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Student satisfaction related to the campus residential experience

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**STUDENT SATISFACTION RELATED TO THE CAMPUS RESIDENTIAL
EXPERIENCE**

by

Renee Raisa Grant

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education

In partial fulfillment of the requirement

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Thesis Chair: Burton R. Sisco, Ed.D.

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Abstract

Renee Raisa Grant
STUDENT SATISFACTION RELATED TO THE CAMPUS RESIDENTIAL
EXPERIENCE

2017-2018

Burton R. Sisco, Ed.D.
Master of Arts in Higher Education

The primary purpose of this study was to understand how satisfied students were with their campus residential experience. This study was conducted at a private, liberal arts college located in the Finger Lakes region of upstate, NY, given the pseudonym Able University. Convenience sampling was used to get respondents to this survey. The survey was sent out electronically to the campus residential population. The students that responded to the survey were included in the study.

A total of 372 students responded to the survey for a return rate of 18.4%. The survey used for this study was administered in fall 2016 and consisted of 48 items. The items from the survey were divided into five factor groupings of campus community, living choice, social/peer relationships, support services, and dining. The survey found that a slight majority of students were satisfied with their residential experience, however a significant portion of the population were not.

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Chapter I

Introduction

The value of earning a college degree has increased during the past 30 years. This expectation often starts in the formative years, from parents arranging college funds during infancy, to programs developed in the early years of schooling around college readiness, and instilling the drive to learn and do more. Gone are the days where most employers want just a high school diploma to start. Many industries are now requiring at least an Associate's or Bachelor's degree to meet job requirements.

According to the U.S. Census Report on *Educational Attainment in the United States: 2015* (Bauman & Ryan, 2016), approximately 33% of the population (25 and older) hold a bachelor's degree or more. Studies (Baum, & Payea, 2005; McMahon, W. W., 2009; & Perna, L. W., 2003) have shown the benefits of higher education on earnings, social relationships, and more.

With such a large percentage of the population, going for secondary degrees, and many industries are requiring a Bachelors to start or even a Masters degree, the burden then is on institutions to keep individuals in college until completion. Once students get to the point of choosing and attending an institution, many social and environmental factors can affect their college experience. From the admissions practices of a college, to policies and procedures for new students, all influence the campus experience and an individual's desire to stay at an institution. One of the most transformative experiences of going to college is living on campus. As developed in this study, college residence halls serve important functions for residential students. While they started for very practical reasons, over time, they have developed to be a prominent part of the student experience. "Residential students are invested and involved in campus life and are more likely to be

satisfied with their university experience, develop a strong affinity to the institution and persist and progress at a higher rate than those who have never lived on campus”

(Hernandez, 2011, p. 23).

Statement of the Problem

Retention of students has been one of the driving forces in higher education for years, especially for private or independent institutions. Many studies (Crosling, Heagney, & Thomas, 2009; Lang, 2001; Yorke, & Longden. 2004) have shown the importance of retention, and the different ways to enhance retention of students. To help student affairs practitioners better understand how to retain college students, Tinto (1987 & 1993) created student development theory to help explain retention and the reasons why students leave an institution.

For institutions to evolve within an environment of an ever-changing student body, marked by diversity and enrollment status, there is a need for frequent assessment in these areas. Within student affairs, that notion of assessment is widely embraced. Many institutions have developed full departments, committees, and budgets whose sole purpose is to review various policies and practices of the institution in an effort to determine efficacy. Derived from the need to see if initiatives are working, colleges and universities are assessing what they can do to help retain students and make the collegiate experience both absorbing and satisfying.

Purpose of the Study

The purpose of this study was to investigate the residential hall experience of selected students and how it affected their likelihood to return. Of particular interest was to see if student satisfaction relate to the amenities and space within the residence hall,

the on-campus dining options, and the sense of community within the hall. In addition, the study sought to determine what recommendations students offer to improve their campus experience.

Significance of the Study

This study is significant because it evaluated the experiences of selected residential students, and how those experiences can affect retention at a small, private, residential, liberal arts college. For a residential college, where 90% of the students live on campus, it is important to regularly assess student experience within their living spaces. Such data can provide insight on the services provided within residence halls, the need to renovate or build new halls, or ideas for reorganizing space and/or communities to enhance the campus experience of students.

Assumptions and Limitations

An assumption of this study is that students were honest about their experience in the survey. Though this survey only captures a small percentage of the campus population, the assumption is that it was an accurate representation of the larger student experience on campus.

An overarching limitation of this study is the tool used to collect data was a survey created by an administrator at Able University, for a consortium of private colleges in New York state and conducted during the fall 2016 semester; the resulting data are considered archival data, which I was given access for purposes of my study. Another limitation is the composition of the sample, how the sample was selected, the size of the sample as well as when the data were collected. It is possible that researcher

bias is present in my study as I am an advocate of the residential experience of students and I work in a student affairs office specializing in residential learning.

Operational Definitions

1. Amenities: A desirable or useful feature or facility of a building or place. For this study, amenities are items or services offered as a part of the residential living experience. Including, but not limited to, furniture, internet access, maintenance, space, etc.
2. Assessment (within student affairs): To foster a culture of inquiry and enhancement to continually create and refine programs and outreaches. Through assessment, student affairs professionals can be data-informed decision makers and use data to identify student and community needs, measure student satisfaction, plan for student development, assess events and programs, assess co-curricular student learning, and monitor campus climate.
3. Campus Community: Defined as a student having a sense of belonging to the campus, residence hall, and/or floor.
4. Community Cash: Funds added to your ID card and can be used on- and off-campus.
5. Coordinate College System: All students share the same campus, faculty, administration and curriculum. Each college maintains its own traditions, dean's, student government and athletic department, giving students additional leadership opportunities.
6. In loco parentis (of a teacher or other adult responsible for children): Refers to serving in the place of a parent.

7. Living Choice: refers to a student's ability to choose where they live on campus and amenities and environmental factors that tie into it.
8. Persistence: Refers to the desire and action of a student to stay within the system of higher education from their first year through degree completion.
9. Residential College: An institution in which a majority of students live in on-campus housing. Additionally, an institution that integrates learning within the residence halls, through learning communities, programs, and collaboration with faculty and student affairs.
10. Retention: Refers to the ability of an institution to retain a student from admission to the university through graduation.
11. Support Services: services provided by the institution to ensure the student is enjoying their living experience and living in a safe and comfortable environment.
12. Student Affairs: Consists of any advising, counseling, management, or administrative function at a college or university that exists outside the classroom.
13. Student Engagement: "represents the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities" (Kuh, 2001, 2003, 2009).
14. Student Satisfaction: Student response/feedback to the amenities and space within the residence hall, the on-campus dining options, and the sense of community within the hall. The Quality of Life survey of fall 2016 semester measured this.
15. Themed Houses: Student residential housing that are small to mid-sized houses. The themes of the houses change year-to-year based on student interest, and

provide students the opportunity to live in a house with others to serve a common purpose. Some houses are without themes and selected through the traditional room selection process as individual bedrooms, referred to as “small houses.”

Research Questions

The study sought to explore the following questions:

1. What do selected students report about their satisfaction with campus community within the residence hall?
2. How do students report their satisfaction with the support services provided by the institution?
3. What do students report about their satisfaction with their living choice?
4. What do students report about their social and peer relationships on campus?
5. What do students report about their satisfaction with dining options and services on campus?
6. What memorable experiences do students report about their campus experience?
7. What recommendations do selected students offer to enhance the residential experience?

Overview of the Study

Chapter II reviews literature that relates to the subject matter. It provides a history of student affairs, as well as the history and purpose of residence halls. This chapter also reviews the role of student affairs and residence life within higher education. Also reviewed in Chapter II are two student development theories and how they informed the study.

Chapter III discusses the methodology and the processes for obtaining relevant data. Presented is the context of the study how the study, the population and sample surveyed, instrumentation, how the data were collected, and how the data were analyzed.

Chapter IV presents the findings of the research. It looks the responses to the different survey items by factor groupings and discusses them as they relate to the research questions. This chapter also evaluates the open-ended responses of memorable experiences and recommendations that students provided.

Chapter V provides a summary of the study, discusses the research findings for each research question, and provides conclusions of the research. The chapter also presents recommendations for practice and future study.

Chapter II

Review of the Literature

Colleges and universities have been around since before the founding of the United States of America. Over the course of 400 years, they have inevitably evolved. An increasingly prominent aspect of their evolution is the residential or the on campus living component. Research has shown that student involvement and living on campus are the most important factors for a student's retention and success (Astin, 1973; Astin, 1999; Busic, 2007; Tinto, 1993). Residence halls, historically known as dormitories, have gone through many changes since their inception. The beginning of this chapter will review some of that history.

With the increased role of on campus living, it is logical to assume that it plays into a student's decision to stay at an institution. Both institutions and prospective students take into consideration the style of housing available, amenities, living learning communities, community, dining options and much more when making the decision to attend or to remain at an institution. Understanding that these topics can be critical to admission and retention, it is important to often review how effective they are and to analyze whether things need to be changed. This study analyzes what students reported about their residential experience at a college located in the northeast area of the United States.

Chapter II reviews literature that relates to the subject matter. It provides the history and purpose of residence halls, which leads into a history of student affairs. This chapter also reviews the role of student affairs and residence life within higher education.

Since all work and assessment has a knowledge base in student affairs theory, Chapter II also reviews two student development theories and discuss how they informed the study.

History and Purpose of Residence Halls

Historically, the purpose of dormitories was to help build character and intellect of students, but also to provide a space for those who had to travel, to board at college so that they could continue their learning. Dormitories have moved from being more functional to educational over the years. Because students use these spaces to live, study, learn, and sleep, most student affairs personnel use the more inclusive term residence hall (Blimling, 2003). After World War II, many veterans returned to school, followed by the baby boomers of the mid-1960s, which meant many residential facilities on college campuses expanded significantly. Today, more than 60% of traditional college students attending four-year institutions live in a residence hall for at least their first year (Blimling, 2003).

Over the years, learning in college residence halls have taken a few different approaches: collegiate, impersonal, holism, student development, and student learning (Blimling, 2015). While these five approaches are the educational foundation of residence halls, they do not account for the operational approach to residence halls, which many residence life and housing professionals manage. This includes housing assignments, room changes, facility maintenance, financial management, maximizing the use of space, student access and much more. The successful operation of residential spaces, largely support the educational aspect of residential living. The five approaches go through the history of residence halls and provide a framework for later approaches that are more inclusive of operation.

Collegiate Approach

Residential colleges, have long been a part of higher education, with roots dating back to the 13th century at the Universities of Oxford and Cambridge (Mansbridge, 1923, p. 26). For this study, the definition of residential college is an institution in which the majority of students live in on-campus housing. However, a more restricted definition of this term is a university that places academic activity in a community setting of students and faculty, usually in a residential environment. This is the type of environment started at the Universities of Oxford and Cambridge. Many institutions after, followed the model known as the Oxford/Cambridge model, which the collegiate approach comes from. Organized to foster close relationships between faculty and students, the collegiate approach treats colleges as small communities and provides a more liberal education to students. Studies show that successful student and faculty interaction both in and out-of-the classroom is highly regarded as instrumental to institutional student retention (Blimling & Whitt, 1999; Stodt & Klepper, 1987;).

Impersonal Approach

With the inception of colleges, universities and residence halls, the original student-centered collegiate approach to residence halls evolved as times began to change. By the early 1800s, many of the universities that provided student housing had abandoned the practice (Crowley, 1934). In some countries, the main reason for this change came from students not being able to afford the accommodations of living on campus. Many students began living in private homes and boarding houses. According to Blimling (2015), this began the content-centered impersonal approach to college. The presidents of the University of Michigan, Brown University, and Columbia University,

among others, expressed harsh criticism of college residence halls and raucous behavior of the young men who lived in them. Many members of the faculty thought that building classrooms, laboratories, and libraries were a better use of the resources needed to build and maintain residence halls (Blimling, 2015).

Holism

This approach started under the notion that people function as complex systems. During the late 19th century, higher education institutions began developing ways of educating the “whole student.” This approach started the rejection of having impersonal relations with students, and created renewed interest in returning to the collegiate model. Many faculty at the time continued to focus on scholarship and their own academic pursuits in lieu of refocusing the undergraduate experience. In 1937, 19 educators appointed by the American Council on Education (ACE) came together and adopted a report on the philosophy and development of student personnel work in colleges and universities. *The Student Personnel Point of View (SPPV)* called for colleges and universities to focus on the education of the whole student and not just intellectual development of students. Concurrently, the birth of “student affairs” as a part of the institution also started during this time period. SPPV called for an institution’s obligation to consider a student’s intellectual capacity, emotional makeup, physical condition, social relationships, vocational aptitudes and skills, moral and religious values, economic resources, and aesthetic appreciations (ACE, 1937).

