

Division: Student Affairs
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Annual Assessment Results and Recommendations Report

Overall summary of Division data results: Division VPs please state summary in terms of actions aimed at improving institutional effectiveness	Implications for resources needed/budget allocations (Must be tied directly to data reported in Assessment Reports)	Strategic Plan goal(s) supported (2013-2020)	Actions Taken
<p>The Division of Student Affairs assessment initiatives and activities initiatives are aligned with the University Strategic Plan and have been conducted according to the guidelines provided by the Office of Assessment and Accreditation. The Division utilizes a software interface with Campus Labs to organize, analyze, and track departmental and divisional progress.</p> <p>During this assessment cycle, the Division's goal was to build the capacity for professional staff engagement in the development and coordination of the assessment program; and to expand the scope of divisional assessment to be more inclusive of learning outcomes that align with the General Education values framework.</p> <p>We implemented an internal assessment team composed of representatives from each of the administrative units as well as the Office of the VPSA. The team established an Assessment calendar, scheduled Campus Labs training events, and monitored the progress of assessment initiatives.</p>	<p>Recommended Sustain current annual contract with Campus Labs (approximately \$40, 000); and upgrade the system with the purchase of Beacon software platform (\$24,000).</p> <p>The Division of Student Affairs currently utilizes three Campus Labs Modules: Baseline, Compliance Assist Planning and Collegiate Link. During the 2012-2013 academic year, 86 assessment projects were carried out in Baseline; this total includes participation in two national benchmark projects.</p> <p>Learning outcome data was acquired by utilizing the nationally recognized, <i>Multi-Institutional Study of Leadership</i> to measure students' development in the areas of autonomy, integrity, and leadership. Those results were also benchmarked with peer institutions.</p> <p>Additionally, new initiatives within the Department of Counseling and Disability Services extended the collaboration with the General Education Program with pre and post testing of freshman students'</p>	<p>Goal II – To attract and retain more full-time, first-time undergraduate, transfer and graduate students</p> <p>Goal IX – To assure that all students, faculty, and administrators at all Kean sites are provided with the technological resources and innovative technological solutions required to meet Kean's fast changing and increasingly complex instructional, research and administrative needs</p>	<p>Continue to utilize the Campus Labs platform to organize the division's assessment efforts.</p>

<p>The progress of Departmental Assessment activities and initiatives are readily accessible to divisional personnel utilizing the Baseline and Compliance Assist modules within the campus Labs assessment platform. The Collegiate Link module within the <i>Campus Labs</i> modules is utilized by all departments to measure and track student involvement, attendance and co-curricular learning.</p>	<p>experience with alcohol and other drugs. We learned that Kean students are within the norm as compared to the national average of college students regarding alcohol and drug use.</p> <p>A beta test conducted during spring 2013, demonstrated that the Continuing Student Success Inventory (CSSI) data has the potential to enable the Division of Student Affairs to capture a student's profile in an effort to customize co-curricular programming efforts to address specific students' needs or emerging student concerns.</p> <p>We know from the data collected that our students are very passionate about service and civic engagement. Collegiate Link has proved to be useful in aiding the University's sustainability efforts by driving green administrative processes. Students visit Collegiate Link to view the bulletin board with flyers advertising events on campus. A mass marketing and advertising campaign was conducted to promote campus wide usage of Collegiate Link. This campaign has resulted in improved utilization Collegiate Link. Data collected through the utilization of Cougar Link indicates that student use of the technology has increased. Continuing use of the attendance tracking module will establish a benchmark and monitor correlations between student success and student engagement.</p>		<p>Consider financial feasibility of purchasing the <i>Campus Labs</i> Beacon software platform. Continue on-going integration of the General Education learning outcomes framework to maximize the student success through co-curricular engagement.</p>
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Summary of Program/Department needs based on data results	Implications for resources needed/budget allocations priorities	Strategic Plan goal(s) supported (2013-2020)	Actions Taken
<p><u>The Center for Leadership & Service</u></p> <p>During the 2012-2013 academic year, the Center collected data and the results indicate that it has met its objectives in building a culture of ethical and responsible leadership and service through collaboration, integrity and inclusiveness.</p>	<p>The Center exceeded its goal of increasing service opportunities by 25% by actually increasing the number of service opportunities to 983 during the 2012-2013 academic year, an increase of 150.76%. To be able to further expand upon the number of service opportunities available, additional transportation is required through the purchase of a 12-passenger van that can transport students to and from local community service sites more consistently on a regular schedule when existing University transportation is not readily available.</p> <p><i>Amount needed: \$22,000.</i></p>	<p>Goal I – To locate Kean University as a focal point of ongoing and transformational education engagement for all by offering undergraduate and graduate (including doctoral) programs that are responsible to local and national needs while building upon our strengths, and utilizing best practices in the disciplines/professions.</p> <p>Goal II – To attract and retain more full-time, first-time undergraduate, transfer and graduate students</p> <p>Goal V – To provide world-class external opportunities to members of the Kean University community, thereby widening our community beyond the physical campuses, by substantially augmenting our academic, cultural, economic and community partnerships at three distinct levels: the local; regional and national; and international</p>	<p>With the 150.76% increase, the Center was not able to meet the demand of students wanting to volunteer. Institutional support for the Center’s community and volunteer service program will make it possible to meet the demands of the students and greatly expand service opportunities for the 2013-2014 academic year.</p>

Summary of Program/Department needs based on data results	Implications for resources needed/budget allocations priorities	Strategic Plan goal(s) supported (2013-2020)	Actions Taken
<p><u>Counseling and Disability Services</u> During the 2012-2013 academic year the Counseling and Disability Services department experienced an increase in the number of appointments made by students.</p>	<p>The Counseling and Disability Services department is now fully staffed and no additional funding for personnel is required at this time. Future assessment must measure student and faculty awareness of general departmental services and direct service needs for mental health and disability clients.</p>	<p>Goal I – To locate Kean University as a focal point of ongoing and transformational educational engagement for all by offering undergraduate and graduate (including doctoral) programs that are responsive to local and national needs while building upon our strengths, and utilizing best practices in the disciplines/professions</p> <p>Goal II – To attract and retain more full-time, first-time undergraduate, transfer and graduate students</p> <p>Goal IV – To utilize our diversity and global perspective to further promote a learning environment that is equitable, inclusive and socially just</p>	<p>With the implementation of the Psychology Training Externship Program and the recruitment of two students from the Kean University Psy.D. program or from another college or university, the Counseling and Disability Services department will be fully staffed to build awareness of services, accommodate student needs and deliver more mental health support to the campus community.</p>
<p><u>Health Services</u> The Health Services department continues to work towards increasing the immunization compliance rates for the University.</p>	<p>Data collected indicated that email notifications to students slightly increased the immunization compliance rate.</p>	<p>Goal II – To attract and retain more full-time, first-time undergraduate, transfer and graduate students</p> <p>Goal X – To develop, sustain and be ready to operationalize a forward-thinking culture of public health and safety awareness rooted in adherence to all external and internal standards (fire, safety etc.), and reaching out to every aspect of Kean University life (personal, institutional, and educational).</p>	<p>During the next academic year, more email notifications will be sent out to student to further increase compliance rates</p>

<p><u>Health Services (cont'd)</u></p> <p>The department launched a campus wellness program to educate students about the value of healthy nutrition and exercise.</p>	<p>The data collected illustrated that students who participated in the program had higher GPA's than non-participants.</p>	<p>Goal I – To locate Kean University as a focal point of ongoing and transformational educational engagement for all by offering undergraduate and graduate (including doctoral) programs that are responsive to local and national needs while building upon our strengths, and utilizing best practices in the disciplines/professions</p> <p>Goal II – To attract and retain more full-time, first-time undergraduate, transfer and graduate students.</p>	<p>During the upcoming academic year, the department will market the program to attract more students, namely freshman, to participate in the program.</p>
<p><u>Community Standards & Student Conduct</u></p> <p>During the 2012-2013 academic year, students were surveyed to inquire about their knowledge of the Student Code of Conduct.</p>	<p>The data collected from 321 students indicated that 75.65% were aware that Kean University had a Student Code of Conduct; 24.34% were unaware of the Student Code of Conduct; 46.95% knew where to locate a copy of the Student Code of Conduct; 44.34% did not know where to locate a copy of the Student Code of Conduct; 62.58% were able to identify specific charges in the Student Code of Conduct; and 37.40% were unable to identify specific charges in the Student Code of Conduct.</p>	<p>Goal I – To locate Kean University as a focal point of ongoing and transformational educational engagement for all by offering undergraduate and graduate (including doctoral) programs that are responsive to local and national needs while building upon our strengths, and utilizing best practices in the disciplines/professions</p> <p>Goal II – To attract and retain more full-time, first-time undergraduate, transfer and graduate students</p> <p>Goal IV – To utilize our diversity and global perspective to further promote a learning environment that is equitable, inclusive and socially just</p>	<p>Based upon the data collected, there is a need to educate the Kean community on the Student Code of Conduct. This will be facilitated through class presentations, peer-to-peer tabling at student events, and an increased online presence throughout the divisional website.</p>

Summary of Program/Department needs based on data results	Implications for resources needed/budget allocations priorities	Strategic Plan goal(s) supported (2013-2020)	Actions Taken
<p><u>Residential Student Services</u> During the 2012-2013 academic year, 45% of students enrolled in the living learning communities participated in the educational programs.</p> <p>The ACCESS program succeeded in its goal of decreasing the total number of resident students with a GPA below 2.0 by making ACCESS tutoring and workshops available to all students. 103 students enrolled in the ACCESS program during the spring 2013 term.</p>	<p>Based upon the data collected. Residential Student Services will encourage greater participation by students enrolled in the living learning communities during the 2013-2014 academic year.</p> <p>Data collected from the ACCESS program indicated that 208 tutoring sessions were offered during fall 2012; and 306 tutoring sessions were offered during spring 2013 (47% more tutoring sessions offered in spring 2013). The data indicated that there was a total of 29.5% decrease in residential students falling below a 2.0 grade point average.</p>	<p>Goal I – To locate Kean University as a focal point of ongoing and transformational educational engagement for all by offering undergraduate and graduate (including doctoral) programs that are responsive to local and national needs while building upon our strengths, and utilizing best practice in the disciplines/professions</p> <p>Goal II – To attract and retain more full-time, first-time undergraduate, transfer and graduate students</p> <p>Goal IV – To utilize our diversity and global perspective to further promote a learning environment that is equitable, inclusive and socially just</p> <p>Goal I – To locate Kean University as a focal point of ongoing and transformational educational engagement for all by offering undergraduate and graduate (including doctoral) programs that are responsive to local and national needs while building upon our strengths, and utilizing best practice in the disciplines/professions</p> <p>Goal II – To attract and retain more full-time, first-time undergraduate, transfer and graduate students</p>	<p>During the next academic year, the Office of Residential Student Services plans to make the living learning communities more intentional and to increase student attendance in the program. The program will be designed to educate students about various resources on campus and connect them to the relevant faculty members.</p> <p>During the 2013-2014 academic year, the Office of Residential Student Services will continue the ACCESS program and work to increase the number of tutoring and workshop sessions that are offered to all students. The office will also investigate the various factors that may affect a student's academic performance that may cause them to fall below a 2.0 GPA.</p>

Summary of Program/Department needs based on data results	Implications for resources needed/budget allocations priorities	Strategic Plan goal(s) supported (2013-2020)	Actions Taken
<p><u>Residential Student Services (cont'd)</u> Residential Student Services implemented a new programming model that utilizes the general education values framework as a means to support student success within the realm of their campus life experience.</p> <p>Residential Student Services began to utilize the Maxient judicial software program during the 2012-2013 academic year. Students are able to self-report incidents on-line.</p>	<p>Data collected from the 2012 quality of life survey indicated that residential students were not satisfied with the programming efforts. During the 2012-2013 academic year, Residential Student Services provided more programs to residential students (564 programs for a 22% increase in the number of programs offered). Although more programs were offered to residential students, the number of participants attending the programs did not increase by the same percentage.</p> <p>The increase in harassment violations (10 violations) may be due to the Maxient software that makes it easier for students to report incidents on-line.</p>	<p>Goal I – To locate Kean University as a focal point of ongoing and transformational educational engagement for all by offering undergraduate and graduate (including doctoral) programs that are responsive to local and national needs while building upon our strengths, and utilizing best practice in the disciplines/professions</p> <p>Goal II – To attract and retain more full-time, first-time undergraduate, transfer and graduate students</p> <p>Goal IV – To utilize our diversity and global perspective to further promote a learning environment that is equitable, inclusive and socially just</p> <p>Goal II – To attract and retain more full-time, first-time undergraduate, transfer and graduate students.</p> <p>Goal IX – To ensure that all students, faculty, and administrators at all Kean sites are provided with the technological resources and innovative technological solutions required to meet Kean's fast changing and increasingly complex instructional, research and administrative needs</p>	<p>During the 2013-2014 academic year, the Office of Residential Student Services will utilize residential student responses from the annual student interest survey conducted by the Center for Leadership and Service to design programs that support the general education values framework.</p> <p>During the 2013-2014 academic year, programming will be implemented to address the issue of harassment, roommate conflict, etc.</p>

<p><u>Residential Student Services (cont'd)</u> Residential Student Services is working towards maintaining an occupancy rate of at least 96% in the residence halls.</p>	<p>Data collected indicated that the fall 2012 occupancy rate started at 90% and ended at 85% by December 2012. The spring 2013 occupancy rate began at 78% and ended at 76% by May 2013. The number of housing applications received was low and the number one reason for canceling a housing application was due to financial reasons.</p>	<p>Goal II – To attract and retain more full-time, first-time undergraduate, transfer and graduate students.</p> <p>Goal VIII – To enhance and build facilities that will support the growth of Kean as a multi-campus, increasing residential and partner-oriented institution sited in multiple and diverse communities</p>	<p>Residential Student Services became more aggressive in recruiting students for housing. Multiple forms of social media will be utilized to reach out to the student population. Residential Student Services will also employ a strategy to make housing for international and graduate students an attractive option. A capital improvement plan will be created once the fall 2013 occupancy rates become available.</p>
<p>Summary of Program/Department needs based on data results</p>	<p>Implications for resources needed/budget allocations priorities</p>	<p>Strategic Plan goal(s) supported (2013-2020)</p>	<p>Actions Taken</p>
<p><u>University Center Operations and Event Management Office</u> During the 2012-2013 academic year, the University Center planned its Campus Life Activities for Student Success (CLASS) programs using the Social Change model. The University will continue to use Social Change model for the upcoming academic year to plan its CLASS programs.</p> <p>Data collected from surveys assessing the satisfaction of the Campus Awareness Festival indicated a need to restructure the program for increased campus-wide participation.</p>	<p>100% of the programs that the University Center sponsored were based on the Social Change Model. Class had 59 programs this past year.</p> <p>The Campus Awareness Festival needs to be scheduled during the 3rd week of the semester when the University Center can receive optimal participation from the campus community.</p>	<p>Goal I – To locate Kean University as a focal point of ongoing and transformational educational engagement for all by offering undergraduate and graduate (including doctoral) programs that are responsive to local and national needs while building upon our strengths, and utilizing best practices in the discipline/professions</p> <p>Goal II – To attract and retain more full-time, first-time undergraduate, transfer and graduate students</p> <p>Goal IV – To utilize our diversity and global perspective to further promote a learning environment that is equitable, inclusive and socially just</p>	<p>The University Center will continue to use the Social Change Model for the upcoming academic year to plan the CLASS programs.</p> <p>The program will not be held in collaboration with the New Student Orientation Program; rescheduling the program at a later date will result in more campus wide participation from student groups and academic departments</p>

<p><u>University Center Operations and Event Management Office (cont'd)</u></p> <p>During the 2012-2013 academic year, the online reservation to order caps and gowns increased to 2,452 (91%).</p> <p>The University Center Operations and Event Management Office has developed a one-year capital improvement plan for the facility to take place during 2013-2014 academic year. Feedback from student focus groups has indicated the need for informal study and meeting spaces within the University Center.</p>	<p>This goal has been met. In 2012, 2153 out of 2666 placed their order on-line (81%); and in 2013, 2230 out of 2452 placed their order on-line (91%).</p> <p>Budget allocation needed for student-related capital improvement projects in the University Center:</p> <p>Renovation of the 2nd and 3rd floor open lounge spaces:</p> <table><tr><td>Furnishings</td><td>\$60,000</td></tr><tr><td colspan="2"><i>Furniture, carpeting, lighting</i></td></tr></table>	Furnishings	\$60,000	<i>Furniture, carpeting, lighting</i>		<p>Goal IX – To ensure that all students, faculty, and administrators at all Kean sites are provided with the technological resources and innovative technological solutions required to meet Kean’s fast changing and increasingly complex instructional, research and administrative needs</p> <p>Goal VIII – To enhance and build facilities that will support the growth of Kean as a multi-campus, increasingly residential and partner-oriented institution sited in multiple and diverse communities</p>	<p>During the 2013-2014 academic year, the University Center will continue to use social media and technology for an effective and efficient system for cap and gown ordering and distribution.</p> <p>The capital improvement plan has been approved and some capital improvement projects will take place.</p>
Furnishings	\$60,000						
<i>Furniture, carpeting, lighting</i>							

University Center Administration Assessment Report 2012-2013 Academic Year

Mission Statement:

The mission of the University Center is to serve as a resource for Kean University students in support of the educational mission of the University and to provide opportunities for social interactions among all members of the Kean University community.

Vision Statement:

The University Center's administration envisions a robust community of students who through increasing maturation form social networks among themselves and with members of the faculty and staff of the University through continuing support from the Center.

Goals and Objectives:

<i>Goal 1: Continue to design and implement quality programming that is conducive to the mission, goals and values of the University Center, Division of Student Affairs and Kean University. (KUMO 1, 2, 3, 4; SPG 1, 2, 4, 5)</i>		
Objective	Data Results	Actions Taken Based on Data Collected
1.1: CLASS will implement 95% of its programming efforts by using a modified Social Change model by FY 2013.	<p>*100% of the programs that we did this past year are based on the programming model that was developed last year.</p> <ul style="list-style-type: none"> • <u>Individual Component</u>: 25 programs • <u>Community Component</u>: 13 programs • <u>Society Component</u>: 9 programs <p>*CLASS had 59 programs this past year (several are traditional programs that repeat every week, month, semester so they were only counted once in the component numbers. i.e. Tournament Tuesdays had 1 count instead of the 20 programs that we held over the course of the year).</p>	<ul style="list-style-type: none"> • This objective has been met. <p>Continue to plan events using our modified version of the Social Change Model.</p>
1.2: To increase collaboration with local businesses and establishments at the weekly Cougar Fair by 5 % of the FY 2012 baseline by end of spring 2013.	<p>There was an increase of 16% from the Fall 2012(4 out of 14) semester to the Spring 2013 (4 out of 9) semester</p>	<ul style="list-style-type: none"> • This objective has been met. <p>The total number of participants decreased from the Fall semester to the Spring Semester. Will discontinue the Cougar Fair for the Fall 13 semester and try to come up with a new strategy for it.</p>

University Center Administration Assessment Report

2012-2013 Academic Year

<p style="text-align: center;"><i>Goal 1 (Continued):</i> <i>Continue to design and implement quality programming that is conducive to the mission, goals and values of the University Center, Division of Student Affairs and Kean University.</i> <i>(KUMO 1, 2, 3, 4; SPG 1, 2, 4, 5)</i></p>		
Objective	Data Results	Actions Taken Based on Data Collected
<p>1.3: To collaborate with faculty to implement three educational enrichment presentations by end of the spring 2013 semester. (Punch the Clock series)</p>	<p>Worked with several outside experts for different programs: SCREAM Theater (Rutgers University Peer Educators from the Office of Violence Prevention and Victim Assistance):</p> <ul style="list-style-type: none"> • Sexual Assault/Peer Perception 9/6/12 • Empty Place at the Table (Union County YWCA): Domestic violence 10/17 • Punch the Clock Series (bankers from Wells Fargo, Union NJ) Financial Education 2/21 and 4/25 	<ul style="list-style-type: none"> • This objective has been met. <p>Due to time restrictions for the completion of the programming planning, it is very difficult to coordinate with faculty members. For the upcoming year, we will be reaching out to the different departments once the academic year begins in September to schedule Faculty/Staff for the Spring 2014 Semester.</p>
<p>1.4: To create a baseline for awareness of organizations and services at the university for the Transition 2 Kean students through the campus awareness festival by the end of the Campus Awareness Festival.</p>	<p>-A total of 1042 students participated in NSO this year and a total of 64 student groups/departments participated (no Greeks participated due to the time of year)</p> <p>-188 participants completed the on-line survey (18%)</p>	<ul style="list-style-type: none"> • This objective has been met. <p>We will not hold Campus Awareness before the first day of classes. We did not get as much support from the Academic Departments as we planned. We will also utilize the mobile card readers to capture the participants of the Campus Awareness Festival so that a survey can be sent out in a more timely fashion; we will also ask T2k instructors to follow up with the students in their classes.</p>

University Center Administration Assessment Report

2012-2013 Academic Year

<p style="text-align: center;">Goal 2: <i>To improve the University Center's student services through enhanced use of technology and the knowledgeable and skilled Center staff.</i> (KUMO 1, 3; SPG 2, 9)</p>		
Objective	Data Results	Actions Taken Based on Data Collected
2.1: To complete three forms of statistically accurate methods of assessment used to improve UC services by spring 2013.	At this time, the University Center uses two forms of methods: Audience based survey and a general student survey to assess the services of the Center. Audience Based is used for the Computer Lab (95) and Game Room The General Based student survey is used for Food Services (1124 participants) and the Bookstore (305 participants). *Bookstore survey is still active at the time of this report	We did not meet this objective. We will work with the Student Affairs Assessment Team along with the University Assessment Office to identify a third method of assessment.
2.2: To create a baseline of student satisfaction in the following areas: Information Desk, Media Center, Main Office and Reservations by end of the semester 2013.	We currently do not have any information for this objective	<ul style="list-style-type: none"> This objective has not been met. We will plan to create a baseline for these services in the Fall 2013 semester.
2.3: To immigrate 100% of reservations from 25Live to EMS by the spring of 2013.	There were a total of 972 reservations submitted in the spring semester via EMS for student programming or Events in the University Center. (number includes faculty/staff meetings in University Center)	<ul style="list-style-type: none"> This objective has been met. We will continue to promote and train faculty and staff on how to use this new reservations software.
2.4: To increase online reservations of cap and gowns to 85% for the spring 2013 commencements.	(2012)- 2153 out of 2666 ordered on-line (81%) (2013)- 2230 out of 2452 ordered on-line (91%)	<ul style="list-style-type: none"> This objective has been met. We will continue to find ways to use social media and University publications to ensure all potential graduates are aware of the procedures for ordering their cap and gowns and what the deadlines are.

University Center Administration Assessment Report

2012-2013 Academic Year

<p style="text-align: center;">Goal 3: <i>Continue to enhance the appearance of the University Center Facility</i> <i>(KUMO 1, 3; SPG 2, 8)</i></p>		
Objective	Data Results	Actions Taken Based on Data Collected
3.1: To develop a one year UC capital improvement plan by end of spring 2013.	Met with Tracie Feldman and certain ideas were approved by Phyllis Duke for renovations over the summer.	<ul style="list-style-type: none"> This objective has been met. <p>A plan has been put in place for specific areas in the University Center</p>
3.2: To ensure cleanliness of the restrooms by completing a bathroom checklist at least 4 times per day by FY 2013	Bathrooms were checked at least 4 times daily 83% of the time.	<ul style="list-style-type: none"> This objective has been met. <p>Sign in sheets have been created and a staff member has been assigned to monitor and log the sign in sheets. Student Staff members are also assigned to check the bathrooms for cleanliness hourly.</p>
3.3: To ensure 70% of the work orders submitted are being completed within 72 business hours.	<p>There were a total of 420 work orders submitted for the University Center this semester out of which 65(15%) of them were completed within the 72 business hours.</p> <p>*some work orders (95) were submitted by Gourmet Dining and the various other departments within the University Center.</p>	<ul style="list-style-type: none"> This objective has not been met. <p>A staff member will be assigned to creating a spreadsheet of all work orders submitted. Spreadsheet will be reviewed weekly and reported to Facilities on a bi-weekly basis. Better protocol will be established so that one person will be responsible for inputting and tracking all work orders submitted.</p>

Office of Community Standards and Student Conduct Assessment Report

2012-2013 Academic Year

Mission Statement:

The mission of the Office of Community Standards and Student Conduct is to educate students regarding the community core values of the University and to investigate allegations of the Student Code of Conduct through due process procedures established by the University.

Vision Statement:

The Office of Community Standards and Student Conduct envisions a student body that is respectful of the regulations as outlined in the Student Code of Conduct handbook and to that end sees as its first obligation strong educational programs as a preventive measure to violations of the Code.

Goals and Objectives:

<i>Goal 1: To educate the Kean University community about the Code of Conduct through educational outreach.</i> <i>University Mission Objectives: 1, 2, 3</i> <i>Strategic Planning Goals: 1, 2, 4, 5, 9</i>		
Objective	Data Results	Actions Taken Based on Data Collected
1.1: Increase the number of code of conduct presentations offered in T2K classes in 2012-2013 academic years from 36 to 50 by May 2013.	We presented at 36 T2K presentations for the 2012-2013 academic year.	We are continuing to look at increasing the number of times we present at T2K classes. We are presenting at the T2K instructor training on Friday, June 7 and are working to create a flyer that will be sent out to the T2K instructors in the Fall reminding them of the presentation. We also are assigning learning outcomes to the presentation and the post presentation activity to assess learning.

Office of Community Standards and Student Conduct Assessment Report

2012-2013 Academic Year

Goal 1 (Continued): To educate the Kean University community about the Code of Conduct through educational outreach.

University Mission Objectives: 1, 2, 3

Strategic Planning Goals: 1, 2, 4, 5, 9

Objective	Data Results	Actions Taken Based on Data Collected
1.2: Establish a baseline for first year students violating the code of conduct for the 2012-2013 academic year.	The breakdown of violations by first year students are as follows:	<p>Now that we have established a baseline for the behavior in first year students we have identified topics to focus our passive and active programming on for the 2013-2014 academic year. We will look to partner with Residential Student Services to create passive programming for the residence halls for opening.</p> <p>We will also partner with additional on campus offices (The Kean University Counseling, Greek Life, and Student Activities) for active programming on both alcohol and drug abuse. We will look to decrease the number of alcohol and drug violations for second year students for the upcoming academic year. We will also focus on the ATOD and peer educations to increase the active programming on campus. We will increase the number of peer presentations made both in classrooms and the residence halls.</p>
	E.5. Alcohol (RSS and Conduct)	
	48	
	E.6. Drugs, drug paraphernalia, and other controlled substances (RSS and Conduct)	
	24	
	D.14. Violation of University Policies	
	7	
	C.1.a. Unauthorized or attempted entry	
	4	
	D.10. Inappropriate conduct	
	4	
	D.2. Intimidation or coercion	
	4	
	A.1.a. Furnishing False Information	
	3	
	B.3.f. Failure to comply with the sanction(s) imposed by the campus conduct system.	
	3	
	C.3.a. Unruly classroom behavior.	
	2	
	D.8.c. Sexual misconduct: non-consensual sexual intercourse	
	2	
	A.5. Intentionally and unauthorized taking of the property of the University or personal property of	
	1	
	A.5.a. Knowingly possessing stolen property.	
	1	
	D.1. Bullying	
	1	
	E. 11 Any allegation of violation of federal, state, or local laws.	
	1	
	E.10. Any allegation of violation of federal, state, or local laws.	
	1	
	E.3. Action or inaction by a student which fails to discourage a known and obvious violation	
	1	

Office of Community Standards and Student Conduct Assessment Report

2012-2013 Academic Year

Goal 1 (Continued): To educate the Kean University community about the Code of Conduct through educational outreach.

