Assessment Cycle 2022-23 (Co-Curricular Programs)
Housing & Residence Life

Mission

Mission UND Housing & Residence Life fosters an engaging residential community that provides continuous opportunities to support personal growth and academic development. Strategic Priorities 1: Learning and Growth Promote learning and growth of students living on campus through support of their academic experiences, promoting academically focused living environments and providing cocurricular learning opportunities outside of the classroom. 2: Community Engagement Cultivate communities that promote engagement, connections and affinity to UND and their peers. Support individual growth by cultivating a sense of belonging through opportunities for leadership, governance and service. Encourage students to see themselves as contributors to communities now and in the future. 3: Stewardship We serve to support the mission and strategic efforts of UND. We are entrusted with overseeing physical, fiscal and human resources to achieve our mission and advance the priorities of UND.

Academic Year 2022-23

Housing & Residence Life Learning Outcomes

Self MET

In college, students face numerous choices (their social network, academic choices, career aspirations, etc.) that shape themselves and their future. We believe that a residential environment is the ideal space for students to explore who they are and want to become. We believe this growth in self-awareness, particularly around issues of identity, values, and personal needs, prepares students to navigate a dynamic world with confidence and a sense of direction.

MEASURES	RESULTS	ACTIONS
Skyfactor - Learning: Personal Interactions Factors, in this survey, are a composite of scaled questions that explain a larger concept. The Personal Interaction Factor is influenced by students ability to meet other people, live cooperatively, resolve conflicts, and improving interpersonal relationships. Indirect - Survey **Target** Goal is to achieve score of 5.5 and/or maintain or increase score compared with previous survey.	**MET** **Summary** Three files have been shared from the Spring 2023 survey results. Personal Interactions by Hall: Shows the difference in mean scores for students broken down by the hall they live in. Personal Interactions by Question: Shows the mean scores for each question that comprises the overall factor of Personal Interactions. Personal Interaction Longitudinal: Shows the comparison of mean scores to previous years as well as how the mean score compares with other institutions who participated in the survey during the same academic year. Spring 2023 Learning Personal Interaction by Hall.pdf Spring 2023 Learning Personal Interaction longitudinal.pdf Spring 2023 Learning Personal Interaction Questions.pdf **Analysis** Overall, a mean score of 5.31 out of a 7 point Likert scale was calculated for how students perceive living on-campus enhancing their personal interactions. This score does not meet the 5.5 standard for the survey and indicates that their is room for improvement in this area. However, 5.31 is an improvement from Spring 2022 where the score was approximately 5.2 and is the highest score received in this factor when compared with all assessments taken since 2013. In addition 5.31 is statistically higher than the mean score of 5.23 for all institutions who participated in the survey, and higher than those institutions in the same Carnegie Class which scored a mean of 5.18. When looking at mean scores by individual halls it appears that students living in the newer suite style buildings score higher in personal interactions as compared to their	*No actions have been added.*

peers in older buildings.   In addition, students in Swanson and University Place, which consist primarily of second year or older students, had the lowest mean scores. This indicates that after the first year on campus the impact on student personal interactions is lower. This could be due to these students having already showed growth in these areas and therefore do not see the same level of impact or may be an indication that different types of programs/activities need to be considered for students after their first year.

When looking at the individual questions making up the Personal Interaction Factor it is evident that more work needs to be done to enhance student ability to handle conflicts which showed the lowest mean score of 5.05.

According to the survey, Learning: Personal Interactions is a "Top Priority" factor meaning that any improvements made in this area will positively impact the overall experience of students living in the Residence Halls.

Conclusion

There is still room to improve how student perceive the impact of living on-campus with their learning of personal interaction skills.   However, there has been significant improvement since 2013 and the mean score for UND is statistically higher than other institutions that have also participated in the survey.

Others NOT MET

The world is a diverse place, demanding that students develop the necessary skills to engage across difference. We know that students who interact and effectively engage across difference become more complex thinkers and develop mutually beneficial relationships. We believe a residential environment is the optimal place for this growth to occur, setting the resident up for success not only at the university but in society after college.

