>			
Residential Learning Outcomes	LO1 TOTAL		
LO1: Enhance Interpersonal Development  N= 223	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
	12.77	13.0	11.0
	<b>Max</b>	<b>Min</b>	<b>Range</b>
	20.0	6.0	14.0
	<b>Std. Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>
	3.13	0.29	-0.51
	<b>% of Attainment of Max Score</b>		
63.85%			
Table 22 Residential Learning Outcome 1 with ADJUSTED Descriptive Analysis (pg 1 of 1)			

<b>Table 23: ADJUSTED Residential Learning Outcome 2</b>			
Residential Learning Outcomes	LO2 TOTAL		
LO2: Develop Personal Identity and Philosophy  N=222	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
	11.69	11.00	10.0
	<b>Max</b>	<b>Min</b>	<b>Range</b>
	20.0	6.0	14.0
	<b>Std. Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>
	3.21	0.62	-0.26
	<b>% of Attainment of Max Score</b>		
58.45%			
Table 23 Residential Learning Outcome 2 with ADJUSTED Descriptive Analysis (pg 1 of 1)			

<b>Table 24: ADJUSTED Residential Learning Outcome 3</b>			
Residential Learning Outcomes	LO3 TOTAL		
LO3: Achieve Greater Intellectual Competence  N=226	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
	11.13	11.0	11.0
	<b>Max</b>	<b>Min</b>	<b>Range</b>
	20.0	6.0	14.0
	<b>Std. Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>
	2.69	0.64	0.53
	<b>% of Attainment of Max Score</b>		
55.65%			
Table 24 Residential Learning Outcome 3 with ADJUSTED Descriptive Analysis (pg 1 of 1)			

<b>Table 25: ADJUSTED Residential Learning Outcome 4</b>			
Residential Learning Outcomes	LO4 TOTAL		
LO4: Engage in Civic and Campus Life  N=223	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
	13.29	13.0	9.0
	<b>Max</b>	<b>Min</b>	<b>Range</b>
	24.0	7.0	17.0
	<b>Std. Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>
	4.14	0.69	-0.15
	<b>% of Attainment of Max Score</b>		
55.34%			
Table 25 Residential Learning Outcome 4 with Descriptive Analysis (pg 1 of 1)			

<b>Table 26: ADJUSTED Residential Learning Outcome 5</b>			
Residential Learning Outcomes	LO5 TOTAL		
LO5: Develop Understanding of Human Diversity and Increase Cultural Competence  N=225	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
	13.85	14.0	13.0
	<b>Max</b>	<b>Min</b>	<b>Range</b>
	20.0	5.0	15.0
	<b>Std. Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>
	3.39	-0.10	-0.48
	<b>% of Attainment of Max Score</b>		
69.25%			
Table 26 Residential Learning Outcome 5 with ADJUSTED Descriptive Analysis (pg 1 of 1)			

<b>Table 27 ADJUSTED Residential Learning Outcome 6</b>			
Residential Learning Outcomes	LO6 TOTAL		
LO6: Explore Academic & Career Opportunities  N=229	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
	11.49	11.0	11.0
	<b>Max</b>	<b>Min</b>	<b>Range</b>
	20.0	5.0	15.0
	<b>Std. Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>
	3.21	0.56	-0.01
	<b>% of Attainment of Max Score</b>		
57.45%			
Table 27 Residential Learning Outcome 6 with ADJUSTED Descriptive Analysis (pg 1 of 1)			

<b>Table 28: ADJUSTED Residential Learning Outcome 7</b>			
Residential Learning Outcomes	LO7 TOTAL		
LO7: Increase Knowledge of Health, Wellness, & Safety  N=219	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
	15.61	15.0	13.0
	<b>Max</b>	<b>Min</b>	<b>Range</b>
	28.0	7.0	21.0
	<b>Std. Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>
	4.61	0.35	-0.43
	<b>% of Attainment of Max Score</b>		
55.75%			
Table 28 Residential Learning Outcome 7 with ADJUSTED Descriptive Analysis (pg 1 of 1)			

The number of questions included in the analysis of each Learning Outcome drives the minimum score, all seven of the Residential Learning Outcomes are also normally skewed and within a normal range for kurtosis values. Using the adjusted analysis model the seven Residential Learning Outcomes are more easily compared to one another as they each have approximately the same minimum and maximum value. The mean scores range from a low of 11.19 to a high of 15.61. Another statistic from Tables 22 - 28 that is comparable among the Learning Outcomes is the percentage of the attainment of the maximum score. The overall achievement is strong with the lowest percentage of attainment reaching just over 55% and the highest level of attainment reaching just over 69%.



## **Original and Adjusted Analysis Summary**

The population sampled, while not as large as would have been desired, does present an accurate sampling of the freshman, sophomore and junior classes at the time of sampling. The three cohorts within the sample were evenly balanced each providing approximately 33% of the sample. The residential population was not balanced; however, the percentages are compatible with the rate of years in residency at the University.

When evaluating basic statistical measures for the original model all of the Residential Learning Outcomes were found to be within normal limits for kurtosis and were normally skewed. In the original analysis plan the seven Residential Learning Outcomes are not easily compared as there is a wide variety in the maximum possible score. The percentage of maximum score attainment provides the only opportunity to compare the seven Learning Outcomes; however, they are best analyzed individually.

In the adjusted analysis plan the maximum scores for the seven Learning Outcomes are all approximately the same making the comparison of the descriptive statistics more relevant. Further, when evaluating basic statistical measures for the adjusted model all of the Residential Learning Outcomes were found to be within normal limits for kurtosis and were normally skewed.

### **Research Question Two**

2. What is the relationship between student attainment of each of the seven Learning Outcomes and the number of years residing on campus?

### **Original Analysis Introduction**

Research Question Two aims to address the potential relationship between the number of years a student has lived on campus and the attainment of the seven Residential Learning Outcomes. As stated in Chapter Three, this study used a p value of

less than or equal to 0.01 to establish significance. Therefore, a Learning Outcome that yielded a p value of  $<0.01$  would have an  $r^2$  value that is statistically significant. The  $r^2$  value indicates the amount of variance the independent variable or predictor variables account for in the dependent variable. Therefore, for Research Question Two, the  $r^2$  value would indicate how much variance the number of years living on campus accounts for the attainment of each of Residential Learning Outcomes. A summary of the findings for both the original and the adjusted analysis plans will follow both sets of findings.

### **Original Analysis Findings**

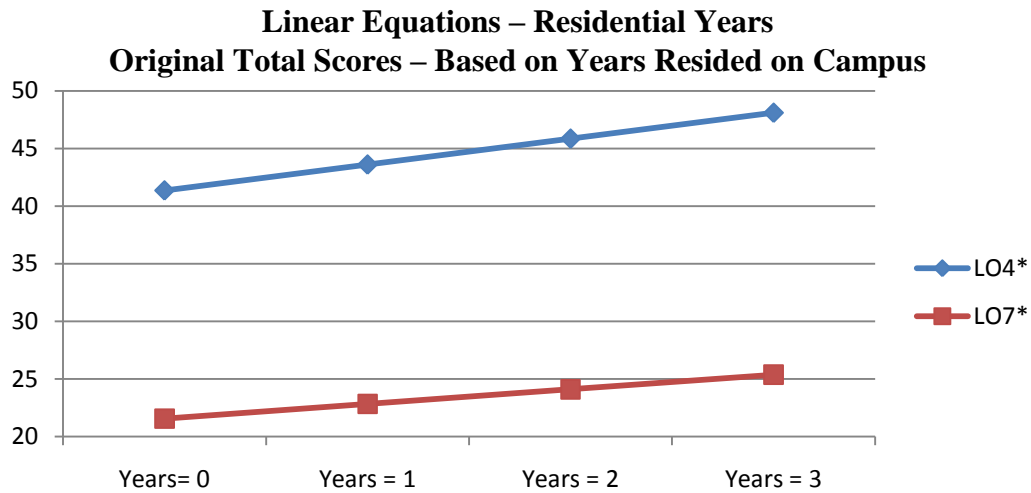
Table 29 provides a summary of the  $r^2$  values for each of the Residential Learning Outcomes and the corresponding p values, Table 30 provides the intercept and slope data, and Figure 4 presents a visual representation of statistically significant linear relationships. The analysis in these tables is based upon the total number of applicable CSEQ questions as indicated in Table 8 as shown in Chapter Three.

<b>Table 29: Residential Learning Outcomes with Residential Relationship Analysis</b>						
Residential Learning Outcomes	Quality of Effort r <sup>2</sup> Value	p value	Estimate of Gains r <sup>2</sup> Value	p value	LO Total r <sup>2</sup> Value	p value
LO1: Enhance Interpersonal Development	0.0014	0.5707	0.0027	0.4514	0.0009	0.6535
LO2: Develop Personal Identity and Philosophy	0.0021	0.4928	0.0006	0.7180	0.0007	0.6936
LO3: Achieve Greater Intellectual Competence	0.0001	0.8819	0.0015	0.5739	0.0001	0.8725
LO4: Engage in Civic and Campus Life	0.0377	0.0016*	0.0023	0.4815	0.0257	0.0171*
LO5: Develop Understanding of Human Diversity and Increase Cultural Competence	0.0011	0.6158	0.0002	0.8300	0.0009	0.6636
LO6: Explore Academic & Career Opportunities	0.0030	0.3904	0.0002	0.847	0.0005	0.7365
LO7: Increase Knowledge of Health, Wellness, & Safety	0.0324	0.0044*	0.0128	0.1378	0.0251	0.0193*
Table 29 Residential Learning Outcomes with Residential Relationship Analysis (pg 1 of 1) *p < 0.01						

When isolating the Quality of Effort scales using the original analysis plan, two of the seven Residential Learning Outcomes have a statistically significant relationship with the number of years a student has resided on campus. Specifically, the criteria used to evaluate the Learning Outcomes were shown to account for 3.77% of the variance in LO4: Engage in Civic and Campus Life; and 3.24% of the variance in LO7: Increase Knowledge of Health, Wellness, & Safety. When isolating for the Estimate of Gains none

of the learning outcomes were shown to be statistically significant. When the Estimate of Gains and the Quality of Effort scores were combined to yield the Total Learning Outcome score there were two Residential Learning Outcomes that have significant relationships, LO4: Engage in Civic and Campus Life and LO7: Increase Knowledge of Health, Wellness, & Safety. The relationship between residential status and LO4: Engage in Civic and Campus Life accounted for 2.57% of the variance and 2.51% of the variance in LO7: Increase Knowledge of Health, Wellness, & Safety.

<b>Table 30: Residential Learning Outcomes with Y-Intercept and Slope Based on Years Resided on Campus</b>			
Residential Learning Outcomes	Y-Intercept	Slope	Percent Change
LO1: Enhance Interpersonal Development	118.21	0.94	2.33%
LO2: Develop Personal Identity and Philosophy	71.24	0.53	2.18%
LO3: Achieve Greater Intellectual Competence	127.19	0.30	0.70%
LO4: Engage in Civic and Campus Life	41.35	2.25	14.03%
LO5: Develop Understanding of Human Diversity and Increase Cultural Competence	47.77	0.40	2.45%
LO6: Explore Academic & Career Opportunities	16.99	0.12	2.08%
LO7: Increase Knowledge of Health, Wellness, & Safety	21.56	1.27	15.02%
Table 30 Residential Learning Outcomes with Y Intercept and Slope (pg 1 of 1) *p < 0.01			



**Figure 3** Linear Equations – Residential Years Non-adjusted Total Scores \*p < 0.01

While only two of the learning outcomes had statistically significant outcomes for the total scores the linear relationship should be considered to determine the impact of each additional year a student resided on campus. As shown in Table 30, LO4: Engage in Civic and Campus Life and LO7: Increase Knowledge of Health & Wellness have the largest percentage of changes when considering the slope of the line and the intercept. That means that, residential students will make the fastest gains in their attainment scores with LO4 and LO7. LO1: Enhance Interpersonal Development also showed relatively impressive attainment gains when evaluated on a per year in residence basis, however, the percentage of change over time for LO1 was not as great due to the number of questions or variables included within the Learning Outcome 1.

A depiction of the linear relationships is shown above in Figure 3 for the statistically significant Learning Outcomes. As shown, both of the statistically significant total scores were found to have positive linear relationships. In fact, all of the relationships, even those without significant p values generated positive linear

relationships. Further analysis of both the original and adjusted analysis findings will take place in the summary section following the adjusted analysis for research Question Two below.

### **Adjusted Analysis Introduction**

As indicated earlier in this chapter, additional analysis was conducted for each of the Learning Outcomes to determine if greater statistical significance could be found using fewer questions from the CSEQ. The analysis for research Question Two resulting from the plan outlined in Table 8 of Chapter Three was just described; the following analysis uses a reduced number of questions within the linear regression to increase the statistical power. Only the CSEQ questions originally included within the linear regression model for each Learning Outcome were used within the reduced model. The specific questions used for each Learning Outcome in the adjusted analysis are shown above in Table 21.

When using the reduced model for research Question Two more statistically significant results were found. Similar to the full analysis, the Quality of Effort scales produced more significant relationships than did the Estimate of Gains or the total possible score. When isolating the Quality of Effort scale six of the seven Residential Learning Outcomes have statistically significant outcomes.

### **Adjusted Analysis Findings**

As shown in Table 21 all of the variables or questions used to measure the Learning Outcomes were drastically reduced. Five of the seven Learning Outcomes would be measured using only four Quality of Effort questions and one Estimate of Gains question in the adjusted model while Learning Outcomes 4 and 7 would be measured

using six Quality of Effort questions and one Estimate of Gains question. When isolating the Quality of Effort scales in the adjusted model six of the seven Learning Outcomes were found to be statistically significant and to have larger  $r^2$  values than in the original analysis model.

<b>Table 31: ADJUSTED Residential Learning Outcomes with Residential Relationship Analysis</b>						
Residential Learning Outcomes	Quality of Effort $r^2$ Value	P value	Estimate of Gains $r^2$ Value	P value	LO Total $r^2$ Value	P value
LO1: Enhance Interpersonal Development <i>QOE: 4 Questions</i> <i>EOG: 1 Questions</i>	0.0332	0.0042*	0.0041	0.3404	0.0302	0.0093*
LO2: Develop Personal Identity and Philosophy <i>QOE: 4 Questions</i> <i>EOG: 1 Questions</i>	0.0283	0.0073*	0.0002	0.8391	0.0159	0.0605
LO3: Achieve Greater Intellectual Competence <i>QOE: 4 Questions</i> <i>EOG: 1 Questions</i>	0.0237	0.0125*	0.0081	0.1774	0.0077	0.1896
LO4: Engage in Civic and Campus Life <i>QOE: 6 Questions</i> <i>EOG: 1 Questions</i>	0.0412	0.0009*	0.0014	0.5722	0.0277	0.0129*
LO5: Develop Understanding of Human Diversity and Increase Cultural Competence <i>QOE: 4 Questions</i> <i>EOG: 1 Questions</i>	0.0072	0.1859	0.0043	0.3248	0.0029	0.4191
LO6: Explore Academic & Career Opportunities <i>QOE: 4 Questions</i> <i>EOG: 1 Questions</i>	0.0282	0.0073*	0.0016	0.5463	0.0183	0.0424
LO7: Increase Knowledge of Health, Wellness, & Safety <i>QOE: 6 Questions</i> <i>EOG: 1 Questions</i>	0.0536	0.0002*	0.0306	0.0093*	0.0444	0.0017*
Table 31 Residential Learning Outcomes with Residential Relationship Analysis -ADJUSTED (pg 1 of 1) * $p < 0.01$						

When using the adjusted analysis model the Quality of Effort (QOE) scales, when isolated, yielded lower p values for all seven of the Residential Learning Outcomes. Even LO5: Develop Understanding of Human Diversity and Increase Cultural Competence, the only Learning Outcome without a significant p value, had a much stronger p value (0.1859) in the adjusted model as compared to the original model (0.6158). The remaining six Learning Outcomes that yielded significant p values were at or below 0.01. When isolating the QOE scales LO4: Engage in Civic and Campus Life and LO7: Increase Knowledge of Health, Wellness and Safety accounted for the greatest percentages of variance between the Learning Outcome and the number of years a student resided on campus, each accounting for 4.13% and 5.36% respectively. The remaining significant Learning Outcomes each accounted for between 2% and 3% of the variance in the relationship between attainment of Learning Outcomes and the number of years a student resided on campus (LO1: 3.32%, LO2: 2.83, LO3: 2.37%, LO6: 2.82%).

When isolating for the Estimate of Gains (EOG) only one of the learning outcomes was shown to be statistically significant. The EOG scale for LO7: Increase Knowledge of Health, Wellness & Safety was measured using one question, GNHEALTH, yielding a  $r^2$  value was 0.0306 or 3.06% of the variance in the relationship between the attainment of LO7: Increase Knowledge of Health, Wellness, & Safety and the number of years a student has lived on campus.