By looking at so many different aspects of student development, student affairs staff morphed into an “in loco parentis” role for students. During the 1960s many students rebelled against the paternalistic rules and policies that were present on college

campuses. Peterson (1968) observed that students protests against college policies, particularly, ones enforced by student affairs staff, accounted for the second greatest number of student protests in 1967-1968 after those against the Vietnam War. Because of student dissatisfaction, college administrators began to question the value of old paternalistic rules and student affairs professionals started to rethink their duties and search for a more coherent educational mission, hence the constant state of assessment that drives student affairs and institutions today.

Student Development Approach

The American College Personnel Association (ACPA), founded in 1924, recognized that the philosophy of in loco parentis no longer worked and offered a new direction for student affairs work was described as “student development.” This approach looked at a variety of factors to define student development. These included characteristics upon entrance, their age and rate of development during collegiate years, opportunities available at an institution, the initial characteristics link with their environment, and environmental factors. Blimling stated, “The environmental factors that hold the most promise for affecting student developmental patterns include the peer group, the living unit, the faculty, and the classroom experience” (2015, p. 15). Due to these factors, it would seem that student development has been the dominant philosophical approach of student affairs for more than 25 years.

Student Learning Approach

Based on the student learning approach, developed by ACPA and NASPA, there are seven principles of good practice for student affairs. Student affairs administrators use these principles as actionable steps that operationalized the student learning approach to

focus on and advance student learning. The principles are engaging students and helping them develop coherent values and ethical standards, and setting and communicating high expectations for student learning. Also, using systematic review or assessment to improve student and institutional performance, using resources effectively to achieve institutional mission and goals, forging education partnerships that advance student learning, and building supportive and inclusive communities.

Additional Approaches

While the five approaches identified by Blimling (2003) predominantly focus on the education of the student, both intellectual and whole, housing and residence life (HRL) professionals, play a unique role in student affairs, and higher education. While part of the primary focus is educating and engaging with the student, HRL professionals are also responsible for the function of the residence halls. This notion leads into the administrative and business approach to residence hall and professionals. They are responsible for the business behind making residence halls work. This includes, but not limited to, budgetary control, organizational demands, management duties, and policy enforcement responsibilities.

Another way of looking at residence hall management is the student services approach. The focus of this approach is to provide high-quality student services that are cost-effective and that result in higher levels of student satisfaction. The application of this approach includes the adoption of programs such as total quality management, continuous quality improvement, and benchmarking. The quality of service is the end goal and student satisfaction is the primary measure of success. Lastly, is the student administration approach, while not very inclusive of the full scope of student affairs or

HRL professionals, the goal is to effectively manage the resources available to students. Procedures, policies, and processes are the primary focus of those who practice this approach.

The four main approaches that continue to operate in student affairs today are student learning, student development, student services, and student administration. These four approaches, while they sound very similar, possess unique differences in their student affairs purpose, goals, theory bases, and assessment methods. This study focused on the student services approach. This approach views student affairs with the purpose of supporting the academic mission, with the primary goal being student satisfaction. Based in customer service and management theories, it often uses satisfaction surveys to assess the effectiveness of practices (Blimling, 2015). Over the years, satisfaction surveys have often been common practice amongst student affairs professionals.

History of Student Affairs

Before fully diving in to the practices of student affairs professionals, a brief overview of the history is needed. Student affairs is one of the components of higher education institutions. The components are academic affairs, student affairs, and operations. Academic affairs focuses on classroom learning, operations on institutional management and function, i.e. budget management, strategic planning, etc. The last component of institutions is student affairs. This encompasses most of the out of the classroom resources that support students during their time at college.

Student affairs is often a large part of many institutions that are thinking about ways to help retain students. According to Dr. Patrick Love of NYU (2003), student affairs “consist of any advising, counseling, management, or administrative function at a

college or university that exists outside the classroom” (Roles, Functions, and Institutions section, para. 1). It can be argued that student affairs started developing from the beginning of college and residence hall development. Since Harvard’s founding, there have been various incarnations of student affairs professionals.

The notion of educating “the whole student” has been the driving force behind the student affairs profession since the 17th century. In the late 18th century to early 19th century, staff administration of dormitories, monitoring the safety and welfare of students, and holding them accountable for their actions through discipline were the fundamental beginnings of the student affairs profession today. In the very early years, this was the role of college faculty, presidents or tutors. Around 1850 to 1900, as institutions began to grow and diversify, so did the need for staff. As the roles of college faculty, and presidents grew in responsibility and demand for time, this created the need for student personnel professionals to take responsibility for student welfare, discipline, housing, and activities. (Dungy, G. & Gordon, S. A., 2010) This started with the first dean of men being appointed in 1890. Their primary focus was on student discipline and handling student unrest. Modern developments of the profession occurred from around 1900 - 1950 to encompass more student learning, both in and out of the classroom. The concept of connecting the academics with the outside the classroom experience, and educating the whole student provided the basis for the student personnel movement. (Brubacher & Rudy, 1976; Nuss, 2003).

The practice of student affairs will continue to be influenced by change, and one of the challenges to practitioners is to anticipate and respond to both internal and external change in higher education. One of the main influencers and indicators of change is how

an institution is retaining students. Vincent Tinto's (1993) theory on retention looks at the many different factors that can lead to an individual's departure from a university. By studying these factors and adjusting as needed, student affairs practitioners and institutions overall can determine what they can do and what changes they can make to keep a student.

Tinto's Theory of Departure

When evaluating the correlation between student satisfaction and the college experience, as it can relate to a student's likelihood to return, it is important to first look at the reasoning behind why a student may decide to leave an institution. Vincent Tinto's Theory of Departure looks at just this. Tinto's theory (1993) identifies three major reasons for a student's departure: academic difficulties, the inability of individuals to resolve their educational and occupational goals, and their failure to become or remain incorporated in the intellectual and social life of the institution. Tinto's theory is a longitudinal process and regards student retention as the degree to which a student becomes integrated into the social and academic life of the college or university (Tinto, 1993; Rendon, Jalomo, & Nora, 2000). Tinto's "Model of Institutional Departure" states that, to persist, students need integration into formal (academic performance) and informal (faculty/staff interactions) academic systems and formal (extracurricular activities) and informal (peer-group interactions) social systems.

According to Tinto's (1975) theory, visually represented in Figure 1, students enter university with a set of background characteristics including: family backgrounds (e.g., family social status, parental formal education, and parental expectations); individual attributes (e.g., gender, race, age, and academic aptitude); and, pre-college

schooling (e.g., high school achievement, academic course work). These background characteristics combine to influence the goals and desired connection to the institution that student brings to the university environment. Goals can determine the degree to which the student is committed, or motivated, to get a university degree in general. Connection to the institution represent the degree to which the student is motivated to graduate from a specific university. These connections change during the student's time at university as a result of the degree of integration into the academic and social environments of the university. In turn, these two types of integration lead to new levels of goals and institutional connection. In addition, the student's initial goal and institutional connection influence their later goal and institutional connection.

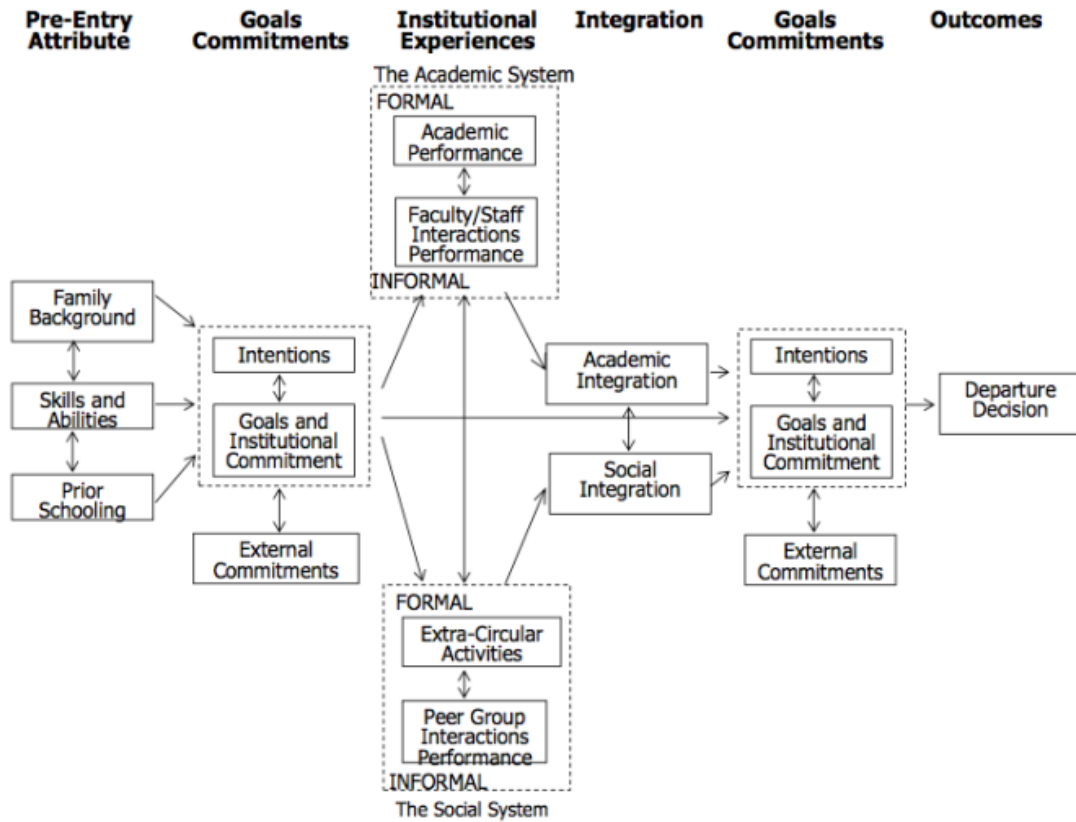


Figure 1. Visual Representation of Vincent Tinto's Theory of Departure, (Tinto, 1994).

Tinto (1993) uses Van Gennep's theory about rites of passage and its three stages of separation, transition, and incorporation, to work through the complex process of student integration. Van Gennep's (1960) theory specifically addresses societal change over time and how individuals foster stability in terms of change. In his study, *The Rites of Passage*, Van Gennep argues that the transferal of relationships is marked by three separate stages: separation, transition, and incorporation. Tinto (1988) states that 'the point of referring to the work of Van Gennep is that it provides us with a way of thinking about the longitudinal process of student persistence in college and by extension the time-

dependent process of student departure' (Tinto, 1988, p. 442). He suggests that students leave institutions when their rites of passage are incomplete.

The first stage of the college student experience is separation. It requires students to disassociate themselves physically and socially from their previous communities such as high school communities, friends, family, and place of residence. These previous communities often have different values, norms, and behavioural and intellectual styles than those of a collegial setting. As a result, there must be some degree of transformation and possibly abandonment of the norms of previous communities in order for the students to successfully integrate into the norms of the institution's community. Students who attend a local, non-residential university may not have to disassociate themselves completely from previous communities but they may not be able to fully integrate academically and socially into the new institutions' community (Tinto, 1988, 1993).

The second stage of the student experience is transition. It comes either during or after the separation stage. It is the stage where students find themselves separated from their previous communities but have not yet fully adapted to the institutions' community. Many students voluntarily withdraw from university during this stage because they cannot cope with the stress and challenges of transition. However, a student's goals and institutional connection play an important role in this stage. If the student is committed to the goal of education and to the university, then he can overcome the challenges of transition (Tinto, 1988).

The last stage is incorporation. It can only happen when students have passed through the stages of separation and transition which tend to occur early in the student's experience. In this stage, the students are expected to become integrated or incorporated

into the university community. However, unlike incorporation into traditional societies, students are often not provided with formal rituals and ceremonies to connect them to the university community. Tinto (1993) notes that it is important for the university to provide a variety of formal and informal mechanisms to connect students to the university community, including residence hall associations, student organizations, extracurricular programs, and faculty lectures. For many students, this is also where their residential living experience can play a role in their integration.

George Kuh High Impact Practice

Kuh's work focused on student engagement through high impact practices. According to Kuh (2009a), "Student engagement represents the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities" (p. 683). It can be said that living in a residence hall is considered a high impact practice of an institution. It is a prime space for engaging with students and making sure they stay engaged with the larger institution. Much of Kuh's work is based on Arthur Chickering's seven principles of good practice.

Chickering and Gamson (1987) incorporated and contributed a list of practices that were found to positively impact the experience and learning outcomes of undergraduate students during their college experience. The seven principles of good practice were identified as: (a) student-faculty contact, (b) cooperation among students, (c) active learning, (d) prompt feedback to students, (e) time on task, (f) high expectations, and (g) respect for diverse talents and ways of knowing (Chickering & Gamson, 1987, 1999). These principles provided educational leaders with specific

strategies to impact the undergraduate experience in the most effective manner. More importantly, Chickering and Gamson's principles of good practice keep faculty and students actively involved in the learning process by acknowledging the importance of their direct involvement in the learning environment. In response to the work of Chickering and Gamson, several lines of inquiry followed to implement, adapt, and assess the seven principles of good practice (Chickering & Gamson, 1999; Seifert et al., 2014). Kuh, for example, has used Chickering and Gamson's work as a foundation for much of his work related to college student experience and on-campus engagement. Kuh's (2008) primary data set derived from the *National Survey of Student Engagement* (NSSE) to conduct much of his research related to high impact practices. The results of Kuh's work was used to create the *Quality of Life* survey on which this study is based.