MEASURES	RESULTS	ACTIONS
Skyfactor - Learning: Diverse Interactions Factors, in this survey, are a composite of scaled questions that explain a larger concept. The Diverse Interaction Factor is influenced by student interaction with residents different from themselves, understanding residents by putting in their place, and the benefit students receive from interacting with residents who are different from themselves. Indirect - Survey **Target** Goal is to achieve score of 5.5 and/or maintain or increase score compared with previous survey.	**NOT MET** **Summary** Shared three files from the Spring 2023 survey: 1. Diverse Interaction Questions: Show the questions that comprise the Diverse Interaction Factor 2. Diverse Interaction by Hall: Shows the mean score for each individual Residence Hall. 3. Diverse Interaction Longitudinal: Shows the mean score compared with past survey results as well as benchmarked mean scores with other institutions who participated in the survey during the same academic year. Spring 2023 Diverse Interaction by Hall.pdf Spring 2023 Diverse Interaction Longitudinal.pdf Spring 2023 Diverse Interaction Questions.pdf **Analysis** With a mean score of 4.97 out of a 7 point Likert scale we did not achieve the 5.5 standard. In addition, the spring 2023 mean score saw a decrease from Spring 2022. The highest score achieved by UND was 5.05 in the survey administered in 2013. Compared to all institutions UND's score is statistically less than the mean score of all institutions (5.11) and our Carnegie Class institutions (5.11).	*No actions have been added.*

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When looking at the individual questions that make up the Diverse Interactions factor, students scored lowest regarding how living on-campus has helped them understand residents by putting yourself in their place. This would indicate that more programming or other activities may be need that better inform students of diverse backgrounds as well as experiential opportunities that would give students first hand experience regarding students from diverse backgrounds.

Overall, the survey indicates that this is an area that must be "monitored" meaning that improvements can be made but most likely will not impact the overall satisfaction of the on-campus experience. Regardless, this is an area where improvement can be made through increased training of staff and provision of more diverse activities and interactions for our students.

General Outcome Actions

ACTIONS
Collaborate with another Department / Unit / Program **Not Started** Collaborate with Student Diversity Equity and Inclusion offices to increase training of live-in and professional staff and to discuss ways that may have an impact on student experiences in this area. Recommended Due Date: 03/01/2024

Conclusion

This is an area where improvement can be made to enhance student experiences with diverse interactions.

Academic Success NOT MET

Academic: For many students, their experience in the classroom will shape their career and work ethic beyond the university. We know that academically successful students constantly build upon their skill sets and knowledge base, utilize resources, and actively engage in the learning process. We believe that by giving the opportunities in the halls to set attainable goals and developing critical thinking skills, students will be successful during and after college.

MEASURES	RESULTS	ACTIONS
Skyfactor - Learning: Academic Success Factors, in this survey, are a composite of scaled questions that explain a larger concept. The Academic Success Factor is assessed by residents indicating the degree to which the housing experience has enhanced ability to apply classroom content outside of the classroom, explore academic interests, explore career interests, make connections with students in similar courses, make connections with faculty outside of the classroom and use campus resources to support academic success. Indirect - Survey **Target** Goal is to achieve score of 5.5 and/or maintain or increase score compared with previous survey.	NOT MET **Summary** Three files shared from the Spring 2023 Skyfactor Survey: 1. Academic Success Questions: Shows the mean scores for the individual questions that make up the Academic Success Factor. 2. Academic Success by Hall: Shows the mean scores of each residence hall. 3. Academic Success Longitudinal: Shows the means score compared with surveys in previous years and also shows mean score benchmarked against all institutions that participated in the survey during the same year. Spring 2023 Academic Success by Hall.pdf Spring 2023 Academic Success Longitudinal.pdf Spring 2023 Academic Success Questions.pdf	*No actions have been added.*

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	Analysis	
	The Academic Success Factor is newer to the survey with the first year of assessment being in 2022. Overall in 2023 the mean score was 4.60 which is an increase over the mean score of 4.40 received in 2022. While this is a statistical improvement, it is still below the target 5.5 standard for the survey. In addition, our score is statistically lower than all institutions that participated (4.62) and those in our Carnegie Class (4.65). It is apparent, however, that this is a factor that most institutions are working to improve in. In looking at the individual questions that the factor is comprised of, the highest mean scores were found in helping students make meaningful connections with students in their courses (4.90) and using campus resources to support academic success (4.94). The lowest mean score was students ability to make meaningful connections with faculty outside of the classroom. Continued efforts will need to be made to emphasize academic success programs and activities. A special emphasis will need to be made to encourage more faculty presence in the residence halls. This has been a challenge in the past but will continue our efforts. Academic Success is indicated as a "Top Priority" in the survey indicating that this should be an area of improvement and that by doing so overall student satisfaction will be increased.	

General Outcome Actions

ACTIONS
Collaborate with another Department / Unit / Program **Not Started** Efforts have already started to collaborate with partners in Student Success and Learning. Will continue to find ways to bring Faculty into the residence halls as well as bring resources directly to the students. Recommended Due Date: 05/10/2024

Conclusion

Continued efforts to partner with academics will help improve student experience in this area.