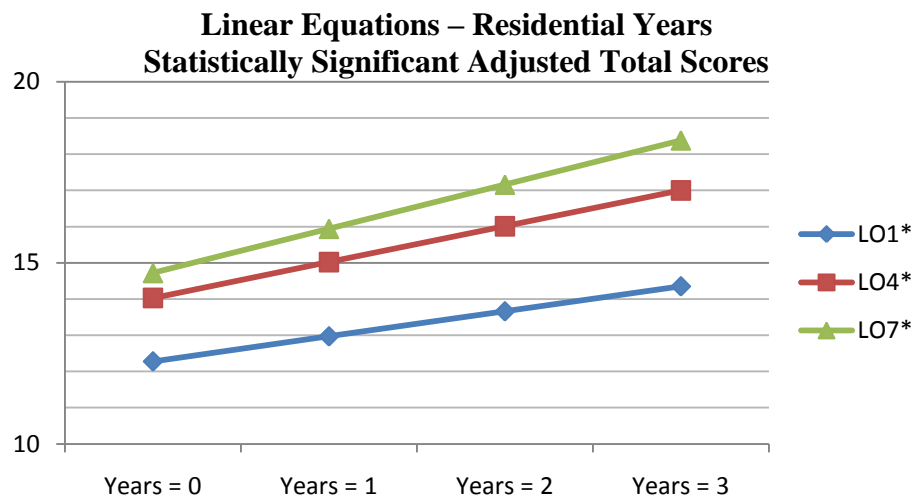
When the Estimate of Gains and the Quality of Effort scores were combined to yield the Total Learning Outcome score there were three Residential Learning Outcomes that have significant relationships with the number of years a student resided on campus:



LO1: Enhance Interpersonal Development yielded a p value of 0.0093 and a  $r^2$  value of 3.02%; LO4: Engage in Civic and Campus Life yielded a p value of 0.0129 and a  $r^2$  value of 2.77%; and LO7: Increase Knowledge of Health, Wellness, & Safety yielded a p value of 0.0017 and a  $r^2$  value of 4.44%.

<b>Table 32: ADJUSTED Residential Learning Outcomes with Y-Intercept and Slope Based on Years Resided on Campus</b>			
Residential Learning Outcomes	Y-Intercept	Slope	Percent Change
LO1: Enhance Interpersonal Development	12.28	0.69	14.43%
LO2: Develop Personal Identity and Philosophy	11.33	0.51	11.89%
LO3: Achieve Greater Intellectual Competence	10.91	0.30	7.62%
LO4: Engage in Civic and Campus Life	14.03	0.99	17.48%
LO5: Develop Understanding of Human Diversity and Increase Cultural Competence	13.68	0.23	10.94%
LO6: Explore Academic & Career Opportunities	11.10	0.55	12.94%
LO7: Increase Knowledge of Health, Wellness, & Safety	14.72	1.22	19.91%

Table 32 ADJUSTED Residential Learning Outcomes with Y Intercept and Slope (pg 1 of 1)  
\*p < 0.01



**Figure 4** Linear Equations – Residential Years Significant Adjusted Total Scores \* p<0.01

While only three of the Learning Outcomes had statistically significant outcomes for the total scores, the linear relationship should be considered to determine the impact of each additional year that a student resided on campus. As shown in Table 32 LO1: Enhance Interpersonal Development, LO4: Engage in Civic and Campus Life and LO7: Increase Knowledge of Health & Wellness have the largest percentage of changes in the attainment scores when considering the slope of the line and the intercept. Therefore, residential students will make the greatest gains in attainment in the areas of interpersonal development, engagement with civic and campus life and areas relating to health and wellness over a one year period and over a three year period of growth.

A depiction of the linear relationships is shown above in Figure 5 for the statistically significant Learning Outcomes. As shown, all of the statistically significant total scores were found to have positive linear relationships. In fact, all of the relationships, even those without significant p values generated positive linear relationships. For all of the Residential Learning Outcomes, living on campus had a positive impact on the attainment of Learning Outcomes. The rise in attainment scores per year was lower in the adjusted model; however, the total Learning Outcome score was also lower as the total number of questions included in the model was greatly reduced. As a result the percent change in the attainment scores using the adjusted model was much higher yielding values as high as 19.91%. Even LO5: Develop Understanding of Human Diversity and Increase Cultural Competence, which did not yield a significant p value, yielded a positive linear relationship and a percent change in the attainment score of just under 11%.

### **Original and Adjusted Analysis Summary**

In summary, when using the original model to measure the attainment of the Learning Outcomes as related to residential status, there are only two Learning Outcomes, LO4: Engage in Civic and Campus Life and LO7: Increase Knowledge of Health, Wellness, & Safety, that yield statistical significance. Each of these Learning Outcomes account for approximately 3% of variance in the relationship between the attainment of the Residential Learning Outcome and the length of time a student has resided on campus. Additionally, both LO4: Engage in Civic and Campus Life and LO7: Increase Knowledge of Health, Wellness, & Safety have a positive linear relationship indicating that a student's total score for a Learning Outcome will rise with each year the student resides on campus. LO4: Engage in Civic and Campus Life will improve by 14.03% over a three year period that a student resides on campus and LO7: Increase Knowledge of Health, Wellness, & Safety will improve by 15.02% over a three year period that a student resides on campus in the original model.

Better results were obtained when using the adjusted analysis to measure the attainment of the Residential Learning Outcomes as related to residential status. There were six Residential Learning Outcomes that yielded significant p values when isolating the Quality of Effort scale, one Learning Outcome that had a significant p value when isolating the Estimate of Gains scale and three Learning Outcomes that had significant p values when analyzing the total scale scores. The six significant Quality of Effort scales had  $r^2$  values that range from 2.37% to 5.36%. LO7: Increase Knowledge of Health, Wellness, & Safety was the only significant Estimate of Gains score and yielded a  $r^2$  of 3%. The three Learning Outcomes that yielded statistically significant p values when

evaluating the total score have  $r^2$  values that range from 2.56% to 4.44%. Additionally, LO1: Enhance Interpersonal Development, LO4: Engage in Civic and Campus Life and LO7: Increase Knowledge of Health, Wellness, & Safety had positive linear relationships: LO1: Enhance Interpersonal Development improved by 14.43% over a three year period that a student resided on campus; LO4: Engage in Civic and Campus Life improved by 17.48% over a three year period; and LO7: Increase Knowledge of Health, Wellness, & Safety improved by 19.91% over a three year period that a student resided on campus.

The adjusted analysis produced more meaningful results for each of the Residential Learning Outcomes and evidence of a positive relationship for six of the seven Learning Outcomes. Further, all the relationships were positive linear relationships, meaning that for all of the Residential Learning Outcomes living on campus had a positive impact on the attainment of Learning Outcomes. The percent change in the attainment scores using the adjusted model yielded values as high as 20%.

The results of the analysis indicate that the longer a student has resided on campus the greater his or her attainment of the Residential Learning Outcomes. This was particularly true for the Learning Outcomes that measured interpersonal development (LO1: Enhance Interpersonal Development), engagement in civic and campus life (LO4: Engage in Civic and Campus Life) and knowledge of health, wellness and safety (LO7: Increase Knowledge of Health, Wellness, & Safety). The Quality of Effort scales were particularly impactful for the attainment of the Residential Learning Outcomes based upon the number of years a student had been a resident student, yielding six of seven statistically significant results in the adjusted scale. Within the CSEQ the QOE scales

measure the amount of effort that the student is putting into his or her various experiences while at the institution. These findings, while new because of the nature of the study, support the previous research of Astin (1999). Astin reported that students who become engaged and involved show stronger levels of student development. Similarly, the findings of this study show that the students who showed higher levels of effort, or engagement with the university, attained higher levels of achievement on the Residential Learning Outcomes.

### Research Question Three

3. What is the relationship between student attainment of each of the seven Learning Outcomes and the number of years enrolled at the University?

#### **Original Analysis Introduction**

Research Question Three aims to address the potential relationship between the number of years that a student has been enrolled at the university and the attainment of the seven Residential Learning Outcomes. As stated in Chapter Three, this study utilized a p value of less than or equal to 0.01 to establish significance. Therefore, a Learning Outcome that yielded a p value of  $<0.01$  would have an  $r^2$  value that is statistically significant. The  $r^2$  value indicates the amount of variance the independent variable or predictor variables account for in the dependent variable. Therefore, for Research Question Three, the  $r^2$  value would indicate how much variance the number of years enrolled at the university accounts for the attainment of each of Residential Learning Outcomes. The dependent variable for these calculations is the respective Residential Learning Outcome and the independent variable is the number of years enrolled at the institution. The original analysis plan will be presented first followed by the adjusted

analysis. A summary of the findings for both the original and the adjusted analysis plans will follow both sets of findings.

### Original Analysis Findings

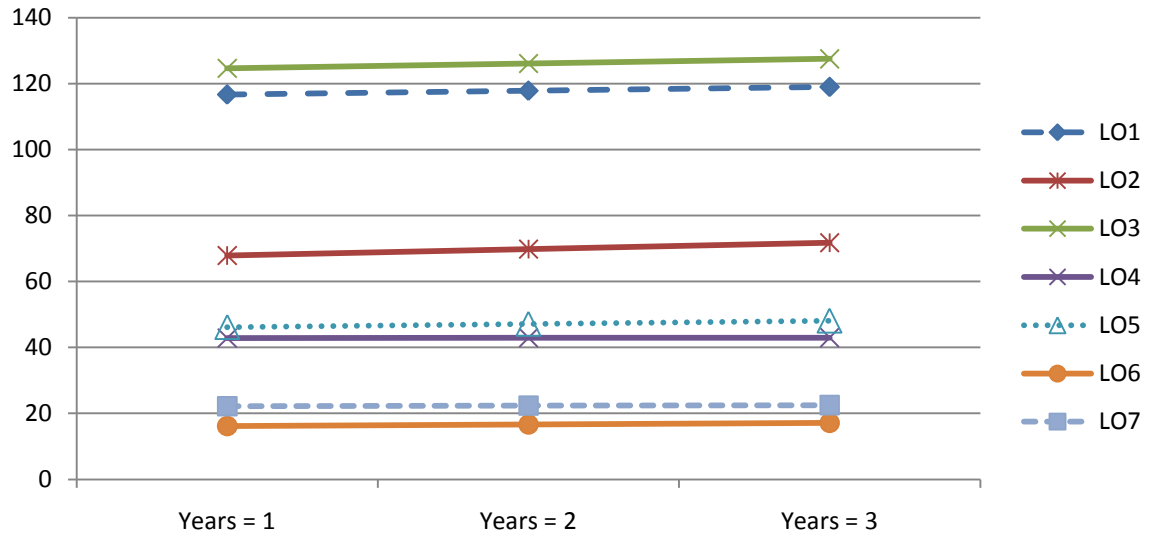
Table 33 is a summary of the  $r^2$  values for each of the Residential Learning Outcomes and the corresponding p values, Table 36 provides the intercept and slope data and Figure 6 presents a visual representation of the linear relationships. The analysis in these tables is based upon the total number of applicable CSEQ questions as indicated in Table 8 as shown in Chapter Three.

<b>Table 33: Residential Learning Outcomes with Enrollment Relationship Analysis</b>						
Residential Learning Outcomes	Quality of Effort $r^2$ Value	p value	Estimate of Gains $r^2$ Value	p value	LO Total $r^2$ Value	p value
LO1: Enhance Interpersonal Development	0.0001	0.8827	0.0326	0.0078*	0.0015	0.5697
LO2: Develop Personal Identity and Philosophy	0.0069	0.2129	0.0001	0.8942	0.0101	0.1412
LO3: Achieve Greater Intellectual Competence	0.0016	0.5464	0.0032	0.4080	0.0029	0.4300
LO4: Engage in Civic and Campus Life	0.0003	0.7779	0.0168	0.0552	0.0000	0.9563
LO5: Develop Understanding of Human Diversity and Increase Cultural Competence	0.0029	0.4205	0.0000	0.9382	0.0055	0.2728
LO6: Explore Academic & Career Opportunities	0.0025	0.4309	0.0289	0.0127*	0.0079	0.1872
LO7: Increase Knowledge of Health, Wellness, & Safety	0.0000	0.9713	0.0000	0.9361	0.0004	0.7801
Table 33 Residential Learning Outcomes with Enrollment Relationship Analysis (pg 1 of 1) *p < 0.01						

When isolating the various scales, only the Estimate of Gains scale was found to have any a statistically significant relationship with LO1: Enhance Interpersonal Development and LO6: Explore Academic & Career Opportunities. Within the EOG, the criteria used to evaluate the Learning Outcomes were shown to account for 3.26% of the variance between LO1: Enhance Interpersonal Development and the number of years enrolled and 2.89% of the variance with LO6: Explore Academic & Career Opportunities. No other relationships were statistically significant when isolated for the Quality of Effort scales and the number of years a student was enrolled. Further, when the Estimate of Gains and the Quality of Effort scores were combine to yield the Total Learning Outcome score there were no statistically significant outcomes found.

<b>Table 34: Residential Learning Outcomes with Y-Intercept and Slope Based on Years Enrolled at the Institution</b>			
Residential Learning Outcomes	Y-Intercept	Slope	Percent Change
LO1: Enhance Interpersonal Development	116.67	1.15	1.93%
LO2: Develop Personal Identity and Philosophy	67.88	1.94	5.41%
LO3: Achieve Greater Intellectual Competence	124.64	1.43	2.24%
LO4: Engage in Civic and Campus Life	42.87	0.05	0.23%
LO5: Develop Understanding of Human Diversity and Increase Cultural Competence	46.18	0.97	4.03%
LO6: Explore Academic & Career Opportunities	16.19	0.46	5.38%
LO7: Increase Knowledge of Health, Wellness, & Safety	22.2	0.15	1.33%
Table 34 Residential Learning Outcomes with Y Intercept and Slope - Based on Years Enrolled (pg 1 of 1) *p < 0.01			

### Linear Equations – Years Enrolled Original Total Scores



**Figure 5** Linear Equations – Years Enrolled Non-adjusted values

While none of the Learning Outcomes had statistically significant outcomes for the total scores, the linear relationship can depict the potential impact that the number of years enrolled at the institution has on the total score. LO2: Develop Personal Identity and Philosophy and LO6: Explore Academic & Career Opportunities had the largest potential impact. The slope for LO2: Develop Personal Identity and Philosophy is 1.94 meaning that each year a student is enrolled at the institution his or her total attainment score will rise by 1.94. While the slope, or attainment score gained per year for LO6: Explore Academic & Career Opportunities is not as high, only 0.46 per year, the percentage of change over a three year period is great at 5.38% due to a lower number of questions yielding a lower total value.

A depiction of the linear relationships is shown above in Figure 6 for all of the Learning Outcomes. As shown, all of the total scores were found to have positive linear relationships. Further analysis of both the original and adjusted analysis findings will take



place in the summary section following the adjusted analysis for research Question Three below.

### **Adjusted Analysis Introduction**

As indicated earlier in this chapter, additional analysis was conducted for each of the Learning Outcomes to determine if greater statistical significance could be found using fewer questions from the CSEQ. The analysis for research Question Three resulting from the original analysis plan as outlined in Table 8 of Chapter Three was just described; the following analysis uses a reduced number of questions within the linear regression to increase the statistical power. Only the CSEQ questions originally included within the linear regression model for each Learning Outcome were used within the reduced model. The specific questions used for each Learning Outcome in the adjusted analysis are shown in Table 21.

When using the reduced model for research Question Three there were no significant results found.

### **Adjusted Analysis Findings**

As shown in Table 21 all of the variables or questions used to measure the Learning Outcomes were drastically reduced. Five of the seven Learning Outcomes would be measured using only four Quality of Effort questions and one Estimate of Gains question in the adjusted model while Learning Outcomes 4 and 7 would be measured using six Quality of Effort questions and one Estimate of Gains question.