Using a five benchmark model, the NSSE measures a school's overall performance based on (a) academic challenge, (b) active and collaborative learning, (c) student-faculty interactions, (d) enriching educational experiences, and (e) supportive campus environment (The National Survey of Student Engagement, 2014). The purpose of the NSSE is to estimate how participating students spend their time as a member of a campus community. This data provides educational leaders insight into programs and/or activities students find important by virtue of the amount of time students spend on a given activity.

With NSSE data at the foundation of Kuh's (2008) high impact practice scholarship, he advocates for institutions to provide high impact practice experiences to students at least twice during their college career. Kuh finds this to be especially important and valuable for historically underserved student populations (e.g., first-

generation college students, racial/ethnic marginalized individuals). In fact, research indicates that students who participate in at least one high impact practice during college are more likely to experience higher retention and engagement rates than students who do not participate in high impact practices (Kuh, 2008).

The high impact practice movement as a whole is supported by research indicating positive outcomes on the student's college experience. However, individually some high impact practices are more effective than others and this is especially true for historically underserved student populations (Finley, 2011; Kilgo, 2014; Kuh, 2008; Quintero, 2015; Seifert et al., 2014; Tukibayeva & Gonyea, 2014). From plan to practice, as a retention and success strategy high impact practices can be costly (e.g., human resources, space allocations, building programmatic infrastructure), resulting in hesitation from some colleges and universities (Finley, 2011). As a result, taking the time to implement the "right" high impact practice is not only a financially important decision but one that will ultimately impact the experience of students (Landy, 2015). Landy (2015) advocates for a local environmental scan of a campus before taking steps to implement a high impact practice. Needs assessment data can be collected via NSSE or through independent research on campus. Landy states that this not only ensures that students' needs are more likely to be met but also allows for responsible financial commitments to be made. Landy (2015) suggests that structure, connectivity, and authenticity must be present from the brainstorming stage through the implementation phase for a high impact practice to be the most effective. As a collective strategy within higher education, high impact practices have been tied to increased connections to campus, degree path persistence and retention, and ultimately graduation (Finley, 2011;

Kuh, 2008). However, not all high impact practices are created equal, resulting in a variety of factors influencing the effectiveness of a single high impact practice. For example, Kilgo et al. (2014) found the outcomes of high impact practices related to student learning varied based on institutional type, individual student characteristics, and the level of student engagement within the particular high impact practice. For instance, a first-year student who attended a small university that primarily awarded bachelor's degrees, was more likely to participate in service learning. On the other hand, if that same student attended a large university which grants doctoral degrees, this student was more likely to engage in a learning community (Tukibayeva & Gonyea, 2014). According to Tukibayeva and Gonyea, these differences can be a result of resources an individual institution has at their disposal. The size of the university can also be a compounding factor impacting these findings. For example, a student at a large, doctoral granting university may also be more likely to participate in a learning community because they are looking for a smaller community to connect with. The same student at a small university may not feel this need because their smaller campus community is easier to connect with.

Amenities

The dictionary defines amenities as desirable or useful feature or facility of a building or place. For this study, amenities are items or services offered as a part of the residential living experience. Including, but not limited to, furniture, internet access, maintenance, space, etc. With the student services approach, each of these things affect student satisfaction with their residential experience.

Dining

Another part of providing student services in residential living is providing sufficient dining options for students. Dining on campus is also a large part of the student experience. Dining halls serve as a place, not only for students to eat, but also for them to get connected to one another. Many institutions will typically have more than one dining locations to service the needs of all students. Often, institutions end up collaborating with outside companies to serve their student dining needs. Sodexo, Chartwells, and Bon Appétit are some of the leading companies today that service college and university dining needs.

New York 6 Liberal Arts Consortium

The New York 6 Liberal Arts Consortium is a group of six small liberal arts institutions located in New York State. The institutions in the consortium are Colgate University, Hamilton College, Hobart and William Smith Colleges, Skidmore College, St. Lawrence University, and Union College. The mission statement states:

Established with the support of The Andrew W. Mellon Foundation, the New York Six Liberal Arts Consortium facilitates collaboration among its member institutions in fulfilling their educational missions and serving the public good. Through the sharing of expertise and resources, the Consortium enhances options for students, faculty, and staff, while reducing colleges' individual and collective operating and capital costs.

(Mission Statement section, para. 1)

While all institutions in the NY6 are liberal arts institutions, they each possess their own unique qualities and lend something different to the student experience.

Below, gives a brief description of each institution's mission and what makes them different from the others.

Colgate University

Colgate University is a small highly selective residential liberal arts college co-ed institution.

As a residential college, Colgate is committed to the belief that learning takes place in many settings. Learning must serve life, and the opportunity to live together in a variety of settings encourages interpersonal exploration, expands mutual understanding, and supports a broadened perspective within a caring, humane community. The residential community provides a setting in which students gain maturity by taking responsibility for their actions and by coming to understand the impact of those actions upon others in an environment that is neither permissive nor authoritarian, but conducive to purposeful engagement.

(Mission Statement page, para. 4)

Colgate's mission is to provide a demanding, expansive, educational experience to a select group of diverse, talented, intellectually sophisticated students who are capable of challenging themselves, their peers, and their teachers in a setting that brings together living and learning. "The purpose of the university is to develop wise, thoughtful, critical thinkers and perceptive leaders by challenging young men and women to fulfill their potential through residence in a community that values intellectual rigor and respects the complexity of human understanding." (Colgate, 2017, para. 1)

Hamilton College

Hamilton College was founded in 1793 as the Hamilton-Oneida Academy; chartered in 1812 as Hamilton College; third oldest college established in New York State. Hamilton's 1,350-acre campus is situated on a hilltop overlooking the village of Clinton. Hamilton's enrollment is 1,850 (51% female, 49% male). Students hail from 49 states and 49 countries; 29% of the student body consists of U.S. students of color and 7% are international citizens. As a residential campus, 100% of students live in 26 residence halls. (Hamilton, 2017)

Hamilton College prepares students for lives of meaning, purpose, and active citizenship. Guided by the motto "Know Thyself," the College emphasizes intellectual growth, flexibility, and collaboration in a residential academic community. Hamilton students learn to think independently, embrace difference, write and speak persuasively, and engage issues ethically and creatively. One of America's first liberal arts colleges, Hamilton enables its students to effect positive change in the world. (Mission Statement, para. 1)

Hobart and William Smith Colleges

Hobart & William Smith Colleges are independent liberal arts colleges located in New York State's Finger Lakes region.

Originally founded as two separate colleges (Hobart for men in 1822 and William Smith for women in 1908), HWS now operates under a coordinate college system. All students share the same campus, faculty, administration and curriculum. Each college maintains its own traditions, deans, student government and athletic

department, giving students additional leadership opportunities. (The Coordinate Tradition section, para. 1)

There are approximately, 2,262 undergraduate students, 221 full-time faculty, allowing for a 10:1 student-faculty ratio. One of the distinctive programs of HWS are Study Abroad: 60 percent of HWS students study abroad in nearly 50 locations around the world. Every student at HWS participate in some form of community service, /or service learning, and community based research. (HWS, 2017)

Skidmore College

Skidmore, located in Saratoga Springs, NY, is a highly regarded liberal arts college, founded more than a century ago, known for its creative approaches to just about everything. With a diverse student body of 2,500 from 59 countries and 44 states and a faculty of 304 dedicated teacher-scholars (student-to-faculty ratio: 8 to 1), Skidmore offers more than 43 majors in the sciences, social sciences, and humanities, as well as in career-specific fields such as business, social work, education, and exercise science. In addition to its own master's program, MALS, Skidmore offers cooperative bachelor's and master's programs with other leading institutions in areas such as business, engineering, nursing, and physical and occupational therapy.

Skidmore's rigorous academic regimen begins with the First-Year Experience, which integrates the curricular and co-curricular aspects of a student's first year. Other academic features include Skidmore's Periclean Honors Forum, which sponsors the annual Academic Festival, funded internships, and service-learning courses. Students can choose from 120 study-abroad programs located in 45 countries, including Skidmore programs in London, Paris, Alcalá, and Madrid

-- and 60% of Skidmore students study abroad. “Skidmore’s 120 student clubs and organizations run the gamut, including a capella groups, SkidTV, WSPN Radio, Model European Union, snowboarding, and academic, cultural awareness, and religious groups.” (Skidmore, 2017, An Active Community section, para. 2)

St. Lawrence University

St. Lawrence University is a private, liberal arts institution located in Canton, NY. Leaders of the Universalist Church, a progressive Christian denomination, founded St. Lawrence University April 3, 1856. It is the oldest continuously coeducational institution of higher learning in New York State. There was considerable growth in enrollment that led to expansion of physical plant following World War II. Its curriculum, off-campus programs, physical plant and learning technologies expanded in first decade of 21st century.

St. Lawrence University has total enrollment 2,464 students of which 2,377 are undergraduate, 55% are female and 45% male. Students hail from 43 states and 51 countries, 20% are students of diversity. There are 69 majors and 40 minors, with 176 full time faculty, there is an 11:1 student to faculty ratio, and an average class size of 16. As St. Lawrence is a residential college, 99% of students live on campus in 16 residence halls and 6 Greek residences. At St. Lawrence 96% of students are involved in athletics on 32 varsity teams and over 25 club and intramural teams. (St. Lawrence, 2017)

Union College

Founded in 1795 as the first planned campus in the United States, Union College is a highly selective, private, residential, liberal arts college committed to

integrating the humanities and social sciences with science and engineering in new and exciting ways. Union's rigorous academics take place in a diverse, campus environment that supports personal growth, provides students with a wealth of opportunities to find and pursue passions, and inspires students to engage with the local and global community through meaningful projects and volunteer work.

Union has 2,200 full-time undergraduates from 39 states and territories and 37 countries. There are 47% women and 53% men, and 20% students from diverse backgrounds; 7% are international. With 209 faculty members, there is a 10:1 student-faculty ratio, and an average introductory class size of 21. Union runs on the trimester system (three 10-week terms) with extended winter break. Nearly 60% of all students have an international experience. All students belong to a Minerva House, with seven lively hubs for academic, social, residential and leadership activities. Students live on campus for their entire time at Union. There are more than 100 campus clubs, including 10 residential fraternities and sororities. (Union, 2017)

Summary of Literature Review

Residence halls have been a significant part of the college experience for a long time. From the early residential colleges with dorms built to be convenient to academic study, to the residence halls that we know today that are designed to provide a holistic and co-curricular experience campus experience. The evolution and growth of residence halls over the years has been significant. As the residential experience has become such an important part of the campus

experience, student affairs administrators often review student satisfaction with their residential experience as a method of retaining students to an institution.

In addition to reviewing satisfaction, student affairs professionals also implement programs and new experiences that students can participate in to enhance their experiences. Some of these programs are guided by George Kuh's (1994) high impact practices. This type of practice aims to immerse the student in an experience that can create a connection to the institution as a whole and further assist in retaining a student.

This study was conducted at a small liberal arts college in the Finger Lakes region of upstate New York. The literature review looked at the consortium colleges in this region similar to this description are a part of as well as brief description of each college within the consortium.

As the information in this literature review shows, for institutions to evolve within an environment of an ever-changing student body, marked by diversity and enrollments status, there is a need for frequent assessment in these areas. The study evaluated one form of assessment conducted at this college via an online survey and reports on the results of that survey.

Chapter III

Methodology

Context of Study

The study was conducted at a small private liberal arts college in upstate New York. For the purpose of this study, the institution will be referred to as Able University. This institution is a residential college and requires all students to live on campus for the duration of their time at the institution. Able University has approximately 2,300 undergraduate students from 40 states and 35 countries, speaking more than 50 languages. There are 221 full-time faculty, with a 10:1 student-faculty ratio, and an average class size of 16 students.

Able has more than 22,500 alumni and alumnae worldwide and offers Bachelor of Arts, Bachelor of Science, and Master of Arts in Teaching degrees. Approximately 60% of the students study abroad in nearly 50 locations around the world. All students at Able participate in community service, service learning, and community based research, and have performed more than 78,000 hours of service during the 2016-2017 academic year.

As for residential spaces, Able has 19 residence halls separated into 4 residential areas, 26 small/themed houses, and 7 fraternity houses, adding to 1,969 residential spaces. The residential spaces are a combination of all male, all female, and co-ed areas. On campus, housing has residence halls, suites, and apartment style spaces. It is comprised of singles, doubles, triples, and quads. For fall 2016 there were 1,777 students living on campus, 320 living off campus, and 154 in study abroad programs. All students, whether living on campus or off campus are required to have a meal plan provided by the institution. There were 5 different meal plans offered to students, the Gold, Silver, Basic, 100 block, and 50 block plans.