University Mission Objectives: 1, 2, 3

Strategic Planning Goals: 1, 2, 4, 5, 9

Objective	Data Results	Actions Taken Based on Data Collected
1.3: Establish a baseline for student knowledge of the Kean University Code of Conduct for the Fall 2012 semester.	<p>75.65% respondents stated they were aware that Kean University had a Student Code of Conduct.</p> <p>24.34% of respondents were unaware that Kean University had a Student Code of Conduct</p> <p>46.95% of respondents identified that they knew where to find a copy of the Student Code of Conduct</p> <p>44.34% of respondents identified that they were unaware of where to find a copy of the student code of conduct.</p> <p>62.58% of respondents were able to identify specific charges in the Student Code of Conduct.</p> <p>37.40% of respondents were unable to identify specific charges in the Student Code of Conduct</p>	<p>After reviewing the data it is clear that not only do we have to continue our focus on awareness of the Code, but also awareness of its location and content. Our big push next fall will be a Code of Conduct Week, weeklong programming on the Code and Community Standards. Each day will focus on a specific value and the charges underneath. We will also work to advertise the Code of Conduct in the Residence Halls and work in conjunction with the Library to get information out. We will also work with RSS and get presentations in the Residence Halls as well.</p>
1.4: Establish a baseline for presenting once to each academic department by the end of the Spring 2013 semester.	<p>This semester we presented at three academic departments on the topic of disruptive student behavior.</p>	<p>We will continue to reach out to academic departments and faculty to continue the discussion on how to address and report disruptive student behavior. We are currently working with Center for Professional Development to have a presentation in August and October on disruptive student behavior as well as creating an online module for faculty to take on the topic.</p>
1.5: Add resources to office website for faculty and staff, students, and parents increasing passive resources offered to population to 15 by the start of Spring 2013.	<p>We were unable to complete this objective during the Spring 2013 semester.</p>	<p>We are continuing to work with Scott Snowden – Director of the Center for Leadership and Service – to create and add resources to our website this summer. Topics include:</p> <ul style="list-style-type: none"> • FERPA Primer • Extended FAQs section broken down by Student, Parent/Guardian, and Faculty Staff • Values in the Code of Conduct • Faculty addressing disruptive student behavior

Office of Community Standards and Student Conduct Assessment Report

2012-2013 Academic Year

Goal 2: To provide an educational and developmental experience to students who go through the Conduct Process

University Mission Objectives: 1, 2, 3

Strategic Planning Goals: 1, 2, 4, 9

Objective	Data Results	Actions Taken Based on Data Collected
<p>2.1: Conduct post hearing surveys with students who participate in the conduct system with a return rate of 25% by the end of the Spring 2013 semester.</p>	<p>Our post hearing surveys had a return rate of 23.3%. From those survey's we gathered the following information:</p> <p>72.72% of respondents had the process fully explained to them in their conduct hearing</p> <p>72.73% of respondents understood the information in their charge letter</p> <p>50% of all respondents attended a presentation on the code of conduct before their violation.</p> <p>60% of respondents stated that the meeting helped he/she to understand how his/her choices and actions related to my values, beliefs, and/or goals and helped take ownership and responsibility for his/her choices and actions.</p> <p>70% of respondents stated that the meeting increased his/her understanding of how his/her choices and actions affect others.</p> <p>70% of respondents stated the meeting increases his/her knowledge of the code of conduct.</p> <p>70% of respondents stated that the meeting helped his/her identify and connect to other campus and community resources.</p> <p>70% of respondents stated that the meeting increased his/her understanding of how to evaluate consequences before making decisions.</p> <p>80% or respondents stated that the meeting will positively influence future choices he/she makes regarding his/her behavior as a student.</p>	<p>We will look to increase the response rate for the upcoming year as well as look to increase our percentages in:</p> <ul style="list-style-type: none"> • Having the process explained to the respondent • Having the respondent understand the information in his/her charge letter • Having the respondent understand how choices and actions affect the community • Having the respondent take ownership over his/her actions. • Having the respondent increase his/her knowledge of the code of conduct. • Having the respondent increase his/her knowledge and connection to campus and community resources • Having the respondent increase his/her understanding of how to evaluate consequences before decision making and positively influence future decision making. <p>We will look to do this by creating a talking points list, derived from the Code of Conduct, through which we will ensure that all the above topics are addressed with the students in the meeting. Also, as we review our educational sanctions this summer (see objective below) we will also ensure that the above bulleted topics above are part of the foundation of the assignments and learning outcomes.</p>

Office of Community Standards and Student Conduct Assessment Report

2012-2013 Academic Year

Goal 2 (Continued): To provide an educational and developmental experience to students who go through the Conduct Process

University Mission Objectives: 1, 2, 3

Strategic Planning Goals: 1, 2, 4, 9

Objective	Data Results	Actions Taken Based on Data Collected
2.2: Resolve 80% of educational sanctions within the first follow up meeting by the end of the Spring 2013 semester.	95% of educational sanctions were resolved within the first follow up meeting.	Now that we have sanctions being completed in a timely manner we will begin to focus on what the student is learning by completing these sanctions. Our plan is to have a rubric created to assess all written assignments as well as learning outcomes for each educational sanction assigned. In follow up meetings we will engage in motivational interviewing with the student to see if the student has achieved the outcomes we set. We will also utilize the information in the satisfaction survey.

Goal 3: To provide training opportunities to all hearing officers related to Conduct processes and Maxient Software.

University Mission Objectives: 1, 2, 3

Strategic Planning Goals: 2, 4, 8, 9

Objective	Data Results	Actions Taken Based on Data Collected
3.1: Conduct one audit per month of the Maxient Conduct database increasing the number of audits to 12 in the 2012-2013 academic year.	There were 6 audits of the Maxient system that focused on cases charged through the Code of Conduct.	It was determined that having used Maxient for a full academic year representatives from CSSC and RSS will be getting together to discuss how best to utilize the system and create protocols related to system use. This will provide guidelines for audits and strengthen their impact.
3.2: Increase the number of Maxient trainings for conduct officers per year to two from zero by the end of June 2013	This year we had one scheduled Maxient training with the Hearing Officers in Residential Student Services.	Once protocols are created for use we will have the foundation we need to present to all individuals who hear cases and/or enter information into the system. We will work this summer to schedule the trainings to ensure that these do occur for the 2013-2014 academic year.

Office of Community Standards and Student Conduct Assessment Report

2012-2013 Academic Year

<p><i>Goal 3 (Continued): To provide training opportunities to all hearing officers related to Conduct processes and Maxient Software.</i></p> <p><i>University Mission Objectives: 1, 2, 3</i></p> <p><i>Strategic Planning Goals: 2, 4, 8, 9</i></p>		
Objective	Data Results	Actions Taken Based on Data Collected
<p>3.3: Create educational resources for faculty and staff educating them how to submit a report on student behavior to increase reports received online to 25% by June 2013.</p>	<p>86.17% of incidents of students' behavior were submitted online through the Maxient Conduct Database.</p> <p>0% if the incidents from Kean Ocean were submitted through Maxient. In the past academic year (August 1, 2012 to May 22, 2013) there were 1403 cases created in Maxient that addressed student behavior (employment and student death notification cases excluded). For the same period of time there were 1209 incident reports submitted concerning student behavior (employment excluded).</p>	<p>We will continue our efforts in educating the Kean Community on how to submit incidents through the online reporting form. We will focus a portion of this effort on the Kean Ocean campus for the 2013-2014 academic year. We are partnering with administrators at OCC to create a letter that will be sent to both Kean Ocean and OCC faculty and staff informing them of how to report information. We are also creating a passive resource for all Kean Ocean Faculty informing them or how to report student behavior.</p>

OFFICE OF RESIDENTIAL STUDENT SERVICES

Mission Statement:

The Office of Residential Student Services views residence hall living as a vital element of the total educational process. Residence Hall living provides a multicultural opportunity for students. It's an opportunity for students to gain a variety of personal learning experiences to supplement and enhance their academic development. We attempt to help students meet their needs and potential through responsible programming and effective use of available resources.

Vision Statement:

To provide a living-learning environment where student success is linked to community engagement, personal development, outstanding facilities and student leadership opportunities.

Goals and Objectives:

<p>Goal 1: <i>SPG 1, SPG4, KUM01</i></p> <p><i>To develop an atmosphere that contributes to the attainment of academic goals by creating opportunities for student participation in a variety of social, cultural, and educational activities that foster personal growth.</i></p>		
Objective	Data Results	Actions Taken Based on Data Collected
1.1: Participation in the educational programs of the LLC will be 60% of the students assigned to the community by the end of the FY 2013.	<p><u>Student Participation in LLC’s FY 2013:</u></p> <p>FY 2013: 45% of students enrolled in living learning communities participated. Because only half of the students enrolled in the living learning communities during FY 2013 participated in programs, RSS will encourage greater participation by students during FY 2014.</p>	RSS plans to make the living learning communities more intentional and to consequently increase student attendance/involvement in LLC programs during the FY 2014. Programs will educate students about various resources on campus and connect them with faculty relevant faculty members.
1.2: (Learning Outcome) KUSLO4 LLC participants will be able to develop a community wide initiative for the spring semester.	<p><u>Community-Wide Initiative Results:</u></p> <p>Students were not able to come together to plan a community-wide initiative during the spring semester.</p>	The Office of Residential Student services plans to reassess whether or not this is a reasonable goal for the following academic year.

<p>1.3: Increase resident participation and knowledge of Hall Council by 30% based on the 2011 baseline by the end of the FY 2013.</p>	<p align="center"><u>Hall Council Participation FY 2013:</u></p> <p>Fall 2011 Participation : 284 students / Fall 2012 Participation: 244 students Spring 2013 Participation: 168 students FA 2011: 32.36% knew how to contact HC/ FA 2012: 39.30% knew how to contact HC Sp2013 “How familiar are you with HC”: 51.03% students said not at all Although many hall council programs were held during FY 2013, the attendance to these programs/knowledge of these programs did not increase by 30%.</p>	<p>During FY 2014, the Office of Residential Student Services plans to train Hall Council members in a more intentional manner. One aspect of this training will involve helping members brainstorm and create marketing strategies for their programs throughout the year.</p>
<p>1.4 Learning Outcome) KUSLO 3 Hall Council Members will be able to identify and understand their role in their community by the end of the FY 2013.</p>	<p align="center"><u>Programs Held FY 2013</u></p> <p>Rogers Fall 2012 : 6 Spring 2013: 12 W/D Fall 2012: 2 Spring 2013:6 Sozio Fall 2012: 4 Spring 2013:4 Burch Fall 2012: 6 Spring 2013:6 Bartlett Fall 2012: _ Spring 2013: 5 NFRH Fall 2012: _ Spring 2013:6 NURH Fall 2012- Spring 2013:6 Most Hall Councils presented more than the required (4) programs a semester. The Office of Residential Student Services succeeded in helping the Hall Council Members understand their roles in the community. However, the resident student attendance was rather low at the programs; therefore the department would like to evaluate the effectiveness of each Hall Council’s programs during FY 2014.</p>	<p>It can be assumed, due to the number of programs and town hall meetings that each hall held, the hall council members understood their roles within the Kean University community. The department’s next step is to rate the effectiveness of the Hall Council’s efforts. Not all Hall Councils were engaged with their residential and campus community adequately during the 2012-2013 year. The department would like to improve the hall council’s organization by creating tools of assessment to rate the effectiveness of each Hall Council in their respective residence Hall and then Hall council as a whole. Also, RSS plans to create a partnership with a sister school to bolster the areas in which it is lacking while enhancing the areas in which it is strong.</p>
<p>1.5 Through the use of ACCESS Workshops and Tutoring, decrease the number of students that are below a 2.0 GPA by 15% for the spring semester based on FY2012 by the end of the FY 2013.</p>	<p align="center"><u>Students Below a 2.0 GPA</u></p> <p>2011-2012= 204 students below 2.0 GPA 2012-2013= 126 students below 2.0 GPA A 38% decrease in total students below a 2.0 GPA SP 12 = 146 students below 2.0 GPA/ Sp 13 = 103 students below 2.0 GPA A 29.5% decrease in total students below a 2.0 GPA ACCESS succeeded in its goal of decreasing the total number of resident students below a 2.0 GPA by making ACCESS tutoring and workshops available to ALL students for the first time. However, there were still 103 students enrolled in the ACCESS program during spring 2013; therefore, the ACCESS program needs to investigate the various factors affecting a student’s GPA.</p>	<p>Beyond academic knowledge, many factors affect student GPA, such as time-management or personal life events. Therefore, the ACCESS program plans to not only continue to assist students through workshops and tutoring, but to also collaborate with other departments to help students connect with the resources they may need in their personal lives. During Fall 2013, the ACCESS program will seek to identify the components affecting a student’s GPA in order to connect to help students connect to the necessary departments (i.e Health Services, Counseling Services) in future ACCESS programming.</p>

<p>1.6 (Learning Outcome) KUSLO1 Students that attend ACCESS workshops will be able demonstrate a “program to world” application.</p>	<p style="text-align: center;"><u>Workshop Evaluation Responses:</u></p> <p>Fall 2012: “The activities in the workshop helped me relate my classroom learning to my everyday life.” 60.07% of respondents highly agree Spring 2013: “I was able to relate the content of the workshop to my own life.” 70.9% of respondents highly agree The results show that the majority of students successfully connected workshop information to their personal lives; however, the questions asked did not ask students to connect their learning to the world at large.</p>	<p>During FY14, the ACCESS Coordinator plans to focus on making sure that students are able to connect workshop content to their personal lives, rather than to the world at large. She hopes to help students expand their academic schema by connecting their classroom learning to their real-life experiences and knowledge through the use of workshops. She will likewise utilize more direct forms of assessment within workshops, such as short-answer/journaling activities, so that results are less “indirect” and student-satisfaction/opinion-based, and instead reflect more direct knowledge acquisition.</p>
<p>1.7 To complete a minimum of 240 tutoring sessions by the end of each semester for FY 2013.</p>	<p style="text-align: center;"><u>Tutoring Sessions Held:</u></p> <p>Fa 12 tutoring sessions: 208 Sp 13 tutoring sessions: 306 Percent Increase: 47% more tutoring sessions during spring The program succeeded in reaching this goal during the spring 2013 semester. Although it did not reach 250 sessions during fall 2012, there were events (IE Hurricane Sandy) that affected the program’s overall numbers. However, the ACCESS Coordinator hopes to increase these numbers further during FY 2014.</p>	<p>The main goal of the ACCESS program during FY 2013 was to increase the number of tutoring sessions held through intentional marketing efforts. These efforts have proven effective. However, there are still students who are unaware of ACCESS hours and times; therefore the ACCESS program will continue to explore alternative methods of advertising during FY 2014, beyond E-mail, Facebook, and CougarLink, such as ACCESS bulletin boards, and phone calls.</p>
<p>1.8 (Learning Outcome) Students that attend ACCESS workshops will be able demonstrate a “program to self” application by the end of the FY 2013.</p>	<p style="text-align: center;"><u>Workshop Evaluation Responses:</u></p> <p>Fall 2012: The activities in the workshop helped me relate my classroom learning to my everyday life : 60.7% of respondents strongly agree Spring 2013: I was able to relate the content of the workshop to my own life: 70.9% of respondents highly agree Fall 2012: I can see how the workshop will aid in my academic performance : 70% of Respondents Highly Agree Spring 2013: Please discuss whether or not this workshop will benefit your personal, academic, or professional life. Please be specific: 94.6% of respondents articulated ways in which the workshop would assist them</p> <p>Students believe they are making connections between workshop material and their lives. The open-ended question was added during Spring 2013 to yield specific responses from students. However, there is no way to determine if students are making these connections based upon the data collected, since it is opinion-based.</p>	<p>Because much of the data collected during the 2012-2013 has proven to be indirect, the ACCESS Coordinator will be restructuring the ACCESS program’s assessment methods during the 2013-2014 year. Instead of simple survey questions, students will be asked to construct short-answer responses that require them to think critically about the material presented in the workshops and to critically connect this material to their lives and previous experiences.</p>

<p>1.9 (Learning Outcome) KUSLO4</p> <p>Students that participate in ACCESS tutoring will be able to analyze and think critically about academic material by the end of the FY 2013.</p>	<p><u>Tutoring Evaluation Responses (Direct and Indirect)</u></p> <p>FA 2012/SP 2013 Tutor Evaluation: (Indirect): The tutor encouraged me to think deeply/critically about the material: Fall 2012: 88% of respondents strongly agree Spring 2013: 81% of respondents strongly agree</p> <p>Spring 2013: Tutor Evaluation of Student Session Rubric (Direct) 56% of tutors said their students employed critical thinking skills successfully During Spring 2013, the ACCESS Coordinator began utilizing direct forms of assessment. After realizing that critical thinking must be demonstrated, she asked the tutors to evaluate students' critical thinking skills. Results show that while many students felt they utilized critical thinking skills, the tutors felt that the students were not doing so as effectively as they might be.</p>	<p>Next semester, the ACCESS Coordinator plans to include more specific questions within the tutoring rubrics to analyze (not simply identify) whether or not students are utilizing critical thinking skills. The ACCESS Coordinator will also include more specific questions (short answer) to the tutoring evaluation survey, so that students need to evaluate not simply whether or not tutors encouraged them to use critical thinking skills, but whether or not they were used by students to analyze and successfully integrate new learning into existing schemas.</p>
<p>1.10 (Learning Outcome) KUSLO4</p> <p>Students that participate in ACCESS tutoring will be able devise personal and academic goals by the end of the FY 2013.</p>	<p><u>Evaluation Responses:</u></p> <p>Fall 2012: The Tutor helped me to establish goals for my academic workload: 80% of respondents strongly agree</p> <p>Fall 2012: I feel more comfortable with my academic workload: 78 % of respondents strongly agree</p> <p>Spring 2013: The tutor and I worked together to set goals at the beginning of the session: 86.5% of all respondents strongly agree</p> <p>Spring 2013: The tutor helped me set goals for my assignments in order to improve my time management skills: 83.3% of respondents strongly agree</p> <p>The ACCESS program was using indirect methods of assessment during 2012-2013. Although many students indicated that they set goals with their tutors during the session, ACCESS supervisory staff observed that this was, in fact, not occurring. Therefore, a more direct assessment of goal-setting is necessary if the program plans to continue evaluating this matter.</p>	<p>This learning outcome was intended to help students understand the value of time management. However, although goal-setting is helpful and incredibly necessary during individual tutoring sessions, goal-setting beyond the session can occasionally cause students more stress by taking their focus away from the assignment(s) at hand. Therefore, although the ACCESS Coordinator will continue to encourage tutors to set long-term goals (beyond the tutoring session), this will be done selectively, dependent upon each individual student's mindset, academic habits, and immediate stress levels.</p>

<p>1.11 To implement the new programming model and increase the number of programs by 10% based on the 2011-2012 baseline by the end of the FY 2013.</p>	<p style="text-align: center;"><u>RSS Programs FY 2013</u></p> <p>FA 2011 total Programs: 246 / FA 2011 RA Programs: 206 Sp 2012 Total Programs: 194 / Sp 2012 RA Programs: 151 FA 2012 total Programs: 296 / FA 2012 RA programs: 238 Sp 2013 Total Programs: 268 / Sp 2013 RA programs: 168 FY 12 Total Programs: 440/ FY 13 total programs: 564 % increase = 22%</p> <p>RSS changed the programming model and requirements during FY 2013. Data from the FY 2012 quality of life survey showed students were not happy with RSS programming efforts. During FY 2013, RSS was able to provide more programs to residents.</p>	<p>RSS will continue to work on the programming model. The new programming model now leads to having more programs for the resident students to attend, but now the department wants to focus on the types of programs it presents (First year programs vs Upperclassmen programs) and how it advertises the programs. Even though RSS had an increase in programs, the number of participants in the program did not increase by the same percentage. Some of that might be due to the new software program; the attendance may not have been accurately recorded.</p>
<p>1.12 (Learning Outcome) KUSLO4 Students participating in Occupational Wellness programs will be able to identify career goals by the end of the FY 2013.</p>	<p style="text-align: center;"><u>Student Understanding of Career Goals</u></p> <p>Occupational Wellness Survey : Please rate your agreement with the following statement: I am able to identify career goals: Fall 2012: 70% of respondents strongly agree / Spring 2013: 80% of respondents strongly agree</p> <p>Residential Student Services utilized indirect methods to assess this learning outcome during FY 2013. Although the majority of student respondents indicate that they could identify career goals, the department could not assess how well or efficiently students were doing so.</p>	<p>The Office of Residential Student Services will be utilizing more direct methods of assessment during the 2013-2014 year, such as writing samples and short answer responses, in order to better gauge student understanding of their individual career goals..</p>
<p>1.13 (Learning Outcome) KUSLO4 Students participating in Occupational Wellness programs will be able to demonstrate an understanding of professional skills necessary to obtain a job by the end of the FY 2013.</p>	<p style="text-align: center;"><u>Student Understanding of Professional Skills</u></p> <p>Occupational Wellness Survey: FA 2012/SP 2013: Please rate your agreement with the following statement: I understand the skills necessary to obtain a job: Fall 2012: 70% of respondents strongly agree Spring 2013: 86.7% of respondents strongly agree</p> <p>Residential Student Services utilized indirect methods to assess this learning outcome during FY 2013. Although the majority of student respondents indicated that they have an understanding of the professional skills needed to obtain a job, RSS did not directly assess whether or not students demonstrate this understanding.</p>	<p>During FY 2014, RSS plans to utilize direct methods of assessment, such as short answer responses, in order to determine whether or not students demonstrate an understanding of the skills involved in acquiring a job. Additionally, the Living Learning Communities will place greater emphasis on helping students create and recognize individual career goals. This will be assessed through one-to-one conversation rubrics (completed by Living Learning Resident Assistants), focus group observations, written reflections, and the First Year Experience Blog, in addition to surveys.</p>

<p>1.14 (Learning Outcome) KUSLO1</p> <p>Students participating in Essential Wellness Programs will be able to demonstrate empathy for different cultural views by the end of the FY 2013.</p>	<p><u>Student Empathy for Cultural Views</u></p> <p>Essential Wellness Program Survey Fa 2012/Sp 2013: Please rate your agreement with the following statement: This program helped me to empathize with cultural views that might not be my own:</p> <p>Fall 2012: 50% of respondents strongly agree/ Spring 2013: 55% of respondents strongly agree</p> <p>During FY 2013, Office of RSS utilized indirect methods to evaluate for this learning outcome. Although 50% of students believe they will be able to empathize with other cultures after RSS programs, the department is not currently evaluating whether or not this is true. Additionally, because only half of respondents indicated that they “strongly agree” with this statement, this may be an area in which the department can focus FY 2014</p>	<p>During FY 2014, the Office of Residential Student Services plans to incorporate different cultural perspectives within 50% of all upperclassmen Resident Assistant Programs. This will be assessed through rubrics (to be filled out by Resident Assistants) that evaluate the effectiveness of the program within this initiative, as well as short answer assessments. The department plans to incorporate information regarding multiculturalism within the first year experience programs as well.</p>
<p>1.15 (Learning Outcome) KUSLO1</p> <p>Students participating in Essential Wellness Programs will be able to articulate an understanding of cultural differences in verbal and nonverbal communication by the end of the FY 2013.</p>	<p><u>Student Understanding of Cultural Difference</u></p> <p>Essential Wellness Program Survey Fall 2012/ Spring 2013:</p> <p>“Please rate your agreement with the following statement: Because I attended this program, I will be able to articulate an understanding of cultural differences in verbal and nonverbal communication.”</p> <p>Fall 2012: 50% of respondents strongly agree / Spring 2013: 55% of respondents strongly agree</p> <p>The Office of Residential Student Services utilized indirect assessments to evaluate this learning outcome during FY 2013. Although half of respondents believe they are able to articulate an understanding of cultural differences after RSS programs, the department is not directly evaluating this. Additionally, because only half of respondents indicated that they “strongly agree” with this statement, this is an area in which the department wants to focus further in the future.</p>	<p>During FY 2014, the Office of Residential Student Services plans to incorporate different cultural perspectives within 50% of all upperclassmen Resident Assistant Programs. This will be assessed through rubrics (to be filled out by Resident Assistants) that evaluate the effectiveness of the program within this initiative, as well as short answer assessments. The department plans to incorporate information regarding multiculturalism within the first year experience programs as well.</p>
<p>1.16 (Learning Outcome) KUSLO3</p> <p>Students participating in Social Wellness programs will be able to identify their role in their community by the end of the FY 2013.</p>	<p><u>Student Knowledge of Community Roles</u></p> <p>Social Wellness Program Survey Fall 2012/Spring 2013: Please rate your agreement with the following statement: I am able to identify my role in my community.</p> <p>Fall 2012: 34.4% of respondents strongly agree / Spring 2013: 45.8% of respondents strongly agree</p> <p>Only a small percentage of students indicated that they were able to identify their role(s) within the community. Additionally, although these students indicated that they can identify these roles, the department cannot determine whether or not this is true, since it utilized an indirect method (surveying) to assess this area during FY 2013.</p>	<p>During FY 2014, first year programming will intentionally educate students in understanding how their behavior affects their surrounding community. This will be evaluated through more direct methods of assessment, such as short answer responses, a First Year Experience Blog, and Community Standards reports, in addition to previously utilized, indirect surveying methods.</p>

<p>1.17(Learning Outcome) KUSLO3 Students participating in Social Wellness programs will be able to articulate the impact they have on the community around them by the end of the FY 2013.</p>	<p><u>Student Knowledge of Impact on Community:</u> Social Wellness Program Survey Fall 2012/Spring 2013: What did you learn about the impact you make on the community that you are a part of? Fall 2012/Spring 2013: 100% of respondents gave examples of how they make an impact on the community Residential Student Services effectively utilized direct assessment to evaluate this objective. However, many student responses to this question on program surveys were rather broad and general. Therefore, it is hard to draw conclusions about whether or not this learning outcome was achieved.</p>	<p>The Office of Residential Student Services plans to utilize more direct methods of assessment to evaluate students' understanding on the impact they have upon their community during the 2013-2014 year. Additionally, during FY 2014, first year programming will intentionally educate students in understanding how their behavior affects their surrounding community. This will be evaluated through direct methods such as short answer responses, a First Year Experience Blog, and Community Standards reports, in addition to previously utilized, indirect surveying methods.</p>
<p>1.18 (Learning Outcome) Students participating in Self Wellness programs will be able to understand and identify healthy choices by the end of the FY 2013.</p>	<p><u>Student Knowledge of Healthy Choices</u> Self-Wellness Program Survey Fall 2012/Spring 2013: “Please rate your agreement with the following statement: “I am able to identify healthy lifestyle choices.” Fall 2012: 75% of respondents strongly agree / Spring 2013: 73.9% of respondents strongly agree During FY 2013, RSS utilized indirect surveying methods to assess this learning outcome. Although the majority of students indicated an ability to identify such lifestyle choices, the department is unable to assess whether or not this is true.</p>	<p>The Office of Residential Student Services plans to utilize more direct methods of assessment during FY 2014, such as short answer responses, presentations, etc, in order to gauge whether or not residential students truly have an understanding of what is involved in a healthy lifestyle.</p>
<p>1.19 Women's Circle will complete at least 10 programs that will foster personal growth by the end of the FY 2013.</p>	<p><u>Women's Circle Programs</u> WC FA12= 4 programs/ WC SP13= 6 programs FY 2013 Total= 10 programs Women's Circle's programming goal was achieved for the 2012-2013 year; program topics included images of women in the media, self- image and raising awareness of issues that affect young women in general. However, women's circle did not employ direct measures in order to illustrate whether or not these programs fostered personal growth for attendees.</p>	<p>For the next academic year, Women's Circle will focus its programming on encouraging the members to make connections with each other. Women's Circle will also incorporate qualitative surveys at the beginning and end the academic year to measure whether or not these connections are made.</p>
<p>1.20 Men's Group will complete at least 10 programs that will foster personal growth by the end of the FY 2013.</p>	<p><u>Men's Group Programs</u> MG FA 12 = 5 programs / MG SP 13= 6 programs FY 2013 Total=11 programs Men's Group's programming goal was achieved for the 2012-2013 academic year; programs included diverse themes that fostered personal growth from participants. However, RSS did not directly evaluate if this personal growth occurred within attending students.</p>	<p>During FY 2014, Men's Group will administer a “questionnaire” to both e-board & general body members after every program to measure the impact each of the programs provides. RSS also plans to provide more leadership opportunities for Men's Group members.</p>

<p style="text-align: center;">Goal 2: SPG 9, SPG 2 KUM03 <i>To provide a safe environment that position Kean as a first choice for prospective students.</i></p>		
Objective	Data Results	Actions Taken Based on Data Collected
2.1: To decrease the number of harassment violations by 50% by the end of the FY 2013.	<p style="text-align: center;"><u>Harassment Violations FY 2012-2013</u> FY 2012: 2 violations / FY 2013: 10 violations</p> <p>Although reported data does not support a decrease in the amount of harassment violations, it must be noted that during FY 2013, RSS began utilizing “Maxient Software” which made it easier for students to report incidents online. Therefore, more incidents were reported in general during FY 2013 than during previous years.</p>	<p>During FY 2014, RSS hopes to decrease the amount of harassment violations based on the FY 2013 baseline created with Maxient software reporting tactics.</p> <p>In April of 2013 the Office of Residential Student Services instituted a Sexual Assault Awareness Week containing active and passive programming. Future programming is to be initiated in the 2014 academic year.</p>
2.2: Students will be able to identify the anti-bullying legislation by the end of the FY 2013.	<p style="text-align: center;"><u>Bullying Data FY 2013</u></p> <p>This year did not note any cases of reported “bullying.” Reported incidents of bullying type behavior emerged in the form of incidents related to assault, Domestic Violence and roommate conflicts. During FY 2013, RSS created the Student Conflict Resolution Resource, through which first year residents were able to work out their differences prior to going through the conduct process. Anti-bullying policy was also added to the Residential Handbook to assist Resident Assistants with communicating information to residents.</p>	<p>Because many of bullying incidents have proven to take place within the context of harassment, RSS plans to focus on preventing/tracking incidents of harassment during FY 2014, rather than generalized bullying.</p>
2.3 Develop and utilize Student Conduct Board to adjudicate community standards by the end of the FY 2013.	<p style="text-align: center;"><u>Student Conduct Board and Community Standards</u></p> <p>During the 2012-2013 year, the framework for the Student Conduct Board was developed; however, the board was not put into effect.</p>	<p>Sanctioning guidelines must be further developed to maintain continuity of the conduct decision -making process.</p>
<p>2.4 (Learning Outcome) KUSLO1 Student Conduct Board members will be able to interpret policy and impose educational sanctions by the end of the FY 2013.</p>	<p style="text-align: center;"><u>Student Conduct Board, Policies and Sanctions</u></p> <p>Due to the Student Conduct Board not being in effect, this learning outcome is not measurable.</p>	<p>RSS is currently investigating the value of a conduct board.</p>

