Student Affairs Annual Report
Appendix B
Campus Housing and Residential Life Annual Report 2014-2015
Catherine Hopkins, Director of Campus Housing

I. **Introduction**

Campus Housing supports the goals and initiatives of Student Affairs by offering a quality on campus living environment for student. The Campus Housing staff works to ensure that residential students are supported, engaged and able to develop a new and maturing sense of self through everyday interactions with roommates and others within the campus community.

The Office of Campus Housing focused on enhancing student engagement and retention over the past year through intentional programming aimed at increasing the student’s academic success and connection to campus. A new theme living community model was implemented in the first year student residence hall. The Tutoring Center and Writing Center partnered with Campus Housing to hold on going weekly tutoring sessions and a writing workshop each semester. Additionally, the Campus Housing staff participated in targeted outreach efforts to increase the enrollment of residential students in the fall and spring semesters and conducted a residence life survey at the end of the spring semester to gauge student satisfaction with living on campus. Through the results of the residence life survey, the department learned some very important information that will guide the development of staff training as well as shape the programs and services moving forward.

1. **Dashboard Data Summary**

Occupancy by class level

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 |
| First Year | 144 | 110 | 97 | 93 | 141 | 130 | 158 | 149 |
| Freshman | 8 | 4 | 12 | 4 | 21 | 7 | 33 | 14 |
| Sophomore | 63 | 56 | 65 | 58 | 61 | 60 | 66 | 85 |
| Junior  | 43 | 53 | 36 | 34 | 34 | 42 | 49 | 46 |
| Senior | 42 | 39 | 44 | 51 | 35 | 32 | 22 | 33 |
| Graduate | 4 | 4 | 7 | 7 | 7 | 10 | 12 | 9 |
| Total | 304 | 266 | 261 | 247 | 299 | 281 | 340 | 336 |

GPA Comparison

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 |
| CAS Average | 2.382 | 2.482 | 2.457 | 2.600 | 2.502 |
| CAS Residential Student Average | 2.427 | 2.447 | 2.414 | 2.727 | 2.57 |

Student Programs

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 |
| Programs | 4 | 18 | 16 | 23 | 16 |

Summer Housing Occupancy

|  |  |  |  |
| --- | --- | --- | --- |
|  | Summer 2013 | Summer 2014 | Summer 2015 |
| Undergraduate | 5 | 9 | 11 |
| Graduate | 4 | 7 | 4 |
| Total | 9 | 16 | 15 |

1. **Progress To Meet Goals**

Goal 1: To increase first year residential student engagement with the campus.

Campus Housing developed a new theme living community model in our first year student hall to increase the opportunities the students have to utilize the information they receive in the classroom, interact with faculty and staff, and gain exposure to new areas of interest. The incoming first year students expressed interest in the community offerings during the campus housing application process. There were high student participation levels in the programming geared towards this initiative during the First Year Student orientation period. The obstacles that directly impacted the success of this initiative were high staff dissatisfaction and turnover, a failure to connect faculty and staff into the residence halls, and inconsistent program offerings related to the specific theme living communities through the course of the semester. The obstacles resulted in decreased momentum which caused a decline in student interest and participation. A formal living learning community model in direct partnership with the College of Arts and Sciences will be a goal to focus on in the future. This partnership could promote faculty participation in the residence halls and assist with the overall goal of building the connection between student learning inside and outside of the classroom.

Goal 2: To increase the retention of students living on campus.

Student Affairs conducted a residence life survey to gauge student satisfaction with living on campus and identify areas of improvement. The survey addressed the topics of staff, programming, the physical facility, housekeeping, dining services, safety on campus, and interest in leadership opportunities. There was a 32.3% response rate (108 students) and the majority was from the College of Arts and Sciences. The analysis section of the survey is included below and the entire survey summary is enclosed as an addendum to this report.

“The Campus Housing staff is viewed as a campus resource (42.59%) and policy enforcer (46.30%). Many students (37.04%) do not believe their Resident Coordinator plays a significant role in their residence hall. The Campus Housing staff should educate the students on what their role is and do a better job with building relationships and mentoring students. Monthly floor meetings with incentives for attendance and mandatory individual student outreach by staff would increase the visibility of staff in the hall as well provide opportunities for individual relationship building and mentoring. Additionally, staff training on mentoring and student engagement should be alongside the training received for emergency procedures, crisis management, programming, and administrative paperwork.

The students (66.6%) feel that becoming involved in their residential community would be beneficial and many (64.74%) report attending programs regularly. The Campus Housing staff should develop the residence hall council as an additional avenue for students to get involved in their residence hall community leadership. The residence hall council could be the bridge to larger campus involvement through Student Affairs and would improve overall student engagement and retention.

Students (50.5%) expressed concern regarding the physical condition of their room during the year. Over half of the students (54.46%) reported that they have an ongoing facility issue with their room that has not been resolved. The students (65.35%) do not feel that concerns about their room are responded to in a timely fashion and (59.41%) would like to see an improvement in housekeeping of the community spaces within the residence halls. Campus Housing staff should track response times to facility requests through maintenance request logs and hold weekly meetings with the Director of Facility Operations and the Operations Manager that oversees housekeeping to discuss outstanding requests and close the communication loop on the status of request with the students. Campus Housing staff should conduct daily rounds through the residence hall common areas and bathrooms in order to identify housekeeping issues in a timely fashion. Campus Housing staff and Housekeeping staff should conduct a joint walk through of each residence hall room prior to fall opening to identify and address any issues prior to student move in. Trinity should invest in renovating the residence hall bathrooms as they were mentioned as being very problematic in many of the responses for the qualitative portion of the survey.