Responsibility to Community MET

Through technology and other developments, our world is more connected than ever before. Peoples' everyday choices now can impact themselves and those around them in numerous ways. We believe students who participate in hall government, student organizations, or other activities on campus, and can demonstrate personal responsibility for themselves and their actions, will be able to engage and become active, positive participants of their community.

MEASURES	RESULTS	ACTIONS
Skyfactor - Learning: Sense of Community Factors, in this survey, are a composite of scaled questions that explain a larger concept. The Sense of Community Factor Factor is assessed by	**MET** **Summary** Shared three files from the 2023 Skyfactor results:	*No actions have been added.*

residents indicating the degree do they trust other students, respect other students and feel accepted by other students.

Indirect - Survey

Target

Goal is to achieve score of 5.5 and/or maintain or increase score compared with previous survey.

1. Sense of Community Questions: The mean score of individual questions that make up the sense of community factor.
2. Sense of Community by Hall: The mean score of each individual hall.
3. Sense of Community Longitudinal: The mean score compared with past year surveys as well as the the mean score benchmarked against all institutions that participated in the survey during the same year.

[Spring 2023 Sense of Community by Hall.pdf](#)

[Spring 2023 Sense of Community Longitudinal.pdf](#)

[Spring 2023 Sense of Community Questions.pdf](#)

Analysis

With a mean score of 5.61, we have exceeded the 5.5 considered to be meeting standard by the survey. In addition, the year's score is the highest score since 2013, except for 2019 where a 5.70 score was achieved. When compared to other participating institutions, UND's score is statistically higher than all (5.54) and our Carnegie Class (5.49).

When looking at individual questions the highest mean score (6.13) was the degree which students respect other students. The lowest mean score (5.16) was the degree to which they trusts other students.

While the scores are positive there is still room for improvement and may be connected with the score received in Personal Interactions and Diverse Interactions. Students degree of trust may be positively impacted if there are increased personal interactions and increased knowledge/empathy of students from diverse backgrounds.

The Sense of Community Factor is labeled as "Maintain" in the survey which indicates that we should continue the efforts we are currently taking as they do positively impact overall satisfaction.

General Outcome Actions

ACTIONS
Maintain Assessment Strategy Continue to work with staff to promote strong community interactions.

Conclusion

This is an area of strength for UND according to the survey. We will continue efforts on enhancing students sense of community. Will increase efforts in Personal Interactions and Diverse Interactions with the hope of increase the sense of trust that our students feel for one another.

Overall Learning NOT MET

Overall Learning is a Factor determined by results from Skyfactor survey. Overall Learning is determined by analyzing the degree to which on-campus housing has positively contributed to learning and the degree to which living on-campus has positively contributed to academic performance.

MEASURES	RESULTS	ACTIONS

Skyfactor - Overall Learning Factors, in this survey, are a composite of scaled questions that explain a larger concept. The Overall Learning Factor is assessed by how on-campus has positively contributed to their Learning and to what degree living on-campus positively contributed to academic performance. Indirect - Survey **Target** Goal is to achieve score of 5.5 and/or maintain or increase score compared with previous survey.	**NOT MET** **Summary** Three files shared from the 2023 survey: 1. Overall Learning Questions: Mean scores for individual questions that make up the Overall Learning Factor. 2. Overall Learning by Hall: Mean scores for each individual residence hall. 3. Overall Learning Longitudinal: Mean score compared with surveys from previous years as well as mean score benchmarked with all institutions who participated in the the survey during the same year. Spring 2023 Overall Learning by Hall.pdf Spring 2023 Overall Learning Longitudinal.pdf Spring 2023 Overall Learning Questions.pdf **Analysis** With an overall mean score of 4.99 for Overall Learning the survey standard of 5.5 has not been met. Our mean score is lower than the mean score for all institutions that participated (5.05) and our Carnegie Class institutions (5.03). As compared to previous years the 2023 mean score of 4.99 is higher than all surveys from previous years and is statistically higher than 2022's result of 4.72. When looking at the individual questions students have a higher perception of impact on Learning (5.06) as compared to contribution to academic performance (4.91) although the difference may not be that significant. It may be helpful to understand the students thought about Learning as compared to academic performance to better understand how improvements can be made in this area.	*No actions have been added.*

General Outcome Actions

ACTIONS
Implement New Program or Services **Not Started** Continue to assess new programs or initiatives that will enhance the academic experience of students on campus. This can be achieved through bringing resources directly to students such as tutoring, study skill workshops, and increased focus on first year experience programs. Recommended Due Date: 05/10/2024

Conclusion

Continued efforts need to be made to positively contribute to student learning while living on-campus.   This will be accomplished through greater collaboration with academic partners and a greater emphasis on the Academic component of the SOAR learning outcomes for Housing & Residence Life.

