

Residence Halls Association Event Assessment

Oklahoma State University

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Residence Halls Association Signature Event Assessment

When considering areas on campus that do not currently have an assessment plan in place, the department of Housing and Residential Life at Oklahoma State University is not a usual one. This department in particular does yearly assessment surveys focused around satisfaction and some of the learning outcomes the department has within its' mission. However, the department has continued to push through for a stronger Residential Experience, or curriculum based, model. With this, the department has taken away programming from the traditional Resident Assistant (Community Mentors or CMs at Oklahoma State University) role and placed more of an emphasis to the Residence Halls Association on campus to take on campus wide educational programming.

The new push has already created programs and events for students with educational missions and learning outcomes; however, with the “newness” of the initiative an assessment has never been done. The leadership area could progress and improve these educational events through an indirect assessment searching for both functionality and learning from the attendees. While most of the semester events have an educational focus, only three of the events continue to be held yearly and have for the past three-five years. These events are known as the Residence Halls Association's “signature events”. Feedback from the students, faculty, and staff in attendance (with a heavier emphasis on the students) could continue to build these events and assist the planners in the facilitation of learning.

Purpose of Study

The purpose of this study is to evaluate whether the intended learning outcomes are being accomplished for three specific Residence Halls Association events. This study seeks to identify whether the goals set in the Residential Experience for all of the Housing and Residential Life

department at Oklahoma State University are being accomplished in these programs, as well as how the facilitation of these goals could be improved. The programs include: X-Plicit, an alcohol and safety education program; Condom Casino (name subject to change due to parent concern), an event focused on safe sex education; and Q & Gay, an LGBTQIA+ education panel. Each of these events take place in a different focal point of the year, X-Plicit occurring in September or late April, Q & Gay taking place in November or April, and Condom Casino usually being held in late January.

Stakeholders

When identifying stakeholders, the first four that come to mind include: The Assistant Director for Learning within Housing and Residential Life, the Coordinator for Student Success in Leadership for Housing and Residence Life, the Assistant Coordinator for Student Success in Leadership for Housing and Residence Life, and the Director of Programming for the Residence Halls Association. Outside of that group other stakeholders could include the Director of Housing and President of the Residence Halls Association (RHA); however, these two individuals would be less likely to be primary contacts and more likely to receive the data collected following the completion of an assessment project.

Ideally, all of the individual stakeholders would gain the knowledge of an indirect assessment that allows them to see what students think/believe that they are learning from attending the three signature events. As Housing and Residential Life moves more into the Residential Experience and focuses on providing learning opportunities within the residents' living spaces being able to discuss with parents, potential students, and upper administration within Oklahoma State University the ways in which programming money is being spent and how that is impacting students could either positively affect Housing and Residential Life or give

knowledge in areas that the Leadership department is still growing in. Post knowing the results/feedback gained from the assessment it would help stakeholders with their strategic planning for the Residence Halls Association, the leadership area, and the department as a whole. To keep all stakeholders included in the project meeting directly with the Coordinator for Student Success and the Assistant Director for Student Learning about the specific area they would prefer assessment to be done over. Also asking for their input and for their own learning and outcome goals. While a planning team may be less necessary, the Residence Halls Association Director of Programming and the Coordinator for Student Success within Leadership should be a part of choosing learning outcomes for each event evaluated as they have a part in planning the events themselves. It will also be up to the RHA Director of Programming to make the final decision on how the assessment should be collected since this individual will play a key role in administering the collection of that data.

Stakeholder Strategies

When speaking with stakeholders it was clear that there were a few goals to work with. Coordinator for Student Success in Leadership (CSS), Fred Dillard, had the goals to find what students are learning from attending the specific events while Residence Halls Association (RHA) Director of Programming Garrett Wies wants to see more of the satisfaction and what ideas students have for events. To appease both of these stakeholders and to make the assessment worth both of their time it is important to incorporate questions (whether the assessment is a survey or a focus group) that draw out answers and results for both areas. While there are other stakeholders who may be interested in the results of the assessment, the two individuals who will actually use the results to continue to improve the events assessed in the future are Fred Dillard and Garrett Wies.