<p>2.5 Housing contract cancelations due to roommate conflicts will be less than 15% by the end of the FY 2013.</p>	<p style="text-align: center;"><u>Housing Contract Cancelations</u></p> <p>Fall 12: 446 total cancellations/ 0.9% due to roommate conflicts. Spring 2013: 289 cancellations / 5% were due to roommate conflicts. FY2013= 3% cancellations due to roommate conflicts RSS surpassed the objective of having less that 15% of the cancelations be due to roommate conflicts.</p>	<p>RSS will continue to match roommates based on personal preferences found on the housing contracts. Additionally, roommate mediation will continue to be an item that is part of the Resident Assistant training during the fall and winter training. Lastly, RSS will continue to have a “no questions asked” room change day each semester to allow students the opportunity to change their room if they are not comfortable with their housing assignment.</p>
<p>2.6 To develop a strategy that will increase the graduate student and international student population by 40% for the 2014 FY.</p>	<p style="text-align: center;"><u>Graduate and Transfer Student Populations</u></p> <p>This year RSS worked on programming for the international and graduate student population. Additionally it created a graduate student housing brochure and attended both fall 2012 and spring 2013 graduate open house. As of now, the FY14 graduate and international population has not increased from FY13.</p>	<p>RSS will be creating an international program during the summer 2013. This program will include activities that retain international students as well as provide service for them in the residence halls. Additionally, a marketing and recruitment plan will be developed during the summer 2013 that will be implemented during the fy15 recruitment cycle.</p>
<p>2.8 Maintain a 96% occupancy for the academic year by the end of the FY 2013.</p>	<p style="text-align: center;"><u>Occupancy Numbers FY 2013</u></p> <p>The fall 2012 occupancy started at 90% and ended at 85% by December 2012. The spring 2013 began at 78% and ended at 76% in May 2013. Several factors led to the low occupancy numbers.</p> <p>1) Total number of applications received for FY 13 was low. 2) The number one reason students cancelled their housing application was for financial reasons 3) The number of freshman residents was lower than in previous years (86 % opening vs 99% during opening the year before)</p>	<p>RSS has taken an aggressive approach to recruiting the incoming class for housing during FY 2014. RSS will be attending all Undergraduate, Transfer, and Graduate Admissions programs. Tours will be available at all events. Several mailings (post cards, brochures, and letters) will go to all students that are accepted to the university.</p> <p>E-mails also will be sent to the upperclassmen, and articles will be written in the Cougars Byte to advertise RSS to commuters will be completed.</p>

<p style="text-align: center;">Goal 3: SPG 7, SPG8, <i>To utilize an operations system that monitors and improves the residential physical and technological infrastructure.</i></p>		
Objective	Data Results	Actions Taken Based on Data Collected
3.1: To increase our following on social-media sites by 50% by the end of the FY 2013.	<p style="text-align: center;"><u>Social Media Following FY 2012FY 2013</u></p> <p>FY 2011-2012: 593 Facebook Likes / FY 2012-2013: 726 Facebook Likes Increase: 22% more likes during FY 2013 RSS did not succeed in increasing its social-media presence by 50% by the end of FY 2013.</p>	RSS is investigating multiple forms of social media outlets available to reach out to the student population
3.2: To streamline the community standards process through the use of the Maxient Software by the end of the FY 2013.	<p style="text-align: center;"><u>Streamline Via Maxient Software</u></p> <p>Through the use of the Maxient system, incidents are fully adjudicated after an average of 19 calendar days. Due to the previous manual process, timelines were not monitored.</p>	Maxient gives instant visibility of incidents from the time of the electronic incident report submission allowing for the creation of timelines. The delay in the adjudication process is due to residents not retrieving the electronic documents notifying them of the process. Residents were notified multiple times to ensure the receipt of notification and to decrease the timeline.
3.3: To reinstate service within 48 business hours 75% of the time when technology service is disrupted by the end of the FY 2013.	<p style="text-align: center;"><u>48 Hour Technology Work Orders</u></p> <p>In the Spring semester RSS started creating work orders directly with the Office of Computer and Information Services, which allowed the department to be able to track the service times for work orders completed. Since February 2013, 72% of the time completed work orders were finished within the 48 business-hour goal.</p>	During FY 2014, RSS will exclusively use the system that Computer and Information Services uses to track work orders. This will enable them to follow up with the Office of Computer and Information Services regarding all work orders that exceed 48 business hours.
3.4 To complete internal facilities repairs within 48 business hours 75% of the time by the end of the FY 2013.	<p style="text-align: center;"><u>48 Hour Completion of Internal Facilities Repairs</u></p> <p>There were a total of 975 work orders generated during the Spring 2013 semester and 100% of the work orders were completed. However, RSS did not have the means to extract the timeframe of completion of work orders.</p>	During FY 2014, RSS intends to use the new university-wide work order system to mirror its business process for internal work and be able to come up with realistic, measurable goals and objectives.
3.5 To complete contracted facilities repairs within 72 business hours 75% of the time by the end of the FY 2013.	<p style="text-align: center;"><u>72 Hour Completion of Contracted Facilities Repairs</u></p> <p>100 % of reported work orders to contractors were completed. However, RSS did not collect the process time.</p>	During FY 2014, RSS intends to use the new university-wide work order system to mirror its business process for external contractors and be able to come up with realistic, measurable goals and objectives.
3.6 To develop a residential capital improvement plan that will begin in FY 2014.	<p style="text-align: center;"><u>Residential Capital Improvement Plan</u></p> <p>RSS is currently using a list of projects that were not completed during the previous fiscal year. Since funding is a major factor in creating a capital improvement plan, RSS is waiting for occupancy to determine budget in order to develop a plan for the 2014 fiscal year.</p>	RSS has created a departmental calendar that will allow us to prioritize all projects including capital improvement plans. Once occupancy for fall 2013 is determined, RSS will work with the Budget department to review funds and then meet with Campus Planning to create a capital improvement plan.

Health Services Assessment Report

2012-2013 Academic Year

Mission Statement:

The purpose of Health Services is to complement the educational mission of the University by removing health-related barriers to learning and promoting optimal wellness. This enables the student to make informed decisions about health-related concerns, and empowering students to be self-directed and well-informed consumers of healthcare services. Health Services is committed to offering high quality, accessible, cost effective, ambulatory healthcare that adequately meets the needs of the diverse student population. Health Services is committed to providing first aid and emergency care to employees and visitors (including minors) as warranted. We will develop and participate in campus community partnerships that advance health promotion initiatives. Health Services will continue its affiliation with local, state and federal health agencies to enhance the wellbeing of the student community.

Vision Statement:

To create a wellness atmosphere so the campus community can remain healthy and continue with their learning experience.

Goals and Objectives:

Goal 1: Comply with recommendations of the CDC, State and Federal Health Departments		
<ul style="list-style-type: none">○ <u>Kean University</u><ul style="list-style-type: none">▪ Mission Outcome Four (Objective 1.1): Collaborates with business, labor, government and the arts, as well as educational and community organizations and provides the region with cultural events and opportunities for continuous learning.▪ Student Learning Outcome Three (Objective 1.1): Serve as active and contributing members of their community.▪ Mission Outcome Three (Objective 1.2): Seeks to combine excellence with equity in providing opportunities for all students.▪ Student Learning Outcome Two (Objective 1.2): Adapt to changing social, economic, and technological environments.		
Objective	Data Results	Actions Taken Based on Data Collected
1.1: To increase compliance of measles, mumps, and rubella requirements prior to spring registration (registration starts in the last week of October but the date changes yearly) by 20% (1000 to 1200) by increasing notifications to bi-monthly sent to personal email accounts.	The compliance percentage increased by 6% from SP11 to SP12.	Eight to 10 percent seems more obtainable. The office will increase notifications and continue to send surveys that assess the comprehension of the requirement and modify the forms as needed.
1.2: Reduce the amount of post deadline complaints during the fall 2013 semester when compared to the fall 2012 semester for health insurance waivers by 10% (from 44 appeals in Fall 2012 by increasing notifications to personal emails.	Health Services received zero appeals after the Spring 2013 waiver deadline.	Student Accounting handles the appeals process as of Spring 2013 and reimburses students at its discretion.

Health Services Assessment Report

2012-2013 Academic Year

Goal 2: To participate in community campus wellness programs and maximize health promotion <ul style="list-style-type: none"> ○ <u>Kean University</u> <ul style="list-style-type: none"> ▪ Mission Outcome Three: Seeks to combine excellence with equity in providing opportunities for all students. ▪ Student Learning Outcome Four: Advance their knowledge in the traditional disciplines and enhance their skills in professional areas. 		
Objective	Data Results	Actions Taken Based on Data Collected
2.1: To increase the student population's exercise and healthy-eating habits through conducting pre and post-class surveys where the student assesses their accomplishments.	38 students partook in the survey; 57% had GPA's higher than 3.5; 35% had GPA's between 2.4 and 3.4; 14.29% of respondents were freshmen, versus 21-29% sophomore's through seniors.	Given the correlation of a higher GPA to exercise and the lower amount of freshmen participants, target freshmen through more promotion. This will increase retention.
2.2: To increase attendance for the Fit to Be Kean program from the prior FA11-SP12 academic year by 10% from six to seven students by implementing new activities and a wellness center.	In SP12, 58 students partook; in SP13, 676 students partook for a 1,156% increase	To maintain attendance through the semester, implement health-eating social events and add incentive awards.

Counseling and Disability Student Services Assessment Report 2012-2013 Academic Year

Mission Statement:

Within the Division of Student Affairs, the mission of the Office of Counseling and Disability Services is to provide counseling, support, accommodations, educational programs, and activities for Kean University students to ensure they have the maximum possible opportunity to equal access for success in pursuit of academic achievement. The office strives to reduce barriers endemic to individuals with mental health concerns and special needs.

Vision Statement:

To become the comprehensive mental health resource center for the campus community. To provide supportive mental health and alcohol and drug assistance services and disability accommodations to the Kean University student community, in order to enhance personal exploration and growth to foster academic success. We provide support services to address the personal quality of life concerns of our student population.

Goals and Objectives:

Goal 1: To provide mental health and alcohol and drug assistance services that support and enhance student mental and emotional health, which contribute to academic success and retention. (MO3; SP2)		
Objective	Data Results	Actions Taken Based on Data Collected
1.1: To increase the number of individual mental health and substance assessment and treatment appointments seen at the KCC by 20% from September 1, 2012 to May 10, 2013, while maintaining the effectiveness of the treatment provided, as shown through a decrease in CCAPS scores.	From 9/1/12 to 5/10/13, the KCC provided 1886 mental health and substance treatment appointments. This figure represents a 21% increase from the previous year. No decrease in treatment effectiveness (based on CCAPS scores) was noted, despite the increase in the number of appointments offered.	This increase in appointments is likely due to the hiring of additional staff members. However, although an important statistic to continue to monitor, it appears that number of appointments may not be the most appropriate metric to use to demonstrate the impact of the KCC. Instead, it is proposed that the metric for evaluation of impact be changed to the percentage of the Kean population served.
1.2: To increase the number of students seen for mental health and substance assessment and treatment at the KCC by 20% from September 1, 2012 to May 10, 2013, while maintaining the effectiveness of the treatment provided, as shown through a decrease in CCAPS scores.	From 9/1/12 to 5/10/13, the KCC provided mental health and substance treatment services to 369 clients. This figure represents a 17 % increase from the previous year. Again, no decrease in treatment effectiveness (based on CCAPS scores) was noted, despite the increase in the number of clients served.	As discussed above, this increase is likely due to the addition of staff throughout the AY 2012-2013 year. However, it is proposed that the metric for evaluation be changed to the percentage of the Kean population served. In order to increase the number of students seen at the KCC, additional marketing efforts within the University community will be undertaken this evaluation cycle.

Counseling and Disability Student Services Assessment Report

2012-2013 Academic Year

Goal 1 (Continued): To provide mental health and alcohol and drug assistance services that support and enhance student mental and emotional health, which contribute to academic success and retention. (MO3; SP2)		
Objective	Data Results	Actions Taken Based on Data Collected
1.3: To develop a group therapy program by conducting at least 2 ongoing therapy groups from September 1, 2012 to May 10, 2013.	From 9/1/12 to 5/10/13, the KCC has offered two ongoing groups, beginning in March 2013, a process group for Women of Color and an Anger Management Group.	As group therapy continues to become an ever-increasingly vital treatment modality for University Counseling Centers, the KCC is committed to expanding the group program to include an additional 2 groups for next year.
1.4: To obtain a baseline for the number of outreach programs and psychoeducational workshops provided from September 1, 2012 to May 10, 2013.	From 9/1/12 to 5/10/13, the KCC conducted 47 outreach activities with various departments across the University.	<p>The KCC has begun to implement a University-wide Suicide Prevention Gatekeeper Training program that will educate all University departments on warning signs for suicide and ways to intervene. This will serve as an additional way to market KCC services.</p> <p>The KCC has undertaken an initiative to formalize liaison relationships with various campus departments in order to increase the visibility and understanding of KCC and ODS services provided, with the goal of increasing awareness and referrals to both services.</p>

Counseling and Disability Student Services Assessment Report

2012-2013 Academic Year

Goal 1 (Continued): To provide mental health and alcohol and drug assistance services that support and enhance student mental and emotional health, which contribute to academic success and retention. (MO3; SP2)		
Objective	Data Results	Actions Taken Based on Data Collected
1.5: To obtain a baseline for the number of students that attend mandated alcohol or drug assistance services sessions from September 1, 2012 to May 10, 2013.	From 9/1/12 to 5/10/13, 94 students were referred for mandated alcohol or drug assistance sessions. Of those, 35 completed the mandated program; 9 were referred to external treatment facilities due to the need for more intensive levels of care; 50 students did not show for any mandated sessions.	The overall no show rate for mandated programs for AY 2012-2013 was 53%. In order to decrease this no show rate, additional meetings with primary referral sources to determine methods to increase compliance with mandated referrals appears warranted.
1.6: To compare Kean University students with national benchmarks regarding alcohol use/abuse patterns in Fall 2012 semester.	As compared with a national reference group on two national benchmarks (AlcoholEdu and the Core Survey), Kean students reported less alcohol use, but acknowledged greater use of marijuana. Both of these results are consistent with 2010 data.	Based on these results, the Alternatives Program (a mandated program for those found in violation of the campus substance policy) was modified to incorporate the use of E-toke, an online marijuana use self-assessment, as a standard screening instrument. A Marijuana 101 program was developed to increase awareness of risks of marijuana use and the skills to make health choices regarding marijuana.

Counseling and Disability Student Services Assessment Report

2012-2013 Academic Year

Goal 2: To facilitate accommodations to students with disabilities (i.e. medical, psychological, physical) as required by the Americans with Disabilities Act. (MO2; MO3; SP2; SP4)		
Objective	Data Results	Actions Taken Based on Data Collected
2.1: To provide services/accommodations as required by the Americans with Disabilities Act to all students registered with the Office of Disability Services from September 1, 2012 to May 10, 2013.	For AY 2012-2013, the ODS had 111 active registered students. Of those, 76 have multiple disabilities; 24 have Learning Disabilities; 6 are Visually Impaired and 5 are Hearing Impaired.	In order to streamline the process of accommodations and to create a single point of entry for the accommodation process, students registered with Project Excel will be serviced by the ODS and all new students will have their accommodations provided through the ODS. This transition was made possible through the hiring of a Managing Assistant Director in March 2013. This addition has provided the administrative support necessary to facilitate such a transition.
2.2: To increase the visibility of the Office of Disability Services at Kean University, as evidenced by an increase in the number of new students registered with the Office of Disability Services from September 1, 2012 to May 10, 2013.	From 9/1/12 to 5/10/13, the ODS had 32 new referrals for accommodations. In AY 2011-2012, the ODS had 52 new referrals for accommodations. This represents a decrease of 20 referrals.	Although the number of new registered students decreased, it is likely that this was a function of the decrease in the total enrollment at the University. However, given the decrease, increased marketing efforts for the ODS are warranted and have begun. In addition, the ODS will become the single point of entry for all Kean University students with disabilities, which should increase the number of students registered with the ODS.

Counseling and Disability Student Services Assessment Report

2012-2013 Academic Year

Goal 3: To develop a high quality training program in professional mental health service delivery, encompassing psychology and/or social work student-trainees. (MO1; MO3; SP1; SP2)		
Objective	Data Results	Actions Taken Based on Data Collected
3.1: To design a psychology training program to begin September 2013 that provides advanced training for aspiring mental health practitioners.	The Psychology Externship Training Program was successfully developed and will begin in September 2013.	The Psychology Externship Training Program at the Kean Counseling Center is scheduled to begin September 2013 with at least two current graduate students in the Kean University Psy.D. program.
3.2: To recruit qualified graduate students, either from the Kean University Psy.D. program or from other colleges and universities for the externship training program by March 2013.	Two students from the Kean University Psy.D. graduate program have been accepted as externs for the Kean Counseling Center for AY 2013-2014.	Students were recruited successfully from the Kean Psy.D. program and will be integrated into the Kean Counseling Center, beginning September 2013. Additional externs, possibly from other universities, will be selected with the completion of the required Affiliation Agreements.

Center for Leadership and Service Assessment Plan 2012-2013 Academic Year

Mission Statement:

The mission of the Center is to create an inclusive campus environment that serves the educational mission of the University by supporting student leadership, encouraging active citizenship and fostering and celebrating individual and community involvement.

Vision Statement:

Our shared vision is to be a student-focused resource connecting students, faculty and staff to high quality cohesive leadership and service initiatives.

Value Statement:

The Center for Leadership and Service strives to build a culture of leadership and service through collaboration, integrity and inclusiveness.

Goals and Objectives:

Goal 1: To develop students as engaged citizens with a foundation for ethical leadership and social responsibility. <i>KUM01; KUM02; KUM03; KUM04 – SPG1; SPG2; SPG5</i>		
Objective	Data Results	Actions Taken Based on Data Collected
1.1: To maintain a first-year student T2K Bronze Leadership Program, in collaboration with the School of General Studies, that focuses on establishing bonds between peers and the institution, self-identity and value clarification. T2K Bronze Leadership Program End of Year Survey will be utilized to assess the program in May, 2013.	The Socially Responsible Leadership Scale (SLRS-RS) is a set of statistically valid and reliable scales designed to measure the eight values of the Social Change Model (SCM) of Leadership Development. The Center for Leadership and Service conducted the SLRS from mid-February until the end of March 2013 with both students that have participated in at least one leadership development program offered through the Center and students that have not participated in any leadership program from Center. The T2K Bronze Leadership Program completed its fourth cohort in April 2013. In partnership with the School of General Studies as a part of the Transition to Kean (T2K) course, the students participated in various leadership development activities and workshops over the course of the academic year that emphasized the individual values of the Social Change Model: consciousness of self, congruence and commitment. On a 5-point scale, students in the T2K Bronze Leadership Program rated 3.86 for consciousness of self, 4.26 for congruence and 4.69 for commitment. A national benchmark of 55 campuses was conducted in 2007 as a part of the Multi-Institutional Study of Leadership (MSL) and pre-college students rated 3.48 for consciousness of self, 4.01 for congruence and 4.24 for commitment. In the other values of	Objective met. The students that have completed the T2K Bronze Leadership Development program rated higher on the Socially Responsible Leadership Scale (SRLS) for individual values than a national average of pre-college students. This administration of the SRLS was a first for the T2K Bronze Leadership Program and will allow us to establish a benchmark for future programs.

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	the Social Change Model of Leadership, the T2K Bronze students ranked 3.79 for controversy with civility, 3.26 for collaboration, 4.21 for common purpose, 4.08 for citizenship and 3.83 for change.	
1.2: To maintain a sophomore level Silver Leadership Program that focuses on fostering collaboration and civility. The Silver Leadership Program End of Year Survey will be utilized to assess the program in May, 2013.	The Socially Responsible Leadership Scale (SLRS-RS) is a set of statistically valid and reliable scales designed to measure the eight values of the Social Change Model (SCM) of Leadership Development. The Center for Leadership and Service conducted the SLRS from mid-February until the end of March 2013 with both students that have participated in at least one leadership development program offered through the Center and students that have not participated in any leadership program from Center. The Silver Leadership Program completed its third cohort in April 2013. The students participated in various leadership development activities and workshops over the course of the academic year that emphasized the group values of the Social Change Model: controversy with civility, collaboration and common purpose. On a 5-point scale, students in the Silver Leadership Program rated 3.73 for controversy with civility, 3.49 for collaboration and 4.32 for common purpose. A national benchmark of 55 campuses was conducted in 2007 as a part of the Multi-Institutional Study of Leadership (MSL) and the average of students in all academic years rated 3.84 for controversy with civility, 3.98 for collaboration and 4.04 for common purpose. In the other values of the Social Change Model of Leadership, the Silver students ranked 4.17 for conscious of self, 4.32 for congruence, 4.55 for commitment and 3.83 for change.	Objective met. The students that have completed the Silver Leadership Development program rated both higher and lower on the Socially Responsible Leadership Scale (SRLS) when compared to a national average of college students. The Social Change Model values of controversy with civility and collaboration are a weakness across the board for all of our leadership program participants and other students. We will look to enhance our leadership workshops and activities to further develop these values in our student leaders. This administration of the SRLS was a first for the Silver Leadership Program and will allow us to establish a benchmark for future programs.
1.3: To maintain a junior level Gold Leadership Program that focuses on increasing awareness of societal and community issues. The Gold Leadership Program End of Year Survey will be utilized to assess the program in May, 2013.	The Socially Responsible Leadership Scale (SLRS-RS) is a set of statistically valid and reliable scales designed to measure the eight values of the Social Change Model (SCM) of Leadership Development. The Center for Leadership and Service conducted the SLRS from mid-February until the end of March 2013 with both students that have participated in at least one leadership development program offered through the Center and students that have not participated in any leadership program from Center. The Gold Leadership Program completed its second cohort in April 2013. The students participated in various leadership development activities and workshops over the course of the academic year that emphasized the societal/community value of the Social Change Model: citizenship. On a 5-point scale, students in the Gold Leadership Program rated 4.16 for citizenship. A national benchmark of 55 campuses was conducted in 2007 as a part of the Multi-Institutional Study of Leadership (MSL) and the average of	Objective met. The students that have completed the Gold Leadership Development program rated higher on the Socially Responsible Leadership Scale (SRLS) for community/societal values than a national average of college students. This administration of the SRLS was a first for the Gold Leadership Program and will allow us to establish a benchmark for future programs.

Center for Leadership and Service Assessment Plan

2012-2013 Academic Year

	students in all academic years rated 3.84 for citizenship. In the other values of the Social Change Model of Leadership, the Gold students ranked 3.86 for conscious of self, 4.12 for congruence, 4.68 for commitment, 3.87 for controversy with civility, 3.25 for collaboration, 4.17 for common purpose and 3.79 for change.	
1.4: To implement a senior level Platinum Leadership Program that aims to prepare students to become actively engaged members of their profession and community. The Platinum Leadership Program End of Year Survey will be utilized to assess the program in May, 2013.	The Socially Responsible Leadership Scale (SLRS-RS) is a set of statistically valid and reliable scales designed to measures the eight values of the Social Change Model (SCM) of Leadership Development. The Center for Leadership and Service conducted the SLRS from mid-February until the end of March 2013 with both students that have participated in at least one leadership development program offered through the Center and students that have not participated in any leadership program from Center. The Platinum Leadership Program completed its first cohort in April 2013. The students participated in various leadership and career development activities and workshops over the course of the academic year that emphasized the overarching value of the Social Change Model: change. On a 5-point scale, students in the Platinum Leadership Program rated 4.16 for citizenship. A national benchmark of 55 campuses was conducted in 2007 as a part of the Multi-Institutional Study of Leadership (MSL) and the average of senior-level students rated 3.80 for citizenship. In the other values of the Social Change Model of Leadership, the Platinum students ranked 4.28 for conscious of self, 4.64 for congruence, 4.72 for commitment, 4.17 for controversy with civility, 3.62 for collaboration, 4.36 for common purpose and 4.56 for citizenship.	Objective met. The students that have completed the Platinum Leadership Development program rated higher on the Socially Responsible Leadership Scale (SRLS) for the overall Social Change Model values than a national average of senior-level college students. This administration of the SRLS was a first for the Platinum Leadership Program and will allow us to establish a benchmark for future programs.
1.5: To conduct ethical leadership training for at least one student leader from 80% of the recognized student organizations by December, 2012. The Student Group Training Report will be utilized to assess the success of the objective.	In May 2012, the Center for Leadership and Service hosted the Student Group Leadership Conference and conducted the Student Group Workshop Series throughout the months of September, October and November 2012 to train student group executive board members. Given the importance of ethical decision making in leadership, and in support of the Center's goal to "develop students as engaged citizens with a foundation for ethical leadership and social responsibility" a requirement was imposed on the student group executive board member training to have at least one member from every organization attend an ethical leadership workshop. Out of the 91 recognized student organizations that were required to participate in the general student group executive board member training program, 74 recognized student organizations, or 81.3%, had at least one executive board member participate in an ethical training workshop.	Objective met. Ethical decision making continues to be an area of concern for student leaders throughout other nation. The Center for Leadership and Service is committed to enhancing the ethical reasoning and decision making of our student leaders. Many students are in a position of trust within their peers. Ethical training will continue to be a core leadership training component.
1.6: To increase the number of volunteer opportunities by 25% from the 2011-2012	In support of the Center's goal to "develop students as engaged citizens with a foundation	Objective met. Despite the increase of external service opportunities by

Center for Leadership and Service Assessment Plan

2012-2013 Academic Year

baseline by June, 2013.	for ethical leadership and social responsibility” it became necessary to increase our capacity for students to volunteer at an external location for the 2012-2013 academic year. During Fall 2011, the Center offered 266 opportunities (or spaces) and 126 spaces in Spring 2012, for a total of 392 for the 2011-2012 academic year. For the Fall 2012 semester, the Center offered 620 service opportunities and 363 spaces during the Spring 2013 semester, for a total of 983 opportunities for the 2012-2013 academic year – an increase of 150.76%.	150.76%, we were still unable to meet the demand of students wishing to volunteer. Many students are repeated volunteers and their continued interest in serving others prevents new students from volunteering. This combined with the Transition to Kean (T2K) community service and civic engagement requirement for all first-year students, we are greatly in need of expanding our service opportunities but are limited in staff support and transportation. Based on these facts, combined with our student institutional support for community and volunteer service programs, we have been granted permission to request an additional Graduate Assistant for community service as well as possibility of purchasing a 12 passenger van to transport students to and from local community service sites. The institutional support for our community and volunteer service program will make it possible for us to greatly expand our service opportunities further for the 2013-2014 academic year.
1.7: To improve retention in each leadership program by 5% from the 2011-2012 baseline by May 2013.	To increase the retention rate for each leadership program by 5% from the 2011-2012 academic year, each leadership program had to have the following number of students complete the program and be eligible to progress to the next level: At least 27 2012-2013 Bronze students complete program to year 2 - Silver 2013-2014; At least 13 2012-2013 Silver students complete program to year 3 - Gold 2013-2014; At least 14 2012-2013 Gold students complete program to year 4 - Platinum 2013-2014. At the completion of the programs for the 2012-2013 academic year, the following number of students successfully completed the leadership programs and became eligible to progress to the next level: 27 Bronze students may progress to the 2013-2014 Silver Program; 25 Silver students may progress to the 2013-2014 Gold Program; and 14 Gold Students may progress to the 2013-2014 Platinum Program.	Objective met. Although we have met our objective to improve our retention rate in the leadership programs, we must continue to look at why a student leaves the leadership program. Some students leave for academic conflicts, transfer institutions or withdrawal from the university, but the reasoning for leaving is unknown for others. To further improve the retention rate, we must get a gauge for other reasons for leaving the programs. To the opposite, we should also focus some of our attention at formally understanding why students choose to remain with the programs and market those aspects to potential new members.