Housing & Residence Life Success Outcomes

Overall Program Effectiveness MET

Overall Program Effectiveness is Factor determined by results from Skyfactor survey. Overall Program effectiveness is determined by analyzing sense of belonging, learning, satisfaction with on-campus housing experience, contribution to academic performance, recommendation for living on-campus, impact on decision to return to campus, and rate overall value of on-campus housing experience.

Housing

MEASURES	RESULTS	ACTIONS
Skyfactor - Overall Program Effectiveness Factors, in this survey, are a composite of scaled questions that explain a larger concept. The Overall Programm Effectiveness is assessed by looking at student sense of belonging to the institution, contribution to student learning, satisfaction on-campus housing experience, contributions to academic performance, willingness to recommend on-campus housing to new students, impact on students decision to return to campus, and rate of the overall value when comparing cost to quality. Indirect - Survey **Target** Goal is to achieve score of 5.5 and/or maintain or increase score compared with previous survey.	**MET** **Summary** Three files shared from the 2023 survey: 1. Overall Program Questions: Mean scores for each questions that makes up the Overall Program Effectiveness factor. 2. Overall Program by Hall: Mean scores for each hall. 3. Overall Program Longitudinal: Mean score compared with previous year surveys as well as mean score benchmarked with all institutions that participated in the survey during the same year. Spring 2023 Overall Program by Hall.pdf Spring 2023 Overall Program Longitudinal.pdf Spring 2023 Overall Program Questions.pdf **Analysis** The mean score for 2023 was 4.96 which does not meet the 5.5 standard. However, 4.96 is approximately the same as the mean score for all institutions (4.99) and for institutions in our Carnegie Class (4.94). This indicates that we are performing similarly to institutions participating in the survey this past year. Our mean score of 4.96 is significantly higher than the score of 4.66 from 2022 and is the highest score received as compared with all assessment since 2013. The question with the highest mean score is student's willingness to recommend living on campus to other students (5.38). This would indicate that students are having a positive experience. The question with the lowest mean score is students rating when comparing cost to quality (4.21). This is likely due to overall increases in costs/rates to live on campus. With the improvement in facilities over the last 2 years it is hoped that this "value" question will see an improvement.	*No actions have been added.*

Conclusion

We will continue to take actions that will positively impact our overall program effectiveness.   Greater focus will need to given to ensuring students feel they are receiving a high quality experience while also improving how we contribute to their academic success.

Overall Satisfaction MET

Overall Satisfaction Factor from the data collected by the Skyfactor survey analyzes and rates student sense of belonging to institution, satisfaction with on-campus housing experience, and likelihood of recommending on-campus housing to new students.

MEASURES	RESULTS	ACTIONS
Skyfactor - Overall Satisfaction Factors, in this survey, are a composite of scaled questions that explain a larger concept. The Overall Satisfaction Factor is assessed by how on-campus has contributed to their sense of belonging to the institution, their satisfaction with the on-	**MET** **Summary** Three files shared from the 2023 survey results: 1. Overall Satisfaction Questions: Mean scores for each of the questions that make up the Overall Satisfaction Factor.	*No actions have been added.*

Housing

campus housing experience, and whether they recommend living on-campus to new students.

Target

Goal is to achieve score of 5.5 and/or maintain or increase score compared with previous survey.

2. Overall Satisfaction by Hall: Mean scores for each individual hall.
3. Overall Satisfaction Longitudinal: Means scores compared with surveys from previous years as well as mean scores benchmarked with all institutions that participated in the survey that same year.

Spring 2023 Overall Satisfaction by Hall.pdf

Spring 2023 Overall Satisfaction Longitudinal.pdf

Spring 2023 Overall Satisfaction Questions.pdf

Analysis

With an overall mean score of 5.25 we are close to meeting the surveys standard of 5.5. The mean score in 2023 is the highest mean score compared with all previous year survey and is statistically higher than the 4.96 score received in 2022.   In addition, UND scores similarly with all institutions (5.23) and statistically higher when compared with Carnegie Class institutions (5.15).

Conclusion

Students indicate that they are overall satisfied with their on-campus experience.

Community Engagement and Retention MET

Housing & Residence Life Programs (HRLP) have been acknowledged as not only essential campus life but as an increasingly imperative element in attracting students to the educational institution. This assessment is to provide findings on correlation between student retention outcomes and their engagement in on-campus housing communities along with the UND LEADS Strategic Plan: Affinity—to foster a sense of belonging and a campus culture.

