

A Study of the Student Experience at the Residential College- Final Report

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Introduction

Students who reside on West Campus, also known as the Residential College (Lourdes, Tau and Maria), are given opportunities to engage in social and academic programming through the Residential College academic programs and Residence Life. The coupling of the Residential College and Housing & Residence Life creates unique opportunities for students to get involved. The programmatic offerings to students include: Living and Learning Communities, Yard Series Classes, Emerging Leaders Retreat, Mugshots Coffeehouse and building/ floor programs.

This study looked at the satisfaction and engagement of students who live on West Campus. This information was necessary to give a baseline for future studies of satisfaction and engagement. Since we will be changing our floor structure to a house structure for fall 2008, this information will provide the opportunity to see if there are changes in engagement and satisfaction results from this organizational change as research suggests.

The other aspect of this study and the focus of the literature review was living and learning communities. This study compared the results of the survey to the students' past participation in a living and learning community. The study was broken down into two parts. First, focus groups were conducted on assessment day and the week following (February 2008). Seventeen students responded to nine questions about many aspects of the social and academic environment on West Campus. Secondly a paper survey was given to students at their last floor meeting of the school year (April 2008). Four hundred and eight nine (489) students took the survey, which was a return rate of 73.3% of all students living on West Campus during the time the survey was administered. The hypotheses were then tested by the Mann-Whitney to investigate significance.

The conclusion was that many items in the survey were found to be significantly different for students that participated in living and learning communities compared to students that did not participate. Overall the results indicated a positive relationship between satisfaction and engagement with living and learning community participation.

Timeline

February 2008	IRB paperwork submitted Start of literature review Request information from Institutional Research Consultation with faculty Formulation of focus group questions Focus groups conducted on Assessment day and the week after
March 2008	Consultation with faculty Formulation of paper survey Focus group transcriptions IRB paperwork follow up
April 2008	Paper survey administered week of April 16, 2008 Consultation with faculty Results put into SPSS
May 2008	Focus group transcripts analysis Paper survey analysis Literature review completed Institutional Research data analysis Final paper written
June 2008	Presentation of finding to ASF

Literature Review

Research in higher education consistently indicates that student attrition may be caused by lack of academic and social engagement. Astin (1985) reported that “the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement” (p. 36). Living and learning communities have been developed to increase student involvement and satisfaction, to connect in and out of classroom learning, to foster a sense of community in the residence halls, as well as to encourage student engagement. Pascarella and Terenzini (1991) concluded, “one of the most inescapable and unequivocal conclusions we can make is that the impact of college is largely determined by the individual’s quality of effort and level of involvement in both academic and non-academic activities” (p. 610). Living and learning communities provide opportunities for involvement and engagement both academically and socially for students that participate in them.

Smith (2003) stated that while more than five hundred colleges and universities now offer some type of learning community in which students take two or more courses as a group, the concept of learning communities dates back to the Progressive Era. The Experimental College at the University of Wisconsin, founded by Alexander Meiklejohn, offered an interdisciplinary two-year program geared toward preparing students for civic engagement in the expanding American democracy (Smith, 2003). Meiklejohn’s approach restructured curriculum and the teaching strategy, changing the role of the relationship between faculty and students to produce an educational environment that fostered engagement in and outside the classroom. The Experimental College stressed active learning, collaborative work and sought to help students develop analytical and problem-solving skills (Smith, 2003).

Learning communities encourage students to connect ideas from different disciplines and to link students to each other through ongoing social interactions. By being involved in an interdisciplinary and interactive community, students are introduced to multifaceted, diverse perspectives that encourage critical thinking and contextual learning (Kuh and Zhao, 2004). This enables students to become members of a community focused on academic content. This allows them to further “develop their identity and discover their voice as well to integrate what they are learning into their world view and other academic and social experiences” (Kuh and Zhao, 2004, p. 5). Integrating academic and social activities can motivate students as Astin (1993) noted:

Classroom research has consistently shown that cooperative learning approaches produce outcomes that are superior to those obtained through traditional competitive approaches, and it may well be that our findings concerning the power of the peer group offer a possible explanation: cooperative learning may be more potent...because it motivates students to become more active and more involved participants in the learning process. This greater involvement could come in at least two different ways. First, students may be motivated to expend more effort if they know that their work is going to be scrutinized by peers; and second, students may learn course material in greater depth if they are involved in helping teach it to fellow students. (p. 427)

Many residential or living and learning communities incorporate active and engaged learning, geared toward encouraging involvement in academic and social activities that extend beyond the classroom and serve to connect components of living and learning. Living and learning communities (LLCs) have been linked to positive behaviors such as: increased academic effort,

openness to diversity, social tolerance, and both intrapersonal and personal development. Smith (2003) stated:

The most recent National Survey of Student Engagement, for example, found that participation in learning communities was positively related to diversity experiences, student gains in personal and social development, practical competence, general education, and overall satisfaction with the undergraduate college experience. (p. 3)

In a variety of settings, LLCs have positively increased student retention and academic achievement, helped to increase student involvement and motivation, and enhanced student intellectual development (Kuh and Zhao, 2004). Minkler (2002) stated that the “results of over a decade of research on LLCs indicate that there are definite benefits seen in student retention, student satisfaction with classes, increased student success, and intellectual development” (p. 8). Minkler also noted that faculty involved in many of the studies also reported feeling a high level of satisfaction as well as professional development from teaching in an LLC. Due to the positive increase in retention and satisfaction, it is clear that LLCs can impact student attrition rates.

Pascarella, Terenzini & Bliming (1994) reported that in a residential or living and learning community the “central theme appears to be one of bringing about a closer integration of the student’s living environment with his or her academic environment” (p. 32). Compared to students who live off-campus, residential students have significantly higher levels of faculty-student interaction and peer support, greater academic and social integration, and significantly greater satisfaction and commitment (Pascarella, Terenzini, & Blimling, 1994). Additionally, students who participate in out-of-class activities are more likely to connect with an affinity

group of peers, which is important for success and personal development (Pascarella & Terenzini, 1991).

Several studies indicate that participating in learning communities is linked to a variety of desired outcomes. Zhao & Kuh (2004) found that participating in learning communities is uniformly and positively linked with engagement in educational activities, enhanced academic performance, integration of academic and social experiences, gains associated with college attendance, and overall satisfaction with college experience. Zhao and Kuh (2004) also found that experience with a learning community is associated with higher levels of academic effort and academic integration. Additionally, they reported that frequent interaction with faculty members, engagement in diversity-related activities and satisfaction with their college experience were all positively linked to involvement in a learning community. Finally, Zhao and Kuh (2004) found that learning communities were associated with student gains in personal and social development, and practical competence.

When comparing students who were a part of a living and learning community to traditional residence hall students, Inkelas, Vogt, Longerbeam, Owen, and Johnson (2006), found that LLC students were statistically “more likely to have a mentoring relationship with faculty and were more likely to go beyond basic interactions with faculty” (p.3). LLC students also had significantly more positive perceptions of their residence hall climates (both academically and socially) and viewed the campus climate for racial and ethnic diversity as positive. This reveals the relative amount of success that LLC programs have fostering a positive environment and also indicates that these positive perceptions could impact student observations about a broader campus climate.

In another study, first year students involved in a LLC and traditional residence hall students that were not involved in the LLC were given an end of the academic year evaluation designed to assess the degree to which participation in a residential learning community affected student satisfaction with their collegiate experience (Johnson and Romanoff, 1999). The results indicated that students in the LLCs were more satisfied with their extracurricular activities, academic advisors, interaction with faculty and peers, and their overall experience at their university. Students who were a part of the LLC also reported feeling a sense of community, encouragement from faculty in their academic pursuits, encouragement to discuss their feelings and actively participate in classroom discussions, and also an overall feeling that students were treated with respect (Johnson and Romanoff, 1999). Students who had participated in the LLC were significantly more satisfied with their learning community faculty as they felt they were well prepared, interesting and that classes taught by these faculty members were worth attending. Students in the LLC program also stated that the opportunity to easily make friends early in the first semester was very important. The LLC group felt more strongly that their experience at the university had helped them to understand another point of view and 65% said they would recommend the program to a friend (Johnson and Romanoff, 1999). The LLC students were generally more satisfied with their overall experience than were the control group. Johnson and Romanoff (1999) concluded:

The findings of this study suggest that undergraduates from different majors can achieve academic success and find considerable satisfaction with their collegiate experience by participating in a residential learning community that emphasizes writing and critical thinking skills, as well as teamwork and service-learning (p. 5).

In a study conducted by Love and Saunders (2004) one area of inquiry was to examine whether participation in a LLC was linked with student engagement, gains in educational outcomes, and overall satisfaction. Results indicated that participation from first-year students in a LLC was “associated with higher levels of student engagement, more positive perceptions of the campus environment, and gains in practical competence (i.e., analyzing problems, acquiring work-related skills, using technology, and working effectively with others)” (Love and Saunders, 2004, p. 2). Additionally, a comparison based on learning community type indicated that students who participated in LLCs that “combined course-based experiences with a residential component reported the highest levels of student engagement, perceptions of campus environment, and gains in learning outcomes” (Love and Saunders, 2004, p. 2). Finally the study determined that higher satisfaction of students in learning communities was predictive of higher retention.

In an evaluation of a LLC for freshmen Engineering students, Light, Beller, Crouch, and Davis (2005) found that although a majority of students were anxious to meet new friends but were worried about time management and grades, living and learning community students indicated they did meet new friends, did improve their grades and improved time management and study skills. Additionally, the LLC students were particularly satisfied living in the same residential hall with other engineering majors, allowing them to help each other in classes and study together. Overwhelmingly LLC students indicated they planned to continue their engineering studies more so than the control group. Light, Beller, Crouch, and Davis (2005) also reported that all results of their study, both quantitative and qualitative, indicated a living and learning community was a valid vehicle for increasing retention, academic achievement, and engagement for engineering students.

Pasque and Murphy (2005) found that LLC programs had a series of positive outcomes for both academic achievement and intellectual engagement. LLC programs were a predictor of students' academic achievement and intellectual engagement. In addition, “specific academic and intellectual benefits of the LLC program participation for students of color, non-Christian, and gay, lesbian, and bisexual students were found” (Pasque and Murphy, 2005, p. 2). These outcomes indicated that participating in a LCC can have positive outcomes for a variety of students.

An additional study geared toward enhancing students' learning and intellectual development during the first year of college, through creating formal living and learning communities in residence halls, indicated that students in LLCs had “significantly higher levels of involvement, interaction, integration, and gains in learning and intellectual development than students in traditional residence halls” (Pike, 1999, p. 1). The study also indicated that participation in LLCs directly enhanced students' involvement and interaction. Another finding that emerged from this study was that LLCs tended to exert a “positive direct effect on day-to-day behavioral aspects of students' college experiences and indirect effects on the integration of information and gains in student learning and intellectual development” (Pike, 2005, p. 10). This suggested that students involved in LLCs had an enhanced learning experience.

In summary, a review of the literature brought to light two main areas that informed this study: engagement and satisfaction. The findings of this literature review suggested that the students who participated in a LLC would have measureable differences in engagement and satisfaction levels, as compared to those students that did not participate. Because of this, we determined that the increased connection to faculty and educational activities offered at Winona State University's Residential college through living and learning community participation

should have a measureable difference over the experience of those that do not participate in the program.

(NOTE: In this literature review there were many terms used to describe living and learning communities. Living and learning communities and residential communities were used to describe programs that have some kind of living component. The term learning communities can be used to describe programs that have a living component and those that do not have a living component.)

Analysis of Student Population Living on West Campus

To get a better picture of who the Residential College students are, data on the population of students living on West Campus was obtained in February 2008 from Winona State University's Institutional Research Department. This data included general information about the students such as their gender, residence hall, and major, and has been included as Appendix A to this paper.

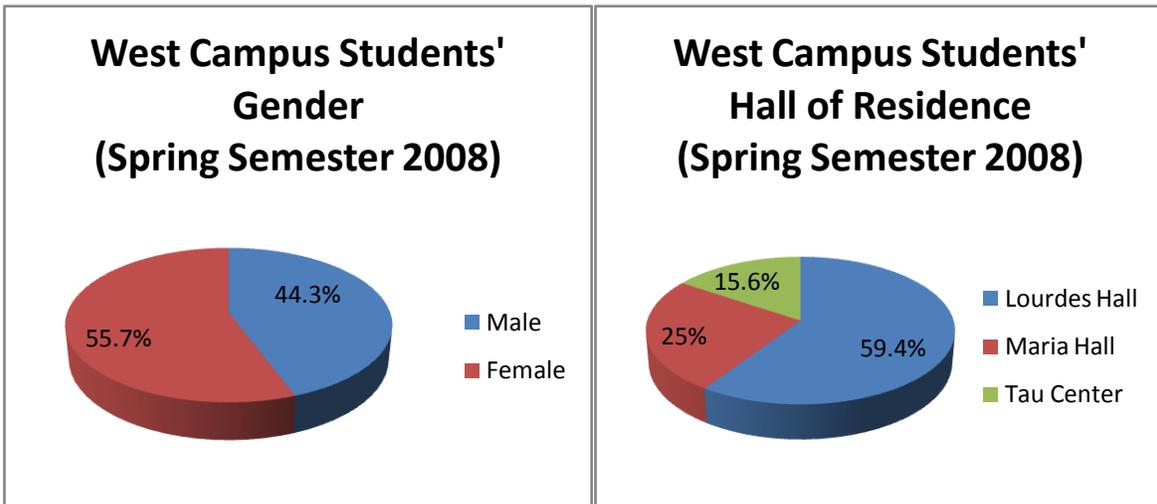


Figure 1

Figure 2

The data indicated that 679 students were living on West Campus at the time of collection. As depicted by the pie chart on Figure 1, 44.3% of these students were male and 55.7% were female. Depicted in Figure 2, the majority of students (403; 59.4%) resided in Lourdes Hall, followed in number by 170 students in Maria Hall (25%), and 106 students in Tau Center (15.6%).

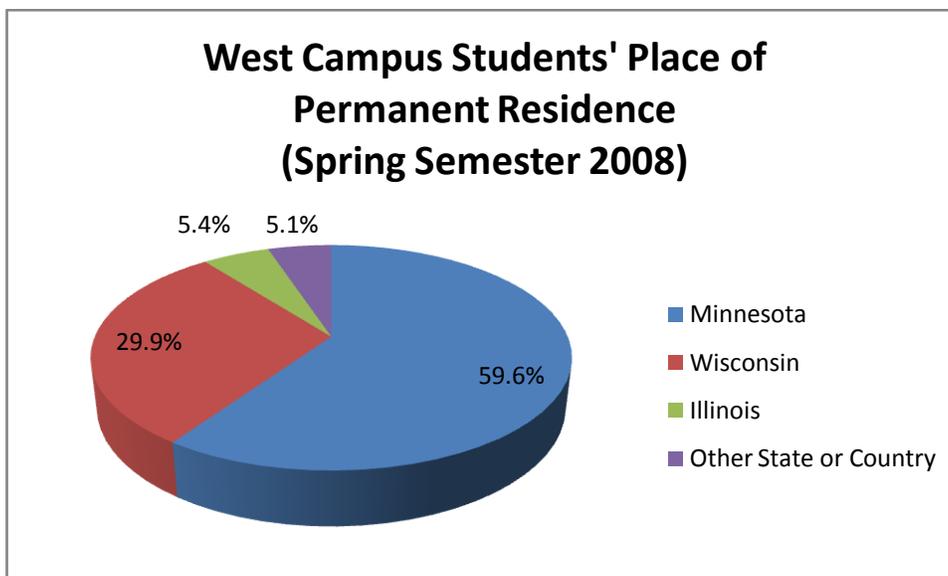


Figure 3

As seen on Figure 3, the majority of students (405; 59.6%) living on West Campus listed a Minnesota address as their permanent address, followed by 203 students (29.9%) who listed a Wisconsin address, 37 students (5.4%) who listed an Illinois address, and the remaining few listed other states or countries outside of the United States.