Goal 2: To serve as a resource for University departments, organizations and students in the areas of organizational development, student leadership development and community service programming.
KUM02; KUM03; KUM04 – SPG1; SPG2; SPG4; SPG5

Objective	Data Results	Actions Taken Based on Data Collected
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Center for Leadership and Service Assessment Plan

2012-2013 Academic Year

<p>2.1: To assist recognized student organizations in providing 30% more student programs and activities from the 2011-2012 baseline in collaboration with the University Center Operations and Event Management Office and the Office of Student Government by June 2013.</p>	<p>During the 2011-2012 academic year, student groups (for intents and purposes of this objective defined as recognized non-funded groups, groups that receive funding from the student government(s) and Greek letter organizations) held 596 student programs and activities. For the 2012-2013 academic year, through training and the organizational support from the Center for Leadership and Service, the Office of Student Government and the University Center Operations and Event Management Office, student groups held 796 programs and activities – an increase of 33.56% from the prior year.</p>	<p>Objective met. Providing assistance and helping develop all recognized Kean University student groups is a core responsibility of the Center for Leadership and Service. Student groups contribute greatly to the quality of student life on a campus. By assisting our student groups in providing more, and promoting more, of their programs, we will enhance the quality of student life at Kean. Additional assistance is still needed for some groups and providing that assistance will remain a priority for the Center for Leadership and Service. The Involvement Center opened in October 2012 to also assist in developing student groups. Enhancements to Cougar Link, our online student involvement system, as well as the clarity of our student group event policies and procedures, will further assist student groups in providing programs.</p>
<p>2.2: To have at least 40% of Greek letter organizations participate in alcohol and sexual responsibility workshops in collaboration with the Alcohol, Tobacco and other Drugs (AToD) Task Force by May 2013.</p>	<p>Kean University recognizes 33 Greek letter organizations. During the 2012-2013 academic year, 30 Greek letter organizations (or 90.9%) participated in alcohol and sexual responsibility workshops through the Alcohol, Tobacco and other Drugs (AToD) Task Force.</p>	<p>Objective met. Nationally, alcohol usage and sexual responsibility continue to be areas of concern for students participating in Greek life. The Alcohol, Tobacco and other Drugs (AToD) Task Force was formed to help raise awareness and educate students on the dangers of alcohol abuse and sexual misconduct and irresponsibility. The effectiveness of AToD will continue to be assessed internally. Although it is not the only student grouping to be targeted, Greek letter organization members, as well as all students in general, will be continue to be encouraged to attend AToD workshops and participate in AToD events.</p>
<p>2.3: To develop a student group toolkit that serves as a resource to student group leaders assisting them with organizational development and knowledge of University policies and procedures by the 2013 Student Group Leadership Conference by May 2013.</p>	<p>To further assist student group leaders with managing, developing and running their student organization, the Center for Leadership and Service has published the Student Group Leader Toolkit, a comprehensive resource that consists of 16 sections in four chapters. Each chapter focuses on a different phase of student's leadership responsibilities from ethical decision making to university policies to organizational roles. The Student Group Leader Toolkit will be unveiled at the Student Group Leadership Conference on May 29 and May 30, 2013, and is available online through the Kean University website at http://www.kean.edu/KU/Student-Group-Toolkit and Cougar Link.</p>	<p>Objective met. After three years of researching content, writing and editing the Student Group Leadership Toolkit is complete and ready to be distributed electronically to all student group leaders at the Student Group Leadership Conference. The content and quality of the publication will be evaluated through student focus groups. We are hopeful that the document will be viewed as an valuable resource to our student group leaders as they plan their events and activities and run their organizations.</p>
<p>2.4: To develop and implement a Leadership</p>	<p>Through a partnership with the Office of</p>	<p>Objective met. The Leadership</p>

Center for Leadership and Service Assessment Plan

2012-2013 Academic Year

and Service Living Learning Community (LLC), in collaboration with the Office of Residential Student Services, that will begin in Fall 2013. Progress of implementation and program will take place in June 2013.	Residential Student Services, the Center for Leadership and Service will begin a Leadership Living Learning Community in Fall 2013. Recruitment for the living learning community began in December 2012 and has already begun to receive its first group of residents. A total headcount of community members will become finalized in late August 2013.	Living Learning Community will continue to be developed and planned out for an official launch when first-year resident students move into the residence halls. The Office of Residential Student Services has already selected the Leadership Living Learning Community Resident Assistants.
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Goal 3: To increase awareness of and promote opportunities for involvement. <i>KUM01; KUM02; KUM03 – SPG2; SPG8</i>		
Objective	Data Results	Actions Taken Based on Data Collected
3.1: To increase utilization of social media in the dissemination of The Cougar's Byte by 10% each semester. To be assessed in December, 2012 and May, 2013.	<i>The Cougar's Byte</i> began to fully utilize Facebook in summer 2012 as a new way to disseminate campus news and information. During the Fall 2012 semester 189 posts were made to the official Facebook page of <i>The Cougar's Byte</i> . For the Spring 2013 semester, only 148 posts were made to Facebook – a decrease of 21.69%. The reduction in posts is primarily due to a technical error between <i>The Cougar's Byte</i> website, www.cougarsbyte.com and <i>The Cougar's Byte</i> Facebook page, in which articles were not being automatically being posted to <i>The Cougar's Byte</i> through an automatic RSS syndication feed.	Objective not met. The issue related to the RSS feeds not automatically posting to <i>The Cougar's Byte</i> Facebook has been corrected. We have switched our RSS feed poster from "Twitterfeed" to "RSS Grafitti", a highly rated RSS poster. In addition to syndicating posts from www.cougarsbyte.com , RSS Grafitti has been configured to post feeds from <i>The Cougar's Byte's</i> Twitter, Instagram and YouTube accounts. Facebook continues to be a top rated source for Kean University students to receive their information. In response to feedback provided through the 2013 Student Information Source Survey, we will also look to expand our methods of disseminating information – particularly look to reestablish a weekly email edition.
3.2: To increase the number of Kean University Facebook posts by 30% from the 2011-2012 baseline by June 2013.	Facebook continues to be a primary source of Kean University information for students. During the 2011-2012 academic year, 146 posts were made to the official Kean University Facebook page. As of May 15, 2013, 502 posts were made to the official Kean University Facebook page during the 2012-2013 academic year – an increase of 243.84%.	Objective met. Facebook has been ranked the second most utilized option for students to get their information about Kean University. We must communicate with students in the manner in which they want to receive their information. We will continue to utilize Facebook and look to access the effectiveness and perceived relevance of our official Kean University Facebook posts.
3.3: To increase the number of Kean University Center for Leadership and Service Facebook posts by 75% from the 2011-2012 baseline by June 2013.	As Facebook continues to be a primary source of Kean University information for students, the Center for Leadership and Service looked to strengthen its communication through the social media outlet. During the 2011-2012 academic year, 130 posts were made to the official Kean University Center for Leadership and Service Facebook page. As of May 15,	Objective not met. Although there was a 26.15% increase in usage for the official Kean University Center for Leadership and Service Facebook, we did not meet our goal of 75%. Facebook has been ranked the second most utilized option for students to get their information

Center for Leadership and Service Assessment Plan

2012-2013 Academic Year

	2013, 164 posts were made to the official Center for Leadership and Service Facebook page during the 2012-2013 academic year – an increase of only 26.15%.	about Kean University. As a student-centered office, we must communicate with students in the manner in which they want to receive their information. We will continue to utilize Facebook, along with other emerging social media tools, and look for ways to incorporate it into our work.
3.4: To increase the number of active Cougar Link accounts by 20% from the 2011-2012 baseline by June 2013.	Cougar Link is Kean University's online student involvement network. The number of activated Cougar Link accounts as of June 30, 2012, was 5,331. As of May 15, 2013, the number of active Cougar Link accounts was 8,216 – an increase of 54.1%. Since July 1, 2012, Cougar Link has had 146,526 visits with 994,303 page views from 55,460 unique visitors (as of May 15, 2013).	Objective met. Cougar Link has emerged as a strong communication tool for students. It is a resource to students and administrators. The data that can be obtained from full utilization of the involvement tracking system is exponential and can assist us in making informed decisions about student engagement at Kean. The more student groups that fully utilize the system and the more students that activate their accounts and interact with those organizations, the more meaningful data we will get. We will continue to promote the usage of Cougar Link and encourage students to utilize the system. As Cougar Link continues to expand in usage, it will also be important to educate faculty and staff about the information gathered and how it could be used in their areas.
3.5: To increase the number of student group feature articles in <i>The Cougar's Byte</i> by 10% from the 2011-2012 baseline by May, 2013.	An integral part of the mission of <i>The Cougar's Byte</i> is to promote student involvement within the campus community. In the 2011-2012 academic year, <i>The Cougar's Byte</i> published 20 articles that featured recognized student groups. During the 2012-2013 academic year, <i>The Cougar's Byte</i> published 27 articles that featured recognized student groups – an increase of 35%.	Objective met. Given that one of the primary purposes of <i>The Cougar's Byte</i> is promote student involvement at Kean University, <i>The Cougar's Byte</i> will continue to feature recognized student organizations and provide additional information about joining student groups at Kean.
3.6: To issue at least 100 official Co-Curricular Transcript documents by June 2013.	After a substantial technical restructure, the Co-Curricular Transcript (CCT) Program resumed full operation in Spring 2013 through the utilization of Cougar Link for recording, tracking and validating student co-curricular involvement. As of May 15, 2013, the Center for Leadership and Service has issued 160 official Co-Curricular Transcript documents to students. Students have indicated that they have requested an official CCT for their own personal records and to include with scholarship applications, graduate school applications, transfer applications, or their resumes for an employment opportunity.	Objective met. Now that official Co-Curricular Transcript documents have been issued, we will begin to review the submission, validation and request process. Through soliciting feedback from students that have requested official copies of their CCTs in informal focus groups, we will look to adapt the process accordingly to ease the process, where possible, and communicate CCT information and instructions more effectively.

Student Affairs Professional Development Series Assessment Training Resources

Webinars

Writing & Measuring the Effectiveness of Student Learning Outcomes

Sponsored by Innovative Educators

- **Thursday, July 26, 2012, 3:00 – 4:30 pm, Kean Hall, room 127**

Measuring what students are learning in co-curricular, extra-curricular and support programs is now a part of student affairs professionals' reporting protocol. Student Learning Outcomes (SLOs) are a critical aspect of identifying and measuring student learning both in and out of the classroom. Additionally, SLOs are a requirement by most, if not all, accreditation agencies.

Staff members can sign up for the following webinars at: www.studentvoice.com. Please sign into the Campus Labs website by using the log-in and password information that was assigned to you.

Introduction to Baseline I Assessment Fundamentals

- **Wednesday, July 25, 1:00 – 2:00 pm EST**

For new Baseline users! This beginner's webinar will review the Baseline features and support available to help you conduct assessment: consultation, professional development, community resources, national benchmarks, online and mobile data collection, rubrics, reporting, and key performance indicators.

How to Use Baseline Reporting Tools

- **Thursday, August 2, 1:00 – 2:00 pm EST**

During this session we will provide step-by-step instructions on how to use the tools and functions available in the Baseline site to review your data. Even if you haven't collected data yet, it is helpful to know how you will use the data when you are still in the assessment planning stages. Participants will learn how to create and customize graphs, apply filters to view subsets of data, create saved views of data, export data, and set up comparison reports of data across time, between groups or programs, or before and after an intervention.

Prepare your Middle States Accreditation Self-Study with Campus Labs

- **Monday, July 30, 11:00 am – 12:00 pm EST**

The creation of Middle States documentation and self-study reports is time-consuming and resource-intensive. Attend this webinar for an online demonstration of the Campus Labs Accreditation module – a tool that streamlines processes and allows for collaboration amongst stakeholders. The output of the Accreditation module is a self-contained web site with all narrative and supporting documentation for ease of sharing with Middle States and your evaluation team. The tool can also be used for programmatic and disciplinary accreditations.

Introduction to Collegiate Link

- **Monday, July 23, 3:00 – 4:00 pm EST**
- **Wednesday, August 8, 3:00 – 4:00 pm EST**
- **Tuesday, August 21, 3:00 – 4:00 pm EST**

This session will provide a broad overview of the features in CollegiateLink and how they are beneficial to student engagement and office efficiency. The concepts and user interface of the system will be discussed. This session is a great way to be introduced to the look, feel, and basic functions of the CollegiateLink platform.

Collegiate Link: Event Management

- **Wednesday, July 25, 3:00 – 4:00 pm EST**
- **Tuesday, August 7, 3:00 – 4:00 pm EST**
- **Thursday, August 23, 3:00 – 4:00 pm EST**

This session will allow participants to take a detailed look at the tools and concepts related to campus event management. From configuration of an approval process to tracking attendance through swipe-card support, the entire range of event processing capabilities in CollegiateLink will be reviewed. Discussion of the multiple reviewer options during the approval process will be a central point of the presentation. This

Collegiate Link: Elections

- **Thursday, July 26, 3:00 – 4:00 pm EST**
- **Thursday, August 16, 3:00 – 4:00 pm EST**

This session will focus on the tools and concepts that represent the foundation of campus wide elections. This session is geared towards the primary administrative user(s) of CollegiateLink who will be managing elections.

Collegiate Link - Finance

- **Tuesday, July 31, 3:00 – 4:00 pm EST**
- **Monday, August 13, 3:00 – 4:00 pm EST**
- **Thursday, August 30, 3:00 – 4:00 pm EST**

This session will deliver an in-depth review of the financial management system in CollegiateLink. This session is geared towards the primary financial administrative user(s) of CollegiateLink who will be reviewing or approving activities fee allocations, managing transactions, and processing funding/purchasing requests.

Collegiate Link: Integrating with Residence Life/Housing

- **Wednesday, August 1, 3:00 – 4:00 pm EST**

This session is centered on demonstrating ways that CollegiateLink can assist Residence Life and Housing departments. Case studies and innovative practices will be shared from member campuses and the Involvement Consultant team. This presentation is designed for primary administrative users along with their colleagues in Residence Life or Housing.

Training the Student Leader

- **Thursday, August 2, 3:00 – 4:00 pm EST**
- **Monday, August 20, 3:00 – 4:00 pm EST**

This session is geared towards campus administrators who plan to host training sessions for student organization leaders. Tips for the preparation and execution of a sound training session will be shared along with an annotated walkthrough of a common training agenda.

Registration, Forms & Additional Fields

- **Monday, August 6, 3:00 – 4:00 pm EST**
- **Wednesday, August 15, 3:00 – 4:00 pm EST**
- **Tuesday, August 28, 3:00 – 4:00 pm EST**

This session will focus on the key concepts and use of the form-building functionality of CollegiateLink which are core components in various processes. A discussion and demonstration of the organization registration functionality as-well-as the incorporation of additional fields will be considerable areas of focus. This session is geared towards administrative users who are integral in the incorporation of CollegiateLink into campus processes.

Empowering Staff and Building Your Assessment Efforts

- **Thursday, July 26, 1:00 – 2:00 pm EST**
- **Monday, July 30, 1:00 – 2:00 pm EST**
- **Tuesday, July 31, 1:00 – 2:00 pm EST**

Presenters:

Andy Mrusko, Assistant Director of Marketing: Union & Campus Programs, University of Maryland

Angela Baldasare, Director of Divisional Assessment and Data Analysis, University of Arizona

Great examples from the “Road to 2 Million Competition” will be presented on the topic of providing staff with resources in order to take assessment to the next level. The **University of Arizona** will discuss their approach to developing staff members’ ability to facilitate focus groups. The **University of Maryland** will detail their team of student employees and leaders who canvas the campus conducting student surveys. Questions and dialogue will be encouraged between participants and the presenters

Increasing Retention by Promoting Engagement

- **Friday, July 27, 3:00 – 4:00 pm EST**
- **Monday, July 30, 1:00 – 2:00 pm EST**
- **Tuesday, July 31, 1:00 – 2:00 pm EST**

Presenter:

Shana L. Warkentine Meyer, Assistant Vice President for Student Affairs, Fort Hays State University

Join us for as we spotlight a creative “Road to 2 Million Competition” submission from **Fort Hays State University**. FHSU will share their three-pronged marketing approach that

encourages students to utilize their existing and constantly improving University resources in order to improve their chances of success. Questions and dialogue will be encouraged as our presenter shares FHSU's combination of connecting, engaging, and succeeding.

Unique Approaches to Building Assessment Infrastructure

- **Monday, July 30, 1:00 – 2:00 pm EST**
- **Tuesday, July 31, 1:00 – 2:00 pm EST**

Presenters:

Katie O'Dair, Executive Director to the Office of the VP of Student Affairs, Boston College
Tom Bloom, Director of Student Affairs Information Technology, University of Connecticut
Daniel Doerr, Assistant to the VP of Student Affairs, University of Connecticut

Join us as two campuses from our "Road to 2 Million Competition" present their approaches to building assessment processes and a culture assessment. We will hear from **Boston College** and the **University of Connecticut** about their approach to divisional assessment

Combining Efforts, Assessment meets Engagement

- **Tuesday, July 31, 1:00 – 2:00 pm EST**

Presenters:

Jess Manno, Assistant Dean of Students, Lehigh University

Join us as we spotlight the winning "Road to 2 Million Competition" submission from **Lehigh University**. Lehigh used an assessment-based approach to connect their Board of Trustees with student leaders on campus, thus bringing awareness to the leadership-related opportunities these two groups could collaborate on in the coming academic year. Questions and dialogue will be encouraged as our presenter shares Lehigh's combination of assessment and student involvement initiatives.

Assessment Resources (books should be in each departmental unit)

- Bresciani, M. J., Zelna, C. L., and Anderson, J. A. *Assessing Student Learning and Development: A Handbook for Practitioners*. National Association of Student Personnel Administrators (NASPA), 2004.
- Keeling, R. P., Wall, A. F., Underhile, R., and Dungy, G. J. *Assessment Reconsidered: Institutional Effectiveness for Student Success*. International Center for Student Success and Institutional Accountability (ICSSIA), a joint initiative of NASPA-Student Affairs Administrators in Higher Education and Keeling & Associates, LLC, 2008.
- Keeling, R. P. *Learning Reconsidered: A Campus-Wide Focus on the Student Experience*. National Association of Student Personnel Administrators (NASPA), and American College Personnel Association (ACPA), 2004.
- Keeling, R. P. *Learning Reconsidered 2: A Practical Guide to Implementing a Campus-Wide Focus on the Student Experience*. ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA, and NIRSA, 2006.
- Kuh, D. D., Kinzie, J., Schuh, J. H., and Whitt, E. J. *Assessing Conditions to Enhance Educational Effectiveness; The Inventory for Student Engagement and Success*. San Francisco: Jossey-Bass, 2005.
- Schuh, J. H., Upcraft, M. L., and Associates. *Assessment Practice in Student Affairs: An Applications Manual*. San Francisco: Jossey-Bass, 2001.
- Stevens, D. D., and Levi, A. J. *Introduction to Rubrics: An Assessment Tool To Save Grading Time, Convey Effective Feedback and Promote Student Learning*. Sterling, Virginia, Stylus Publishing, 2005.
- Upcraft, M. L., and Schuh, J. H. *Assessment in Student Affairs, A Guide for Practitioners*. San Francisco: Jossey-Bass, 1996.

Professional Organizations

www.educationaladvisoryboard.com

www.muacpa.org

www.naspa.org

www.studentvoice.com

Upcoming Events

On-Site Campus Labs Workshop

- Student Learning Outcomes
- Utilizing Compliance Assist for Assessment Planning/Reporting

NCHERM – Risk Management Training

- Clery Audit
- Student Code of Conduct Audit
- Investigating & Adjudicating Sexual Misconduct

Project Name	Department	Type	Frequency	Year	July	August	September	October	November	December	January	February	March	April	May	June
Civic Engagement Benchmark	Center for Leadership and Service	Benchmark	Biannual	2013-2014			X									
Hazing Awareness Survey	Center for Leadership and Service	Survey	Annual	2013-2014			X									
Campus Activities and Involvement	Center for Leadership and Service	Benchmark	Biannual	2013-2014				X								
Community Service Needs Survey	Center for Leadership and Service	Survey	Annual	2013-2014				X								
Student Group Advisor Needs Survey	Center for Leadership and Service	Survey	Biannual	2013-2014				X								
Greek Life Benchmark	Center for Leadership and Service	Benchmark	Biannual	2013-2014					X							
Greek Life New Member Education Process Assessment	Center for Leadership and Service	Survey	Annual	2013-2014						X				X		
Student Group Recognition Process Assessment	Center for Leadership and Service	Survey	Annual	2013-2014						X				X		
Social Media Awareness and Assessment	Center for Leadership and Service	Survey	Annual	2013-2014						X						
Student Group Needs Survey	Center for Leadership and Service	Survey	Biannual	2013-2014						X						
Federal Work Study Volunteer Survey	Center for Leadership and Service	Survey	Biannual	2013-2014							X					
Student Employee Mid-year Survey	Center for Leadership and Service	Survey	Annual	2012-2013							X					
Socially Responsible Leadership Scale (SLRS-2)	Center for Leadership and Service	Benchmark	Annual	2012-2013								X				
The Cougar's Byte Readership Survey	Center for Leadership and Service	Survey	Biannual	2012-2013								X				
Student Information Source Survey	Center for Leadership and Service	Mobile Survey	Annual	2012-2013									X			
Cougar Link Satisfaction Survey	Center for Leadership and Service	Survey	Biannual	2013-2014										X		
Involvement Center Satisfaction Survey	Center for Leadership and Service	Survey	Annual	2012-2013										X		
Jumpstart Assessment	Center for Leadership and Service	Survey	Annual	2013-2014											X	
Leadership Program Assessment	Center for Leadership and Service	Survey	Annual	2012-2013											X	
Kean Main Campus Student Leader Needs Assessment	Center for Leadership and Service	Survey	Annual	2012-2013												X
Kean Ocean Campus Student Leader Needs Assessment	Center for Leadership and Service	Survey	Annual	2012-2013												X
Hearing Officer Needs Assessment	Community Standards and Student Services	Survey	Annual	2013-2014			X									
Hearing Officer Needs Assessment	Community Standards and Student Services	Survey	Annual	2013-2014							X					
Student Conduct Satisfaction Survey	Community Standards and Student Services	Survey	Annual	2012-2013								X				
Student Conduct Benchmark	Community Standards and Student Services	Benchmark	Triannual	2012-2013												
Alcohol and other Drugs Benchmark	Counseling and Disability Services	Benchmark	Biannual	2012-2013				X								
Counseling C-Caps Analysis	Counseling and Disability Services	Report	Annual	2012-2013											X	
Counseling Group Program Assessment	Counseling and Disability Services	Survey	Semi-annual	2013-2014												
Counseling Outreach Assessment	Counseling and Disability Services	Survey	Annual	2013-2014												
Mental Health Benchmark	Counseling and Disability Services	Benchmark	Triannual	2011-2012												
Suicide Prevention Survey	Counseling and Disability Services	Survey	Annual	2013-2014												
Fit to be Kean Pre Assessment	Health Services	Survey	Annual	2012-2013			X					X				
Health Services Satisfaction Survey	Health Services	Survey	Annual	2012-2013					X							
Immunization/Insurance Survey (Fall Students)	Health Services	Survey	Annual	2012-2013						X						
Fit to be Kean Post Assessment	Health Services	Survey	Annual	2012-2013							X				X	
Health Services Satisfaction Survey	Health Services	Survey	Annual	2012-2013									X			
Immunization/Insurance Assessment (Spring Students)	Health Services	Report	Annual	2012-2013											X	
Residential Academic Needs Assessment	Residential Student Services	Survey	1 time	2013-2014	X	X										
Residential Move-In Survey	Residential Student Services	Survey	Annual	2012-2013		X					X					
ACCESS Program Pre Survey	Residential Student Services	Survey	Annual				X									
Residential Operations Assessment	Residential Student Services	Report	Annual	2012-2013			X									
Student Staff Assessment	Residential Student Services	Survey	Annual	2012-2013				X								
Residential Living Mid-year Survey	Residential Student Services	Survey	Annual	2012-2013					X							
ACCESS Program Post Survey	Residential Student Services	Survey	Annual							X						
Residential Facilities Assessment	Residential Student Services	Survey	Annual	2012-2013						X						

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Project Name	Department	Type	Frequency	Year	July	August	September	October	November	December	January	February	March	April	May	June
Civic Engagement Benchmark	Center for Leadership and Service	Benchmark	Biannual	2013-2014			X									
Hazing Awareness Survey	Center for Leadership and Service	Survey	Annual	2013-2014			X									
Campus Activities and Involvement	Center for Leadership and Service	Benchmark	Biannual	2013-2014				X								
Community Service Needs Survey	Center for Leadership and Service	Survey	Annual	2013-2014				X								
Student Group Advisor Needs Survey	Center for Leadership and Service	Survey	Biannual	2013-2014				X								
Greek Life Benchmark	Center for Leadership and Service	Benchmark	Biannual	2013-2014					X							
Greek Life New Member Education Process Assessment	Center for Leadership and Service	Survey	Annual	2013-2014						X				X		
Student Group Recognition Process Assessment	Center for Leadership and Service	Survey	Annual	2013-2014						X				X		
Social Media Awareness and Assessment	Center for Leadership and Service	Survey	Annual	2013-2014						X						
Student Group Needs Survey	Center for Leadership and Service	Survey	Biannual	2013-2014						X						
Federal Work Study Volunteer Survey	Center for Leadership and Service	Survey	Biannual	2013-2014							X					
Student Employee Mid-year Survey	Center for Leadership and Service	Survey	Annual	2012-2013							X					
Socially Responsible Leadership Scale (SLRS-2)	Center for Leadership and Service	Benchmark	Annual	2012-2013								X				
The Cougar's Byte Readership Survey	Center for Leadership and Service	Survey	Biannual	2012-2013								X				
Student Information Source Survey	Center for Leadership and Service	Mobile Survey	Annual	2012-2013									X			
Cougar Link Satisfaction Survey	Center for Leadership and Service	Survey	Biannual	2013-2014										X		
Involvement Center Satisfaction Survey	Center for Leadership and Service	Survey	Annual	2012-2013										X		
Jumpstart Assessment	Center for Leadership and Service	Survey	Annual	2013-2014											X	
Leadership Program Assessment	Center for Leadership and Service	Survey	Annual	2012-2013											X	
Kean Main Campus Student Leader Needs Assessment	Center for Leadership and Service	Survey	Annual	2012-2013												X
Kean Ocean Campus Student Leader Needs Assessment	Center for Leadership and Service	Survey	Annual	2012-2013												X
Hearing Officer Needs Assessment	Community Standards and Student Services	Survey	Annual	2013-2014			X									
Hearing Officer Needs Assessment	Community Standards and Student Services	Survey	Annual	2013-2014							X					
Student Conduct Satisfaction Survey	Community Standards and Student Services	Survey	Annual	2012-2013								X				
Student Conduct Benchmark	Community Standards and Student Services	Benchmark	Triannual	2012-2013												
Alcohol and other Drugs Benchmark	Counseling and Disability Services	Benchmark	Biannual	2012-2013				X								
Counseling C-Caps Analysis	Counseling and Disability Services	Report	Annual	2012-2013											X	
Counseling Group Program Assessment	Counseling and Disability Services	Survey	Semi-annual	2013-2014												
Counseling Outreach Assessment	Counseling and Disability Services	Survey	Annual	2013-2014												
Mental Health Benchmark	Counseling and Disability Services	Benchmark	Triannual	2011-2012												
Suicide Prevention Survey	Counseling and Disability Services	Survey	Annual	2013-2014												
Fit to be Kean Pre Assessment	Health Services	Survey	Annual	2012-2013			X					X				
Health Services Satisfaction Survey	Health Services	Survey	Annual	2012-2013					X							
Immunization/Insurance Survey (Fall Students)	Health Services	Survey	Annual	2012-2013						X						
Fit to be Kean Post Assessment	Health Services	Survey	Annual	2012-2013							X				X	
Health Services Satisfaction Survey	Health Services	Survey	Annual	2012-2013									X			
Immunization/Insurance Assessment (Spring Students)	Health Services	Report	Annual	2012-2013											X	
Residential Academic Needs Assessment	Residential Student Services	Survey	1 time	2013-2014	X	X										
Residential Move-In Survey	Residential Student Services	Survey	Annual	2012-2013		X					X					
ACCESS Program Pre Survey	Residential Student Services	Survey	Annual				X									
Residential Operations Assessment	Residential Student Services	Report	Annual	2012-2013			X									
Student Staff Assessment	Residential Student Services	Survey	Annual	2012-2013				X								
Residential Living Mid-year Survey	Residential Student Services	Survey	Annual	2012-2013					X							
ACCESS Program Post Survey	Residential Student Services	Survey	Annual							X						
Residential Facilities Assessment	Residential Student Services	Survey	Annual	2012-2013						X						

[illegible]

SSI Continuing Student Study

Description:

Date Created: 2/1/2013 3:12:38 PM


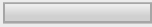
Date Range: 2/6/2013 12:00:00 AM - 3/25/2013 11:59:00 PM

Total Respondents: 253

Q1. What is your current year in college?

Count	Percent		
247	98.02%		2nd year
5	1.98%		3rd year
0	0.00%		4th year
0	0.00%		5th year
0	0.00%		6th year
252	Respondents		


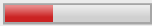
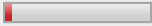
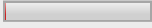
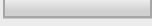
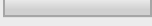
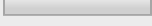
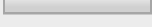
Q2. What is your current enrollment status?

Count	Percent		
253	100.00%		Full-time student
0	0.00%		Part-time student
253	Respondents		

Q3. Did you transfer to Kean from another higher education institution?

Count	Percent		
5	2.00%		Yes
245	98.00%		No
250	Respondents		

Q4. How many times have you officially changed your major since you've been at this institution?

Count	Percent		
155	61.51%		0
84	33.33%		1
12	4.76%		2
1	0.40%		3
0	0.00%		4
0	0.00%		5
0	0.00%		6 or more times
0	0.00%		Not applicable - I have not decided on a major yet.
252	Respondents		

Q5. What is your current overall GPA? (x.xx)

Count	Percent		
250	100.00%		
250	Respondents		

Q6. Please indicate your level of agreement with the following statements: - College was everything I hoped it would be.

Count	Percent		
16	6.64%	<div><div></div></div>	Strongly disagree
18	7.47%	<div><div></div></div>	Disagree
49	20.33%	<div><div></div></div>	Somewhat disagree
82	34.02%	<div><div></div></div>	Somewhat agree
60	24.90%	<div><div></div></div>	Agree
16	6.64%	<div><div></div></div>	Strongly agree
241	Respondents		

Q7. Please indicate your level of agreement with the following statements: - I am confident I can complete college general education courses with a B or better.

Count	Percent		
3	1.26%	<div><div></div></div>	Strongly disagree
1	0.42%	<div><div></div></div>	Disagree
9	3.77%	<div><div></div></div>	Somewhat disagree
48	20.08%	<div><div></div></div>	Somewhat agree
84	35.15%	<div><div></div></div>	Agree
94	39.33%	<div><div></div></div>	Strongly agree
239	Respondents		

Q8. Please indicate your level of agreement with the following statements: - My relationships with others help me to better understand myself.

Count	Percent		
5	2.10%	<div><div></div></div>	Strongly disagree
6	2.52%	<div><div></div></div>	Disagree
15	6.30%	<div><div></div></div>	Somewhat disagree
60	25.21%	<div><div></div></div>	Somewhat agree
103	43.28%	<div><div></div></div>	Agree
49	20.59%	<div><div></div></div>	Strongly agree
238	Respondents		

Q9. Please indicate your level of agreement with the following statements: - I look for self-improvement opportunities.

Count	Percent		
1	0.41%	<div><div></div></div>	Strongly disagree
3	1.24%	<div><div></div></div>	Disagree
7	2.90%	<div><div></div></div>	Somewhat disagree
40	16.60%	<div><div></div></div>	Somewhat agree
99	41.08%	<div><div></div></div>	Agree
91	37.76%	<div><div></div></div>	Strongly agree
241	Respondents		

Q10. Please indicate your level of agreement with the following statements: - I am committed to my choice of career.

Count	Percent		
4	1.68%	<div><div></div></div>	Strongly disagree
1	0.42%	<div><div></div></div>	Disagree
6	2.52%	<div><div></div></div>	Somewhat disagree
41	17.23%	<div><div></div></div>	Somewhat agree
80	33.61%	<div><div></div></div>	Agree
106	44.54%	<div><div></div></div>	Strongly agree
238	Respondents		

Q11. Please indicate your level of agreement with the following statements: - My social life exists mostly off campus.

Count	Percent		
12	4.98%	<div><div></div></div>	Strongly disagree
20	8.30%	<div><div></div></div>	Disagree
42	17.43%	<div><div></div></div>	Somewhat disagree
55	22.82%	<div><div></div></div>	Somewhat agree
45	18.67%	<div><div></div></div>	Agree
67	27.80%	<div><div></div></div>	Strongly agree
241	Respondents		

Q12. Please indicate your level of agreement with the following statements: - I avoid novel experiences.

