

SIA: Serving our Students

An Analysis of Residence Hall Environment and Student Satisfaction, including a specific look at LLC participation.

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Introduction

Winona State's Higher Learning Commission self-study is an opportunity to ask questions about the residence hall environment at WSU, to study the students who have resided there and seek to understand how their experiences shape their involvement and their retention at WSU. The aim of this study is to shed light on the experience of students living on-campus at Winona State University over a three year period (2007 – 2010). Institutional data provided by Institutional Research is analyzed for three cohorts of students living in the residence halls (Appendix A). They include 2007 – 2008 academic year, 2008 – 2009 academic year and the 2009 – 2010 academic year. The information analyzed include: GPA, retention to spring semester, persistence to spring 2010, gender, hall, major, LLC participation and Assessment Day questions data. The sections of Assessment Day data include campus perceptions, general satisfaction, social behaviors, skills development, and quality of service.

In addition to the Assessment Day data two other survey efforts are included in the analysis to broaden the picture and student input reflected in this project. The "End of the Year West Campus Survey" (Appendix B) is a survey tool administered for the past three years to measure the engagement and satisfaction of the students living on West Campus. Three years of data from this survey tool are used in this project. The final survey tool used is the "Living Environment Survey" (Appendix C) administered in spring 2010. This survey tool's aim is to assess the satisfaction, engagement and perception of on campus residents. The overall goal of this study is to analyze the data to understand our on-campus population, to see if any trends arise from the different indicators used, and promote ideas for possible improvement in

order to serve our resident population by creating living environments that foster growth and academic achievement.

Timeline

June 2010- Gather the following reports for study:

- Assessment Day Data- pulling residence hall students (2008, 2009, 2010)
- Study of Student Satisfaction and Engagement- West Campus students only (2008, 2009, 2010)
- Living Environment Survey (2010)
- Residence Hall Students GPA, Retention to spring semester, persistence to spring 2010, major, gender, hall, LLC status for academic years 2007 – 2008, 2008 – 2009, 2009 - 2010.

July/ August 2010- Analyze data for trends and patterns through statistical analysis.

- Analyze identifying information on each cohort to clarify the picture of our residence hall students for each academic year.
- Analyze GPA, retention to spring semester, persistence to spring 2010 based on residence hall environment, gender, status and LLC participation among the ten residence halls.
- Analyze Assessment Day data in campus perceptions, general satisfaction, social behaviors, skills development, and quality of service and correlate to the residence hall environment, gender, and LLC participation.
- Analyze Study of Student Satisfaction and Engagement for West Campus students to include third data point and inform the Residential College's HLC report.
- Analyze Living Environment Survey given in spring 2010 to see if this survey effort supports and informs what assessment day data and other analyses have found.

August 2010- Compile and share findings with Housing and Residence Life, Student Life and Development, HLC, Administration, Residential College and all interested parties

Analysis of Residence Hall Cohorts and Assessment Day Data

The Questions

Winona State's Housing and Residence Life Department is comprised of ten residence halls and one apartment complex. For the purposes of this study, only the ten residence hall areas are looked at. These areas include Lourdes Hall, Tau Center, and Maria Hall on the West Campus and Sheehan Hall, Prentiss- Lucas Hall and the Quad (Morey, Sheppard, Richards, and Conway) on the main campus. The apartment complex is excluded because of the difference in living environment, staff structure and autonomy that comes from living in apartment style housing. The other areas are all traditional- style buildings, rooms, and Resident Assistant programming requirements. Obviously the students differ in class standing, gender, home town affiliation, major, and many other indicators, but the commonality is that they all live in University Housing.

The underlying question for this study is does residence hall matter. Each of the traditional residence halls has a different structural set up, staff dynamic, and student-RA ratio. Programmatic differences occur among the halls with the West Campus residence halls having the house system as the organizing structure for programming and governance (2008 – 2009, 2009 – 2010 cohorts only) and living and learning communities for first year students. Popularity differs with some halls being more popular than others and sought after by students (entering and returning). Do these differences in residence hall environment translate to differences in the Assessment Day questions that were analyzed for each of the cohorts? Do the differences in residence hall environment affect the student's retention at WSU? Does gender play a role in how satisfied students are with their environment at Winona state? Does

the students' status (freshman, sophomore, junior, senior) have an impact on how they answer questions?

Statement of Hypothesis

The hypothesis is that the students' living environment will be a factor in how they answer the Assessment Day questions. Analyses on gender, LLC participation, and status are also included to see if they contributed to the complexity of the issue.

Null Hypothesis 1: There is no significant difference among student responses of the nine (Morey and Shepard are considered one) residence halls for the Assessment Day data collected in the spring of the cohort year.

Null Hypothesis 2: There is no significant difference between student responses based on gender for the Assessment Day data collected in the spring of the cohort year.

Null Hypothesis 3: There is no significant difference between student responses based on Living and Learning Community participation for the Assessment Day data collected in the spring of the cohort year.

Null Hypothesis 4: There is no significant difference between student responses based on status (freshman or upper-class) for the Assessment Day data collected in the spring of the cohort year.

Methodology

Taking a look at who the residents are in the residence halls at Winona State is the first step in analyzing the data gathered by Institutional Research. Each cohort year is looked at separately in order to get an accurate picture of who is answering the Assessment Day questions. An analysis of the questions in the campus perceptions, general satisfaction, social behaviors, skills development, and quality of service sections is done based on spring residence hall affiliation, gender, status and living and learning community (LLC) participation. The Mann-Whitney test for nonparametric data is used for gender, status and LLC participation analysis and the Kruskal- Wallis nonparametric test, this is used to compare three or more groups of data, is used for residence hall affiliation. The decision to use the Man-Whitney U test and the Kruskal- Wallis test seems logical since a normal distribution is not expected and the scale of measurement is ordinal.

Limitations

- Out of the 2188 students whose data was pulled, only approximately 611 students had answers to Assessment Day questions (2008).
- Out of the 2257 students whose data was pulled, only approximately 511 students had answers to Assessment Day questions (2009)
- Out of the 2312 students whose data was pulled, only approximately 594 students had answers to Assessment Day questions (2010).
- None of the Assessment Day data specifically addressed Residence Hall environment.

2008 Residence Hall Cohort Population Overview

The total number of students in the residence halls at Winona State for academic year 2007-2008 cohort is 2188. The percentage of the female population of the cohort is 64.4% and male percentage is 35.6% (Table 1).

Table 1: Gender Frequencies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	1408	64.4	64.4	64.4
	Male	779	35.6	35.6	100.0
	Total	2187	100.0	100.0	

The declared program of study for fall 2007 varies with 487 students being undeclared representing the largest population, then Nursing with 371 majors, Elementary Education with 178 majors and Biology with 172 majors (Graph 1). In the spring semester 2008 the same majors in the same order represent the most popular programs of study for this cohort. When the data is sorted by college Nursing and Health Sciences has the most number of student majors at 459, Liberal Arts has 412 majors, Science and Engineering has 379 majors, Education has 235 majors and Business has 214 majors. This only represents a student's primary major and does not include second majors or minor areas of study (Table 2). The amount of students that took the Orientation class is 1914 students. Of those students 1776 passed, 106 took no credit and 32 withdrew. 95% of females who took orientation passed and 87.7% of males who took orientation passed.