The majority of students (517; 76.1%) living on West Campus fit the freshmen classification based on Winona State University's designation (students who had earned a combined [local and transfer] 0-29 credits). The next largest was the class of sophomores (30-59 credits) with 110 students (16.2%). The average overall completed credit hours of West Campus students were 24.6, an average of 20 of which was completed locally. The number of total completed credits ranged from zero to 143.5; local credits completed ranged from zero to 120. The overall average GPA after the first semester of students living on West Campus was 2.67. Broken down by gender, the females surpassed the males with an average GPA of 2.8 while the average male GPA was 2.51. The average ACT score of students living on West Campus was a 23, with the male average (23.24) slightly higher than the female average (22.816), with scores ranging from 15 to 33.

Declared Majors of West Campus Residents (Spring Semester 2008)

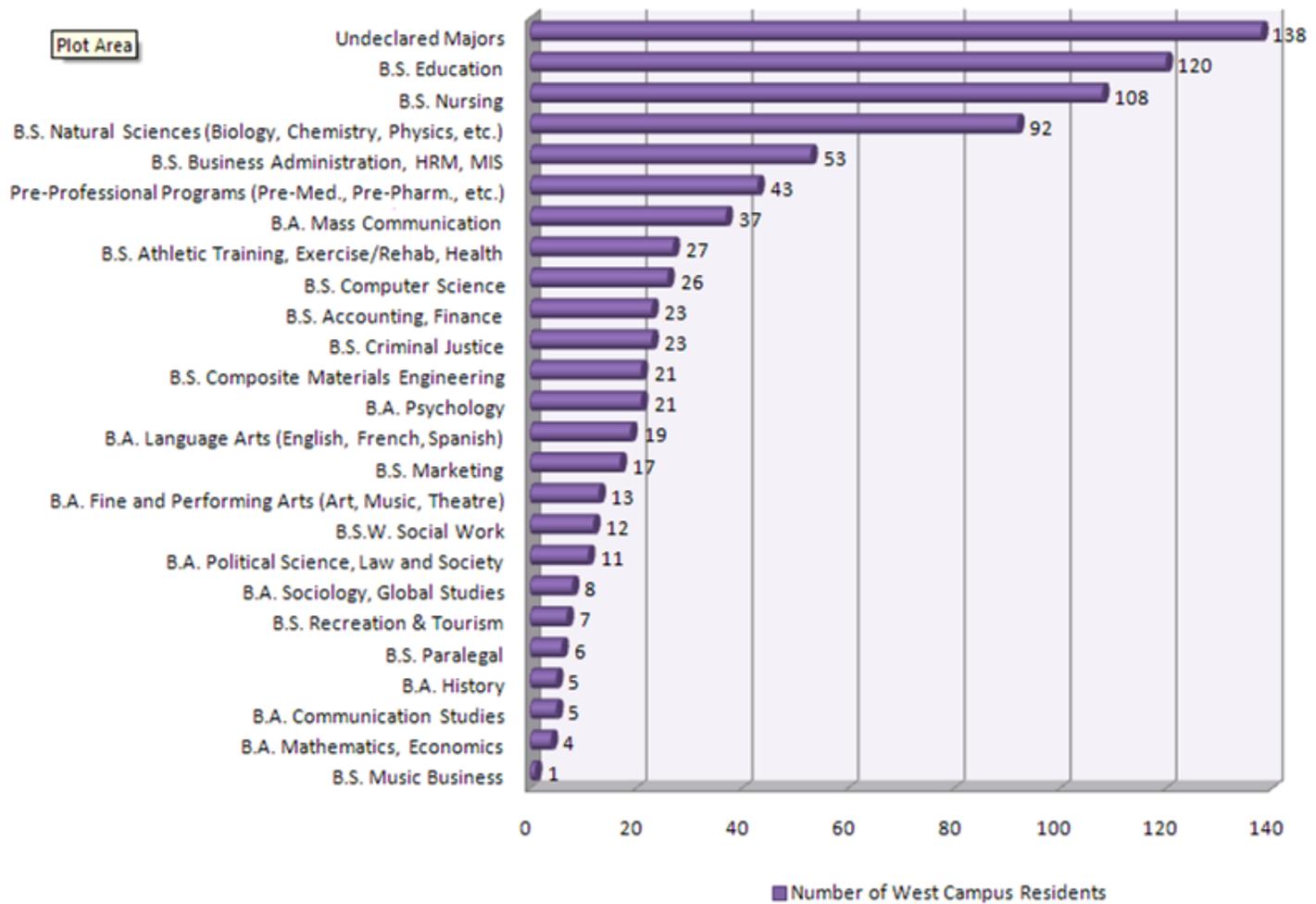


Figure 4

The majority of students (138 students, 20%) on West Campus had not yet declared a major, as shown in the bar graph in Figure 4. The most popular declared majors were Education and Nursing, followed closely by B.S. majors in the natural sciences. Figure A is a bar chart representation of the declared majors of West Campus students. Appendix A lists up to 3 majors per individual student, which explains why there is a total of 840 majors (including undecided majors) listed for 679 students. This data gives a general picture of the population of students living on West Campus during spring semester 2008.

Focus Group Study

Significance of Study

This study is significant in that it takes a look at the satisfaction and engagement of a unique population at Winona State University. In order to get a complete picture of students' satisfaction and engagement, focus groups were held to give students a voice in the research efforts and to bring up activities, initiatives and issues that were important to their lives at the West Campus. The focus groups were held before the paper survey was developed in order to see what issues came to the forefront.

Instrument Developed

After reviewing appropriate literature to determine the outcomes of student involvement in learning communities, a series of questions were developed in an attempt to assess student experiences within Winona State University's Residential College. These questions were reviewed by a faculty member in the Winona State University's College of Liberal Arts who recommended using questions that would look into satisfaction and engagement at the Residential College. The focus group questions can be found in Appendix H.

Limitations of Focus Group Study

The two major limitations in the focus group data were the limited participation of students, and the fact that the students that did participate were not necessarily a fair representation of the overall population. While thirteen focus groups were offered, only six were attended by students. A total of seventeen students participated in the focus groups, and the majority of these participants were students who were highly involved in their residence hall

through paid or volunteer leadership roles. It appeared that students who were willing to talk in a focus group tended to be the students who were most involved. Of those that participated: five were Resident Assistants, one was an Assistant Hall Director, three were in formal hall council leadership positions, four were floor representatives, one was a residence hall desk assistant, and only three were not involved in the residence halls' leadership or employment roles. When looking at the West Campus student population as a whole, the majority of students were not involved in residence hall life. However, because many of the participants were highly involved leaders, they did offer informed and insightful observations and recommendations.

Methodology

We utilized WSU's assessment day to hold focus groups at the Residential College. Twelve sessions were held during that day with a total of fourteen students participating. We invited students to come with email messages, signs, and offerings of refreshments when they arrived. We held the focus groups at three locations: one in each of the three West Campus Residence Halls. Every effort was made to make it convenient for students to come participate. The sessions were held at 10am, noon, 2pm and 7pm. We held another focus group one week later in an effort to get more participation. For this focus group we offered students pizza and advertised through large and small signs, as well as emails, and had three students participate. The three facilitators of the focus groups each led focus groups in one of the buildings that they did not work in, in order to not affect student responses through any established relationships or their positions. At the beginning of the focus group, students were told about the purpose of the study and were informed that the focus groups would be recorded and that transcripts would be made of the conversations, but the names of participants would not be disclosed on the

transcripts. All students signed a consent form (found in Appendix I) before proceeding with the focus group questions.

Data Collected

The data was collected in three steps. First the focus group sessions were recorded and transcribed by the person facilitating the discussion. These six transcripts have been included as Appendices B-G. Second, the transcriptions were reviewed in an effort to find common themes among the information provided by students. Finally, the common themes have been outlined with direct quotes from students.

Analysis and Results

When reviewing the focus group transcripts there were several common themes that were noted as re-occurring, or were stated multiple times by students. As a result the following section will review these common themes as well as the direct quotes made by students.

One re-occurring theme that was repeated by multiple students was a feeling that the Residential College, or West Campus where the Residential College is located, felt like a home away from home. Some of the direct quotes said by students in the focus groups were:

“It’s like, you’re getting away from school, and you’re still here obviously, but it’s like, it feels like you’re going home at the end of the day. I guess that’s what I like most about it.”

“It is a home away from home over here and that is what I like best about it.”

“Um, I think it’s definitely um, a great social experience because, you’re coming home at the end of the day. There’s that feeling of, you get on the bus, you leave class behind you,

you still have homework ahead of you, but you leave that classroom behind you. You're not looking out your window, and there's Gildemeister, or something along the lines.

Um, and so you're able to say, ok, I'm home. Who's here, if I'm going to hang out with friends, if I want to do homework with friends, however, it's, you want to do it, it's more of a social environment, not to say that academics aren't important and emphasized, but it gives that feeling of, we all kind of live, in a community."

"Um, I definitely like the separation of the academic life and the social life. Um, yes, it is an academic area, however, um, you do feel like you're coming home, and you're stepping away. Um, for me if I were on main campus, I think I would be stressed out more about classes because you could see the academic building and it's always looming over you, whereas when you come back to west, you're able to remove yourself from that situation, and step into your social and personal life, away from the barriers of the buildings of academic life."

As described in the comments above, many students reported that they felt a sense of community or a sense of family with other students in the Residential College or on West Campus. Here were some other direct quotes from students that spoke candidly about this sense of community in the focus groups:

"This year, as the resident assistant, I enjoy the community that I've been able to establish on my floor, my residents, um, have a sense of family among them and they definitely, um, interact with each other in a great way, and our floor has become their home, so, um, I think that's really been important to me."

"The sense of community and the home away from home aspect. I just think that like people on West campus, I don't know if they are nicer, but I feel more of a connection

with them. I guess because I am with them more. I am always hanging out with them and it is like my second home. It is my real home now. When I talk about going home I am talking about going back to Winona.”

“I don’t know, just talking to people that lived on main, I feel like they don’t have quite that same sense of community, as we do here.”

Several students indicated that they felt students on West Campus had a closer relationship due not only to the proximity, but also due to the fact that they took classes, studied with, rode the bus, lived with and went to programs with students who lived in the same building as them.

Students also indicated that while they liked the separation from the academic buildings on main campus, they felt it was easier for them to go home (as they previously described as West Campus) and work on their homework. Students also reported that they felt that their residence hall was an academic experience because they took classes, studied and socialized with other students living on West Campus. This theme was seen in some of the following direct quotes from students:

“I think living in the halls provides sort of an academic support system, because everybody here is a student, so they’re going through the same thing. And so when you, you know, you come across a bunch of people studying, you feel like you should also sit down and focus on your academics.”

“I think it helps when you come home from classes and everyone else is studying, so you study too or take the bus over to the library you do it all together. It is more fun because I do it with the people in my hall.”

“Like everyone who rides the bus lives on west so you kind of like see like I ride every day. You see you are on the same schedule with other people. It is kind of an ice breaker to be on the bus. You can’t look out the window the whole time.”

“I participated in the residential college theme my freshman year, and, um, that program was really nice to get me started with the basic people that I knew, because I had a couple classes with the same people, and then we had our themed class, too, once a week. So my early base of friends and people that I knew, were established in that, so, that was really nice.”

“I don’t know. I think that it’s great that you have like this network of people that you can get to know that kinda have the similar classes, similar interests, and living with them. You know, a campus away from Main, um, can help your study habits a little bit, being unplugged, and just you know, able to work without having , you know, worrying about other classes, you can just focus on one at a time, yeah.”

“Okay, well I like the feel that we have on West campus. It gives me more of an academic feel because uh, it gives me a more academic sense than living on main campus because, uhm, the separation of home and school. You go home and do your homework, where as you are always at school there. I think if I lived on main I would just be trying to get away from campus. So, I think West campus has more of an academic appeal because I am more willing to start on homework because I feel comfortable over here, so I am more willing to do it because I really enjoy that. I think I do better than I would over on main.”

“I think what I like about the hall, academic experience wise, is that there are always people there from your classes, it’s not like I am living off campus or whatever and have

to drive to meet them. It's really easy, I can just go home and started doing homework.

It's much easier that way.”

“So I think, um, it's definitely a living experience where you have to do the academic area, and it's nice to have other people around. I know I have some students that took classes together with some of their friends from, in the hall and they, I walk in and there's study groups going on in rooms, too, so, um, it's definitely an environment that can be catered to what you need to. I think that's what a res. hall rooms do. They're a bedroom, they're a living room, they're a kitchen, and a study lounge, when it's that period of time when they need to be.”

“Um, I think living in the halls provides sort of an academic support system, because everybody here is a student, so they're going through the same thing. And so when you, you know, you come across a bunch of people studying, you feel like you should also sit down and focus on your academics. And, by living in Tau, we have the rotunda, and so you have a nice quiet study area, where you do not have to go to main campus or to the library, but you still have that academic retreat place where you can go and study and feel like you're accomplishing something. Um, and also, along with the support system, you have the groups and other people in classes that you can go and study with and work and help each other.”

Another theme in student answers was that students enjoyed having so many things centrally located in the residence halls. Some of the things mentioned were: the fitness center, the café, the pool, the student-led coffee shop (Mugshots), and cafeteria. Here were some of the direct student quotes:

“The thing I participate with the most is with exercising. I went to a lot of kickboxing in Maria the first semester.”

“One of my other favorite things is that we have a café over here. I love the fact we have a café over here. I don’t even eat on main.

“I also really like it that there is a cafeteria over here.”

“I also use the weight room and I like to make use of what West campus does have to offer.”

“...The facility is nice because if you need a break from studying you can just go downstairs and work out or take a swim to get a break. That’s what I like a lot about it.”

In the above quotes students indicated they enjoyed having things centrally located, but students also indicated they enjoyed having so many study spaces available (classrooms, lounges, the coffee shop, etc.). Also, students indicated that they enjoyed having the option of attending classes on West Campus. Here were some quotes from students regarding the study spaces available and their comments about having classes on West Campus:

“...It’s really convenient. I mean you can just head over, and do your class over here.”

“It was kind of nice, to be able to just take a bus somewhere different and see a different place. Uh, with the, uh, entrepreneurship seminar, um, I really liked that. It felt a little bit different, like it felt, it was kinda nice just to be able to be, like, in your own home, and come down and have a class, instead of having to take the bus all the way over to campus. So I think that it was a lot more convenient, I guess, to be able to go to class or whatever, so. I thought it was kind of nice having it here.”

“Just the fact that it’s a bigger building. It’s got lots of different places you can go to study, um. It’s helped me become a better studier, because I have the ITV room, and I’ll

go down and study and there's a lot less distractions because, you know, the residents, you know, don't see me there, or whatever. Um, so I guess, just giving me a chance to, be able to study better. Or have, you know, more opportunities for places to go. Other than, to hafta, go all the way out to the library. It's nice to just be able to stay in the same building.”

“And, by living in Tau, we have the rotunda, and so you have a nice quiet study area, where you do not have to go to main campus or to the library, but you still have that academic retreat place where you can go and study and feel like you're accomplishing something. Um, and also, along with the support system, you have the groups and other people in classes that you can go and study with and work and help each other.”