To gain permission from these stakeholders pre-making the questions to be asked for each event and targeting the questions towards the goals both Fred and Garrett have is essential. Past that the likelihood of Fred and Garrett agreeing, as well as the Assistant Director for Residence Learning, to allow the assessment to take place was pretty high. Fred reported that the leadership area is one that the talk of assessment has floated around for several months now but having an idea of where to start and someone taking the time to do so would be a great help to their area.

In further discussion the text *Student Affairs Assessment: Theory to Practice* (Henning & Roberts) was used to design the surveys, create learning outcomes, and to define the design type to be used. An assessment survey that is both indirect and summative in nature could potentially suit the population. Summative assessment was selected because it occurs at the end of the program or time period that includes the overall perspective. It was decided that each event would be considered an individual period, and that learning outcomes would be created with the host/stakeholders, and then following each event a summative assessment of mixed methods (both qualitative and quantitative) would be used. The way the surveys would be designed could create an indirect assessment in which students self-report things they think/feel that they have learned. While direct assessment is typically preferred this was the best method to use based on the structure of the events themselves and the need to pull a large enough sample to be considered generalizable for the group of attendees at each event.

Existing Data

Unfortunately, after reaching out to both D'Antae and Fred neither had any data saved from any Residence Halls Association events. Kayla Loper, the Student Union Activities Board (SUAB) Director, does have satisfaction surveys for SUAB events over the past year. While

RHA does not currently have any of its' own data on events, referring to SUAB's data may be the most helpful to reference. The goal of this assessment is to discover the learning aspects and general event functionality, however knowing what students are willing to attend and what they are looking for could also lead this project in the right direction. Obtaining those survey results from SUAB did not pan out, so looking into other areas for support became necessary.

Currently Oklahoma State University's Housing and Residential Life Department's website contains a mission statement, a vision statement, and the department's core values.

These include:

“Mission

Our mission is to provide safe, affordable, accessible, and well-maintained residential communities, which encourage individuals to value learning, inclusion, citizenship, and community engagement.

Vision

Engage. Educate. Embrace. Empower.

Core Values

- Promote Personal Development and Growth
- Foster Academic Excellence
- Provide Safe, Quality, and Sustainable Facilities
- Enhance the University Community and Campus Culture
- Celebrate Individual Differences
- Cultivate a Sense of Belonging
- Practice Fiscal Responsibility

- Continuously Improve Services”

Knowing these areas are the areas intended for the events being assessed to have educational messages pulled from the core values and mission statement of the department assisted in furthering what information would be necessary. Where there were downfalls in finding set data from the past, this information allows a path for what is needed and necessary for future assessments.

Data Collection

When collecting data it is important to keep the learning outcomes in mind, as well as who the data will be collected from. The data was and will continue to be collected via a Google Form survey sent out through Campus Link. This being the chosen method due to Campus Link’s attendance tracking abilities. Campus Link is able to email all individuals who attended an event via the swipe card attendance system so shortly following the event attendees will receive a survey asking about things they may have learned at the event. A mixed method of qualitative questions on the Likert Scale and general quantitative questions will be asked, each event having a survey with questions targeted to that particular event. An example being for the event Q&Gay, a survey question might be, “At the event, were there any topics brought up or points made that you didn't know about or have not heard before? If so, please give an example.” for a quantitative and for a qualitative question, “On a scale of 1-5, 1 being the lowest and 5 being the highest, how confident were you in your knowledge of the LGBTQIA+ community before this event?”. With the hope that each survey would have at least 40 responses there might be enough data to make general assumptions for the group based on the predicted max of 400 students in attendance to each event. The data would also allow the Residence Halls Association

to take into consideration the information being shared and better ways the information may be transferred.

For this assessment project the most valuable students to collect data from will be the attendees. These may not all be solely students, and are not broken up into categories of students. Instead each event will send the assessment survey out to all attendees in attendance with an Oklahoma State I.D. Card or email address registered through Campus Link. These individuals will most likely be students, but could also include student staff members as well as general institution staff and faculty members. While this may make the sample broader than entirely necessary, the feedback from those with more experience in the areas may be essential and add to how much older students outside of the typical freshman attendees may be learning and gaining out of the events.