<b>Table 35: ADJUSTED Residential Learning Outcomes with Enrollment Relationship Analysis</b>						
<b>Residential Learning Outcomes</b>	<b>Quality of Effort r<sup>2</sup> Value</b>	<b>p value</b>	<b>Estimate of Gains r<sup>2</sup> Value</b>	<b>p value</b>	<b>LO Total r<sup>2</sup> Value</b>	<b>p value</b>
LO1: Enhance Interpersonal Development <i>QOE: 4 Questions</i> <i>EOG: 1 Questions</i>	0.0005	0.7384	0.0142	0.0747	0.0000	0.9824
LO2: Develop Personal Identity and Philosophy <i>QOE: 4 Questions</i> <i>EOG: 1 Questions</i>	0.0067	0.1930	0.0002	0.8274	0.0054	0.2742
LO3: Achieve Greater Intellectual Competence	0.0016	0.5143	0.0059	0.2504	0.0057	0.2581
LO4: Engage in Civic and Campus Life <i>QOE: 4 Questions</i> <i>EOG: 1 Questions</i>	0.0004	0.7622	0.0142	0.0747	0.0030	0.4124
LO5: Develop Understanding of Human Diversity and Increase Cultural Competence <i>QOE: 4 Questions</i> <i>EOG: 1 Questions</i>	0.0016	0.5365	0.0091	0.1550	0.0006	0.7128
LO6: Explore Academic & Career Opportunities <i>QOE: 4 Questions</i> <i>EOG: 1 Questions</i>	0.0001	0.8636	0.0185	0.0405	0.0004	0.7622
LO7: Increase Knowledge of Health, Wellness, & Safety <i>QOE: 6 Questions</i> <i>EOG: 1 Questions</i>	0.0001	0.8910	0.0006	0.7166	0.0000	0.9627
Table 35 Residential Learning Outcomes with Enrollment Relationship Analysis -ADJUSTED (pg 1 of 1) * p<0.01						

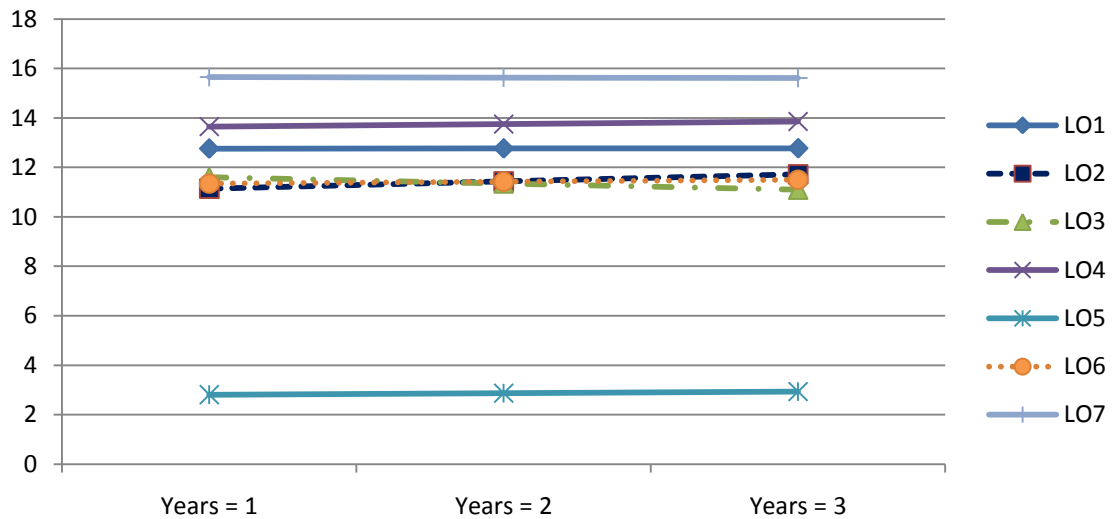
The adjusted model, when evaluating for the impact the number of years enrolled at the institution would have, showed no evidence of significance in any of the scales. In fact, some of the r<sup>2</sup> values read 0.00 while the p values approached the 1.0 mark. Despite the overall dismal results there were a few glimmers of potential within the Estimate of Gains Scale. While still not significant these numbers drastically different than most

others in the adjusted model when evaluating the years enrolled: LO1: Enhance Interpersonal Development yielded a p value of 0.0747 and a  $r^2$  of 0.0141, LO4: Engage in Civic and Campus Life yielded a p value of 0.0747 and a  $r^2$  of 0.0141 and LO6: Explore Academic & Career Opportunities yielded a p value of 0.0405 and a  $r^2$  of 0.0185.

<b>Table 36: ADJUSTED Residential Learning Outcomes with Y-Intercept and Slope</b>			
Residential Learning Outcomes	Y-Intercept	Slope	Percent Change
LO1: Enhance Interpersonal Development	12.28	0.006	0.09%
LO2: Develop Personal Identity and Philosophy	11.33	0.29	4.95%
LO3: Achieve Greater Intellectual Competence	10.91	-0.25	-4.50%
LO4: Engage in Civic and Campus Life	14.03	0.103	1.49%
LO5: Develop Understanding of Human Diversity and Increase Cultural Competence	13.68	0.06	4.10%
LO6: Explore Academic & Career Opportunities	11.10	0.08	1.39%
LO7: Increase Knowledge of Health, Wellness, & Safety	14.72	-0.02	-0.29%

Table 36 ADJUSTED Residential Learning Outcomes with Y Intercept and Slope – Based on Years Enrolled (pg 1 of 1) \*p < 0.01

**Linear Equations – Years Enrolled  
Adjusted Total Scores**



**Figure 6** Linear Equations – Years Enrolled Adjusted values

While none of the Learning Outcomes yielded statistically significant p values for the total scores the linear relationship can depict the potential impact that the number of years enrolled at the institution has on the total score. LO2: Develop Personal Identity and Philosophy and LO5: Develop Understanding of Human Diversity & Increase Cultural Competence had the largest potential impact, each yielding a potential percentage of change of 4% over a 3 year enrollment period. However, LO3: Achiever Greater Intellectual Competence and LO7: Increase Knowledge of Health, Wellness & Safety had negative linear relationships meaning the attainment scores for the Learning Outcomes would actually lower with each year the student was enrolled at the institution, -4.50% change in the attainment score over a three year period for LO3 and -0.29% change over a three year period year for LO7.

A depiction of the linear relationships is shown above in Figure 6 for all of the Learning Outcomes. As shown, five of the total scores were found to have positive linear relationships and two of the total scores have a negative linear relationship.

### **Original and Adjusted Analysis Summaries**

In summary, within the original model the attainment of the Learning Outcomes as related to the number of years a student has been enrolled at the institution did not produce significant results for either the Quality of Effort scales or the total scores. However, within the original model when isolating the Estimate of Gains scales there were two statistically significant results, LO1: Enhance Interpersonal Development and LO6: Explore Academic & Career Opportunities. The two significant Estimate of Gains scales have  $r^2$  vales of 3.26% and 2.89% respectively. The EOG scales measure a

student's perception of their personal growth while at the institution. As a result it makes some logical sense that the longer a student has been enrolled at the university the more he or she would perceive personal growth especially in the areas of interpersonal development (LO1: Enhance Interpersonal Development) and academic and career opportunities (LO6: Explore Academic & Career Opportunities). For the five remaining Learning Outcomes the p values were generally high.

Additionally, LO2: Develop Personal Identity and Philosophy and LO6: Explore Academic and Career Opportunities have the strongest positive linear relationships when analyzing the original model showing an improvement of 5% over time.

For the adjusted model no relationship was found between the number of years a student was enrolled at the university and the attainment of the Residential Learning Outcomes. The reduced number of questions in the adjusted model did not seem to favor the relationship between the Residential Learning Outcomes and the number of years a student has been enrolled at the institution as was the case in Research Question Two. The original model, while lacking statistical power, does look at the study with a wide lens allowing the researcher to include many questions from the CSEQ to determine which questions are potentially impactful for each research question. The statistical power of the adjusted model is derived from the narrowing of the questions within the model. The adjusted model proves to be effective for Research Question Two; however, there is not a relationship with Research Question Three. The difference is the specific questions that were chosen for the adjusted model. In general, the questions selected from the CSEQ relate to activities (CLUBS), places (FACIL) and people (STACQ), when evaluating the Learning Outcomes for students that had lived in the residence halls

factors that occurred outside of the formal classroom and outside of the traditional academic day proved to be most impactful. During the process of creating the adjusted model, questions that may gather information related to traditional classroom based relationships were likely dropped due to a lack of correlation. However, the relationship in Research Question Three is based upon the number of years a student has been enrolled at the university which is likely based upon the traditional classroom experience. Therefore, the high p values and low  $r^2$  values in the adjusted model are to be expected as the questions in the adjusted model are searching for relationships in non-traditional formats. And ultimately a relationship was found among many of the Residential Learning Outcomes in the adjusted model. It is possible that if an adjusted model was created centered around the traditional classroom environment a positive relationship could be attained for years enrolled, however, that was not the focus of this study.

## CHAPTER FIVE

### FINDINGS, IMPLICATIONS AND RECOMMENDATIONS

#### Overview

Since the inception of higher education in the United States the residential environment has been an important factor in the development of the whole student. The value of the residential environment is shown through its historical significance in American higher education which included the construction of ‘dorms’ during the foundational years of the colonial colleges. While some would argue that the living space at the colonial colleges was built due to necessity rather than importance, the statements by Presidents Wilson and Porter indicate instead that living among peers and scholars was critical to the collegiate experience. Throughout history there have been many changes in the staffing structures and living space of college students, however, the positive impact of the residential environment remain in evidence.

A significant and relatively recent trend within higher education is the establishment and measurement of learning outcomes. Learning outcomes were first used within the academic context of the collegiate environment to help measure whether a student was learning the appropriate material. The creation of learning outcomes for a course can serve as a guide during the construction of the course, essentially the outline for a well designed course. In the late 1990’s the need for further assessment of the impact of student affairs work on college campuses led to the notion of developing and assessing learning outcomes in non-academic contexts (ACPA, 1994). The student affairs

learning outcomes concept became more popular after the publication of *Learning Reconsidered* (Keeling, 2004) and *Learning Reconsidered 2* (Keeling, 2006). *Learning Reconsidered* first introduced the idea of using learning outcomes outside of the formal classroom and expanded upon the notions presented in various student development theories. Learning outcomes can help put theory into action and help create more measurable and attainable goals that are specific to each department. *Learning Reconsidered 2* was a follow up text that provided guidance related to the construction and assessment of learning outcomes in student affairs work. Despite the guidance provided by the *Learning Reconsidered* series and other student affairs publications related to learning outside of the classroom, the assessment of learning outcomes and/or the documentation of the impact of learning outcome assessment is not in evidence in a variety of functional areas including residence life.

Many residence life departments base their work in a variety of psychosocial student development theories (Piaget, 1964; Sanford, 1966, 1968; Chickering, 1969; Perry, 1970; Astin, 1985; Schlossberg, 1989; Baxter-Magolda, 1992; Kitchener & King, 1994; Zhao and Kuh, 2004) aimed at fostering the growth of the whole student. Based upon the evolution of the definition of learning since the 1930's (ACHE, 1937, 1949), residential communities at higher educational institutions should be considered learning environments (Leskes & Miller, 2006). As a result, the learning that takes place within the residential environment can and should be measured.

This study analyzed seven specific Residential Learning Outcomes generated by the Department of Residential Life and Housing at the host institution. The study addresses three questions, the overall attainment of each of the Residential Learning



Outcomes regardless of residential status or the length of time enrolled at the university, the impact that the length of time in the residential environment had on the attainment of the Learning Outcomes and, finally, the impact that the length of time enrolled at the university had on the attainment of the Residential Learning Outcomes. The overall attainment of the Learning Outcomes was evaluated using descriptive statistics. Research Questions Two and Three, which evaluate the impact of years in residence and years enrolled, were evaluated using linear regression.

### Methods

This study utilized secondary data from an administration of the College Student Experiences Questionnaire (CSEQ) during the Spring 2009 semester. Due to the constraints of the primary study the sample was composed of students who had participated in the College Student Expectations Questionnaire (CSXQ) during their new student orientation process. There were three cohorts of students included in the sampling process, the classes entering in 2006, 2007 and 2008. Only students who provided personally identifiable data on the CSXQ were included in the sampling.

Questions were chosen from the CSEQ that were considered to be measures for each of the seven Residential Learning Outcomes; the total number of questions originally selected as measures for the Learning Outcomes can be found in Table 7 in Chapter Three, and the specific questions can be found using appendices C through F. Due to an absence of statistical significance in the original analysis plan and a high level of variability because of the number of questions included in the analysis, an adjusted analysis model was created and implemented. The intent in the adjusted analysis plan was to utilize fewer questions from the CSEQ for each Learning Outcome to increase the

power of the testing and to determine if statistical significance could be found for more of the Learning Outcomes. Only CSEQ questions included in the original analysis for each of the Residential Learning Outcomes were included in the adjusted analysis. The process for creating the adjusted analysis is fully described in Chapter Four. The CSEQ abbreviations which reference the specific questions selected for the adjusted analysis can be found in Table 21 of Chapter Four and the full text of the specific questions can be found using Appendices G and H.

### Limitations

As defined in Chapter One the researcher recognized two limitations prior to conducting the study. After conducting the study the researcher found one additional limitation which is listed as limitation number 3.

1. The Residential Learning Outcomes were authored during the Fall 2008 semester and have not been marketed to the students. Therefore, students have not been purposefully working towards the goals that are being measured.
2. The study is only being conducted on one campus and uses the specific learning outcomes of the campus therefore limiting the generalizability of the study.
3. There were a higher percentage of female participants within the sample as compared to the University population (67.7% within the sample and 58.7% at the University).

The literature regarding Learning Outcomes suggests that students be aware of the goals they are striving towards (Fried, 2006; Wiggins & McTighe, 2002). Since the Residential Learning Outcomes were authored in the semester prior to the administration of the CSEQ the marketing campaign regarding the Learning Outcomes had not taken place. While this can be seen as a potential limitation to the study, it also means that the

results of the study can serve as a benchmark for the Department and an indicator of the students' attainment of the Residential Learning Outcomes prior to implementation.

The second and third limitations, the study only being conducted on one campus and the higher proportion of female students, ultimately suggest that more study is necessary but do not significantly hamper the study or potentially invalidate the results.

## Findings

### **Research Question One**

1. To what extent are each of the seven Residential Learning Outcomes being attained irrespective of residential status?

The sample population, while not as large as would have been desired because the constraints of the primary study, does present an accurate sampling of the three cohorts within the sample. The freshman, sophomore and junior classes within the sample were evenly balanced each providing approximately 33% of the sample. The residential population was not balanced; however, the percentages are consistent with the number of years in residency by students at the University. Further, the demographics of the sample adequately represent the university as a predominantly traditionally-aged, white, undergraduate institution which has more women than men.

Interestingly, in both the original model and the adjusted model, the Residential Learning Outcomes that have the highest values in the percentage of the maximum score attainment are the Learning Outcomes that are ultimately found not to be statistically significant when evaluating research Question Two. Additionally, the Learning Outcomes that had the lowest percentage of maximum score attainment are ultimately

found to be statistically significant for research Question Two. This finding works against what the researcher would expect as a higher total score would mean the student had attained a higher level of attainment for each Learning Outcome.

### **Research Question Two**

2. What is the relationship between student attainment of each of the seven Residential Learning Outcomes and the number of years residing on campus?

When evaluating the impact that the number of residential years had on the attainment of the Learning Outcomes, the adjusted model produced more statistical significance, higher  $r^2$  values and positive linear relationships. When isolating the Quality of Effort scales in the adjusted model, it was determined that six of the seven Learning Outcomes had statistical significance and that the years residing on campus accounted for between 2.37% and 5.36% of the variance of the Learning Outcomes. When isolating the Estimate of Gains scales only the p value for LO7: Increase Knowledge of Health, Wellness, & Safety was statistically significant. When evaluating the Total Scores three of the Learning Outcomes were statistically significant, LO1: Enhance Interpersonal Development, LO4: Engage in Civic and Campus Life and LO7: Increase Knowledge of Health, Wellness, & Safety. Ultimately this means that the number of years a student resided on campus had the greatest impact on enhancing personal development, engaging in civic and campus life and increasing the knowledge of health, wellness and safety. Each of these Learning Outcomes also had positive linear relationships. The attainment score of LO1: Enhance Interpersonal Development improved by 14.43% over a three year period that a student resided on campus; LO4: Engage in Civic and Campus Life improved by 17.48% over a three year period; and LO7: Increase Knowledge of Health,

Wellness, & Safety improved by 19.91% over a three year period that a student resided on campus.

### **Research Question Three**

3. What is the relationship between student attainment of each of the seven Residential Learning Outcomes and the number of years enrolled at the University?

The attainment of the Learning Outcomes as related to the number of years a student had been enrolled at the institution did not produce significant results for either the Quality of Effort scales or the Total Scores regardless of the model. The original analysis model did show statistical significance for two of the seven Learning Outcomes when isolating the Estimate of Gains scales. LO1: Enhance Interpersonal Development yielded an  $r^2$  value of 3.26% and LO6: Explore Academic & Career Opportunities produced an  $r^2$  value of 2.89%. When analyzing the impact over time, LO2: Develop Personal Identity and Philosophy and LO6: Explore Academic and Career Opportunities had the strongest positive linear relationships when using the original model showing an improvement of 5% over three years. Using the adjusted model, none of the Learning Outcomes showed a strong linear relationship; in fact, LO3: Achieve Greater Intellectual Competence and LO7: Increase Knowledge of Health, Wellness, & Safety were shown to have a negative linear relationship reducing the total attainment score by -4.50% over three years for LO3 and -0.29% over three years that a student is enrolled for LO7.