At Able, for the 2016-2017 academic year, the maximum total cost of tuition, room, board and fees was \$65,316.00. About 88% of the students received some form of financial aid, both need and merit-based. The 2016-2017 retention rate of the fall 2010 cohort was 85%. The six-year graduation rate for the fall 2010 cohort at Able was 77%, and for fall 2009 cohort, it was 81%. (CDS_1617, 2017)

Population & Sample Selection

The target population for this study were students that lived on campus during the 2016-2017 academic year. For fall 2016, 1,777 students lived on campus, comprised of 593 first year students, 535 sophomores, 379 juniors, 254 seniors, two graduate students, and 14 exchange students. Of these students, 867 were female identifying and 910 male identifying students. Thirty-eight of the students living on campus identified as transfer students.

Of this population, the sample selection was 327 students that responded to the survey, which is approximately 18.4% of the on campus population. Respondents were comprised of 141 first year students, 84 sophomores, 58 juniors, 40 seniors, and 4 students in their 5th year or more. Of these students, 203 were female identifying, 119 male identifying students, 3 respondents did not disclose, and two identified as other. Eight of the respondents identified as transfer students.

Instrumentation

The instrument used for this research was a survey developed from the New York 6 Liberal Arts Consortium, and tailored to Able University by staff. HRL staff administered the survey to students at the end of each fall semester. Students were not required to complete the survey, but were incentivized by being entered in a drawing for

\$50 of Community Cash. The survey, located in the Appendix B, consisted of 48 items in fall 2016.

This survey is based on the work of Kuh around high impact practices, with the purpose of comparing the experiences of students in living learning communities (LLCs), to others outside of LLCs. The survey was also used as a way to determine the reasons that students may decide to leave Able University. For this study, Tinto's model, Theory of Departure was used. Staff at Able University created the survey. It is one that is administered each fall semester since spring 2016.

Data Collection, Validity and Reliability

There were 48 items on the *Quality of Life survey*. As a way to break down the contents of the survey, it was broken down into 5 factor groupings. These groupings are campus community, support services, living choice, social/peer relationships, and dining. Campus Community is defined as a student having a sense of belonging to the campus, residence hall, and/or floor. The items used to determine this were 7, 9, 12, 17, 23, 25, and 30. Support Services are services provided by the institution to ensure the student is enjoying their living experience and living in a safe and comfortable environment. Items 10, 14, 18, 26, 29, 19, and 24 were used to evaluate this.

Living Choice refers to a student's ability to choose where they live on campus, amenities, and environmental factors that tie into it. Items 8, 13, 20, 22, and 31 best determined this. Items 11, 15, 16, and 21 looked at social and peer interactions. This is how well a student may have connected or engaged with others on their floor, building, or across the institution. Lastly, for dining, these items (27, 28, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, and 45) evaluated the different aspects of dining locations, such as

appearance, taste, variety, quality, etc. All remaining questions were mainly demographic based.

A Likert scale evaluated most items from the factor groupings. This is the most widely used approach to scaling responses in survey research. The scale is named after its inventor, psychologist Rensis Likert. Likert scales have the advantage that they do not expect a simple yes / no answer from the respondent, but rather allow for degrees of opinion, and even no opinion at all. Therefore, quantitative data were obtained, which means that the data can be analyzed with relative ease. However, like all surveys, the validity of Likert scale attitude measurement can be compromised due to social desirability. This means that individuals may lie to put themselves in a positive light. The Likert scale measurement used for this study was Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

For any test instrument, it must be tested for validity and reliability. Reliability is the degree to which an assessment tool produces stable and consistent results. While reliability is necessary, it alone is not sufficient. For a test to be reliable, it also needs to be valid. Validity refers to how well a test measures what it is purported to measure. For this study, Sampling Validity determined validity. This ensured that the measure covers the broad range of areas within the concept under study. Not everything can be covered, so items were sampled from all of the domains.

Reliability was determined by internal consistency reliability. This is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Phelan & Wren, 2006). This survey was piloted in Spring 2016 to ensure the instrument was clear and valid.

Data Collection

The *Quality of Life Survey* was created by an administrator at Able University, to evaluate and compare the experiences of students in living learning communities to others on campus. The survey was administered through an online forum called Baseline. It was first sent out to students on December 5, 2016. There were two email reminders sent out for the survey, one on December 6th and another on December 9th. The survey closed on December 12, 2016.

Students were encouraged to complete the survey to help enhance their residential experience by helping plan renovations, create programs, and better understand how resident students experience the Able campus. They were also entered in a raffle for a \$50 Community Cash for clicking on the link and completing the survey. The survey took 5-10 minutes to complete.

Data Analysis

The independent variables in this study included gender, class year, residential location, and transfer status. The dependent variables included the levels of satisfaction with different aspects of the on-campus experience for residential students. The surveys were analyzed using the Statistical Package for the Social Sciences (SPSS). This software analyzed data according to frequencies, percentages, means, and standard deviations of the data provided from each survey.

Chapter IV

Findings

Profile of the Sample

The subjects for this study were residential students of Able University in Fall 2016. I collected data for this study by administering an online survey to all residential students. Of the 1,777 students that lived on campus during fall 2016, 327 students responded to the survey, yielding a response rate of approximately 18.4%. Demographic information collected in the survey included gender, class year, transfer status, and residential neighborhood. Able University's residence halls and houses are split amongst five residential neighborhoods. These neighborhoods are JPR (Jackson, Potter & Rees), DEC (deCordova, Emerson, Caird, McCormick, & Odells), William Smith Hill (Comstock, Hirshson Blackwell, & Miller), Mini Quad (Hale, Bartlett, Durfee, Geneva, Medbery, Sherrill, & 380 S. Main), and Small & Theme Houses.

The items were divided into five factor groupings to analyze the data from the survey. The factor groupings pulled from the survey are campus community, support services, living choice, social/peer relationships and dining services.

To begin analysis, Table 4.1 shows the demographic information reported by the sample of students that completed the survey at Able University. The majority of students that filled out the survey were female identifying at 62.1% and 36.4% male students surveyed. Respondents were predominantly first year students with 43.1%. Eighty-four (25.7%) of respondents were sophomores, 17.7% juniors, and 13.4% seniors. Eight (2.4%) of the respondents identified as transfer students. The majority of students that responded to the survey identified as residing in the William Smith Hill neighborhood with 21.1%.

The William Smith neighborhood is comprised of four residence halls that are all female identifying students. The students range in class year from first year to senior, with the majority being first year students. The neighborhoods with the next highest response rate were JPR and DEC. JPR is a co-ed area comprised of all first year students. The DEC neighborhood is comprised of all upper-class students from sophomore to senior. This area is fully co-ed in all five residential buildings. The other neighborhoods on Able’s campus are the Mini Quad. The students in this neighborhood are predominantly male identifying, with class years ranging from first year to senior.

Table 4.1

Demographics of Sample (N=327)

Variable	<i>f</i>	%
Gender		
Female	203	62.1
Male	119	36.4
Transgender	0	0
Didn't disclose	3	.9
Other	2	.6
Total	327	100.0
Class Year		
First Year	141	43.1

Table 4.1 (continued)

Variable	<i>f</i>	%
Sophomore	84	25.8
Junior	58	17.7
Senior	44	13.4
Total	327	100.0
Are you a transfer student?		
Yes	8	2.5
No	319	97.5
Total	327	100.0
What residential area do you live in?		
Small/Theme Houses	58	17.8
Mini Quad	61	18.6
Fraternity	13	3.9
WS Hill	69	21.1
DEC	63	19.3
JPR	63	19.3
Total	327	100.0

Analysis of Data

Research question 1. What do selected students report about their satisfaction with campus community within the residence hall?

Table 4.2 shows the responses to the statements related to satisfaction within the first factor grouping, campus community. Items are arranged from most to least positive using mean scores. The item with the highest mean score with 77.1% either strongly agreeing or agreeing was, “I have an understanding of my contribution to the on-campus community.” Conversely, the lowest mean score with 30.8% either strongly disagreeing or disagreeing was, “I feel that the residents are sensitive to quiet hours on our floor.”

Table 4.2

Students’ Satisfaction with Campus Community (N=327)
(Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1)

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I have an understanding of my contribution to the on-campus community. <i>M=4.09,</i> <i>SD=0.872</i> <i>Missing=7</i>	101	30.9	151	46.2	55	16.8	10	3.1	3	0.9

Table 4.2 (continued)

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Able provides opportunities to help the surrounding community. <i>M</i> =3.91 <i>SD</i> =0.923 Missing=7	69	21.1	169	51.7	60	18.3	15	4.6	7	2.1
I have met many new friends in the residence halls. <i>M</i> =3.62 <i>SD</i> =1.366 Missing=15	85	26.0	97	29.7	50	15.3	52	15.9	28	8.6
I have formed long-lasting relationships with fellow hall members. <i>M</i> =3.53 <i>SD</i> =1.245 Missing=6	66	20.2	121	37.0	68	20.8	35	10.7	31	9.5
Generally, I feel like an active participant in the hall. <i>M</i> =3.39 <i>SD</i> =1.273 Missing=13	49	15.0	99	30.3	87	26.6	50	15.3	29	8.9

Table 4.2 (continued)

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
	I feel that the residents are sensitive to quiet hours on our floor. <i>M</i> =3.24 <i>SD</i> =1.355 Missing=17	36	11.0	96	29.4	77	23.5	60	18.3	41

Research question 2. How do students report their satisfaction with the support services provided by the institution?

Table 4.3 shows the responses to the statements related to satisfaction with the factor grouping support services. Each item in the table is arranged from most satisfied to least satisfied based on mean scores. The item with the highest mean score with 87.8% either strongly agreeing or agreeing was, “I have the tools to make positive decisions for myself.” Conversely, the lowest mean score with 33.6% either strongly disagreeing or disagreeing was, “There are enough social activities offered in the building.”

Table 4.3

Students' Satisfaction with Support Services (N=327)

(Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1)

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I have the tools to make positive decisions for myself. <i>M</i> =4.26 <i>SD</i> =0.782 Missing=6	120	36.7	167	51.1	26	8.0	4	1.2	4	1.2
There are many opportunities to get involved on-campus. <i>M</i> =3.95 <i>SD</i> =0.921 Missing=5	81	24.8	162	49.5	60	18.3	11	3.4	8	2.4
I am satisfied with the wireless internet service in the residence hall. <i>M</i> =3.69 <i>SD</i> =1.116 Missing=4	66	20.2	154	47.1	49	15.0	36	11.0	18	5.5

Table 4.3 (continued)

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I enjoy attending residence hall activities <i>M</i> =3.48 <i>SD</i> =1.347 Missing=39	25	7.6	77	23.5	123	37.6	38	11.6	25	7.6
Maintenance requests are dealt with in a timely manner. <i>M</i> =3.35 <i>SD</i> =1.292 Missing=14	41	12.5	108	33.0	78	23.9	53	16.2	33	10.1
There are enough social activities offered in the building. <i>M</i> =3.02 <i>SD</i> =1.333 Missing=20	17	5.2	71	21.7	109	33.3	60	18.3	50	15.3

Research question 3. What do students report about their satisfaction with their living choice?

Table 4.4 shows the responses to the statements related to satisfaction with the factor grouping living choice. Each item in the table is arranged from most satisfied to least satisfied based on mean scores. The item with the highest mean score with 37.3% either strongly agreeing or agreeing was, “I chose to live near pre-existing friends in my

residence hall.” Conversely, the lowest mean score with 28.4% either strongly disagreeing or disagreeing was, “I like the amount of social/study space in my residence hall.”

Table 4.4

Students’ Satisfaction with Living Choice (N=327)

(Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1)

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I chose to live near pre-existing friends in my residence hall <i>M</i> =4.68 <i>SD</i> =1.512 Missing=141	62	19.0	60	18.3	25	7.6	21	6.4	18	5.5
I am able to study in my room. <i>M</i> =3.74 <i>SD</i> =1.199 Missing=4	91	27.8	127	38.8	47	14.4	37	11.3	21	6.4
I enjoy the type of living environment I was assigned or selected. <i>M</i> =3.72 <i>SD</i> =1.111 Missing=2	73	22.3	148	45.3	61	18.7	20	6.1	23	7.0

Table 4.4 (continued)

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The noise level on the floor is acceptable. <i>M</i> =3.63 <i>SD</i> =1.178 Missing=6	66	20.2	136	41.6	63	19.3	32	9.8	24	7.3
I like the amount of social/study space in my residence hall. <i>M</i> =3.39 <i>SD</i> =1.324 Missing=13	47	14.4	121	37.0	53	16.2	59	18.0	34	10.4

Research question 4. What do students report about their social and peer relationships on campus?