Graph 1: Fall 2007 Program of Study

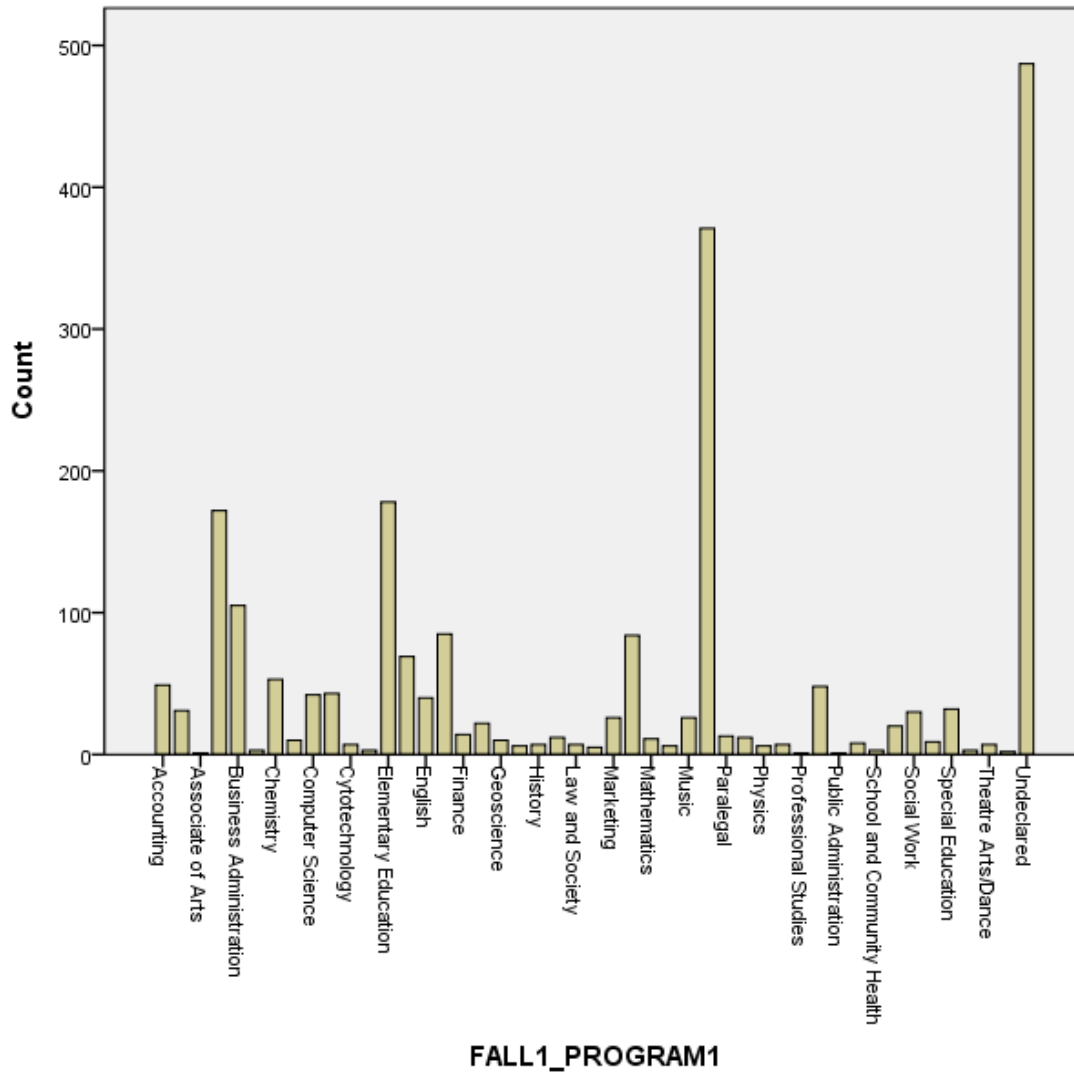


Table 2: Fall College Frequencies of First Major Area of Study

		FALL1_COLLEGE1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business	214	9.8	9.8	9.8
	Education	235	10.7	10.7	20.5
	Liberal Arts	412	18.8	18.8	39.4
	Nrs/Hlth Sci	459	21.0	21.0	60.4
	Science/Engr	379	17.3	17.3	77.7
	Unknown	488	22.3	22.3	100.0
Total		2187	100.0	100.0	

For the 2007 – 2008 residence hall cohort the number of first generation college students using the federal definition of the term is 994, which is 45.5% of the total population. When comparing with the ethnicities of the cohort, 32% of non- white students in the cohort indicate that they are first generation and 47% of the white students indicate they are first generation. The total number of students who are indicated as low income status is 497 or 22.7% of the total population. When comparing with the ethnicities of the cohort, 23% of the white students indicate low income status, while 19.8% of the non-white students indicate low income status. In a detailed analysis of each residence hall and each variable, it is noted that percentages of first generation and low income seemed to stay consistent per residence hall.

Ethnicities frequencies of the cohort students are listed below in Table 3. White students make up the majority of the residence hall population at 89.2%. The next highest percentage of the population is international students at 3.8%. Looking at non-white population in the residence halls, the residence hall with the highest non-white population is Prentiss Hall with 17.7% of residents who indicate non-white affiliation. The residence hall with the lowest population percentage of non- white students is the Tau Center at 6.7%.

Table 3: Ethnicity Frequencies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Am Ind/Alask	1	.0	.0	.0
	Asian	26	1.2	1.2	1.2
	Black	11	.5	.5	1.7
	Hawaii/Pac	1	.0	.0	1.8
	Hispanic	29	1.3	1.3	3.1
	International	83	3.8	3.8	6.9
	Two or More	46	2.1	2.1	9.0
	Unknown	40	1.8	1.8	10.8

White	1950	89.2	89.2	100.0
Total	2187	100.0	100.0	

Retention and Persistence Analysis of the 2008 Cohort

The overall retention from fall 2007 to spring 2008 of those in the residence halls is 90.3%. The percentage between male and females is virtually the same. 1974 students are enrolled full time in spring 2008 and 12 are enrolled part time. The data shows that 201 students are not enrolled in the spring 2008 from this cohort. From this cohort of residence hall students who entered in fall 2007 60.7% are still enrolled at WSU as of spring 2010. The top three reasons the students in this cohort who answered the Assessment Day question on why they are leaving Winona State are “other” at 39%, “didn’t like WSU” 19%, and “move closer to home” at 16%.

Analysis of Assessment Day Data Against Residence Hall Affiliation for 2008 Cohort

Each question of the campus perceptions, general satisfaction, social behaviors, skills development, and quality of service sections is analyzed against spring residence hall status using the Kruskal- Wallis test. The null hypothesis is that there is no significant difference among student responses of the nine residence hall areas for the Assessment Day data collected in the spring of the cohort year. The analysis concludes the following areas in table 4 where the null hypothesis is not supported.

Table 4: Significantly Different Statements Compared Against Residence Halls

Social Behaviors: Discuss Politics	.014	Reject the null hypothesis
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Social Behaviors: Stay current with local, national and world news	.000	Reject the null hypothesis
Social Behaviors: Skip Classes	.001	Reject the null hypothesis
Social Behaviors: Turn in assignments late	.014	Reject the null hypothesis
Social Behaviors: Communicate with parents and relatives	.000	Reject the null hypothesis
Quality of Services: Fitness Center	.035	Reject the null hypothesis
Campus Perceptions: I can make lifelong friends at WSU	.050	Reject the null hypothesis

The mean answers and frequency distributions of each statement vary by residence hall, but none to the degree that would lend much significance to these findings. There is no residence hall that was consistently lower or consistently higher than any of the others in the analysis of the Assessment Day questions above.

Looking at the general satisfaction statements proves interesting; while none are significantly different per residence hall the percentages across the residence hall are very high indicating overall satisfaction with the college experience. Most students (between 81 – 96%) depending on residence hall think that their college experiences have met their expectations (Table 5). Overall higher percentages of positive responses are found in response to the general satisfaction question (Table 6).

Table 5: So far, have your college experiences met your expectations?

		GeneralSatisfaction__So_far_hav e_your_college_experiences_met		Total
		NO	YES	
SPRING1_ResHall	No Return to Halls	8	13(62%)	21
	Conway Hall	4	26(86%)	30
	Lourdes Hall	17	105(86%)	122
	Lucas Hall	5	59 (92%)	64
	Maria Hall	6	43 (87%)	49
	Morey Hall	12	54 (81%)	66
	Prentiss Hall	5	42(89%)	47
	Richards Hall	8	35 (81%)	43
	Sheehan Hall	26	115 (81%)	141
	Tau Center	1	27 (96%)	28
Total		92	519	611

Table 6: Are you generally satisfied with your experience at WSU?

		GeneralSatisfaction__Are_you_ge nerally_satisfied_with_your_expe		Total
		NO	YES	
SPRING1_ResHall	No Return to Halls	3	18(86%)	21
	Conway Hall	1	29 (96%)	30
	Lourdes Hall	9	113 (92%)	122
	Lucas Hall	3	60 (95%)	63
	Maria Hall	6	43 (87%)	49
	Morey Hall	6	61(91%)	67
	Prentiss Hall	1	46 (97%)	47
	Richards Hall	2	41(95%)	43
	Sheehan Hall	15	125 (89%)	140
	Tau Center	1	28 (96%)	29
Total		47	564	611

Looking at Gender, LLC Participation and Status for 2008 Cohort

After running the Mann-Whitney Test using gender, LLC participation and status (freshman or upper class) it is apparent that a student's gender or status has a bigger impact on how they answer the questions on Assessment Day than residence hall affiliation or LLC participation for the spring 2008 cohort. There are many questions in the social behavior section where female and male identification has a significant difference, which the test notes came from distinct populations. Gender makes a difference in discussing politics, drinking, using tobacco, volunteer work, participating in family events, staying current with news, socializing with people from other racial ethnicities, skipping class, turning in assignments late or communicating with parents. Only one statement from the campus perceptions area indicates different population and that is, "I have strong relationships with WSU faculty members." In this case the male students indicate "agree" and "strong agree" statements at a higher frequency than female students.