Count	Percent		
15	6.36%	<div><div></div></div>	Strongly disagree
40	16.95%	<div><div></div></div>	Disagree
79	33.47%	<div><div></div></div>	Somewhat disagree
61	25.85%	<div><div></div></div>	Somewhat agree
29	12.29%	<div><div></div></div>	Agree
12	5.08%	<div><div></div></div>	Strongly agree
236	Respondents		

Q13. Please indicate your level of agreement with the following statements: - Responsibilities at work sometimes interfere with my ability to focus on school work.

Count	Percent		
32	13.73%	<div><div></div></div>	Strongly disagree
58	24.89%	<div><div></div></div>	Disagree
34	14.59%	<div><div></div></div>	Somewhat disagree
56	24.03%	<div><div></div></div>	Somewhat agree
31	13.30%	<div><div></div></div>	Agree
22	9.44%	<div><div></div></div>	Strongly agree
233	Respondents		

Q14. Please indicate your level of agreement with the following statements: - I wait until the last minute to complete course assignments.

Count	Percent		
34	14.41%	<div><div></div></div>	Strongly disagree
55	23.31%	<div><div></div></div>	Disagree
53	22.46%	<div><div></div></div>	Somewhat disagree
61	25.85%	<div><div></div></div>	Somewhat agree
19	8.05%	<div><div></div></div>	Agree
14	5.93%	<div><div></div></div>	Strongly agree
236	Respondents		

Q15. Please indicate your level of agreement with the following statements: - I am unsure if my interests are consistent with my intended career.

Count	Percent		
60	25.21%	<div><div></div></div>	Strongly disagree
79	33.19%	<div><div></div></div>	Disagree
34	14.29%	<div><div></div></div>	Somewhat disagree
38	15.97%	<div><div></div></div>	Somewhat agree
17	7.14%	<div><div></div></div>	Agree
10	4.20%	<div><div></div></div>	Strongly agree
238	Respondents		

Q16. Please indicate your level of agreement with the following statements: - I am worried about how I will pay for college.

Count	Percent		
12	5.36%	<div><div></div></div>	Strongly disagree
25	11.16%	<div><div></div></div>	Disagree
14	6.25%	<div><div></div></div>	Somewhat disagree
57	25.45%	<div><div></div></div>	Somewhat agree
42	18.75%	<div><div></div></div>	Agree
74	33.04%	<div><div></div></div>	Strongly agree
224	Respondents		

Q17. Please indicate your level of agreement with the following statements: - I have interacted with one or more of my professors outside of class.

Count	Percent		
24	10.91%	<div><div></div></div>	Strongly disagree
42	19.09%	<div><div></div></div>	Disagree
21	9.55%	<div><div></div></div>	Somewhat disagree
59	26.82%	<div><div></div></div>	Somewhat agree
56	25.45%	<div><div></div></div>	Agree
18	8.18%	<div><div></div></div>	Strongly agree
220	Respondents		

Q18. Please indicate your level of agreement with the following statements: - There are many ways to be successful.

Count	Percent		
0	0.00%	<div><div></div></div>	Strongly disagree
2	0.91%	<div><div></div></div>	Disagree
8	3.65%	<div><div></div></div>	Somewhat disagree
31	14.16%	<div><div></div></div>	Somewhat agree
75	34.25%	<div><div></div></div>	Agree
103	47.03%	<div><div></div></div>	Strongly agree
219	Respondents		

Q19. Please indicate your level of agreement with the following statements: - I am not easily frustrated.

Count	Percent		
12	5.43%	<div><div></div></div>	Strongly disagree
34	15.38%	<div><div></div></div>	Disagree
54	24.43%	<div><div></div></div>	Somewhat disagree
54	24.43%	<div><div></div></div>	Somewhat agree
49	22.17%	<div><div></div></div>	Agree
18	8.14%	<div><div></div></div>	Strongly agree
221	Respondents		

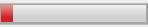
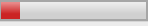
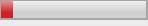
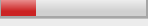
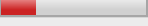
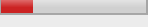
Q20. Please indicate your level of agreement with the following statements: - I have a successful strategy for achieving academic goals.

Count	Percent		
2	0.90%	<div><div></div></div>	Strongly disagree
5	2.24%	<div><div></div></div>	Disagree
23	10.31%	<div><div></div></div>	Somewhat disagree
77	34.53%	<div><div></div></div>	Somewhat agree
77	34.53%	<div><div></div></div>	Agree
39	17.49%	<div><div></div></div>	Strongly agree
223	Respondents		

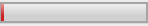
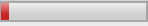
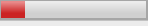
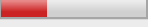
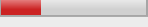
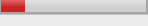
Q21. Please indicate your level of agreement with the following statements: - I struggle finding meaning in life.

Count	Percent		
53	23.77%	<div><div></div></div>	Strongly disagree
71	31.84%	<div><div></div></div>	Disagree
32	14.35%	<div><div></div></div>	Somewhat disagree
31	13.90%	<div><div></div></div>	Somewhat agree
23	10.31%	<div><div></div></div>	Agree
13	5.83%	<div><div></div></div>	Strongly agree
223	Respondents		

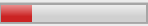
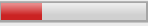
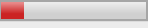
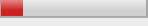
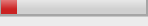
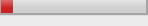
Q22. Please indicate your level of agreement with the following statements: - I often worry about how successful I will be in the future.

Count	Percent		
18	8.04%		Strongly disagree
29	12.95%		Disagree
19	8.48%		Somewhat disagree
54	24.11%		Somewhat agree
54	24.11%		Agree
50	22.32%		Strongly agree
224	Respondents		


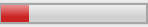
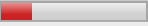
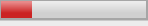
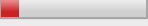
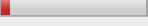
Q23. Please indicate your level of agreement with the following statements: - I prefer stability over change.

Count	Percent		
5	2.26%		Strongly disagree
12	5.43%		Disagree
37	16.74%		Somewhat disagree
70	31.67%		Somewhat agree
61	27.60%		Agree
36	16.29%		Strongly agree
221	Respondents		

Q24. Please indicate your level of agreement with the following statements: - Sometimes I worry about my ability to graduate from college.

Count	Percent		
48	21.52%		Strongly disagree
64	28.70%		Disagree
35	15.70%		Somewhat disagree
34	15.25%		Somewhat agree
24	10.76%		Agree
18	8.07%		Strongly agree
223	Respondents		

Q25. Please indicate your level of agreement with the following statements: - Little things upset me.

Count	Percent		
42	19.00%		Strongly disagree
42	19.00%		Disagree
48	21.72%		Somewhat disagree
48	21.72%		Somewhat agree
28	12.67%		Agree
13	5.88%		Strongly agree
221	Respondents		

Q26. Please indicate your level of agreement with the following statements: - I always set aside specific times each week to study.

Count	Percent		
15	7.01%	<div><div></div></div>	Strongly disagree
32	14.95%	<div><div></div></div>	Disagree
38	17.76%	<div><div></div></div>	Somewhat disagree
49	22.90%	<div><div></div></div>	Somewhat agree
61	28.50%	<div><div></div></div>	Agree
19	8.88%	<div><div></div></div>	Strongly agree
214	Respondents		

Q27. Please indicate your level of agreement with the following statements: - I have researched internships or summer employment opportunities related to my career choice.

Count	Percent		
19	8.88%	<div><div></div></div>	Strongly disagree
52	24.30%	<div><div></div></div>	Disagree
35	16.36%	<div><div></div></div>	Somewhat disagree
33	15.42%	<div><div></div></div>	Somewhat agree
46	21.50%	<div><div></div></div>	Agree
29	13.55%	<div><div></div></div>	Strongly agree
214	Respondents		

Q28. Please indicate your level of agreement with the following statements: - I have joined a club or organization related to my career path.

Count	Percent		
34	15.96%	<div><div></div></div>	Strongly disagree
55	25.82%	<div><div></div></div>	Disagree
23	10.80%	<div><div></div></div>	Somewhat disagree
27	12.68%	<div><div></div></div>	Somewhat agree
45	21.13%	<div><div></div></div>	Agree
29	13.62%	<div><div></div></div>	Strongly agree
213	Respondents		

Q29. Please indicate your level of agreement with the following statements: - My life has purpose.

Count	Percent		
5	2.39%	<div><div></div></div>	Strongly disagree
1	0.48%	<div><div></div></div>	Disagree
4	1.91%	<div><div></div></div>	Somewhat disagree
24	11.48%	<div><div></div></div>	Somewhat agree
62	29.67%	<div><div></div></div>	Agree
113	54.07%	<div><div></div></div>	Strongly agree
209	Respondents		

Q30. Please indicate your level of agreement with the following statements: - I belong to one or more campus clubs or organizations.

Count	Percent		
48	22.54%	<div><div></div></div>	Strongly disagree
51	23.94%	<div><div></div></div>	Disagree
9	4.23%	<div><div></div></div>	Somewhat disagree
24	11.27%	<div><div></div></div>	Somewhat agree
41	19.25%	<div><div></div></div>	Agree
40	18.78%	<div><div></div></div>	Strongly agree
213	Respondents		

Q31. Please indicate your level of agreement with the following statements: - Most of my friends attend this college/university.

Count	Percent		
35	16.36%	<div><div></div></div>	Strongly disagree
51	23.83%	<div><div></div></div>	Disagree
38	17.76%	<div><div></div></div>	Somewhat disagree
38	17.76%	<div><div></div></div>	Somewhat agree
31	14.49%	<div><div></div></div>	Agree
21	9.81%	<div><div></div></div>	Strongly agree
214	Respondents		

Q32. Please indicate your level of agreement with the following statements: - I have more spare time than most people.

Count	Percent		
55	25.82%	<div><div></div></div>	Strongly disagree
53	24.88%	<div><div></div></div>	Disagree
44	20.66%	<div><div></div></div>	Somewhat disagree
34	15.96%	<div><div></div></div>	Somewhat agree
12	5.63%	<div><div></div></div>	Agree
15	7.04%	<div><div></div></div>	Strongly agree
213	Respondents		

Q33. Please indicate your level of agreement with the following statements: - I participate in campus co-curricular activities.

Count	Percent		
39	18.22%	<div><div></div></div>	Strongly disagree
51	23.83%	<div><div></div></div>	Disagree
32	14.95%	<div><div></div></div>	Somewhat disagree
45	21.03%	<div><div></div></div>	Somewhat agree
33	15.42%	<div><div></div></div>	Agree
14	6.54%	<div><div></div></div>	Strongly agree
214	Respondents		

Q34. Please indicate your level of agreement with the following statements: - Attending this college/university was the right choice for me.

Count	Percent		
5	2.34%	<div><div></div></div>	Strongly disagree
7	3.27%	<div><div></div></div>	Disagree
28	13.08%	<div><div></div></div>	Somewhat disagree
44	20.56%	<div><div></div></div>	Somewhat agree
73	34.11%	<div><div></div></div>	Agree
57	26.64%	<div><div></div></div>	Strongly agree
214	Respondents		

Q35. Please indicate your level of agreement with the following statements: - When bad things happen to me, I find a way to survive.

Count	Percent		
0	0.00%	<div><div></div></div>	Strongly disagree
1	0.47%	<div><div></div></div>	Disagree
6	2.79%	<div><div></div></div>	Somewhat disagree
32	14.88%	<div><div></div></div>	Somewhat agree
75	34.88%	<div><div></div></div>	Agree
101	46.98%	<div><div></div></div>	Strongly agree
215	Respondents		

Q36. Please indicate your level of agreement with the following statements: - My life seems more complicated than other peoples'.

Count	Percent		
13	6.16%	<div><div></div></div>	Strongly disagree
45	21.33%	<div><div></div></div>	Disagree
44	20.85%	<div><div></div></div>	Somewhat disagree
54	25.59%	<div><div></div></div>	Somewhat agree
31	14.69%	<div><div></div></div>	Agree
24	11.37%	<div><div></div></div>	Strongly agree
211	Respondents		

Q37. Please indicate your level of agreement with the following statements: - I am an anxious person.

Count	Percent		
13	6.22%	<div><div></div></div>	Strongly disagree
31	14.83%	<div><div></div></div>	Disagree
38	18.18%	<div><div></div></div>	Somewhat disagree
71	33.97%	<div><div></div></div>	Somewhat agree
32	15.31%	<div><div></div></div>	Agree
24	11.48%	<div><div></div></div>	Strongly agree
209	Respondents		

Q38. Please indicate your level of agreement with the following statements: - I am hesitant to ask questions in class.

Count	Percent		
26	12.68%	<div><div></div></div>	Strongly disagree
43	20.98%	<div><div></div></div>	Disagree
48	23.41%	<div><div></div></div>	Somewhat disagree
42	20.49%	<div><div></div></div>	Somewhat agree
27	13.17%	<div><div></div></div>	Agree
19	9.27%	<div><div></div></div>	Strongly agree
205	Respondents		

Q39. Please indicate your level of agreement with the following statements: - I am worried that I will not have time to dedicate to school work.

Count	Percent		
35	16.75%	<div><div></div></div>	Strongly disagree
49	23.44%	<div><div></div></div>	Disagree
48	22.97%	<div><div></div></div>	Somewhat disagree
35	16.75%	<div><div></div></div>	Somewhat agree
28	13.40%	<div><div></div></div>	Agree
14	6.70%	<div><div></div></div>	Strongly agree
209	Respondents		

Q40. Please indicate your level of agreement with the following statements: - Attending college will require me to spend less time with family or friends.

Count	Percent		
22	10.48%	<div><div></div></div>	Strongly disagree
41	19.52%	<div><div></div></div>	Disagree
37	17.62%	<div><div></div></div>	Somewhat disagree
39	18.57%	<div><div></div></div>	Somewhat agree
34	16.19%	<div><div></div></div>	Agree
37	17.62%	<div><div></div></div>	Strongly agree
210	Respondents		

Q41. Please indicate your level of agreement with the following statements: - I actively participate in class discussion.

Count	Percent		
2	0.95%	<div><div></div></div>	Strongly disagree
6	2.86%	<div><div></div></div>	Disagree
27	12.86%	<div><div></div></div>	Somewhat disagree
62	29.52%	<div><div></div></div>	Somewhat agree
74	35.24%	<div><div></div></div>	Agree
39	18.57%	<div><div></div></div>	Strongly agree
210	Respondents		

Q42. Please indicate your level of agreement with the following statements: - I am confident I can maintain a B average in college.

Count	Percent		
0	0.00%	<div><div></div></div>	Strongly disagree
3	1.43%	<div><div></div></div>	Disagree
7	3.33%	<div><div></div></div>	Somewhat disagree
58	27.62%	<div><div></div></div>	Somewhat agree
74	35.24%	<div><div></div></div>	Agree
68	32.38%	<div><div></div></div>	Strongly agree
210	Respondents		

Q43. Please indicate your level of agreement with the following statements: - I look for opportunities to try new things.

Count	Percent		
0	0.00%	<div><div></div></div>	Strongly disagree
4	1.90%	<div><div></div></div>	Disagree
25	11.90%	<div><div></div></div>	Somewhat disagree
54	25.71%	<div><div></div></div>	Somewhat agree
77	36.67%	<div><div></div></div>	Agree
50	23.81%	<div><div></div></div>	Strongly agree
210	Respondents		

Q44. Please indicate your level of agreement with the following statements: - I have identified one or more people on campus who can write me a strong letter of recommendation.

Count	Percent		
7	3.33%	<div><div></div></div>	Strongly disagree
24	11.43%	<div><div></div></div>	Disagree
19	9.05%	<div><div></div></div>	Somewhat disagree
49	23.33%	<div><div></div></div>	Somewhat agree
57	27.14%	<div><div></div></div>	Agree
54	25.71%	<div><div></div></div>	Strongly agree
210	Respondents		

Q45. Please indicate your level of agreement with the following statements: - I discuss course content with other students outside of class.

Count	Percent		
6	2.84%	<div><div></div></div>	Strongly disagree
12	5.69%	<div><div></div></div>	Disagree
16	7.58%	<div><div></div></div>	Somewhat disagree
57	27.01%	<div><div></div></div>	Somewhat agree
80	37.91%	<div><div></div></div>	Agree
40	18.96%	<div><div></div></div>	Strongly agree
211	Respondents		

Q46. Please indicate your level of agreement with the following statements: - I am worried about my ability to succeed academically.

Count	Percent		
38	18.72%	<div><div></div></div>	Strongly disagree
58	28.57%	<div><div></div></div>	Disagree
40	19.70%	<div><div></div></div>	Somewhat disagree
26	12.81%	<div><div></div></div>	Somewhat agree
26	12.81%	<div><div></div></div>	Agree
15	7.39%	<div><div></div></div>	Strongly agree
203	Respondents		

Q47. Please indicate your level of agreement with the following statements: - I struggle with dedicating time to studying.

Count	Percent		
20	9.90%	<div><div></div></div>	Strongly disagree
46	22.77%	<div><div></div></div>	Disagree
33	16.34%	<div><div></div></div>	Somewhat disagree
50	24.75%	<div><div></div></div>	Somewhat agree
31	15.35%	<div><div></div></div>	Agree
22	10.89%	<div><div></div></div>	Strongly agree
202	Respondents		

Q48. Please indicate your level of agreement with the following statements: - I find it hard to relax.

Count	Percent		
24	11.88%	<div><div></div></div>	Strongly disagree
40	19.80%	<div><div></div></div>	Disagree
34	16.83%	<div><div></div></div>	Somewhat disagree
54	26.73%	<div><div></div></div>	Somewhat agree
29	14.36%	<div><div></div></div>	Agree
21	10.40%	<div><div></div></div>	Strongly agree
202	Respondents		

Q49. Please indicate your level of agreement with the following statements: - My life goals are ambiguous.

Count	Percent		
18	8.91%	<div><div></div></div>	Strongly disagree
26	12.87%	<div><div></div></div>	Disagree
34	16.83%	<div><div></div></div>	Somewhat disagree
60	29.70%	<div><div></div></div>	Somewhat agree
44	21.78%	<div><div></div></div>	Agree
20	9.90%	<div><div></div></div>	Strongly agree
202	Respondents		

Q50. Please indicate your level of agreement with the following statements: - I have some doubt about my choice of career path.

Count	Percent		
42	20.59%	<div><div></div></div>	Strongly disagree
51	25.00%	<div><div></div></div>	Disagree
38	18.63%	<div><div></div></div>	Somewhat disagree
36	17.65%	<div><div></div></div>	Somewhat agree
27	13.24%	<div><div></div></div>	Agree
10	4.90%	<div><div></div></div>	Strongly agree
204	Respondents		

Q51. Please indicate your level of agreement with the following statements: - Graduating from college will help me achieve my career goals.

Count	Percent		
1	0.49%	<div><div></div></div>	Strongly disagree
1	0.49%	<div><div></div></div>	Disagree
3	1.48%	<div><div></div></div>	Somewhat disagree
18	8.87%	<div><div></div></div>	Somewhat agree
46	22.66%	<div><div></div></div>	Agree
134	66.01%	<div><div></div></div>	Strongly agree
203	Respondents		

Q52. Please indicate your level of agreement with the following statements: - I feel like I belong on this campus.

Count	Percent		
8	3.96%	<div><div></div></div>	Strongly disagree
12	5.94%	<div><div></div></div>	Disagree
24	11.88%	<div><div></div></div>	Somewhat disagree
57	28.22%	<div><div></div></div>	Somewhat agree
63	31.19%	<div><div></div></div>	Agree
38	18.81%	<div><div></div></div>	Strongly agree
202	Respondents		

Q53. Please indicate your level of agreement with the following statements: - I know where to seek help when I struggle with class concepts.

Count	Percent		
3	1.47%	<div><div></div></div>	Strongly disagree
9	4.41%	<div><div></div></div>	Disagree
14	6.86%	<div><div></div></div>	Somewhat disagree
45	22.06%	<div><div></div></div>	Somewhat agree
100	49.02%	<div><div></div></div>	Agree
33	16.18%	<div><div></div></div>	Strongly agree
204	Respondents		

Q54. Please indicate your level of agreement with the following statements: - Other people consider me to be a calm person.

Count	Percent		
1	0.49%	<div><div></div></div>	Strongly disagree
11	5.42%	<div><div></div></div>	Disagree
22	10.84%	<div><div></div></div>	Somewhat disagree
44	21.67%	<div><div></div></div>	Somewhat agree
83	40.89%	<div><div></div></div>	Agree
42	20.69%	<div><div></div></div>	Strongly agree
203	Respondents		

Q55. Please indicate your level of agreement with the following statements: - I view academic failures as opportunities to improve.

Count	Percent		
6	2.94%	<div><div></div></div>	Strongly disagree
16	7.84%	<div><div></div></div>	Disagree
26	12.75%	<div><div></div></div>	Somewhat disagree
55	26.96%	<div><div></div></div>	Somewhat agree
66	32.35%	<div><div></div></div>	Agree
35	17.16%	<div><div></div></div>	Strongly agree
204	Respondents		

Q56. Please indicate your level of agreement with the following statements: - Poor performance in class represents an opportunity to try out new learning strategies.

Count	Percent		
11	5.64%	<div><div></div></div>	Strongly disagree
14	7.18%	<div><div></div></div>	Disagree
27	13.85%	<div><div></div></div>	Somewhat disagree
62	31.79%	<div><div></div></div>	Somewhat agree
63	32.31%	<div><div></div></div>	Agree
18	9.23%	<div><div></div></div>	Strongly agree
195	Respondents		

Q57. Please indicate your level of agreement with the following statements: - I have researched one or more possible careers.

Count	Percent		
6	3.06%	<div><div></div></div>	Strongly disagree
11	5.61%	<div><div></div></div>	Disagree
10	5.10%	<div><div></div></div>	Somewhat disagree
43	21.94%	<div><div></div></div>	Somewhat agree
89	45.41%	<div><div></div></div>	Agree
37	18.88%	<div><div></div></div>	Strongly agree
196	Respondents		

Q58. Please indicate your level of agreement with the following statements: - I have time in my life right now to dedicate to school work.

Count	Percent		
1	0.51%	<div><div></div></div>	Strongly disagree
3	1.54%	<div><div></div></div>	Disagree
22	11.28%	<div><div></div></div>	Somewhat disagree
39	20.00%	<div><div></div></div>	Somewhat agree
95	48.72%	<div><div></div></div>	Agree
35	17.95%	<div><div></div></div>	Strongly agree
195	Respondents		

Q59. Please indicate your level of agreement with the following statements: - School is a priority for me right now.

Count	Percent		
0	0.00%	<div><div></div></div>	Strongly disagree
0	0.00%	<div><div></div></div>	Disagree
1	0.51%	<div><div></div></div>	Somewhat disagree
20	10.26%	<div><div></div></div>	Somewhat agree
77	39.49%	<div><div></div></div>	Agree
97	49.74%	<div><div></div></div>	Strongly agree
195	Respondents		

Q60. Please indicate your level of agreement with the following statements: - My life seems to be on track.

Count	Percent		
2	1.02%	<div><div></div></div>	Strongly disagree
4	2.04%	<div><div></div></div>	Disagree
16	8.16%	<div><div></div></div>	Somewhat disagree
48	24.49%	<div><div></div></div>	Somewhat agree
78	39.80%	<div><div></div></div>	Agree
48	24.49%	<div><div></div></div>	Strongly agree
196	Respondents		

Q61. Please indicate your level of agreement with the following statements: - My college experience has been disappointing.

Count	Percent		
37	18.69%	<div><div></div></div>	Strongly disagree
58	29.29%	<div><div></div></div>	Disagree
46	23.23%	<div><div></div></div>	Somewhat disagree
37	18.69%	<div><div></div></div>	Somewhat agree
8	4.04%	<div><div></div></div>	Agree
12	6.06%	<div><div></div></div>	Strongly agree
198	Respondents		

Q62. Please indicate your level of agreement with the following statements: - Responsibilities at home sometimes interfere with my ability to focus on school work.

Count	Percent		
29	14.72%	<div><div></div></div>	Strongly disagree
54	27.41%	<div><div></div></div>	Disagree
30	15.23%	<div><div></div></div>	Somewhat disagree
41	20.81%	<div><div></div></div>	Somewhat agree
21	10.66%	<div><div></div></div>	Agree
22	11.17%	<div><div></div></div>	Strongly agree
197	Respondents		

Q63. Please indicate your level of agreement with the following statements: - I find many of my classes boring.

Count	Percent		
11	5.61%	<div><div></div></div>	Strongly disagree
48	24.49%	<div><div></div></div>	Disagree
48	24.49%	<div><div></div></div>	Somewhat disagree
55	28.06%	<div><div></div></div>	Somewhat agree
21	10.71%	<div><div></div></div>	Agree
13	6.63%	<div><div></div></div>	Strongly agree
196	Respondents		

Q64. Please indicate your level of agreement with the following statements: - My friends or family disapprove of my career choice.

Count	Percent		
100	50.76%	<div><div></div></div>	Strongly disagree
44	22.34%	<div><div></div></div>	Disagree
27	13.71%	<div><div></div></div>	Somewhat disagree
13	6.60%	<div><div></div></div>	Somewhat agree
9	4.57%	<div><div></div></div>	Agree
4	2.03%	<div><div></div></div>	Strongly agree
197	Respondents		

Q65. Please indicate your level of agreement with the following statements: - I am confused about what career choice to pursue.

Count	Percent		
67	34.01%	<div><div></div></div>	Strongly disagree
53	26.90%	<div><div></div></div>	Disagree
19	9.64%	<div><div></div></div>	Somewhat disagree
30	15.23%	<div><div></div></div>	Somewhat agree
19	9.64%	<div><div></div></div>	Agree
9	4.57%	<div><div></div></div>	Strongly agree
197	Respondents		

Q66. Please indicate your level of agreement with the following statements: - My friends or family are supportive of my choice of college major.

Count	Percent		
0	0.00%	<div></div>	Strongly disagree
2	1.03%	<div></div>	Disagree
10	5.13%	<div></div>	Somewhat disagree
32	16.41%	<div></div>	Somewhat agree
63	32.31%	<div></div>	Agree
88	45.13%	<div></div>	Strongly agree
195	Respondents		

Q67. Please indicate your level of agreement with the following statements: - I am well prepared to succeed.

Count	Percent		
0	0.00%	<div></div>	Strongly disagree
3	1.55%	<div></div>	Disagree
7	3.63%	<div></div>	Somewhat disagree
50	25.91%	<div></div>	Somewhat agree
70	36.27%	<div></div>	Agree
63	32.64%	<div></div>	Strongly agree
193	Respondents		

Q68. Please indicate your level of agreement with the following statements: - My family or friends are supportive of my decision to attend college.

Count	Percent		
0	0.00%	<div></div>	Strongly disagree
0	0.00%	<div></div>	Disagree
3	1.54%	<div></div>	Somewhat disagree
15	7.69%	<div></div>	Somewhat agree
42	21.54%	<div></div>	Agree
135	69.23%	<div></div>	Strongly agree
195	Respondents		

Q69. Please indicate your level of agreement with the following statements: - No matter how smart you are, you can always learn new things.

Count	Percent		
1	0.52%	<div></div>	Strongly disagree
0	0.00%	<div></div>	Disagree
1	0.52%	<div></div>	Somewhat disagree
9	4.66%	<div></div>	Somewhat agree
50	25.91%	<div></div>	Agree
132	68.39%	<div></div>	Strongly agree
193	Respondents		

Q70. Please indicate your level of agreement with the following statements: - I exercise regularly.

Count	Percent		
18	9.28%	<div><div></div></div>	Strongly disagree
34	17.53%	<div><div></div></div>	Disagree
22	11.34%	<div><div></div></div>	Somewhat disagree
50	25.77%	<div><div></div></div>	Somewhat agree
32	16.49%	<div><div></div></div>	Agree
38	19.59%	<div><div></div></div>	Strongly agree
194	Respondents		

Q71. Please indicate your level of agreement with the following statements: - I have to sacrifice other aspects of my life to succeed in college.

Count	Percent		
7	3.61%	<div><div></div></div>	Strongly disagree
25	12.89%	<div><div></div></div>	Disagree
19	9.79%	<div><div></div></div>	Somewhat disagree
43	22.16%	<div><div></div></div>	Somewhat agree
51	26.29%	<div><div></div></div>	Agree
49	25.26%	<div><div></div></div>	Strongly agree
194	Respondents		

Q72. Please indicate your level of agreement with the following statements: - I am a very busy person.

Count	Percent		
6	3.13%	<div><div></div></div>	Strongly disagree
8	4.17%	<div><div></div></div>	Disagree
18	9.38%	<div><div></div></div>	Somewhat disagree
44	22.92%	<div><div></div></div>	Somewhat agree
58	30.21%	<div><div></div></div>	Agree
58	30.21%	<div><div></div></div>	Strongly agree
192	Respondents		

Q73. Please indicate your level of agreement with the following statements: - I am a worrier.

Count	Percent		
18	9.33%	<div><div></div></div>	Strongly disagree
14	7.25%	<div><div></div></div>	Disagree
21	10.88%	<div><div></div></div>	Somewhat disagree
51	26.42%	<div><div></div></div>	Somewhat agree
50	25.91%	<div><div></div></div>	Agree
39	20.21%	<div><div></div></div>	Strongly agree
193	Respondents		

Q74. Please indicate your level of agreement with the following statements: - I feel less motivated to succeed this year compared to last year.

Count	Percent		
53	27.46%	<div><div></div></div>	Strongly disagree
58	30.05%	<div><div></div></div>	Disagree
32	16.58%	<div><div></div></div>	Somewhat disagree
29	15.03%	<div><div></div></div>	Somewhat agree
13	6.74%	<div><div></div></div>	Agree
8	4.15%	<div><div></div></div>	Strongly agree
193	Respondents		

Q75. Please indicate your level of agreement with the following statements: - I struggle organizing my notes from class.

Count	Percent		
58	29.90%	<div><div></div></div>	Strongly disagree
63	32.47%	<div><div></div></div>	Disagree
26	13.40%	<div><div></div></div>	Somewhat disagree
26	13.40%	<div><div></div></div>	Somewhat agree
12	6.19%	<div><div></div></div>	Agree
9	4.64%	<div><div></div></div>	Strongly agree
194	Respondents		

Q76. Please indicate your level of agreement with the following statements: - I visit with my academic or faculty advisor at least once a year.