Students enjoyed the study spaces and building amenities that were not provided on Main Campus.

Another theme that was noted when reviewing the focus group transcripts was that students enjoyed large group programming that hosted many or all of the students living on West Campus. This was relevant as much of programming is currently geared toward smaller floor or hall programs. When asked which programs they most enjoyed, many of the quotes below indicated specific events that students engaged in, most of which were identified by residence hall staff members as large programming and not smaller floor activities. Here are the quotes from students regarding large group programming and what student's favorite activities were on west campus:

“I mean, I know people on the third floor have gotten really close, just seeing each other all the time, but they don't necessarily know any of the people on the fourth floor, or they don't know any people on the second floor because they don't see each other too often, or

have to interact, unless there are activities, and I think that if there were more activities where everyone was getting together, especially in the beginning.”

“The more people you have there, the easier it is to enjoy yourself, I think, because there’s a lot more opinions going on and a lot more interaction between other people. Yeah when you are at smaller programs it is enjoyable, but when there’s more numbers, there’s more people to take part, and so you can enjoy it a lot more.”

“I guess I have to say that my favorite on that we have put on was Winter Formal. I had a really good time putting it on and seeing that everyone had a good time. I loved helping out with it. It was something for everyone to go rather than go out and drink. It was a really fun activity to do.”

“My favorite event would have to be Condom Bingo. Just because there were so many people there and everyone was having fun. They had it a second time last night and I didn’t get to go, but the first time was a blast.

“My favorite activity was from last year, because we haven’t had it here yet. It’s West Fest, it’s a lot of fun to do last year. I had a little hand in it, but not much. Uhm, let’s see. We had a bunch of activities outside for everyone to do between Tau and Maria. It started out, we planned for it to be outside, but we had to move it inside because it started raining and we couldn’t really have it out there. We had tie-dye t-shirts and a mechanical bull that you got to ride and pie your RA. That was fun, I got pie in my face. I really enjoyed it because a lot of people came out, even though it was raining.”

It appeared that the students saw large programming as an opportunity for students to meet other students outside of their own circle of friends and saw the programs as more memorable.

Another common theme that was found among student response was that the bus/van system that takes students from West Campus (which is twelve blocks from main campus) to main campus, and vice versa, was the thing student liked the least about living on West Campus. Here are some of the quotes about the bus/van system;

“I think the thing I like the least about living on West campus is that after six o’clock they start doing the vans, or whatever time the vans start. There are always people in night classes, especially on like Wednesdays and stuff, and there are always a lot of people from West campus who try to go to those and we have a twelve person van. I hate having to wait like an hour after class to get on the van. That’s really annoying sometimes.”

“The bus is definitely what I don’t like about living on West campus. Another thing is that I like sleep and you can’t wake up five minutes before your class and make it. If you lived on main you can, so that’s what I like least is not being able to sleep until 10 minutes before your class and then go to class.”

“I agree, I really hate the bus. It’s really hard to time it right and schedule.”

“I just don’t like the van. Especially when the one van from East Lake has like no-one in it and there are a ton of people waiting and the EL van just sits there and won’t take us to West. Otherwise it is fine. I don’t really I have anything else. Well, other than the fact that there is really now color in our hall. There are on some of the other floors, but not on mine. I wish it were more colorful.”

“Well, I suppose, it’s sometimes a hassle to catch the bus, sometimes, if you just really need to get to campus fast, it’s a pain to have to wait. I think sometimes, um, the bus and the van get off of schedule a little bit, so, um, you never really know, Like I always have

my residents coming up and asking me what time the bus is going to come, but I don't ever know, like, the exact time. I can never say an exact time, because you never know, you just have to go down and just wait for it to come. Sometimes that's a pain, if like, you're running late and you really need to get there, and things like that and kind of having to live far away from the rest of people on campus. It's a hassle to have to, when you have to get together with your groups and stuff, it's a lot more of a hassle for you to get over to main, than for them, since they're there everyday."

"Um, one of the things that I find that I don't like, is that if I have an hour between classes, I'd like to be able to go back, and get some work done in my room, however, when you're on west, or on main campus, you don't want to necessarily leave, and have to come back, and go back and forth because you lose so much time and it's not even worth the travel. So, that's one thing I dislike."

"I'd definitely say, the inconsistency of the bussing. At least, definitely at the beginning of the year. This year it was really hard to just be like, okay now I'm at Main, because I just had to catch the bus a half hour early, and get there twenty minutes before class. And that's twenty minutes I could of cleaned my room, taken the garbage out, something along that lines. I mean, now, it's better now, but at the same time, I have an evening class on Tuesdays and Thursdays that gets done at 6:30, and the vans start running at 6:00. And I'd say, a good 85 percent of my class lives on west, so all of us trying to pack into those vans, is not necessarily a great experience. We're sitting on each other's laps, and all sorts of fun stuff like that. It's just, the busses could be either run later, run earlier, that's just my biggest thing as far as living on west campus."

“That’s my only, my only pet peeve is the shuttle. It’s sometimes inconsistent, or it will leave just a little earlier than when I get there, or just, you know, that sort of thing. And its, sometimes it feels, especially with the van schedule at night, it feels, like they don’t actually know what the schedule is, so. So, but other than that, I really love living on west.”

“...The vans can get really frustrating, ‘cause I have a big class at night, and so, when the class gets out, you sit and wait for the van forever, because only eleven people can ride in the van, so you have to wait for quite a while for everyone to get back over to west campus.”

“People are always waiting for the shuttle. I hate being the thirteenth person when they cut off at twelve.”

“ It is always like you are on a time constraint. Like if you are in the library until 2pm, they you have to hurry up to get the bus. It seems like you always have to hurry up.

When it snowed you would be stuck on main. You would have to plan around that.”

Other than the bus/shuttle problems, there were really not many other complaints about living on West Campus that came up in the focus groups.

Throughout the transcripts of the focus groups, students indicated that they enjoyed the activities in the living and learning community seminar classes they had participated in. The quotes below discuss different activities students were involved in as a result of being in a living and learning community seminar course.

“We had a couple of different, uh, we did a field trip to the mall of America, to look at different, like marketing techniques and things like that. Um, we, [west campus student] and I, the other teaching assistant, we put on an activity involved with the Apprentice TV

show. Uh, we tried to different things, cause the entrepreneurship training. We wanted to incorporate different aspects of marketing, and um, you know, different business-related type themes and we wanted to have different kinds of activities to bring it all together as one idea, so. We had a few activities, it was fun.”

“Um, well I, I was last semester a TA for, um, the, um, entrepreneurship course, and one of the programs we did through that was a trip to the Mall of America. That was really successful and a lot of fun, So, that was probably one of my favorites. We did just a tiny, tiny bit of like educational, like, we, um, we went to one manager, and we each found a manager, and we discussed, um, what they liked best and worst about their job and how they, how their job is like, um, what their job is like as an entrepreneur. So, but, beyond that, it was just a lot of time just meeting people and hanging out at the mall. So, it was pretty relaxed.”

“...But we usually do Mugshots on Thursday. I like it. There are so many different people that go there. There are upperclassmen, people that go to acoustic café will come out. It is kind of fun because you see these people working there and then they are at Mugshots. It is not only fun for West campus, but it brings other people here. It is fun to see everyone from main come over. I also like the signs. They do a really good job on all their signs. There was a trip to go ice skating and there was an ice skate there. It was really bad, but really cute. They always have different things. They always have stuff and tell you what is going on or here are some cookies for fun. It is a lot of the random things I like the best.”

“They did the one that went camping and it was a big group and they met a lot of people. It was fun to expand your friendships.”

“It was a lot of fun working with the professors. We did a lot of activities.”

“I took my orientation class over here last year first semester. It wasn’t a general one, it was a specific one that dealt with the Mississippi River and stuff. It was a good class, I liked it. There were students TA-ing the class, I don’t know if they were RA’s, but upper-classmen. We talked about basic orientation, but we were also given options to go on hikes together or we had a boat ride on the river one night. Those activities made it more interesting than a typical orientation class and it got more people involved. It was the two faculty members. The main one got everyone involved and asked us what we like, so if we liked fishing we could go out fishing or hunting, stuff like that.”

“Jeeze, uhm, well the one we went on a boat right to shock and measure fish, and take data from it and assess that data, but the class the day before us broke the machine. So we went on a boat trip. Otherwise we went to Smith Gardens in Wisconsin. It is an organic farm out there. We were supposed to look at stars, but it was cloudy so we didn’t get to do that. But we did get to eat some amazing brick pizza oven. Oven pizza. Brick oven pizza. We got to make our own so that was exciting.”

Another theme found in the transcripts was reflected through students’ answers to a focus group question about the visibility of faculty and staff at programs. The overwhelming response from the students was that Residence Life staff (student staff and both Hall Directors) and Residential College staff (Residential College Director and Program Coordinator) were highly visible at evening programming and events, but faculty were not very visible, although some students mentioned that this may be because most students do not know who all of the Residential College faculty are. This theme could be seen through the following student quotes:

“Well, when I, now I’m working at Mugshots, um, coffee shop downstairs, and I often see Sarah Olcott or Ron Elcombe there. And I know that last semester I saw some of the marketing department staff there as well. Um, when I was involved in communications studies club, my freshman year, and I know that, when we had big activities, sometimes, communication studies faculty members would show up to those. Um, I know that Alyssa sometimes comes to, uh, some of the bigger activities that we put on.”

“Well, I think that our hall directors and AD’s tend to, um, come to some of the events that, at least we put on. Um, like if you look at, like, faculty, I don’t think there’s quite as much there. I think they definitely take a step away from the res. halls for the most part. I know with the residential college program, those classes and such, they do interact over here, but I think, kinda that night life, and so forth, they kinda have a hands-off approach to, um. And I don’t think I’ve seen too many around, that kind of stuff.”

“I would have to agree. The hall staffs are present, but I have not seen the faculty interaction with the different programs and activities and such.”

“Definitely, I’ve seen, res. college staff, I’ve seen res. life staff.”

“I have seen Tamara at a couple of activities. She tries to stop by and show her support, and make sure everyone is doing a good job. And I have seen other staff at a couple. And I haven’t seen teachers or professors, but people who are involved in West life campus over here.”

“Well, the res. life staff you see all the time, for every program, because a lot of times they’re the ones putting it on, or they support each other or whatnot. I’ve also seen faculty, uh, particularly Ron. I’ve noticed Ron is really involved with a lot of things on

this campus. He seems to spend a lot of his free time joining in on stuff that he didn't have to participate in.”

“Yeah, other than res. life it's a little bit harder sometimes, because sometimes you don't even know who they are.”

“I don't know too many other faculty members to say that I recognized them.”

Conclusions

In conclusion the reoccurring themes that emerged from the focus groups were:

- Students had a common feeling that the Residential College, or West Campus where the Residential College is located, felt like a home away from home. Some of them indicated that it was easier to focus on their academics because they were not living in the same place that they took the majority of their classes.
- Students felt a sense of community on West Campus and in their respective residence halls and within their floor or hall.
- Several students felt that students on West Campus had a closer relationship with each other due to the fact that they took classes, studied with, rode the bus with, lived with, and went to programs with students who lived in the same buildings as them.
- Students enjoyed having so many things centrally located in the residence halls such as the fitness center, pool, cafeteria, Mugshots coffee house, classes, activities, and their living space. In addition, students particularly appreciated and utilized all of the different study spaces available on West Campus such as the Tau Rotunda, building lounges, and classroom spaces.

- Students indicated that they preferred large group programming that hosted many or all of the students living on West Campus. Although students indicated that West Campus was a close community, several suggested that they would like to see more programming that was inclusive of all residents of West Campus, regardless of their building of residence.
- Student response was that the bus/van system that takes students from West Campus (which is 13 blocks from main campus) to main campus, and vice versa, was the thing students liked the least about living on West Campus
- Students saw the Residence Life staff (student staff and both Hall Directors) and Residential College staff (Residential College Director and Program Coordinator) as highly visible at evening programming and events, but reported that they rarely saw faculty at evening programming with the exception of faculty activities that were held in conjunction with their respective living and learning community.
- Additionally, students reported that they preferred to take LLC classes when possible.

Implications

- Due to the recurring excitement and desire for more large programming, the Residential College staff have re-structured the programming requirements to promote more of these large activities. More activities will be structured to include all residents of West Campus, a change from the former programming model in which most programs were tailored for specific residence halls or floors within each residence hall.
- With the majority of students reporting the bus system as their primary area of frustration in regards to living on West Campus, this implies that the bus system schedule and

configuration should be reviewed. All comments about the bus system will be delivered to the appropriate office on campus so that the appropriate person, or persons, can take these concerns into consideration when determining the schedule and configuration for future routes.

- Students indicated that they appreciated having the option of taking classes located on West Campus. Not only were students pleased that LLC classes were offered, many of them suggested that classes from multiple disciplines, specifically the University Studies Requirements, should be offered on West Campus as well. All comments requesting additional classes will be made available to the Residential College Director.

Paper Survey- End of the Year Survey of West Campus Students

Statement of Problem

The West Campus at Winona State University is comprised of three residence halls that are known as the Residential College. These three residence halls create a unique environment for the students who live there. The campus is located 13 blocks from the main campus, which allows the students to feel a sense of “going home” at the end of the day. This geographic condition contributes to the uniqueness of the student experience, in addition to the academic programs offered there.

The Residential College academic program offers living and learning communities to first year students. Last year approximately 270 students took advantage of the opportunity and joined a living and learning community. The eight communities that were available in fall 2007 were: “Curiosity: The Essence of Science”, “Entrepreneurship”, “Explorations: Career and Life Choices”, “Mississippi River”, “Global Village”, “Whose Planet is it Anyway?”, “Native Pathways”, and “Gender and Culture”.

In addition to the living and learning communities, in fall 2008 a house system will be starting on the West Campus. The three buildings will be divided into seven houses. The house names will be Eridanius, Aquila, Hydra, Pyxis, Octans, Vela, and Volans. The hope is that the house system allows students to have a greater sense of belonging, which will lead to greater satisfaction and engagement in their living environment, as well as, create a more seamless connection between the students’ social and academic environments.

There were two areas of inquiry from this survey effort of West Campus. The first was to see if the students participating in the living and learning community answers to satisfaction and engagement statements were notably different when compared to students who did not

participate in a living and learning community (LLC). This survey of satisfaction and engagement allowed a look to see if the LLC students felt more connected to students and faculty through their responses to engagement and satisfaction statements than students that did not participate. The other connecting points could be measured through the individual class assessment efforts.

The second area of inquiry was to provide a baseline for the assessment of future cohorts of students to see if the house system increases the satisfaction that the students experience and increases the overall engagement with the West Campus.

Statement of Hypothesis

The hypothesis was that the students involved in the living and learning communities would have significantly different answers to some of the survey statements than the students who were not involved in living and learning communities. Of the engagement statements the prediction was that in the areas of out of classroom experiences with faculty, educational activities, interactions with faculty and staff, and connecting with other students at the West Campus the LLC students would be more frequently engaged than those that were not part of the program. Of the satisfaction statements the idea was that in the areas of educational activities, interactions with other students, and interactions with faculty and staff LLC students would rate these elements higher on a satisfaction scale than those that did not participate in the program.

Null Hypothesis 1: There is no significant difference between student responses of those that participated in living and learning communities and those that did not participate in living and learning communities for the 14 engagement statements of the *End of the Year Survey of West Campus Students*.

Null Hypothesis 2: There is no significant difference between student responses of those that participated in living and learning communities and those that did not participate in living and learning communities for the 10 satisfaction statements of the *End of the Year Survey of West Campus Students*.