Table 4.5 shows the responses to the statements related to satisfaction with the factor grouping social/peer relationships. Each item in the table is arranged from most satisfied to least satisfied based on mean scores. The item with the highest mean score with 89.6% either strongly agreeing or agreeing was, “I am inclusive to students from diverse backgrounds.” Conversely, the lowest mean score with 25% either strongly disagreeing or disagreeing was, “I can hold my peers accountable for actions that disrupt our community.”

Table 4.5

Students' Satisfaction with Social/Peer Relationships (N=327)

(Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1)

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
I am inclusive to students from diverse backgrounds. <i>M</i> =4.52 <i>SD</i> =0.786 Missing=12	179	54.7	114	34.9	15	4.6	3	0.9	4	1.2
I am able to understand the value of other's opinions. <i>M</i> =4.29 <i>SD</i> =0.778 Missing=10	117	35.8	168	51.4	25	7.6	4	1.2	3	0.9
I interact with students from my residence hall in classes. <i>M</i> =3.76 <i>SD</i> =1.164 Missing=15	66	20.2	137	41.9	59	18.0	35	10.7	15	4.6
I can hold my peers accountable for actions that disrupt our community. <i>M</i> =3.30 <i>SD</i> =1.181 Missing=7	38	11.6	110	33.6	90	27.5	56	17.1	26	8.0

Research question 5. What do students report about their satisfaction with dining options and services on campus?

Table 4.6 shows the responses to the statements related to satisfaction with the factor grouping dining. Each item in the table is arranged from most satisfied to least satisfied based on mean scores. The item with the highest mean score with 55.1% either strongly agreeing or agreeing was, “I am satisfied with the quality of the food at retail locations (Café, Pub, etc.)” Conversely, the lowest mean score with 58.1% either strongly disagreeing or disagreeing was, “I am satisfied with the quality of the food in SAGA.”

Table 4.6
Students’ Satisfaction with Dining (N=327)
(Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1)

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I am satisfied with the quality of the food at retail locations (Café, Pub, etc.). <i>M</i> =3.41 <i>SD</i> =1.107 Missing=5	31	9.5	149	45.6	74	22.6	45	13.8	23	7.0

Table 4.6 (continued)

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
	I am satisfied with the quality of the food in SAGA. <i>M</i> =2.39 <i>SD</i> =1.356 Missing=14	4	1.2	52	15.9	67	20.5	77	23.5	113

Research question 6. What memorable experiences do students report about their campus experience?

Item 32 on the survey asked, “What were your memorable on-campus experiences? What would you like Residential Education to know? What feedback to you have for the department?” This was an open-ended question for students to respond. Of the 327 students that completed the survey, 185 (56.6%) responded to this item. The responses to this question are detailed in Appendix B.

Of the 185 students that responded to this question, 163 of them reported on memorable experiences they have had on campus. Most of the experiences reported (53.4%), while only by a slight margin, were positive experiences. The themes surrounding the positive experiences reported were activities/community, overall experience/experience with staff, and housing placement/living choice. The majority of the positive comments were around activities and community. Many of the respondents could recall specific events they went to that they enjoyed. Several also noted time spent

with friends and floor/hall mates in common areas, at programs, or around campus. One student reported:

Living in the [SLCC] program last year ended up being one of my greatest memories so far at HWS. Being placed in a living community based on common interests and values helps build relationships easier and stronger. (Respondent 124)

The negative experiences reported (46.6%) were surrounding the community, facilities/support services, and roommate conflicts or policies. With the majority of the comments around community, this encompassed cleanliness issues, maintaining quiet hours, vandalism, and damage in the halls. Based on the responses, these were often committed by fellow students that affected the larger community. One student reported:

As a first year student, being assigned to a 'quiet' all girls dorm with upperclassmen when I stated on my housing form that I was social, up late, and requested co-ed made it very difficult to feel apart of the first year class. Being on the hill has its benefits, but also really makes it difficult to meet people and be included in first year activities. (Respondent 113)

Research question 7. What recommendations do selected students offer to enhance the residential experience?

Of the responses to the question, about 38 (18.9%) students responded with recommendations and/or feedback for the Residential Education office. The recommendations listed are detailed in Appendix C. The majority of the recommendations given were regarding the residential facilities and support services. Many students provided recommendations for updating halls, and/or amenities available

in residential areas. Another theme to the recommendations given were for the dining facilities and dining options available to students. One student recommended:

Some kind of study space for O'dells would be nice. Maybe converting one of the laundry rooms. Also, not a fan of the new laundry system. The black box doesn't always work or select the right machine. (Respondent 217)

Another student's recommendation stated:

SAGA needs to be completely redone. The food is terrible and honestly the school should get in trouble for having that be the main option for students. For paying \$60,000, all of the dorms should be somewhat nice. There are very few nice, acceptable dorms at this school. (Respondent 39)

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This study investigated student satisfaction as it relates to their on campus residential experience. To assess their residential experience, the study looked at different aspects of living on campus and focused on students that lived on campus at Able University. The study presented the results and findings of the *Quality of Life Survey* conducted each year for residential students.

The subjects in this study were 327 residential students at Able University, located in the Finger Lakes region of upstate New York. The study took place during the fall 2016 semester at Able. The survey was sent out over email to all 1,777 residential students in fall 2016. A total of 327 surveys were returned which equaled a return rate of 18.4%. The survey used for this study contained 48 items, which were divided into five factor groupings (campus community, support services, living choice, social/peer relationships, and dining services).

The demographic section contained four questions that focused on the student's gender, class year, transfer status, and residential location. Most of the survey items used a 5-point Likert scale with a few open-ended questions.

Discussions of the Findings

Research question 1. What do selected students report about their satisfaction with campus community within the residence hall?

The findings show that a majority of students responded positively to the statements regarding campus community. This is one of the factors in Tinto's (1994)

Theory of Departure noted to affect a student's decision to leave an institution. Their Peer Group Interactions and their Social Integration can have a large effect on how connected a student feels to the college. The statement that had the highest mean score and 77.1% of students either strongly agreed or agreed was "I have an understanding of my contribution to the on-campus community." From this, one can gather that Able does well helping students understand that they are part of the larger campus community. The actions of one person can affect many. With this in mind, the statement with the lowest mean score was "I feel that residents are sensitive to quiet hours on the floor." Only 40% of students responded positively to this statement. While only 45% of students responded positively to feeling they are an active participant in the hall.

Other items in the survey that addressed this aspect of the theory were "I have formed long-lasting relationships with fellow hall members," to which 57.2% responded positively. In addition "I have met many new friends in the residence halls," where 55% of students responded positively. Based on the data, it would seem that in terms of connecting students to the community, more students are aware that they are a part of a larger community, and the effect that may have, however, not as many are getting the connection to other students within their hall or making friends. While a majority of the students agreed to this statement, it was only a slight majority coming in at less than 60%.

The statement with the second highest mean score was for the statement of "Able provides opportunities to help the surrounding community." This, combined with the last statement suggests, not only does Able do well connecting students to the campus community, it also does well connecting students with the community outside of the college. A total of 72.8% of students either agreed or strongly agreed to this statement.

Able University has a very strong community service component for students, with all students participating in some sort of service project during their campus experience.

Despite all of this, an overall, 70% of students responded positively to the statement “I am satisfied with my time in the residence hall so far.” Based on this information, most students are satisfied with the experience they are getting within the residence halls as it relates to campus community.

Research question 2. What do students report their satisfaction with the support services provided by the institution?

The findings of student satisfaction of support services show that the highest mean score with 87.8% either strongly agreeing or agreeing was, “I have the tools to make positive decisions for myself.” In addition, 82.8% of students positively reported to the statement “I have an understanding of the on-campus resources that are available to me.” From this information, it is gathered that Able does a lot of work behind informing students on the resources on campus and letting them know how things work at the institution.

However, while there is work done on educating students, and providing them with the information and tools to make positive decisions, the numbers for students actually attending programs is low. There are 74.3% who positively responded that they have many opportunities to get involved on-campus, but only 31.1% enjoy attending residence hall activities and 26.9% believe that there are enough social activities offered in the building. From the 74%, it shows activities are available to students, however, they are not attending. This can be for many reasons, either from lack of interest in the programs provided, consumed with academic work, or apathy.

Another aspect to support services, are students' ability to access the resources available to them. Services such as maintenance requests and Wi-Fi capability is extremely important for students. From the responses, there were 67.3% of students that reported being satisfied with the wireless internet service and, 45.5% who felt that maintenance requests are handled quickly. Based on these numbers, students at Able, similar to programming, are less satisfied with the services that are meant to support their residential experience.

Research question 3. What do students report about their satisfaction with their living choice?

When it comes to living choice, at Able, upperclassmen students are able to choose their housing assignments for the upcoming year. However, incoming first year students are placed based on their first year seminar course, living learning community, and preferences they include on the housing form. The item with the highest mean score, which only had 37.3% either strongly agreeing or agreeing was, "I chose to live near pre-existing friends in my residence hall." This information is slightly skewed, as most first year survey respondents did not respond to this statement. There were 141 students' responses missing for this item. This accounts for the mean of the responses being higher, but the percentage of student responses being lower.

However, all students were able to respond to the statement "I enjoy the type of living environment I was assigned or selected," to which 67.6% of students responded positively. Many things can affect a student's satisfaction with their living choice. The survey addressed a student's ability to study in their room (66.6% positively responded), the noise level of their hall and the social/study space available for use in the residence

hall. A total of 61.8% of students reported that the noise level was acceptable in their hall and 51.4% of students reported that they had adequate social/study space in the hall. As these percentages are only slight majorities, there is a significant part of the student population that are not satisfied with matters of living choice.

Research question 4. What do students report about their social and peer relationships on campus?

The findings from the factor grouping social/peer relationships presented some of the highest percentages and mean scores from the survey. The top one being 89.6% of students reporting that they are inclusive of students of diverse backgrounds. Also, 87.2% of students reported positively to understanding the value of others opinions. Not as high in this category were the 62.1% of students positively reporting that they interact with students from their residence halls in classes, or only 45.2% reporting that they felt they were able to hold their peers accountable.

While they are accepting of all students and understand the value of other's opinions, they are not comfortable interacting with each other or willing to address those that are making their own living experience less than positive.

Research question 5. What do students report about their satisfaction with dining options and services on campus?

The responses to the on-campus dining experience were some of the lowest points in the survey. The majority of students responded negatively to statements around the factor grouping of dining. While there are several dining locations on Able's campus, the main dining area, and only spaces that students are able to use the meals of their dining plans is known as SAGA. Only 17.1% of students reported being satisfied with the

quality of food available in SAGA. A very large majority of students are not satisfied with this aspect of their residential experience.

The other locations available for students are known as retail locations. For these spaces, they must use snack money, community cash, or other forms of payment. Students are not able to use the meals of the dining plan that they are required to purchase. A total of 55.1% of students reported they were satisfied with the quality of food at the retail locations. There is still a significant portion of the student population that were not satisfied with this experience.

Research question 6. What memorable experiences do students report about their campus experience?

The findings show that 50% of students that took the survey responded with memorable campus experiences. Most of the experiences reported (53.4%), while only by a slight margin, were positive experiences. The themes surrounding the positive experiences reported were activities/community, overall experience/experience with staff, and housing placement/living choice. The majority of the positive comments were around activities and community. From this, in combination with the above findings of survey responses, of the programs that students were attending, they reported enjoying themselves. They were able to remember the specific program and connect with other students associated with the activity.

Several also noted time spent with friends and floor/hall mates in common areas, at programs, or around campus. For those utilizing the social and study spaces in the hall, they were having more positive residential experiences and were able to forge a deeper Peer Group Interactions and further integrate socially with the campus.

The negative experiences reported (46.6%) were surrounding the community, facilities/support services, and roommate conflicts or policies. With the majority of the comments around community, this encompassed cleanliness issues, maintaining quiet hours, vandalism, and damage in the halls. Based on the responses, these were often committed by fellow students that affected the larger community. In the findings above, it is noted that students are less likely to hold their peers accountable for their actions.

Research question 7. What recommendations do selected students offer to enhance the residential experience?

The findings show that 18.9% of students that took the survey responded with recommendations and/or feedback for the Residential Education office. The majority of the recommendations given were regarding the residential facilities and support services. Many students provided recommendations for updating halls, and/or amenities available in residential areas. Another theme to the recommendations given were for the dining facilities and dining options available to students.

The survey responses in Research Questions 2, 3, and 5 further supported these responses. A significant portion of students reported not being satisfied with the support services, dining experience, and residential space. It makes sense that the recommendations that came in are for these areas. These recommendations of students help support the Recommendations for Future Practice noted below.

Conclusions

From the results of this study, it can be concluded that most students are satisfied with certain aspects of their residential experience, particularly surrounding campus community and their social/peer relationships. The areas that show the most significant

portion of students dissatisfied with their residential experience are dining, support services, and living choice. This information can be used to provide a better experience for students and further help with the retention initiatives for the college.