Count	Percent		
3	1.58%	<div><div></div></div>	Strongly disagree
12	6.32%	<div><div></div></div>	Disagree
4	2.11%	<div><div></div></div>	Somewhat disagree
19	10.00%	<div><div></div></div>	Somewhat agree
82	43.16%	<div><div></div></div>	Agree
70	36.84%	<div><div></div></div>	Strongly agree
190	Respondents		

Q77. Please indicate your level of agreement with the following statements: - Connecting new material to things I already know helps me learn.

Count	Percent		
1	0.53%	<div><div></div></div>	Strongly disagree
2	1.05%	<div><div></div></div>	Disagree
5	2.63%	<div><div></div></div>	Somewhat disagree
35	18.42%	<div><div></div></div>	Somewhat agree
89	46.84%	<div><div></div></div>	Agree
58	30.53%	<div><div></div></div>	Strongly agree
190	Respondents		

Q78. Please indicate your level of agreement with the following statements: - I often visit professors during office hours.

Count	Percent		
28	14.81%	<div><div></div></div>	Strongly disagree
50	26.46%	<div><div></div></div>	Disagree
44	23.28%	<div><div></div></div>	Somewhat disagree
39	20.63%	<div><div></div></div>	Somewhat agree
20	10.58%	<div><div></div></div>	Agree
8	4.23%	<div><div></div></div>	Strongly agree
189	Respondents		

Q79. Please indicate your level of agreement with the following statements: - In general, my classes are interesting.

Count	Percent		
1	0.53%	<div><div></div></div>	Strongly disagree
8	4.21%	<div><div></div></div>	Disagree
20	10.53%	<div><div></div></div>	Somewhat disagree
60	31.58%	<div><div></div></div>	Somewhat agree
80	42.11%	<div><div></div></div>	Agree
21	11.05%	<div><div></div></div>	Strongly agree
190	Respondents		

Q80. Please indicate your level of agreement with the following statements: - I have participated in supplemental instruction or other study sessions associated with my classes.

Count	Percent		
19	10.05%	<div><div></div></div>	Strongly disagree
34	17.99%	<div><div></div></div>	Disagree
25	13.23%	<div><div></div></div>	Somewhat disagree
42	22.22%	<div><div></div></div>	Somewhat agree
54	28.57%	<div><div></div></div>	Agree
15	7.94%	<div><div></div></div>	Strongly agree
189	Respondents		

Q81. Please indicate your level of agreement with the following statements: - I have talked with an advisor or counselor about which major to declare.

Count	Percent		
27	14.36%	<div><div></div></div>	Strongly disagree
28	14.89%	<div><div></div></div>	Disagree
12	6.38%	<div><div></div></div>	Somewhat disagree
31	16.49%	<div><div></div></div>	Somewhat agree
62	32.98%	<div><div></div></div>	Agree
28	14.89%	<div><div></div></div>	Strongly agree
188	Respondents		

Q82. Please indicate your level of agreement with the following statements: - I am confident in my ability to write a term paper.

Count	Percent		
5	2.63%	<div><div></div></div>	Strongly disagree
11	5.79%	<div><div></div></div>	Disagree
19	10.00%	<div><div></div></div>	Somewhat disagree
55	28.95%	<div><div></div></div>	Somewhat agree
58	30.53%	<div><div></div></div>	Agree
42	22.11%	<div><div></div></div>	Strongly agree
190	Respondents		

Q83. Please indicate your level of agreement with the following statements: - I have formally declared a college major.

Count	Percent		
9	4.74%	<div><div></div></div>	Strongly disagree
23	12.11%	<div><div></div></div>	Disagree
12	6.32%	<div><div></div></div>	Somewhat disagree
22	11.58%	<div><div></div></div>	Somewhat agree
59	31.05%	<div><div></div></div>	Agree
65	34.21%	<div><div></div></div>	Strongly agree
190	Respondents		

Q84. Please indicate your level of agreement with the following statements: - I am on track in achieving my career goals.

Count	Percent		
1	0.53%	<div><div></div></div>	Strongly disagree
2	1.06%	<div><div></div></div>	Disagree
10	5.29%	<div><div></div></div>	Somewhat disagree
41	21.69%	<div><div></div></div>	Somewhat agree
72	38.10%	<div><div></div></div>	Agree
63	33.33%	<div><div></div></div>	Strongly agree
189	Respondents		

Q85. Please indicate your level of agreement with the following statements: - I am satisfied with my experience at this college/university.

Count	Percent		
5	2.63%	<div><div></div></div>	Strongly disagree
14	7.37%	<div><div></div></div>	Disagree
13	6.84%	<div><div></div></div>	Somewhat disagree
56	29.47%	<div><div></div></div>	Somewhat agree
73	38.42%	<div><div></div></div>	Agree
29	15.26%	<div><div></div></div>	Strongly agree
190	Respondents		

Q86. Please indicate your level of agreement with the following statements: - I believe that most people can't change who they are.

Count	Percent		
26	13.76%	<div><div></div></div>	Strongly disagree
39	20.63%	<div><div></div></div>	Disagree
39	20.63%	<div><div></div></div>	Somewhat disagree
30	15.87%	<div><div></div></div>	Somewhat agree
34	17.99%	<div><div></div></div>	Agree
21	11.11%	<div><div></div></div>	Strongly agree
189	Respondents		

Q87. Please indicate your level of agreement with the following statements: - I am a very emotional person.

Count	Percent		
19	10.11%	<div><div></div></div>	Strongly disagree
28	14.89%	<div><div></div></div>	Disagree
26	13.83%	<div><div></div></div>	Somewhat disagree
47	25.00%	<div><div></div></div>	Somewhat agree
38	20.21%	<div><div></div></div>	Agree
30	15.96%	<div><div></div></div>	Strongly agree
188	Respondents		

Q88. Please indicate your level of agreement with the following statements: - If I were offered a good job, I might not finish college.

Count	Percent		
51	26.98%	<div><div></div></div>	Strongly disagree
59	31.22%	<div><div></div></div>	Disagree
42	22.22%	<div><div></div></div>	Somewhat disagree
20	10.58%	<div><div></div></div>	Somewhat agree
9	4.76%	<div><div></div></div>	Agree
8	4.23%	<div><div></div></div>	Strongly agree
189	Respondents		

Q89. Please indicate your level of agreement with the following statements: - Work is a priority for me right now.

Count	Percent		
21	11.17%	<div><div></div></div>	Strongly disagree
49	26.06%	<div><div></div></div>	Disagree
47	25.00%	<div><div></div></div>	Somewhat disagree
35	18.62%	<div><div></div></div>	Somewhat agree
25	13.30%	<div><div></div></div>	Agree
11	5.85%	<div><div></div></div>	Strongly agree
188	Respondents		

Q90. Please indicate your level of agreement with the following statements: - I am considering leaving this college/university.

Count	Percent		
72	38.10%	<div><div></div></div>	Strongly disagree
55	29.10%	<div><div></div></div>	Disagree
22	11.64%	<div><div></div></div>	Somewhat disagree
23	12.17%	<div><div></div></div>	Somewhat agree
8	4.23%	<div><div></div></div>	Agree
9	4.76%	<div><div></div></div>	Strongly agree
189	Respondents		

Q91. Please indicate your level of agreement with the following statements: - I have a good sense of who I am.

Count	Percent		
1	0.53%	<div><div></div></div>	Strongly disagree
4	2.13%	<div><div></div></div>	Disagree
2	1.06%	<div><div></div></div>	Somewhat disagree
28	14.89%	<div><div></div></div>	Somewhat agree
88	46.81%	<div><div></div></div>	Agree
65	34.57%	<div><div></div></div>	Strongly agree
188	Respondents		

Q92. Please indicate your level of agreement with the following statements: - I have discussed my career plans with one or more professors.

Count	Percent		
18	9.57%	<div><div></div></div>	Strongly disagree
29	15.43%	<div><div></div></div>	Disagree
15	7.98%	<div><div></div></div>	Somewhat disagree
34	18.09%	<div><div></div></div>	Somewhat agree
61	32.45%	<div><div></div></div>	Agree
31	16.49%	<div><div></div></div>	Strongly agree
188	Respondents		

Q93. Please indicate your level of agreement with the following statements: - I am confident I can maintain a B average in my college major.

Count	Percent		
1	0.53%	<div><div></div></div>	Strongly disagree
2	1.06%	<div><div></div></div>	Disagree
4	2.12%	<div><div></div></div>	Somewhat disagree
44	23.28%	<div><div></div></div>	Somewhat agree
68	35.98%	<div><div></div></div>	Agree
70	37.04%	<div><div></div></div>	Strongly agree
189	Respondents		

Q94. Please indicate your level of agreement with the following statements: - I have participated in a study group made of my peers.

Count	Percent		
24	12.70%	<div><div></div></div>	Strongly disagree
29	15.34%	<div><div></div></div>	Disagree
29	15.34%	<div><div></div></div>	Somewhat disagree
33	17.46%	<div><div></div></div>	Somewhat agree
53	28.04%	<div><div></div></div>	Agree
21	11.11%	<div><div></div></div>	Strongly agree
189	Respondents		

Q95. Please indicate your level of agreement with the following statements: - I am comfortable with who I am as a person.

Count	Percent		
2	1.06%	<div><div></div></div>	Strongly disagree
3	1.59%	<div><div></div></div>	Disagree
7	3.70%	<div><div></div></div>	Somewhat disagree
30	15.87%	<div><div></div></div>	Somewhat agree
79	41.80%	<div><div></div></div>	Agree
68	35.98%	<div><div></div></div>	Strongly agree
189	Respondents		

Q96. Please indicate your level of agreement with the following statements: - I don't manage stress well.

Count	Percent		
22	11.64%	<div><div></div></div>	Strongly disagree
37	19.58%	<div><div></div></div>	Disagree
50	26.46%	<div><div></div></div>	Somewhat disagree
43	22.75%	<div><div></div></div>	Somewhat agree
19	10.05%	<div><div></div></div>	Agree
18	9.52%	<div><div></div></div>	Strongly agree
189	Respondents		

Q97. Please indicate your level of agreement with the following statements: - My study strategies aren't working as well as I would like.

Count	Percent		
18	9.57%	<div><div></div></div>	Strongly disagree
53	28.19%	<div><div></div></div>	Disagree
39	20.74%	<div><div></div></div>	Somewhat disagree
43	22.87%	<div><div></div></div>	Somewhat agree
20	10.64%	<div><div></div></div>	Agree
15	7.98%	<div><div></div></div>	Strongly agree
188	Respondents		

Q98. Please indicate your level of agreement with the following statements: - I find many of my classes irrelevant.

Count	Percent		
19	10.11%	<div><div></div></div>	Strongly disagree
56	29.79%	<div><div></div></div>	Disagree
36	19.15%	<div><div></div></div>	Somewhat disagree
42	22.34%	<div><div></div></div>	Somewhat agree
15	7.98%	<div><div></div></div>	Agree
20	10.64%	<div><div></div></div>	Strongly agree
188	Respondents		

Q99. Please indicate your level of agreement with the following statements: - I need to eat a more healthy diet.

Count	Percent		
9	4.81%	<div><div></div></div>	Strongly disagree
27	14.44%	<div><div></div></div>	Disagree
23	12.30%	<div><div></div></div>	Somewhat disagree
43	22.99%	<div><div></div></div>	Somewhat agree
37	19.79%	<div><div></div></div>	Agree
48	25.67%	<div><div></div></div>	Strongly agree
187	Respondents		

Q100. Please indicate your level of agreement with the following statements: - I am thinking of changing my college major.

Count	Percent		
82	43.39%	<div><div></div></div>	Strongly disagree
57	30.16%	<div><div></div></div>	Disagree
17	8.99%	<div><div></div></div>	Somewhat disagree
13	6.88%	<div><div></div></div>	Somewhat agree
10	5.29%	<div><div></div></div>	Agree
10	5.29%	<div><div></div></div>	Strongly agree
189	Respondents		

Q101. Please indicate your level of agreement with the following statements: - I have a specific place I prefer studying.

Count	Percent		
1	0.53%	<div><div></div></div>	Strongly disagree
16	8.47%	<div><div></div></div>	Disagree
19	10.05%	<div><div></div></div>	Somewhat disagree
40	21.16%	<div><div></div></div>	Somewhat agree
81	42.86%	<div><div></div></div>	Agree
32	16.93%	<div><div></div></div>	Strongly agree
189	Respondents		

Q102. Please indicate your level of agreement with the following statements: - I consider myself to be a successful person.

Count	Percent		
3	1.60%	<div><div></div></div>	Strongly disagree
2	1.06%	<div><div></div></div>	Disagree
8	4.26%	<div><div></div></div>	Somewhat disagree
50	26.60%	<div><div></div></div>	Somewhat agree
80	42.55%	<div><div></div></div>	Agree
45	23.94%	<div><div></div></div>	Strongly agree
188	Respondents		

Q103. Please indicate your level of agreement with the following statements: - People on this campus care about my success.

Count	Percent		
14	7.41%	<div><div></div></div>	Strongly disagree
17	8.99%	<div><div></div></div>	Disagree
33	17.46%	<div><div></div></div>	Somewhat disagree
63	33.33%	<div><div></div></div>	Somewhat agree
46	24.34%	<div><div></div></div>	Agree
16	8.47%	<div><div></div></div>	Strongly agree
189	Respondents		

Q104. Please indicate your level of agreement with the following statements: - I have specific strategies for relieving stress.

Count	Percent		
3	1.59%	<div><div></div></div>	Strongly disagree
21	11.11%	<div><div></div></div>	Disagree
26	13.76%	<div><div></div></div>	Somewhat disagree
61	32.28%	<div><div></div></div>	Somewhat agree
57	30.16%	<div><div></div></div>	Agree
21	11.11%	<div><div></div></div>	Strongly agree
189	Respondents		

Q105. Please indicate your level of agreement with the following statements: - I am confident in my ability to choose a college major.

Count	Percent		
3	1.60%	<div><div></div></div>	Strongly disagree
4	2.14%	<div><div></div></div>	Disagree
8	4.28%	<div><div></div></div>	Somewhat disagree
31	16.58%	<div><div></div></div>	Somewhat agree
70	37.43%	<div><div></div></div>	Agree
71	37.97%	<div><div></div></div>	Strongly agree
187	Respondents		

Q106. Please indicate your level of agreement with the following statements: - I am worried about my ability to succeed academically.

Count	Percent		
46	24.34%	<div><div></div></div>	Strongly disagree
50	26.46%	<div><div></div></div>	Disagree
21	11.11%	<div><div></div></div>	Somewhat disagree
45	23.81%	<div><div></div></div>	Somewhat agree
14	7.41%	<div><div></div></div>	Agree
13	6.88%	<div><div></div></div>	Strongly agree
189	Respondents		

Q107. Please indicate your level of agreement with the following statements: - I am about as smart as I am ever going to be.

Count	Percent		
54	28.72%	<div><div></div></div>	Strongly disagree
54	28.72%	<div><div></div></div>	Disagree
36	19.15%	<div><div></div></div>	Somewhat disagree
22	11.70%	<div><div></div></div>	Somewhat agree
15	7.98%	<div><div></div></div>	Agree
7	3.72%	<div><div></div></div>	Strongly agree
188	Respondents		

Q108. Please indicate your level of agreement with the following statements: - My future is not very bright.

Count	Percent		
103	55.08%	<div><div></div></div>	Strongly disagree
60	32.09%	<div><div></div></div>	Disagree
9	4.81%	<div><div></div></div>	Somewhat disagree
8	4.28%	<div><div></div></div>	Somewhat agree
3	1.60%	<div><div></div></div>	Agree
4	2.14%	<div><div></div></div>	Strongly agree
187	Respondents		

Q109. Please indicate your level of agreement with the following statements: - I am confident in my ability to make a good career choice.

Count	Percent		
1	0.53%	<div><div></div></div>	Strongly disagree
3	1.59%	<div><div></div></div>	Disagree
3	1.59%	<div><div></div></div>	Somewhat disagree
27	14.29%	<div><div></div></div>	Somewhat agree
74	39.15%	<div><div></div></div>	Agree
81	42.86%	<div><div></div></div>	Strongly agree
189	Respondents		

Q110. Please indicate your level of agreement with the following statements: - I am hopeful about my future.

Count	Percent		
0	0.00%	<div><div></div></div>	Strongly disagree
2	1.06%	<div><div></div></div>	Disagree
3	1.60%	<div><div></div></div>	Somewhat disagree
22	11.70%	<div><div></div></div>	Somewhat agree
64	34.04%	<div><div></div></div>	Agree
97	51.60%	<div><div></div></div>	Strongly agree
188	Respondents		

Q111. Please indicate your level of agreement with the following statements: - I know myself well.

Count	Percent		
1	0.53%	<div><div></div></div>	Strongly disagree
3	1.60%	<div><div></div></div>	Disagree
5	2.66%	<div><div></div></div>	Somewhat disagree
32	17.02%	<div><div></div></div>	Somewhat agree
73	38.83%	<div><div></div></div>	Agree
74	39.36%	<div><div></div></div>	Strongly agree
188	Respondents		

Q112. Please indicate your level of agreement with the following statements: - I look for opportunities to socialize on my campus.

Count	Percent		
15	8.06%	<div><div></div></div>	Strongly disagree
15	8.06%	<div><div></div></div>	Disagree
29	15.59%	<div><div></div></div>	Somewhat disagree
48	25.81%	<div><div></div></div>	Somewhat agree
49	26.34%	<div><div></div></div>	Agree
30	16.13%	<div><div></div></div>	Strongly agree
186	Respondents		

Q113. Please indicate your level of agreement with the following statements: - I know how to access campus resources when I want them.

Count	Percent		
2	1.08%	<div><div></div></div>	Strongly disagree
2	1.08%	<div><div></div></div>	Disagree
10	5.38%	<div><div></div></div>	Somewhat disagree
34	18.28%	<div><div></div></div>	Somewhat agree
83	44.62%	<div><div></div></div>	Agree
55	29.57%	<div><div></div></div>	Strongly agree
186	Respondents		

Q114. Please indicate your level of agreement with the following statements: - I consider myself healthy.

Count	Percent		
1	0.53%	<div><div></div></div>	Strongly disagree
7	3.74%	<div><div></div></div>	Disagree
24	12.83%	<div><div></div></div>	Somewhat disagree
48	25.67%	<div><div></div></div>	Somewhat agree
74	39.57%	<div><div></div></div>	Agree
33	17.65%	<div><div></div></div>	Strongly agree
187	Respondents		

Q115. Do you have a documented learning, physical emotional and/or mental disability?

Count	Percent		
17	8.99%	<div><div></div></div>	Yes
14	7.41%	<div><div></div></div>	No, but I feel I should be documented.
158	83.60%	<div><div></div></div>	No
189	Respondents		

Q116. Are you currently or were you a member of the armed services?

Count	Percent		
0	0.00%	<div><div></div></div>	Yes
188	100.00%	<div><div></div></div>	No
188	Respondents		

Q117. During the past 12 months, have you provided direct ongoing care for a child and/or elder person?

Count	Percent		
14	7.57%	<div><div></div></div>	Yes
171	92.43%	<div><div></div></div>	No
185	Respondents		

Q118. Where do you reside?

Count	Percent		
72	38.10%	<div><div></div></div>	On Campus in the Residence Halls
108	57.14%	<div><div></div></div>	Off Campus with Parent(s) or Guardian(s)
9	4.76%	<div><div></div></div>	Off Campus not with Parent(s) or Guardian(s)
0	0.00%	<div><div></div></div>	Other (please specify)
189	Respondents		

Q119. Which best describes the average length of your commute to Kean University?

Count	Percent		
26	22.22%	<div><div></div></div>	Less than 15 Minutes
43	36.75%	<div><div></div></div>	15 - 30 Minutes
29	24.79%	<div><div></div></div>	31 - 45 Minutes
12	10.26%	<div><div></div></div>	46 - 60 Minutes
4	3.42%	<div><div></div></div>	61 - 90 Minutes
0	0.00%	<div><div></div></div>	More than 90 Minutes
3	2.56%	<div><div></div></div>	I do not know
117	Respondents		

Q120. Which of the following method(s) do you frequently use to commute to Kean University? (Check all that apply)

Count	Respondent %	Response %		
90	77.59%	52.02%	<div><div></div></div>	Personal Automobile
25	21.55%	14.45%	<div><div></div></div>	Carpool/Get A Ride
0	0.00%	0.00%	<div><div></div></div>	Bicycle
21	18.10%	12.14%	<div><div></div></div>	Bus
5	4.31%	2.89%	<div><div></div></div>	Train, Elizabeth Station
15	12.93%	8.67%	<div><div></div></div>	Train, Union Station
17	14.66%	9.83%	<div><div></div></div>	Walk
0	0.00%	0.00%	<div><div></div></div>	Other (please specify)
0	0.00%	0.00%	<div><div></div></div>	None of the above
116	Respondents			
173	Responses			

Q121. Approximately how many hours per week do you work during the academic semester?

Count	Percent		
50	26.32%	<div><div></div></div>	I am currently not employed
3	1.58%	<div><div></div></div>	0.5 hours to 5 hours
14	7.37%	<div><div></div></div>	5.5 hours to 10 hours
24	12.63%	<div><div></div></div>	10.5 hours to 15 hours
42	22.11%	<div><div></div></div>	15.5 hours to 20 hours
23	12.11%	<div><div></div></div>	20.5 hours to 25 hours
13	6.84%	<div><div></div></div>	25.5 hours to 30 hours
7	3.68%	<div><div></div></div>	30.5 hours to 35 hours
13	6.84%	<div><div></div></div>	35.5 hours to 40 hours
1	0.53%	<div><div></div></div>	More than 40 hours
190	Respondents		

Q122. With which gender do you identify?

Count	Percent		
61	32.28%	<div><div></div></div>	Male
128	67.72%	<div><div></div></div>	Female
0	0.00%	<div><div></div></div>	Other
189	Respondents		

Q123. Do you think of yourself as:			
Count	Percent		
13	6.88%	<div><div></div></div>	Bisexual
4	2.12%	<div><div></div></div>	Lesbian, gay, or homosexual
162	85.71%	<div><div></div></div>	Straight or heterosexual
1	0.53%	<div><div></div></div>	Self-Identify (please specify)
1	0.53%	<div><div></div></div>	Don't know
8	4.23%	<div><div></div></div>	I prefer not to answer
189	Respondents		

Q124. With which race/ethnicity do you identify? (Check all that apply)				
Count	Respondent %	Response %		
20	10.53%	9.48%	<div><div></div></div>	Asian or Pacific Islander
43	22.63%	20.38%	<div><div></div></div>	Black/African American
55	28.95%	26.07%	<div><div></div></div>	Hispanic/Latino/a
3	1.58%	1.42%	<div><div></div></div>	Native American or Alaskan Native
78	41.05%	36.97%	<div><div></div></div>	White/Caucasian
12	6.32%	5.69%	<div><div></div></div>	Other (please specify)
190	Respondents			
211	Responses			

Quality Of Life Spring 2013

Description:

Date Created: 1/17/2013 1:09:44 PM

Date Range: 4/15/2013 12:00:00 AM - 4/28/2013 11:59:00 PM

Total Respondents: 216

Q1. Including this semester, how many semesters have you lived on campus?

Count	Percent		
14	6.48%		1
78	36.11%		2
16	7.41%		3
57	26.39%		4
5	2.31%		5
35	16.20%		6
2	0.93%		7
6	2.78%		8
3	1.39%		More than 8
216	Respondents		

Q2. What hall do you live in?

Count	Percent		
19	8.80%		Whiteman Hall
5	2.31%		Dougall Hall
39	18.06%		New Freshmen Residence Hall
22	10.19%		Bartlett Hall
30	13.89%		Burch Hall
28	12.96%		Rogers Hall
29	13.43%		Sozio Hall
44	20.37%		New Upperclassmen Residence Hall
216	Respondents		

Q3. Do you live in a living/learning community?

Count	Percent		
27	12.50%		Yes
189	87.50%		No
216	Respondents		

Q4. Which living/learning community do you live in?

Count	Percent		
18	69.23%		GREEN
8	30.77%		SIMS
26	Respondents		

Q5. How many roommates do you have? (Consider roommates to be anyone with whom you share a room, apartment, or suite)

Count	Percent		
10	4.67%	<div><div></div></div>	I live alone.
22	10.28%	<div><div></div></div>	1
46	21.50%	<div><div></div></div>	2
117	54.67%	<div><div></div></div>	3
12	5.61%	<div><div></div></div>	4
7	3.27%	<div><div></div></div>	5
214	Respondents		

Q6. With how many people do you share a bedroom?

Count	Percent		
23	11.39%	<div><div></div></div>	I have my own bedroom.
169	83.66%	<div><div></div></div>	1
10	4.95%	<div><div></div></div>	2
202	Respondents		

Q7. How were you paired with your roommate(s)?

Count	Percent		
78	38.61%	<div><div></div></div>	I chose my roommate(s).
85	42.08%	<div><div></div></div>	I was matched with my roommate(s).
39	19.31%	<div><div></div></div>	I chose some roommates and was matched with other roommates.
202	Respondents		

Q8. Do you have any comments about the housing selection process?

Count	Percent		
36	17.82%	<div><div></div></div>	Yes (please share)
166	82.18%	<div><div></div></div>	No
202	Respondents		

Q9. Overall, how would you describe your relationship with your roommate(s)?

Count	Percent		
58	28.71%	<div><div></div></div>	Excellent
75	37.13%	<div><div></div></div>	Good
42	20.79%	<div><div></div></div>	Average
12	5.94%	<div><div></div></div>	Below average
15	7.43%	<div><div></div></div>	Poor
202	Respondents		

Q10. Have you had a conflict with your roommate(s)?

Count	Percent		
75	37.13%	<div><div></div></div>	Yes
127	62.87%	<div><div></div></div>	No
202	Respondents		

Q11. Did you seek help from your RA or RHD for the conflict?

Count	Percent		
40	53.33%	<div><div></div></div>	Yes
35	46.67%	<div><div></div></div>	No
75	Respondents		

Q12. How satisfied were you with the conflict resolution provided by your RA or RHD?

Count	Percent		
21	28.00%	<div><div></div></div>	Very satisfied
29	38.67%	<div><div></div></div>	Somewhat satisfied
14	18.67%	<div><div></div></div>	Somewhat dissatisfied
11	14.67%	<div><div></div></div>	Very dissatisfied
75	Respondents		

Q13. Did you participate in a Room Change this year?

Count	Percent		
17	8.42%	<div><div></div></div>	Yes
185	91.58%	<div><div></div></div>	No
202	Respondents		

Q14. Why did you change your room?

Count	Percent		
1	6.25%	<div><div></div></div>	I wanted a different building.
2	12.50%	<div><div></div></div>	I wanted to live with my friend.
12	75.00%	<div><div></div></div>	I did not get along with my roommate/suitemate.
1	6.25%	<div><div></div></div>	I had a facilities related issue in my room.
16	Respondents		

Q15. How frequently do you interact with your Resident Assistant (RA)?

Count	Percent		
15	7.50%	<div><div></div></div>	Multiple times per day
11	5.50%	<div><div></div></div>	Once per day
48	24.00%	<div><div></div></div>	Multiple times per week
29	14.50%	<div><div></div></div>	Once per week
97	48.50%	<div><div></div></div>	Less than once per week
200	Respondents		

Q16. Please indicate your level of agreement with the following: My RA . . . - Is available when I need him/her

Count	Percent		
75	37.50%	<div><div></div></div>	Strongly agree
73	36.50%	<div><div></div></div>	Somewhat agree
16	8.00%	<div><div></div></div>	Somewhat disagree
24	12.00%	<div><div></div></div>	Strongly disagree
12	6.00%	<div><div></div></div>	Unable to judge/No knowledge
200	Respondents		

Q17. Please indicate your level of agreement with the following: My RA . . . - Makes an effort to get to know me

Count	Percent		
85	42.50%	<div><div></div></div>	Strongly agree
56	28.00%	<div><div></div></div>	Somewhat agree
18	9.00%	<div><div></div></div>	Somewhat disagree
34	17.00%	<div><div></div></div>	Strongly disagree
7	3.50%	<div><div></div></div>	Unable to judge/No knowledge
200	Respondents		

Q18. Please indicate your level of agreement with the following: My RA . . . - Can effectively solve problems or conflicts that arise on my floor/between residents

Count	Percent		
79	39.50%	<div><div></div></div>	Strongly agree
59	29.50%	<div><div></div></div>	Somewhat agree
19	9.50%	<div><div></div></div>	Somewhat disagree
13	6.50%	<div><div></div></div>	Strongly disagree
30	15.00%	<div><div></div></div>	Unable to judge/No knowledge
200	Respondents		

Q19. Please indicate your level of agreement with the following: My RA . . . - Treats residents fairly

Count	Percent		
121	60.50%	<div><div></div></div>	Strongly agree
53	26.50%	<div><div></div></div>	Somewhat agree
6	3.00%	<div><div></div></div>	Somewhat disagree
8	4.00%	<div><div></div></div>	Strongly disagree
12	6.00%	<div><div></div></div>	Unable to judge/No knowledge
200	Respondents		

Q20. Please indicate your level of agreement with the following: My RA . . . - Consistently enforces policies

Count	Percent		
105	52.50%	<div><div></div></div>	Strongly agree
53	26.50%	<div><div></div></div>	Somewhat agree
15	7.50%	<div><div></div></div>	Somewhat disagree
14	7.00%	<div><div></div></div>	Strongly disagree
13	6.50%	<div><div></div></div>	Unable to judge/No knowledge
200	Respondents		

Q21. Please indicate your level of agreement with the following: My RA . . . - Effectively organizes programs/activities that add to a sense of community among residents

Count	Percent		
84	42.00%	<div><div></div></div>	Strongly agree
63	31.50%	<div><div></div></div>	Somewhat agree
22	11.00%	<div><div></div></div>	Somewhat disagree
15	7.50%	<div><div></div></div>	Strongly disagree
16	8.00%	<div><div></div></div>	Unable to judge/No knowledge
200	Respondents		

Q22. Please indicate your level of agreement with the following: My RA . . . - Creates an environment that is inclusive of the different cultures and backgrounds of residents

Count	Percent		
99	49.50%	<div><div></div></div>	Strongly agree
55	27.50%	<div><div></div></div>	Somewhat agree
13	6.50%	<div><div></div></div>	Somewhat disagree
11	5.50%	<div><div></div></div>	Strongly disagree
22	11.00%	<div><div></div></div>	Unable to judge/No knowledge
200	Respondents		

Q23. Overall, how satisfied are you with the performance of your RA?

