

Community Survey Assessment Report 2001

**Syracuse University
Office of Residence Life**

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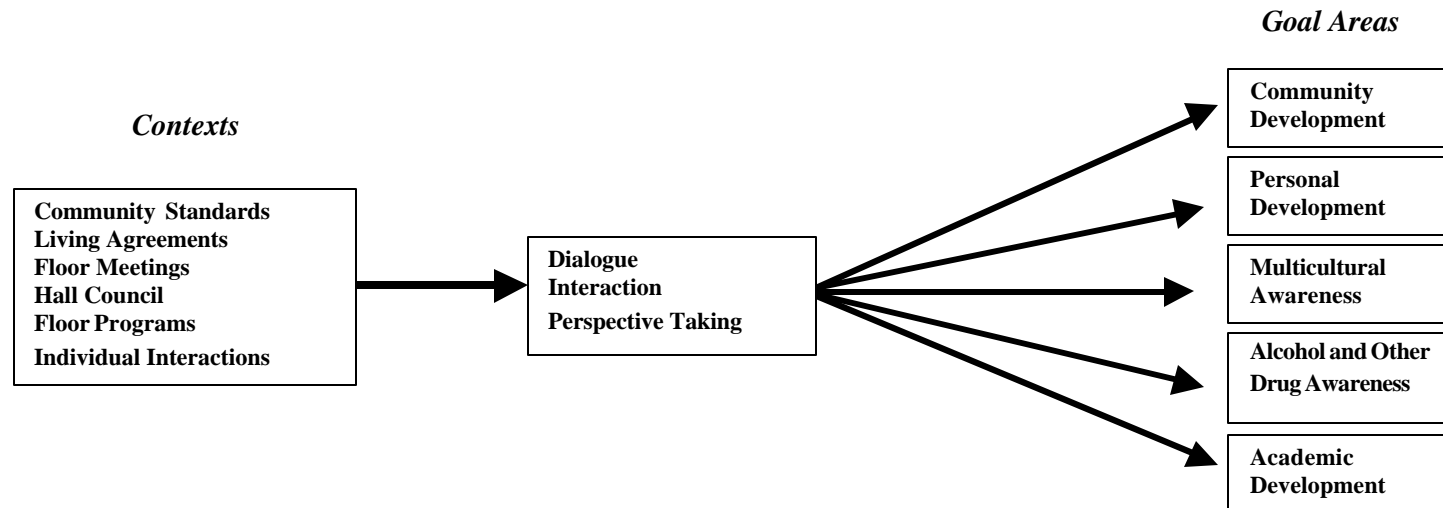
Overview

The Office of Residence Life 2001 Community Survey was administered in the Fall 2001 semester to 780 North Campus residence hall and South Campus Skyhall students. The survey was delivered to Mentor RAs who were responsible for collecting completed surveys and returning them to the Assessment Committee. This survey contained thirty-six multiple-choice questions pertaining to perceptions of their Community, Academic Climate, Personal Involvement, and Resident Advisor. The results are summarized in this report.

Residential Program

The mission statement in the Office of Residence Life at Syracuse University is "to foster student development, support academic success, and celebrate diversity by creating intentional programs and experiences." This is accomplished by the Community Action Plan (CAP), which was developed and implemented by the Office of Residence Life. The CAP guides residential staff, specifically Resident Advisors, in performing their job responsibilities by promoting dialogue, interaction, and perspective taking around specific issues within a variety of contexts. The CAP directly addresses issues related to personal development, academic success, community development, multicultural awareness, and alcohol and drug awareness, within a variety of contexts (i.e., individual interactions, floor meetings, community standards, floor programs, etc.). Figure 1.1 is a model of the guiding philosophy, the Community Action Plan.

Figure 1.1 - A model of the residential program at Syracuse University.



Purpose

This survey was created to assess the practice of the Office of Residence Life's philosophy of student growth and development. Questions from previous Community Surveys were maintained in this survey in order to provide for benchmarking over time. Additionally, new questions and sections were added to provide for a more thorough assessment.

Methods

This survey was distributed to 780 students who were enrolled full-time at Syracuse University and living in the North Campus residence halls and South Campus Skyhalls. A sample of students was acquired from Syracuse University records and stratified by residence hall, race, gender, and ethnicity.

An initial electronic mailing was sent to all 780 residents requesting that they click on a web-link that was included in the body of the electronic mail message. Clicking on this link connected students to the Office of Residence Life assessment web page. This page provided a web-linked button that, when selected, connected students with the Community Survey that was maintained on the Office of Residence Life assessment web server. Within the survey, respondents were offered the opportunity to enter an electronic mail address to be entered into a drawing for two \$25 Syracuse University Bookstore gift certificates. Upon completing the survey, respondents were prompted to submit their responses by clicking on a submission button.

Following this initial mailing, electronic mail addresses for the drawing were collected and, those that were identical to the original listings on the mailing list, were removed from the listserv. Due to the use of alternative electronic mail addresses and aliases, a removal of all individuals who responded to the survey was not possible. Students who used an alias to respond to the survey or who did not want to continue receiving reminder messages were prompted in a footnote in the mailings to contact the listserv manager via electronic mail for removal from the mailing list. During this process, the accumulation of data was monitored.

A total of 324 students responded for a response rate of 42%.

Following the completion of the electronic survey, data was reviewed to generate additional questions that required further investigation. A focus group composed of six first-year and upper-class students was then conducted. The participants were given an initial survey on the topic. Participants were then asked questions regarding the survey results. Their responses and insights are included in the qualitative summary section of this report.

Results

Demographics

Class Year	Percent	Number
Freshman	61.4%	(n=199)
Sophomore	31.5%	(n=102)
Junior	4.9%	(n=16)
Senior	2.2%	(n=7)
Graduate	0.0%	(n=0)

Ethnic Background	Percent	Number
African American	6.0%	(n=19)
American Indian/Alaskan Native	0.0%	(n=0)
Asian/Pacific Islander	7.2%	(n=23)
Latino(a) American	4.1%	(n=13)
Non-resident Alien	0.0%	(n=0)
White, Non-Hispanic	78.0%	(n=248)
Other	4.7%	(n=15)

Sex	Percent	Number
Female	61.4%	(n=199)
Male	38.6%	(n=125)

Credit Hours Currently Taking	Percent	Number
Less than 12 credits	0.3%	(n=1)
12 – 15 credits	43.5%	(n=141)
16 – 18 credits	51.9%	(n=168)
19 credits or more	4.3%	(n=14)

Hours per week spent in non-floor related co-curricular activities (i.e., clubs, athletics, organizations, etc.)	Percent	Number
No hours spent in outside co-curricular activities	15.7%	(n=51)
1 – 5 hours	49.1%	(n=159)
6 – 10 hours	20.7%	(n=67)
11 – 15 hours	6.8%	(n=22)
16 – 20 hours	4.9%	(n=16)
21 hours or more	2.8%	(n=9)

Number of hours per week spent at work (i.e., paid employment)	Percent	Number
No hours spent working	63.0%	(n=204)
1 – 5 hours	7.4%	(n=24)
6 – 10 hours	16.0%	(n=52)
11 – 15 hours	10.2%	(n=33)
16 – 20 hours	1.5%	(n=5)
21 hours or more	1.9%	(n=6)

Do you hold a leadership position on-campus?	Percent	Number
Yes, I hold a leadership position within my residence hall (i.e., community council).	9.9%	(n=32)
Yes, I hold a leadership position in an organization based outside of my residence hall.	13.9%	(n=45)
Yes, I hold leadership positions both within my residence hall and outside of my residence hall.	2.5%	(n=8)
No, I do not hold any leadership position(s) on campus.	73.8%	(n=239)

Community

The first section of the survey asked respondents to respond to eight statements about their community. All statements, except the last statement of “I am satisfied with my role in the floor community I live in,” have been a part of the Community Survey in 1999 and 2000. The last statement was new to the 2000 survey. Based on the two or three years of data that exists for each statement, one is able to see the steady increase in each area of caring, trust, connection, open communication, taking responsibility, participation, meeting expectations, and satisfaction with role in community. The increase in respondents who indicated “agree” or “strongly agree” from 2000 to 2001 ranged from 8.1% to 23.6%. Each statement received more respondents indicating “agree” or “strongly agree” in 2001 than in 2000.