Recommendations for Practice

Based on the findings presented from this study and previous research on the topic, the following recommendations for practice of improving student satisfaction with their residential experience are presented:

1. Update the housing application lifestyle questionnaire to better match students based on their preferences.
2. Review the dining service provider and meal plan options, and see where changes and enhancements can be made.
3. Enhance dining options to include more foods that students are looking for and that are on trend with today's eating habits.
4. Streamline processes for submitting work orders so that students are not talking to several people to get an answer, particularly with Buildings and Grounds.
5. Host more programs between different floors and halls to improve attendance and create more connections.
6. Invest in renovations for the residence halls and the houses.
7. Utilize the responses from this survey each year to enhance an aspect of the student residential experience.
8. Allow students to use the meals of their dining plans at retail locations.

9. Provide students with more information on tours. Customize the tour to the students attending. Show incoming first year students, where they will live during their first year as well as where they can live during their upperclassmen years.
10. Improve Wi-Fi accessibility for students. Add more ports to residential locations as well as increase bandwidth for the campus

Recommendations for Further Research

1. Conduct correlations between student responses and their retention at the institution.
2. Conduct exit interviews with students that transfer to get more information on the reason they are transferring schools.
3. Modify survey instrument to have more consistent scaling throughout the instrument.
4. Analyze correlations of data reported to demographics of respondents.

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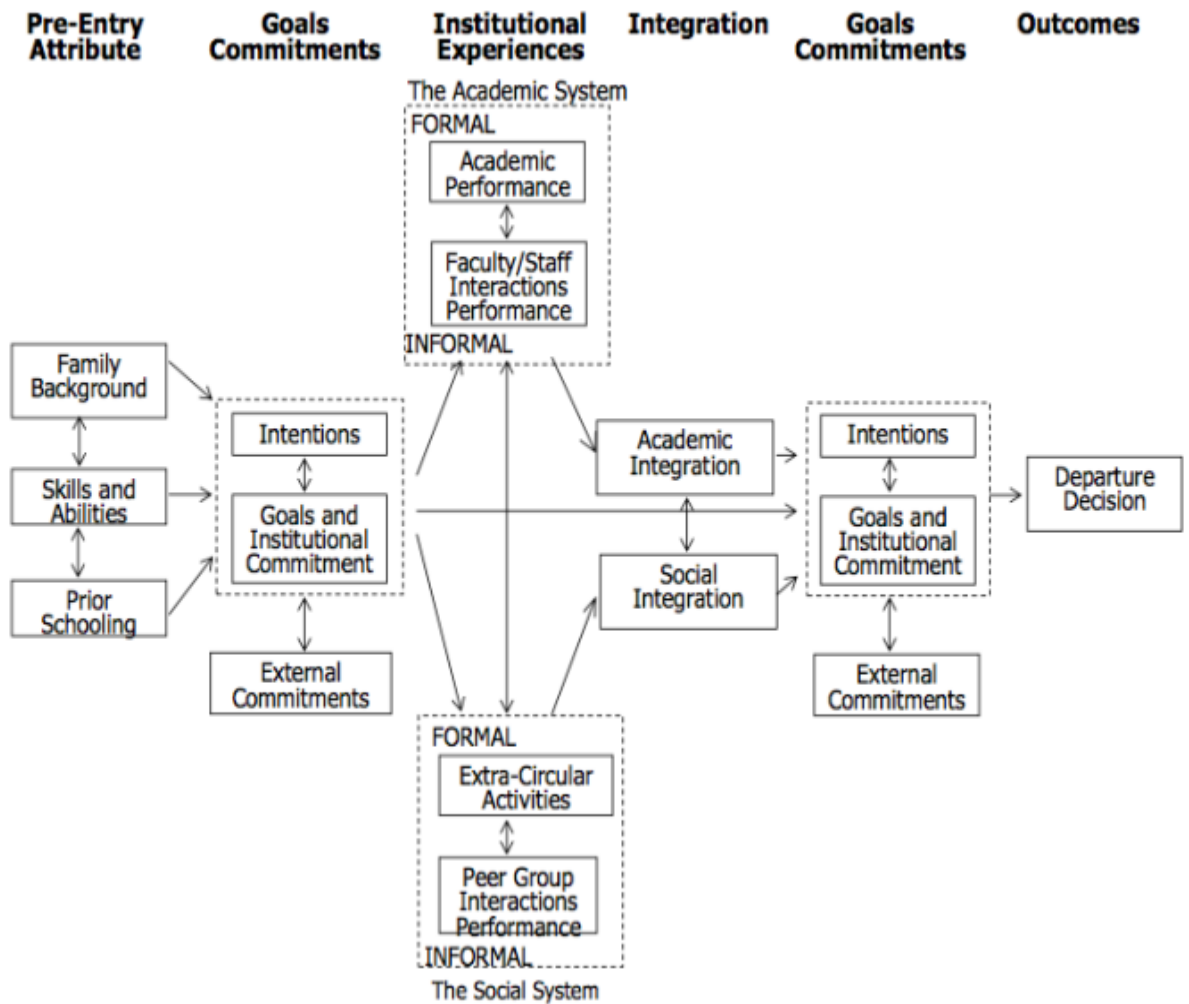
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Appendix A

Visual Representation of Tinto's Theory of Departure



Appendix B

Survey Instrument

0% Complete

Instructions

Please complete the survey below based on your experiences **this year**, up to this point in your community.

Question 1

Please select your gender:

- Female
- Male
- Transgender
- I do not wish to disclose
- Other

Question 2

Please select your residence hall or building as of today.

Question 3

Please enter your class year.

- First Year
- Second Year (SO)
- Third Year (JR)
- Fourth Year (SR)
- Fifth or more years (SR+)

Question 4

Did you transfer to HWS from another college or university (i.e. Are you a transfer student)?

- Yes
- No

Question 5

If you are **currently a first-year student**, were you assigned to a non-traditional triple?

- Yes
- No

Question 6

If you are currently a first-year student, were you assigned to your preferred hall type (single-sex or co-ed)?

- Yes
- No

Questions 7 - 31

Select the number that best describes your opinion on each question as of today.

	1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree	NA
	1	2	3	4	5	6
I have met many new friends in the residence halls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non First-Year Students: I chose to live near pre-existing friends in my residence hall (<i>first year students, please select NA</i>).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have formed long-lasting relationships with fellow hall members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are enough social activities offered in the building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can hold my peers accountable for actions that disrupt our community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally, I feel like an active participant in the hall.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The noise level on the floor is acceptable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy attending residence hall activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm able to understand the value of other's opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm inclusive to students from diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have an understanding of my contribution to the on-campus community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have an understanding of the on-campus resources that are available to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the tools to make positive decisions for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to study in my room.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am able to study in my room.

I interact with students from my residence hall in classes.

I like the amount of social/study space in my residence hall.

I feel that the residents are sensitive to quiet hours on our floor.

There are many opportunities to get involved on-campus.

HWS provides opportunities to help the Geneva Community.

Maintenance requests are dealt with in a timely manner.

I am satisfied with the quality of the food in SAGA.

I am satisfied with the quality of the food at retail locations (Café, Pub, etc.).

I am satisfied with the wireless internet service in the residence hall.

I am satisfied with my time in the residence hall so far.

I enjoy the type of living environment I was assigned or selected.

Question 32

What were your memorable on-campus experiences? What would you like Residential Education to know? What feedback to you have for the department?

Questions 33 - 34

Please rank your likelihood to return to the Colleges:

- 1- Extremely unlikely
- 2- Somewhat unlikely
- 3- Unsure
- 4- Likely
- 5- Extremely likely
- 6- NA: I'm graduating or studying abroad

Do you plan to return to the Colleges for the SPRING 2017 semester?

Do you plan to return to the Colleges for the 2017-2018 academic year?

Questions 35 - 42

We noticed that you're a resident of either deCordova, McCormick, Emerson, or Caird. Please answer a few questions about your experiences with the DC Cafe.

On the left side, you'll indicate how important something is to you.

On the right side, you'll then indicate how the DC Cafe is meeting your expectations.

	Not Important At All				Does not meet expectations			
	Barely Important		Important		Slightly meets expectations		Meets Expectations	
The hours of the DC Cafe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The variety of beverages at the DC Cafe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The variety of food at the DC Cafe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm able to use my meal plan at the DC Cafe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 43

Regarding your usage at the DC Cafe, I use the DC Cafe:

- Once per day
- Multiple times per week
- Once per week
- Once every other week
- Once per month
- Never

Question 44

The DC Cafe should be open

- Less often- no one uses it
- Less often- I use it rarely
- As it is- the current hours are perfect
- More often- it needs to be open more often

Question 45

Please include any other comments about the DC Cafe:

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50% Complete

Question 35

Wait! I noticed you selected Rees Hall!

Do you live on Rees 2 or 3?

- Yes
- No

Question 36

I noticed that you indicated you're unlikely to return to the Colleges for the Spring semester. What are you feeling dissatisfied with about your experience or what factors are contributing to your decision?

Question 37

I noticed that you indicated you're unlikely to return to the Colleges for next year. What are you feeling dissatisfied with about your experience or what factors are contributing to your decision?

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Appendix C

Memorable Experiences Responses

- I am enjoying my time in Hirshson- my room and roommate are great and most of the hall is quiet at night. The only problem I've encountered is the heat in our room. During the weeks of November when it was freezing cold and snowing, the heat was not working and as a result it was freezing cold in our room. When I came back from Thanksgiving break, the heat was working, although at times its inefficient. Other than that, residence life is good. (Respondent 3)
- I enjoy waking up every morning and seeing the sunrise since my dorm is right by the lake. (Respondent 5)
- Welcome Back Concert (Respondent 6)
- I think things are pretty good. (Respondent 7)
- Having access to the Miller-Comstock tunnel to see friends. (Respondent 12)
- Hanging with friends in JPR as a Freshman. Feedback: at my current location the requests to fix things either do not get done, or they 'fix' it and then less than a week later the issue arises again. (Respondent 16)
- There are some problems in our building with the bathrooms and elevator. I was also in a forced triple last year that was terrible (Respondent 21)
- NA (Respondent 27)
- My most memorable on campus experience was during orientation a bunch of friends and I went down to the dock and all bonded and had a great time (Respondent 34)

- It is always extremely loud. It is most loud in the middle of the night. It smells like pot, every day, and on occasion cigarettes. I am extremely dissatisfied with the quality of life. (Respondent 37)
- N/a (Respondent 44)
- Enjoyed everything about this year. (Respondent 56)
- NA (Respondent 57)
- not really one for large campus activities (Respondent 58)
- The best parts of the fall semester were cross country and Koshare. (Respondent 64)
- I was assigned to an all boys floor in Potter, which is a huge bummer, so I am not psyched about that. Also, I share interests with exactly 3 other people on this hall, one of them being my roommate, so I don't interact with my hall at all. I regret that I was placed in this hall, because I look at other halls and see that they have formed a bond, and my floor just really hasn't. (Respondent 65)
- it took B&G a month to address the draft that was in our suite (Respondent 66)
- Time spent with my team. My roommate and I are extremely different which causes an awkward situation. (Respondent 68)
- None, because my memorable experiences have happened off campus. I would like residential education to know that it is fucking stupid to require students to live on campus and in residents hall, and in the future the school should focus on student satisfaction instead of being money-grubbing assholes looking to drain the pockets of students and their families by forcing kids to pay an exuberant amount of money for shitty, poorly maintained dorms. (Respondent 69)

- There isn't a good way to hold neighbors accountable for issues - I have this problem when living in a theme house and now that I live in 380. (Respondent 74)
- My housing situation has been awful this semester. I have been working on changing it since September and all I get is more hoops that I need to jump through to make that happen. If there were simply one person who actually cared about how miserable I am in my living space that would be awesome, but I am still yet to find that person despite trying. Overall, I think the housing placement system is horrible and i will be speaking with someone who understands this and might actually be able to do something about it. (Respondent 76)
- I liked the experience I received. However, some people in different places were not always helpful (Respondent 83)
- Many memorable moments; beds are a little wobbly but it's not the biggest problem in the world (Respondent 86)
- I would like to get to know the people on my floor more. There have been two times when our floor got together to do something at the start of the semester and now nothing. (Respondent 87)
- housing selection is difficult and highly unfair (Respondent 96)
- Group BBQ (Respondent 99)
- Keep your doors open and be inviting to others to come in. Spend time in the library and saga alone to meet new people. (Respondent 102)

- I live on Rees 4 and it always takes a few days for any issues to get taken care of in the bathroom i.e. vomit in the shower the other day or our toilet that's been broken for a month. (Respondent 103)
- Overall I've enjoyed my experience (Respondent 104)
- My room is too small to be a triple and because three people live in the room my bed is over the heater which is extremely dangerous. We had to shut off the heat in my room in order for my bed to not catch on fire. I love my house and I don't want to leave but my room should not be a triple by any means. (Respondent 106)
- Every building I have lived in has been in terrible condition when I first move in. The summer/winter cleans by the staff need to be much more thorough for the prices we pay to live in mediocre on campus dorms. The on campus options are terrible for the price we pay for room and board, a student can live off campus in a house twice as nice for half the price... (Respondent 109)
- I have yet to have a positive experience with ResEd. The quad I was assigned to is not big enough to be a quad. One of the doubles was so small I could not keep all of my furniture in the room and it created a hostile environment for my roommates and I. When we went to ask about other doubles open around campus we were told we had no options, though I knew multiple people in suites or quads with doubles open. When a roommate moved out because of said environment, I received multiple emails about filling the space, while my roommates did not. I asked Josh Kolapo to meet multiple times and he proceeded to put off my emails and phone call. After rearranging the room and discussing rules for the room, my

roommates and I were able to create comfortable space without the help of ResEd.
(Respondent 112)