Status, whether a student is a first year student or upper-class student, also has an effect on how they answer the Assessment Day questions, especially in the area of campus perceptions. Seven of the thirteen questions are found to be significantly different finding that the two populations answered the questions distinctively different. The seven statements are:

- WSU is committed to academic excellence
- Students are made to feel welcome at WSU
- I can make life-long friends at WSU
- I feel part of a community of learners at WSU
- I feel part of a community of learners at WSU
- WSU is student centered
- I feel safe on campus
- I have strong relationships with other students from WSU.

While most of the students indicate either they agree(3) or strongly agree (4), first year students are more likely to indicate they strongly agree (4) and upper- class students are more likely to indicate they agree (3).

2009 Residence Hall Cohort Population Overview

The total number of students in the residence halls at Winona State for academic year 2008-2009 cohort is 2257. The percentage of the female population of the cohort is 64.2% and male percentage is 35.5% (Table 7).

Table 7: Gender Frequencies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No data	5	.2	.2	.2
	Female	1450	64.2	64.2	64.5
	Male	802	35.5	35.5	100.0
	Total	2257	100.0	100.0	

The declared program of study for student is the 2008-2009 cohort looks similar to the 2007-2008 cohort with 516 students being undeclared representing the largest population (22.9%), then Nursing with 419 (18.6%) majors, Elementary Education with 166 (7.4%) majors and Biology with 156 (6.9%) majors. In the spring semester 2009 the same majors are in the top four but in a slightly different order with nursing coming in the led at 381 majors followed by undeclared at 348. When the data is sorted by college Nursing and Health Sciences has the most number of student majors at 547 (24.2%), Liberal Arts has 382 (16.9%) majors, Science and Engineering has 349 (15.5%) majors, Business has 242 (10.7%) and Education has 213 (9.4%) majors. This data only represents a student's primary major and does not include second majors or minor areas of study. The amount of students that took the Orientation class

is 2061 students. Of those students 1918 (93.0%) passed, 97 (5.0%) took no credit and 46 (2.0%) withdrew. 95.6% of females who took orientation passed and 88.17% of males who took orientation passed.

For the 2008 – 2009 residence hall cohort the number of first generation college students using the federal definition of the term is 950, which is 42% of the total population. When comparing with the ethnicities of the cohort, 42% of non- white students in the cohort indicate that they are first generation and 43% of the white students indicate they are first generation. The total number of students who are in the low income category is 485 or 21.5% of the total population. When comparing with the ethnicities of the cohort, 21% of the white students indicate low income status, while 25.9% of the non-white students indicate low income status. In a detailed analysis of each residence hall and each variable, it is noted that percentages of first generation and low income seemed to stay consistent per residence hall.

Ethnicities of the cohort students are shown below in Table 8. White students make up the majority of the residence hall population at 89.7%. The next highest percentage of the population is international designation at 3.1%. Looking at non-white population in the residence halls, the residence hall with the highest non-white population is Prentiss Hall with 17.0% of residents who indicate non-white affiliation. The residence hall with the lowest population percentage of non- white students is the Tau Center at 5.4%.

Table 8: Ethnicity Frequencies 2009 cohort

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No value	5	.2	.2	.2
	Am Ind/Alask	2	.1	.1	.3

Asian	23	1.0	1.0	1.3
Black	12	.5	.5	1.9
Hawaii/Pac	4	.2	.2	2.0
Hispanic	32	1.4	1.4	3.5
International	69	3.1	3.1	6.5
Two or More	49	2.2	2.2	8.7
Unknown	36	1.6	1.6	10.3
White	2025	89.7	89.7	100.0
Total	2257	100.0	100.0	

Retention and Persistence Analysis of the 2009 Cohort

The overall retention from fall 2008 to spring 2009 of those in the residence halls is 90.5%. The percentage between male and females is virtually the same. The percentage that retained from each residence halls ranges from the highest in Conway Hall at 95.4% retained to the lowest in Maria Hall at 87.7% retained. No indicator that is available to study could shed any light on the discrepancies in retention rates among the residence halls (Table 9). 2043 students are enrolled full time in spring 2009 and 14 were enrolled part time. The data shows that 200 students are not enrolled in the spring 2009 from this cohort. From this cohort of residence hall students who entered in fall 2008 72.2% are still enrolled at WSU as of spring 2010 (Table 10). The retention percentages for this cohort in spring 2010 vary slightly among the residence halls, with the highest percentage for Morey Hall at 78.9%. Most other halls congregate around the 69% - 72% range with Prentiss Hall having the lowest percentage at 65.3%. Morey hall's rate can be attributed to the fact that half of the residents for that cohort year are upper- class as compared with most other halls where the population is predominately first year. The top three reasons the students in this cohort who answered the Assessment

Day question on why there are leaving Winona State are “other” at 47%, “didn’t like WSU” 25%, and “move closer to home” at 11%.

Table 9: FALL Residence Hall vs. SPRING Status Cross tabulation and Retention Percentage

Count

		SPRING1_Status			Total	Retention %
		Full Time	Not Enrolled	Part Time		
FALL1_ResHall	Conway Hall	104	5	0	109	95.4
	Lourdes Hall	442	46	3	491	91.6
	Lucas Hall	192	18	2	212	91.5
	Maria Hall	200	28	0	228	87.7
	Morey Hall	228	16	2	246	93
	Prentiss Hall	190	26	3	219	88.1
	Richards Hall	178	19	2	199	90
	Sheehan Hall	394	28	2	424	93.3
	Tau Center	115	14	0	129	89.1
Total		2043	200	14	2257	

**Table 10: FALL Residence Hall vs Enrolled Status for Spring 2010
Cross tabulation and Retention Percentage**

Count

		Enrolled_Spring_2010		Total	Retention %
		No	Yes		
FALL1_ResHall	Conway Hall	29	80	109	73.4
	Lourdes Hall	148	343	491	69.8
	Lucas Hall	56	156	212	73.5
	Maria Hall	70	158	228	69.3
	Morey Hall	52	194	246	78.9
	Prentiss Hall	76	143	219	65.3
	Richards Hall	53	146	199	73.4
	Sheehan Hall	109	315	424	74.3
	Tau Center	35	94	129	72.9
Total		628	1629	2257	

Analysis of Assessment Day Data Against Residence Hall Affiliation for 2009 Cohort

Each question of the campus perceptions, general satisfaction, social behaviors, skills development, and quality of service sections is analyzed against spring residence hall using the Kruskal- Wallis test. The null hypothesis is that there is no significant difference among student responses of the nine residence hall areas for the Assessment Day data collected in the spring of the cohort year. The analysis concludes the following areas where the null hypothesis is not supported.

- Social Behaviors: Ask a professor for advice outside of class
- Social Behaviors: Communicate with parents and relatives
- Quality of Services: Fitness Center
- Skill Development Interpersonal

For each of these questions the rank means are analyzed and different residence halls showed higher or lower mean ranks for seemingly other reasons based on their population. For example, Prentiss hall's mean rank for "Communicates with parents and relatives" is lower than all the others, but Prentiss is an all male hall which would lead to the difference in that response. Sheehan hall has a lower mean rank score for "Ask a professor for advice outside of class." Sheehan is an all female residence hall, so perhaps gender has more of a bearing on these two questions than residence hall affiliation.

In an analysis of the general satisfaction questions, the outcomes are not statistically different for residence hall affiliation, but they are all very positive. Most students in the halls answered yes to the question in table 11, "So far have your college experience met your

expectations?” The percentages of yes responses per residence hall are in the high eighties except Richards Hall, which is 77.8%. The percentages per residence hall of the students that answered yes to the question, “Are you generally satisfied with your experience at WSU?” are in the nineties (Table 12) expect again Richards all that comes in at 77.8%.