### **College Student Experiences Questionnaire Instrument**

The findings of this study further validate previous works and publications related to the use of the College Student Experiences Questionnaire (CSEQ) which argue that the

CSEQ is a valid measure for learning outcomes. As stated in Chapter Three, among other uses, the Center for Post Secondary Research at Indiana University has stated that the CSEQ can be used to measure student learning outcomes, program effectiveness and the impact of the residential environment (2007). Kuh and the researchers at Indiana University (2007) have argued that the effort a student puts into his or her collegiate experience is the greatest predictor of success and satisfaction in college, this notion is supported by the findings of this study as well as by student development research by Astin (1985) and Pascarella & Terenzini (2005).

When the CSEQ was selected as the instrument for this study the researcher and an independent expert each analyzed the CSEQ questions from the Quality of Effort, Estimate of Gains and College Environment sections in relation to the seven unique Residential Learning Outcomes to determine which, if any, CSEQ questions would be used as measures for each Learning Outcome. Both the researcher and the expert found multiple questions within each section that had the potential to measure each of the Learning Outcomes. The versatility of the questionnaire in combination with the broad language used within the Learning Outcomes resulted in too many questions being used in the original analysis resulting in a lack of statistical significance most likely due to a lack of power. As a result, the adjusted analysis model was created utilizing fewer questions to measure each Learning Outcome. Ultimately, the CSEQ was shown to be capable of measuring learning outcomes that were unique to the host institution. Further, the data supports previous research, although in a new way, that residential students are more engaged than their commuter student counterparts through the Quality of Effort scales and the Learning Outcome results.

## Implications for Practice

The need for proper assessment within higher education is ever-growing, demanded by accreditation agencies, state agencies, trustees, donors, parents, students and the public. Assessment is often used in decision making and policy implementation at the local, state and national level. Consequentially, the writing of learning outcomes for non-academic areas is an excellent first step. However, without proper assessment of the learning that is taking place, the learning outcomes are meaningless. While there is plenty of research that supports the benefits of living within the residential environment, there is a void in the literature regarding the assessment of student affairs based learning outcomes, particularly for the area of residence life. This study not only looks at the attainment of Residential Learning Outcomes by students who have resided within the residence halls, it also evaluates the attainment of the same Learning Outcomes when looking only at the length of time the students have been enrolled at the institution. The values presented within the Residential Learning Outcomes are proficiencies the institution would want all students to improve upon throughout their tenure in higher education. This study is then able to determine if the residential students reach higher attainment scores on the Learning Outcomes as compared to their commuter student counterparts.

As reported in Chapter Two, multiple studies have indicated that residential students show greater gains in student development during their collegiate years as compared to their commuting counterparts, even when controlled for gender, race, socio-economic status, high school achievement, and academic ability (Inman &

Pascarella, 1997). Further, Inman and Pascarella found that resident students show a significant increase in critical thinking. Residence status plays a pervasive role in the experience of college students particularly in academic and social environments. Social integration with faculty and other students improves self-concept, and relationships with faculty contribute to self-perceived intellectual and personal development (1997).

Residential students are often shown to perform better and to be more involved in the life of the university as compared to their commuting counterparts (Winston, Anchors & Associates, 1993). One could argue this is due to the sense of belonging – mattering – that develops within the residential community.

The results of this study support this previous research as the analysis indicates that the longer a student has resided on campus the greater his or her attainment of the Residential Learning Outcomes. Additionally, the same improvements in attainment scores could not be reported based upon a the length of time a student has been enrolled at the university. This was particularly true for the Learning Outcomes that measured interpersonal development (LO1: Enhance Interpersonal Development), engagement in civic and campus life (LO4: Engage in Civic and Campus Life) and knowledge of health, wellness and safety (LO7: Increase Knowledge of Health, Wellness, & Safety). The Quality of Effort scales were particularly impactful for the attainment of the Residential Learning Outcomes based upon the number of years a student has been a resident student, yielding six of seven statistically significant results. Within the CSEQ, the QOE scales measure the amount of effort that the student is putting into his or her various experiences while at the institution.



This study not only celebrates the work of residence life professionals in a new way, it also supports the work of previous researchers. Astin (1999) reported that students who become engaged and involved show stronger levels of student development. Similarly in this study the students who showed higher levels of effort, or engagement with the university, attained higher levels of achievement on the Residential Learning Outcomes. According to Astin his involvement theory “can be stated simply: *Students learn by becoming involved*” (p 133). Astin (1985) defines positive involvement as not only outside of the classroom activities such as student organizations and programming but also involves devotion to studies and regular interaction with faculty members and other students.

Further, Astin (1985) indicated that living on campus, joining a social Greek organization, participating in athletics, participating in ROTC, joining the honors programs, and actively participating in undergraduate research with a faculty member each have positive effects on persistence. Therefore, while this study focuses on the learning gained while living within the residential environment, a similar study could be designed using learning outcomes and questions specific to any number of concentrated areas within the institution.

To highlight the importance of learning outside the classroom, Kuh (1995) provided some guidance in his article entitled “The Other Curriculum: Out of Class Experiences.” While the curriculum may be the framework for the collegiate environment, it is not the only source of learning on campus. Kuh found in his study that many out-of-class experiences demand that students become competent in critical thinking, relational skills and organizational skills which help to foster student

development. The more that students get involved the more they benefit. However, complicating factors include that involvement requires the expenditure of energy and not everyone will invest the same amount of energy. Further, there are many ways to measure involvement and the benefits of involvement have more to do with quality than quantity. Finally, engagement must be active to have the best effect. Kuh indicated that the benefits of participation appear to accrue for any student willing to invest time and energy in educationally purposeful activities and suggested the best way for an institution to foster student involvement was by creating an environment where students would want to get involved and would seek such opportunities. Similar to the findings of Kuh (1995) and Astin (1985), Pascarella and Terenzini (2005) indicated that the effort that a student puts into his/her collegiate experience is one of the greatest determinates for the level of impact the college will have on the student. "Students are not passive recipients of institutional efforts to 'educate' or 'change' them but rather bear major responsibility for any gains they derive for their postsecondary experience" (p 602).

This study supports the previous work of many celebrated authors cited throughout this document. Of particular importance is the findings that residential students showed the highest level of attainment within the Quality of Effort scales. Additionally, the greatest attainment scores occurred for residential students and the largest percent changes over time occurred for students who remained within the residential environment for more than one year. Therefore, this study adds support, in a new way, to Kuh's (1995) findings that the longer a student participates the greater the outcome and to Pascarella and Terenzini's (2005) findings related to student effort.

Conversely, the only statistically significant results that could be found when analyzing the number of years a student has been enrolled were found using the Estimate of Gains scales. The EOG scales measure a student's perception of their personal growth while at the institution. As a result it makes some logical sense that the longer a student has been enrolled at the university the more he or she would perceive personal growth especially in the areas of interpersonal development (LO1: Enhance Interpersonal Development) and academic and career opportunities (LO6: Explore Academic & Career Opportunities).

It is worth stating again that the adjusted model did not favor the relationship between the Residential Learning Outcomes and the number of years a student has been enrolled at the institution. Further study could be conducted with different questions selected in the adjusted analysis that focus on classroom behavior to determine if a relationship exists.

Another of the findings worth discussing is LO5: Develop Understanding of Human Diversity & Increase Cultural Competence. LO5 is the one Learning Outcome that was unique in a variety of ways: it was not statistically significant in the adjusted model for Question Two when isolated for the Quality of Effort scales and in both the original and adjusted models LO5 had the highest Percentage of Max Score Attained. Despite such promising results in Question One, LO5: Develop Understanding of Human Diversity & Increase Cultural Competence would not prove statistically significant in any of the models. However, when evaluating the linear relationships LO5 always showed a high percentage of positive linear improvement over a three year period showing as much as 10.94% growth over a three year period for the adjusted residential model. There are

likely a variety of possibilities for these results including the wrong questions were selected in the original model to correctly analyze the students' perceptions of their diversity achievements. This could easily happen due to the variety of questions within the CSEQ that can measure diversity. Further, the researcher has an administrative mindset rather than that of an undergraduate student's perspective which may have presented an unusually strong bias towards this question. Another potential, and perhaps the most likely, explanation for the LO5 results is the immersion of residential students into a diverse environment yielding significant increases in their Learning Outcome scores over time but not a significant p value. However, the commuting students do not experience the same levels of growth over time in their LO5 values. This is likely because they only experience a diverse environment for short periods of time, perhaps an hour or so within the classroom, before moving onto another diverse environment in their next class. The commuter student then returns to his or her home environment which has not changed from his or her high school experience and will not challenge the student to find comfort in diverse situations for prolonged periods. As a result the commuting students show a growth rate of 4% over three years whereas residential students show a growth rate of nearly 11% over three years.

The findings of this research suggest that residential life departments should write learning outcomes, assess the outcomes and then implement training and programming based upon the needs of the students. Residence life departments often train both the paraprofessional resident advisors and the professional staff at length. The training models that have been used for years will likely need to be updated to incorporate the concepts of the specific learning outcomes generated by the department. As the

assessment continues and the needs and successes of the residential students become clearer to the residential staff, the programming provided to the students should continue to evolve as will the training provided to the residence life staff.

Depending on the type of the institution, number of students in residence, and the physical design of the residence halls, the residence life department may have more opportunities to study the impact of the learning outcomes within the residential environment. Smaller institutions and/or smaller residential environments will likely be more limited in their ability to assess the learning outcomes in a variety of ways, however, larger institutions with larger residential populations may be able to determine if specific learning communities have greater impacts on the attainment of the learning outcomes. Once implemented the potential for this type of research is virtually endless, for example, a department may use learning outcome assessments to test a new initiative that has only been implemented in selected buildings.

The findings of this study indicate that assessment of student learning outcomes in non-academic areas should be conducted and published with greater frequency to support the work of student affairs practitioners. The publication of assessment results will aid more departments with the writing of learning outcomes and the creation of solid assessment plans. As residence life departments continue to refine their programming and training plans, publications will be necessary to establish a model for new best practices in residence life based upon the effective use of learning outcomes.

## Recommendations for Further Study

There is a variety of ways in which this study yields future research possibilities. First, the study could and probably should be conducted again at the host institution using a larger dataset. The primary study being conducted by the university hampered the collection of a large sample; however, interesting information related to these cohorts was gathered. Using a larger sample size would allow for the possibility of finding more significance when using the original analysis plan, however, the adjusted analysis plan will likely also yield greater significance as there are fewer variables in the regression equation.

If conducting the analysis again the researcher would have the opportunity to determine if the same CSEQ questions result in statistical significance or if there are factors that are potentially unique to various classes of students. The refinement of the questions used within the model may possibly provide more guidance to the residence life professionals working with the students, as higher scores indicate higher levels of engagement.

Another factor that could be added to the analysis is the class standing of the students who resided within the residence halls and whether residing on campus during the freshman year was more impactful than residing on campus during the sophomore or junior years. Similarly the research could include the type of residential environment(s) the student lived in to determine if the style of residence hall had any bearing on the attainment of the Residential Learning Outcomes. Moving forward, repeating the study at the host institution and including these factors would be a critical as the university implemented a first-year student housing requirement the Fall after this study was

conducted. Further, a comparative analysis of the first-year students that were exempted from the residency requirement as compared to their residential counterparts would also prove productive not only to the host university but also the many institutions with similar policies.

The CSEQ is a national survey used at hundreds of institutions each year which allows for the use of a national dataset for analysis. The researcher would have to determine if the Residential Learning Outcomes defined within this study would be the best learning outcomes for analysis or if a compilation of national learning outcomes should be used. The *Learning Reconsidered* text provides one set of “broad desired learning outcomes” (Keeling, 2004, p. 20) which includes recommended student experiences and proficiencies. Further, the *Learning Reconsidered 2* (Keeling, 2006) text provides a variety of learning outcomes and learning outcome templates that are specific to functional areas. Many of the learning outcomes provided in *Learning Reconsidered 2* were provided by colleges and universities that began writing and assessing learning outcomes after the publication of *Learning Reconsidered* in 2004. If the researcher is interested in using learning outcomes that are functional area specific, for example residence life, and driven by the best practices instead of general national norms the researcher may consider working with professional organizations such as Association of College and University Housing Officers – International (ACUHO-I), National Association of Student Personnel Administrators (NASPA) and/or the Association of College Personnel Administrations (ACPA). Finally, the researcher would have to determine which types of schools should be included in analysis as there is a wide variety of institutions represented in the CSEQ national dataset.

On either the local or national level the researcher could examine a variety of demographic factors including gender, race, high school grade point average and/or socio-economic standing to determine if personal factors influenced the level of attainment of the Residential Learning Outcomes. As established in Chapter Two, these factors were included in previous student development studies with success, however, these factors were not considered in this study.

While this study focused on the learning attainment of residential students the study could be used as a guide for any number of specializations in higher education to duplicate the study. Specifically the areas of athletics, Greek Life, student organizations, student government, honors organizations, or other areas where student demographics are tracked are prime areas for study. The area of specialization could use the same learning outcomes as many of them represent universal desires in higher education. However, most departments would need to write their own learning outcomes to produce meaningful research. The researcher would also need to replicate the question selection process unique to their area of specialization.

Given the lack of published research regarding learning outcomes, especially related to residence life, any or all of these supplemental research paths would likely provide guidance to the professionals in the field. This researcher would like to see the study conducted using the national dataset and either the same set of Residential Learning Outcomes or a compilation or normative learning outcomes. The combination of this study and the national study would provide the most guidance to residence life professionals, have the most impact for funding, and gain positive administrative attention.



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## APPENDICES

## Appendix A

Last Modified: January 27, 2009

### Learning Objective:

Students in the residential community at the University will experience a successful transition to the University through involvement in a supportive yet challenging living/learning environment. Residents will engage in campus programs and events that will enhance their interpersonal skills, understanding of self, intellectual competence, appreciation of diversity, knowledge of majors and careers, knowledge of campus and community dynamics, and understanding of health, wellness, and safety issues.

### Outcomes:

- 1) Enhance Interpersonal Development
  - a) Develop meaningful collaborations and interactions with peers and faculty; develop a sense of belonging; engage in positive relationships; learn conflict management; develop a balance between technological and social interactions; practice community responsibility
  - b) Measure: Attendance at and evaluation of H&RE programs, personal relationships with RAs (Bullpen data), CSEQ responses, EBI Data
  - c) Program Examples:
    - i) Many Academic Initiative programs including Food for Thoughts and Lunch & Learns with Faculty in Residence
    - ii) RHA / Building Council meetings and programs
      - (1) Res Fest
      - (2) Dance Marathon
      - (3) Relay for Life
      - (4) All Hall Meetings/floor meetings
    - iii) Team Wellness Programs
    - iv) Programs put on by a specific college
    - v) Get Smart Study Skills Workshops
    - vi) LLC programming
      - (1) Dinner with Dean & Faculty
    - vii) First Year Mentoring Program
    - viii) Community building programs (floor meetings, ice breakers, movies on the lawn, Week of Welcome events ex. Round-up)
    - ix) House Calls Program
    - x) UConnect

Appendix A Continued

- 2) Develop Personal Identity and Philosophy
  - a) Increase levels of personal responsibility; explore values and beliefs; make ethical choices; realize personal impact on others; strengthen life skills; develop a sense of purpose
  - b) Measure: Attendance at and evaluation of H&RE programs, CSEQ responses, EBI Data
  - c) Program Examples:
    - i) Roommate Agreement, Community Standards meetings on floors
    - ii) Programs that show different points of view and cultures ex. PRIDE meeting/programs, cultural dinners, World Hunger Week events
    - iii) RA programs on homesickness
    - iv) Counseling Center for Human Development workshops and programs
  
- 3) Achieve Greater Intellectual Competence
  - a) Develop skills for problem-solving, time management, effective study habits, note-taking, and active reading; engage in academic advising; uphold academic integrity; develop research skills; increase exposure to intellectual, scientific, and artistic work; increase technological skills
  - b) Measure: Attendance at and evaluation of H&RE programs, CSEQ responses, EBI Data
  - c) Program Examples:
    - i) Get Smart Study Skills Workshops
    - ii) Lunch and Learns
    - iii) Achieve-a-Bull
    - iv) Final Exam Reviews
    - v) Just Desserts for High Achievers
    - vi) Programs on the importance of academic advising and FACTS-teaching the residents about graduation requirements
    - vii) Visual & Performing Arts Events
    - viii) Food for Thought” presentations with faculty
    - ix) ULS Programs
  
- 4) Engage in Civic and Campus Life
  - a) Learn to navigate the University (services & departments, policies & procedures); use curricular and co-curricular resources; enhance communication skills; develop leadership skills; recognize community responsibilities
  - b) Measure: Attendance at and evaluation of H&RE programs, CSEQ responses, EBI Data
  - c) Program Examples:
    - i) Campus Activities Board events
  