Significance of Study

This study was significant in that it took a look at the satisfaction and engagement of a unique population at Winona State University. This study also assessed a first year program that 33% of the students on West Campus take advantage of which was, almost half of the first year students on West Campus for 2007 – 2008.

Methodology

The Likert type scale in this survey asked the student to rate their engagement levels from never to very frequently on a five-point scale for 14 statements. The satisfaction section of the survey asked the students to rate their satisfaction on a five-point scale from not applicable to very satisfied on 10 statements. The survey has been included as Appendix J of this document. The survey was developed and saw many drafts that were critiqued by two professors from the College of Liberal Arts and a professional from Institutional Research. Statements were created after looking at many other surveys from online sources including the NSSE. The aim in writing the statements was to write statements that any student at the Residential College could answer to see if the populations differed.

The survey was administered in the last floor meeting over the week of April 16, 2008. This end of the year floor meeting was mandatory, but the students were told the survey was

optional. For any student that missed the meeting, the Resident Assistants followed up with the student with the closing information and the survey. Participation was optional.

The decision to use the Mann-Whitney U test for non- parametric samples was made after consultation with a statistics professor. Since a normal distribution was not expected and the scale of measurement was mostly ordinal (although some use Likert- type scales as interval data), the Mann- Whitney seemed to be the best test for the data and scale.

Limitations of Study

- All students who participated in LLCs did not have the chance to take survey since we administered it toward the end of the year.
- Since students self select into living and learning communities, you cannot have a truly random sample.
- Each living and learning community was lead by different faculty, so there was no consistency in curriculum or experience in the living and learning communities.

Who took the survey?

The return rate for the survey was excellent with 73.3% completion rate of the students living on West campus at the time the survey was administered. 65.1% of males living on the West campus at the time the survey was administered took the survey and 79.7% of females living on the West campus at the time the survey was administered took the survey.

Out of the 489 students that took the survey, 190 (38.9%) were male and 299 (61.1%) were female. These percentages were only a few points off from the actual percentages of males and females living on West Campus respectively 43.8% and 56.2%. These numbers showed that

the survey results were representative of the student population on West Campus in regards to gender.

The majority of the students who lived on West Campus were first year students, which holds in our survey data that 82.2% of students who filled out the survey were first year students. 29.2% (143) of students who filled out the survey were involved in the living and learning communities, which was very similar to the overall percentage of students in the living and learning communities for fall 2007 which was 33% (270).

Overall our response rate and demographic breakdown represented the actual population on West Campus. The results were able to be inferred to the population with a high degree of certainty.

Analysis and Results

The following tables show the data for the engagement statements. The mean, median and mode for each statement was looked at, as well as, the differences in mean for the LLC population and the non- LLC population

A Study of the Student Experience at the Residential College 39

Engagement Statements	Mean	Median	Mode
participate in out of classroom experiences with faculty (fieldtrips, speakers, projects)	2.18	2	2
attend educational speakers, seminars, movie or retreats on West Campus.	2.11	2	2
interact with faculty outside of the classroom	2.57	3	3
interact with staff outside the classrooms (Resident Assistants, Hall Directors, etc)	2.74	3	2
talk to others about what you are learning in your classes(student, faculty, family, etc)	3.66	4	4
work with faculty and staff on committees, clubs or programs outside of classroom activities.	2.27	2	2
participate in study groups with other residents on West Campus	2.38	2	2
work with other students on group projects connected with a class	3.15	3	3
participate in community service	2.3	2	1
use lounges to relax or hang out on West Campus	3.01	3	3
socialize with other students on West campus	4.23	5	5
attend West Campus activities such as winter formal, Mugshots, condom bingo, etc.	2.66	3	3
attend floor activities	2.62	3	3
attend Hall Council	1.47	1	1

Table 1.0 Engagement Section of Survey (mean, median, mode)

Engagement Statement	Mean (o)	Mean(Y)	Mean (N)
participate in out of classroom experiences with faculty (fieldtrips, speakers, projects)	2.18	2.55	2.03
attend educational speakers, seminars, movie or retreats on West Campus.	2.11	2.42	1.98
interact with faculty outside of the classroom	2.57	2.63	2.54
interact with staff outside the classrooms (Resident Assistants, Hall Directors, etc)	2.74	2.84	2.69
talk to others about what you are learning in your classes(student, faculty, family, etc)	3.66	3.68	3.65
work with faculty and staff on committees, clubs or programs outside of classroom activities.	2.27	2.42	2.2
participate in study groups with other residents on West Campus	2.38	2.45	2.36
work with other students on group projects connected with a class	3.15	3.14	3.15
participate in community service	2.3	2.35	2.28
use lounges to relax or hang out on West Campus	3.01	3.25	2.92
socialize with other students on West campus	4.23	4.32	4.2
attend West Campus activities such as winter formal, Mugshots, condom bingo, etc.	2.66	2.87	2.57
attend floor activities	2.62	2.81	2.55
attend Hall Council	1.47	1.76	1.36

Table 2.0 Mean Comparisons between LLC students (y) and non- LLC students (n) (highlighting signifies significance)

Engagement Statement #1

1. *participate in out of classroom experiences with faculty (fieldtrips, speakers, projects)*

Looking at the distribution of percentages below for statement #1, it was evident that the majority of the students that took the survey had never or infrequently (26.8% and 39.3%

respectively) participated in out of classroom experiences with faculty. Only 3.5% of students in our survey said that they very frequently participated, 4.3% said that they frequently participated, and 26.2% said that they sometimes participated in out of classroom experiences with faculty.

The most frequent answer was 2 indicating infrequent exposure (Table 1.0).

		Frequency	Percent
Valid	1	131	26.8
	2	192	39.3
	3	128	26.2
	4	21	4.3
	5	17	3.5
	Total	489	100.0

Table 3.1- Frequency and Percentage in the distribution of Answers for Engagement Statement 1.

When looking at those students who were involved in a living and learning community compared to students who were not involved in the program, the mean for those involved was 2.55 compared to the mean of those not involved which was 2.03 (Table 2.0). In using the Mann- Whitney U- Test, the results for this statement were very significant. The results were significantly different indicating that two separate populations answered this statement distinctively different. The null hypothesis was not supported. The students who were involved in the living and learning communities had a significantly higher mean in their responses when answering the statement indicating that they more frequently participated in out of classroom experiences with faculty, as compared to the answers from those who had not participated in a living and learning community.

LLCtest	N	Mean Rank	Sum of Ranks
E1 LLC- N	346	222.62	77027.00
LLC- Y	143	299.15	42778.00
Total	489		

Table 3.2 Sum, mean rank and sum of ranks used in Mann- Whitney U- Test

	E1
Mann-Whitney U	16996.000
Wilcoxon W	77027.000
Z	-5.735
Asymp. Sig. (2-tailed)	.000

Table 3.3 Mann-Whitney U- Test Results

Engagement Statement #2

2. *attend educational speakers, seminars, movie or retreats on West Campus.*

Looking at the distribution of percentages below for statement #2, it was evident that the majority of the students who took the survey had never or infrequently (29.7 % and 38.0% respectively) attended educational speakers, seminars, movies or retreats on West Campus. Only 1.8% of students in our survey said that they very frequently attended such events, 4.3% said they frequently attended such events and 26.2% said they sometimes attended such events. The most frequent answer indicated infrequent attendance at educational speakers, seminars, movies or retreats on West Campus. (Table 1.0).

		Frequency	Percent
Valid	1	145	29.7
	2	186	38.0
	3	128	26.2
	4	21	4.3
	5	9	1.8
	Total	489	100.0

Table 4.1- Frequency and Percentage in the distribution of Answers for Engagement Statement 2.

When looking at those students who were involved in a living and learning communities compared to students who were not involved in the program, the mean for those involved was 2.42 compared to the mean of those not involved which was 1.98 (Table 2.0). In using the Mann- Whitney U- Test, the results for this statement were very significant. The results were significantly different indicating that two separate populations answered this statement distinctively different. The null hypothesis was not supported. The students who were involved in the living and learning communities had a significantly higher mean in their responses indicating that they more frequently attended educational speakers, seminars, movie or retreats on West Campus, as compared to the answers from those who had not participated in a living and learning community.

	LLCtest	N	Mean Rank	Sum of Ranks
E2	LLC-N	346	226.60	78403.00
	LLC- Y	143	289.52	41402.00
	Total	489		

Table 4.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	E2
Mann-Whitney U	18372.000
Wilcoxon W	78403.000
Z	-4.719
Asymp. Sig. (2-tailed)	.000

Table 2.3 Mann-Whitney U- Test Results

Engagement Statement #3

3. interact with faculty outside of the classroom

Looking at distribution of percentages below for statement #3, it was evident that more students rated this statement at a higher frequency than the previous two statements. Students interacted with faculty outside of the classroom infrequently (30.5%) and sometimes (34.8%). 17.2% of the students said they never interacted with faculty outside the classroom. Only 4.1% of students in our survey said that they very frequently interacted with faculty outside of the classroom. The most frequent answer was 3 indicating sometimes interacted with faculty outside of the classroom (Table 1.0).

		Frequency	Percent
Valid	1	84	17.2
	2	149	30.5
	3	170	34.8
	4	66	13.5
	5	20	4.1
	Total	489	100.0

Table 5.1- Frequency and Percentage in the distribution of Answers for Engagement Statement 3.

When looking at those students who were involved in a living and learning communities compared to students who were not involved in the program, the mean for those involved was

2.63 compared to the mean of those not involved which was 2.54 (Table 2.0). In using the Mann-Whitney U-Test, the results for this statement were not significant. The results were not significantly different indicating that the two populations answered this statement the same. The null hypothesis was supported in this statement. There was no difference in the responses for the students who were involved in the living and learning communities compared to the students who were not involved.

LLCtest	N	Mean Rank	Sum of Ranks
E3 LLC- N	346	242.07	83755.50
LLC- Y	143	252.09	36049.50
Total	489		

Table 5.2 Sum, Mean Rank and Sum of Ranks used in Mann-Whitney U-Test

	E3
Mann-Whitney U	23724.500
Wilcoxon W	83755.500
Z	-.743
Asymp. Sig. (2-tailed)	.457

Table 5.3 Mann-Whitney U-Test Results

Engagement Statement #4

4. interact with staff outside the classrooms (Resident Assistants, Hall Directors, etc)

Looking at the distribution of percentages below for statement #4, it was evident that more students rated this statement at a higher frequency than the first two statements where we found significance. Students interacted with staff outside of the classroom infrequently (30.5%) and sometimes (29.2%). Only 15.1% of the students said they never interacted with faculty outside the classroom. Almost 10% of students said they very frequently interacted with staff outside of the classroom. The most frequent answer was 2, even though the mean was higher. This was

explained in the higher number of students that indicated their contact with staff as very frequent (Table 1.0).

		Frequency	Percent
Valid	1	74	15.1
	2	149	30.5
	3	143	29.2
	4	76	15.5
	5	47	9.6
	Total	489	100.0

Table 6.1- Frequency and Percentage in the distribution of Answers for Engagement Statement 4.

When looking at those students who were involved in a living and learning communities compared to students who were not involved in the program, the mean for those involved was 2.84 compared to the mean of those not involved which was 2.69 (Table 2.0). In using the Mann- Whitney U- Test, the results for this statement were not significant. The results were not significantly different indicating that the two populations answered the same. The null hypothesis was supported in this statement. There was no difference in the responses for the students who were involved in the living and learning communities compared to the students who were not involved.

LLCtest	N	Mean Rank	Sum of Ranks	
E4	LLC- N	346	240.54	83228.50
	LLC- Y	143	255.78	36576.50
Total	489			

Table 6.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	E4
Mann-Whitney U	23197.500
Wilcoxon W	83228.500
Z	-1.119
Asymp. Sig. (2-tailed)	.263

Table 6.3 Mann-Whitney U- Test Results

Engagement Statement #5

5. *talk to others about what you are learning in your classes(student, faculty, family, etc)*

Looking at distribution of percentages below for statement #5, it was evident that more students rated this statement at a much higher frequency than the first two statements where significance was found. Students talked to others about what they learned in class frequently (40.9%) and very frequently (20.6%). Only 3.3% of the students said they never talk about what they learned in class. The most frequent answer was 4 indicating that students frequently talked to others about what was happening in their classes (Table 1.0).

		<i>Frequency</i>	<i>Percent</i>
<i>Valid</i>	<i>1</i>	<i>16</i>	<i>3.3</i>
	<i>2</i>	<i>48</i>	<i>9.8</i>
	<i>3</i>	<i>122</i>	<i>25.0</i>
	<i>4</i>	<i>200</i>	<i>40.9</i>
	<i>5</i>	<i>101</i>	<i>20.6</i>
	<i>Total</i>	<i>487</i>	<i>99.6</i>
<i>Missing</i>	<i>System</i>	<i>2</i>	<i>.4</i>
<i>Total</i>		<i>489</i>	<i>100.0</i>

Table 7.1- Frequency and Percentage in the distribution of Answers for Engagement Statement 5.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 3.68 compared to the mean of those not involved which was 3.65 (Table 2.0). In

using the Mann- Whitney U- Test, the results for this statement were not significant. The results were not significantly different indicating that the two populations answered this statement the same. The null hypothesis was supported in this statement. There was no difference in the responses for the students who were involved in the living and learning communities compared to the students who were not involved.

LLCTest	N	Mean Rank	Sum of Ranks
E5 LLC- N	346	243.50	84252.00
LLC- Y	141	245.22	34576.00
Total	487		

Table 7.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	E5
Mann-Whitney U	24221.000
Wilcoxon W	84252.000
Z	-.128
Asymp. Sig. (2-tailed)	.898

Table 7.3 Mann-Whitney U- Test Results

Engagement Statement #6

- 6. *work with faculty and staff on committees, clubs or programs outside of classroom activities.*

Looking at distribution of percentages below for statement #6, it was evident that the majority of the students who took the survey had never or infrequently (31.9 % and 32.3% respectively) worked with faculty and staff on committees, clubs or programs outside of classroom activities. Only 5.5% of students in the survey said that they very frequently worked with faculty and staff in that capacity, 12.1% said they frequently worked with faculty and staff

in that capacity and 18.2% said they sometimes worked with faculty and staff on committees, clubs or programs outside of classroom activities. The most frequent answer was 2 indicating infrequent working with faculty and staff in this capacity (Table 1.0).

		Frequency	Percent
Valid	1	156	31.9
	2	158	32.3
	3	89	18.2
	4	59	12.1
	5	27	5.5
	Total	489	100.0

Table 8.1- Frequency and Percentage in the distribution of Answers for Engagement Statement 6.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 2.42 compared to the mean of those not involved which was 2.2 (Table 2.0). In using the Mann- Whitney U- Test, the results for this statement were slightly significant. The results indicated that two separate populations answered the statement distinctively different. The null hypothesis was not supported in this statement. The students who were involved in the living and learning communities had a slightly significantly higher mean in their responses when answering the statement indicating that they more frequently worked with faculty and staff on committees, clubs and programs outside of classroom activity, as compared to the answers from those who had not participated in a living and learning community.

LLCtest	N	Mean Rank	Sum of Ranks
E6 3	346	237.16	82057.00
4	143	263.97	37748.00
Total	489		

Table 8.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	E6
Mann-Whitney U	22026.000
Wilcoxon W	82057.000
Z	-1.984
Asymp. Sig. (2-tailed)	.047

Table 8.3 Mann-Whitney U- Test Results

Engagement Statement #7

7. participate in study groups with other residents on West Campus

Looking at distribution of percentages below for statement #7, it was evident that more students rated this statement at an overall low frequency. Students participated in study groups with other residents on West Campus infrequently (28.4%) and never (27.6%). Only 4.1% of the students said they very frequently participated in study groups with other residents on West Campus. The most frequent answer was 2 indicating that students infrequently participate in study groups with other residents on West Campus (Table 1.0).