Table 11: General Satisfaction: So far have your college experiences met your expectations Cross tabulation for the 2009 Cohort

		Count		
		General Satisfaction: So far have your college experiences met		
		NO	YES	Total
SPRING1_ResHall	Not in Halls	2	33	35
	Conway Hall	4	36 (90%)	40
	Lourdes Hall	15	120 (88.9%)	135
	Lucas Hall	7	55(88.7%)	62
	Maria Hall	8	39 (83%)	47
	Morey Hall	8	50 (86.9%)	58
	Prentiss Hall	4	29 (87.9%)	33
	Richards Hall	12	42 (77.8%)	54
	Sheehan Hall	17	99 (85.3%)	116
Total		77	503	580

Table 12: General Satisfaction: Are you generally satisfied with your experience at WSU Cross tabulation for 2009 Cohort

		Count		
		General Satisfaction Are you generally satisfied with your expe		
		NO	YES	Total
SPRING1_ResHall	Not in halls	3	32	35
	Conway Hall	0	40 (100%)	40
	Lourdes Hall	9	125 (93.3%)	134
	Lucas Hall	1	61(98.4%)	62
	Maria Hall	4	43 (91.5%)	47

Morey Hall	5	53 (91.4%)	58
Prentiss Hall	1	32 (97%)	33
Richards Hall	7	47 (87%)	54
Sheehan Hall	6	110 (94.8%)	116
Total	36	543	579

Looking at Gender, LLC Participation and Status for 2009 Cohort

Evident in the results from the Mann-Whitney U-test, gender and status have a greater impact on how the students answered the Assessment Day questions, than residence hall affiliation. Similar results from the 2008 cohort are found when analyzing the 2009 cohort. Gender seems to indicate different responses in the questions found in table 13.

Table 13: Significantly different questions when tested Against Gender for Cohort 2009

Assessment Day Questions	Higher Mean Rank
Discuss Politics	Male
Use tobacco	Male
Ask a professor for advice outside of class	Male
Skip classes	Male
Communicate with parents and relatives	Female
Turn in assignments late	Male
Interact with individuals that are different from you.	Female

Male students are more likely to discuss politics, use tobacco, ask a professor for advice outside of class, skip classes, and turn in assignments late, while female students are more likely to

communicate with parents and relatives and interact with individuals that are different from themselves.

When analyzed against status (first year or upper class), four statements in the campus perceptions section and one question in the general satisfaction section have significantly different mean ranks through the Mann- Whitney U-Test (Table 14).

Table 14: Significantly different Campus Perception Statements/ General Satisfaction question when tested Against Status for Cohort 2009

Campus Perceptions Statement	Higher Mean Rank
WSU is committed to academic excellence	First Year students
I feel part of a community of learners at WSU	First Year Students
WSU is student Centered	First Year Students
I have strong relationships with WSU faculty members.	Upper Class Students
Are you generally satisfied with your experience at WSU?	First Year Students

The first year students indicate at a higher level that they strongly agree with the statements and that they are generally more satisfied with their experience. There are many other areas in the social behaviors section where status makes a significant difference in how each population gives their answer. In response to discussing politics, volunteering, and staying current with news upper class students indicate a higher frequency of those activities. First year students indicate higher frequencies in participating in fitness and staying in contact with friends from high school.

2010 Residence Hall Cohort Population Overview

The total number of students in the residence halls at Winona State for academic year 2009-2010 cohort is 2312. The percentage of the female population of the cohort is 63.8% and male percentage is 36.2%. The declared program of study for students in the 2009-2010 cohort looks similar to the two previous cohort years with 495 students being undeclared representing the largest population (21.4%), then Nursing with 442 (19.1%) majors, Biology with 161 (7%) majors and Elementary Education with 148 (6.4%) majors. In the spring semester 2010 the same majors are in the top four but in a slightly different order with nursing coming in the lead at 363 majors followed by undeclared at 351. When the data is sorted by college Nursing and Health Sciences has the most number of student majors at 578 (25%), Liberal Arts has 438 (18.6%) majors, Science and Engineering has 370 (16%) majors, Business has 212 (9.2%) and Education has 205 (9.2%) majors (fall 2009). This data only represents a student's primary major and does not include second majors or minor areas of study. The amount of students that take the Orientation class is 2066 students. Of those students 1929 (93.4%) pass, 103 (5.0%) take no credit and 31 (2.0%) withdraw. 95.6% of females who take orientation pass and 89.0% of males who took orientation pass.

For the 2009 – 2010 residence hall cohort the number of first generation college students using the federal definition of the term is 979, which is 42.3% of the total population. When comparing with the ethnicities of the cohort, 34.5% of non- white students in the cohort indicate that they are first generation and 43.4% of the white students indicate they are first generation. The total number of students who are in the low income category is 534 or 23.1% of the total population. When comparing with the ethnicities of the cohort, 23% of the white

students indicate low income status, while 22.1% of the non-white students indicate low income status. In a detailed analysis of each residence hall and each variable, it is noted that percentages of first generation and low income seemed to stay consistent per residence hall.

Ethnicities of the cohort students are indicated below in Table 15. White students make up the majority of the residence hall population at 88.1%. The next highest percentage of the population is international students at 3.8%. Looking at non-white population in the residence halls, the residence hall with the highest non-white population is Sheehan Hall with 16.5% of the residents indicate non-white affiliation and Prentiss with 14.9% non-white students. Those inflated percentages have to do with the number of international students placed in those two buildings during this cohort year. 62% of the international students housed in University housing live in either of those two buildings. The residence hall with the lowest population percentage of non- white students is the Richards at 6.6%.

Table 15: Ethnicity frequencies for cohort 2010

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Am Ind/Alask	5	.2	.2	.2
	Asian	29	1.3	1.3	1.5
	Black	26	1.1	1.1	2.6
	Hawaii/Pac	1	.0	.0	2.6
	Hispanic	48	2.1	2.1	4.7
	International	89	3.8	3.8	8.6
	Two or More	55	2.4	2.4	10.9
	Unknown	22	1.0	1.0	11.9
	White	2037	88.1	88.1	100.0
	Total	2312	100.0	100.0	

Retention and Persistence Analysis of the 2010 Cohort

The overall retention from fall 2009 to spring 2010 of those in the residence halls is 90.7% (Table 16). The percentage between male and females is virtually the same. 2081 students are enrolled full time in spring 2010 and 16 were enrolled part time. The data shows that 215 students are not enrolled in the spring 2010 from this cohort. In an analysis of each residence, no difference is found among the halls for the percentage of students who retained to spring 2010 (Table 17). Looking at the Assessment Day question that asks a student why they are leaving WSU the most frequent answers are “other” at 47.2%, “didn’t like WSU” 22%, and “move closer to home” at 9.2%. Of those that stated they want to move closer to home 77% are female.

Table 16: Enrolled Spring 2010 Frequencies and Percentages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	215	9.3	9.3	9.3
	Yes	2097	90.7	90.7	100.0
	Total	2312	100.0	100.0	

Table 17: FALL Residence Hall vs. SPRING 2010 Status Cross tabulation and Retention Percentage

Count		SPRING1_Status			Total	Retention %
		Full Time	Not Enrolled	Part Time		
FALL1_ResHall	Conway Hall	95	13	0	108	88%
	Lourdes Hall	448	50	2	500	90%
	Lucas Hall	212	11	2	225	95.1%
	Maria Hall	210	34	0	244	87.5%
	Morey Hall	224	22	0	246	91.1%
	Prentiss Hall	203	19	6	228	91.6%
	Richards Hall	179	16	2	197	91.8%

Sheehan Hall	393	36	2	431	91.6%
Tau Center	117	14	2	133	89.5%
Total	2081	215	16	2312	

Analysis of Assessment Day Data Against Residence Hall Affiliation for 2010 Cohort

Each question of the campus perceptions, general satisfaction, social behaviors, and quality of service sections is analyzed against spring residence hall using the Kruskal- Wallis test. The null hypothesis is that there is no significant difference among student responses of the nine residence hall areas for the Assessment Day data collected in the spring of the cohort year. The Skills Development section is not a part of this analysis because it was not given as an option on Assessment Day for spring 2010. The analysis concludes the following areas where the null hypothesis is not supported.

- Campus Perceptions: Students are made to feel welcome at WSU.
- Campus Perceptions: I can make life-long friends at WSU.
- Quality of Services: Fitness Center
- Quality of Services: Tutoring

For each of these statements where a significant difference is found, the means ranks are analyzed to see which residence halls has consistently higher responses for the statement. This cohort is the first cohort to have any campus perceptions statements that are significantly different for residence hall population. As shown in Table 18 the mean ranks for each residence hall is shown along with the number of answers the mean rank represent. For the statement, “Students are made to feel welcome at WSU” Lucas Hall has a notable higher mean rank than any of the other residence halls. There are no apparent “other” factors that would explain this

happening. If one were to say that gender had a part to play, then Sheehan (an all female hall) should show the same trend. The other indicators this study examines have no bearing on clueing us in on why Lucas would have a significantly higher mean rank for this statement. So the Null Hypothesis is abandoned for this statement in Campus Perceptions. Now looking at the statement, “I can make life-long friends at WSU,” Lucas, Maria, Conway and Richards have higher mean ranks than the other residence halls. They are not as strikingly different as in the previous statement, but still made a significant difference in the Kruskal- Wallis test. Again as with the previous statement, no other indicators are the apparent reasoning behind the significant difference in this statement. The conclusion would be that residence hall had a part to play.