    - ii) Homecoming

Appendix A Continued

- iii)* Movies on the Lawn
- iv)* Round-Up
- v)* Week of Welcome
- vi)* Leadership Training and Programs
- vii)* LLC Programming
  - (1)* Improvisation sessions
  - (2)* Community mentoring
- viii)* Alternative Spring Break
- ix)* Blood drives
- x)* Food drives
- xi)* Stampede of Service
- xii)* Craft projects for Children's Hospitals
- xiii)* Community building programs (floor meetings, ice breakers, movies on the lawn, Week of Welcome events, Round-up, UConnect)
- xiv)* RHA / Building Council meetings and programs
  - (1)* Dance Marathon
  - (2)* Relay for Life
- xv)* RHA/RAAB/NRHH Leadership Retreat

5) Develop Understanding of Human Diversity and Increase Cultural Competence

- a)* Develop a respect and tolerance for, and acceptance of, those from a different race, gender, sexual orientation, religion, ethnicity, background, etc.
- b)* Measure: Attendance at and evaluation of H&RE programs, CSEQ responses, EBI Data
- c)* Program Examples:
  - i)* Six Week Challenge Programs in Diversity
  - ii)* Tunnel of Oppression
  - iii)* Pride meetings
  - iv)* Hillel Programs & Events
  - v)* Programs that are co-sponsored by cultural based clubs or organizations on campus.
  - vi)* Office of Multicultural Affairs events and workshops
  - vii)* ULS Programs

6) Explore Academic & Career Opportunities

- a)* Explore and declare a major by 30 hours; engage in academic programs and organizations; develop job seeking tools and strategies
- b)* Measure: Attendance at and evaluation of H&RE programs, CSEQ responses, EBI Data
- c)* Program Examples:
  - i)* Programs from the Career Services Center

Appendix A Continued

- (1) Dress for Success
  - (2) Job Fair
  - (3) Etiquette Dinner
  - (4) Resume building workshops
  - ii) LLC Programs
    - (1) Dinner with faculty
    - (2) Company tours
    - (3) Alumni panels
  - iii) Lunch & Learn
  - iv) Academic Success Programs
  - v) CAA Major Fair
- 7) Increase Knowledge of Health, Wellness, & Safety
- a) Develop knowledge of, and engage in positive behaviors regarding, alcohol & drug issues, sexual health, nutrition, sleep habits, exercise, mental health, coping mechanisms, advocacy, campus safety, personal safety, spirituality, and relationship dynamics
  - b) Measure: Attendance at and evaluation of H&RE programs, CSEQ responses, EBI Data
  - c) Program Examples:
    - i) Counseling Center for Human Development workshops and programs
    - ii) Team Wellness Programs including programming for Wellness Hall LLC
    - iii) Student Health Services / Peer Health Educator Programs
    - iv) Spiritual/Religious Organizations / Campus Ministries
    - v) Advocacy Program Presentations and Events
    - vi) Police Officer Presentations
    - vii) Adopt-a-Cop
    - viii) Self Defense Classes
    - ix) All Campus Recreation Programs
      - (1) Indoor recreation
      - (2) Outdoor recreation
      - (3) Intramural Sports Teams



## College Student Experiences Questionnaire

This questionnaire asks about how you spend your time at college—with faculty and friends and in classes, social and cultural activities, extracurricular activities, employment, and use of campus facilities such as the library and student center. The usefulness of this or any other survey depends on the thoughtful responses of those who are asked to complete it. Your participation is very important and greatly appreciated.

The information obtained from you and other students at many different colleges and universities will help administrators, faculty members, student leaders, and others to improve the conditions that contribute to your learning and development and to the quality of the experience of those who will come after you.

At first glance, you may think it will take a long time to complete this questionnaire, but it can be answered in about 30 minutes or less. And you will learn some valuable things about yourself, as your answers provide a kind of self-portrait of what you have been doing and how you are benefitting from your college experience.

You do not have to write your name on the questionnaire. But as you will see on the next page we would like to know some things about you so that we can learn how college experiences vary, depending on students' age, sex, year in college, major field, where they live, whether they have a job, and so forth. To know where the reports come from, a number on the back page identifies your institution.

Your questionnaire will be read by an electronic scanning device, so be careful in marking your responses. **Please use only a #2 black lead pencil.** Do not write or make any marks on the questionnaire outside the spaces provided for your answers. Erase cleanly any responses you want to change. **It is very important to answer all questions;** if you are uncertain about what a question means, use your best judgment.

Thank you for your cooperation and participation!

This questionnaire is available from the Indiana University Center for Postsecondary Research and Planning, School of Education, 201 North Rose Avenue, Bloomington, IN 47405-1006. It is for use by individuals and institutions interested in documenting, understanding, and improving the student experience.

Appendix B Continued

## BACKGROUND INFORMATION

**DIRECTIONS:** Indicate your response by filling in the appropriate oval next to the correct answer.

**Age**

- 19 or younger                       30 - 39  
 20 - 23                                 40 - 55  
 24 - 29                                 Over 55

**Sex**

- male                                       female

**What is your marital status?**

- not married                             separated  
 married                                    widowed  
 divorced

**What is your classification in college?**

- freshman/first-year                 senior  
 sophomore                               graduate student  
 junior                                       unclassified

**Did you begin college here or did you transfer here from another institution?**

- started here  
 transferred from another institution

**Where do you now live during the school year?**

- dormitory or other campus housing  
 residence (house, apartment, etc.) within walking distance of the institution  
 residence (house, apartment, etc.) within driving distance  
 fraternity or sorority house

**With whom do you live during the school year? (Fill in all that apply)**

- no one, I live alone  
 one or more other students  
 my spouse or partner  
 my child or children  
 my parents  
 other relatives  
 friends who are not students at the institution I'm attending  
 other people: who?

**Do you have access to a computer where you live or work, or nearby that you can use for your school work?**

- yes  
 no

**What have most of your grades been up to now at this institution?**

- A     B-, C+  
 A-, B+                                       C, C-, or lower  
 B

**Which of these fields best describes your major, or your anticipated major? You may indicate more than one if applicable.**

- Agriculture  
 Biological/life sciences (biology, biochemistry, botany, zoology, etc.)  
 Business (accounting, business administration, marketing, management, etc.)  
 Communication (speech, journalism, television/radio, etc.)  
 Computer and information sciences  
 Education  
 Engineering  
 Ethnic, cultural studies, and area studies  
 Foreign languages and literature (French, Spanish, etc.)  
 Health-related fields (nursing, physical therapy, health technology, etc.)  
 History  
 Humanities (English, literature, philosophy, religion, etc.)  
 Liberal/general studies  
 Mathematics  
 Multi/interdisciplinary studies (international relations, ecology, environmental studies, etc.)  
 Parks, recreation, leisure studies, sports management  
 Physical sciences (physics, chemistry, astronomy, earth science, etc.)  
 Pre-professional (pre-dental, pre-medical, pre-veterinary)  
 Public administration (city management, law enforcement, etc.)  
 Social sciences (anthropology, economics, political science, psychology, sociology, etc.)  
 Visual and performing arts (art, music, theater, etc.)  
 Undecided  
 Other: What?

**Did either of your parents graduate from college?**

- no     yes, mother only  
 yes, both parents                       don't know  
 yes, father only

**Do you expect to enroll for an advanced degree when, or if, you complete your undergraduate degree?**

- yes     no

**How many credit hours are you taking this term?**

- 6 or fewer                                 15 - 16  
 7 - 11                                         17 or more  
 12 - 14

**During the time school is in session, about how many hours a week do you usually spend outside of class on activities related to your academic program, such as studying, writing, reading, lab work, rehearsing, etc.?**

- 5 or fewer hours a week               21 - 25 hours a week  
 6 - 10 hours a week                     26 - 30 hours a week  
 11 - 15 hours a week                    more than 30 hours a week  
 16 - 20 hours a week

## Appendix B Continued

During the time school is in session, about how many hours a week do you usually spend working on a job for pay? To provide information about your work experiences on and off campus, fill in one oval in each column.

	ON-CAMPUS	OFF-CAMPUS
None; I don't have a job	<input type="radio"/>	<input type="radio"/>
1 - 10 hours a week	<input type="radio"/>	<input type="radio"/>
11 - 20 hours	<input type="radio"/>	<input type="radio"/>
21 - 30 hours	<input type="radio"/>	<input type="radio"/>
31 - 40 hours	<input type="radio"/>	<input type="radio"/>
More than 40 hours	<input type="radio"/>	<input type="radio"/>

If you have a job, how does it affect your school work?

- I don't have a job
- My job does not interfere with my school work
- My job takes some time from my school work
- My job takes a lot of time from my school work

How do you meet your college expenses? Fill in the response that best approximates the amount of support from each of the various sources.

	None	Very Little	Less Than Half	About Half	More Than Half	All or Nearly All
Self (job, savings, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spouse or partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarships and grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is your racial or ethnic identification? (Fill in all that apply)

- American Indian or other Native American
- Asian or Pacific Islander
- Black or African American
- Caucasian (other than Hispanic)
- Mexican-American
- Puerto Rican
- Other Hispanic
- Other: What?

## COLLEGE ACTIVITIES

**DIRECTIONS:** In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

	Very Often	Often	Occasionally	Never
<b>Library</b>				
Used the library as a quiet place to read or study materials you brought with you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Found something interesting while browsing in the library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a librarian or staff member for help in finding information on some topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read assigned materials other than textbooks in the library (reserve readings, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used an index or database (computer, card catalog, etc.) to find material on some topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a bibliography or reference list for a term paper or other report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone back to read a basic reference or document that other authors referred to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a judgment about the quality of information obtained from the library, World Wide Web, or other sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Often	Often	Occasionally	Never
<b>Computer and Information Technology</b>				
Used a computer or word processor to prepare reports or papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used e-mail to communicate with an instructor or other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer tutorial to learn material for a course or developmental/remedial program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in class discussions using an electronic medium (e-mail, list-serve, chat group, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Searched the World Wide Web or Internet for information related to a course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer to retrieve materials from a library <u>not</u> at this institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer to produce visual displays of information (charts, graphs, spreadsheets, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer to analyze data (statistics, forecasting, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a Web page or multimedia presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Appendix B Continued

**DIRECTIONS:** In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

	Very Often	Often	Occasionally	Never
<b>Course Learning</b>				
Completed the assigned readings for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took detailed notes during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributed to class discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a role play, case study, or simulation for a class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to see how different facts and ideas fit together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarized major points and information from your class notes or readings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a class assignment, project, or presentation with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used information or experience from other areas of your life (Job, Internship, interactions with others) in class discussions or assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to explain material from a course to someone else (another student, friend, co-worker, family member.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper or project where you had to integrate ideas from various sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Writing Experiences</b>				
Used a dictionary or thesaurus to look up the proper meaning of words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thought about grammar, sentence structure, word choice, and sequence of ideas or points as you were writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked other people to read something you wrote to see if it was clear to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referred to a book or manual about writing style, grammar, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revised a paper or composition two or more times before you were satisfied with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked an instructor or staff member for advice and help to improve your writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared a major written report for a class (20 pages or more).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Often	Often	Occasionally	Never
<b>Experiences with Faculty</b>				
Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your academic program or course selection with a faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas for a term paper or other class project with a faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your career plans and ambitions with a faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked harder as a result of feedback from an instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with a faculty member outside of class (had a snack or soft drink, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated with other students in a discussion with one or more faculty members outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked your instructor for comments and criticisms about your academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked harder than you thought you could to meet an instructor's expectations and standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with a faculty member on a research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Art, Music, Theater</b>				
Talked about art (painting, sculpture, artists, etc.) or the theater (plays, musicals, dance, etc.) with other students, friends, or family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Went to an art exhibit/gallery or a play, dance, or other theater performance, on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in some art activity (painting, pottery, weaving, drawing, etc.) or theater event, or worked on some theatrical production (acted, danced, worked on scenery, etc.), on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a concert or other music event, on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in some music activity (orchestra, chorus, dance, etc.) on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read or discussed the opinions of art, music, or drama critics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B Continued

**DIRECTIONS:** In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

	Very Often	Often	Occasionally	Never
<b>Campus Facilities</b>				
Used a campus lounge to relax or study by yourself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met other students at some campus location (campus center, etc.) for a discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a cultural or social event in the campus center or other campus location.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Went to a lecture or panel discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a campus learning lab or center to improve study or academic skills (reading, writing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used campus recreational facilities (pool, fitness equipment, courts, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a team sport (intramural, club, intercollegiate).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Followed a regular schedule of exercise or practice for some recreational sporting activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Clubs and Organizations</b>				
Attended a meeting of a campus club, organization, or student government group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a campus committee, student organization, or project (publications, student government, special event, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on an off-campus committee, organization, or project (civic group, church group, community event, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met with a faculty member or staff advisor to discuss the activities of a group or organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managed or provided leadership for a club or organization, on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Personal Experiences</b>				
Told a friend or family member why you reacted to another person the way you did.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed with another student, friend, or family member why some people get along smoothly, and others do not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a friend for help with a personal problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read articles or books about personal growth, self-improvement, or social development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified with a character in a book, movie, or television show and wondered what you might have done under similar circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taken a test to measure your abilities, interests, or attitudes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a friend to tell you what he or she really thought about you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with a faculty member, counselor or other staff member about personal concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Often	Often	Occasionally	Never
<b>Student Acquaintances</b>				
Became acquainted with students whose interests were different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students whose family background (economic, social) was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students whose age was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students whose race or ethnic background was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students from another country.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose philosophy of life or personal values were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose political opinions were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose religious beliefs were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose race or ethnic background was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students from a country different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Scientific and Quantitative Experiences</b>				
Memorized formulas, definitions, technical terms and concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used mathematical terms to express a set of relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained your understanding of some scientific or mathematical theory, principle or concept to someone else (classmate, co-worker, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completed an experiment or project using scientific methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practiced to improve your skill in using a piece of laboratory equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed someone else how to use a piece of scientific equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained an experimental procedure to someone else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared the scientific method with other methods for gaining knowledge and understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained to another person the scientific basis for concerns about scientific or environmental issues (pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B Continued

## CONVERSATIONS

**DIRECTIONS:** In conversations with others (students, family members, co-workers, etc.) outside the classroom during this school year, about how often have you talked about each of the following?

Topics of Conversation	Frequency			
	Very Often	Often	Occasionally	Never
Current events in the news.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social issues such as peace, justice, human rights, equality, race relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different lifestyles, customs, and religions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ideas and views of other people such as writers, philosophers, historians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts (painting, poetry, dance, theatrical productions, symphony, movies, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science (theories, experiments, methods, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computers and other technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The economy (employment, wealth, poverty, debt, trade, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International relations (human rights, free trade, military activities, political differences, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Information in Conversations	Frequency			
	Very Often	Often	Occasionally	Never
Referred to knowledge you acquired in your reading or classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explored different ways of thinking about the topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referred to something one of your instructors said about the topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subsequently read something that was related to the topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changed your opinion as a result of the knowledge or arguments presented by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persuaded others to change their minds as a result of the knowledge or arguments you cited.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## READING/WRITING

During this current school year, about how many books have you read? Fill in one response for each item listed below.	Number of Books				
	None	Fewer than 5	Between 5 and 10	Between 10 and 20	More than 20
Textbooks or assigned books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigned packs of course readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-assigned books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During this current school year, about how many exams, papers, or reports have you written? Fill in one response for each item listed below.	Number of Exams/Papers/Reports				
	None	Fewer than 5	Between 5 and 10	Between 10 and 20	More than 20
Essay exams for your courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Term papers or other written reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## OPINIONS ABOUT YOUR COLLEGE OR UNIVERSITY

**How well do you like college?**

I am enthusiastic about it.  
 I like it.  
 I am more or less neutral about it.  
 I don't like it.

**If you could start over again, would you go to the same institution you are now attending?**

Yes, definitely  
 Probably yes  
 Probably no  
 No, definitely

Appendix B Continued

## THE COLLEGE ENVIRONMENT

Colleges and universities differ from one another in the extent to which they emphasize or focus on various aspects of students' development. Thinking of your experience at this institution, to what extent do you feel that each of the following is emphasized? The responses are numbered from 7 to 1, with the highest and lowest points illustrated. Fill in the oval with the number that best represents your impression on each of the following seven-point rating scales.

**Emphasis on developing academic, scholarly, and intellectual qualities**

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

**Emphasis on developing aesthetic, expressive, and creative qualities**

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

**Emphasis on developing critical, evaluative, and analytical qualities**

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

**Emphasis on developing an understanding and appreciation of human diversity**

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

**Emphasis on developing information literacy skills (using computers, other information resources)**

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

**Emphasis on developing vocational and occupational competence**

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

**Emphasis on the personal relevance and practical value of your courses**

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

The next three ratings refer to relations with people at this college. Again, thinking of your own experience, please rate the quality of these relationships on each of the following seven-point rating scales.