	Frequency	Percent
Valid 1	135	27.6
2	139	28.4
3	127	26.0
4	68	13.9
5	20	4.1
Total	489	100.0

Table 9.1- Frequency and Percentage in the distribution of Answers for Engagement Statement 7.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 2.45 compared to the mean of those not involved which was 2.36 (Table 2.0). In using the Mann- Whitney U- Test, the results for this statement were not significant. The results were not significantly different indicating that the two populations answered this statement the same. The null hypothesis was supported in this statement. There was no difference in the responses for the students who were involved in the living and learning communities compared to the students who were not involved.

LLCtest	N	Mean Rank	Sum of Ranks
E7 LLC-N	346	241.75	83646.00
LLC- Y	143	252.86	36159.00
Total	489		

Table 9.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	E7
Mann-Whitney U	23615.000
Wilcoxon W	83646.000
Z	-.817
Asymp. Sig. (2-tailed)	.414

Table 9.3 Mann-Whitney U- Test Results

Engagement Statement #8

8. *work with other students on group projects connected with a class*

Looking at distribution of percentages below for statement #8, it was evident that more students rated this statement at an overall high frequency. Students worked with other students frequently (28.0%) and sometimes (40.7%). Only 6.1% of the students said that they never

worked with other students on group projects connected with a class. The most frequent answer was 3 indicating that students sometimes worked with other students on group projects connected with a class (Table 1.0).

		Frequency	Percent
Valid	1	30	6.1
	2	82	16.8
	3	199	40.7
	4	137	28.0
	5	40	8.2
	Total	488	99.8
Missing	System	1	.2
Total		489	100.0

Table 10.1- Frequency and Percentage in the distribution of Answers for Engagement Statement 8.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 3.15 compared to the mean of those not involved which was 3.14 (Table 2.0). In using the Mann- Whitney U- Test, the results for this statement were not significant. The results were not significantly different indicating that the two populations answered this statement the same. The null hypothesis was supported. There was no difference in the responses for the students who were involved in the living and learning communities compared to the students who were not involved.

LLCtest	N	Mean Rank	Sum of Ranks
E8 LLC-N	346	246.20	85183.50
LLC-Y	143	242.11	34621.50
Total	489		

Table 10.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	E8
Mann-Whitney U	24325.500
Wilcoxon W	34621.500
Z	-.306
Asymp. Sig. (2-tailed)	.760

Table 10.3 Mann-Whitney U- Test Results

Engagement Statement #9

9. participate in community service

Looking at distribution of percentages below for statement #9, it was evident that most students rated this statement at a very low frequency. Students participated in community service infrequently (27.0%) and never (32.1%). Only 5.7% of the students said they very frequently participated in community service. The most frequent answer was 1 indicating that students never participated in community service (Table 1.0).

		Frequency	Percent
Valid	1	157	32.1
	2	132	27.0
	3	121	24.7
	4	50	10.2
	5	28	5.7
	Total	488	99.8
Missing	System	1	.2
Total		489	100.0

Table 11.1- Frequency and Percentage in the distribution of Answers for Engagement Statement 9.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 2.35 compared to the mean of those not involved which was 2.28 (Table 2.0). In

using the Mann-Whitney U-Test, the results for this statement were not significant. The results were not significantly different indicating that the two populations answered this statement the same. The null hypothesis was supported. There was no difference in the responses for the students who were involved in the living and learning communities compared to the students who were not involved.

	LLCtest	N	Mean Rank	Sum of Ranks
E9	LLC-N	346	240.69	83280.00
	LLC-Y	142	253.77	36036.00
	Total	488		

Table 11.2 Sum, Mean Rank and Sum of Ranks used in Mann-Whitney U-Test

	E9
Mann-Whitney U	23249.000
Wilcoxon W	83280.000
Z	-.965
Asymp. Sig. (2-tailed)	.335

Table 11.3 Mann-Whitney U-Test Results

Engagement Statement #10

10. use lounges to relax or hang out on West Campus

Looking at the distribution of percentages below for statement #10, the answers to this statement were well distributed among all the possible responses. Students said that they use lounges to relax or hang out on West Campus sometimes at 29.7%, frequently at 24.1%, infrequently at 22.7%, never at 11.9% and very frequently at 11.7%. The most frequent answer was 3 indicating sometimes as the most popular response (Table 1.0).

		Frequency	Percent
Valid	1	58	11.9
	2	111	22.7
	3	145	29.7
	4	118	24.1
	5	57	11.7
	Total	489	100.0

Table 12.1- Frequency and Percentage in the distribution of Answers for Engagement Statement 10.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 3.25 compared to the mean of those not involved which was 2.92 (Table 2.0). In using the Mann- Whitney U- Test, the results for this statement were very significant. The results were significantly different indicating that two separate populations answered this statement distinctively different. The null hypothesis was not supported. The students who were involved in the living and learning communities had a significantly higher mean in their responses when answering the statement indicating that they more frequently used lounges to relax or hang out on West Campus, as compared to the answers from those who had not participated in a living and learning community.

LLCtest	N	Mean Rank	Sum of Ranks
E10	LLC-N	234.47	81126.50
	LLC-Y	270.48	38678.50
Total	489		

Table 12.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	E10
Mann-Whitney U	21095.500
Wilcoxon W	81126.500
Z	-2.637
Asymp. Sig. (2-tailed)	.008

Table 12.3 Mann-Whitney U- Test Results

Engagement Statement #11

11. socialize with other students on West campus

Looking at distribution of percentages below for statement #11, it was evident that over half of the students rated this statement at the highest frequency level. 52% of the students said that they very frequently socialized with students on West Campus, 23.9% said frequently and 14.1% said sometimes. Only 2.5% of the students said that they never socialized with other students on West Campus and 5.1% said infrequently socialized. The most frequent answer was 5 indicating that students very frequently socialized with other students on West Campus (Table 1.0).

		Frequency	Percent
Valid	1	12	2.5
	2	25	5.1
	3	69	14.1
	4	117	23.9
	5	265	54.2
	Total	488	99.8
Missing	System	1	.2
Total		489	100.0

Table 13.1- Frequency and Percentage in the distribution of Answers for Engagement Statement 11.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 4.32 compared to the mean of those not involved which was 4.2 (Table 2.0). In

using the Mann-Whitney U-Test, the results for this statement were not significant. The results were not significantly different indicating that the two populations answered this statement the same. The null hypothesis was supported. There was no difference in the responses for the students who were involved in the living and learning communities compared to the students who were not involved.

LLCtest	N	Mean Rank	Sum of Ranks
E11 LLC-N	346	242.05	83749.50
LLC-Y	142	250.47	35566.50
Total	488		

Table 13.2 Sum, Mean Rank and Sum of Ranks used in Mann-Whitney U-Test

	E11
Mann-Whitney U	23718.500
Wilcoxon W	83749.500
Z	-.660
Asymp. Sig. (2-tailed)	.509

Table 13.3 Mann-Whitney U-Test Results

Engagement Statement #12

12. attend West Campus activities such as winter formal, Mugshots, condom bingo, etc.

Looking at the distribution of percentages below for statement #12, students answered that they infrequently (28.0%) and sometimes (29.7%) attended West Campus activities such as Winter Formal, Mugshots, Condom Bingo, etc. Only 9.2% said that they very frequently attend these events and 14.1% said that they frequently attend these events. The most frequent answer was 3 indicating sometimes as the most frequent response for this statement (Table 1.0).

		Frequency	Percent
Valid	1	93	19.0
	2	137	28.0
	3	145	29.7
	4	69	14.1
	5	45	9.2
	Total	489	100.0

Table 14.1- Frequency and Percentage in the distribution of Answers for Engagement Statement 12.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 4.32 compared to the mean of those not involved which was 4.2 (Table 2.0) In using the Mann- Whitney U- Test, the results for this statement were significant. The results were significantly different indicating that two separate populations answered this statement distinctively different. The null hypothesis was not supported. The students who were involved in the living and learning Communities had a significantly higher mean in their responses when answering the statement, as compared to the answers from those who had not participated in a living and learning community.

	LLCtest	N	Mean Rank	Sum of Ranks
E12	LLC-N	346	234.40	81101.00
	LLC-Y	143	270.66	38704.00
	Total	489		

Table 14.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	E12
Mann-Whitney U	21070.000
Wilcoxon W	81101.000
Z	-2.660
Asymp. Sig. (2-tailed)	.008

Table 14.3 Mann-Whitney U- Test Results

Engagement Statement #13

13. attend floor activities

Looking at the distribution of percentages below for statement #13, most students said that they attended floor activities sometimes (30.9%) or infrequently (30.1%). Some students (18.2%) said they never attended, 7.8% said they very frequently attended and 13.1% said they frequently attended. The most frequent answer was 3 indicating sometimes as the most popular response for this element (Table 1.0).

	Frequency	Percent
Valid 1	89	18.2
2	147	30.1
3	151	30.9
4	64	13.1
5	38	7.8
Total	489	100.0

Table 15.1- Frequency and Percentage in the distribution of Answers for Engagement Statement 13.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those

involved was 2.81 compared to the mean of those not involved which was 2.55 (Table 2.0). In using the Mann-Whitney U-Test, the results for this statement were slightly significant. The results were significantly different indicating that two separate populations answered this statement distinctively different. The null hypothesis was not supported. The students who were involved in the living and learning communities had a significantly higher mean in their responses when answering the statement indicating that they more frequently attended floor events, as compared to the answers from those who had not participated in a living and learning community.

LLCtest	N	Mean Rank	Sum of Ranks
E13 LLC-N	346	237.02	82008.00
LLC- Y	143	264.31	37797.00
Total	489		

Table 15.2 Sum, Mean Rank and Sum of Ranks used in Mann-Whitney U-Test

	E13
Mann-Whitney U	21977.000
Wilcoxon W	82008.000
Z	-2.010
Asymp. Sig. (2-tailed)	.044

Table 15.3 Mann-Whitney U-Test Results

Engagement Statement #14

14. attend Hall Council

Looking at the distribution of percentages below for statement #14, most students answered that they never (79.6%) attended Hall Council. The other percentages were minimal at 5.9%,

2.2%, 4.5%, and 7.6% for very frequently, frequently, sometimes and infrequently respectively.

The most frequent answer was 1 indicating never having participated in Hall Council (Table 1.0).

		Frequency	Percent
Valid	1	389	79.6
	2	37	7.6
	3	22	4.5
	4	11	2.2
	5	29	5.9
	Total	488	99.8
Missing	System	1	.2
Total		489	100.0

Table 16.1- Frequency and Percentage in the distribution of Answers for Engagement Statement 14.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 1.76 compared to the mean of those not involved which was 1.36 (Table 2.0). In using the Mann- Whitney U- Test, the results for this statement were very significant. The results are significantly different indicating that two separate populations answered this statement distinctively different. The null hypothesis was not supported in this statement. The students who were involved in the living and learning communities had a significantly higher mean of their responses when answering the statement indicating that they attended Hall Council, as compared to the answers from those who had not participated in a living and learning community.

LLCtest	N	Mean Rank	Sum of Ranks
E14 LLC-N	346	234.00	80965.50
LLC-Y	143	271.60	38839.50
Total	489		

Table 16.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	E14
Mann-Whitney U	20934.500
Wilcoxon W	80965.500
Z	-3.801
Asymp. Sig. (2-tailed)	.000

Table 16.3 Mann-Whitney U- Test Results

Summary of Results from Engagement Statements

- 1. participate in out of classroom experiences with faculty (fieldtrips, speakers, projects)*

The null hypothesis was not supported. The two samples (students who participated in living and learning community and those that did not) were not drawn from the same population and their distributions were not equal. The answers to engagement statement #1 were statistically different for each population.

- 2. attend educational speakers, seminars, movie or retreats on West Campus.*

The null hypothesis was not supported. The two samples (students who participated in living and learning community and those that did not) were not drawn from the same population and their distributions were not equal. The answers to engagement statement #2 were statistically different for each population.

- 3. interact with faculty outside of the classroom*

The null hypothesis was supported. The two samples (students who participated in living and learning communities and those that did not) were drawn from the same population and their distributions were equal. The answers to engagement statement #3 were not statistically different.

4. *interact with staff outside the classrooms (Resident Assistants, Hall Directors, etc)*

The null hypothesis was supported. The two samples (students who participated in living and learning communities and those that did not) were drawn from the same population and their distributions were equal. The answers to engagement statement #4 were not statistically different.

5. *talk to others about what you are learning in your classes(student, faculty, family, etc)*

The null hypothesis was supported. The two samples (students who participated in living and learning communities and those that did not) were drawn from the same population and their distributions were equal. The answers to engagement statement #5 were not statistically different.

6. *work with faculty and staff on committees, clubs or programs outside of classroom activities.*

The null hypothesis was not supported. The two samples (students who participated in living and learning community and those that did not) were not drawn from the same population and their distributions were not equal. The answers to statement #7 were statistically different for each population.

7. *participate in study groups with other residents on West Campus*

The null hypothesis was supported. The two samples (students who participated in living and learning communities and those that did not) were drawn from the same population

and their distributions were equal. The answers to engagement statement #7 were not statistically different.

8. *work with other students on group projects connected with a class*

The null hypothesis was supported. The two samples (students who participated in living and learning communities and those that did not) were drawn from the same population and their distributions were equal. The answers to engagement statement #8 were not statistically different.

9. *participate in community service*

The null hypothesis was supported. The two samples (students who participated in living and learning communities and those that did not) were drawn from the same population and their distributions were equal. The answers to engagement statement #9 were not statistically different.

10. *use lounges to relax or hang out on West Campus*

The null hypothesis was not supported. The two samples (students who participated in living and learning community and those that did not) were not drawn from the same population and their distributions were not equal. The answers to engagement statement #10 were statistically different for each population.

11. *socialize with other students on West campus*

The null hypothesis was supported. The two samples (students who participated in living and learning communities and those that did not) were drawn from the same population and their distributions were equal. The answers to engagement statement #11 were not statistically different.

12. *attend West Campus activities such as Winter Formal, Mugshots, Condom Bingo, etc.*

The null hypothesis was not supported. The two samples (students who participated in living and learning community and those that did not) were not drawn from the same population and their distributions were not equal. The answers to engagement statement #12 were statistically different for each population.

13. attend floor events

The null hypothesis was not supported. The two samples (students who participated in living and learning community and those that did not) were not drawn from the same population and their distributions were not equal. The answers to engagement statement #13 were statistically different for each population.

14. attend Hall Council

The null hypothesis was not supported. The two samples (students who participated in living and learning community and those that did not) were not drawn from the same population and their distributions were not equal. The answers to engagement statement #14 were statistically different for each population.