- As a first year student, being assigned to a 'quiet' all girls dorm with upperclassmen when I stated on my housing form that I was social, up late, and requested co-ed made it very difficult to feel apart of the first year class. Being on the hill has its benefits, but also really makes it difficult to meet people and be included in first year activities. (Respondent 113)
- Campus security visits were usually not pleasant nor easy regardless if someone was in trouble or not (Respondent 114)
- A lot (Respondent 117)
- My most memorable experience are the nights sprints with all my friends in the commons room. I love the family we have on our floor. (Respondent 118)
- spending time with friend in common areas. (Respondent 122)
- Fire detectors are way too sensitive, when sharing a bathroom people should respect the others that they share the bathroom with rather than barge in there yelling, screaming, playing music and just generally not caring about others in general. (Respondent 123)
- Living in the SLCC program last year ended up being one of my greatest memories so far at HWS. Being placed in a living community based on common interests and values helps build relationships easier and stronger. (Respondent 124)
- having to deal with all the problems and mess and noise in my house (Respondent 125)

- I switched rooms and became more comfortable. Playing spikeball in the common rooms and a first-year seminar study session on a projector. (Respondent 128)
- This first weekend on campus because I met so many people. (Respondent 132)
- Honestly, it's been getting to know people on my floor that has made memorable experiences. ...In terms of physical space, the common rooms in Jackson are pretty gross. Not that cleaning staff doesn't do a great job (shoutout to Miss Tamby) it's just that the furniture is pretty broken and sad. (Respondent 134)
- Giving candy to the Geneva children during Halloween was really nice. (Respondent 136)
- The residence halls are not only out of date but are constantly needed to be fixed. We have three showers on my floor and the entire year, only one of those is consistent. most beds need repairs as well as there is little to no interaction between residents unless there is a common room. Once the hall has no common room it loses all of the unity, for example I have not actually met the people living next to or across from me all year. (Respondent 137)
- ...Also, our room will often be way too hot or way too cold and maintenance doesn't do anything about it. Also the bathrooms rarely have paper towels and the showers are gross. (Respondent 141)
- I don't know (Respondent 142)
- I have enjoyed most of my time on campus and a lot of my great experiences have come from meeting new people. Whether it be at my residence hall or others. I have no real complaints. (Respondent 145)
- I believe it was during the haunted house at Coxe hall. (Respondent 149)

- My most memorable on campus experiences are probably just of me hanging out with my friends in my dorm hall. I LOVE living in the pondview level of Comstock. My only complaint is that the heating or cooling is always up too high, making my room either freezing or ridiculously hot. This issue has seemed to improve within this past week I think. (Respondent 150)
- CAB activities (Respondent 152)
- it is a good semester. (Respondent 159)
- I do have some good memories from friendships I made with people who lived in my dorm. The only issues I have had with the dorms have been the lack of a water fountain in both dorms I've lived in (Hale and Geneva) and a slow response (over a week) to a maintenance request earlier this year that simply asked for help opening the windows in my room, which were stuck. (Respondent 160)
- Just providing activities within the dorm are fun and instructional and helpful so that should be kept up. (Respondent 163)
- My memorable on-campus experience was carving pumpkins with my floor mates and going to the movies with other floor mates from different floors and buildings. (Respondent 164)
- I am very grateful that Res Ed was able to help me move to a more suitable dorm. Everyone at Res Ed was very kind and very helpful. (Respondent 165)
- Residential Education is great, and always care for me needs. They even let me move in a little early, that is how great they are. I needed an extra room key and they got one for me right away. As of now my most memorable on-campus

experiences are the friends I have made, and the good times shared together.

(Respondent 168)

- I am currently placed in what I have learned is called a forced double, a single that has been made into a double. This assignment has made a negative impact on my experience here at the colleges because since my roommate and I are residing in such close quarters it is uncomfortable and awkward and since it is hard to live with someone you do not know very well so closely our relationship has suffered. I have heard of other schools giving students who are forced to reside in rooms similar to the size of mine (some even bigger) and are either paid or guaranteed a high lottery number for the year that follows and sadly my roommate and I do not get either. I have a friend in Miller whose room is almost two and a half times the size of mine and loves it there and is guaranteed a high lottery number next year which does not make sense to me. I feel as though I was personally victimized by not being put in the dorm room style of my choice and by being put in an extremely small room with someone that I do not enjoy living with. (Respondent 169)
- Walking down the hill when the weather is unfavorable doesn't seem safe. The day that it snowed a lot I was walking up the road to avoid the deep snow and a car was coming down towards me. The roads weren't plowed well and the car started to slide which was very scary as a pedestrian on the road. A sidewalk/path down the hill could solve this problem. I've been told by upperclassmen that they plow a path down the middle of the hill sometimes but have also been warned to

avoid it because it ices over and is very slippery and unsafe. If there were a sidewalk it could be salted so it wouldn't ice over. (Respondent 170)

- Participating in Koshare. I really enjoy the events held in my building and would most likely attend any other events hosted, although they are often on week nights which can be difficult for me to attend due to homework (Respondent 171)
- I enjoyed the event in the quad where we got to sign up for clubs and every club was handing out stuff that had to do with their group. I would like ResEd to know that I really enjoy the people in my building and the activities our RA, Emily, tries to hold. I enjoyed the event that helped us sign up for classes. I would give the department good feedback. My teachers are very good and enjoy teaching the students of their classes. I really enjoy them. (Respondent 175)
- The heat in the building is very unevenly distributed. As you go up in elevation of the building, heat diminishes. There is more than enough heat in the basement, but not enough heat on the ground/first floor and up. (Respondent 176)
- I would like to get to know more people on other floors, as I only know my floor (Respondent 181)
- The living learning community I lived in my freshman year in Jackson was a great addition to my experience as a first year. (Respondent 182)
- I have never had a positive experience working with Res Ed, nor do I know anyone who has had positive experiences with Res Ed (except the RAs). (Respondent 185)
- Hanging out with friends in my dorm (Respondent 187)

- The lottery system is so ridiculous. The housing selection system for abroad students is absolutely ridiculous as well. It seems incredibly inefficient.
(Respondent 188)
- make the ability to switch rooms more known to freshmen. I did not know last year and i was stuck in a place I did not like for the whole semester and it affected my schoolwork (Respondent 189)
- N/A (Respondent 191)
- first night in my room and in comstock was fun and enjoyable. It was also helpful to know i had so many people i can go to if i need help when i was sick or stressed. (Respondent 195)
- Honestly I had more fun at events in other residence halls where my friends were and no one showed up (Respondent 197)
- Hirshson is a great group of women. The noise level is perfect and I am able to study in my room if I choose to. (Respondent 200)
- The dorms here are gross and kids don't have any manners. (Respondent 201)
- Make Hobart fun again (Respondent 204)
- My most memorable on campus experience was orientation when Mosaic NY performed. (Respondent 207)
- The boys in the house are the only destructive ones and should be the only ones to pay the fines. (Respondent 208)
- I really have enjoyed the residence hall I live in, which is the basement of comstock. I have met my best friend and on this floor and I enjoy everyone on my floor as well. I feel as though everyone on my floor is very close and I enjoy

having that sort of community to live in. Through the student disability services I was requested to be in all female but by mistake I was put into Potter but res ed was able to change me to comstock a week before school started and I am really glad with my placement. The one downside of having been switched to comstock last minute was the issue of my roommate because she was the only person with an available double who had no roommate. I have had some problems with her and I feel that it is because we were not placed together through residential education based on our roommate sheet we filled out before we came to school but placed together because she was the only one available. This has become a problem for me and I wish there was more that could be done about it but I have spoken to the Area coordinator about it. I have no wish to leave this floor because my friends are on it and it is the perfect environment for me as a student who is a part of the student disability services and requested a floor and building which is perfect for me and my needs. I do wish there were more resources for students who are in similar situations such as myself but overall I am very pleased with res ed placing me last minute into a whole other building and also really enjoy this floor as well. (Respondent 210)

- The quality of housing needs to increase, we see that many of the on campus homes are coming closer to disrepair. After living in Durfee last year i was surprised at the state in which the Theme House in which i live is in. (Respondent 213)
- I really wished I had gotten help moving out of a bad roommate situation sooner and that res ed was more respectful of my concerns (Respondent 220)

- The wifi is relatively slow and cuts out sometimes (Respondent 227)
- Resed does not listen to the concerns of students, they are too focused on making sure the rules are followed to the t even if the students are stuck in a poor situation (Respondent 231)
- I enjoy spending time with my friends in Caird 2. (Respondent 234)
- Cleanliness is still a major issue in the halls and so is damage and destruction to walls and other property. (Respondent 235)
- My memorable on-campus experience is my residence hall since I am able to make a home out of it even if it is so far from my actual home. (Respondent 238)
- I enjoy interacting with my friends on campus. (Respondent 241)
- I think Hirshon and all of the dorms up on the hill do a good job of keeping a quiet yet friendly environment. (Respondent 243)
- comedians that have come, sporting events, res hall programs (my first year) (Respondent 246)
- The rooms in comstock second floor are fall to small for two students (Respondent 250)
- Met my 2 best friends through our floor freshman year and because we play/played football (Respondent 254)
- Some ResEd workers were very very helpful to me when I had to move into a new living space this semester. Living in a house has completely changed my life around after a difficult couple of months. Some ResEd workers were not so understanding and I am glad I moved onto someone else who had lots of

understanding for me and gave me advise, helped me make the move, etc.

(Respondent 260)

- I like the atmosphere in my house. My flatmates became almost some kind of family to me. (Respondent 262)
- I would just like to disclose my personal opinion on the culture of American students. The rampant, carnal behavior of students on the first and second floor is disgusting. Bathrooms littered with beer cans and bathrooms with urine and feces spewed all over the floor are unusable for anyone with a sense of cleanliness and decency. Students I have encountered outside of my floor don't have my respect in any sense of the word as they are shortsighted, contrived, and frankly—ungodly. — Disillusioned Freshman (Respondent 265)
- I have received incorrect information from your office in the past. It has never been something that could not be resolved by the deans or student activities, but I have been made to feel that way at least twice by ResEd. (Respondent 269)
- N/A (Respondent 272)
- My experiences on campus have been fulfilling and it was refreshing to feel at home in my residence hall. (Respondent 273)
- I made a lot of good friends with whom I enjoyed being with but it's harder to make friends in the residence hall depending on the meal plan you have. (Respondent 277)
- Buildings and grounds does not return phone calls or come in a timely matter. (Respondent 278)

- Kids are loud and obnoxious and I can't sleep at night and then have to wake up at 5 am for lifting. I do not want to live on campus. Make it an option. (Respondent 279)
- Koshare was the most memorable experience I've had so far. (Respondent 282)
- Our floor become better after our RA left. More respectful of each other in relation to quiet hours and such (Respondent 283)
- N/A (Respondent 284)
- My roommate is the best, we aren't best friends but we live really well together. (Respondent 285)
- Everyday has been good. (Respondent 287)
- I am very involved in student organizations and extracurriculars, but I find that not many of my classmates and peers are. There seems to be low interest in extracurricular involvement. I also find it hard to study in my room and my floor is rowdy. Additionally, I was assigned to a single-sex floor, and also there are other ways in which I could and have men women, I generally have a difficult time with it. (Respondent 289)
- Koshare was very exciting to watch. There should be more learning communities like SLLC. (Respondent 290)
- . (Respondent 292)
- N/A (Respondent 293)
- Being a part of the Sustainable Living and Learning Community. I think it's important for ResEd to know that 1/2 the time I dry my clothes I have to dry them

twice because they come out of the dryer just as wet as they were when I first put them in. (Respondent 295)

- Social life, interaction with lot of students and faculties, also lot of presentations (Respondent 296)
- Basically every time I went in the downstairs bathroom in sherill, there was a new hole in the wall. (Respondent 301)
- I enjoyed meeting everyone on my floor the first day I moved in. It helped me make lasting connections and friendships that I still have today. (Respondent 302)
- I love my theme house but really wish we had a kitchen. It isn't ok that we have 20 young women in a house with no way to cook, but our neighbors have beautiful kitchens, dining spaces both inside and outside, etc (Respondent 309)
- My memorable on campus experiences are when all the food trucks came the first week which was really fun and the fair on parents weekend. (Respondent 310)
- Two of the most memorable experiences (although certainly not the fondest) were during my first and second year at the colleges. After my first roommate moved out my first year, I was assigned another roommate about three weeks into the semester. However, I was never notified and (neither was my RA) that she would be moving in. We ended up becoming friends, but it would have been nice if Res Ed had let me know about the situation. I shared a single room with my roommate during my second year of college. We were forced to loft our beds in order to accommodate all of the furniture in the room. I am aware that we both chose the room, but I felt that Res Ed did not take my email seriously when I voiced concerns about the size of the room. (Respondent 311)