The statements in which most respondents agreed (agree and strongly agree) was “I am satisfied with my role in the floor community I live in”, with 87.9% indicating “agree” or “strongly agree.” “The people in my floor community care about one another” (82.7%) and “The people in my floor community trust one another” (81.5%) received that next highest results, respectively. Only one statement received less than half of the respondents indicating “agree” or “strongly agree.” “The people in my floor community participate in community events” received 48.1% of respondents selecting “agree” or “strongly agree.”

The results for this section are summarized in Table 1.1, with comparative data from the previous two years when available.

Table 1.1 – Statements on Community

Statements	Year	All Respondents	
		Disagree	Agree
The people in my floor community care about one another.	2001	17.3% (n=56)	82.7% (n=268)
	2000*	5.4% (n=81)	70.0% (n=1054)
	1999**	11.6% (n=233)	63.7% (n=1279)
* Year 2000 "Neither" option accounted for 24.6% (n=367). ** Year 1999 "Neither" option accounted for 24.7% (n=496).			
The people in my floor community trust one another.	2001	18.5% (n=60)	81.5% (n=264)
	2000*	8.6% (n=130)	57.9% (n=872)
	1999**	13.8% (n=276)	53.4% (n=1071)
* Year 2000 "Neither" option accounted for 33.5% (n=502). ** Year 1999 "Neither" option accounted for 32.8% (n=661).			
The people in my floor community seem to be connected to each other in some way.	2001	23.5% (n=76)	76.5% (n=248)
	2000*	9.3% (n=139)	65.5% (n=986)
	1999**	15.9% (n=318)	61.9% (n=1242)
* Year 2000 "Neither" option accounted for 25.2% (n=372). ** Year 1999 "Neither" option accounted for 22.2% (n=448).			
The people in my floor community communicate openly with each other.	2001	32.4% (n=105)	67.6% (n=219)
	2000*	11.6% (n=174)	58.6% (n=883)
	1999**	21.6% (n=433)	49.3% (n=990)
* Year 2000 "Neither" option accounted for 29.8% (n=440). ** Year 1999 "Neither" option accounted for 29.1% (n=583).			
The people in my floor community take responsibility for their actions.	2001	35.2% (n=114)	64.8% (n=210)
	2000*	14.2% (n=213)	48.9% (n=737)
	1999**	21.6% (n=435)	49.3% (n=991)
* Year 2000 "Neither" option accounted for 36.9% (n=549). ** Year 1999 "Neither" option accounted for 29.1% (n=582).			
The people in my floor community participate in community events.	2001	51.9% (n=168)	48.1% (n=156)
	2000*	19.2% (n=288)	40.4% (n=608)
	1999**	28.8% (n=579)	36.8% (n=739)
* Year 2000 "Neither" option accounted for 40.4% (n=603). ** Year 1999 "Neither" option accounted for 34.4% (n=690).			
The floor community where I live meets my expectations.	2001	22.8% (n=74)	77.2% (n=250)
	2000*	8.6% (n=129)	68.8% (n=1037)
	1999**	14.1% (n=282)	64.8% (n=1302)
* Year 2000 "Neither" option accounted for 22.6% (n=330). ** Year 1999 "Neither" option accounted for 21.1% (n=424).			
I am satisfied with my role in the floor community I live in.	2001	12.1% (n=39)	87.9% (n=285)
	2000*	5.3% (n=80)	75.5% (n=1137)
	1999**	N/A	N/A
* Year 2000 "Neither" option accounted for 19.2% (n=282). ** Year 1999 no data exists.			

Academic Climate

Following this section, students were asked to respond to statements involving the academic environment in their floor community. Overall, more students than not indicated that the level of noise in the floor community allowed them to study sufficiently. In the three other statements in this section, the majority of respondents disagreed or strongly disagreed with the statements “Study groups have formed in my floor community”, “Residents in my floor community encourage me to succeed academically”, and “There is a sense of academic competition amongst floor community members”. The results to all of the statements are summarized in Table 1.2.

Table 1.2 – Academic Climate

	All Respondents	
	Disagree	Agree
Study groups have formed in my floor community.	64.9% (n=210)	35.1% (n=114)
Residents in my floor community encourage me to succeed academically.	50.3% (n=163)	49.7% (n=161)
There is a sense of academic competition amongst floor community members.	86.4% (n=280)	13.6% (n=44)
The level of noise in my floor community allows me to study sufficiently.	29.6% (n=96)	70.4% (n=228)

Personal Involvement

Respondents were also asked to respond to statements about their own involvement in their floor community. Respondents selected “frequently” or “very frequently” the most for the statement “In my community I talk with other floor community members” (80.9%). Each of the other five statements ranged from 32.7% to 57.1% for respondents selecting “frequently” or “very frequently.” The year 2000 also included a “Neither frequently nor infrequently” option. This is reported for each statement as “Neither’ option accounted for....” The results to all of the statements are summarized in Table 1.3.

Table 1.3 – Personal Involvement in the Floor Community

In my community I...	Year	All Respondents			
		Very Infrequently	Infrequently	Frequently	Very Frequently
Talk with other floor community members.	2001	2.8% (n=9)	16.3% (n=53)	38.9% (n=126)	42.0% (n=136)
	2000*	0.9% (n=14)	4.8% (n=73)	39.4% (n=594)	41.8% (n=629)
<i>* “Neither” option accounted for 13.1% (n=193).</i>					
Do social things together with floor community member.	2001	11.7% (n=38)	32.7% (n=106)	27.8% (n=90)	27.8% (n=90)
	2000*	3.9% (n=59)	8.6% (n=129)	36.3% (n=546)	32.0% (n=482)
<i>* “Neither” option accounted for 19.2% (n=281).</i>					
Share personal belongings with other floor community members.	2001	14.8% (n=48)	30.9% (n=100)	38.3% (n=124)	16.0% (n=52)
	2000*	5.6% (n=85)	11.2% (n=169)	37.6% (n=566)	18.7% (n=281)
<i>* “Neither” option accounted for 26.9% (n=397).</i>					
Confide in another floor community member about personal things.	2001	13.3% (n=43)	29.6% (n=96)	36.4% (n=118)	20.7% (n=67)
	2000*	6.6% (n=100)	11.4% (n=171)	36.5% (n=550)	20.8% (n=313)
<i>* “Neither” option accounted for 24.7% (n=370).</i>					
Study with another floor community member.	2001	25.9% (n=84)	41.4% (n=134)	22.2% (n=72)	10.5% (n=34)
	2000*	12.3% (n=185)	15.3% (n=231)	31.1% (n=468)	15.6% (n=235)
<i>* “Neither” option accounted for 25.7% (n=389).</i>					
Discuss areas of conflict with floor community members.	2001	12.6% (n=41)	39.5% (n=128)	34.6% (n=112)	13.3% (n=43)
	2000*	5.9% (n=89)	11.7% (n=176)	34.1% (n=513)	13.3% (n=201)
<i>* “Neither” option accounted for 35.0% (n=513).</i>					

When asked about their individual attendance and participation in floor meetings and floor programs, students tended to indicate that they attend (65.4%) and participate (65.4%) in floor meetings than they do in floor programs. Less than half (42.3%) of respondents indicated that they attend floor programs and a little over half (56.8%) indicated that they participate in the programs they attend. The results to all of the statements are summarized in Table 1.4.

