

HOUSING AND RESIDENCE LIFE

At-A-Glance Report

2017-18 Programming Snapshot

About Our HRL Programming Model

On-campus housing is more than just a place for our students to rest their heads. We encourage all residents to get involved on campus, particularly within the housing community! Our staff facilitate this development through personal connections, community gatherings, passive programming, and partnerships across campus.

A community gathering is just one example of the type of activities hosted by our staff and student leaders to complement in-classroom learning. Using the Division of Student Affairs Co-Curricular Learning Outcomes as our guide, each year our staff hosts many programs for on-campus residents. For us, by *program*, we mean an intentional interaction between individuals or groups in a structured or unstructured manner. A program is an event – and can be considered a learning experience for both those who lead the program and those who attend. Programs can be educational or social in nature – or both! We feel our students’ growth, development, and learning is enhanced through our programming efforts.

Our Programming Team

- + Resident Assistant (RA) Staff
- + Housing Student Organizations
 - Residence Hall Association (RHA)
 - Maverick Village Residence Hall Council
 - University Village Residence Hall Council
 - National Residence Hall Honorary
- + Residence Life Professional Staff

Overall Programming Numbers & Reach – Dodge Campus

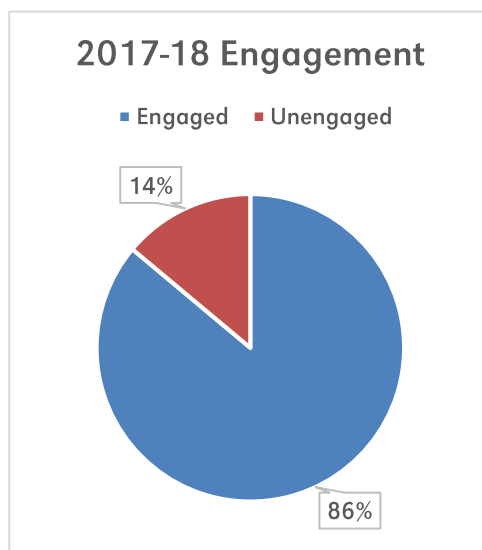
Programming is a staple to the Housing & Residence Life (HRL) mission and vision. We believe that intentional, frequent programming enhances the student experience – which contributes to success in the classroom, adds valuable out-of-the-classroom educational experiences, and further integrates our students into campus life.

During the 2017-18 academic year, HRL on Dodge Campus hosted 272 unique social and educational programs for residents (+37 from 2016-17) with overall attendance totaling 8,409 (+2,955 from 2016-17). That is an average of 31 attendees per program (+8 from 2016-17).



Unique Participants – Dodge Campus

We wanted to look at unique attendees to our programs, so we compared our program attendance (8,409) to our roster throughout the year (977). Of the 977 residents, 841 residents attended at least one HRL program. This means we engaged 86% of our residents on Dodge Campus! Many participants attended multiple programs throughout this semester.

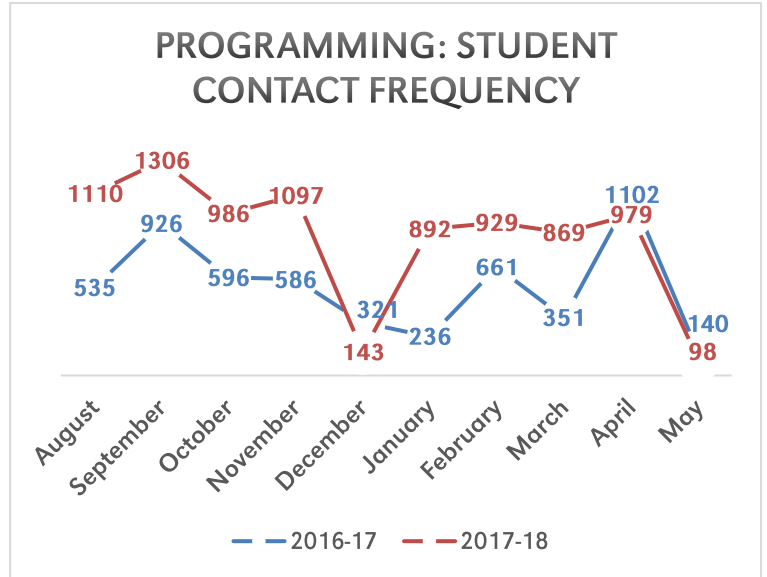
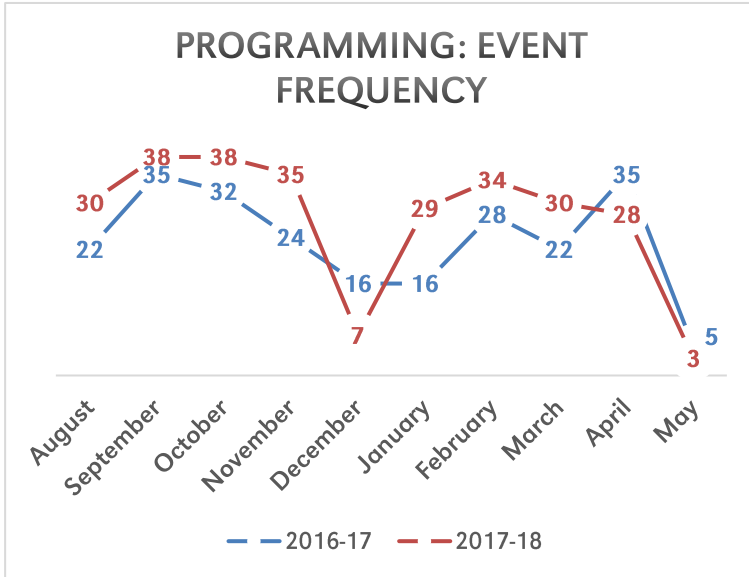