Count	Percent		
105	52.50%	<div><div></div></div>	Very satisfied
58	29.00%	<div><div></div></div>	Somewhat satisfied
29	14.50%	<div><div></div></div>	Somewhat dissatisfied
8	4.00%	<div><div></div></div>	Very dissatisfied
200	Respondents		

Q24. Do you have any comments about your RA?

Count	Percent		
50	25.00%	<div><div></div></div>	Yes (please share)
150	75.00%	<div><div></div></div>	No
200	Respondents		

Q25. Have you ever interacted with your Residence Hall Director (RHD)?

Count	Percent		
141	70.50%	<div><div></div></div>	Yes
59	29.50%	<div><div></div></div>	No
200	Respondents		

Q26. Please indicate your level of agreement with the following: My RHD . . . - Is available when I need him/her

Count	Percent		
60	43.17%	<div><div></div></div>	Strongly agree
53	38.13%	<div><div></div></div>	Somewhat agree
12	8.63%	<div><div></div></div>	Somewhat disagree
11	7.91%	<div><div></div></div>	Strongly disagree
3	2.16%	<div><div></div></div>	Unable to judge/No knowledge
139	Respondents		

Q27. Please indicate your level of agreement with the following: My RHD . . . - Makes an effort to get to know me

Count	Percent		
48	34.53%	<div><div></div></div>	Strongly agree
48	34.53%	<div><div></div></div>	Somewhat agree
15	10.79%	<div><div></div></div>	Somewhat disagree
23	16.55%	<div><div></div></div>	Strongly disagree
5	3.60%	<div><div></div></div>	Unable to judge/No knowledge
139	Respondents		

Q28. Please indicate your level of agreement with the following: My RHD . . . - Can effectively solve problems or conflicts that arise on my floor/between residents

Count	Percent		
66	47.48%	<div><div></div></div>	Strongly agree
46	33.09%	<div><div></div></div>	Somewhat agree
7	5.04%	<div><div></div></div>	Somewhat disagree
13	9.35%	<div><div></div></div>	Strongly disagree
7	5.04%	<div><div></div></div>	Unable to judge/No knowledge
139	Respondents		

Q29. Please indicate your level of agreement with the following: My RHD . . . - Treats residents fairly

Count	Percent		
85	61.15%	<div><div></div></div>	Strongly agree
27	19.42%	<div><div></div></div>	Somewhat agree
9	6.47%	<div><div></div></div>	Somewhat disagree
8	5.76%	<div><div></div></div>	Strongly disagree
10	7.19%	<div><div></div></div>	Unable to judge/No knowledge
139	Respondents		

Q30. Please indicate your level of agreement with the following: My RHD . . . - Consistently enforces policies

Count	Percent		
97	69.78%	<div><div></div></div>	Strongly agree
29	20.86%	<div><div></div></div>	Somewhat agree
9	6.47%	<div><div></div></div>	Somewhat disagree
2	1.44%	<div><div></div></div>	Strongly disagree
2	1.44%	<div><div></div></div>	Unable to judge/No knowledge
139	Respondents		

Q31. Please indicate your level of agreement with the following: My RHD . . . - Effectively organizes programs/activities that add to a sense of community among residents

Count	Percent		
72	51.80%	<div><div></div></div>	Strongly agree
33	23.74%	<div><div></div></div>	Somewhat agree
14	10.07%	<div><div></div></div>	Somewhat disagree
9	6.47%	<div><div></div></div>	Strongly disagree
11	7.91%	<div><div></div></div>	Unable to judge/No knowledge
139	Respondents		

Q32. Please indicate your level of agreement with the following: My RHD . . . - Creates an environment that is inclusive of the different cultures and backgrounds of residents

Count	Percent		
82	58.99%	<div><div></div></div>	Strongly agree
30	21.58%	<div><div></div></div>	Somewhat agree
8	5.76%	<div><div></div></div>	Somewhat disagree
6	4.32%	<div><div></div></div>	Strongly disagree
13	9.35%	<div><div></div></div>	Unable to judge/No knowledge
139	Respondents		

Q33. Overall, how satisfied are you with the performance of your RHD?

Count	Percent		
72	51.80%		Very satisfied
47	33.81%		Somewhat satisfied
8	5.76%		Somewhat dissatisfied
12	8.63%		Very dissatisfied
139	Respondents		

Q34. Do you have any comments about your RHD?

Count	Percent		
27	19.42%		Yes (please share)
112	80.58%		No
139	Respondents		

Q35. How many residence hall programs have you attended this year?

Count	Percent		
34	18.09%		None
69	36.70%		1 - 3
59	31.38%		4 - 6
15	7.98%		7 - 9
11	5.85%		10 or more
188	Respondents		

Q36. How satisfied are you with the variety and quality of the following types of programming in your hall, and what is the level of importance that you place on each? - Social

Count	Percent		
67	35.64%		SatisfactionVery satisfied
70	37.23%		Somewhat satisfied
13	6.91%		Somewhat dissatisfied
11	5.85%		Very dissatisfied
27	14.36%		Unable to judge
188	Respondents		

Q37. How satisfied are you with the variety and quality of the following types of programming in your hall, and what is the level of importance that you place on each? - Cultural

Count	Percent		
49	26.06%		SatisfactionVery satisfied
67	35.64%		Somewhat satisfied
17	9.04%		Somewhat dissatisfied
9	4.79%		Very dissatisfied
46	24.47%		Unable to judge
188	Respondents		

Q38. How satisfied are you with the variety and quality of the following types of programming in your hall, and what is the level of importance that you place on each? - Athletic/recreational

Count	Percent		
48	25.53%		SatisfactionVery satisfied
52	27.66%		Somewhat satisfied
18	9.57%		Somewhat dissatisfied
18	9.57%		Very dissatisfied
52	27.66%		Unable to judge
188	Respondents		

Q39. How satisfied are you with the variety and quality of the following types of programming in your hall, and what is the level of importance that you place on each? - Academic/intellectual

Count	Percent		
54	28.72%		SatisfactionVery satisfied
68	36.17%		Somewhat satisfied
11	5.85%		Somewhat dissatisfied
11	5.85%		Very dissatisfied
44	23.40%		Unable to judge
188	Respondents		

Q40. How satisfied are you with the variety and quality of the following types of programming in your hall, and what is the level of importance that you place on each? - Career/life planning

Count	Percent		
58	30.85%		SatisfactionVery satisfied
66	35.11%		Somewhat satisfied
10	5.32%		Somewhat dissatisfied
12	6.38%		Very dissatisfied
42	22.34%		Unable to judge
188	Respondents		

Q41. How satisfied are you with the variety and quality of the following types of programming in your hall, and what is the level of importance that you place on each? - Health/wellness

Count	Percent		
57	30.32%		SatisfactionVery satisfied
66	35.11%		Somewhat satisfied
15	7.98%		Somewhat dissatisfied
10	5.32%		Very dissatisfied
40	21.28%		Unable to judge
188	Respondents		

Q42. How satisfied are you with the variety and quality of the following types of programming in your hall, and what is the level of importance that you place on each? - Social

Count	Percent		
84	44.68%	<div><div></div></div>	ImportanceVery important
64	34.04%	<div><div></div></div>	Somewhat important
14	7.45%	<div><div></div></div>	Not very important
10	5.32%	<div><div></div></div>	Not important at all
16	8.51%	<div><div></div></div>	Unable to judge
188	Respondents		

Q43. How satisfied are you with the variety and quality of the following types of programming in your hall, and what is the level of importance that you place on each? - Cultural

Count	Percent		
61	32.45%	<div><div></div></div>	ImportanceVery important
66	35.11%	<div><div></div></div>	Somewhat important
25	13.30%	<div><div></div></div>	Not very important
14	7.45%	<div><div></div></div>	Not important at all
22	11.70%	<div><div></div></div>	Unable to judge
188	Respondents		

Q44. How satisfied are you with the variety and quality of the following types of programming in your hall, and what is the level of importance that you place on each? - Athletic/recreational

Count	Percent		
67	35.64%	<div><div></div></div>	ImportanceVery important
45	23.94%	<div><div></div></div>	Somewhat important
23	12.23%	<div><div></div></div>	Not very important
22	11.70%	<div><div></div></div>	Not important at all
31	16.49%	<div><div></div></div>	Unable to judge
188	Respondents		

Q45. How satisfied are you with the variety and quality of the following types of programming in your hall, and what is the level of importance that you place on each? - Academic/intellectual

Count	Percent		
79	42.02%	<div><div></div></div>	ImportanceVery important
67	35.64%	<div><div></div></div>	Somewhat important
11	5.85%	<div><div></div></div>	Not very important
7	3.72%	<div><div></div></div>	Not important at all
24	12.77%	<div><div></div></div>	Unable to judge
188	Respondents		

Q46. How satisfied are you with the variety and quality of the following types of programming in your hall, and what is the level of importance that you place on each? - Career/life planning

Count	Percent		
86	45.74%	<div><div></div></div>	ImportanceVery important
59	31.38%	<div><div></div></div>	Somewhat important
16	8.51%	<div><div></div></div>	Not very important
7	3.72%	<div><div></div></div>	Not important at all
20	10.64%	<div><div></div></div>	Unable to judge
188	Respondents		

Q47. How satisfied are you with the variety and quality of the following types of programming in your hall, and what is the level of importance that you place on each? - Health/wellness

Count	Percent		
90	47.87%	<div><div></div></div>	ImportanceVery important
52	27.66%	<div><div></div></div>	Somewhat important
17	9.04%	<div><div></div></div>	Not very important
7	3.72%	<div><div></div></div>	Not important at all
22	11.70%	<div><div></div></div>	Unable to judge
188	Respondents		

Q48. Have you participated in any Residence Life sponsored weekend programming?

Count	Percent		
20	10.64%	<div><div></div></div>	Yes, (please indicate how many)
64	34.04%	<div><div></div></div>	No, I wasn't available.
24	12.77%	<div><div></div></div>	No, it didn't interest me.
80	42.55%	<div><div></div></div>	No, I didn't know there was weekend programming.
188	Respondents		

Q49. Overall, how satisfied are you with Residence Life programming?

Count	Percent		
36	19.15%	<div><div></div></div>	Very satisfied
111	59.04%	<div><div></div></div>	Somewhat satisfied
29	15.43%	<div><div></div></div>	Somewhat dissatisfied
12	6.38%	<div><div></div></div>	Very dissatisfied
188	Respondents		

Q50. Do you have any comments about programming in your hall?

Count	Percent		
25	13.30%	<div><div></div></div>	Yes (please share)
163	86.70%	<div><div></div></div>	No
188	Respondents		

Q51. What is the best way to advertise programs to you?

Count	Respondent %	Response %		
99	52.94%	16.72%	<div><div></div></div>	Facebook
59	31.55%	9.97%	<div><div></div></div>	Twitter
86	45.99%	14.53%	<div><div></div></div>	Plasma Screen TV
144	77.01%	24.32%	<div><div></div></div>	E-mail
109	58.29%	18.41%	<div><div></div></div>	RA Bulletin Board
84	44.92%	14.19%	<div><div></div></div>	Word of mouth
11	5.88%	1.86%	<div><div></div></div>	Other (please specify)
187	Respondents			
592	Responses			

Q52. How satisfied are you with the following aspects of your apartment/room, and what is the level of importance that you place on each? - Lighting in your room

Count	Percent		
56	30.94%	<div><div></div></div>	SatisfactionVery satisfied
63	34.81%	<div><div></div></div>	Somewhat satisfied
36	19.89%	<div><div></div></div>	Somewhat dissatisfied
26	14.36%	<div><div></div></div>	Very dissatisfied
0	0.00%	<div><div></div></div>	Unable to judge
181	Respondents		

Q53. How satisfied are you with the following aspects of your apartment/room, and what is the level of importance that you place on each? - Size of your room

Count	Percent		
63	34.81%	<div><div></div></div>	SatisfactionVery satisfied
87	48.07%	<div><div></div></div>	Somewhat satisfied
14	7.73%	<div><div></div></div>	Somewhat dissatisfied
16	8.84%	<div><div></div></div>	Very dissatisfied
1	0.55%	<div><div></div></div>	Unable to judge
181	Respondents		

Q54. How satisfied are you with the following aspects of your apartment/room, and what is the level of importance that you place on each? - Bathroom

Count	Percent		
63	34.81%	<div><div></div></div>	SatisfactionVery satisfied
59	32.60%	<div><div></div></div>	Somewhat satisfied
42	23.20%	<div><div></div></div>	Somewhat dissatisfied
16	8.84%	<div><div></div></div>	Very dissatisfied
1	0.55%	<div><div></div></div>	Unable to judge
181	Respondents		

Q55. How satisfied are you with the following aspects of your apartment/room, and what is the level of importance that you place on each? - Furniture in your room

Count	Percent		
62	34.25%	<div><div></div></div>	SatisfactionVery satisfied
97	53.59%	<div><div></div></div>	Somewhat satisfied
12	6.63%	<div><div></div></div>	Somewhat dissatisfied
10	5.52%	<div><div></div></div>	Very dissatisfied
0	0.00%	<div><div></div></div>	Unable to judge
181	Respondents		

Q56. How satisfied are you with the following aspects of your apartment/room, and what is the level of importance that you place on each? - Internet access

Count	Percent		
15	8.29%	<div><div></div></div>	SatisfactionVery satisfied
37	20.44%	<div><div></div></div>	Somewhat satisfied
52	28.73%	<div><div></div></div>	Somewhat dissatisfied
77	42.54%	<div><div></div></div>	Very dissatisfied
0	0.00%	<div><div></div></div>	Unable to judge
181	Respondents		

Q57. How satisfied are you with the following aspects of your apartment/room, and what is the level of importance that you place on each? - Cable TV service

Count	Percent		
56	30.94%	<div><div></div></div>	SatisfactionVery satisfied
65	35.91%	<div><div></div></div>	Somewhat satisfied
26	14.36%	<div><div></div></div>	Somewhat dissatisfied
19	10.50%	<div><div></div></div>	Very dissatisfied
15	8.29%	<div><div></div></div>	Unable to judge
181	Respondents		

Q58. How satisfied are you with the following aspects of your apartment/room, and what is the level of importance that you place on each? - Telephone service

Count	Percent		
33	18.23%	<div><div></div></div>	SatisfactionVery satisfied
46	25.41%	<div><div></div></div>	Somewhat satisfied
15	8.29%	<div><div></div></div>	Somewhat dissatisfied
22	12.15%	<div><div></div></div>	Very dissatisfied
65	35.91%	<div><div></div></div>	Unable to judge
181	Respondents		

Q59. How satisfied are you with the following aspects of your apartment/room, and what is the level of importance that you place on each? - Temperature control in your room

Count	Percent		
30	16.57%	<div><div></div></div>	SatisfactionVery satisfied
43	23.76%	<div><div></div></div>	Somewhat satisfied
45	24.86%	<div><div></div></div>	Somewhat dissatisfied
59	32.60%	<div><div></div></div>	Very dissatisfied
4	2.21%	<div><div></div></div>	Unable to judge
181	Respondents		

Q60. How satisfied are you with the following aspects of your apartment/room, and what is the level of importance that you place on each? - Lighting in your room

Count	Percent		
121	66.85%	<div><div></div></div>	ImportanceVery important
52	28.73%	<div><div></div></div>	Somewhat important
8	4.42%	<div><div></div></div>	Not very important
0	0.00%	<div><div></div></div>	Not important at all
0	0.00%	<div><div></div></div>	Unable to judge
181	Respondents		

Q61. How satisfied are you with the following aspects of your apartment/room, and what is the level of importance that you place on each? - Size of your room

Count	Percent		
103	56.91%	<div><div></div></div>	ImportanceVery important
60	33.15%	<div><div></div></div>	Somewhat important
16	8.84%	<div><div></div></div>	Not very important
2	1.10%	<div><div></div></div>	Not important at all
0	0.00%	<div><div></div></div>	Unable to judge
181	Respondents		

Q62. How satisfied are you with the following aspects of your apartment/room, and what is the level of importance that you place on each? - Bathroom

Count	Percent		
129	71.27%	<div><div></div></div>	ImportanceVery important
47	25.97%	<div><div></div></div>	Somewhat important
5	2.76%	<div><div></div></div>	Not very important
0	0.00%	<div><div></div></div>	Not important at all
0	0.00%	<div><div></div></div>	Unable to judge
181	Respondents		

Q63. How satisfied are you with the following aspects of your apartment/room, and what is the level of importance that you place on each? - Furniture in your room

Count	Percent		
90	49.72%	<div><div></div></div>	ImportanceVery important
63	34.81%	<div><div></div></div>	Somewhat important
27	14.92%	<div><div></div></div>	Not very important
1	0.55%	<div><div></div></div>	Not important at all
0	0.00%	<div><div></div></div>	Unable to judge
181	Respondents		

Q64. How satisfied are you with the following aspects of your apartment/room, and what is the level of importance that you place on each? - Internet access

Count	Percent		Importance
174	96.13%	<div><div></div></div>	Very important
6	3.31%	<div><div></div></div>	Somewhat important
1	0.55%	<div><div></div></div>	Not very important
0	0.00%	<div><div></div></div>	Not important at all
0	0.00%	<div><div></div></div>	Unable to judge
181	Respondents		

Q65. How satisfied are you with the following aspects of your apartment/room, and what is the level of importance that you place on each? - Cable TV service

Count	Percent		Importance
101	55.80%	<div><div></div></div>	Very important
43	23.76%	<div><div></div></div>	Somewhat important
22	12.15%	<div><div></div></div>	Not very important
8	4.42%	<div><div></div></div>	Not important at all
7	3.87%	<div><div></div></div>	Unable to judge
181	Respondents		

Q66. How satisfied are you with the following aspects of your apartment/room, and what is the level of importance that you place on each? - Telephone service

Count	Percent		Importance
71	39.23%	<div><div></div></div>	Very important
29	16.02%	<div><div></div></div>	Somewhat important
18	9.94%	<div><div></div></div>	Not very important
34	18.78%	<div><div></div></div>	Not important at all
29	16.02%	<div><div></div></div>	Unable to judge
181	Respondents		

Q67. How satisfied are you with the following aspects of your apartment/room, and what is the level of importance that you place on each? - Temperature control in your room

Count	Percent		Importance
160	88.40%	<div><div></div></div>	Very important
20	11.05%	<div><div></div></div>	Somewhat important
1	0.55%	<div><div></div></div>	Not very important
0	0.00%	<div><div></div></div>	Not important at all
0	0.00%	<div><div></div></div>	Unable to judge
181	Respondents		

Q68. Overall, how satisfied are you with your apartment/room?

Count	Percent		
45	24.86%	<div><div></div></div>	Very satisfied
107	59.12%	<div><div></div></div>	Somewhat satisfied
24	13.26%	<div><div></div></div>	Somewhat dissatisfied
5	2.76%	<div><div></div></div>	Very dissatisfied
181	Respondents		

Q69. Do you have any comments about your apartment/room?

Count	Percent		
59	32.60%	<div><div></div></div>	Yes (please share)
122	67.40%	<div><div></div></div>	No
181	Respondents		

Q70. How satisfied are you with the following aspects of the building, and what is the level of importance that you place on each? - Cleanliness of the residence hall

Count	Percent		
85	49.71%	<div><div></div></div>	SatisfactionVery satisfied
63	36.84%	<div><div></div></div>	Somewhat satisfied
18	10.53%	<div><div></div></div>	Somewhat dissatisfied
5	2.92%	<div><div></div></div>	Very dissatisfied
0	0.00%	<div><div></div></div>	Unable to judge
171	Respondents		

Q71. How satisfied are you with the following aspects of the building, and what is the level of importance that you place on each? - Lighting on your floor/in your building

Count	Percent		
96	56.14%	<div><div></div></div>	SatisfactionVery satisfied
62	36.26%	<div><div></div></div>	Somewhat satisfied
8	4.68%	<div><div></div></div>	Somewhat dissatisfied
5	2.92%	<div><div></div></div>	Very dissatisfied
0	0.00%	<div><div></div></div>	Unable to judge
171	Respondents		

Q72. How satisfied are you with the following aspects of the building, and what is the level of importance that you place on each? - Wireless internet access in your building

Count	Percent		
22	12.87%	<div><div></div></div>	SatisfactionVery satisfied
37	21.64%	<div><div></div></div>	Somewhat satisfied
46	26.90%	<div><div></div></div>	Somewhat dissatisfied
63	36.84%	<div><div></div></div>	Very dissatisfied
3	1.75%	<div><div></div></div>	Unable to judge
171	Respondents		

Q73. How satisfied are you with the following aspects of the building, and what is the level of importance that you place on each? - Work order process

Count	Percent		
34	19.88%	<div><div></div></div>	SatisfactionVery satisfied
52	30.41%	<div><div></div></div>	Somewhat satisfied
37	21.64%	<div><div></div></div>	Somewhat dissatisfied
27	15.79%	<div><div></div></div>	Very dissatisfied
21	12.28%	<div><div></div></div>	Unable to judge
171	Respondents		

Q74. How satisfied are you with the following aspects of the building, and what is the level of importance that you place on each? - Timeliness of repairs

Count	Percent		
38	22.22%	<div><div></div></div>	SatisfactionVery satisfied
54	31.58%	<div><div></div></div>	Somewhat satisfied
26	15.20%	<div><div></div></div>	Somewhat dissatisfied
35	20.47%	<div><div></div></div>	Very dissatisfied
18	10.53%	<div><div></div></div>	Unable to judge
171	Respondents		

Q75. How satisfied are you with the following aspects of the building, and what is the level of importance that you place on each? - Cleanliness of the residence hall

Count	Percent		
132	77.19%	<div><div></div></div>	ImportanceVery important
39	22.81%	<div><div></div></div>	Somewhat important
0	0.00%	<div><div></div></div>	Not very important
0	0.00%	<div><div></div></div>	Not important at all
0	0.00%	<div><div></div></div>	Unable to judge
171	Respondents		

Q76. How satisfied are you with the following aspects of the building, and what is the level of importance that you place on each? - Lighting on your floor/in your building

Count	Percent		
106	61.99%	<div><div></div></div>	ImportanceVery important
51	29.82%	<div><div></div></div>	Somewhat important
13	7.60%	<div><div></div></div>	Not very important
1	0.58%	<div><div></div></div>	Not important at all
0	0.00%	<div><div></div></div>	Unable to judge
171	Respondents		

Q77. How satisfied are you with the following aspects of the building, and what is the level of importance that you place on each? - Wireless internet access in your building

Count	Percent		
158	92.40%	<div><div></div></div>	ImportanceVery important
11	6.43%	<div><div></div></div>	Somewhat important
0	0.00%	<div><div></div></div>	Not very important
1	0.58%	<div><div></div></div>	Not important at all
1	0.58%	<div><div></div></div>	Unable to judge
171	Respondents		

Q78. How satisfied are you with the following aspects of the building, and what is the level of importance that you place on each? - Work order process

Count	Percent		
123	71.93%	<div><div></div></div>	ImportanceVery important
38	22.22%	<div><div></div></div>	Somewhat important
3	1.75%	<div><div></div></div>	Not very important
2	1.17%	<div><div></div></div>	Not important at all
5	2.92%	<div><div></div></div>	Unable to judge
171	Respondents		

Q79. How satisfied are you with the following aspects of the building, and what is the level of importance that you place on each? - Timeliness of repairs

Count	Percent		
137	80.12%	<div><div></div></div>	ImportanceVery important
27	15.79%	<div><div></div></div>	Somewhat important
2	1.17%	<div><div></div></div>	Not very important
2	1.17%	<div><div></div></div>	Not important at all
3	1.75%	<div><div></div></div>	Unable to judge
171	Respondents		

Q80. How frequently do you use the following building facilities? - Vending

Count	Percent		
4	2.34%	<div><div></div></div>	More than once per day
5	2.92%	<div><div></div></div>	1 time per day
10	5.85%	<div><div></div></div>	4 - 6 times per week
23	13.45%	<div><div></div></div>	1 - 3 times per week
44	25.73%	<div><div></div></div>	1 - 3 times per month
46	26.90%	<div><div></div></div>	Less than once per month
37	21.64%	<div><div></div></div>	Never
2	1.17%	<div><div></div></div>	Not applicable
171	Respondents		

Q81. How frequently do you use the following building facilities? - Computer lab

Count	Percent		
11	6.43%	<div><div></div></div>	More than once per day
14	8.19%	<div><div></div></div>	1 time per day
17	9.94%	<div><div></div></div>	4 - 6 times per week
46	26.90%	<div><div></div></div>	1 - 3 times per week
33	19.30%	<div><div></div></div>	1 - 3 times per month
18	10.53%	<div><div></div></div>	Less than once per month
15	8.77%	<div><div></div></div>	Never
17	9.94%	<div><div></div></div>	Not applicable
171	Respondents		

Q82. How frequently do you use the following building facilities? - Laundry room

Count	Percent		
4	2.34%	<div><div></div></div>	More than once per day
3	1.75%	<div><div></div></div>	1 time per day
14	8.19%	<div><div></div></div>	4 - 6 times per week
93	54.39%	<div><div></div></div>	1 - 3 times per week
51	29.82%	<div><div></div></div>	1 - 3 times per month
2	1.17%	<div><div></div></div>	Less than once per month
3	1.75%	<div><div></div></div>	Never
1	0.58%	<div><div></div></div>	Not applicable
171	Respondents		

Q83. How frequently do you use the following building facilities? - Lounges

Count	Percent		
9	5.26%	<div><div></div></div>	More than once per day
6	3.51%	<div><div></div></div>	1 time per day
13	7.60%	<div><div></div></div>	4 - 6 times per week
21	12.28%	<div><div></div></div>	1 - 3 times per week
23	13.45%	<div><div></div></div>	1 - 3 times per month
28	16.37%	<div><div></div></div>	Less than once per month
44	25.73%	<div><div></div></div>	Never
27	15.79%	<div><div></div></div>	Not applicable
171	Respondents		

Q84. How frequently do you use the following building facilities? - Study rooms

Count	Percent		
7	4.09%	<div><div></div></div>	More than once per day
6	3.51%	<div><div></div></div>	1 time per day
8	4.68%	<div><div></div></div>	4 - 6 times per week
15	8.77%	<div><div></div></div>	1 - 3 times per week
17	9.94%	<div><div></div></div>	1 - 3 times per month
15	8.77%	<div><div></div></div>	Less than once per month
60	35.09%	<div><div></div></div>	Never
43	25.15%	<div><div></div></div>	Not applicable
171	Respondents		

Q85. How frequently do you use the following building facilities? - Game rooms

Count	Percent		
4	2.34%	<div><div></div></div>	More than once per day
3	1.75%	<div><div></div></div>	1 time per day
3	1.75%	<div><div></div></div>	4 - 6 times per week
12	7.02%	<div><div></div></div>	1 - 3 times per week
19	11.11%	<div><div></div></div>	1 - 3 times per month
32	18.71%	<div><div></div></div>	Less than once per month
71	41.52%	<div><div></div></div>	Never
27	15.79%	<div><div></div></div>	Not applicable
171	Respondents		

Q86. Overall, to what extent do you feel your residence is up-to-date?

Count	Percent		
36	21.05%	<div><div></div></div>	A great deal
64	37.43%	<div><div></div></div>	Considerably
49	28.65%	<div><div></div></div>	Moderately
18	10.53%	<div><div></div></div>	Not very much
4	2.34%	<div><div></div></div>	Not at all
171	Respondents		

Q87. Overall, how satisfied are you with the building facilities?

Count	Percent		
46	26.90%	<div><div></div></div>	Very satisfied
90	52.63%	<div><div></div></div>	Somewhat satisfied
28	16.37%	<div><div></div></div>	Somewhat dissatisfied
7	4.09%	<div><div></div></div>	Very dissatisfied
171	Respondents		

Q88. Do you have any comments about the building facilities?

Count	Percent		
29	16.96%	<div><div></div></div>	Yes (please share)
142	83.04%	<div><div></div></div>	No
171	Respondents		

Q89. Please indicate your level of agreement with the following statements: - I feel that my possessions are secure in my room.

Count	Percent		
99	59.64%	<div><div></div></div>	Strongly agree
51	30.72%	<div><div></div></div>	Somewhat agree
13	7.83%	<div><div></div></div>	Somewhat disagree
3	1.81%	<div><div></div></div>	Strongly disagree
0	0.00%	<div><div></div></div>	Unable to judge/No knowledge
166	Respondents		

Q90. Please indicate your level of agreement with the following statements: - I feel safe in my room.

Count	Percent		
115	69.28%	<div><div></div></div>	Strongly agree
43	25.90%	<div><div></div></div>	Somewhat agree
5	3.01%	<div><div></div></div>	Somewhat disagree
2	1.20%	<div><div></div></div>	Strongly disagree
1	0.60%	<div><div></div></div>	Unable to judge/No knowledge
166	Respondents		

Q91. Please indicate your level of agreement with the following statements: - I feel safe in the common areas in my residence hall.