Table 1.4 – Personal Involvement in Floor Meetings and Floor Programs

	All Respondents			
	Very Infrequently	Infrequently	Frequently	Very Frequently
I attend floor meetings held for my community.	13.6% (n=44)	21.0% (n=68)	36.7% (n=119)	28.7% (n=93)
I participate in the floor meetings that I attend.	12.4% (n=40)	22.2% (n=72)	40.4% (n=131)	25.0% (n=81)
I attend floor programs designed for my community.	19.1% (n=62)	38.6% (n=125)	29.0% (n=94)	13.3% (n=43)
I participate in the floor programs that I attend.	17.0% (n=55)	26.2% (n=85)	41.7% (n=135)	15.1% (n=49)

Students’ responses to the level of value of floor meetings, floor programs, and individual interactions with Resident Advisors indicate that floor meetings are seen as the most valuable activity, with 82.5% of respondents indicating they are “somewhat valuable” or “very valuable.” However, while individual interactions total 81.6% with the data collapsed for “somewhat valuable” and “very valuable,” students chose it as “very valuable” (35.6%) more often than floor meetings (22.2%) or floor programs (22.2%). The results from this question can be seen on Table 1.5.

Table 1.5 – Level of Value for Floor Meetings, Programs, and Individual Interactions

	All Respondents		
	Not Valuable	Somewhat Valuable	Very Valuable
Floor Meetings (discussions, standards, information sharing)	17.5% (n=56)	60.3% (n=193)	22.2% (n=71)
Floor Programs (activities)	23.8% (n=75)	53.7% (n=169)	22.5% (n=71)
Individual Interactions (Resident Advisors meeting individually with residents)	18.4% (n=58)	46.0% (n=145)	35.6% (n=112)

Role of the Resident Advisor

When selecting an option for the role of a Resident Advisor, respondents were provided with a definition for each of the five roles of friend, facilitator, authority figure, disciplinarian, and educator. This was the first year that a definition was provided to respondents. The results, when compared to the years 2000 and 1999, continue to show a trend. The role of a “friend” was selected by 60.2% of respondents as the role they see their residents advisor play most. This role has been the most selected role over the past three years. The selection of the roles of “authority figure”, “disciplinarian”, and “facilitator” continued to decrease or remain steady for the third year. Finally, the role of “educator” more than doubled for the second year in a row, receiving 14.8% of the respondents selections. The results are summarized in Table 1.6.

Table 1.6 – Role of Resident Advisor

Year	All Respondents				
	Friend	Facilitator	Authority Figure	Disciplinarian	Educator
2001*	60.2% (n=195)	21.0% (n=68)	1.8% (n=6)	2.2% (n=7)	14.8% (n=48)
2000	54.5% (n=828)	29.0% (n=440)	6.2% (n=94)	3.3% (n=50)	7.0% (n=106)
1999	54.0% (n=1085)	32.0% (n=643)	8.2% (n=163)	3.3% (n=67)	2.5% (n=50)

* Year 2001 included definitions for each role which the previous surveys did not.

In the next section, respondents were asked to respond to statements about their Resident Advisor’s commitment to the CAP goal areas and engaging them in dialogue. Receiving the most responses for “agree” and “strongly agree” was “Encouraging people on my floor to get to know each other” (86.7%), “Encouraging people on my floor to share perspectives and have open dialogue” (85.2%), and “Alcohol and drug education on our floor” (82.1%). Each of the other four statements had over two-thirds of the respondents indicating “agree” and “strongly agree.” The results to all of the statements are summarized in Table 1.7.

Table 1.7 – Commitment of Resident Advisor

	Year	All Respondents	
		Disagree	Agree
Alcohol and drug education on our floor.	2001	17.9% (n=58)	82.1% (n=270)
	2000*	5.0% (n=75)	69.6% (n=1048)
<i>* Year 2000 “Neither” option accounted for 25.4% (n=382).</i>			
Discussing issues related to diversity on our floor.	2001	26.5% (n=86)	73.5% (n=238)
	2000*	7.2% (n=108)	65.9% (n=991)
<i>* Year 2000 “Neither” option accounted for 26.9% (n=404).</i>			
Creating a floor environment that assists me in doing better in my courses.	2001	24.4% (n=79)	75.6% (n=245)
	2000*	6.4% (n=96)	63.2% (n=950)
<i>* Year 2000 “Neither” option accounted for 30.4% (n=459).</i>			
Encouraging people on my floor to get to know each other.	2001	13.3% (n=43)	86.7% (n=281)
	2000*	3.3% (n=50)	83.6% (n=1258)
<i>* Year 2000 “Neither” option accounted for 13.1% (n=196).</i>			
Get to know me as an individual.	2001	21.9% (n=71)	78.1% (n=253)
	2000*	4.2% (n=63)	79.1% (n=1190)
<i>* Year 2000 “Neither” option accounted for 16.7% (n=251).</i>			
Encouraging people on my floor to share perspectives and have open dialogue.	2001	14.8% (n=48)	85.2% (n=276)
	2000*	N/A	N/A

** Year 2000 no data exists.*

Comparative Results

Floor Meeting Attendance vs. Leadership Positions

When comparing the responses from students on the questions “I attend floor meetings held for my community” and “Do you hold a leadership position on-campus?”, those students who hold a leadership position within the residence hall are more likely to attend floor meetings than students who hold only leadership positions in an organization based outside the residence hall. In addition, students who self-report as holding no leadership positions attend floor meetings more frequently than not.

Similar results were found for attendance at floor programs when compared to students self-reporting involvement in leadership positions. Students who identified as holding a leadership position in the residence hall were more likely to report attending floor programs than students who only held a leadership position in an organization based outside of the residence hall. One difference that was found was that students who reported not holding any leadership position(s) on campus were more likely to indicate that they do not attend floor programs. The results to all of the statements are summarized in Table 1.8.

Table 1.8 – Floor Meeting and Program Attendance vs. Holding of Student Leadership Position

	Leadership Position Status	All Respondents			
		Very Infrequently	Infrequently	Frequently	Very Frequently
I attend floor meetings designed for my community.	Yes, I hold a leadership position within my residence hall (i.e. community council).	0.0% (n=0)	3.1% (n=1)	31.3% (n=10)	65.6% (n=21)
	Yes, I hold a leadership position in an organization based outside of my residence hall.	26.7% (n=12)	26.6% (n=12)	26.7% (n=12)	20.0% (n=9)
	Yes, I hold leadership positions both within my residence hall and outside of my residence hall.	0.0% (n=0)	0.0% (n=0)	37.5% (n=3)	52.5% (n=5)
	No, I do not hold any leadership position(s) on campus.	13.4% (n=32)	23.0% (n=55)	39.3% (n=94)	24.3% (n=58)
I attend floor programs designed for my community.	Yes, I hold a leadership position within my residence hall (i.e. community council).	0.0% (n=0)	18.8% (n=6)	37.5% (n=12)	43.7% (n=14)
	Yes, I hold a leadership position in an organization based outside of my residence hall.	31.1% (n=14)	40.0% (n=18)	20.0% (n=9)	8.9% (n=4)
	Yes, I hold leadership positions both within my residence hall and outside of my residence hall.	12.5% (n=1)	25.0% (n=2)	12.5% (n=1)	50.0% (n=4)
	No, I do not hold any leadership position(s) on campus.	19.7% (n=47)	41.4% (n=99)	30.1% (n=72)	8.8% (n=21)

When comparing floor program attendance to the number of credit hours students are taking, respondents indicated that the more credits they are taking, the less frequently they will attend floor programs. The largest attendance seemed to occur within the taking of 12 – 15 credits, where 49.7% of the respondents enrolled in 12 – 15 credits indicated that they “frequently” or “very frequently” attend floor programs. The results to all of the statements are summarized in Table 1.9.