**Relationships with other students**

Friendly, Supportive, Sense of belonging (7) (6) (5) (4) (3) (2) (1) Competitive, Uninvolved, Sense of alienation

**Relationships with administrative personnel and offices**

Helpful, Considerate, Flexible (7) (6) (5) (4) (3) (2) (1) Rigid, Impersonal, Bound by regulations

**Relationships with faculty members**

Approachable, Helpful, Understanding, Encouraging (7) (6) (5) (4) (3) (2) (1) Remote, Discouraging, Unsympathetic

Go to next page

Appendix B Continued

**ESTIMATE OF GAINS**

**DIRECTIONS:** In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? Indicate your response by filling in one of the ovals to the right of each statement.

	Very Little Some Quite a Bit Very Much		Very Little Some Quite a Bit Very Much				
Acquiring knowledge and skills applicable to a specific job or type of work (vocational preparation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understanding yourself, your abilities, interests, and personality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring background and specialization for further education in a professional, scientific, or scholarly field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Developing the ability to get along with different kinds of people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining a broad general education about different fields of knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Developing the ability to function as a member of a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining a range of information that may be relevant to a career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Developing good health habits and physical fitness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an understanding and enjoyment of art, music, and drama.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understanding the nature of science and experimentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broadening your acquaintance with and enjoyment of literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understanding new developments in science and technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing the importance of history for understanding the present as well as the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Becoming aware of the consequences (benefits, hazards, dangers) of new applications of science and technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Thinking analytically and logically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Analyzing quantitative problems (understanding probabilities, proportions, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting ideas and information effectively when speaking to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Putting ideas together, seeing relationships, similarities, and differences between ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computers and other information technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Learning on your own, pursuing ideas, and finding information you need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming aware of different philosophies, cultures, and ways of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Learning to adapt to change (new technologies, different jobs or personal circumstances, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing your own values and ethical standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				

**ADDITIONAL QUESTIONS**

- |                    |                     |                     |
|--------------------|---------------------|---------------------|
| 1. (A)(B)(C)(D)(E) | 8. (A)(B)(C)(D)(E)  | 15. (A)(B)(C)(D)(E) |
| 2. (A)(B)(C)(D)(E) | 9. (A)(B)(C)(D)(E)  | 16. (A)(B)(C)(D)(E) |
| 3. (A)(B)(C)(D)(E) | 10. (A)(B)(C)(D)(E) | 17. (A)(B)(C)(D)(E) |
| 4. (A)(B)(C)(D)(E) | 11. (A)(B)(C)(D)(E) | 18. (A)(B)(C)(D)(E) |
| 5. (A)(B)(C)(D)(E) | 12. (A)(B)(C)(D)(E) | 19. (A)(B)(C)(D)(E) |
| 6. (A)(B)(C)(D)(E) | 13. (A)(B)(C)(D)(E) | 20. (A)(B)(C)(D)(E) |
| 7. (A)(B)(C)(D)(E) | 14. (A)(B)(C)(D)(E) |                     |

OTHER ID#, If Requested									
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

**THANK YOU FOR YOUR PARTICIPATION!**

PLEASE DO NOT WRITE IN THIS AREA

■ ○ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Appendix C

Quality of Effort Questions that Measure Each Residential Learning Outcome			
Residential Learning Outcomes	Quality of Effort Scales Individual Questions that Measure the LO		
<p><b>LO1: Enhance Interpersonal Development</b> Develop meaningful collaborations and interactions with peers and faculty; develop a sense of belonging; engage in positive relationships; learn conflict management; develop a balance between technological and social interactions; practice community responsibility</p>	<ul style="list-style-type: none"> <li>• LIB – Library                             <ul style="list-style-type: none"> <li>○ 3</li> </ul> </li> <li>• COMPUT – Computer and Information Technology                             <ul style="list-style-type: none"> <li>○ 2, 4</li> </ul> </li> <li>• COURSE – Course Learning                             <ul style="list-style-type: none"> <li>○ 7, 10</li> </ul> </li> <li>• WRITE – Writing Experiences                             <ul style="list-style-type: none"> <li>○ 6</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• FAC – Experiences with Faculty                             <ul style="list-style-type: none"> <li>○ 1-4, 6-8, 10</li> </ul> </li> <li>• AMT – Art, Music, Theater                             <ul style="list-style-type: none"> <li>○ 1, 2, 4</li> </ul> </li> <li>• FACIL – Campus Facilities                             <ul style="list-style-type: none"> <li>○ 2, 3, 7</li> </ul> </li> <li>• CLUBS – Clubs and Organizations                             <ul style="list-style-type: none"> <li>○ 1, 2, 4, 5</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PERS – Personal Experiences                             <ul style="list-style-type: none"> <li>○ 2, 8</li> </ul> </li> <li>• STACQ – Student Acquaintances                             <ul style="list-style-type: none"> <li>○ 1-10</li> </ul> </li> <li>• CONTPS – Topics of Conversation                             <ul style="list-style-type: none"> <li>○ 1-10</li> </ul> </li> <li>• CONINF – Information in Conversations                             <ul style="list-style-type: none"> <li>○ 5,6</li> </ul> </li> </ul>
<p><b>LO2: Develop Personal Identity and Philosophy</b> Increase levels of personal responsibility; explore values and beliefs; make ethical choices; realize personal impact on others; strengthen life skills; develop a sense of purpose</p>	<ul style="list-style-type: none"> <li>• QE 1 – Library                             <ul style="list-style-type: none"> <li>○ 8</li> </ul> </li> <li>• QE 3 – Course Learning                             <ul style="list-style-type: none"> <li>○ 5, 8</li> </ul> </li> <li>• QE 5 – Experiences with Faculty                             <ul style="list-style-type: none"> <li>○ 5, 9</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• QE 8 – Clubs and Organizations                             <ul style="list-style-type: none"> <li>○ 1-5</li> </ul> </li> <li>• QE 9 – Personal Experiences                             <ul style="list-style-type: none"> <li>○ 1-4, 6-8</li> </ul> </li> <li>• QE 10 – Student Acquaintances                             <ul style="list-style-type: none"> <li>○ 6-10</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• QE 12 – Topics of Conversation                             <ul style="list-style-type: none"> <li>○ 1, 2, 8, 10</li> </ul> </li> <li>• QE 13 - Information in Conversations                             <ul style="list-style-type: none"> <li>○ 5, 6</li> </ul> </li> </ul>
<p><b>LO3: Achieve Greater Intellectual Competence</b> Develop skills for problem-solving, time management, effective study habits, note-taking, and active reading; engage in academic advising; uphold academic integrity; develop research skills; increase exposure to intellectual, scientific, and artistic work; increase technological skills</p>	<ul style="list-style-type: none"> <li>• QE 1 - Library                             <ul style="list-style-type: none"> <li>○ 1, 3-8</li> </ul> </li> <li>• QE 2 – Computer and Information Technology                             <ul style="list-style-type: none"> <li>○ 1, 3-8</li> </ul> </li> <li>• QE 3 – Course Learning                             <ul style="list-style-type: none"> <li>○ 1-3, 5-8, 10</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• QE 4 – Writing Experiences                             <ul style="list-style-type: none"> <li>○ 1, 4</li> </ul> </li> <li>• QE 5 – Experiences with Faculty                             <ul style="list-style-type: none"> <li>○ 4,10</li> </ul> </li> <li>• QE 6 – Art, Music, Theater                             <ul style="list-style-type: none"> <li>○ 1-7</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• QE 7 – Campus Facilities                             <ul style="list-style-type: none"> <li>○ 5, 8</li> </ul> </li> <li>• QE 11 – Scientific and Quantitative Experiences                             <ul style="list-style-type: none"> <li>○ 1-10</li> </ul> </li> <li>• QE 13 – Information in Conversations                             <ul style="list-style-type: none"> <li>○ 1-4</li> </ul> </li> </ul>

Appendix C: Table 11 Quality of Effort Scales Questions that Measure Each Residential Learning Outcome (pg 1 of 2)

Appendix C Continued

<b>Quality of Effort Questions that Measure Each Residential Learning Outcome</b>		
Residential Learning Outcomes	Quality of Effort Scales	
	Individual Questions that Measure the LO	
<p><b>LO4: Engage in Civic and Campus Life</b> Learn to navigate the University (services &amp; departments, policies &amp; procedures); use curricular and co-curricular resources; enhance communication skills; develop leadership skills; recognize community responsibilities</p>	<ul style="list-style-type: none"> <li>• LIB – Library                             <ul style="list-style-type: none"> <li>○ 1, 3</li> </ul> </li> <li>• WRITE – Writing Experiences                             <ul style="list-style-type: none"> <li>○ 6</li> </ul> </li> <li>• FAC – Experiences with Faculty                             <ul style="list-style-type: none"> <li>○ 2, 4, 10</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• FACIL – Campus Facilities                             <ul style="list-style-type: none"> <li>○ 1-8</li> </ul> </li> <li>• CLUBS – Clubs and Organizations                             <ul style="list-style-type: none"> <li>○ 1-5</li> </ul> </li> </ul>
<p><b>LO5: Develop Understanding of Human Diversity and Increase Cultural Competence</b> Develop a respect and tolerance for, and acceptance of, those from a different race, gender, sexual orientation, religion, ethnicity, background, etc.</p>	<ul style="list-style-type: none"> <li>• STACQ – Student Acquaintances                             <ul style="list-style-type: none"> <li>○ 1-10</li> </ul> </li> <li>• CONTPS – Topics of Conversations                             <ul style="list-style-type: none"> <li>○ 1, 2, 10</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CONINF – Information in Conversations                             <ul style="list-style-type: none"> <li>○ 5, 6</li> </ul> </li> </ul>
<p><b>LO6: Explore Academic &amp; Career Opportunities</b> Explore and declare a major by 30 hours; engage in academic programs and organizations; develop job seeking tools and strategies</p>	<ul style="list-style-type: none"> <li>• COURSE – Course Learning                             <ul style="list-style-type: none"> <li>○ 8</li> </ul> </li> <li>• FAC – Experiences with Faculty                             <ul style="list-style-type: none"> <li>○ 2, 4</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PERS – Personal Learning                             <ul style="list-style-type: none"> <li>○ 4, 6</li> </ul> </li> </ul>
<p><b>LO7: Increase Knowledge of Health, Wellness, &amp; Safety</b> Develop knowledge of, and engage in positive behaviors regarding, alcohol &amp; drug issues, sexual health, nutrition, sleep habits, exercise, mental health, coping mechanisms, advocacy, campus safety, personal safety, spirituality, and relationship dynamics</p>	<ul style="list-style-type: none"> <li>• FAC – Campus Facilities                             <ul style="list-style-type: none"> <li>○ 6-8</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PERS – Personal Learning                             <ul style="list-style-type: none"> <li>○ 1-4, 6, 8</li> </ul> </li> </ul>

Appendix C Table 11 Quality of Effort Questions that Measure Each Residential Learning Outcome (pg 2 of 2)

## Appendix D

Residential Learning Outcomes	Estimate of Gains Scales Individual Questions that Measure the LO
<p><b>LO1: Enhance Interpersonal Development</b> Develop meaningful collaborations and interactions with peers and faculty; develop a sense of belonging; engage in positive relationships; learn conflict management; develop a balance between technological and social interactions; practice community responsibility</p>	<ul style="list-style-type: none"> <li>• EOG A – Personal/Social Development               <ul style="list-style-type: none"> <li>○ GNOTHERS, GNTEAM</li> </ul> </li> </ul>
<p><b>LO2: Develop Personal Identity and Philosophy</b> Increase levels of personal responsibility; explore values and beliefs; make ethical choices; realize personal impact on others; strengthen life skills; develop a sense of purpose</p>	<ul style="list-style-type: none"> <li>• EOG A – Personal/Social Development               <ul style="list-style-type: none"> <li>○ GNVALUES, GNSSELF</li> </ul> </li> </ul>
<p><b>LO3: Achieve Greater Intellectual Competence</b> Develop skills for problem-solving, time management, effective study habits, note-taking, and active reading; engage in academic advising; uphold academic integrity; develop research skills; increase exposure to intellectual, scientific, and artistic work; increase technological skills</p>	<ul style="list-style-type: none"> <li>• EOG A – Personal/Social Development               <ul style="list-style-type: none"> <li>○ GNGENLED</li> </ul> </li> <li>• EOG B – Science &amp; Technology               <ul style="list-style-type: none"> <li>○ GNARTS</li> </ul> </li> </ul>
<p><b>LO4: Engage in Civic and Campus Life</b> Learn to navigate the University (services &amp; departments, policies &amp; procedures); use curricular and co-curricular resources; enhance communication skills; develop leadership skills; recognize community responsibilities</p>	<ul style="list-style-type: none"> <li>• EOG A – Personal/Social Development               <ul style="list-style-type: none"> <li>○ GNTEAM</li> </ul> </li> <li>• EOG F – Intellectual Skills               <ul style="list-style-type: none"> <li>○ GNSPEAK</li> </ul> </li> </ul>
<p><b>LO5: Develop Understanding of Human Diversity and Increase Cultural Competence</b> Develop a respect and tolerance for, and acceptance of, those from a different race, gender, sexual orientation, religion, ethnicity, background, etc.</p>	<ul style="list-style-type: none"> <li>• EOG A – Personal/Social Development               <ul style="list-style-type: none"> <li>○ GNOTHERS</li> </ul> </li> <li>• EOG C – General Education               <ul style="list-style-type: none"> <li>○ GNWORLD, GNPHILS</li> </ul> </li> </ul>
<p><b>LO6: Explore Academic &amp; Career Opportunities</b> Explore and declare a major by 30 hours; engage in academic programs and organizations; develop job seeking tools and strategies</p>	<ul style="list-style-type: none"> <li>• EOG D – Vocational Preparation               <ul style="list-style-type: none"> <li>○ GNVOC, GNCAREER</li> </ul> </li> </ul>
<p><b>LO7: Increase Knowledge of Health, Wellness, &amp; Safety</b> Develop knowledge of, and engage in positive behaviors regarding, alcohol &amp; drug issues, sexual health, nutrition, sleep habits, exercise, mental health, coping mechanisms, advocacy, campus safety, personal safety, spirituality, and relationship dynamics</p>	<ul style="list-style-type: none"> <li>• EOG F – Intellectual Skills               <ul style="list-style-type: none"> <li>○ GNHEALTH</li> </ul> </li> </ul>

Appendix D Table 12 Estimate of Gains Questions that Measure Each Residential Learning Outcome (pg 1 of 1)



Appendix E

<b>Questions from the CSEQ Used to Measure Residential Learning Outcomes</b>			
College Student Experiences Questionnaire Selected Questions	Section	Code	LO Measured
Used the library as a quiet place to read or study material you brought with you.	QE	LIB 1	3, 4
Asked a librarian or staff member for help in finding information on some topic.	QE	LIB 3	1, 3, 4
Read assigned materials other than textbooks in the library (reserve readings, etc)	QE	LIB 4	3
Used an index or database (computer, card catalog, etc) to find material on some topic	QE	LIB 5	3
Developed a bibliography or reference list for a term paper or other report	QE	LIB 6	3
Gone back to read a basic reference or document that other others referred to	QE	LIB 7	3
Made a judgment about the quality of information obtained from the library. World Wide Web or other sources	QE	LIB 8	2, 3
Used a computer or word processor to prepare reports or papers	QE	COMPUT 1	3
Used e-mail to communicate with an instructor or other students	QE	COMPUT 2	1
Used a computer tutorial to learn material for a course or developmental/material program	QE	COMPUT 3	3
Participated in class discussions using an electronic medium (e-mail, list-serve, chat group, etc)	QE	COMPUT 4	1, 3
Searched the World Wide Web or internet for information related to a course	QE	COMPUT 5	3
Used a computer to retrieve materials from a library not at this institution	QE	COMPUT 6	3
Used a computer to produce visual displays of information (charts, graphs, spreadsheets, et)	QE	COMPUT 7	3
Used a computer to analyze data (statistics, forecasting, etc)	QE	COMPUT 8	3
Completed the assigned readings for class	QE	COURSE 1	3
Took detailed notes during class	QE	COURSE 2	3
Contributed to class discussions	QE	COURSE 3	3
Tried to see how different facts and ideas fit together	QE	COURSE 5	2, 3
Summarized major points and information from your class noted or readings	QE	COURSE 6	3
Worked on a class assignment, project or presentation with other students	QE	COURSE 7	1, 3
Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc)	QE	COURSE 8	2, 3, 6
Tried to explain material from a course to someone else (another student, friend, co-worker, family member)	QE	COURSE 10	1, 3
Used a dictionary or thesaurus to look up the proper meaning of words	QE	WRITE 1	3
<a href="#">Appendix E Table 13 Questions from the CSEQ Used to Measure Residential Learning Outcomes (pg 1 of 5)</a>			