Satisfaction Statements	Mean	Median	Mode
the educational activities on West Campus (speakers, workshops, retreats, presentations, etc)	2.79	3	4
your floor activities	3.42	4	4
West Campus wide activities such as winter formal, Mugshots, condom bingo, etc.	3.35	4	4
your interactions with other students on West campus	4.15	4	4
your interactions with faculty on West Campus	3.18	4	4
your interactions with staff on West Campus (Resident Assistants, Hall Directors, etc)	3.6	4	4
your ability to study and get work done on the West Campus	3.84	4	4
your ability to socialize on West Campus.	4.22	4	5
the overall experience living on West Campus	4.12	4	4
the your overall experience this year at WSU	4.18	4	4

Table 17.0 Satisfaction Section of Survey (mean, median, mode)

Satisfaction Statements	Mean (o)	Mean (Y)	Mean (N)
the educational activities on West Campus (speakers, workshops, retreats, presentations, etc)	2.79	3.06	2.69
your floor activities	3.42	3.59	3.35
West Campus wide activities such as winter formal, Mugshots, condom bingo, etc.	3.35	3.5	3.3
with your interactions with other students on West campus	4.15	4.27	4.11
with your interactions with faculty on West Campus	3.18	3.59	3.01
with your interactions with staff on West Campus (Resident Assistants, Hall Directors, etc)	3.6	3.71	3.56
your ability to study and get work done on the West Campus	3.84	3.87	3.82
your ability to socialize on West Campus.	4.22	4.26	4.2
with overall experience living on West Campus	4.12	4.17	4.1
with your overall experience this year at WSU	4.18	4.21	4.17

Table 18.0 Satisfaction Section mean comparison (highlighted= significance, O-overall, Y- LLC, N-non LLC)

Satisfaction Statement #1

1. *the educational activities on West Campus (speakers, workshops, retreats, presentations, etc)*

Looking at distribution of percentages below for statement #1, it was almost an even split with students who were satisfied, either very satisfied at 6.3% or satisfied at 31.3%, and those students who were not satisfied, either dissatisfied 24.1% or very dissatisfied at 9.6%, with the educational activities on West Campus. The most frequent answer was 4 indicating satisfaction with educational activities (Table 17.0).

		Frequency	Percent
Valid	1	136	27.8
	2	47	9.6
	3	118	24.1
	4	153	31.3
	5	31	6.3
	Total	485	99.2
Missing	System	4	.8
Total		489	100.0

Table 19.1- Frequency and Percentage in the distribution of Answers for Satisfaction Statement 1.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 3.06 compared to the mean of those not involved which was 2.69 (Table 18.0). In using the Mann- Whitney U- Test, the results for this statement were very significant. The results were significantly different indicating that two separate populations answered this statement distinctively different. The null hypothesis was not supported. The students who were involved in the living and learning communities had a significantly higher mean in their responses when answering the statement indicating that they were more satisfied with the educational activities on West Campus, as compared to the answers from those who had not participated in a living and learning community.

LLCTest	N	Mean Rank	Sum of Ranks
S1 LLC-N	344	232.65	80031.50
LLC-Y	141	268.25	37823.50
Total	485		

Table 19.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	S1
Mann-Whitney U	20691.500
Wilcoxon W	80031.500
Z	-2.633
Asymp. Sig. (2-tailed)	.008

Table 19.3 Mann-Whitney U- Test Results

Satisfaction Statement #2

2. *your floor activities*

Looking at distribution of percentages below for statement #2, a majority of the students who took the survey were satisfied (47.6%) or very satisfied (12.7%) with their floor activities. Only 8.2% were very dissatisfied and 19.2% were dissatisfied with their floor activities. The most frequent answer was 4 indicating satisfaction with floor activities (Table 17.0).

		Frequency	Percent
Valid	1	56	11.5
	2	40	8.2
	3	94	19.2
	4	233	47.6
	5	62	12.7
	Total	485	99.2
Missing	System	4	.8
Total		489	100.0

Table 20.1- Frequency and Percentage in the distribution of Answers for Satisfaction Statement 2.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 3.59 compared to the mean of those not involved which was 3.35 (Table 18.0). The results were not significantly different indicating that the two populations answered this statement the same. The null hypothesis was supported. There was no difference in the responses for the students who were involved in the living and learning communities compared to the students who were not involved.

LLCtest	N	Mean Rank	Sum of Ranks
S2 LLC-N	344	235.97	81172.50
LLC-Y	141	260.16	36682.50
Total	485		

Table 20.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	S2
Mann-Whitney U	21832.500
Wilcoxon W	81172.500
Z	-1.843
Asymp. Sig. (2-tailed)	.065

Table 20.3 Mann-Whitney U- Test Results

Satisfaction Statement #3

3. *West Campus wide activities such as winter formal, Mugshots, condom bingo, etc.*

Looking at distribution of percentages below for statement #2, a majority of the students who took the survey were satisfied (45.2%) or very satisfied (13.5%) with West Campus wide activities such as winter formal, Mugshots, condom bingo, etc. Only 7.6% were very dissatisfied and 18.8% were dissatisfied with the West Campus wide activities. The most frequent answer was 4 indicating satisfaction with these activities (Table 17.0).

	Frequency	Percent
Valid 1	72	14.7
2	37	7.6
3	92	18.8
4	221	45.2
5	66	13.5
Total	488	99.8
Missing System	1	.2
Total	489	100.0

Table 21.1- Frequency and Percentage in the distribution of Answers for Satisfaction Statement 3

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 3.5 compared to the mean of those not involved which was 3.3(Table 18.0). The results were not significantly different indicating that the two populations answered this statement the same. The null hypothesis was supported. There was no difference in the responses for the students who were involved in the living and learning communities compared to the students who were not involved.

LLCtest	N	Mean Rank	Sum of Ranks
S3 LLC-N	346	237.69	82240.00
LLC-Y	142	261.10	37076.00
Total	488		

Table 21.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	S3
Mann-Whitney U	22209.000
Wilcoxon W	82240.000
Z	-1.761
Asymp. Sig. (2-tailed)	.078

Table 21.3 Mann-Whitney U- Test Results

Satisfaction Statement #4

4. with your interactions with other students on West campus

Looking at distribution of percentages below for statement #4, an overwhelming majority of the students who took the survey were satisfied (41.3%) or very satisfied (42.5%) with their interactions with other students on West Campus. Only 3.5% were very dissatisfied and 9.2%

were dissatisfied with their interactions with other students on West Campus. The most frequent answer was 4 indicating satisfaction with their interactions (Table 17.0)

		Frequency	Percent
Valid	1	16	3.3
	2	17	3.5
	3	45	9.2
	4	208	42.5
	5	202	41.3
	Total	488	99.8
Missing	System	1	.2
Total		489	100.0

Table 22.1- Frequency and Percentage in the distribution of Answers for Satisfaction Statement 4.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 4.27 compared to the mean of those not involved which was 4.11 (Table 18.0). The results were not significantly different indicating that the two populations answered this statement the same. The null hypothesis was supported in this statement and the populations were the same statistically speaking. There was no difference in the responses for the students who were involved in the living and learning communities compared to the students who were not involved.

LLCTest	N	Mean Rank	Sum of Ranks
S4 LLC-N	345	240.04	82814.00
LLC-Y	143	255.26	36502.00
Total	488		

Table 22.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	S4
Mann-Whitney U	23129.000
Wilcoxon W	82814.000
Z	-1.176
Asymp. Sig. (2-tailed)	.239

Table 22.3 Mann-Whitney U- Test Results

Satisfaction Statement #5

5. with your interactions with faculty on West Campus

Looking at distribution of percentages below for statement #5, a majority of students indicated they were either satisfied (37.4%) or very satisfied (14.7%) with their interactions with faculty on the West Campus. 9.2% of students said they were very dissatisfied with their interactions with faculty and 18.0% of students said they were dissatisfied. It was notable that according to the results to this statement that 19.8% of students had no contact with faculty on the West Campus since they answered not applicable. The most frequent answer was 4 indicating satisfaction with interactions with faculty (Table 17.0).

		Frequency	Percent
Valid	1	97	19.8
	2	45	9.2
	3	88	18.0
	4	183	37.4
	5	72	14.7
	Total	485	99.2
Missing	System	4	.8
Total		489	100.0

Table 23.1- Frequency and Percentage in the distribution of Answers for Satisfaction Statement 5.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 3.59 compared to the mean of those not involved which was 3.01 (Table 18.0). In using the Mann- Whitney U- Test, the results for this statement were very significant. The results were significantly different indicating that two separate populations answered this statement distinctively different. The null hypothesis was not supported. The students who were involved in the living and learning communities had a significantly higher mean in their responses when answering the statement indicating that they were more satisfied with their interactions with faculty on West Campus, as compared to the answers from those who had not participated in a living and learning community.

LLCTest	N	Mean Rank	Sum of Ranks
S5 LLC-N	345	228.42	78804.00
LLC-Y	140	278.94	39051.00
Total	485		

Table 23.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	S5
Mann-Whitney U	19119.000
Wilcoxon W	78804.000
Z	-3.734
Asymp. Sig. (2-tailed)	.000

Table 23.3 Mann-Whitney U- Test Results

Satisfaction Statement #6

- 6. *with your interactions with staff on West Campus (Resident Assistants, Hall Directors, etc)*

Looking at distribution of percentages below for statement #6, a majority of the students who took the survey were satisfied (40.5%) or very satisfied (21.7%) with their interactions with staff on West Campus. 10.6% of students said that were very dissatisfied and 19.8% said they were dissatisfied with their interactions with staff on West Campus. The most frequent answer was 4 indicating satisfaction with their interactions with staff (Table 17.0).

		Frequency	Percent
Valid	1	34	7.0
	2	52	10.6
	3	97	19.8
	4	198	40.5
	5	106	21.7
	Total	487	99.6
Missing	System	2	.4
Total		489	100.0

Table 24.1- Frequency and Percentage in the distribution of Answers for Satisfaction Statement 6.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 3.71 compared to the mean of those not involved which was 3.56 (Table 18.0). The results were not significantly different indicating that the two populations answered this statement the same. The null hypothesis was supported. There was no difference in the responses for the students who were involved in the living and learning communities compared to the students who were not involved.

LLCtest	N	Mean Rank	Sum of Ranks
S6 LLC-N	346	239.97	83029.50
LLC-Y	141	253.89	35798.50
Total	487		

Table 24.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	S6
Mann-Whitney U	22998.500
Wilcoxon W	83029.500
Z	-1.036
Asymp. Sig. (2-tailed)	.300

Table 24.3 Mann-Whitney U- Test Results

Satisfaction Statement #7

7. your ability to study and get work done on the West Campus

Looking at distribution of percentages below for statement #7, an overwhelming majority of the students who took the survey were satisfied (48.3%) or very satisfied (23.1%) with their ability to study and get work done on West Campus. Only 7.4% were very dissatisfied and 19.0% were dissatisfied with their ability to study and get work done on West Campus. The most frequent answer was 4 indicating satisfaction with their ability to study and get work done (Table 17.0).

	Frequency	Percent
Valid 1	9	1.8
2	36	7.4
3	93	19.0
4	236	48.3
5	113	23.1
Total	487	99.6
Missing System	2	.4
Total	489	100.0

Table 25.1- Frequency and Percentage in the distribution of Answers for Satisfaction Statement 7.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 3.87 compared to the mean of those not involved which was 3.82 (Table 18.0). The results were not significantly different indicating that the two populations answered this statement the same. The null hypothesis was supported. There was no difference in the responses for the students who were involved in the living and learning communities compared to the students who were not involved.

Ranks

LLCtest	N	Mean Rank	Sum of Ranks
S7 3	346	240.87	83342.00
4	141	251.67	35486.00
Total	487		

Table 25.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	S7
Mann-Whitney U	23311.000
Wilcoxon W	83342.000
Z	-.825
Asymp. Sig. (2-tailed)	.409

Table 25.3 Mann-Whitney U- Test Results

Satisfaction Statement #8

8. *your ability to socialize on West Campus.*

Looking at distribution of percentages below for statement #8, an overwhelming majority of the students who took the survey were satisfied (41.9%) or very satisfied (43.4%) with their

ability to socialize on West Campus. Only 3.3% were very dissatisfied and 9.4% were dissatisfied with their ability to socialize on West Campus. The most frequent answer was 5 indicating very satisfied with their ability to socialize on West Campus (Table 17.0).

		Frequency	Percent
Valid	1	9	1.8
	2	16	3.3
	3	46	9.4
	4	205	41.9
	5	212	43.4
	Total	488	99.8
Missing	System	1	.2
Total		489	100.0

Table 26.1- Frequency and Percentage in the distribution of Answers for Satisfaction Statement 8.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 4.26 compared to the mean of those not involved which was 4.2 (Table 18.0). The results were not significantly different indicating that the two populations answered this statement the same. The null hypothesis was supported. There was no difference in the responses for the students who were involved in the living and learning communities compared to the students who were not involved.

LLCTest	N	Mean Rank	Sum of Ranks
S8 LLC-N	346	242.88	84038.00
LLC-Y	142	248.44	35278.00
Total	488		

Table 26.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	S8
Mann-Whitney U	24007.000
Wilcoxon W	84038.000
Z	-.430
Asymp. Sig. (2-tailed)	.667

Table 26.3 Mann-Whitney U- Test Results

Satisfaction Statement #9

9. with overall experience living on West Campus

Looking at distribution of percentages below for statement #9, an overwhelming majority of the students who took the survey were satisfied (48.3%) or very satisfied (35.2%) with their overall experience living on West Campus. Only 5.3% were very dissatisfied and 10.4% were dissatisfied with their overall experience living on West Campus. The most frequent answer was 4 indicating satisfaction with their overall experience (Table 17.0).

		Frequency	Percent
Valid	1	4	.8
	2	26	5.3
	3	51	10.4
	4	236	48.3
	5	172	35.2
	Total	489	100.0

Table 27.1- Frequency and Percentage in the distribution of Answers for Satisfaction Statement 9.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 4.17 compared to the mean of those not involved which was 4.1 (Table 18.0). The results were not significantly different indicating that the two populations answered this statement the same. The null hypothesis was supported. There was no difference in the responses for the students who were involved in the living and learning communities compared to the students who were not involved.

Ranks

	LLCtest	N	Mean Rank	Sum of Ranks
S9	LLC-N	346	240.78	83310.50
	LLC-Y	143	255.21	36494.50
	Total	489		

Table 27.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	S9
Mann-Whitney U	23279.500
Wilcoxon W	83310.500
Z	-1.118
Asymp. Sig. (2-tailed)	.263

Table 27.3 Mann-Whitney U- Test Results

Satisfaction Statement #10

10. with your overall experience this year at WSU

Looking at distribution of percentages below for statement #10, an overwhelming majority of the students who took the survey were satisfied (47.4%) or very satisfied (38.0%) with their overall experience at WSU. Only 2.9% were very dissatisfied and 10.2% were dissatisfied with their overall experience at WSU. The most frequent answer was 4 indicating satisfaction with their interactions (Table 17.0).

		Frequency	Percent
Valid	1	6	1.2
	2	14	2.9
	3	50	10.2
	4	232	47.4
	5	186	38.0
	Total	488	99.8
Missing	System	1	.2
Total		489	100.0

Table 28.1- Frequency and Percentage in the distribution of Answers for Satisfaction Statement 10.

When looking at those students who were involved in the living and learning communities compared to students who were not involved in the program, the mean for those involved was 4.21 compared to the mean of those not involved which was 4.17 (Table 18.0). The results were not significantly different indicating that the two populations answered this statement the same. The null hypothesis was supported. There was no difference in the responses for the students who were involved in the living and learning communities compared to the students who were not involved.

Ranks

LLCtest	N	Mean Rank	Sum of Ranks
S10 LLC-N	345	246.13	84916.00
LLC-Y	143	240.56	34400.00
Total	488		

Table 28.2 Sum, Mean Rank and Sum of Ranks used in Mann- Whitney U- Test

	S10
Mann-Whitney U	24104.000
Wilcoxon W	34400.000
Z	-.434
Asymp. Sig. (2-tailed)	.664

Table 28.3 Mann-Whitney U- Test Results

Summary of Results from Satisfaction Statements

1. *the educational activities on West Campus (speakers, workshops, retreats, presentations, etc)*

The null hypothesis was not supported. The two samples (students who participated in living and learning community and those that did not) were not drawn from the same

population and their distributions were not equal. The answers to satisfaction statement #1 were statistically different for each population.