Table 1.9 – Frequency of Floor Programs Attendance by Enrolled Credit Hours

Number of credit hours	All Respondents			
	Very Infrequently	Infrequently	Frequently	Very Frequently
Less than 12 credits	100.0% (n=1)	0.0% (n=0)	0.0% (n=0)	0.0% (n=0)
12 – 15 credits	16.3% (n=23)	34.0% (n=48)	33.4% (n=47)	16.3% (n=23)
16 – 18 credits	21.4% (n=36)	42.3% (n=71)	25.0% (n=42)	11.3% (n=19)
19 or more credits	14.3% (n=2)	42.9% (n=6)	35.7% (n=5)	7.1% (n=1)

Male vs. Female Responses

Community

Comparing the results of male and female responses to the eight opening statements about their community, few differences are found. For the majority of statements, the percentage of “agree” and “strongly agree” responses by males and females are similar. However, there are a few differences. More males (88.0%) than females (77.4%) indicated that they “agree” or “strongly agree” that “The people in my floor community trust one another.” In addition, more males (73.6%) than females (63.8%) indicated that they “agree” or “strongly agree” that “The people in my floor community communicate openly with each other.” The results and comparison between male and female are summarized in Table 1.10.

Table 1.10 – Statements on Community as Compared by Sex

Statements	Sex	All Respondents	
		Disagree	Agree
The people in my floor community care about one another.	Female	19.6% (n=39)	80.4% (n=160)
	Male	13.6% (n=17)	86.4% (n=108)
The people in my floor community trust one another.	Female	22.6% (n=45)	77.4% (n=154)
	Male	12.0% (n=15)	88.0% (n=110)
The people in my floor community seem to be connected to each other in some way.	Female	24.6% (n=49)	75.4% (n=150)
	Male	21.6% (n=27)	78.4% (n=98)
The people in my floor community communicate openly with each other.	Female	36.2% (n=72)	63.8% (n=127)
	Male	26.4% (n=33)	73.6% (n=92)
The people in my floor community take responsibility for their actions.	Female	33.1% (n=66)	66.8% (n=133)
	Male	38.4% (n=48)	61.6% (n=77)
The people in my floor community participate in community events.	Female	49.2% (n=98)	50.8% (n=101)
	Male	56.0% (n=70)	44.0% (n=55)
The floor community where I live meets my expectations.	Female	23.1% (n=46)	76.9% (n=153)
	Male	22.4% (n=28)	77.6% (n=97)
I am satisfied with my role in the floor community I live in.	Female	11.6% (n=23)	88.4% (n=176)
	Male	12.8% (n=16)	87.2% (n=109)

Academic Climate

When comparing the responses from male and female respondents on the academic climate of their floor community, more females (53.7%) than males (43.2%) indicated that they “agree” or “strongly agree” that “Residents in my floor community encourage me to succeed academically.” More males (16.8%) than females (11.6%) “agree” or “strongly agree” that “There is a sense of academic competition amongst floor community members.” The results summarized in Table 1.11.

Table 1.11 – Academic Climate as Compared by Sex

	Sex	All Respondents	
		Disagree	Agree
Study groups have formed in my floor community.	Female	65.3% (n=130)	34.7% (n=69)
	Male	64.0% (n=80)	36.0% (n=45)
Residents in my floor community encourage me to succeed academically.	Female	46.3% (n=92)	53.7% (n=107)
	Male	56.8% (n=71)	43.2% (n=54)
There is a sense of academic competition amongst floor community members.	Female	88.4% (n=176)	11.6% (n=23)
	Male	83.2% (n=104)	16.8% (n=21)
The level of noise in my floor community allows me to study sufficiently.	Female	30.7% (n=61)	69.3% (n=138)
	Male	28.0% (n=35)	72.0% (n=90)

Personal Involvement

Regarding their personal involvement in the floor community, more females generally indicated that they are more involved in their community than males. More females (85.9%) than males (72.8%) indicated that they “frequently” or “very frequently” “Talk with other community members.” Additionally, more females (62.8%) than males (48.0%) indicated that they “frequently” or “very frequently” “Confide in another floor community member about personal things.” Also, 51.8% of females indicated that they “frequently” or “very frequently” “Discuss areas of conflict with floor community members” while only 41.6% of males responded “frequently” or “very frequently.” The results to all of the statements are summarized in Table 1.12.

Table 1.12 – Personal Involvement in the Floor Community as Compared by Sex

In my community, I ...	Sex	All Respondents			
		Very Infrequently	Infrequently	Frequently	Very Frequently
Talk with other community members.	Female	2.5% (n=5)	11.6% (n=23)	41.2% (n=82)	44.7% (n=89)
	Male	3.2% (n=4)	24.0% (n=30)	35.2% (n=44)	37.6% (n=47)
Do social things together with floor community members.	Female	11.6% (n=23)	33.7% (n=67)	27.6% (n=55)	27.1% (n=54)
	Male	12.0% (n=15)	31.2% (n=39)	28.0% (n=35)	28.8% (n=36)
Share personal belongings with other floor community members.	Female	12.5% (n=25)	32.2% (n=64)	37.7% (n=75)	17.6% (n=35)
	Male	18.4% (n=23)	28.8% (n=36)	39.2% (n=49)	13.6% (n=17)
Confide in another floor community member about personal things.	Female	11.1% (n=22)	26.1% (n=52)	35.2% (n=70)	27.6% (n=55)
	Male	16.8% (n=21)	35.2% (n=44)	38.4% (n=48)	9.6% (n=12)
Study with another floor community member.	Female	22.6% (n=45)	42.2% (n=84)	23.6% (n=47)	11.6% (n=23)
	Male	31.2% (n=39)	40.0% (n=50)	20.0% (n=25)	8.8% (n=11)
Discuss areas of conflict with floor community members.	Female	13.0% (n=26)	35.2% (n=70)	35.7% (n=71)	16.1% (n=32)
	Male	12.0% (n=15)	46.4% (n=58)	32.8% (n=41)	8.8% (n=11)

When asked about their individual attendance and involvement in floor meetings and programs, more females (47.2%) than males (34.4%) indicated that they “frequently” or “very frequently” attend floor programs. Results for the other three statements in this sections are closer when comparing female and male responses. The results to all of the statements are summarized in Table 1.13.

Table 1.13 – Personal Involvement in Floor Meetings and Programs as Compared by Sex

	Sex	All Respondents			
		Very Infrequently	Infrequently	Frequently	Very Frequently
I attend floor meetings for my community.	Female	15.6% (n=31)	19.1% (n=38)	36.7% (n=73)	28.6% (n=57)
	Male	10.4% (n=13)	24.0% (n=30)	36.8% (n=46)	28.8% (n=36)
I participate in the floor meetings that I attend.	Female	13.6% (n=27)	18.6% (n=37)	42.2% (n=84)	25.6% (n=51)
	Male	10.4% (n=13)	28.0% (n=35)	37.6% (n=47)	24.0% (n=30)
I attend floor programs designed for my community.	Female	20.6% (n=41)	32.2% (n=64)	31.6% (n=63)	15.6% (n=31)
	Male	16.8% (n=21)	48.8% (n=61)	24.8% (n=31)	9.6% (n=12)
I participate in the floor programs that I attend.	Female	17.6% (n=35)	26.1% (n=52)	38.2% (n=76)	18.1% (n=36)
	Male	16.0% (n=20)	26.4% (n=33)	47.2% (n=59)	10.4% (n=13)

Respondents were also asked to rate the level of value for floor meetings, floor programs, and individual interactions with Resident Advisors. For both females and males, each item was viewed as “valuable” or “very valuable” by three-quarters of the respondents. The only exception was the male response for value of floor programs, which received 72.6%. On difference between males and females was that females found floor meetings to be the most valuable whereas males found individual interactions with Resident Advisors as the most valuable. The results from this section are summarized in Table 1.14.