Within the project data collection will be administered through surveys in two different ways. For the event Q & Gay, a survey will be displayed as the event ends and as students exit the event. They will be asked to complete the survey and show proof of submitting it when leaving to be able to choose from the give-away items on the sign-in table. There will be some printed copies with pens on site as well for students without smartphones or that choose to leave the event early. These questions will be a combination of the five point Likert Scale and a few open ended questions, with the intention of collecting information based on both the learning outcomes and satisfaction. It is a short survey in an attempt to assure students, staff, and faculty will actually participate. The questions include:

Please rate the following statements based on the 1-5 scale provided in Figure 1.1:

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

(figure 1.1)

1. I was confident my knowledge of the LGBTQIA+ community before attending this event.
2. I am confident in my knowledge of the LGBTQIA+ community after attending this event.
3. I learned one or more new things relating to the LGBTQIA+ community that I did not know before this event.
4. I enjoyed this event and would attend other events like it.
5. The day and time of this event worked well for me and my schedule.

Please answer the following open-ended questions:

1. What, if anything, is something you learned at this event?
2. What feedback do you have for this event?

For the event X-Plicit the distribution of surveys will occur after the event via a Google Form distributed through email based on the emails collected through Campus Link when students swipe in for attendance at the event. The survey will be similar to the Q & Gay survey but will include more alcohol education related questions. Things such as:

1. Did you participate in any of the alcohol education aspects of the event? If so, please check all that apply:

- a. Did not participate, the roofie sticker game, the police officer drunk goggle sobriety test, “how much is one drink” game with student conduct
 - i. Did you learn anything about alcohol education from the games you participated in? If so, what?
2. What suggestions do you have for future RHA events such as XPlicit?

Please rate the following statements based on the 1-5 scale provided (referring to figure 1.1):

1. I enjoyed the event XPlicit.
2. The date, time, and location was convenient for me and my schedule.
3. I learned about alcohol consumption.
4. I learned about the dangers of binge drinking.
5. I learned about safety in relation to alcohol consumption.

With the event Condom Casino questions relating more to sex education and the topics that were discussed or presented to students would take more of a priority. The survey will be sent out in the same format as the X-Plicit surveys, through a Google Form send via Campus Link based on the attendees that swipe in to the event with their Oklahoma State student identification cards. The questions will include:

Please rate the following statements based on the 1-5 scale provided (referring to figure 1.1):

1. I enjoyed the event Condom Casino.
2. The date, time, and location was convenient for me and my schedule.
3. I learned about health within safer sex practices.
4. I learned about different contraceptives.
5. I learned about resources on campus for my sexual and general health.

6. I learned about resources on campus for sexual assault or harassment and how I can access those.

Please answer the following open-ended questions:

1. What, if anything, is something you learned at this event?
2. What feedback do you have for this event?

For data collection a Google Form would best suit the needs of this study due to the ability to pull the information into a usable Excel sheet and the ability to customize the questions and layout of the survey to best meet the organization’s needs. For the data analysis plan within the project the intention is to break down the information to be easily read and understood by the stakeholders. To do this, breaking down the quantitative numbers to be meaningful and representative of student learning as well as including the qualitative answers in an organized way after weeding out repetitive answers is essential. For the event Q & Gay this process has been started, the data analysis is included in Figure 1.2.

<i>50 out of 60 attendees completed the Q&Gay event survey. Below are the results:</i>
40/50 students recorded in the quantitative section that they learned something. Here are <u>some</u> of the things listed in the qualitative question asking what they learned:
What, if anything, is something you learned at this event?
The amount of representation in media has changed dramatically over the years.
The definition of certain terms including: queer, demisexual, pansexual, bisexual, nonbinary
Points of view not seen before
How many LGBTQIA+ organizations are on campus/in Stillwater
You dont have to tell people that you have changed your labels.
I learned more about the different types of sexuality and the umbrella that surrounds all of them
There are many terms to describe your sexual orientation that I was not aware of.
There's a PFLAG group nearby.
I learned that labels can give you power!
I learned more about the different labels and identities. I found out more about how people have come out and what may have prevented them from doing so.
The difference between separate queer communities.
I learned the evolution of the term bisexual throughout history.
I learned that being able to identify as LGBTQI A+ is not as bad as cis people make it seem.