Table 18: Mean Ranks Values for Campus Perceptions question based on Residence Hall.

Campus Perceptions:	Conway Hall	16	124.81
Students are made to feel	Lourdes Hall	74	137.61
welcome at WSU.	Lucas Hall	36	186.89
	Maria Hall	26	129.27
	Morey Hall	19	130.39
	Prentiss Hall	19	145.03
	Richards Hall	32	140.31
	Sheehan Hall	52	134.62
	Tau Center	10	147.80
	Total	284	

Table 19: Mean Ranks Values for Campus Perceptions question based on Residence Hall.

Campus Perceptions: I can	Conway Hall	16	150.75
make lifelong friends at	Lourdes Hall	73	133.63
WSU.	Lucas Hall	36	173.33

Maria Hall	26	163.46
Morey Hall	19	128.92
Prentiss Hall	19	132.92
Richards Hall	32	147.86
Sheehan Hall	51	122.42
Tau Center	10	129.60
Total	282	

The outcomes are not statistically different when looking at residence hall affiliation for general satisfaction questions, however all the results are very positive. Most students in the halls answer yes to the questions in table 20 and 21. The percentages of yes responses per residence hall are in the high eighties and nineties. The percentages per residence hall of the students that answered yes to the question, “Are you generally satisfied with your experience at WSU?” are in the nineties and eighties (Table 21). 94% of students who answered the question say they are generally satisfied with their experiences at WSU.

Table 20: General Satisfaction: So far have your college experiences met your expectations Cross tabulation for the 2010 Cohort

		General Satisfaction: So far have your college experiences met_		Total	% of YES
		NO	YES		
SPRING1_ResHall	Not in Halls	4	25	29	
	Conway Hall	2	9	11	81
	Lourdes Hall	6	67	73	91
	Lucas Hall	3	30	33	90
	Maria Hall	3	21	24	87
	Morey Hall	2	27	29	93
	Prentiss Hall	0	14	14	100
	Richards Hall	3	22	25	88
	Sheehan Hall	9	52	61	85

	Tau Center	0	2	2	100
Total		32	269	301	

**Table 21: General Satisfaction: Are you generally satisfied with your experience at
WSU Cross tabulation for 2010 Cohort**

Count		General Satisfaction: Are you generally satisfied with your expe		Total	% of YES
		NO	YES		
SPRING1_ResHall	Not in Halls	3	26	29	
	Conway Hall	2	9	11	81
	Lourdes Hall	4	70	74	94.5
	Lucas Hall	2	31	33	93.9
	Maria Hall	2	22	24	91.6
	Morey Hall	0	29	29	100
	Prentiss Hall	0	14	14	100
	Richards Hall	2	23	25	92
	Sheehan Hall	1	60	61	98
	Tau Center	0	2	2	100
Total		16	286	302	

Looking at Gender, LLC Participation and Status for 2010 Cohort

Evident in the results from the Mann- Whitney U-test, gender and status have a greater impact on how the students answered the Assessment Day questions, than residence hall affiliation especially in the realm of social behaviors. Similar results from the 2008 and 2009 cohorts are found when analyzing the 2010 cohort. Gender seems to indicate different responses to the questions found in table 22.

Table 22: Significantly different questions when tested Against Gender for Cohort 2010

Assessment Day Questions	Higher Mean Rank
Discuss Politics	Male

Use tobacco	Male
Watch 2 or more hours of TV	Male
Skip classes	Male
Communicate with parents and relatives	Female
Turn in assignments late	Male
Read for Pleasure	Female
Stay current with local and national news	Male

Male students are more likely to discuss politics, use tobacco, watch more TV, skip classes, turn in assignments late and stay current on news, while female students are more likely to communicate with parents and relatives and read for pleasure.

When analyzed against status (first year or upper class), one statement in the campus perceptions section and seven statements in the social behaviors section have significantly different mean ranks through the Mann-Whitney U-Test (Table 23).

Table 23: Significantly different statements when tested Against Status for Cohort 2010

Social Behavioral Statement	Higher Mean Rank
Discuss Politics	Upper Class Students
Participate in school social clubs or organizations	Upper Class Students
Perform volunteer work	Upper Class Students
Ask a professor for advice outside of class	Upper Class Students
Stay current with local, national, and world news	Upper Class students
Stay in touch with friends from high school	First Year Students
Skip classes	First Year Students

I have strong relationships with WSU administrators.	First Year Students
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Unlike other cohorts that had multiple campus perceptions that were significant by status only one statement, “I have strong relationships with WSU administrators” is found to have a significant difference based on status. Like other cohorts many of the same social behavior aspects are found significant based on status. In response to discussing politics, volunteering, staying current with news, and participating in school clubs upper class students indicate a higher frequency of those activities. First year students indicate higher frequencies in participating in staying in contact with friends from high school and skipping class.

Assessment Day data Conclusions

A consistent finding with each cohort group is that a student’s gender or status, whether a first year student or upper class, has a bigger impact on how they answer the questions on Assessment Day rather than residence hall affiliation. In cohorts 2008 and 2009 first year students rate the campus perceptions area higher than their upper class counter parts; however in 2010 this is not the case. In 2010 cohort, Lucas hall residents are significantly different from the rest of their residence hall counterparts in how they answer two of the perceptions statements. It is not surprising to find that many of the social behaviors are significantly different by gender or status.

The percentages from year to year of students that take and pass orientation class are consistent over the three year cohort. Female students pass the class with higher percentages than male students. The overall percentages of first generation college students using the federal definition are also consistent among the three cohorts.

In the retention arena, the 2008 cohort gave us the most information on their persistence at the University. For the first year students in this cohort, the spring 2010 results represent their junior year. The University is retaining its female and male populations at the same rate. Consistently over the three cohort years, the percentage of students who retained to the spring of their cohort year is about 90%.

2010 Survey of Student Living Experience of On Campus Students

The second phase of this report is looking at a student survey effort that was administered in the spring of 2010. This survey serves to explore the experience of residence hall students at Winona State. There are ten distinct traditional residence hall areas at Winona State (excluding East Lake Apartments) Prentiss, Lucas, Morey, Shepard, Richards, Conway, Sheehan, Lourdes, Tau and Maria halls. Three of the building Lourdes, Tau and Maria are located on West Campus (12 blocks from WSU's main campus) and have a house system that works with the activities and governance on the West Campus. The house system was implemented in Fall 2008, so is currently starting its third year of existence. The primary area of inquiry for this survey effort is to analyze any impact living environment has on how the students answer the questions in the survey. This section of the report will only highlight the 2009- 2010 cohort, but hopefully will bring to light possible areas for further study based on the trends found.

There are three sections to the survey the first is a series of statement that the student rates to what extent they agree with the statement, the next rates their satisfaction and the third looks at their engagement listing activities where the student indicates their participation frequency (Appendix C).

Student Experience Survey Statement of Hypothesis

The hypothesis in this study stems from the belief that the house system of activities and governance allows students greater opportunity to engage in their living environments, thus translating to increased overall satisfaction and engagement. In addition to the house system, the West Campus residence hall students have the opportunity to participate in Living and Learning Communities that would also contribute to their engagement with the WSU community.

Hypothesis 1: There is no significant difference between those that live in the residence halls on West Campus and those that live in the residence halls on Main Campus at Winona State for the different areas assessed in the 2010 Survey of Living Experience.

Student Experience Survey Significance of Study

This study is significant because the majority of first year students live on campus and their campus experience can affect their satisfaction and engagement at WSU, then affecting their retention at WSU.

Student Experience Survey Methodology

The survey is made up of three areas. The first section is 17 statements where the student rates each statement with either, “strongly disagree,” “disagree,” “neutral,” “agree,” or “strongly agree.” The statements ask about their living environment, such as, “the members of my living community care about its well-being” and about their engagement, such as, “I attend campus events with people I have met in clubs/ out-of- hall activities.” The next section is 11 satisfaction statements, where the student rates the statement with “very

dissatisfied,” “dissatisfied,” “neutral,” “satisfied,” “very satisfied.” The third section of the survey rates the frequency that students do the action in the statement. Statements such as, “Meet new people in your living environment” and “work with faculty and staff on committees, clubs, or programs outside of classroom activities. The survey is in Appendix C.