- Most memorable experiences included social events on campus like concerts and get-togethers events in JPR. (Respondent 314)
- Football was awesome. Orientation night with the food trucks was a lot of fun as well. (Respondent 316)
- Socializing and learning in class (Respondent 317)
- I have met a few great friends, but there are always going to be the kids that are loud and disrespectful. Being a firefighter I was highly upset that there were exit signs broken which I will have to help pay for since they couldn't find out which kids from Sherill came and broke them. (Respondent 319)
- Staying up late talking with all of my suitemates during my time in Emerson Hall (Respondent 322)
- My roommate and I do not get along well, and I wish that some of my requests had been better filled based upon my roommate survey that I took over the summer. (Respondent 326)
- My most memorable experience was getting to HWS and moving into my dorm to find out that I, a 6' 3' male athlete is sharing a double sized room with two other athletes. I will never forget the day. (Respondent 327)
- Leadership Institute Relaxation Week There has been ongoing wifi issues all over campus that IT can't seem to fix. (Respondent 330)
- My most memorable moments from campus are all on the football field. I did play UNO & eat pizza one time with about 4 or 5 other people in my dorm. But the hall definitely needs more activities as a whole, I feel like I hardly know the other people in my hall. (Respondent 332)

- N/A (Respondent 335)
- Fire alarm is too frequent. NOT happy that our common space is used by others during the break. A bridge across the Pond would be awesome, that walk around is hella long. The pond is filthy, my roommate pulled out 2 bikes, a microwave, and an assortment of other trash, the school should be responsible for cleaning that ish. Porch tiles are uneven. Door scanner for 1Card access is 50/50 at best. Could use more parking/smaller parking spaces. (Respondent 336)
- Playing lacrosse with my freshman class. Having team dinners. Meeting really great people on my floor from a ton of different backgrounds. We need AC in JPR. We also need like a community fridge on the second/third floors. Cleaner showers as well. (Respondent 337)
- While I wound up in a good room, this was because I had to work extremely hard in a situation with little to no help from ResEd. While I was abroad ResEd offered no resources or be helpful in the process although my wifi was extremely limited, I could not be physically present in the theme house room selection and there was a time difference. Because of this a underclassmen that had not previously applied to the house was able to come on room selection night and take the single with a doctor's note (the ailment made invalid by the fact that the room was on the second floor). My emails were not responded to and when I spent the ridiculous amount of money to call I was told I had no options but to be put in the general lottery. I was extremely frustrated. (Respondent 338)
- day of service (Respondent 345)
- All good, keep it up! (Respondent 349)

- Mostly special events held by clubs/Student Activity. What feedback I have: there have been several people I've talked to that say they're complete opposites of the roommates they were assigned (both in personality and in the info they put on their sheet). I was one of those people and my roommate ended up moving a month into the semester - so maybe more priority placed on questions about messiness/cleanliness and bed/wake up time. (Respondent 356)
- I enjoy when there are fun cooking activities in the Rees Hall kitchen downstairs. I am disappointed in the destruction that goes on such as exit signs being broken because it costs the whole floor at the end of the year. Other than that I am very happy with where I am living. (Respondent 359)
- The common rooms in the residence halls need to be updated. Many, if not all of the tables, couches, and chairs are broken, and the room itself is very dusty and moldy. I have had allergy attacks after being in the common room. I would also like to see more dorm activities between the floors - sometimes my floor feels very isolated from the other 3 floors in Jackson. (Respondent 361)
- i met many great people on my floor and even though i was assigned same sex dorm when i want co ed i am happy where i am (Respondent 362)
- Several memorable experiences include stress relief week before finals, free pizza provided by the school, and writing notes of positivity to anyone we choose. (Respondent 366)
- I liked the time when the food cars came and I got to try different foods. (Respondent 369)
- N/A (Respondent 370)

- Times I have spent either in my room or a friend's room just hanging out or watching a movie. I'd like ResEd to know that I have put in a work order twice to fix an overhead light because the plastic cover fell off and broke over a month and a half ago and nothing has been done about it yet. (Respondent 371)
- having campus safety repeatedly write me up. (Respondent 374)
- There needs to be more dorms on campus - there are too many first year students put into forced triples, which is ridiculous considering how much our room and board costs. The PAC was a complete waste of money that should have been used for newer dorms and updating the old ones. Also, all Odell's units need to have AC. My roommates and I had to sleep downstairs for the first 2 weeks of classes because it was too hot upstairs. Again, for what we pay in room and board, that is unacceptable. (Respondent 375)
- Sherrill bathrooms need to be cleaned more especially on the boys floor. We understand that each floor has only one bathroom, but a clean one would be nice. (Respondent 380)
- Being apart of clubs and other extracurricular activities. (Respondent 386)
- My most memorable on campus experience was the freshmen orientation on opening weekend. So far ResEd has done a great job, and I don't have any negative feedback in particular for them. (Respondent 391)
- I did America Counts and it was a good experience. (Respondent 392)
- Not enough communication between RA, AC, and ResEd building (Respondent 393)
- N/A (Respondent 394)

- Good job. (Respondent 399)
- . (Respondent 404)
- I love my floor and I want to live with them next year as well. (Respondent 407)
- Sherrill hall is filthy. The bathrooms are constantly dirty, the hall always have trash and other debris laying around in them. The facilities are out of date and there is no adequate common space for people to study or enjoy one another besides rooms. (Respondent 408)
- Moving into a house with close friends and having formed such great relationships thus far. I think Theme Houses should be able to participate more actively in both the HWS community and the greater Geneva community. For example, being able to also participate in Halloween decoration and trick-or-treating, social events, and community partnerships. (Respondent 409)
- I really enjoy living on a floor with people from my FSEM. I think it provides a great community and support system. (Respondent 410)
- Nice living with the people on my floor. (Respondent 411)
- The best memories I have made on campus are primarily class-based memories. I don't really have any great or fantastic memories related to my residential hall, which is more of a reflection of my introverted personality. (Respondent 412)
- ResEd needs to make the living environment of theme houses nicer. My house doesn't have a communal space to eat, even though we're a co-op! We pay WAY TOO MUCH money to live on-campus, yet they can't even buy us a simple dining table and some chairs to facilitate house dinners. Although the point of living in a house is for it to come fully furnished and with dishes in the cabinets, they won't

replace the dishes thrown away by B&G over the summer, so we have to use our co-op food money to buy communal dishes that we will end up leaving at the house! My area coordinator does not follow up about repairs that aren't being done in my house, such as the broken dishwasher and the house being too cold, even though she promised to do so when I CC her on my emails to B&G. ResEd also has super inflexible housing selection policies, like how students can get evicted from their rooms for situations out of their control, and then when they find a place to live, they can't just take that person's open spot with the person's permission, since ResEd makes the decision ultimately. It's also unfair that ResEd can fill open spots in doubles with anyone, when the current occupant may be uncomfortable with the new resident. Meals on campus are also too expensive; you're literally making such a profit on meal plans! It's cheaper to buy individual meals out-of-pocket, no matter what meal plan you're on. I'm lucky that I'm in a co-op and don't have to have a meal plan (so I don't have one). It also makes no sense that off-campus students have to have meal plans; it's a money-making ploy for the Colleges through ResEd. (Respondent 413)

- There is no real common room on Jackson 4. Due to this I do not know many people on my floor. I've seen a couple hours in Reese common rooms and have met more people than the weeks I spent in Jackson (Respondent 415)
- Orientation weekend was extremely busy, and a lot in one weekend, but I made some amazing connections. There should be more dorm activities. (Respondent 417)

Appendix D

Recommendations Responses

- A single in deCordova is a nice option for someone going abroad/only spending one semester in. (Respondent 196)
- I also think laundry should also be put into the cost of tuition because it is very inconvenient to have to keep putting money on my OneCard to pay for laundry. (Respondent 295)
- Buildings and grounds could do a better job cleaning up and making sure the heat is on and that there will be warm water. In addition to that, the Wi-Fi often cuts out randomly. (Respondent 23)
- Cleaner bathrooms and the tile floors are gross in the rooms (Respondent 166)
- Common rooms are so important for forming connections with other people on the floor. (Respondent 156)
- Fix the food. (Respondent 79)
- There needs to be updates in the kitchens. (Respondent 12)
- I would like residential education to update the residence halls in the mini-quad since they are very old and falling apart. (Respondent 241)
- I think some theme houses need to be renovated or off campus options be offered to class years other than seniors (Respondent 218)
- I want the pub and cafe to bring back some of the options they took away, like grilled cheese at the cafe, and pastas at the pub, and I want ABP to accept meal swipes. (Respondent 77)

- I would like if the floors of the third floor shower in Miller was fixed so water didn't leak through to the ceilings below. (Respondent 256)
- I would like more outlets in building. I need to plug in and make toast. (Respondent 353)
- I would recommend that students are placed with roommates who are closer to their beliefs and morals (Respondent 325)
- less fire safety regulations (Respondent 119)
- Let more people off campus (Respondent 343)
- Let students live off campus (Respondent 126)
- I would like Residential Education to know that it does not make sense to me that the Pub got the different Starbucks drink taken out just because Ae bon Pain had them. Ae bon pain is not open during the weekend while the Pub. Also, the earlier closure of the Cafe, which provides a wider range of items doesn't make sense either just because Ae bon pain exists. (Respondent 238)
- I would like them to know that I am very happy with the end result of moving out of a triple, that said, when the triple idea was put out there, it sounded like it was a pretty good deal. It was not. I would like ResEd to re think about how they let first years and other students know what real living accommodations are like in JPR. (Respondent 327)
- I think you guys should create more activities for students to get to know each other like a huge residence hall party aka. Battle of the Residence Halls. Each dorm throws a party and get students to engage and the dorm with the most school

spirit wins and gets a prize OR gets to throw a real 'themed' party of their choosing where the whole school is invited. (Respondent 207)

- One request I have for the future is the ability for anyone in the house to host a house event, not just the house manager. (Respondent 17)
- Paint war as an activity (Respondent 342)
- Please keep DeCordova cafe open during the day through finals. -Is there a way to improve recycling and bring compost to dorms? (Respondent 397)
- Potter 1 showers are falling apart and have and the floor has ant issues (Respondent 312)
- Quite Hours need to be enforced. (Respondent 8)
- Res-Ed does creates more problems than it fixes. You should be focusing on how to improve the quality of the dorms themselves rather than focusing on people's feelings. There is a reason when Admissions takes students on tours they do not go to JPR. Then almost all freshmen get stuck there. Own up to the problems and invest some time and money into tangible outcomes rather than trying to be so accommodating with everyone's feelings and worries and problems. It is not your job to be a parent. (Respondent 358)
- SAGA needs to be completely redone. The food is terrible and honestly the school should get in trouble for having that be the main option for students. For paying \$60,000, all of the dorms should be somewhat nice. There are very few nice, acceptable dorms at this school. (Respondent 39)
- Should have quiet hrs. Like 1 AM or something. (Respondent 13)

- Some kind of study space for O'dells would be nice. Maybe converting one of the laundry rooms. Also, not a fan of the new laundry system. The black box doesn't always work or select the right machine (Respondent 217)
- The 'substance free' needs to be enforced more strictly (Respondent 151)
- The apartment in 121 Hamilton needs renovations in order for it to be adequate for student living. We have to call B&G often and the outside looks like it's falling apart (Respondent 248)
- I would like Res Ed to know that it would probably be better for team dynamics if first-year teammates were not placed together without requests. (Respondent 64)
- The halls and bathrooms need to be cleaned more often. Esp. the bathrooms! (Respondent 42)
- Theme houses are great don't replace them with more frats or sororities (Respondent 244)
- There should be shuttles from the residence halls in the morning/before 7pm on weekdays (Respondent 148)
- There should not be a cap on the amount of seniors allowed to live off campus. I don't care if this is a 'residential college', forcing seniors to remain on campus is not improving the HWS community or building comradery between class years. Considering that I am forced to live on campus which is DOUBLE the cost of living off, I feel used and abused by the Residential Education office and by HWS as a whole. To makes matters worse, while rising seniors sit on the off campus waiting list, future freshman will be placed in forced triples. But this isn't about sucking another \$7,000 out of every student right? (Respondent 93)

- We do not have a water filter or vending machine here in Miller but they have those in the other Residence Halls. (Respondent 141)
- We need a new stove and dish washer in chi phi (Respondent 405)
- I know it's difficult to control the outcome of this idea, but if the floor had more autonomy to figure out it's own floor events, I feel like it would bring everyone together with more willingness. (Respondent 134)