MEASURES	RESULTS	ACTIONS
Correlation between Engagement and Retention Use data collected regarding resident attendance in Housing & Residence Life program opportunities. Direct - Counts **Target** 90% of first-year students will participate in Housing & Residence Life programs or activities. 90% of first-year students will be retained in Housing & Residence Life from fall to spring term.	**MET** **Summary** Number of students retained from Fall to Spring were correlated with number of times each student in the Residence Hall engaged in a coordinated activity. Retention data is gathered from the Housing Assignments software. The engagement data is collected through activity/event reports submitted by Residence Hall Staff. Fall 2021 EngRet.pdf Fall 2022 EngRet.pdf **Analysis** In Fall 2021 1,371 first-year students out of 1,499 (91.4%) engaged in at least 1 or more activities. Student retention from Fall 2021 to Spring 2022 showed positive increase as student engagement increased from 1 to 5 or more activities, ranging from 87% to 98% respectively. Overall retention was 93% In Fall 2022 1.408 first-year students out of 1,492 (94.4%) engaged in at least 1 or more activities. Student retention from Fall 2022 to Spring 2023 showed positive increase as student engagement increased from 1 to 5 or more activities, ranging from 92% to 97% respectively. Overall retention was 94%	*No actions have been added.*

<table>
<tr><td></td><td>A concerted effort was made in Fall 2022 to train staff regarding the impact of student engagement on overall retention from fall to spring. Extra efforts were made to ensure that more students were involved in activities overall. Engagement by first-year students in at least 1 activities improved nearly 3.0% from Fall 2021 to Fall 2022. This correlated positively with an overall 1% increase in semester GPA from Fall 2021 to Fall 2022.</td><td></td></tr>
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General Outcome Actions

ACTIONS
Maintain Assessment Strategy
Continue to promote engagement and strive for at least 90% engagement and at least 90% retention from fall to spring.

Conclusion

Early indications show that increasing engagement will positively impact overall retention of first-year students from fall to spring terms. Need to continue finding ways to increase involvement with intent of positively impacting overall semester GPA.

Engagement and Academic Success MET

Housing & Residence Life Programs (HRLP) are incorporated with the student's learning and development environment. This assessment is to articulate a vision and mission that drive short and long-term commitment of the UND LEADS Strategic Plan: Learning—to provide a living environment that promotes student learning and development opportunities and supports the academic purpose of the institution.

MEASURES	RESULTS	ACTIONS
Correlation between Engagement and GPA Use data collected regarding resident attendance in on-campus housing engagement opportunities and correlate this against Semester GPA reports obtained from Analytics and Planning. Direct - Counts **Target** Show an increase in number of residents engaged in two or more activities with intent of seeing increased GPA in the Fall semester as compared with the 2021-2022 academic year.	**MET** **Summary** Grade Point Averages were correlated with number of times each student in the Residence Hall engaged in a coordinated activity. GPA data is gathered from the Housing Assignments software which receives data from Campus Solutions.. The engagement data is collected through activity/event reports submitted by Residence Hall Staff. Fall 2022 EngGPA.pdf FallI 2021 EngGPA.pdf **Analysis** In Fall 2021 1,281 students out of 1,831 (70.0%) engaged in at least 2 or more activities. Semester GPAs in Fall 2021 showed positive increase as student engagement increased from 2 to 5 or more activities, ranging from 3.05 to 3.27 respectively. Overall semester GPA for Fall 2021 was 3.06. In Fall 2022 1,414 students out of 1,894 (74.7%) engaged in at least 2 or more activities. Semester GPAs in Fall 2022 showed positive increase as student engagement increased from 2 to 5 or more activities, ranging from 3.12 to 3.30 respectively. Overall semester GPA for Fall 2022 was 3.11. A concerted effort was made in Fall 2022 to train staff regarding the impact of student engagement on overall GPA. Extra efforts were made to ensure that more students were	*No actions have been added.*

	involved in activities overall. Engagement by students in at least 2 activities improved nearly 5% from Fall 2021 to Fall 2022. This correlated positively with an overall 1.6% increase in semester GPA from Fall 2021 to Fall 2022.	

General Outcome Actions

ACTIONS
Maintain Assessment Strategy Continue to promote engagement in 2 or more activities with intent of increasing fall term GPAs.

Conclusion

Early indications show that increasing engagement will positively impact overall semester GPA. Need to continue finding ways to increase involvement with intent of positively impacting overall semester GPA.