Table 1.14 – Level of Value of Floor Meetings, Programs, and Individual Interactions as Compared by Sex

	Sex	All Respondents		
		Not Valuable	Somewhat Valuable	Very Valuable
Floor Meetings (<i>discussions, standards, information sharing</i>)	Female	15.4% (n=30)	60.5% (n=118)	24.1% (n=47)
	Male	20.8% (n=26)	60.0% (n=75)	19.2% (n=24)
Floor Programs (<i>activities</i>)	Female	21.5% (n=41)	50.8% (n=97)	27.7% (n=53)
	Male	27.4% (n=34)	58.1% (n=72)	14.5% (n=18)
Individual Interactions (<i>Resident Advisors meeting individually with residents</i>)	Female	18.3% (n=35)	43.5% (n=83)	38.2% (n=73)
	Male	18.5% (n=23)	50.0% (n=62)	31.5% (n=39)

Role of Resident Advisor

Little difference was found in the role males and females saw their Resident Advisor play most. The results were similar to the summary of all respondents. The results to all of the statements are summarized in Table 1.15.

Table 1.15 - Role of Resident Advisor as Compared by Sex

	Sex	All Respondents				
		Friend	Facilitator	Authority Figure	Disciplinarian	Educator
I would describe the role I see my Resident Advisor play <u>most</u> as:	Female	61.3% (n=122)	21.6% (n=43)	1.0% (n=2)	2.0% (n=4)	14.1% (n=28)
	Male	58.4% (n=73)	20.0% (n=25)	3.2% (n=4)	2.4% (n=3)	16.0% (n=20)

When comparing responses on Resident Advisors' commitment to specific areas, over two-thirds of males and females indicated "agree" or "strongly agree" for each statement, with most being over three-quarters. All male responses were above 75% while two statements received less than 75% by females. The statements were "Discussing issues related to diversity on our floor" (70.4%) and "Creating an environment that assists me in doing better in my courses" (74.4%). The results to all of the statements are summarized in Table 1.16.

Table 1.16 –Commitment of Resident Advisor as Compared by Sex

My Resident Advisor has demonstrated a commitment to...	Sex	All Respondents	
		Disagree	Agree
Alcohol and drug education on our floor.	Female	20.1% (n=40)	79.9% (n=159)
	Male	14.4% (n=18)	85.6% (n=107)
Discussing issues related to diversity on our floor.	Female	29.6% (n=59)	70.4% (n=140)
	Male	21.6% (n=27)	78.4% (n=98)
Creating an environment that assists me in doing better in my courses.	Female	25.6% (n=51)	74.4% (n=148)
	Male	22.4% (n=28)	77.6% (n=97)
Encouraging people on my floor to get to know each other.	Female	12.0% (n=24)	88.0% (n=175)
	Male	15.2% (n=19)	84.8% (n=106)
Get to know me as an individual.	Female	24.1% (n=48)	75.9% (n=151)
	Male	18.4% (n=23)	81.6% (n=102)
Encouraging people on my floor to share perspectives and have open dialogue.	Female	16.0% (n=32)	84.0% (n=167)
	Male	12.8% (n=16)	87.2% (n=109)

Ethnic Background Comparison

Community

Data was reviewed comparing the responses from individual ethnicities, however, no difference was found between the individual ethnicities. Data for African American, Asian/Pacific Islander, and Latino(a) American was collapsed into the category Students of Color, allowing for greater comparisons between groups. When comparing the results to the questions on community, little difference was found in many of the responses. However, differences were found in the responses to some questions. More Students of Color (63.7%) agreed that people in their floor community participate in community events while 45.5% of White students agreed. Additionally, 77.4% of White students indicated that the floor community meets their expectations while 81.8% of the Students of Color agreed. Finally, slightly more White students (89.1%) than Students of Color (81.8%) agreed that they are satisfied with their role in the community. The results are summarized in Table 1.17.

Table 1.17 – Statements on Community as Compared by Ethnic Background

Statements	Ethnic Background	All Respondents	
		Disagree	Agree
The people in my floor community care about one another.	SOC	12.7% (n=7)	87.3% (n=48)
	White	16.3% (n=40)	83.7% (n=205)
	Other	33.3% (n=5)	66.7% (n=10)
The people in my floor community trust one another.	SOC	18.2% (n=10)	81.8% (n=45)
	White	16.1% (n=40)	83.9% (n=208)
	Other	46.7% (n=7)	53.3% (n=8)
The people in my floor community seem to be connected to each other in some way.	SOC	18.2% (n=10)	81.8% (n=45)
	White	23.4% (n=58)	76.6% (n=190)
	Other	46.7% (n=7)	53.3% (n=8)
The people in my floor community communicate openly with each other.	SOC	32.7% (n=18)	67.3% (n=29)
	White	32.3% (n=80)	67.7% (n=168)
	Other	53.3% (n=8)	46.7% (n=7)
The people in my floor community take responsibility for their actions.	SOC	34.5% (n=19)	65.5% (n=36)
	White	34.2% (n=85)	65.8% (n=163)
	Other	60.0% (n=9)	40.0% (n=6)
The people in my floor community participation in community events.	SOC	36.3% (n=20)	63.7% (n=35)
	White	54.5% (n=135)	45.5% (n=113)
	Other	66.6% (n=10)	33.4% (n=5)
The floor community where I live meets my expectations.	SOC	18.2% (n=10)	81.8% (n=45)
	White	22.6% (n=56)	77.4% (n=192)
	Other	40.0% (n=6)	60.0% (n=9)
I am satisfied with my role in the floor community I live in.	SOC	18.2% (n=10)	81.8% (n=45)
	White	20.9% (n=27)	89.1% (n=221)
	Other	13.3% (n=2)	86.7% (n=13)

Academic Climate

When asked about their academic climate, responses varied widely by question. More Students of Color (47.3%) indicated that study groups have formed on their floor than any other group. About one-third of White students and students who identified as Other agreed that study groups had formed in their community. Less than one-quarter of all respondents agreed that there is academic competition amongst floor community members. The largest percentage of agreement was 23.7% from Students of Color. Most students agree that the level of noise on the floor allows them to study sufficiently, with over two-thirds selecting “agree” or “strongly agree.” The results to all of the statements are summarized in Table 1.18.

Table 1.18 – Academic Climate as Compared by Ethnic Background

	Ethnic Background	All Respondents	
		Disagree	Agree
Study groups have formed in my floor community.	SOC	52.7% (n=29)	47.3% (n=26)
	White	67.7% (n=168)	32.3% (n=80)
	Other	86.7% (n=10)	33.3% (n=5)
Residents in my floor community encourage me to succeed academically.	SOC	49.1% (n=27)	50.9% (n=28)
	White	49.6% (n=123)	50.4% (n=125)
	Other	73.3% (n=11)	26.7% (n=4)
There is a sense of academic competition amongst floor community members.	SOC	76.3% (n=42)	23.7% (n=13)
	White	88.7% (n=220)	11.3% (n=28)
	Other	86.7% (n=13)	13.3% (n=2)
The level of noise in my floor community allows me to study sufficiently.	SOC	27.3% (n=15)	72.7% (n=40)
	White	29.5% (n=73)	70.5% (n=175)
	Other	33.4% (n=5)	66.6% (n=10)

Personal Involvement

More White students (61.7%) agreed that they confide in another floor community member about personal things than Students of Color (40.0%) or students who identified as Other (46.7%). In addition, Students of Color (40.0%) selected “agree” and “strongly agree” more than White students (30.6%) when responding to the statement that they study with another floor community member. More students who identified as “Other” (80.0%) agreed that they share personal belongings with other floor community members than either Students of Color (56.4%) or White students (52.4%). The results to all of the statements are summarized in Table 1.19.