Appendix E Continued

<b>Questions from the CSEQ Used to Measure Residential Learning Outcomes</b>			
College Student Experiences Questionnaire Selected Questions	Section	Code	LO Measured
Referred to a book or manual about writing style, grammar, etc	QE	WRITE 4	3
Asked an instructor or staff member for advice and help to improve your writing	QE	WRITE 6	1, 4
Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc)	QE	FAC 1	1
Discussed your academic program or course selection with a faculty member	QE	FAC 2	1, 4, 6
Discussed ideas for a term paper or other class project with a faculty member	QE	FAC 3	1
Discussed your career plans and ambitions with a faculty member	QE	FAC 4	1, 3, 4, 6
Worked harder as a result of feedback from an instructor	QE	FAC 5	2
Socialized with a faculty member outside of class (had a snack or soft drink, etc)	QE	FAC 6	1
Participated with other students in a discussion with one or more faculty members outside of class	QE	FAC 7	1
Asked your instructor for comments and criticisms about your academic performance	QE	FAC 8	1
Worked harder than your thought you could to meet an instructor's expectations and standards	QE	FAC 9	2
Worked with a faculty member on a research project	QE	FAC 10	1, 3, 4
Talked about art (painting, sculpture, artists, etc) or the theater (plays, musicals, dance, etc) with other students, friends or family members	QE	AMT 1	1, 3
Went to an art exhibit/gallery or a play, dance. Or other theater performance on or off the campus	QE	AMT 2	1, 3
Participated in some art activity (painting, pottery, weaving, drawing, etc) or theater event or worked on some theatrical production (acted, danced, worked on scenery, etc) on or off the campus	QE	AMT 3	3
Talked about music or musicians (classical, popular, etc) with other students, friends, or family members	QE	AMT 4	1, 3
Attended a concert or other music event on or off the campus	QE	AMT 5	3
Participated in some music activity (orchestra, chorus, dance, etc) on or off the campus	QE	AMT 6	3
Read or discussed the opinions of art, music or drama critics	QE	AMT 7	3
Used a campus lounge to relax or study by yourself	QE	FACIL 1	4
Met other students at some campus location (campus center, etc) for a discussion	QE	FACIL 2	1, 4
<a href="#">Appendix E Table 13 Questions from the CSEQ Used to Measure Residential Learning Outcomes (pg 2 of 5)</a>			

Appendix E Continued

<b>Questions from the CSEQ Used to Measure Residential Learning Outcomes</b>			
<b>College Student Experiences Questionnaire</b>	<b>Section</b>	<b>Code</b>	<b>LO Measured</b>
<b>Selected Questions</b>			
Attended a cultural or social event in the campus center or other campus location	QE	FACIL 3	1, 4
Went to a lecture or panel discussion	QE	FACIL 4	4
Used a campus learning lab or center to improve study or academic skills (reading, writing, etc)	QE	FACIL 5	3, 4
Used campus recreation facilities (pool, fitness equipment, courts, etc)	QE	FACIL 6	4, 7
Played a team sport (intramural, club, intercollegiate)	QE	FACIL 7	1, 4, 7
Followed a regular schedule of exercise or practice for some recreational sporting activity	QE	FACIL 8	3, 4, 7
Attended a meeting of a campus club, organization or student government group	QE	CLUBS 1	1, 2, 4
Worked on a campus committee, student organization, or project (publications, student government, special event, etc)	QE	CLUBS 2	1, 2, 4
Worked on an off-campus committee, organization, or project (civic group, church group, community event, etc)	QE	CLUBS 3	2, 4
Met with faculty member or staff advisor to discuss the activities of a group or organization	QE	CLUBS 4	1, 2, 4
Managed or provided leadership for a club or organization, on or off the campus	QE	CLUBS 5	1, 2, 4
Told a friend or family member why you reacted to another person the way you did	QE	PERS 1	2, 7
Discussed with another student, friend or family member why some people get along smoothly and other do not	QE	PERS 2	1, 2, 7
Asked a friend for help with a personal problem	QE	PERS 3	2, 7
Read articles or books about personal growth, self-improvement, or social development	QE	PERS 4	2, 6, 7
Taken a test to measure your abilities, interests or attitudes	QE	PERS 6	2, 6, 7
Asked a friend to tell you what he or she really thought about you	QE	PERS 7	2
Talked with a faculty member, counselor or other staff member about personal concerns	QE	PERS 8	1, 2, 7
Became acquainted with students whose interests were different from yours	QE	STACQ 1	1, 5
Became acquainted with students whose family background (economic, social) was different from yours	QE	STACQ 2	1, 5
Became acquainted with students whose age was different from yours	QE	STACQ 3	1, 5
Became acquainted with students whose race or ethnic background was different from yours	QE	STACQ 4	1, 5
Became acquainted with students from another country	QE	STACQ 5	1, 5
<a href="#">Appendix E Table 13 Questions from the CSEQ Used to Measure Residential Learning Outcomes (pg 3 of 5)</a>			

Appendix E Continued

<b>Questions from the CSEQ Used to Measure Residential Learning Outcomes</b>			
College Student Experiences Questionnaire Selected Questions	Section	Code	LO Measured
Had serious discussions with students whose philosophy of life or personal values were very different from your	QE	STACQ 6	1, 2, 5
Had serious discussions with students whose political opinions were very different from yours	QE	STACQ 7	1, 2, 5
Had serious discussions with students whose religious beliefs were very different from yours	QE	STACQ 8	1, 2, 5
Had serious discussions with students whose race or ethnic background was very different from yours	QE	STACQ 9	1, 2, 5
Had serious discussions with students from a country different than yours	QE	STACQ 10	1, 2, 5
Memorized formulas, definitions, technical terms and concepts	QE	SCI 1	3
Used mathematical terms to express a set of relationships	QE	SCI 2	3
Explained your understanding of some scientific or mathematical theory, principle or concept to someone else (classmate, co-worker)	QE	SCI 3	3
Read articles about scientific or mathematical theories or concepts In addition to those assigned for a class	QE	SCI 4	3
Completed an experiment or project using scientific methods	QE	SCI 5	3
Practiced to improve your skill in using a piece of laboratory equipment	QE	SCI 6	3
Showed someone else how to use a piece of scientific equipment	QE	SCI 7	3
Explained an experimental procedure to someone else	QE	SCI 8	3
Compared the scientific method with other methods for gaining knowledge and understanding	QE	SCI 9	3
Explained to another person the scientific basis for concerns about scientific or environmental issues (pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around you	QE	SCI 10	3
Current events in the news	QE	CONTPS 1	1, 2, 5
Social issues such as peace, justice, human rights, equality, race relations	QE	CONTPS 2	1, 2, 5
Different lifestyles, customs, and religions	QE	CONTPS 3	1
The ideas and views of other people such as writers, philosophers, historians	QE	CONTPS 4	1
The arts (paintings, poetry, dance, theatrical production, symphony, movies, etc)	QE	CONTPS 5	1
Science (theories, experiments, methods, etc)	QE	CONTPS 6	1
Computers and other technologies	QE	CONTPS 7	1
Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use	QE	CONTPS 8	1, 2

Appendix E Table 13 Questions from the CSEQ Used to Measure Residential Learning Outcomes (pg 4 of 5)

Appendix E Continued

<b>Questions from the CSEQ Used to Measure Residential Learning Outcomes</b>			
College Student Experiences Questionnaire Selected Questions	Section	Code	LO Measured
The economy (employment, wealthy, poverty, debt, trade, etc)	QE	CONTPS 9	1
International relations (human rights, free trade, military activities, political differences, etc)	QE	CONTPS 10	1, 2, 5
Referred to knowledge you acquired in your reading or classes	QE	CONINF 1	3
Explored different ways of thinking about the topic	QE	CONINF 2	3
Referred to something one of your instructors said about the topic	QE	CONINF 3	3
Subsequently read something that was related to the topic	QE	CONINF 4	3
Changed your opinion as a result of the knowledge or arguments presented by others	QE	CONINF 5	1, 2, 5
Persuaded others to change their minds as a result of the knowledge or arguments your cited	QE	CONINF 6	1, 2, 5
Acquiring knowledge and skills applicable to a specific job or type of work (vocational preparation)	EOG	VOC 1	6
Gaining a broad general education about different fields of knowledge	EOG	GENLED 3	3
Gaining a range of information that may be relevant to a career	EOG	CAREER 4	6
Developing an understanding and enjoyment of art, music and drama	EOG	ARTS 5	3
Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc)	EOG	WORLD 8	5
Presenting ideas and information effectively when speaking to others	EOG	SPEAK 10	4
Becoming aware of different philosophies, cultures and ways of life	EOG	PHILS 12	5
Developing your own values and ethical standards	EOG	VALUES 13	2
Understanding yourself, your abilities, interests and personality	EOG	SELF 14	2
Developing the ability to get along with different kinds of people	EOG	OTHERS 15	1, 5
Developing the ability to function as a member of a team	EOG	TEAM 16	1, 4
Developing good health habits and physical fitness	EOG	HEALTH 17	7

Appendix E Table 13 Questions from the CSEQ Used to Measure Residential Learning Outcomes (pg 5 of 5)

Appendix F

**Questions that Measure Each Residential Learning Outcome – Sorted by Learning Outcome**

Residential Learning Outcome

Question Number

Question Text

**LO1: Enhance Interpersonal Development**

Develop meaningful collaborations and interactions with peers and faculty; develop a sense of belonging; engage in positive relationships; learn conflict management; develop a balance between technological and social interactions; practice community responsibility

LIB3	Asked a librarian or staff member for help in finding information on some topic.
COMPUT2	Used e-mail to communicate with an instructor or other students
COMPUT4	Participated in class discussions using an electronic medium (e-mail, list-serve, chat group, etc)
COURSE7	Worked on a class assignment, project or presentation with other students
COURSE10	Tried to explain material from a course to someone else (another student, friend, co-worker, family member)
WRITE6	Asked an instructor or staff member for advice and help to improve your writing
FAC1	Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc)
FAC2	Discussed your academic program or course selection with a faculty member
FAC3	Discussed ideas for a term paper or other class project with a faculty member
FAC4	Discussed your career plans and ambitions with a faculty member
FAC6	Socialized with a faculty member outside of class (had a snack or soft drink, etc)
FAC7	Participated with other students in a discussion with one or more faculty members outside of class
FAC8	Asked your instructor for comments and criticisms about your academic performance
FAC10	Worked with a faculty member on a research project
AMT1	Talked about art (painting, sculpture, artists, etc) or the theater (plays, musicals, dance, etc) with other students, friends or family members
AMT2	Went to an art exhibit/gallery or a play, dance. Or other theater performance on or off the campus
AMT4	Talked about music or musicians (classical, popular, etc) with other students, friends, or family members
FACIL2	Met other students at some campus location (campus center, etc) for a discussion
FACIL3	Attended a cultural or social event in the campus center or other campus location
FACIL7	Played a team sport (intramural, club, intercollegiate)
CLUBS1	Attended a meeting of a campus club, organization or student government group
CLUBS2	Worked on a campus committee, student organization, or project (publications, student government, special event, etc)
CLUBS4	Met with faculty member or staff advisor to discuss the activities of a group or organization
CLUBS5	Managed or provided leadership for a club or organization, on or off the campus
PERS2	Discussed with another student, friend or family member why some people get along smoothly and other do not

[Appendix F Questions that Measure Each Residential Learning Outcome \(sorted by Learning Outcome\) \(pg 1 of 8\)](#)

Appendix F Continued

**Questions that Measure Each Residential Learning Outcome – Sorted by Learning Outcome**

Residential Learning Outcome	
Question Number	Question Text
PERS8	Talked with a faculty member, counselor or other staff member about personal concerns
STACQ1	Became acquainted with students whose interests were different from yours
STACQ2	Became acquainted with students whose family background (economic, social) was different from yours
STACQ3	Became acquainted with students whose age was different from yours
STACQ4	Became acquainted with students whose race or ethnic background was different from yours
STACQ5	Became acquainted with students from another country
STACQ6	Had serious discussions with students whose philosophy of life or personal values were very different from your
STACQ7	Had serious discussions with students whose political opinions were very different from yours
STACQ8	Had serious discussions with students whose religious beliefs were very different from yours
STACQ9	Had serious discussions with students whose race or ethnic background was very different from yours
STACQ10	Had serious discussions with students from a country different than yours
CONTPS1	Current events in the news
CONTPS2	Social issues such as peace, justice, human rights, equality, race relations
CONTPS3	Different lifestyles, customs, and religions
CONTPS4	The ideas and views of other people such as writers, philosophers, historians
CONTPS5	The arts (paintings, poetry, dance, theatrical production, symphony, movies, etc)
CONTPS6	Science (theories, experiments, methods, etc)
CONTPS7	Computers and other technologies
CONTPS8	Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use
CONTPS9	The economy (employment, wealthy, poverty, debt, trade, etc)
CONTPS10	International relations (human rights, free trade, military activities, political differences, etc)
CONINF5	Changed your opinion as a result of the knowledge or arguments presented by others
CONINF6	Persuaded others to change their minds as a result of the knowledge or arguments your cited
GNOTHERS	Developing the ability to get along with different kinds of people
GNTEAM	Developing the ability to function as a member of a team
<b>LO2: Develop Personal Identity and Philosophy</b>	
Increase levels of personal responsibility; explore values and beliefs; make ethical choices; realize personal impact on others; strengthen life skills; develop a sense of purpose	
LIB8	Made a judgment about the quality of information obtained from the library, World Wide Web, or other sources.

Appendix F Continued

**Questions that Measure Each Residential Learning Outcome – Sorted by Learning Outcome**

Residential Learning Outcome	
Question Number	Question Text
COURSE5	Tried to see how different facts and ideas fit together.
COURSE8	Applied material learned in a class to other areas (your job, internship, interactions with others), in class discussions or assignments.
FAC5	Worked harder as a result of feedback from an instructor
FAC9	Worked harder than your thought you could to meet an instructor’s expectations and standards
CLUBS1	Attended a meeting of a campus club, organization or student government group
CLUBS2	Worked on a campus committee, student organization, or project (publications, student government, special event, etc)
CLUBS3	Worked on an off-campus committee, organization, or project (civic group, church group, community event, etc)
CLUBS4	Met with faculty member or staff advisor to discuss the activities of a group or organization
CLUBS5	Managed or provided leadership for a club or organization, on or off the campus
PERS1	Told a friend or family member why you reacted to another person the way you did
PERS2	Discussed with another student, friend or family member why some people get along smoothly and other do not
PERS3	Asked a friend for help with a personal problem
PERS4	Read articles or books about personal growth, self-improvement, or social development
PERS6	Taken a test to measure your abilities, interests or attitudes
PERS7	Asked A friend to tell you what he or she really thought about you
PERS8	Talked with a faculty member about personal concerns
STACQ6	Had serious discussions with students whose philosophy of life or personal values were very different from your
STACQ7	Had serious discussions with students whose political opinions were very different from yours
STACQ8	Had serious discussions with students whose religious beliefs were very different from yours
STACQ9	Had serious discussions with students whose race or ethnic background was very different from yours
STACQ10	Had serious discussions with students from a country different than yours
CONTPS1	Current events in the news
CONTPS2	Social issues such as peach, justice, human rights, equality, race relations
CONTPS8	Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use
CONTPS10	International relations (human rights, free trade, military activities, political differences, etc)
CONINF5	Changed your opinion as a result of the knowledge or arguments presented by others

[Appendix F Questions that Measure Each Residential Learning Outcome \(sorted by Learning Outcome\) \(pg 3 of 8\)](#)



Appendix F Continued

**Questions that Measure Each Residential Learning Outcome – Sorted by Learning Outcome**

Residential Learning Outcome	
Question Number	Question Text
CONINF6	Persuaded others to change their minds as a result of the knowledge or arguments your cited
GNVALUES	Developing your own values and ethical standards
GNSELF	Understanding yourself, your abilities, interests and personality
<b>LO3: Achieve Greater Intellectual Competence</b>	
Develop skills for problem-solving, time management, effective study habits, note-taking, and active reading; engage in academic advising; uphold academic integrity; develop research skills; increase exposure to intellectual, scientific, and artistic work; increase technological skills	
LIB1	Used the library as a quiet place to read or study material you brought with you.
LIB3	Asked a librarian or staff member for help in finding information on some topic.
LIB4	Read assigned materials other than textbooks in the library (reserve readings, etc)
LIB5	Used an index or database (computer, card catalog, etc) to find material on some topic
LIB6	Developed a bibliography or reference list for a term paper or other report
LIB7	Gone back to read a basic reference or document that other others referred to
LIB8	Made a judgment about the quality of information obtained from the library. World Wide Web or other sources
COMPUT1	Used a computer or word processor to prepare reports or papers
COMPUT3	Used a computer tutorial to learn material for a course or developmental/material program
COMPUT4	Participated in class discussions using an electronic medium (e-mail, list-serve, chat group, etc)
COMPUT5	Searched the World Wide Web or internet for information related to a course
COMPUT6	Used a computer to retrieve materials from a library not at this institution
COMPUT7	Used a computer to produce visual displays of information (charts, graphs, spreadsheets, et)
COMPUT8	Used a computer to analyze data (statistics, forecasting, etc)
COURSE1	Completed the assigned readings for class
COURSE2	Took detailed notes during class
COURSE3	Contributed to class discussions
COURSE5	Tried to see how different facts and ideas fit together
COURSE6	Summarized major points and information from your class noted or readings
COURSE7	Worked on a class assignment, project or presentation with other students
COURSE8	Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc)
COURSE10	Tried to explain material from a course to someone else (another student, friend, co-worker, family member)
WRITE1	Used a dictionary or thesaurus to look up the proper meaning of words
Appendix F Questions that Measure Each Residential Learning Outcome (sorted by Learning Outcome) (pg 4 of 8)	