The survey was administered on line. An email was sent to all residence hall students with a link to the Qualtrics Survey. The immediate incentive was a candy bar if the student printed out the completion page and brought it to their front desk where a full sized chocolate bar awaited. The student was also entered into a drawing to win an i-pod shuffle; two were given away one for West campus and one for main campus students. Students were emailed twice over a three day period, 4/27/2010 – 4/30/2010. The subjects of the email stated that it was an end of the year survey for their particular hall and addressed to the residents of that particular hall. This was intentional to create a more intimate feel to the survey instead of a mass effort in order to increase participation.

Student Experience Survey Limitations of Study

- Students that lived on campus in fall 2009, but not in spring 2010 would not be able to take the survey.
- Since students for the most part self-select into their residence halls, so the survey could not be a true random sample.
- All students were given the opportunity to give feedback through this survey tool and all surveys are looked at through the analysis process.

- Since students are such multi-faceted and dynamic individuals, it would be impossible to assess all the factors in play in their decision on how to answer a question. For example, there could have been an isolated incident in a hall that may cause a negative response from many students who took the survey, but does not have anything to do with the hall itself or the environment that is sustained from year to year.

Student Experience Survey Who took the Survey

The return rate for the survey was excellent as 792 students took the survey, which is 40.3% of the students living on campus in spring 2010. Table 24 shows the number of students who took the survey from each residence hall and what percentage of the population those numbers represent. You can see that main campus halls Sheehan, Conway, Lucas and Richards have the highest percentages of their population participating in the survey. West Campus halls all average around 28%.

Table 24: Frequencies and Percentages of participation per hall in the student Experience survey in spring 2010

Hall	# of Surveys	% of Population
Prentiss	44	24%
Lucas	108	56.3%
Morey	45	38.7%
Shepard	15	12.9%
Richards	88	53%
Conway	47	50%
Sheehan	183	49.3%
Lourdes	170	25.4%
Tau	36	31.8%
Maria	56	28.4%
Total	792	

A total of 618 female students filled out the survey, which is 78% of the total number of students who took the survey and 48.8% of the female population living on campus in spring 2010. The males that took the survey totaled 174 students, which is 22% of the students that took the survey and 25% of the male population that lived on campus during the spring of 2010. Mostly first year students took the survey in the number of 587, which is understandable since the majority of students living in the halls are in their first year. This number (587) represents 43% of the first year students living on campus in spring 2010. Upper class students took the survey in lesser amounts as their year progressed. Sophomore students totaled 158, juniors 29 and seniors 18.

When referring the results of this survey to the overall population, the discrepancy in male and female percentage of the population that took the survey should be considered. However, the overall numbers, the fact that 43% of first year students and 40.3% of the overall population took the survey, the results should give us a good picture of the satisfaction and engagement of our student population on campus.

Student Experience Survey Analysis of the Results

The results of the 42 survey questions/statements are analyzed using the Kruskal- Wallis test for variables that have 3 or more possible answers (residence hall represented in this study number 10) and the Mann-Whitney U Test for variables that only have 2 possible answers. The main hypothesis of the study is there is no significant difference between those that live in the residence halls on West Campus and those that live in the residence halls on Main Campus at Winona State for the different areas assessed in the 2010 Living Experience Survey. In addition

to this test, other tests are done to test how the other variables affect the results found in the survey.

When each residence hall is analyzed against all the statements found in the survey 31 of the 42 statements are found to have significant difference among residence halls. In order to look at those 31 statements with more clarity, the statements are organized into five overall themes. Those themes are community, physical hall, college services, programming, and overall experience.

Community

The 15 statements that are found significant in the theme of community are:

- My living environment is an enjoyable place to live.
- The members of my living community care about its wellbeing.
- It has been easy to connect with people and make friends in my residence hall.
- I belong to an academic community within my residence hall.
- I live in an inclusive living community.
- I feel at home in my residence hall.
- I am proud of the residence hall I live in.
- My voice is heard in my living community
- I frequently use text messaging to communicate with my peers in my living community.
- The overall atmosphere in your hall
- The ability to socialize in your hall
- The ability to study and get work done in your hall
- Meet new people in your living community
- Participate in study groups with other residents in your hall
- Socialize with other students in your residence hall

The mean rank order for 12 out of the 14 statements rates West Campus halls and Lucas hall with the top mean ranks, which means that the residents score that they agree more likely, participate more frequently or are more satisfied depending on the statement. In this first

significant statement, “My living environment is an enjoyable place to live,” Tau, Lourdes and Maria in that order have the top mean ranks. Many West Campus residents note that it feels like coming home at the end of the day, so when the survey inquired about the statement, “I feel at home in my residence hall,” all three West Campus buildings are in the top four mean ranks. West Campus residence halls also came in the top three for the statement, “I am proud of the residence hall I live in.”

In the second statement from the list above, “the members of my living community care about its wellbeing,” the top mean ranks are from the all female halls of Lucas and Sheehan.

Prentiss, Lucas, then the West Campus halls rank in that order for residents satisfaction with the ability to socialize. Overall Lucas and the West Campus hall were notably present with the top ranks for most of the statements that centered on the residents community in the halls.

Physical Hall

The following four statements are found significant in the theme of the physical hall:

- The common areas in your hall
- Your room/living space
- Use lounges to relax or hang out in your hall
- My living environment is clean and well taken care of

In this theme group the West Campus halls and Lucas were again present in the top position when looking at the mean ranks. Maria, Lucas, Lourdes and Shepard have the highest ranks for the statement, “My living environment is clean and well taken care of.” An interesting finding is that in the statement on satisfaction of the common areas in the hall, Lucas has the top mean rank while Prentiss ranked eighth among the halls and they are buildings that share most of their common space. The perceptions of the residents are different based on the community

they are able to build. Lucas obviously from findings in the community section is able to build those connections, so the common spaces seem fine to facilitate that end. Prentiss residents may be looking for different things from their living environment.

College Services

The four statements that are found significant in the theme of college services are:

- My living space is convenient in relation to campus amenities.
- My living environment is safe.
- Transportation available to travel among the campuses (Main, West, East & Wabasha)
- The friendliness of residence hall staff

The three West Campus buildings come in last for the statement, “my living space is convenient in relation to campus amenities” and rate themselves the least satisfied among the halls for the statement, “Transportation available to travel among the campuses.” Not surprising findings since the West Campus halls are not on the main campus where most classes, activities and the Library are. Sheehan residents thought it has the safest environment, followed by Tau, Lucas, Maria and Lourdes. The residence hall most satisfied with its friendly staff is Prentiss hall, followed by Shepard, Lucas, Maria and Lourdes.

Programming

The six statements that are found significant in the theme of programming are:

- I attend events with the people I have met in my residence hall.
- I am informed about campus events through my residence hall.
- The number of available leadership positions at WSU
- Your connection with the Winona Community
- Participate in community service

The halls that have the highest means in these programming related statements are Lucas, Lourdes, Maria, Tau and Sheehan. In the statement, “I attend events with the people I have met in my residence hall,” Maria residents are most likely followed by Tau, Lucas and Lourdes. In the statement, “I am informed about campus events through my residence hall,” Lucas residents are again more likely followed by Sheehan, Lourdes, and Tau.

The analysis of the overall statements always proves interesting. In this case the following two statements where residents have to rate their overall satisfaction are both found to have significant differences among the halls.

- The overall experience living in your hall
- The overall experience at WSU

When rating the overall satisfaction in their hall, Lucas residents followed by Tau, Maria and Lourdes indicate they are most satisfied with their halls. In rating overall satisfaction with Winona State, Lucas, Prenitss, Tau and Morey is the order.

Student Experience Survey Conclusions and Implications

In discussing the conclusions from this survey study it is appropriate to remind ourselves of the purpose of this study and that is to find out if the residents living environment impacts how the residents answer the survey questions. There is sufficient evidence that living environment have an influence on how students answer the questions. Gender and class rank are also looked at, but in this study residence hall affiliation is a stronger indicator of answer than either of those two factors. The results of the gender findings seem skewed since there is such a high female return rate in comparison to male. The class rank findings are also skewed do to the high percentage of first year students completing the survey. With strong and

consistent evidence from this survey effort it can be concluded that Lucas, Lourdes, Tau and Maria have residents that are satisfied with their community experience. Other halls came in the middle and inconsistently rose to the top rank in an analysis of a single statement, but Lucas, Lourdes, Tau and Maria were consistently in the top ranking of the test results.

Lucas and the West Campus buildings do not offer any easily distinguishable similarities that could couple the two experiences and explain this data, so it must be concluded that whatever community model that is in place is working for the satisfaction and engagement of those residents for spring 2010.