There are safe places on campus.
I learned that gender expression is protected at OSU
I haven't been very informed on religious belief and lgbt identity, and so knowing that there are groups on campus that are open to teaching more about that was really interesting to find out.
Not every parent is against their child being LGBTQ+
Be brave to come out.
more about how people in the LBGT community think/their views
How to help deal with people who are intolerant towards lgbt people
That the I in LGBTQIA is for intersex
Greek community is accepting
You dont have to tell people that you have changed your labels.
How well someone looks after transition gender.
That there are pronouns

Confidence of attendees in their knowledge of the LGBTQIA+ community rose from an average of 3.62 to an average of 4.08 on a 1-5 Likert Scale from before attending the event to post attending the event. (*This scale being: 1 - Strongly Disagree, 2- Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree to the statements "I was confident in my knowledge of the LGBTQIA+ Community before attending event" and "I am confident in my knowledge of the LGBTQIA+ Community after attending event"*)

42/50 attendees agreed or strongly on the same 1-5 Likert Scale to the statement "I enjoyed this event and would attend other events like it". (*5 neutral and 3 disagree or strongly disagree*)

35/50 attendees agreed or strongly disagreed with the statement "The date and time worked well for me and my schedule". (*13 neutral and 2 disagree or strongly disagree*)

Qualitative Feedback from the question "**What feedback do you have for this event?**" (some feedback that was overly repetitive of what is listed was left off, but I can send the raw data upon request)

More representation for other identities
It was fantastic and very informative.
A better way to ask questions or find questions for the moderator
Panel was informative and diverse within lgbtq community
Maybe have a few more people
Actually the first on campus queer event i have ever went to so very cool (especially as being someone in the community)
very good diverse group of speakers
it was helpful having the panel being very open
Advertise for it more.
Try to get a panelist for each label.
I can't thank you all enough for hosting this event.

It was very well organized. We received prizes through tickets and I like the idea of being able to reflect on it.
Maybe have everyone have a microphone. I love to hear everyone's comments
Maybe let people in the crowd speak about their experiences
It's nice to be around people that are in the community.
Idk I love this?
The space was very large and felt a bit impersonal, so possibly a bit smaller location or offering it in a way that feels more kind of personal.
I very enjoyed the relaxed and funny atmosphere.
Really fun event. The anonymous asking system is nice
I'm glad I went to this, it affirmed some things I already had some thoughts about and made me feel more comfortable
a definitions list would be nice to hand out upon entry; from there, the panelists could give their personal perceptions or experiences with a particular identity.
I like how they structure it with Q&A of the different people on the panel
More lesbians and people of color please
Nothing because it was amazing!

Figure 1.2

Every part of this analysis was created with the stakeholders in mind. While the feedback covers both negative reviews and positive reviews alike, it is offered that the raw data can be provided upon request. To provide context the number of event attendees, number of surveys submitted, and the responses were explained in detail. Moving forward with the X-Plicit and Condom Casino event data analysis, the plan is to mimic the above process for Q & Gay. With qualitative responses providing an easy to read method that removes over repetitive responses is essential to save the stakeholders' time. For the quantitative answers using the first two statements "I was confident before..." or "I am now confident after..." allow for comparison to potentially see a significant in knowledge gained by attendees. The statement "I learned one or more..." allows quantitative evidence that students learned something or did not learn anything while at the event and is allowed the opportunity to get more into detail on what was learned in the qualitative section. While the quantitative questions in the X-Plicit and Condom Casino surveys may not follow this exactly, the mission is still to find some evidence of learning from the students in attendance.

Results

When sharing the results of the event surveys it is important to first take them to the stakeholders and discuss how they can be used for future events. For both events the intention is to complete the analysis and send it via email to the Director of Programming for RHA, the Coordinator of Student Success for Leadership, the Assistant Director of Learning within Residence Life, and the students responsible for hosting the programs. After the analysis is sent, taking the time to set up a meeting with the various stakeholders to discuss how to interpret the data overall, how each stakeholder interpreted the data in to meet their own needs, and what ideas were had to both improve the events. Discussions on other ways to share the data whether that be to advertise the learning attending events hosted by the Residence Halls Association can provide as well or how that learning plays in to the general benefits to living on campus.

One way in which the results have been shared is with Oklahoma State University's Executive Director for Student Affairs Dr. Kathryn Gage. Dr. Gage works diligently with assessment at Oklahoma State and requested the data pulled from the event Q & Gay to show efforts in assessment made on the Oklahoma State campus. Perhaps as the projects are furthered and continue Dr. Gage will continue to play a role in the distribution of this assessment and encourage the department to continue exploring areas that can and should be improved.

References

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