2. your floor activities

The null hypothesis was supported. The two samples (students who participated in living and learning communities and those that did not) were drawn from the same population and their distributions were equal. The answers to satisfaction statement #2 were not statistically different.

3. *West Campus wide activities such as Winter Formal, Mugshots, Condom Bingo, etc.*

The null hypothesis was supported. The two samples (students who participated in living and learning communities and those that did not) were drawn from the same population and their distributions were equal. The answers to satisfaction statement #3 were not statistically different.

4. with your interactions with other students on West campus

The null hypothesis was supported. The two samples (students who participated in living and learning communities and those that did not) were drawn from the same population and their distributions were equal. The answers to satisfaction statement #4 were not statistically different.

5. *with your interactions with faculty on West Campus*

The null hypothesis was not supported. The two samples (students who participated in living and learning community and those that did not) were not drawn from the same population and their distributions were not equal. The answers to satisfaction statement #5 were statistically different for each population.

6. *with your interactions with staff on West Campus (Resident Assistants, Hall Directors, etc)*

The null hypothesis was supported. The two samples (students who participated in living and learning communities and those that did not) were drawn from the same population and their distributions were equal. The answers to satisfaction statement #6 were not statistically different.

7. *your ability to study and get work done on the West Campus*

The null hypothesis was supported. The two samples (students who participated in living and learning communities and those that did not) were drawn from the same population and their distributions were equal. The answers to satisfaction statement #7 were not statistically different.

8. *your ability to socialize on West Campus.*

The null hypothesis was supported. The two samples (students who participated in living and learning communities and those that did not) were drawn from the same population and their distributions were equal. The answers to satisfaction statement #8 were not statistically different.

9. *with overall experience living on West Campus*

The null hypothesis was supported. The two samples (students who participated in living and learning communities and those that did not) were drawn from the same population and their distributions were equal. The answers to satisfaction statement #9 were not statistically different.

10. *with your overall experience this year at WSU*

The null hypothesis was supported. The two samples (students who participated in living and learning communities and those that did not) were drawn from the same population and their distributions were equal. The answers to satisfaction statement #10 were not statistically different.

Conclusions

In discussing the conclusions a look was taken at the two area of inquiry referred to in the section entitled, *statement of the problem*. The first area was to look at the differences in the results of students in the living and learning communities compared to the students that did not participate in the living and learning communities.

Conclusion 1: There was a significant difference between student responses of those that participated in living and learning communities and those that did not participate in living and learning communities for the following engagement statements of the *End of the Year Survey of West Campus Students*.

- *participate in out of classroom experiences with faculty (fieldtrips, speakers, projects 1).*
- *attend educational speakers, seminars, movie or retreats on West Campus(2).*
- *work with faculty and staff on committees, clubs or programs outside of classroom activities (6).*
- *use lounges to relax or hang out on West Campus(10).*
- *attend West Campus activities such as Winter Formal, Mugshots, Condom Bingo, etc(12).*
- *attend floor events (13)*
- *attend Hall Council(14)*

The results of this analysis indicated that students in the living and learning communities were more engaged with faculty out of the classroom. These students attended more educational speakers, seminars or retreats than those not involved in a living and learning community. These students worked more frequently with faculty and staff on committees, clubs or programs outside of classroom activities. They used lounges to relax or hang out more frequently than students who are not involved in the living and learning communities. These students attended more West Campus activities and were more active in their floor activities.

There was no difference in the results for living and learning community students and those that did not participate in the program on many of the elements in the engagement section of the survey. There were no significant differences in interactions with faculty and staff outside of the classroom, talking to others about what they learned in class, participating in study groups with other residents on West Campus, and participating in community service. These elements had no significant difference between the two populations, however, some elements had high engagement levels as you will see in the second area of inquiry.

Conclusion 2: There was a significant difference between student responses of those that participated in living and learning communities and those that did not participate in living and learning communities for the following satisfaction statements of the *End of the Year Survey of West Campus Students*.

- *the educational activities on West Campus (speakers, workshops, retreats, presentations, etc)(1)*
- *with your interactions with faculty on West Campus(5)*

The results of this analysis indicated that students who were involved in the living and learning communities were more satisfied with the educational activities on West Campus and

with their interactions with faculty on West Campus. There was no significant difference in the results for living and learning community students and students that did not participate on the other eight satisfaction elements. They were not statistically more satisfied with floor activities, campus-wide activities, interactions with staff, ability to study and get work done, ability to socialize and their experience on the West Campus and at Winona State.

The second area of inquiry was looking at overall engagement and satisfaction for students at the West Campus. Since the Likert-type scale data was treated as ordinal for the statistical analysis, one would think that taking the average of the numbers would not make much sense. However, since Likert-type scales are sometimes treated as interval where means can be taken, it proved helpful to look at the means for this data in order to give a well rounded look of the numbers. For this analysis mode, mean and median were all taken into consideration (Table 1.0).

According to the bar graph below for the engagement statements, the two highest frequency of engagement were for E5 *talk to others about what you are learning in your classes* and for E11 *socialize with other students on West Campus*. E5 had a mode of 4 and a mean of 3.66. E11 had a mode and median of 5 and a mean of 4.23. The lowest frequencies for engagement were found in E9 *participate in community service* and E14 *attend Hall Council*. The mode was 1 for each.

Elements E1 *participate in out of classroom experiences with faculty (fieldtrips, speakers, projects)*, E2 *attend educational speakers, seminars, movie or retreats on West Campus* and E6 *work with faculty and staff on committees, clubs or programs outside of classroom activities*, all had to do with participating in co-curricular activities and all had modes of 2 indicating infrequent engagement. Elements 3 *interactions with faculty* and 4 *interactions with staff* had

similar means and the same median. There modes were different, but in the distribution the difference in mode 2 and 3 for element 4 was off by 8 students. E10, E12, and E13 all had to do with attending social activities or using lounge space and the common mode was 3 indicating a response of sometimes.

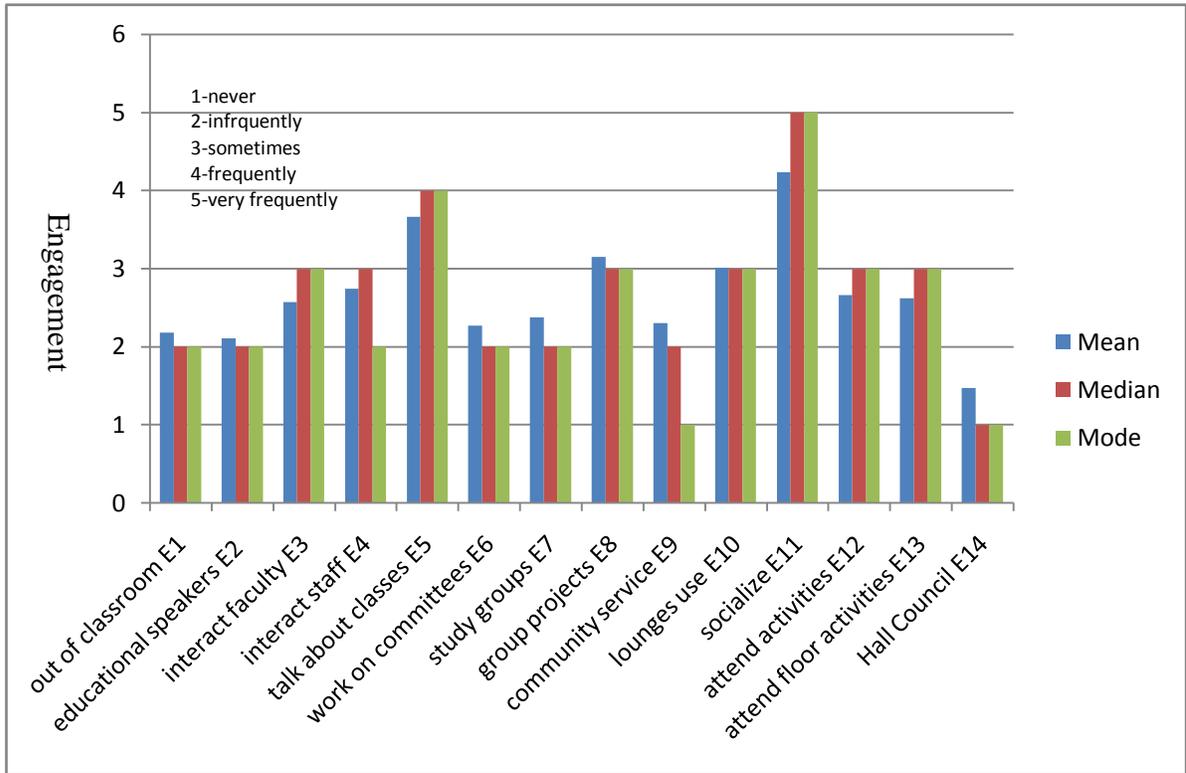


Figure 5 Mode, Median and Mean for Engagement Section of Survey

For the satisfaction section, the means were misleading depending on the amount of students that indicated a 1 *not applicable*. Since the modes were all 4 bar one, a conclusion that the lower the mean the more students that indicated *not applicable* was drawn. For example in S1 *the educational activities on West Campus (speakers, workshops, retreats, presentations, etc)* the mean was 2.79 and the number of students that indicated they could not rate the statement because they never attended was 136. This was the highest number that indicated 1 in all the satisfaction elements and subsequently had the lowest mean. For satisfaction element S5 *with*

your interactions with faculty on West Campus, 98 students indicated a 1 which meant they could not answer based on non-participation. These were the two elements that showed significant differences in population between students in living and learning communities and students that did not participate, so it proved the LLC students were exposed more to faculty and educational activities.

Another way to look at the data was to look at the amount of students that indicated a 4 *satisfied* or a 5 *extremely satisfied* in order to indicate the items in which there was greater satisfaction. In looking at the graph below, S4 *with your interactions with other students on West campus*, S8 *your ability to socialize on West Campus*, S9 *with overall experience living on West Campus*, S10 *with overall experience at WSU*, were the items that generated satisfaction or extreme satisfaction in the data. The lowest satisfaction responses were found in satisfaction elements S1 *the educational activities on West Campus (speakers, workshops, retreats, presentations* and S5 *with your interactions with faculty on West Campus*, however, these elements had the most amount of responses that indicated *not applicable*.

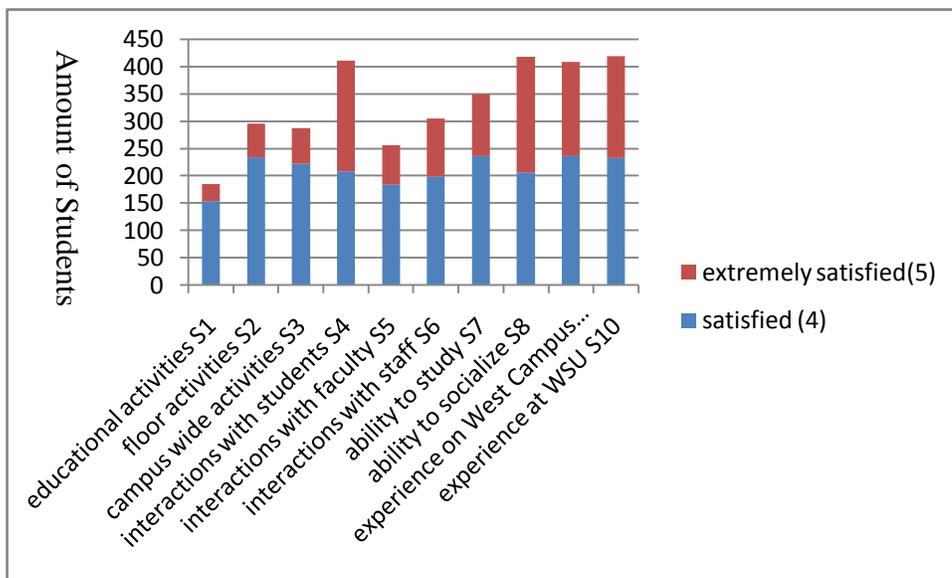


Figure 6 Amount of Satisfied and Extremely Satisfied Responses to Satisfaction Statements

In the graph below, the amount of students that were *dissatisfied* or *very dissatisfied* displayed elements S4, S8, S9 and S10 with the least amount of dissatisfaction, which complemented the above graph in satisfaction responses. We found the most dissatisfaction in S1 *the educational activities on West Campus (speakers, workshops, retreats, presentations* and to a lesser degree S6 *with your interactions with staff on West Campus (Resident Assistants, Hall Directors, etc).*

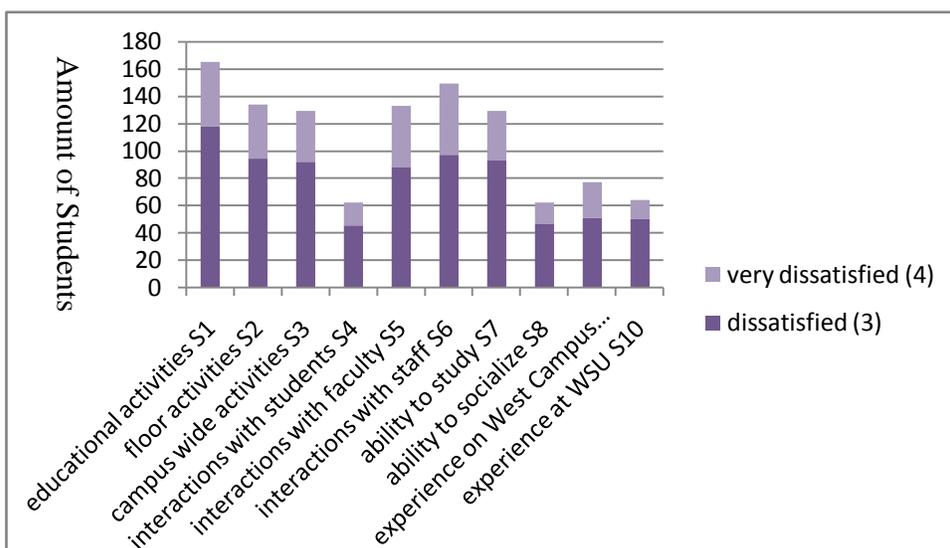


Figure 7 Amount of Dissatisfied and Extremely Dissatisfied responses to Satisfaction

Overall satisfaction numbers were much higher than dissatisfaction numbers on all elements in the satisfaction section of the survey.

Implications

The results of this survey suggested that the Residential College living and learning communities were doing what they were intended to do, make connections. There was an expectation that students involved in the program would feel more connected to faculty because the living and learning communities offered an increased involvement and interaction with the faculty. The results affirmed that the first year, first semester experience in a living learning

community translated to the student having more frequent interactions with faculty and participating in more out of classroom activities (educational and social). Students involved in living and learning communities were also more frequently using lounges and involved in floor activities, which showed an overall connection to their living environment.

Living and learning communities have provided that necessary opportunity to increase involvement with faculty and increase levels of satisfaction with their involvement. Living and learning communities have also provided increased connection to hall activities and their living environment. Three of the seven engagement statements where significance was found could be directly related to an experience in a living and learning community. Participating in out of classroom experiences with faculty, attending educational speakers and seminars and working with faculty and staff on committees, clubs or programs were the three elements that could be specifically connected to participation in a LLC. The other four elements where significance was found all point to involvement in the hall and the activities offered there.