Table 1.19 – Personal Involvement in Floor Community as Compared by Ethnic Background

In my community, I ...	Ethnic Background	All Respondents	
		Disagree	Agree
Talk with other floor community members.	SOC	20.0% (n=11)	80.0% (n=44)
	White	19.4% (n=48)	80.6% (n=200)
	Other	20.0% (n=3)	80.0% (n=12)
Do social things together with floor community members.	SOC	43.6% (n=24)	56.4% (n=31)
	White	45.2% (n=112)	54.8% (n=136)
	Other	46.7% (n=7)	53.3% (n=8)
Share personal belongings with other floor community members.	SOC	43.6% (n=24)	56.4% (n=31)
	White	47.6% (n=118)	52.4% (n=130)
	Other	20.0% (n=3)	80.0% (n=12)
Confide in another floor community member about personal things.	SOC	60.0% (n=33)	40.0% (n=22)
	White	38.3% (n=95)	61.7% (n=153)
	Other	53.3% (n=8)	46.7% (n=7)
Study with another floor community member.	SOC	60.0% (n=33)	40.0% (n=22)
	White	69.4% (n=172)	30.6% (n=76)
	Other	60.0% (n=9)	40.0% (n=8)
Discuss areas of conflict with floor community members.	SOC	47.3% (n=26)	52.7% (n=29)
	White	52.8% (n=131)	47.2% (n=117)
	Other	53.3% (n=8)	46.7% (n=7)

The responses between Students of Color, White students, and students who identified as Other were similar for all statements regarding their personal involvement in floor meetings and programs. The question which had the highest percentage of students indicating “frequently” or “very frequently” was “I participate in the floor meetings that I attend,” with responses ranging from 73.3% to 64.1% agreement. Only one statement, “I attend floor programs designed for my community,” received less than half of the respondents indicating that the frequently attend. Students of Color indicated that they attend floor programs 49.1% of the time while White students indicated they attend 40.7%. The results for all of the statements are summarized on Table 1.20.

Table 1.20 – Personal Involvement in Floor Meetings and Programs as Compared to Ethnic Background

	Ethnic Background	All Respondents			
		Very Infrequently	Infrequently	Frequently	Very Frequently
I attend floor meetings for my community.	SOC	12.7% (n=7)	20.1% (n=11)	32.7% (n=18)	34.5% (n=19)
	White	12.5% (n=31)	22.2% (n=55)	38.3% (n=95)	27.0% (n=67)
	Other	33.3% (n=5)	13.3% (n=2)	26.7% (n=4)	26.7% (n=4)
I participate in the floor meetings that I attend.	SOC	9.1% (n=5)	23.6% (n=13)	40.0% (n=22)	27.3% (n=15)
	White	12.9% (n=32)	23.0% (n=57)	39.9% (n=99)	24.2% (n=60)
	Other	20.0% (n=3)	6.7% (n=1)	46.7% (n=7)	26.6% (n=4)
I attend floor programs designed for my community.	SOC	14.5% (n=8)	36.4% (n=20)	30.9% (n=17)	18.2% (n=10)
	White	19.4% (n=48)	39.9% (n=99)	29.0% (n=72)	11.7% (n=29)
	Other	40.0% (n=6)	26.6% (n=4)	26.7% (n=4)	6.7% (n=1)
I participate in the floor programs that I attend.	SOC	14.5% (n=8)	30.9% (n=17)	41.9% (n=23)	12.7% (n=7)
	White	16.9% (n=42)	26.5% (n=66)	40.7% (n=101)	15.7% (n=39)
	Other	33.3% (n=5)	6.7% (n=1)	53.3% (n=8)	6.7% (n=1)

When asked to respond to the level of value for floor meetings, programs, and individual interactions, respondents indicated that they found Individual Interactions as the most valuable. Students of Color, White students, and those who identified as Other all selected “very valuable” the most for individual interactions. The results are summarized on Table 1.21.

Table 1.21 – Level of Value for Floor Meetings, Programs, and Individual Interactions as Compared to Ethnic Background

	Ethnic Background	All Respondents		
		Not Valuable	Somewhat Valuable	Very Valuable
Floor Meetings (discussions, standards, information sharing)	SOC	17.3% (n=7)	51.9% (n=27)	30.8% (n=16)
	White	18.2% (n=45)	62.4% (n=154)	19.4% (n=48)
	Other	13.3% (n=2)	66.7% (n=10)	20.0% (n=3)
Floor Programs (activities)	SOC	13.7% (n=7)	53.0% (n=27)	33.3% (n=17)
	White	26.2% (n=64)	54.1% (n=132)	19.7% (n=48)
	Other	21.4% (n=3)	57.2% (n=8)	21.4% (n=3)
Individual Interactions (Resident Advisors meeting individually with residents)	SOC	19.6% (n=10)	31.4% (n=16)	49.0% (n=25)
	White	17.7% (n=43)	49.8% (n=121)	32.5% (n=79)
	Other	20.0% (n=3)	33.3% (n=5)	46.7% (n=7)

Role of Resident Advisor

Respondents indicated that they see their Resident Advisor play the roles of friend, facilitator, and educator the most. Almost two-thirds of both Students of Color and White students selected “friend” as the role they see their residents advisor play most often. The results are summarized in Table 1.22.

Table 1.22 – Role of Resident Advisor as Compared by Ethnic Background

	Ethnic Background	All Respondents				
		Friend	Facilitator	Authority Figure	Disciplinarian	Educator
I would describe the role I see my Resident Advisor play most as:	SOC	63.7% (n=35)	20.0% (n=11)	3.6% (n=2)	1.8% (n=1)	10.9% (n=6)
	White	61.7% (n=153)	20.2% (n=50)	1.6% (n=4)	2.0% (n=5)	14.5% (n=46)
	Other	33.3% (n=5)	33.3% (n=5)	0.0% (n=0)	0.0% (n=0)	33.4% (n=5)

Responses to statements regarding the commitment of Resident Advisors to the goal areas of the Community Action Plan were relatively similar across ethnic backgrounds. Each statement received over half of the respondents indicating that they “agree” or “strongly agree” with the statement, with many receiving over two-thirds agreement. The results to all of the statements are summarized in Table 1.23.

Table 1.23 – Commitment of Resident Advisor as Compared to Ethnic Background

My Resident Advisor has demonstrated a commitment to...	Ethnic Background	All Respondents	
		Disagree	Agree
Alcohol and drug education on our floor.	SOC	12.7% (n=7)	87.3% (n=48)
	White	18.5% (n=46)	81.5% (n=202)
	Other	26.7% (n=4)	73.3% (n=11)
Discussing issues related to diversity on our floor.	SOC	23.7% (n=13)	76.3% (n=42)
	White	27.0% (n=67)	73.0% (n=181)
	Other	26.7% (n=4)	73.3% (n=11)
Creating an environment that assists me in doing better in my courses.	SOC	27.2% (n=15)	72.8% (n=40)
	White	22.6% (n=56)	77.4% (n=192)
	Other	40.0% (n=6)	60.0% (n=9)
Encouraging people on my floor to get to know each other.	SOC	10.9% (n=6)	89.1% (n=49)
	White	13.3% (n=33)	86.7% (n=215)
	Other	26.7% (n=4)	73.3% (n=11)
Get to know me as an individual.	SOC	23.7% (n=13)	76.3% (n=42)
	White	20.1% (n=50)	79.9% (n=198)
	Other	46.7% (n=7)	53.3% (n=8)
Encouraging people on my floor to share perspectives and have open dialogue.	SOC	12.7% (n=7)	87.3% (n=48)
	White	14.5% (n=36)	85.5% (n=212)
	Other	20.0% (n=3)	80.0% (n=12)

Qualitative Summary

Academic Climate

Students reported a variety of responses on their academic climate. Many students discussed the difficulty of studying in their rooms or on their floor due to noise levels. Many students also discussed their desire to study in places other than their floor (i.e., library) so that their room and floor can be their space to relax. Comments were also made about how the physical environment of the residence hall impacts one's ability to study. Selected comments about students' academic climate on their floor are below.

"The academic climate is not conducive to studying, the floor is more social, but luckily the study lounges in the building are open."