The students (66.34%) do not use their weekly allotment of meals and (60.4%) utilize the deli more often than the dining hall. The students (88.13%) are unhappy with the variety of eating options on campus. Campus Housing must encourage the creation of fully integrated and functioning dining services committee that operates under the auspices of the residence hall council. The dining services committee would provide a forum for the Trinity student community to give feedback to the Campus Dining Services staff on its programs and service delivery as well as receive updates on the progress its goals of meeting the needs of the campus.

The responses to the safety and security section were the most positive. However, 29.7% of students do not feel safe in their residence halls and 29.7% of the students that responded do not feel that they would know how to respond if an emergency situation occurred. The safety and security of our residential students is a top priority for the campus. Campus Housing must improve communication regarding emergency procedures during orientation and first floor meetings. Additional information regarding the location of campus emergency plans online should be provided to residential students throughout the year. Campus Housing staff should invite DPS personnel to programs, floor meetings, and residence hall council meetings to promote a community policing model that builds relationships between students and campus safety personnel.

In the qualitative portion of the survey, the students reported that the strength of living on campus is the respect they develop for each other, the sense of community they experience, and the convenience. The students reported that the main challenge of living on campus is the condition and upkeep of the residence halls. They additionally cited noise disruptions and the cleanliness of other students as challenges they regularly face living on campus. The students would like to see more activities/events, a greater sense of community/sisterhood, and facility improvements. They would like to see less facility and housekeeping issues as well as policy violations from their fellow students.”

1. **Assessment Plan and Results**

Overall goal: Increase the retention of students living on campus.

Progress statement: There was a 12.58% increase in upperclassmen (freshman, sophomores, juniors, and seniors) living on campus between fall 2013 and fall 2014.

Assessment indicators: Factors that influence the retention of students living on campus are satisfaction with living on campus, quality and presence of staff in the residence halls, and levels of outreach for participation in room selection and enrollment in the next semester.

Data: Occupancy reports, residence life survey, resident retention report.

Report: The number of upperclassmen living on campus in fall 2011 was 156, fall 2012 was 157, and fall 2013 was 151. The number of upperclassmen living on campus in fall 2014 was 170. This is a 12.58% increase from fall 2013. Additionally, 86% (86 students) of the residence life survey participants reported their intent to return to live on campus next year and 14% reported their intent to enroll at Trinity but commute. These numbers do not include the survey participants that reported they are graduating or not returning to Trinity. Finally, since 2009, the average number of years that a student lived on campus is 1.8 years according to resident retention report. Based on this information, we can conclude that the number of upperclassmen choosing to live on campus is growing. This growth can be attributed to the strengths noted in the residence life survey: the respect the students develop for each other, the sense of community they experience, and the convenience of living on campus.

Overall goal: Increase first year residential student engagement with the campus.

Progress statement: There was a 14.7% increase in the number of programs in the residence halls between the 2013-2014 academic year and the 2014-2015 academic year.

Assessment indicators: Factors that influence first year student engagement are the number of opportunities for engagement, the level of program and activities/events advertising, and the student satisfaction with the opportunities for engagement.

Data: Program evaluations, residence life survey

Report: There were 34 programs held in the residence halls for the 2013-2014 academic year and 39 programs held in the residence halls during the 2014-2015 academic year. According to the residence life survey, 66.66% of the participants agreed that it is beneficial to be involved in their residential community. Additionally, 64.74% of the participants attended a program in the spring semester and 36.29% of the participants reported that they would like to see more activities/events. Based on this report, we can conclude that the staff are their improving their program offerings and the students are responding favorably through their attendance and expressed interest in more. Further study on the barriers of attendance at programs might inform staff of changes that could further increase the level of engagement.

1. **New Goals for 2015-2016**

Goal 1: To increase first year residential student engagement with the campus by 20% through active program participation, the development of a self-governance model, and effectively orienting first year students to living on campus.

*Campus Housing will create education and community development programs that introduce and orient students to community expectations, facilities, services, and staff; involve students in programming, policy development, and self-governance; offer social, recreational, educational, cultural, and community service programs; and encourage residents to exercise responsibility for their community through confrontation of inappropriate or disruptive behavior and participating in mediating conflict within the community.* [Adapted from CAS Professional Standards for Higher Education, 8th edition]

Goal 2: To increase the retention of students living on campus by 10% through the implementation of changes as a result of the residence life survey.

*Campus Housing will develop a clearly articulated assessment plan to document the achievement of stated goals and learning outcomes; demonstrate accountability; provide evidence of improvement; and describe resulting changes in programs and services. The results of the assessments and evaluations will guide the revision and improvement of programs and services, staff performance, resource efficiency and effectiveness, student achievement of learning outcomes, and improving student persistence and success.* [Adapted from CAS Professional Standards for Higher Education, 8th edition]