Appendix F Continued

**Questions that Measure Each Residential Learning Outcome – Sorted by Learning Outcome**

Residential Learning Outcome	
Question Number	Question Text
WRITE4	Referred to a book or manual about writing style, grammar, etc
FAC4	Discussed your career plans and ambitions with a faculty member
FAC10	Worked with a faculty member on a research project
AMT1	Talked about art (painting, sculpture, artists, etc) or the theater (plays, musicals, dance, etc) with other students, friends or family members
AMT2	Went to an art exhibit/gallery or a play, dance. Or other theater performance on or off the campus
AMT3	Participated in some art activity (painting, pottery, weaving, drawing, etc) or theater event or worked on some theatrical production (acted, danced, worked on scenery, etc) on or off the campus
AMT4	Talked about music or musicians (classical, popular, etc) with other students, friends, or family members
AMT5	Attended a concert or other music event on or off the campus
AMT6	Participated in some music activity (orchestra, chorus, dance, etc) on or off the campus
AMT7	Read or discussed the opinions of art, music or drama critics
FACIL5	Used a campus learning lab or center to improve study or academic skills (reading, writing, etc.)
FACIL8	Followed a regular schedule of exercise or practice for some recreational sporting activity
SCI1	Memorized formulas, definitions, technical terms and concepts
SCI2	Used mathematical terms to express a set of relationships
SCI3	Explained your understanding of some scientific or mathematical theory, principle or concept to someone else (classmate, co-worker)
SCI4	Read articles about scientific or mathematical theories or concepts In addition to those assigned for a class
SCI5	Completed an experiment or project using scientific methods
SCI6	Practiced to improve your skill in using a piece of laboratory equipment
SCI7	Showed someone else how to use a piece of scientific equipment
SCI8	Explained an experimental procedure to someone else
SCI9	Compared the scientific method with other methods for gaining knowledge and understanding
SCI10	Explained to another person the scientific basis for concerns about scientific or environmental issues (pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around you
CONINF1	Referred to knowledge you acquired in your reading or classes
CONINF2	Explored different ways of thinking about the topic
CONINF3	Referred to something one of your instructors said about the topic
CONINF4	Subsequently read something that was related to the topic
GNGENLED	Developing an understanding and enjoyment of art, music and drama

Appendix F Continued

**Questions that Measure Each Residential Learning Outcome – Sorted by Learning Outcome**

Residential Learning Outcome	Question Number	Question Text
	GNARTS	Gaining a broad general education about different fields of knowledge
<b>LO4: Engage in Civic and Campus Life</b>		
Learn to navigate the University (services & departments, policies & procedures); use curricular and co-curricular resources; enhance communication skills; develop leadership skills; recognize community responsibilities		
	LIB1	Used the library as a quiet place to read or study material you brought with you.
	LIB3	Asked a librarian or staff member for help in finding information on some topic.
	WRITE6	Asked an instructor or staff member for advice and help to improve your writing
	FAC2	Discussed your academic program or course selection with a faculty member
	FAC4	Discussed your career plans and ambitions with a faculty member
	FAC10	Worked with a faculty member on a research project
	FACIL1	Used a campus lounge to relax or study by yourself
	FACIL2	Met other students at some campus location (campus center, etc) for a discussion
	FACIL3	Attended a cultural or social event in the campus center or other campus location
	FACIL4	Went to a lecture or panel discussion
	FACIL5	Used a campus learning lab or center to improve study or academic skills (reading, writing, etc)
	FACIL6	Used campus recreation facilities (pool, fitness equipment, courts, etc)
	FACIL7	Played a team sport (intramural, club, intercollegiate)
	FACIL8	Followed a regular schedule of exercise or practice for some recreational sporting activity
	CLUBS1	Attended a meeting of a campus club, organization or student government group
	CLUBS2	Worked on a campus committee, student organization, or project (publications, student government, special event, etc)
	CLUBS3	Worked on an off-campus committee, organization, or project (civic group, church group, community event, etc)
	CLUBS4	Met with faculty member or staff advisor to discuss the activities of a group or organization
	CLUBS5	Managed or provided leadership for a club or organization, on or off the campus
	GNSPEAK	Presenting ideas and information effectively when speaking to others
	GNTEAM	Developing the ability to function as a member of a team
<b>LO5: Develop Understanding of Human Diversity and Increase Cultural Competence</b>		
Develop a respect and tolerance for, and acceptance of, those from a different race, gender, sexual orientation, religion, ethnicity, background, etc.		
	STACQ1	Became acquainted with students whose interests were different from yours
	STACQ2	Became acquainted with students whose family background (economic, social) was different from yours
	STACQ3	Became acquainted with students whose age was different from yours
<a href="#">Appendix F Questions that Measure Each Residential Learning Outcome (sorted by Learning Outcome) (pg 6 of 8)</a>		

Appendix F Continued

**Questions that Measure Each Residential Learning Outcome – Sorted by Learning Outcome**

Residential Learning Outcome	
Question Number	Question Text
STACQ4	Became acquainted with students whose race or ethnic background was different from yours
STACQ5	Became acquainted with students from another country
STACQ6	Had serious discussions with students whose philosophy of life or personal values were very different from your
STACQ7	Had serious discussions with students whose political opinions were very different from yours
STACQ8	Had serious discussions with students whose religious beliefs were very different from yours
STACQ9	Had serious discussions with students whose race or ethnic background was very different from yours
STACQ10	Had serious discussions with students from a country different than yours
CONTPS1	Current events in the news
CONTPS2	Social issues such as peace, justice, human rights, equality, race relations
CONTPS10	International relations (human rights, free trade, military activities, political differences, etc)
CONINF5	Changed your opinion as a result of the knowledge or arguments presented by others
CONINF6	Persuaded others to change their minds as a result of the knowledge or arguments your cited
GNWORLD	Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc)
GNPHILS	Becoming aware of different philosophies, cultures and ways of life
GNOTHERS	Developing the ability to get along with different kinds of people
<b>LO6: Explore Academic &amp; Career Opportunities</b>	
Explore and declare a major by 30 hours; engage in academic programs and organizations; develop job seeking tools and strategies	
COURSE8	Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc)
FAC2	Discussed your academic program or course selection with a faculty member
FAC4	Discussed your career plans and ambitions with a faculty member
PERS4	Read articles or books about personal growth, self-improvement, or social development
PERS6	Taken a test to measure your abilities, interests or attitudes
GNVOC	Acquiring knowledge and skills applicable to a specific job or type of work (vocational preparation)
GNCAREER	Gaining a range of information that may be relevant to a career
<b>LO7: Increase Knowledge of Health, Wellness, &amp; Safety</b>	
Develop knowledge of, and engage in positive behaviors regarding, alcohol & drug issues, sexual health, nutrition, sleep habits, exercise, mental health, coping mechanisms, advocacy, campus safety, personal safety, spirituality, and relationship dynamics	
FACIL6	Used campus recreation facilities (pool, fitness equipment, courts, etc)
<a href="#">Appendix F Questions that Measure Each Residential Learning Outcome (sorted by Learning Outcome) (pg 7 of 8)</a>	

Appendix F Continued

**Questions that Measure Each Residential Learning Outcome – Sorted by Learning Outcome**

Residential Learning Outcome	
Question Number	Question Text
FACIL7	Played a team sport (intramural, club, intercollegiate)
FACIL8	Followed a regular schedule of exercise or practice for some recreational sporting activity
PERS1	Told a friend or family member why you reacted to another person the way you did
PERS2	Discussed with another student, friend or family member why some people get along smoothly and other do not
PERS3	Asked a friend for help with a personal problem
PERS4	Read articles or books about personal growth, self-improvement, or social development
PERS6	Taken a test to measure your abilities, interests or attitudes
PERS8	Talked with a faculty member, counselor or other staff member about personal concerns
GNHEALTH	Developing good health habits and physical fitness
<a href="#">Appendix F Questions that Measure Each Residential Learning Outcome (sorted by Learning Outcome) (pg 8of 8)</a>	

Appendix G

<b>ADJUSTED Questions from the CSEQ Used to Measure Residential Learning Outcomes</b>			
<b>College Student Experiences Questionnaire</b>	<b>Section</b>	<b>Code</b>	<b>LO Measured</b>
<b>Selected Questions</b>			
Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc)	QE	COURSE 8	2
Discussed your academic program or course selection with a faculty member	QE	FAC 2	6
Discussed your career plans and ambitions with a faculty member	QE	FAC 4	3, 6
Talked about music or musicians (classical, popular, etc) with other students, friends, or family members	QE	AMT 4	3, 6
Used a campus lounge to relax or study by yourself	QE	FACIL 1	4
Met other students at some campus location (campus center, etc) for a discussion	QE	FACIL 2	1, 4
Attended a cultural or social event in the campus center or other campus location	QE	FACIL 3	1
Used a campus learning lab or center to improve study or academic skills (reading, writing, etc)	QE	FACIL 5	3
Used campus recreation facilities (pool, fitness equipment, courts, etc)	QE	FACIL 6	7
Played a team sport (intramural, club, intercollegiate)	QE	FACIL 7	7
Followed a regular schedule of exercise or practice for some recreational sporting activity	QE	FACIL 8	3, 7
Attended a meeting of a campus club, organization or student government group	QE	CLUBS 1	1, 2, 4, 6
Worked on a campus committee, student organization, or project (publications, student government, special event, etc)	QE	CLUBS 2	2, 4
Met with faculty member or staff advisor to discuss the activities of a group or organization	QE	CLUBS 4	4
Managed or provided leadership for a club or organization, on or off the campus	QE	CLUBS 5	4
Told a friend or family member why you reacted to another person the way you did	QE	PERS 1	7
Asked a friend for help with a personal problem	QE	PERS 3	7
Read articles or books about personal growth, self-improvement, or social development	QE	PERS 4	2, 6
Talked with a faculty member, counselor or other staff member about personal concerns	QE	PERS 8	7
Became acquainted with students whose interests were different from yours	QE	STACQ 1	1, 5
Became acquainted with students whose family background (economic, social) was different from yours	QE	STACQ 2	5
Became acquainted with students whose race or ethnic background was different from yours	QE	STACQ 4	5

Appendix G Table 13 ADJUSTED Questions from the CSEQ (pg 1 of 2)

Appendix G Continued

<b>ADJUSTED Questions from the CSEQ Used to Measure Residential Learning Outcomes</b>			
<b>College Student Experiences Questionnaire</b>	<b>Section</b>	<b>Code</b>	<b>LO Measured</b>
<b>Selected Questions</b>			
Had serious discussions with students whose philosophy of life or personal values were very different from your	QE	STACQ 6	5
Gaining a broad general education about different fields of knowledge	EOG	GENLED 3	3
Gaining a range of information that may be relevant to a career	EOG	CAREER 4	6
Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc)	EOG	WORLD 8	5
Understanding yourself, your abilities, interests and personality	EOG	SELF 14	2
Developing the ability to get along with different kinds of people	EOG	OTHERS 15	1
Developing the ability to function as a member of a team	EOG	TEAM 16	4
Developing good health habits and physical fitness	EOG	HEALTH 17	7
<a href="#">Appendix G Table 13 ADJUSTED Questions from the CSEQ (pg 2 of 2)</a>			

Appendix H

**ADJUSTED Questions that Measure Each Residential Learning Outcome –  
Sorted by Learning Outcome**

Residential Learning Outcome

Question Number      Question Text

**LO1: Enhance Interpersonal Development**

Develop meaningful collaborations and interactions with peers and faculty; develop a sense of belonging; engage in positive relationships; learn conflict management; develop a balance between technological and social interactions; practice community responsibility

FACIL2 Met other students at some campus location (campus center, etc) for a discussion

FACIL3 Attended a cultural or social event in the campus center or other campus location

CLUBS1 Attended a meeting of a campus club, organization or student government group

STACQ1 Became acquainted with students whose interests were different from yours

GNOTHERS Developing the ability to get along with different kinds of people

**LO2: Develop Personal Identity and Philosophy**

Increase levels of personal responsibility; explore values and beliefs; make ethical choices; realize personal impact on others; strengthen life skills; develop a sense of purpose

COURSE8 Applied material learned in a class to other areas (your job, internship, interactions with others), in class discussions or assignments.

CLUBS1 Attended a meeting of a campus club, organization or student government group

CLUBS2 Worked on a campus committee, student organization, or project (publications, student government, special event, etc)

PERS4 Read articles or books about personal growth, self-improvement, or social development

GNSSELF Understanding yourself, your abilities, interests and personality

**LO3: Achieve Greater Intellectual Competence**

Develop skills for problem-solving, time management, effective study habits, note-taking, and active reading; engage in academic advising; uphold academic integrity; develop research skills; increase exposure to intellectual, scientific, and artistic work; increase technological skills

FAC4 Discussed your career plans and ambitions with a faculty member

AMT4 Talked about music or musicians (classical, popular, etc) with other students, friends, or family members

FACIL5 Used a campus learning lab or center to improve study or academic skills (reading, writing, etc.)

FACIL8 Followed a regular schedule of exercise or practice for some recreational sporting activity

GNGENLED Developing an understanding and enjoyment of art, music and drama

**LO4: Engage in Civic and Campus Life**

Learn to navigate the University (services & departments, policies & procedures); use curricular and co-curricular resources; enhance communication skills; develop leadership skills; recognize community responsibilities

FACIL2 Met other students at some campus location (campus center, etc) for a discussion

CLUBS1 Attended a meeting of a campus club, organization or student government group

CLUBS2 Worked on a campus committee, student organization, or project (publications, student government, special event, etc)

Appendix H ADJUSTED Questions Sorted by Learning Outcome (pg 1of 2)



Appendix H Continued

ADJUSTED Questions that Measure Each Residential Learning Outcome – Sorted by Learning Outcome	
Residential Learning Outcome	
Question Number	Question Text
CLUBS4	Met with faculty member or staff advisor to discuss the activities of a group or organization
CLUBS5	Managed or provided leadership for a club or organization, on or off the campus
GNTEAM	Developing the ability to function as a member of a team
<b>LO5: Develop Understanding of Human Diversity and Increase Cultural Competence</b>	
Develop a respect and tolerance for, and acceptance of, those from a different race, gender, sexual orientation, religion, ethnicity, background, etc.	
STACQ1	Became acquainted with students whose interests were different from yours
STACQ2	Became acquainted with students whose family background (economic, social) was different from yours
STACQ4	Became acquainted with students whose race or ethnic background was different from yours
STACQ6	Had serious discussions with students whose philosophy of life or personal values were very different from your
GNWORLD	Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc)
<b>LO6: Explore Academic &amp; Career Opportunities</b>	
Explore and declare a major by 30 hours; engage in academic programs and organizations; develop job seeking tools and strategies	
FAC2	Discussed your academic program or course selection with a faculty member
FAC4	Discussed your career plans and ambitions with a faculty member
PERS4	Read articles or books about personal growth, self-improvement, or social development
GNCAREER	Gaining a range of information that may be relevant to a career
<b>LO7: Increase Knowledge of Health, Wellness, &amp; Safety</b>	
Develop knowledge of, and engage in positive behaviors regarding, alcohol & drug issues, sexual health, nutrition, sleep habits, exercise, mental health, coping mechanisms, advocacy, campus safety, personal safety, spirituality, and relationship dynamics	
FACIL6	Used campus recreation facilities (pool, fitness equipment, courts, etc)
FACIL7	Played a team sport (intramural, club, intercollegiate)
FACIL8	Followed a regular schedule of exercise or practice for some recreational sporting activity
PERS1	Told a friend or family member why you reacted to another person the way you did
PERS3	Asked a friend for help with a personal problem
PERS8	Talked with a faculty member, counselor or other staff member about personal concerns
GNHEALTH	Developing good health habits and physical fitness
Appendix H ADJUSTED Questions Sorted by Learning Outcome (pg 2 of 2)	

## ABOUT THE AUTHOR

Cari Murphy has well over a decade of progressive professional experience in student affairs administration at two different religiously affiliated institutions. In addition Cari also served as a teaching assistant working with the College Student Affairs program at the University of South Florida.

Cari received a Master of Arts in Leadership Studies from Lewis University and a Bachelor of Science majoring in Biology and Chemistry also from Lewis University.