2017-18 Learning Outcome Frequency

Civic & Social Responsibility	10%
Communication Skills	12%
Critical & Creative Thinking	21%
Intercultural Competency	12%
Interpersonal Skills	10%
Leadership	10%
Self-Awareness	10%
Sustainability	15%

Dodge Campus Programming – By the Numbers

The charts below show the number of programs this year (left) and the number of student contacts (right), both as compared to last academic year. As a point of information, this year, our December & May numbers were lower. This is due to a change made in our programming model, as we no longer require Resident Assistant programming during the months of December or May. This change provides our student staff and student leaders additional time for final academic coursework and exam preparations during these months.



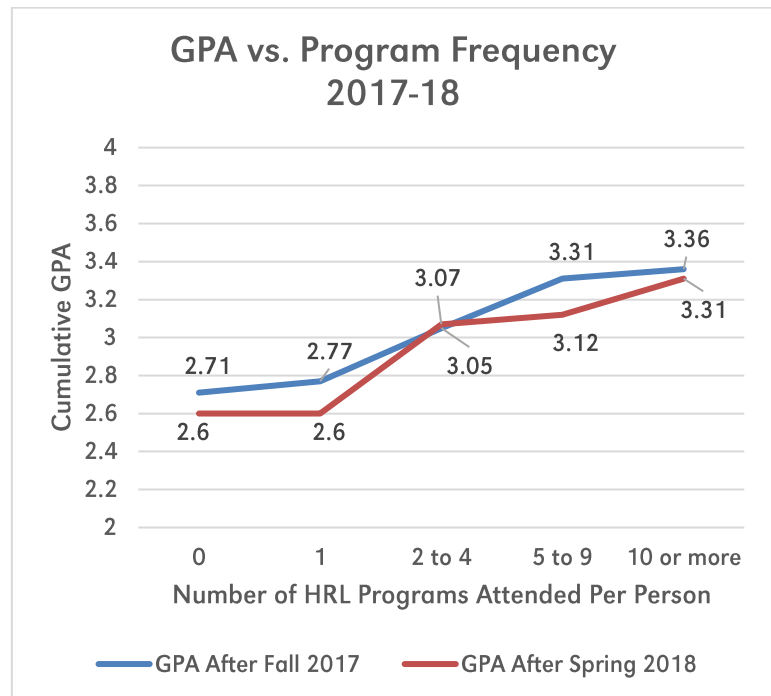
The Relationship between Program Attendance & GPA – Dodge Campus

Now that we know who attended our programs and their frequency, we wondered: is there a correlation between program attendance and cumulative GPA?

Yes! Our data show that those who attend a greater number of HRL programs, on average, have a higher cumulative GPA than those who engaged with fewer programming opportunities. In fact, the greatest impact is realized when a student engages in two or more programs.

Overall, there is certainly a relationship between cumulative GPA and program attendance. Though not causal, we can infer that involvement on campus increases a student's comfort and sense of belonging with the institution – which certainly has implications on their academic coursework.

This information is significant to our mission and work in HRL because it confirms the long-held, frequently-cited notion that student engagement outside of the classroom has implications for what happens inside of the classroom.



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