The West Campus halls share many community aspects such as Social Hour, Mugshots, House system and physical location 13 blocks from main campus, so it is understandable why the results for these three buildings aligned consistently on most statements. However in the case of Lucas it is interesting that Prentiss did not follow Lucas in the same systematic manner since they share location, lounges, staff and programming. The notable difference is the single sexed nature of the community. Lucas residents being all female have a different perspective on their similar surrounds than the all male side of the house.

West Campus Survey 2008, 2009, 2010

In spring 2008 a study was conducted to study the satisfaction and engagement of students who live on West Campus at Winona State University. Students who live on West Campus (Residential College) have the opportunity to take part in Living and Learning Communities, Residential Houses, University Studies classes in their hall and live 13 blocks from WSU's main campus. A survey was administered in April 2008 that asked questions about the

student's engagement and satisfaction. The analysis found statistically significant difference in the answers of students who were in a living and learning community as compared to those who did not take advantage of that opportunity. The same survey was administered in spring 2009 and spring 2010.

The hypothesis is that the students involved in the living and learning communities would have significantly different answers to some of the survey statements than the students who are not involved in living and learning communities. The prediction is that in the areas of out-of-classroom experiences with faculty, educational activities, interactions with faculty and staff, and connecting with other students at the West Campus the LLC students would rate their engagement and satisfaction higher.

Each year the survey is given different engagement and satisfaction statements are found to be significant based on LLC participation. There is a significant difference between student responses of those who participated in living and learning communities and those who did not participate in living and learning communities for the following engagement statements of the *End of the Year Survey of West Campus Students 2008*.

1. *participate in out of classroom experiences with faculty (fieldtrips, speakers, projects).*
2. *attend educational speakers, seminars, movie or retreats on West Campus.*
6. *work with faculty and staff on committees, clubs or programs outside of classroom activities.*
10. *use lounges to relax or hang out on West Campus.*
12. *attend West Campus activities such as Winter Formal, Mugshots, Condom Bingo, etc.*
13. *attend floor events.*
14. *attend Hall Council.*

There is a significant difference between student responses of those who participated in

living and learning communities and those who did not participate in living and learning communities for the following satisfaction statements of the *End of the Year Survey of West Campus Students 2008*.

1. *the educational activities on West Campus (speakers, workshops, retreats, presentations, etc).*

5. *with your interactions with faculty on West Campus.*

There is a significant difference between student responses of those who participated in living and learning communities and those who did not participate in living and learning communities for the following engagement statements of the *End of the Year Survey of West Campus Students 2009*.

1. *participate in out of classroom experiences with faculty (fieldtrips, speakers, projects).*

There is a significant difference between student responses of those who participated in living and learning communities and those who did not participate in living and learning communities for the following satisfaction statements of the *End of the Year Survey of West Campus Students 2009*.

4. *with your interactions with students on West Campus*

There is a significant difference between student responses of those who participated in living and learning communities and those who did not participate in living and learning communities for the following engagement statements of the *End of the Year Survey of West Campus Students 2010*.

1. *participate in out of classroom experiences with faculty (fieldtrips, speakers, projects).*

5. *talk to others about what you are learning in your classes (students, faculty, family, etc)*

10. *use lounges to relax or hang out on West Campus.*
11. *Socialize with other students on West Campus.*
12. *attend West Campus activities such as Winter Formal, Mugshots, Condom Bingo, etc.*
13. *attend floor events.*

There is a significant difference between student responses of those who participated in living and learning communities and those who did not participate in living and learning communities for the following satisfaction statements of the *End of the Year Survey of West Campus Students 2010*.

2. *Your floor/ house activities.*
7. *Your ability to study and get work done on West Campus.*

Analysis of Three Cohort Years

When the data is combined and analyzed by cohort year many statements are found to be significant based on the year the survey is taken. Notably the 2010 cohort has the highest mean rank on all the significant statements except for one E11, “socialize with other students on West Campus” (Table 25). There are three statements in particular where the difference in mean ranks warrants mention. The three statements are, “attend educational speakers, seminar, movie or retreats on West Campus,” “participate in community service,” and “attend House Council meetings.” The results indicate that residents who filled out the survey in 2010 participated in these activities with more frequency. In addition, for all but two of the significant statements the mean rank increased with each year, so that the frequency in which residents engaged in these activities increased as the cohort year increased.

Table 25: Significant West Campus Survey Engagement Statements for Analysis on the Combined Data over Three Years.

Engagement Statements	Highest Rank
participate in out of classroom experiences with faculty (fieldtrips, speakers, projects)	2010
attend educational speakers, seminars, movie or retreats on West Campus.	2010
talk to others about what you are learning in your classes(student, faculty, family, etc)	2010
work with faculty and staff on committees, clubs or programs outside of classroom activities.	2010
participate in study groups with other residents on West Campus	2010
work with other students on group projects connected with a class	2010
participate in community service	2010
socialize with other students on West campus	2008
attend West Campus activates such as fall banquet, winter formal, mugshots, college social hour, etc.	2010
attend house/ floor activities	2010
attend House Council	2010

These results are encouraging when considering the house system on West Campus.

The house system began in fall 2008 and with each year the program activities have increased and the students' participation has increased. The Residential College coupling with Housing and Residence Life have been promoting this organization of activities and governance over these two years.

The one factor that could be skewing the data is the number of students that took the survey over each cohort year. In 2008 501 students participated in the survey, 2009 there were 423 and in 2010 there were only 262. The survey was changed from a paper survey administered at end of the year floor meetings to an online survey. The reason for this change is that in 2010 the whole residence hall population is surveyed and these statements are incorporated into that survey effort.

Living and Learning Community participation analysis also produces significant

statement for engagement and satisfaction. Statements that are significant for LLC involvement are:

- participate in out of classroom experiences with faculty (fieldtrips, speakers, projects)
- attend educational speakers, seminars, movie or retreats on West Campus.
- interact with staff outside the classrooms (Resident Assistants, Hall Directors, etc)
- talk to others about what you are learning in your classes(student, faculty, family, etc)
- participate in study groups with other residents on West Campus
- participate in community service
- use lounges to relax or hang out on West Campus
- socialize with other students on West campus
- attend West Campus activities such as fall banquet, winter formal, mugshots, college social hour, etc.
- attend house/ floor activities
- attend House Council

The significant satisfaction statements for LLC involvement are:

- the educational activities on West Campus (speakers, workshops, retreats, presentations, etc)
- West Campus wide activities such as opening banquet, winter formal, mugshots, college social hour, etc.
- with your interactions with other students on West campus
- with your interactions with faculty on West Campus

The results from the three year survey for LLC participation are compared against the three years of individual cohort years to further clarify the results. The engagement statement, “participate in out of classroom experiences with faculty (fieldtrips, speakers, projects)” is found significant in all three cohort years as well as the combined survey. Since the living and learning community’s course (RESC 201) is an activities based course, this results seems evident, but also reassuring that the faculty are indeed giving the students out of classroom experiences that translate into increased frequency compared to the general population. The

LLC courses are different than other courses first year students take at Winona State. Two other statements are found significant in at least two cohort years “attend West Campus activities such as opening banquet, winter formal, mugshots, social hour, etc.” and “attend floor/ house activities.”

The fact that students self- selected into the living and learning communities could be an interwoven factor into the results. Perhaps students that self-selected are joiners from the beginning. However, all the students that took the surveys are living on the West Campus for the whole year. There are many common experiences among the students and yet significance is still found for the above mentioned elements in regards to LLC participation. The survey is traditional given a full semester after the LLC participation and the results are still significant.

Overall Study Recommendations

The study brings out the question, what are males looking for in a college living environment? With the discrepancies in the results between Prentiss and Lucas halls in the 2010 Living Environment Survey, the question rises due to the fact that these halls share a common experience in the arenas of common space, residence life staff, programming requirements and position on campus. In the Assessment Day portion of this study it is consistently noted over the three cohort years studied that compared to female rates of completion only 86% of male students pass orientation. Their satisfaction and engagement is lower than female students. The question in how our residence halls can meet the needs of male students needs further study.

In the Living Environment Survey, Lucas, Lourdes, Tau and Maria halls have the top mean ranks consistently for 12 out of the 14 community centered questions. Three of those

four buildings have something in common, the house system. The three West Campus halls more strongly agree that they have a “sense of pride in your hall” than the other residence halls. Over the years the identity of West Campus has been a focus for the staff and faculty that work predominately on the West Campus. You need a reason for students to get excited about living 13 blocks away from their classes, the library and other college services. The House system gives them that identity piece that helps to create a community attachment to the place. To keep the West Campus unique and attractive to students, the furtherance of the house system is recommended.