"All the people here want to succeed and try to get their work and studying done. Sometimes it can be very hard to do work because of all the distractions. We all understand that people have work to do and we try to be respectful of others who want it to be quiet or would like people to leave them alone. "

"There is a large group of people who constantly play games in the hall – including golf, football, and other sports that should very clearly be played outside. I have confronted them once or twice only to be mocked and ignored. It's very frustrating and I have been forced to not only leave my room because of the noise but also the study lounge where people refuse to turn the television off. I have to go downstairs to the main study lounge where I have realized groups work together and they must speak to one another which is also very distracting. Other people on my floor keep their doors opened and it is hard to concentrate with that as well."

"Most people can and do all of their work on the floor. For myself, I find it better to go to the library. It is not because of the noise level though, just a personal preference."

"The level of academia here in Watson is at an acceptable level. Noise and other disruptions are kept to a minimum which allows for adequate personal study without disturbances. The environment of Watson, however, does not stimulate group study and learning. The class rooms are set too far from the rest of the buildings and when they are used they are situated by the recreation (noisy) area. The community areas on each floor are inadequate because the communal areas are also the hallways and provide disturbances when studying. The only place to study is therefore in our own room."

"There are some people on my floor that have the same classes but we never really study together. I find it's quiet enough to do all my studying in my room. Sometimes I even go to our lounge and do my work so that I can also talk to people while I work."

“Where am I supposed to study? There is no main study lounge in Lawrinson, and the study lounges on each individual floor are messy, old, loud, and really hot all the time.”

“Although we have quiet hours from 12:30pm-7:00am, no one on the floor follows them; we do, however, have 24 hour courtesy hours, and everyone has been really understanding of everyone else's workloads. Most of the people on my floor are majoring either in management or communications, so we all try to help each other with assignments. The management majors have formed a study group and the people in Newhouse proof-read essays and study together.”

“My residence hall floor is very special compared to other floors that I've noticed. There's a unity amongst all of us where we can hang out, do things together. There's a lot of encouragement and bonding that happens on our floor. Not that the floor members are forced to get along with each other. It's just that the floor does get along and it's because of encouragement from other members on the floor to succeed and to have unity and comfort. The academic success is through the comfort and encouragement to study and to do homework together and to understand.”

“People are respectful of our study time, if they are being loud we simply ask them to quiet down and they do immediately. I really wish my RA would set up study groups though, the RA said it would happen but the semester is almost over and they have not been set up, it would have been helpful.”

“I wouldn't really know what the academic climate is because I never study with anyone from my floor. None of them are within my major and I'm never here to study anyway.”

“The academic climate on my floor is basically pretty good. If it is too loud to study in your room the lounge is usually open and people are considerate of those who want to use the lounge as a study hall. And, although people don't usually speak of grades, there is always a push when you see someone else studying or doing a paper to get yours done as well.”

“The academic climate is not the focus on residence hall floors. Most students focus on the social climate. Depending on the people one associates with on the floor, the social climate may either create a good academic climate where students study together and encourage each other to make the most of their \$30,000, or the social climate may be corrupted with other higher priorities, such as a drinking, that create a poor academic climate. I think every floor, including my floor, is a mix of the two. It all depends on the people u chose to associate with.”

Level Value for Floor Meetings

Students discussed themes such as floor meeting topics are repetitive, good information is shared at floor meetings, discussion helps bring the floor together, and floor meetings occur too often to be valuable. Selected comments are listed below.

“Sometimes there is nothing to do at a floor meeting. We will sit there and be allowed to leave a few minutes later. Most people don’t even go.”

“We’ve spoken about how important it is to be open to homosexuals and people of different races, religions, etc. which I think for some members is very important.”

“Our floor meetings do not get much accomplished. Many people do not voice their opinions and those that do are the ones creating the problems to begin with.”

“They would be more valuable if more residents went to them, and if they were treated as important events, as opposed to standard procedure.”

“They’re a good way to get to know people on the floor, but they’re even more valuable as a forum for discussion and complaints and quibbles. However, when you’re a sophomore who already has enough to do, floor meetings or new interactions are not top priorities.”

“In the floor meetings, any one of the residents is permitted to voice their concerns, opinions, or ideas. The concerns, opinions or ideas usually pertain to most of the residents so therefore they are valuable. We also set and discuss living standards, get to know one another and talk about things of the floor’s concern. All of these aspects are important when living in such close proximity to so many people.”

“The few people present at the meetings usually have a nice long discussion, which makes the atmosphere more homey.”

“Floor meetings are a positive way to learn about the community, the floor, the school, and the world. They provide a sense of belonging and security, a way to show that there are people there for you to talk to.”

Level of Value for Floor Programs

The following are themes which were reoccurring in students' comments regarding the level of value they place on floor programs: residents are too busy to attend programs, residents do not recall having floor programs, residents enjoy the activities, programs bring the floor together as a community, and residents do not find topics valuable. Some selected comments are listed below.

"We had a couple of floor events at the beginning of the year, but it's harder now that classes are more intense and it's tougher to coordinate things between a majority of floor members."

"Most of the things that have been organized have been a lot of fun. The floor gets along really well so that helps to make them worthwhile and more enjoyable."

"Some of them are worth the effort, such as the floor murals because it gives people a chance to showcase their activities, but stuff like the floor movies only work if you really like your floor. While I don't particularly hate the people on my floor because they are nice and friendly, I quite frankly have no vested interest in them."

"The activities allow whoever wants to be involved on the floor to get to know one another. It brings a sense of camaraderie to the floor."

"We don't have time to be all community-esque – floor activities try to force us all to be friends, but that's not going to happen – we just want to live together, and if being friends is included in that, so be it."

"There seems to be a lack of interest in many people. In addition, it seems to always be the same group of people. That does not make it very exciting and different."

"They are so much fun. We do birthday parties once month for all the birthdays that month and we are going to do a mural on our walls."

"We play games so we can get to know each other better, and it builds a sense of community which is valuable to me."

"Activities are fun to do as a floor if they don't interfere with regular hours when people want to go out with their friends."

Level of Value for Individual Interactions with Resident Advisors

Student discussed how individual interactions build personal connections and trust, how they would be more beneficial if all resident advisors engaged individual interactions, and that issues are sometimes better discussed privately with a Resident Advisor as opposed to at a floor meeting. Some selected comments are listed below.

“Do these even happen? The only interaction I have had with my RAs is through simply being social with them. I haven’t had any organized individual meetings with my RAs and haven’t heard of anybody else having one either.”

“These interactions allow residents to get to know their ‘superior’ on the floor. Personal/Individual interactions build the necessary trust, comfort and friendliness of the Resident Advisor-resident relationship.”

“I haven’t done this but I know that those who have had a talk with the RA have come out better than when they went in.”

“My RA has not this, but it would probably be a good thing.”

“If we don’t want to discuss a problem in a big group, we can talk to the RA individually.”

“My Resident Advisor has only come in contact with us individually to tell us about an upcoming meeting or event. He hasn’t gone out of his way to help us with any problem or circumstance. Our R.A. was supposed to help us with our living agreement, but he never did.”

“You really get to know someone this way. And, individual interactions are a way to show people you care about them personally and what they are about.”

“I haven’t had any private meetings with my RA but can see the importance of them. Certain issues are better dealt with privately and strong relationships with RAs would make such situations easier.”

“The Resident Advisors seem to be able to help many people on the floor in more individual and personal ways than just regular floor regulation stuff.”

I have a had a few problems with my roommate and my RA has been instrumental in solving the problem and making things easier between my roommate and I.”

“This is the most important because it shows that the RA cares about them individually.”

Implications

The results of this survey suggest that the Office of Residence Life is meeting many of its goals and objectives, increasing the level of positive and intentional interaction in the residence halls. The results also suggest that there are specific areas on which the Office of Residence Life needs to focus in order to move forward with the Community Action Plan. These areas include the academic climate of residence hall floor communities, structure and intended outcomes of floor meetings and programs, and effect of involvement in leadership opportunities on participation in community activities. In addition, the Office of Residence Life should review the manner in which females, males, and students from different ethnic backgrounds experience the floor community. Each of these areas, including those in which goals and objectives are being met, are discussed in this section.