Count	Percent		
101	60.84%	<div><div></div></div>	Strongly agree
52	31.33%	<div><div></div></div>	Somewhat agree
8	4.82%	<div><div></div></div>	Somewhat disagree
1	0.60%	<div><div></div></div>	Strongly disagree
4	2.41%	<div><div></div></div>	Unable to judge/No knowledge
166	Respondents		

Q92. Please indicate your level of agreement with the following statements: - I feel safe in the areas surrounding my residence hall.

Count	Percent		
78	46.99%	<div><div></div></div>	Strongly agree
62	37.35%	<div><div></div></div>	Somewhat agree
21	12.65%	<div><div></div></div>	Somewhat disagree
4	2.41%	<div><div></div></div>	Strongly disagree
1	0.60%	<div><div></div></div>	Unable to judge/No knowledge
166	Respondents		

Q93. Please indicate your level of agreement with the following statements: - My RA(s) are present in the hall.

Count	Percent		
61	36.75%	<div><div></div></div>	Strongly agree
53	31.93%	<div><div></div></div>	Somewhat agree
27	16.27%	<div><div></div></div>	Somewhat disagree
21	12.65%	<div><div></div></div>	Strongly disagree
4	2.41%	<div><div></div></div>	Unable to judge/No knowledge
166	Respondents		

Q94. Please indicate your level of agreement with the following statements: - Campus Police is present in/around the residence halls.

Count	Percent		
83	50.00%	<div><div></div></div>	Strongly agree
53	31.93%	<div><div></div></div>	Somewhat agree
18	10.84%	<div><div></div></div>	Somewhat disagree
8	4.82%	<div><div></div></div>	Strongly disagree
4	2.41%	<div><div></div></div>	Unable to judge/No knowledge
166	Respondents		

Q95. Please indicate your level of agreement with the following statements: - Residents sneaking in guests is a problem.

Count	Percent		
40	24.10%	<div><div></div></div>	Strongly agree
23	13.86%	<div><div></div></div>	Somewhat agree
28	16.87%	<div><div></div></div>	Somewhat disagree
54	32.53%	<div><div></div></div>	Strongly disagree
21	12.65%	<div><div></div></div>	Unable to judge/No knowledge
166	Respondents		

Q96. Please indicate your level of agreement with the following statements: - Residents of the building let strangers into the building.

Count	Percent		
25	15.06%	<div><div></div></div>	Strongly agree
20	12.05%	<div><div></div></div>	Somewhat agree
25	15.06%	<div><div></div></div>	Somewhat disagree
59	35.54%	<div><div></div></div>	Strongly disagree
37	22.29%	<div><div></div></div>	Unable to judge/No knowledge
166	Respondents		

Q97. Please indicate your level of agreement with the following statements: - I am concerned about the presence of weapons in my hall.

Count	Percent		
21	12.65%	<div><div></div></div>	Strongly agree
17	10.24%	<div><div></div></div>	Somewhat agree
33	19.88%	<div><div></div></div>	Somewhat disagree
69	41.57%	<div><div></div></div>	Strongly disagree
26	15.66%	<div><div></div></div>	Unable to judge/No knowledge
166	Respondents		

Q98. Please indicate your level of agreement with the following statements: - I have felt bullied/hazed on campus this year.

Count	Percent		
9	5.42%	<div><div></div></div>	Strongly agree
11	6.63%	<div><div></div></div>	Somewhat agree
15	9.04%	<div><div></div></div>	Somewhat disagree
111	66.87%	<div><div></div></div>	Strongly disagree
20	12.05%	<div><div></div></div>	Unable to judge/No knowledge
166	Respondents		

Q99. Please indicate your level of agreement with the following statements: - Sometimes I feel unsafe with the presence of visitors in my hall.

Count	Percent		
10	6.02%	<div><div></div></div>	Strongly agree
16	9.64%	<div><div></div></div>	Somewhat agree
33	19.88%	<div><div></div></div>	Somewhat disagree
91	54.82%	<div><div></div></div>	Strongly disagree
16	9.64%	<div><div></div></div>	Unable to judge/No knowledge
166	Respondents		

Q100. Overall, how satisfied are you with safety in your hall?

Count	Percent		
89	53.61%	<div><div></div></div>	Very satisfied
63	37.95%	<div><div></div></div>	Somewhat satisfied
11	6.63%	<div><div></div></div>	Somewhat dissatisfied
3	1.81%	<div><div></div></div>	Very dissatisfied
166	Respondents		

Q101. Do you have any comments about safety in your hall?

Count	Percent		
12	7.23%	<div><div></div></div>	Yes (please share)
154	92.77%	<div><div></div></div>	No
166	Respondents		

Q102. Please indicate your level of agreement with the following: My fellow residents . . . - Are aware of hall and campus policies

Count	Percent		
79	48.77%	<div><div></div></div>	Strongly agree
62	38.27%	<div><div></div></div>	Somewhat agree
11	6.79%	<div><div></div></div>	Somewhat disagree
4	2.47%	<div><div></div></div>	Strongly disagree
6	3.70%	<div><div></div></div>	Unable to judge/No knowledge
162	Respondents		

Q103. Please indicate your level of agreement with the following: My fellow residents . . . - Follow hall and campus policies

Count	Percent		
57	35.19%	<div><div></div></div>	Strongly agree
53	32.72%	<div><div></div></div>	Somewhat agree
32	19.75%	<div><div></div></div>	Somewhat disagree
13	8.02%	<div><div></div></div>	Strongly disagree
7	4.32%	<div><div></div></div>	Unable to judge/No knowledge
162	Respondents		

Q104. Please indicate your level of agreement with the following: My fellow residents . . . - Actively confront hall and campus policy violations

Count	Percent		
41	25.31%	<div><div></div></div>	Strongly agree
50	30.86%	<div><div></div></div>	Somewhat agree
23	14.20%	<div><div></div></div>	Somewhat disagree
17	10.49%	<div><div></div></div>	Strongly disagree
31	19.14%	<div><div></div></div>	Unable to judge/No knowledge
162	Respondents		

Q105. Please indicate your level of agreement with the following: My fellow residents . . . - Actively confront incidents of harassment, discrimination, or bias

Count	Percent		
45	27.78%	<div><div></div></div>	Strongly agree
34	20.99%	<div><div></div></div>	Somewhat agree
22	13.58%	<div><div></div></div>	Somewhat disagree
17	10.49%	<div><div></div></div>	Strongly disagree
44	27.16%	<div><div></div></div>	Unable to judge/No knowledge
162	Respondents		

Q106. Please indicate your level of agreement with the following: My fellow residents . . . - Actively confront disturbing or disrespectful behavior in the hall (e.g., noise, vandalism)

Count	Percent		
43	26.54%	<div><div></div></div>	Strongly agree
37	22.84%	<div><div></div></div>	Somewhat agree
29	17.90%	<div><div></div></div>	Somewhat disagree
22	13.58%	<div><div></div></div>	Strongly disagree
31	19.14%	<div><div></div></div>	Unable to judge/No knowledge
162	Respondents		

Q107. Please indicate your level of agreement with the following: My fellow residents . . . - Adhere to quiet hours

Count	Percent		
46	28.40%	<div><div></div></div>	Strongly agree
44	27.16%	<div><div></div></div>	Somewhat agree
24	14.81%	<div><div></div></div>	Somewhat disagree
40	24.69%	<div><div></div></div>	Strongly disagree
8	4.94%	<div><div></div></div>	Unable to judge/No knowledge
162	Respondents		

Q108. Please indicate your level of agreement with the following: My fellow residents . . . - Respect others' boundaries

Count	Percent		
64	39.51%	<div><div></div></div>	Strongly agree
57	35.19%	<div><div></div></div>	Somewhat agree
23	14.20%	<div><div></div></div>	Somewhat disagree
11	6.79%	<div><div></div></div>	Strongly disagree
7	4.32%	<div><div></div></div>	Unable to judge/No knowledge
162	Respondents		

Q109. Please indicate your level of agreement with the following: My fellow residents . . . - Respect others' personal space

Count	Percent		
64	39.51%	<div><div></div></div>	Strongly agree
65	40.12%	<div><div></div></div>	Somewhat agree
17	10.49%	<div><div></div></div>	Somewhat disagree
12	7.41%	<div><div></div></div>	Strongly disagree
4	2.47%	<div><div></div></div>	Unable to judge/No knowledge
162	Respondents		

Q110. Please indicate your level of agreement with the following: My fellow residents . . . - Respect others' property

Count	Percent		
73	45.06%	<div><div></div></div>	Strongly agree
61	37.65%	<div><div></div></div>	Somewhat agree
12	7.41%	<div><div></div></div>	Somewhat disagree
9	5.56%	<div><div></div></div>	Strongly disagree
7	4.32%	<div><div></div></div>	Unable to judge/No knowledge
162	Respondents		

Q111. Please indicate your level of agreement with the following: My fellow residents . . . - Respect the property of the hall

Count	Percent		
70	43.21%	<div><div></div></div>	Strongly agree
54	33.33%	<div><div></div></div>	Somewhat agree
19	11.73%	<div><div></div></div>	Somewhat disagree
13	8.02%	<div><div></div></div>	Strongly disagree
6	3.70%	<div><div></div></div>	Unable to judge/No knowledge
162	Respondents		

Q112. In your experience, to what extent do your fellow residents act and speak respectfully regarding the following characteristics of others? - Races/ethnicities

Count	Percent		
61	38.12%	<div><div></div></div>	A great deal
58	36.25%	<div><div></div></div>	Considerably
27	16.88%	<div><div></div></div>	Moderately
9	5.62%	<div><div></div></div>	Not very much
5	3.13%	<div><div></div></div>	Not at all
160	Respondents		

Q113. In your experience, to what extent do your fellow residents act and speak respectfully regarding the following characteristics of others? - Genders

Count	Percent		
60	37.50%	<div><div></div></div>	A great deal
58	36.25%	<div><div></div></div>	Considerably
27	16.88%	<div><div></div></div>	Moderately
10	6.25%	<div><div></div></div>	Not very much
5	3.13%	<div><div></div></div>	Not at all
160	Respondents		

Q114. In your experience, to what extent do your fellow residents act and speak respectfully regarding the following characteristics of others? - Sexual orientation

Count	Percent		
55	34.38%	<div><div></div></div>	A great deal
55	34.38%	<div><div></div></div>	Considerably
29	18.13%	<div><div></div></div>	Moderately
13	8.12%	<div><div></div></div>	Not very much
8	5.00%	<div><div></div></div>	Not at all
160	Respondents		

Q115. In your experience, to what extent do your fellow residents act and speak respectfully regarding the following characteristics of others? - Religious beliefs

Count	Percent		
61	38.12%	<div><div></div></div>	A great deal
48	30.00%	<div><div></div></div>	Considerably
33	20.62%	<div><div></div></div>	Moderately
10	6.25%	<div><div></div></div>	Not very much
8	5.00%	<div><div></div></div>	Not at all
160	Respondents		

Q116. In your experience, to what extent do your fellow residents act and speak respectfully regarding the following characteristics of others? - Political views

Count	Percent		
49	30.63%	<div><div></div></div>	A great deal
50	31.25%	<div><div></div></div>	Considerably
38	23.75%	<div><div></div></div>	Moderately
13	8.12%	<div><div></div></div>	Not very much
10	6.25%	<div><div></div></div>	Not at all
160	Respondents		

Q117. In your experience, to what extent do your fellow residents act and speak respectfully regarding the following characteristics of others? - Physical disability

Count	Percent		
62	38.75%	<div><div></div></div>	A great deal
49	30.63%	<div><div></div></div>	Considerably
26	16.25%	<div><div></div></div>	Moderately
12	7.50%	<div><div></div></div>	Not very much
11	6.88%	<div><div></div></div>	Not at all
160	Respondents		

Q118. In your living area, to what extent do you do the following? - Trust other students

Count	Percent		
37	23.13%	<div><div></div></div>	A great deal
49	30.63%	<div><div></div></div>	Considerably
50	31.25%	<div><div></div></div>	Moderately
17	10.63%	<div><div></div></div>	Not very much
7	4.37%	<div><div></div></div>	Not at all
160	Respondents		

Q119. In your living area, to what extent do you do the following? - Respect other students

Count	Percent		
95	59.38%	<div><div></div></div>	A great deal
46	28.75%	<div><div></div></div>	Considerably
17	10.63%	<div><div></div></div>	Moderately
2	1.25%	<div><div></div></div>	Not very much
0	0.00%	<div><div></div></div>	Not at all
160	Respondents		

Q120. In your living area, to what extent do you do the following? - Feel accepted by other students

Count	Percent		
53	33.13%	<div><div></div></div>	A great deal
58	36.25%	<div><div></div></div>	Considerably
34	21.25%	<div><div></div></div>	Moderately
13	8.12%	<div><div></div></div>	Not very much
2	1.25%	<div><div></div></div>	Not at all
160	Respondents		

Q121. In your living area, to what extent do you do the following? - Feel connected to other students

Count	Percent		
42	26.25%	<div><div></div></div>	A great deal
54	33.75%	<div><div></div></div>	Considerably
36	22.50%	<div><div></div></div>	Moderately
20	12.50%	<div><div></div></div>	Not very much
8	5.00%	<div><div></div></div>	Not at all
160	Respondents		

Q122. Overall, how satisfied are you with the atmosphere of your hall?

Count	Percent		
56	35.00%	<div><div></div></div>	Very satisfied
76	47.50%	<div><div></div></div>	Somewhat satisfied
17	10.63%	<div><div></div></div>	Somewhat dissatisfied
11	6.88%	<div><div></div></div>	Very dissatisfied
160	Respondents		

Q123. Do you have any comments about the atmosphere of your hall?

Count	Percent		
13	8.12%	<div><div></div></div>	Yes (please share)
147	91.87%	<div><div></div></div>	No
160	Respondents		

Q124. About how many hours do you spend in a typical 7-day week doing the following? - Participating in co-curricular activities

Count	Percent		
47	29.56%	<div><div></div></div>	0
59	37.11%	<div><div></div></div>	1 - 5
24	15.09%	<div><div></div></div>	6 - 10
12	7.55%	<div><div></div></div>	11 - 15
6	3.77%	<div><div></div></div>	16 - 20
4	2.52%	<div><div></div></div>	21 - 25
2	1.26%	<div><div></div></div>	26 - 30
0	0.00%	<div><div></div></div>	31 - 35
1	0.63%	<div><div></div></div>	36 - 40
4	2.52%	<div><div></div></div>	More than 40
159	Respondents		

Q125. About how many hours do you spend in a typical 7-day week doing the following? - Socializing (e.g., hanging out with friends, going to parties)

Count	Percent		
7	4.40%	<div><div></div></div>	0
45	28.30%	<div><div></div></div>	1 - 5
32	20.13%	<div><div></div></div>	6 - 10
23	14.47%	<div><div></div></div>	11 - 15
22	13.84%	<div><div></div></div>	16 - 20
10	6.29%	<div><div></div></div>	21 - 25
8	5.03%	<div><div></div></div>	26 - 30
0	0.00%	<div><div></div></div>	31 - 35
2	1.26%	<div><div></div></div>	36 - 40
10	6.29%	<div><div></div></div>	More than 40
159 Respondents			


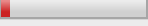
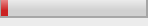
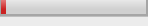
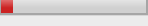
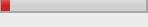
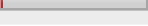
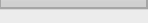
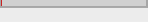
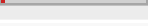
Q126. About how many hours do you spend in a typical 7-day week doing the following? - Relaxing (e.g., watching TV, reading for leisure)

Count	Percent		
6	3.77%	<div><div></div></div>	0
47	29.56%	<div><div></div></div>	1 - 5
46	28.93%	<div><div></div></div>	6 - 10
12	7.55%	<div><div></div></div>	11 - 15
13	8.18%	<div><div></div></div>	16 - 20
7	4.40%	<div><div></div></div>	21 - 25
10	6.29%	<div><div></div></div>	26 - 30
3	1.89%	<div><div></div></div>	31 - 35
4	2.52%	<div><div></div></div>	36 - 40
11	6.92%	<div><div></div></div>	More than 40
159 Respondents			

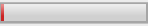
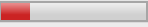
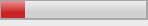
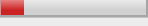
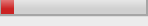
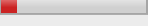
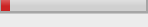
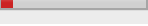
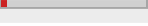
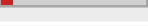
Q127. About how many hours do you spend in a typical 7-day week doing the following? - Working at a job on campus

Count	Percent		
94	59.12%	<div><div></div></div>	0
6	3.77%	<div><div></div></div>	1 - 5
8	5.03%	<div><div></div></div>	6 - 10
15	9.43%	<div><div></div></div>	11 - 15
24	15.09%	<div><div></div></div>	16 - 20
3	1.89%	<div><div></div></div>	21 - 25
3	1.89%	<div><div></div></div>	26 - 30
1	0.63%	<div><div></div></div>	31 - 35
3	1.89%	<div><div></div></div>	36 - 40
2	1.26%	<div><div></div></div>	More than 40
159 Respondents			

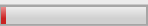
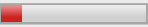
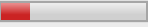
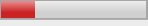
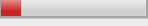
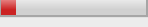
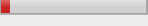
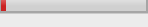
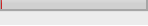
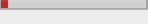
Q128. About how many hours do you spend in a typical 7-day week doing the following? - Working at a job off campus

Count	Percent		
107	67.30%		0
10	6.29%		1 - 5
7	4.40%		6 - 10
5	3.14%		11 - 15
13	8.18%		16 - 20
10	6.29%		21 - 25
2	1.26%		26 - 30
0	0.00%		31 - 35
1	0.63%		36 - 40
4	2.52%		More than 40
159	Respondents		

Q129. About how many hours do you spend in a typical 7-day week doing the following? - Using technology for leisure (e.g., surfing the internet, playing video games)

Count	Percent		
3	1.89%		0
32	20.13%		1 - 5
26	16.35%		6 - 10
25	15.72%		11 - 15
14	8.81%		16 - 20
17	10.69%		21 - 25
10	6.29%		26 - 30
13	8.18%		31 - 35
6	3.77%		36 - 40
13	8.18%		More than 40
159	Respondents		

Q130. About how many hours do you spend in a typical 7-day week doing the following? - Studying

Count	Percent		
5	3.14%		0
23	14.47%		1 - 5
32	20.13%		6 - 10
37	23.27%		11 - 15
22	13.84%		16 - 20
16	10.06%		21 - 25
10	6.29%		26 - 30
5	3.14%		31 - 35
1	0.63%		36 - 40
8	5.03%		More than 40
159	Respondents		

Q131. Are you a Kean University athlete?

Count	Percent		
14	8.81%	<div><div></div></div>	Yes
145	91.19%	<div><div></div></div>	No
159	Respondents		

Q132. How involved are you with the Hall Council?

Count	Percent		
13	8.18%	<div><div></div></div>	Very involved
15	9.43%	<div><div></div></div>	Somewhat involved
28	17.61%	<div><div></div></div>	Not very involved
103	64.78%	<div><div></div></div>	Not at all involved
159	Respondents		

Q133. Do you have a leadership position in the Hall Council?

Count	Percent		
11	39.29%	<div><div></div></div>	Yes
17	60.71%	<div><div></div></div>	No
28	Respondents		

Q134. How familiar are you with the Hall Council?

Count	Percent		
7	6.80%	<div><div></div></div>	Very familiar
17	16.50%	<div><div></div></div>	Somewhat familiar
23	22.33%	<div><div></div></div>	Not very familiar
56	54.37%	<div><div></div></div>	Not at all familiar
103	Respondents		

Q135. To what extent do you feel Hall Council represents the needs of the hall?

Count	Percent		
3	6.52%	<div><div></div></div>	A great deal
6	13.04%	<div><div></div></div>	Considerably
20	43.48%	<div><div></div></div>	Moderately
12	26.09%	<div><div></div></div>	Not very much
5	10.87%	<div><div></div></div>	Not at all
46	Respondents		

Q136. How has living in your residence hall impacted the following? - Your connection to campus

Count	Percent		
75	47.47%	<div><div></div></div>	Very positively
55	34.81%	<div><div></div></div>	Somewhat positively
17	10.76%	<div><div></div></div>	No effect
8	5.06%	<div><div></div></div>	Somewhat negatively
3	1.90%	<div><div></div></div>	Very negatively
158	Respondents		

Q137. How has living in your residence hall impacted the following? - Your academic success

Count	Percent		
77	48.73%	<div><div></div></div>	Very positively
49	31.01%	<div><div></div></div>	Somewhat positively
17	10.76%	<div><div></div></div>	No effect
14	8.86%	<div><div></div></div>	Somewhat negatively
1	0.63%	<div><div></div></div>	Very negatively
158	Respondents		

Q138. How has living in your residence hall impacted the following? - Your social life

Count	Percent		
86	54.43%	<div><div></div></div>	Very positively
30	18.99%	<div><div></div></div>	Somewhat positively
31	19.62%	<div><div></div></div>	No effect
6	3.80%	<div><div></div></div>	Somewhat negatively
5	3.16%	<div><div></div></div>	Very negatively
158	Respondents		

Q139. How has living in your residence hall impacted the following? - Your health/wellness

Count	Percent		
45	28.48%	<div><div></div></div>	Very positively
40	25.32%	<div><div></div></div>	Somewhat positively
29	18.35%	<div><div></div></div>	No effect
32	20.25%	<div><div></div></div>	Somewhat negatively
12	7.59%	<div><div></div></div>	Very negatively
158	Respondents		

Q140. How has living in your residence hall impacted the following? - Your personal happiness/quality of life

Count	Percent		
50	31.65%	<div><div></div></div>	Very positively
52	32.91%	<div><div></div></div>	Somewhat positively
28	17.72%	<div><div></div></div>	No effect
15	9.49%	<div><div></div></div>	Somewhat negatively
13	8.23%	<div><div></div></div>	Very negatively
158	Respondents		

Q141. How has living in your residence hall impacted the following? - Your overall satisfaction with the university

Count	Percent		
56	35.44%	<div><div></div></div>	Very positively
53	33.54%	<div><div></div></div>	Somewhat positively
18	11.39%	<div><div></div></div>	No effect
16	10.13%	<div><div></div></div>	Somewhat negatively
15	9.49%	<div><div></div></div>	Very negatively
158	Respondents		

Q142. To what extent do you feel you have developed/improved the following as a result of living in your residence hall? - Intellectual growth

Count	Percent		
55	34.81%	<div><div></div></div>	A great deal
51	32.28%	<div><div></div></div>	Considerably
25	15.82%	<div><div></div></div>	Moderately
15	9.49%	<div><div></div></div>	Not very much
12	7.59%	<div><div></div></div>	Not at all
158	Respondents		

Q143. To what extent do you feel you have developed/improved the following as a result of living in your residence hall? - Communication skills

Count	Percent		
63	39.87%	<div><div></div></div>	A great deal
50	31.65%	<div><div></div></div>	Considerably
23	14.56%	<div><div></div></div>	Moderately
12	7.59%	<div><div></div></div>	Not very much
10	6.33%	<div><div></div></div>	Not at all
158	Respondents		

Q144. To what extent do you feel you have developed/improved the following as a result of living in your residence hall? - Self-esteem

Count	Percent		
42	26.58%	<div><div></div></div>	A great deal
54	34.18%	<div><div></div></div>	Considerably
29	18.35%	<div><div></div></div>	Moderately
17	10.76%	<div><div></div></div>	Not very much
16	10.13%	<div><div></div></div>	Not at all
158	Respondents		

Q145. To what extent do you feel you have developed/improved the following as a result of living in your residence hall? - Leadership skills

Count	Percent		
48	30.38%	<div><div></div></div>	A great deal
47	29.75%	<div><div></div></div>	Considerably
24	15.19%	<div><div></div></div>	Moderately
17	10.76%	<div><div></div></div>	Not very much
22	13.92%	<div><div></div></div>	Not at all
158	Respondents		

Q146. To what extent do you feel you have developed/improved the following as a result of living in your residence hall? - Interpersonal skills

Count	Percent		
53	33.54%	<div><div></div></div>	A great deal
48	30.38%	<div><div></div></div>	Considerably
30	18.99%	<div><div></div></div>	Moderately
15	9.49%	<div><div></div></div>	Not very much
12	7.59%	<div><div></div></div>	Not at all
158	Respondents		

Q147. To what extent do you feel you have developed/improved the following as a result of living in your residence hall? - Independence

Count	Percent		
85	53.80%	<div><div></div></div>	A great deal
40	25.32%	<div><div></div></div>	Considerably
20	12.66%	<div><div></div></div>	Moderately
6	3.80%	<div><div></div></div>	Not very much
7	4.43%	<div><div></div></div>	Not at all
158	Respondents		

Q148. To what extent do you feel you have developed/improved the following as a result of living in your residence hall? - Social responsibility

Count	Percent		
75	47.47%	<div><div></div></div>	A great deal
44	27.85%	<div><div></div></div>	Considerably
20	12.66%	<div><div></div></div>	Moderately
13	8.23%	<div><div></div></div>	Not very much
6	3.80%	<div><div></div></div>	Not at all
158	Respondents		

Q149. To what extent do you feel you have developed/improved the following as a result of living in your residence hall? - Appreciation of diversity

Count	Percent		
70	44.30%	<div><div></div></div>	A great deal
36	22.78%	<div><div></div></div>	Considerably
24	15.19%	<div><div></div></div>	Moderately
12	7.59%	<div><div></div></div>	Not very much
16	10.13%	<div><div></div></div>	Not at all
158	Respondents		

Q150. To what extent do you feel you have developed/improved the following as a result of living in your residence hall? - Personal awareness

Count	Percent		
72	45.57%	<div><div></div></div>	A great deal
41	25.95%	<div><div></div></div>	Considerably
26	16.46%	<div><div></div></div>	Moderately
8	5.06%	<div><div></div></div>	Not very much
11	6.96%	<div><div></div></div>	Not at all
158	Respondents		

Q151. Overall, how satisfied are you with your learning and growth as a result of living in your residence hall?

Count	Percent		
59	37.34%	<div><div></div></div>	Very satisfied
79	50.00%	<div><div></div></div>	Somewhat satisfied
13	8.23%	<div><div></div></div>	Somewhat dissatisfied
7	4.43%	<div><div></div></div>	Very dissatisfied
158	Respondents		

Q152. How satisfied are you with your residence experience this year?

Count	Percent		
52	32.91%	<div><div></div></div>	Very satisfied
70	44.30%	<div><div></div></div>	Somewhat satisfied
22	13.92%	<div><div></div></div>	Somewhat dissatisfied
14	8.86%	<div><div></div></div>	Very dissatisfied
158	Respondents		

Q153. How did your experience living in the residence hall compare with your expectations?

Count	Percent		
13	8.23%	<div><div></div></div>	Exceeded expectations
75	47.47%	<div><div></div></div>	Fully met expectations
56	35.44%	<div><div></div></div>	Did not fully meet expectations
14	8.86%	<div><div></div></div>	Did not meet expectations at all
158	Respondents		

Q154. Would you recommend living in your residence hall to others?

Count	Percent		
55	34.81%	<div><div></div></div>	Definitely yes
65	41.14%	<div><div></div></div>	Probably yes
29	18.35%	<div><div></div></div>	Probably no
9	5.70%	<div><div></div></div>	Definitely no
158	Respondents		

Q155. Do you have any other comments about your residence hall experience?

Count	Percent		
19	12.03%	<div><div></div></div>	Yes (please share)
139	87.97%	<div><div></div></div>	No
158	Respondents		

Q156. Do you plan to live on campus next year?

Count	Percent		
50	31.65%	<div><div></div></div>	Yes, in the same building
61	38.61%	<div><div></div></div>	Yes, in a different building
38	24.05%	<div><div></div></div>	No
9	5.70%	<div><div></div></div>	Not sure
158	Respondents		

Q157. Why are you not living on campus next year? (Check all that apply)				
Count	Respondent %	Response %		
12	31.58%	14.81%	<div><div></div></div>	I am graduating/not attending this institution next year.
12	31.58%	14.81%	<div><div></div></div>	I will be living at home with parents.
22	57.89%	27.16%	<div><div></div></div>	It is cheaper to live off campus.
14	36.84%	17.28%	<div><div></div></div>	Living on campus has too many restrictions.
9	23.68%	11.11%	<div><div></div></div>	The accommodations on campus do not meet my standards.
5	13.16%	6.17%	<div><div></div></div>	I wanted to be more separate from campus.
7	18.42%	8.64%	<div><div></div></div>	Other (please specify)
38	Respondents			
81	Responses			

Q158. What is your class year?				
Count	Percent			
47	29.75%	<div><div></div></div>		Freshman
50	31.65%	<div><div></div></div>		Sophomore
37	23.42%	<div><div></div></div>		Junior
23	14.56%	<div><div></div></div>		Senior
1	0.63%	<div><div></div></div>		Graduate student
158	Respondents			

Q159. With which gender do you identify?				
Count	Percent			
45	28.48%	<div><div></div></div>		Male
113	71.52%	<div><div></div></div>		Female
0	0.00%	<div><div></div></div>		Transgender
158	Respondents			

Q160. With which race/ethnicity do you identify? (Check all that apply)				
Count	Respondent %	Response %		
16	10.13%	8.89%	<div><div></div></div>	Asian or Pacific Islander
46	29.11%	25.56%	<div><div></div></div>	Black/African American
26	16.46%	14.44%	<div><div></div></div>	Hispanic/Latino/a
5	3.16%	2.78%	<div><div></div></div>	Native American or Alaskan Native
83	52.53%	46.11%	<div><div></div></div>	White/Caucasian
4	2.53%	2.22%	<div><div></div></div>	Other (please specify)
158	Respondents			
180	Responses			

Q161. Did you transfer to this institution from another institution?				
Count	Percent			
31	19.62%	<div><div></div></div>		Yes
127	80.38%	<div><div></div></div>		No
158	Respondents			

Q162. What is your anticipated GPA for this semester?

Count	Percent		
66	41.77%	<div><div></div></div>	3.5 - 4.0
65	41.14%	<div><div></div></div>	3.0 - 3.49
18	11.39%	<div><div></div></div>	2.5 - 2.99
8	5.06%	<div><div></div></div>	2.0 - 2.49
1	0.63%	<div><div></div></div>	Less than 2.0
158	Respondents		