The question about the community on main campus also surfaces. Lucas hall has great results in building a strong community in that residence hall. Is there a main campus experience unique and exciting that can create the same community response as Lucas has? What can increase the pride and cohesiveness of the buildings on main and create a sense of identity. The dynamic on main may change with the opening of New Hall and New Center. The further community study of main campus residence halls is recommended in the light of the opening of these two new buildings.

The living and learning community course (RESC 201) is unique in the first year experience. The active nature of this course, getting the students out in the community, learning and experiencing are worth the effort. In the analysis of the three years of survey data for the West Campus Survey of Engagement and Satisfaction, the consistently significant nature of the statement “participate in out of classroom experiences with faculty (fieldtrips, speakers, projects)” is indicative of what is different about this course. In light of the fact that the living and

learning communities as we know them at Winona State are going to be disbanded, the findings of this study would encourage the decision makers to keep the marker of experiential learning at the fore front of the conversations. Currently in the first year experience there is nothing like it.

In this upcoming year with the Bush grant opportunities, the experience piece will again be built in to the curriculum structure. First year students need to have these experiences as part of what they “have” to do. Upper class students have more capacity to find their own opportunities for experiential learning in the realm of internships and volunteer experiences, which in some cases are built in to their course work. This approach does not work well for first year students. The first year student is usually caught up in transitioning to life on campus that life off- campus is ignored for a time. I have met many students that have never left campus, besides the occasional Wal-Mart run. This is why the importance of having experiential learning built in to their curriculum in some way is very important.

As stated earlier in this paper, each student is multi-faceted and diverse in the story they bring to us. Striving to understand why they connect to a place, what motivates them to get involved and why they stay at Winona State are all questions that have to be revisited often.

END OF THE YEAR SURVEY OF WEST CAMPUS STUDENTS

Please take a few minutes to take this survey about your experience on the West Campus. Before you take this survey, try to recall all of the activities, clubs, floor programs, coffeehouses and speakers you have attended this year.

This study is designed to study the engagement and satisfaction of students on the West Campus. Participation will require approximately **5 minutes**. There are no appreciable risks or benefits from participating in this study. No identifying information will be collected. Participating is voluntary and you may stop participating at any time. If you agree to participate, responding to the questions constitutes your consent. If you have any questions, contact Sarah Olcott at 507-457-2516 or the Human Protections Administrator Nancy Kay Peterson at 507-457-5519.

Mark an X in the appropriate space

Gender: () Male
() Female

Class Rank: () First- year
() Sophomore
() Junior
() Senior or 5th year

Were you in a Living & Learning Community Fall 2008? () YES () NO

If YES which one?

() Creative Expression
() Curiosity: The Essence of Science
() Entrepreneurship
() Explorations: Life's Journey
() Global Village
() It's Political
() Mississippi River
() Savvy Adventure Traveler
() Whose Planet it is Anyway?

With what frequency do you... Circle Appropriate # 1- Never 2- Infrequently 3-Sometimes 4- Frequently 5- Very Frequently

participate in out of classroom experiences with faculty (fieldtrips, speakers, projects)	1	2	3	4	5
attend educational speakers, seminars, movie or retreats on West Campus.	1	2	3	4	5
interact with faculty outside of the classroom	1	2	3	4	5
interact with staff outside the classrooms (Resident Assistants, Hall Directors, etc)	1	2	3	4	5
talk to others about what you are learning in your classes(student, faculty, family, etc)	1	2	3	4	5
work with faculty and staff on committees, clubs or programs outside of classroom activities.	1	2	3	4	5
participate in study groups with other residents on West Campus	1	2	3	4	5
work with other students on group projects connected with a class	1	2	3	4	5
participate in community service	1	2	3	4	5
use lounges to relax or hang out on West Campus	1	2	3	4	5
socialize with other students on West campus	1	2	3	4	5
attend West Campus activities (fall banquet, winter formal, Mugshots, college social hour)	1	2	3	4	5
attend house/ floor activities	1	2	3	4	5
attend House Council	1	2	3	4	5

How satisfied are you with ... Circle Appropriate # 1- Not Applicable 2- Very Dissatisfied 3- Dissatisfied 4-Satisfied 5- Very Satisfied

the educational activities on West Campus (speakers, workshops, retreats, presentations, etc)	1	2	3	4	5
your house/ floor activities	1	2	3	4	5
West Campus-wide activities (fall banquet, winter formal, Mugshots, college social hour, etc)	1	2	3	4	5
your interactions with other students on West campus	1	2	3	4	5
your interactions with faculty on West Campus	1	2	3	4	5
your interactions with staff on West Campus (Resident Assistants, Hall Directors, etc)	1	2	3	4	5
your ability to study and get work done on the West Campus	1	2	3	4	5
your ability to socialize on West Campus.	1	2	3	4	5
the overall experience living on West Campus	1	2	3	4	5
the overall experience this year at WSU	1	2	3	4	5

This study is designed to study the experience of students living on campus. Participation will require approximately 10 minutes. There are no appreciable risks or benefits from participating in this study. No identifying information will be collected. Participating is voluntary and you may stop participating at any time. If you agree to participate, responding to the questions constitutes your consent. If you have any questions, contact Tim Fredrickson at 507-494-6092 or Sarah Olcott at 507-457-2516; or the WSU Human Protections Administrator, Nancy Kay Peterson at 507-457-5519.

Please select the following:

Gender: M F NR

Class Rank: First-Year Sophomore Junior Senior or 5th Year

Hall: Prentiss, Lucas, Morey, Shepard, Richards, Conway, Sheehan, Lourdes, Tau, Maria

To what extent do you agree with the following statements?

1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree

My living environment is an enjoyable place to live.	1	2	3	4	5
My living environment is clean and well taken care of.	1	2	3	4	5
My living space is convenient in relation to campus amenities.	1	2	3	4	5
The members of my living community care about its wellbeing.	1	2	3	4	5
I attend events with the people I have met in my residence hall.	1	2	3	4	5
I attend campus events with people I have met in clubs / out-of-hall activities.	1	2	3	4	5
It has been easy to connect with people and make friends in my residence hall.	1	2	3	4	5
I belong to an academic community within my residence hall.	1	2	3	4	5
I live in an inclusive living community.	1	2	3	4	5
My living environment is safe.	1	2	3	4	5
I feel at home in my residence hall.	1	2	3	4	5
I am proud of the residence hall I live in.	1	2	3	4	5
I am informed about campus events through my residence hall.	1	2	3	4	5
I am informed about campus events through WSU's emails and website.	1	2	3	4	5
My voice is heard in my living community.	1	2	3	4	5
Social networking sites like Facebook have brought me closer to people in my living community.	1	2	3	4	5
I frequently use text messaging to communicate with my peers in my living community.	1	2	3	4	5

How satisfied are you with...

1 – Very Dissatisfied 2 – Dissatisfied 3 – Neutral 4 – Satisfied 5 – Very Satisfied

The number of available leadership positions at WSU	1	2	3	4	5
Your connection with the Winona Community	1	2	3	4	5
The overall atmosphere in your hall	1	2	3	4	5
The common areas in your hall	1	2	3	4	5
The ability to socialize in your hall	1	2	3	4	5
The ability to study and get work done in your hall	1	2	3	4	5
Your room/living space	1	2	3	4	5
Transportation available to travel among the campuses (Main, West, East & Wabasha)	1	2	3	4	5
The friendliness of residence hall staff	1	2	3	4	5

The overall experience living in your hall	1	2	3	4	5
The overall experience this year at WSU	1	2	3	4	5

With what frequency do you...

1 – Never 2 – Infrequently 3 – Sometimes 4 – Frequently 5 – Very Frequently

Use lounges to relax or hang out in your hall	1	2	3	4	5
Associate with students in other residence halls	1	2	3	4	5
Participate in community service	1	2	3	4	5
Meet new people in your living community	1	2	3	4	5
Attend hall/house council meetings	1	2	3	4	5
Interact with faculty outside of the classroom	1	2	3	4	5
Interact with staff outside of the classroom (RAs, Hall Directors, etc.)	1	2	3	4	5
Talk to others about what you are learning in your classes(students, faculty, family, etc.)	1	2	3	4	5
Participate in study groups with other residents in your hall	1	2	3	4	5
Work with other students on group projects connected with a class	1	2	3	4	5
Work with faculty and staff on committees, clubs or programs outside of classroom activities	1	2	3	4	5
Participate in out of classroom experiences with faculty (fieldtrips, speakers, projects)	1	2	3	4	5
Attend house / floor activities	1	2	3	4	5
Attend building-wide, RHA, or All-hall activities	1	2	3	4	5
Socialize with other students in your residence hall	1	2	3	4	5