Perceptions of the Floor Community

Kohlberg (1989) identified six key elements required for community development: trust, caring, integration, participation, open communication, and collective responsibility. Students were asked to respond to statements about each of these elements on the 1999 Community Survey. For the third year in a row, students' responses in the "agree" and "strongly agree" options increased for each of the statements, indicating that they are perceiving their peers as caring about each other, trusting each other, being connected with each other, communicating with each other, and participating with each other more than in the past. Additionally, the responses suggest that more students are taking responsibility for their actions than in the previous two years. With all but two elements receiving over two-thirds of respondents agreeing that these elements are occurring in their floor communities, it appears that focus on building floor communities by Resident Advisors has been successful.

When reviewing the results about community between females and males, it is clear that that they perceive the floor community in a similar manner. For each statement on community, male and female responses of agreement were within 11% of each other, with most being within 4%. The largest disparity occurred regarding trust, where males reported the floor community trusting each other more than females. However, the results were very high and it is clear that students perceive levels of trust to be high in the floor communities. The lowest level of agreement was found the statement "People in my floor community participate in community events," with around half of both females and males agreeing. This is also the only area where under half of either sex reported agreement. As will be seen later in this section, most students report being active in their community. Therefore, questions are raised as to the reasons that students do not perceive their floor community members participating in events. It is possible that because the term "participation" was not defined, students applied their own definition to this term when responding.

Results for this section were similar across ethnic backgrounds as well. However, one important difference was observed. Students of color reported that people participate in the community events more than white students. This may be due to students of color seeking to make connections with their floor community. It may also be that students of color are identifying

their community in a manner that differs from how other community members are identifying their floor community. That is, it is possible that the floor community was defined as only those students with whom they have regular interaction. It is not possible to draw conclusions as the reason for this difference. Further assessment is required to learn what may have resulted in students of color reporting more participation on the floor.

Academic Climate

With the majority of students indicating that study groups have not formed in their floor communities and about half reporting that their peers do not encourage them to succeed academically, the Office of Residence Life should review ways to make the floor community more conducive to academic success. An interesting finding in the results is that over half of all students of color, white students, and female students all reported that the floor encourages them to succeed in their academics. Only the male students had less than half indicate that this encouragement does not take place.

Students of color and white students seem to have similar perceptions of the academic climate in their floor communities. However, one item of importance was noticed. More students of color indicated that study groups formed on the floor than white students. The data appears to indicate that students of color are making more connections on their floor in order to be academically successful at Syracuse University. Students of color also indicated that there is academic competition amongst floor community members slightly more than whites, males, or females. The reasons for this are not known. However, the data seems to indicate that as study groups increase, so does the academic competition in floor communities. In other areas of academic climate, most students feel that they are able to study on their floor given the level of noise. However, about one-quarter disagreed with that statement.

Another aspect of the academic climate which was raised from students' comments involves the physical structure of the residence halls. There are concerns from students that the floor lounges do not provide adequate study space and that they are not conducive to studying. The structure of floor lounges should be reviewed to determine possible renovation changes. Suggestions from students include more study space and better climate control.

More questions need to be asked regarding this aspect of the academic climate to understand what students expect and want from their community. About one-quarter of the students indicated they cannot study sufficiently on their floor. While this is a concern, comments were mixed as to whether students prefer to study in their floor community or another location. It was clear that many students do have a desire to study in their rooms or in a floor lounge. However, it was also clear from their comments that some students prefer to study in the library, saving their room for recreational purposes. More assessment needs to be conducted in order to gain a better understanding of the academic climate and students' expectations of their community. Additionally, more training needs to be conducted teaching Resident Advisors ways of making the floor community more conducive to academic success.

Personal Involvement

While results about personal involvement in the floor community remained relatively similar to last year, there is some interesting data that was found when comparing sex and ethnic backgrounds. More women than men indicated that they discuss areas of conflict with floor community members. This is interesting as questions had been raised regarding the likelihood of women being less likely to discuss conflict under the Community Action Plan in previous surveys. The results seem to indicate the opposite. Additionally, women seem to be more likely to talk with and confide in other community members than men. More research is needed to learn the reasons for these differences. It is possible that women are more likely to discuss conflict because they have an established relationship with other floor community members due to their discussions and interactions with each other, whereas men may be less likely due to their lack of engaging in open communication with other men.

When looking at the results for ethnic background, it appears that white students confide in other floor community members more than students of color do. It is unclear whether this results from feelings of comfort and safety within the residence hall environment. More research needs to be conducted to determine the reason for this. In addition, it is clear that more training needs to occur with the Resident Advisor staff in helping them to learn more effective means of involving the community discussions and helping residents interact on a more personal level.

Attendance at floor programs seems to be a common difficulty among all residents. Less than half of all residents indicate that they attend floor programs. This is interesting because about three-quarters of the students indicated that they found them somewhat or very valuable. However, the area residents indicated they value most is having individual interactions with their Resident Advisor. This was consistent along ethnic lines as well as between males and females. This may indicate that residents enjoy the personalized and individualized attention that can result from meeting one-on-one with the Resident Advisor. While it is important to keep focusing on community activities (i.e., programs and meetings), it may also be worth exploring how these individual interactions can be used to promote deeper understandings of community involvement.

Role of the Resident Advisor

Residents see the Resident Advisor mostly as a friend, defined as “someone who talks with residents about personal issues.” This is consistent with the types of interactions residents value most as explained in the previous section. With individual interactions being most valued by residents and Resident Advisors being seen most as friends, it appears as though the paraprofessional staff in the residence halls are meeting the needs of the students. The question that is raised is, “Which is more important for residence life, providing the support for students (i.e., Resident Advisor) or developing a support network among the community (i.e., floor community)?” If the answer is the latter, then more ways of increasing the Resident Advisor’s facilitator role need to be explored.

Finally, most residents indicated that their Resident Advisor was demonstrating commitment to the five goal areas of the Community Action Plan as well as dialogue, interaction, and perspective-taking. This suggests that while the Resident Advisors may be seen as friends more than any other role, they are still interacting with residents and engaging them in conversations about personal and community development, academic success, and multicultural and alcohol and other drug awareness.

Limitations

One major aspect of the Community Action Plan was not incorporated into this assessment project. In future surveys, the context of Community Standards should be included as a component of the assessment. As the Community Action Plan originally began with the standards process, it is important to assess the students' perceptions of this context. In addition, the students' perceptions of the Code of Student Conduct and the Office of Residence Life Departmental Standards should also be included in future surveys. As many traditional college-age students are focused on rules, it is important to determine whether they perceive Community Standards, Departmental Standards, and the Code of Student Conduct in a similar manner. Finally, more assessment is needed to determine if the Resident Advisor role of educator can be used to teach students about these three expectations for Syracuse University students. It appears that a major component of living and attending Syracuse University (i.e., living expectations) has been omitted from this survey as well as past surveys. With the important roles Resident Advisors play in maintaining a safe living environment while enforcing Syracuse University policies, the addition of these three expectations would provide a more thorough assessment of the Community Action Plan.

Conclusion

Numerous implications of this data have been presented that affect not only the environment created in the residence halls but also how the Resident Advisor staff is trained. However, the results also have implications for other areas with the Office of Residence Life. The results of this survey must also be viewed in relation to the department's focus on the social change model of leadership. More discussions need to occur to determine how the social change model of leadership development is associated with the Community Action Plan. If students continue to self-report low levels of involvement in floor community activities, strategies will need to be designed to increase participation, thus increasing their level of ownership of the floor. Additional approaches will need to be identified to empower residents to be leaders on the floor. However, until residents see them themselves as active, participating community members, this will be difficult to achieve.