The fact that students self- selected into the living and learning communities could be an interwoven factor into the results. Perhaps students that self- selected were “joiners” from the beginning. However, all the students that took the survey were all living on the West Campus for the whole year. There were many common experiences among the students and yet significance was still found for the above mentioned elements in regards to LLC participation. The survey was also given a full semester after the LLC participation and the results were still significant.

The general satisfaction and engagement information that was found in our data provided a baseline for future study of the West Campus residents. In general terms the students were more engaged in the social environment of the West Campus, which was not at all surprising. In the

focus groups most of the students liked the fact that the West Campus was away from the academic buildings, as it felt like “going home.” The interesting aspect to increasing the academic environment within the residence hall structure will be to create the seamless notion, so there is less of a chasm between the social and academic environments. The term academic environment to the students we talked to was interpreted as their classes. The house structure and LLC program will start to expand that interpretation.

Recommendations

This research uncovered many unanswered questions. A more detailed look at the following questions would serve useful to the faculty and administrators that work with the Residential College programs. This first year program is essential to students’ connection with faculty and should be supported and encouraged among the colleges at WSU. Focusing on working with individual departments and their first year curriculum to make it possible for all students in all majors to have this opportunity is important.

The continued support of the Residential College, the living and learning communities and the connection to Housing and Residence Life is a recommendation of this research. The connection with Housing and Residence Life is very important especially with the goal of seamless intermixing of the students’ academic and social experience with the house structure, it will be important that this relationship not only continue, but be solidified through planning initiatives and mutual understanding of goals and objectives. This survey effort has given us an important baseline to further study the engagement and satisfaction of the students at the West Campus and the changes that will take place when the house structure is underway in fall 2008.

Another question that came up when looking at the fact that the students self- select into the LLCs is why do they choose to be a part of the LLC? Does it have to do with their intended major or peer influences? If the LLCs were more major specific would that increase the number of students involved?

During the focus groups a student told us about the wonderful experience she had in her LLC seminar class because of the small size. This brought up the question of if size matters. Currently each LLC has about 50 students in it with two professors. Would their experience be enhanced by a smaller student to faculty ratio?

Some other areas of inquiry that would be necessary to perform in order to get a clear picture of the benefits to the student and the University of LLC participation would be persistence to the sophomore year for LLC and non- LLC students and satisfaction of West Campus residents to those who live on the main campus to see if the integrated academic and social experience of the house structure creates greater engagement and satisfaction.

Sharing of Information

The results of this paper will be shared with all the constituents of the Residential College including but not limited to the steering committee, LLC faculty, Student Life and Development and students involved in the Residential College.

Resources

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Gender	Ugrad GPA	Ugrad Local CRHR	TRSF CRHR
M	3.25	16	28
M	2.16	13	0
M	1.85	12	8
M	2.7	11	0
M	3.64	15	3
M	2.8	16	0
M	3.29	18	0
M	2.5	15	0
M	2.76	14	0
M	2.48	44	0
M	3.4	48	6
M	2.84	29	0
M	2	10	24
M	3.57	16	0
M	3.75	14	26
M	3.21	16	0
M	2.81	51	0
M	3.27	13	0
M	3.25	12	68
M	3.25	33	15
M	1.8	12	0
M	1.92	13	0
M	1.08	8	0
M	0.36	5	0
M	1.92	13	0
M	2.08	13	3
M	1.13	9	17
M	2.4	16	0
M	2.81	12	0
M	1.5	10	0
M	2.25	13	0
M	2.62	16	22
M	1	6	0
M	1.7	8	3
M	2.23	18	7
M	3.25	17	0
M	2.93	77	0
M	2.68	63	0
M	3.33	16	6
M	3.71	74	14
M	1.66	37	0
M	3.66	42	69
M	3.26	16	0
M	2.75	13	0
M	2	13	3
M	1.72	11	0

M	3.23	14	0
M	3.57	15	0
M	1.9	9	0
M	2.45	12	0
M	3.9	12	0
M	2.86	16	0
M	3.21	15	0
M	2.74	111	21
M	1	10	0
M	3.46	16	0
M	4	16	0
M	4	30	11
M	2.66	64	12
M	2.7	12	0
M	2.42	7	0
M	2.35	16	0
M	2.5	12	0
M	1.09	7	0
M	0.7	8	0
M	1.66	12	0
M	2.92	15	0
M	3.53	34	8
M	2.24	34	0
M	3.57	46	0
M	1	10	0
F	2.85	120	0
M	0.23	4	0
M	2.84	13	0
M	3.16	36	41
M	2.85	15	0
M	2.47	18	3
M	1.73	21	0
M	3.5	17	0
F	3	15	0
F	2.66	16	0
F	3.22	46	0
F	3.33	16	26
F	2.3	11	0
F	2.84	13	0
F	2.68	17	6
F		0	0
F	0.5	5	3
F	3.48	74	48
F	1.62	13	0
F	3.29	18	13
F	0	1	0
F	2.68	17	0

F	2.87	16	7
F	2.12	17	0
F	2.45	11	0
F	3.6	47	10
F	3	41	0
F	3.27	71	25
F	1.9	10	3
F	3.08	13	0
F	2.36	40	0
F	4	16	9
F	3.31	49	11
F	3.58	51	8
F	2.53	16	0
F	2.36	42	0
F	3.53	14	0
F	4	50	14
F	3.38	50	4
F	2.75	12	27
F	3.71	16	0
F	3.41	18	0
F	3.07	16	0
F		0	0
F	3	12	0
F	3.53	16	0
F	2.8	16	0
F	3.21	15	28
F	3.81	17	7
F	2.76	98	0
F	2.86	16	0
F	3.53	14	0
F	2.46	13	60
F	2.5	15	0
F	2.61	14	0
F	2.9	15	0
F	3.28	15	0
F	3.14	15	0
F	3.2	11	0
F	3.06	16	0
F	1.5	8	0
F	3.35	15	26
F	1.21	10	0
F	2.88	13	0
F	2.87	16	0
F	3.76	18	0
F	4	19	11
F	4	18	0
F	3.46	84	4

M	2.09	12	3
M	2.81	38	0
F	1.07	11	0
F	3.48	83	0
F	2.91	22	3
F	3.73	46	8
F	4	48	0
F	3.21	15	3
F	2.12	17	8
F	1.57	11	0
F	3.33	54	10
F	1.5	15	0
F	1.93	26	0
F	4	14	9
F	3.07	15	3
F	1.8	13	3
F	1.8	12	0
F	1.92	14	8
F	3.12	49	0
F	2.25	39	0
F	3.56	47	0
F	3.75	13	8
F	3.26	16	30
F	3.75	54	9
F	3.1	43	6
F	2.8	48	7
M	2.1	37	0
M	3.21	47	0
M	3.76	17	0
M	1.61	10	0
M	3.07	14	3
M		0	0
M	2.18	12	15
M	3.78	23	4
M	2.18	15	0
M	2.93	16	0
F	4	16	0
F	1.75	35	0
F	0.33	5	0
F	0.33	5	0
F	2.62	12	0
F	3.25	17	26
F	2.35	12	0
F	2.71	15	0
M	3.27	18	0
F	3.25	17	0
F	3.66	16	0

F	2.66	13	0
F	4	15	1
F	3.25	13	0
F	2.27	12	0
F	3.14	15	0
M	3.71	15	0
M	2.5	15	0
M	0.75	7	0
M		0	0
M	2.31	17	25
M	3.32	47	4
M		0	0
M	3.47	70	0
M	4	50	7
M	2.66	108	0
M	3.93	46	0
M	3	19	46
M	0	0	0
M	3.35	46	0
M	2.87	17	0
M	3.52	20	8
M	2.37	17	0
M	3.2	16	0
M	1	9	0
M	3.18	12	0
M	1.57	10	0
M	1.75	15	0
M	3.28	43	0
M	1	5	0
M	0.6	3	0
M	2.69	43	8
M	1.5	10	0
M		0	0
M	2.55	41	0
M	3.25	40	0
M	1	10	0
F	3.46	16	0
F	3	15	0
F	3.18	12	0
F	2.66	13	6
F	2.85	15	0
F	3.82	18	0
F	2.36	12	0
F	2.92	15	0
F	4	16	0
F	3	11	11
F	3.78	79	0

F	2	14	0
F	1.9	12	2
F	3.46	16	4
F	1.71	11	0
F		0	0
F	3	14	0
F	3.18	17	0
F	2.42	15	8
F	3.2	16	0
F	4	23	3
F	2.94	18	0
F	3.56	17	25
F	1.46	11	9
F	4	15	0
F	3.67	48	26
F	1.28	21	0
F	3.62	17	0
F	2.68	48	0
F	4	25	3
F	3.18	12	0
F	2.62	17	7
F	4	24	3
F	3.53	14	7
F	2.57	15	0
F	4	16	0
F	2.8	16	0
F	2.33	15	7
F	2.64	15	0
F	2.61	14	0
F	2.09	8	0
F	2.69	14	0
F	1.81	12	0
F	2.26	16	0
F	1.55	7	0
F	2.5	15	0
F	0.69	7	0
F	3.46	16	3
F	3.78	16	0
F	3.38	15	17
F	1.66	13	0
F	3.52	18	4
F	2	12	0
F	2.14	15	0
F	2.8	9	0
F	1.76	14	0
F	3.46	17	0
F	3.72	16	0

F	3.78	15	10
F	2.4	11	0
F	2.46	44	0
F	3	13	6
F	1.9	12	0
F	3	16	3
F	2.35	15	0
F	3.18	12	0
F	3.5	16	6
F	3.46	14	0
F	4	17	6
F	1.46	14	0
F	3.75	17	0
F	2.19	39	0
F	2.82	40	73
F	2.97	45	0
F	3.84	108	0
F	3	16	18
F	1.18	7	0
F	1.9	12	0
F	1.78	11	0
F	1.92	14	0
F		0	0
F	1.42	11	0
F	1.18	8	0
F	4	18	9
F	3.62	17	0
F	1.35	15	0
F	1.45	8	0
F	2.73	16	15
F	2.81	12	0
F	2.5	15	0
F	3.06	16	0
F	1.56	14	0
F	0.92	5	0
F	3.01	111	15
F	1.5	6	0
F	3.93	47	7
F	3.36	12	0
M	2.46	41	0
M	1.64	11	0
M	2.14	15	0
M	2.53	14	24
M	2	16	0
M	1.93	16	0
M	1.92	15	0
F	0.75	7	0

F	3.53	16	0
F	2.9	12	0
F	3.46	16	0
F	3.37	17	0
F	3	15	0
F	2.25	13	3
F	0	0	0
F	0.81	7	0
M	3.41	18	0
F	2.71	15	7
F	3.5	13	0
F	3.35	15	0
F	2.5	16	0
F	3.46	15	0
F	2.27	12	0
F	3.73	16	0
M	1.69	14	0
M	1.5	9	0
M	1.76	14	0
M	3.18	17	0
M	2.75	16	0
M	2.75	50	0
M	2.21	15	0
M	2.79	46	0
M	2.76	14	3
M	3.75	13	8
M	1.76	14	0
M	3.23	14	0
M	3.5	81	3
M	3	11	0
M	2.2	15	0
M	2.35	11	0
M	1.85	15	0
M	3.27	12	0
M		0	0
M	4	14	60
M	1.78	15	0
M	3.21	16	5
M	3.73	26	26
M	2.85	15	10
M	0	0	0
M	2.56	16	0
M	3	12	49
M	2.66	38	0
M	2.84	14	0
M	1.76	14	0
M	2.81	17	0

M	2.21	15	0
F	3.71	15	20
F	3	15	0
F	1.53	10	0
F	2.2	12	0
F	2.93	16	14
F	3.21	15	4
F	2.07	11	0
F	2.66	13	0
F	3.75	17	14
F	3.57	15	4
F	2.85	15	0
F	2.6	16	0
F	3.81	17	6
F	2.07	12	0
F	3.94	102	0
F	3.13	16	8
F	2.66	13	0
F	3.71	16	0
F	1.57	15	0
F	3.06	16	0
F	2.75	17	18
F	2.75	12	0
F	0.76	9	0
F	0.92	7	14
F	2.42	15	0
F	3.09	12	0
F	3.33	12	0
M	3.4	16	0
M	2.53	14	0
M	1.92	14	0
M	3.15	14	0
M	2.36	12	0
M	3.07	15	0
M	1.75	17	3
M	2.46	17	7
M	3.5	45	6
M	2.28	15	0
M	2.3	14	0
M	3.3	12	12
M	2.66	14	10
M	4	16	0
M	2.63	12	0
M	1	4	0
M	2.36	15	0
M	4	12	11
M	3.53	16	11

M	3.23	14	0
M	0	0	4
M	2.85	15	0
M	2.72	12	0
M	1.33	10	0
M	2.63	11	0
M	1.21	7	0
M	2.2	16	0
M	2.48	78	0
M	1.5	13	0
M	4	20	8
M	2.45	12	0
M	3.13	16	0
M	1.27	11	0
M	2	11	0
M	3.43	17	0
M	1.9	12	56
M	1.54	12	0
M	1.83	9	0
M	2.45	12	0
M	3.42	14	0
M	1.92	14	3
M	3.2	16	0
M	2.64	17	22
M	2.86	16	8
M	1.16	8	0
M	2.89	57	3
M	3.86	15	45
M	2.26	16	0
M	2.75	13	0
M	2.21	15	0
M	2.33	10	0
M	2.81	12	0
M	2.69	14	3
M	3	16	0
M	2.53	14	0
M	3.18	17	11
M	2.2	17	3
M	1.81	17	0
M	1.23	10	0
M	2	16	4
M	2.38	13	0
M	2.15	14	0
M	3.57	14	0
M	2	10	0
M	2.38	37	10
M	1.92	15	0

M	1.5	16	0
M	3.45	15	0
M		0	0
M	3.5	52	3
M	0	0	4
M	2.21	15	0
M	2.37	16	29
M	2	9	0
M	3.33	13	8
M	4	17	4
M	2.53	16	9
M	3.07	15	0
M	3.58	113	4
M	2.72	45	98.5
M	2.41	13	0
M	0.33	3	0
M	3.75	17	6
F	4	18	11
F	3.78	16	14
F		0	0
F	3.84	53	10
F	3.16	52	0
F	3.6	17	3
F	4	15	0
F	3.58	49	4
F	0.61	5	0
F	0	0	0
F	3.36	16	0
F	3.27	16	0
F	0.84	7	53
F	1.38	10	0
F	3.69	15	0
F	3.78	16	6
F	3	25	0
F	2.5	13	19
F	3.26	16	0
F	2.56	18	3
F	3.23	15	8
F	3.76	17	8
F	1.36	11	0
F	3	15	3
F	3.46	15	21
F	1.5	13	0
F	2.73	16	0
F	3.11	80	0
F	3.69	14	3
F	2.53	16	11

F	3.8	16	24
F	2.93	16	0
F	1.87	14	12
F	2.9	12	0
F	3.66	14	0
F	1.5	10	9
F	2.33	16	0
F	4	16	18
F	3.75	85	4
F	3.5	14	0
F	3.63	75	14
F	3.33	16	0
F	3.05	18	6
F	2.73	16	0
F	2.12	17	13
F	3.5	17	0
F	0.72	5	0
F	3.2	16	0
F	3.23	14	3
F	3	18	7
F	2.33	13	0
F	1.42	11	0
F	2.33	16	6
F	4	47	9
F	3.26	16	3
F	2.93	16	15
F	4	52	3
F	2.76	17	24
F	2.57	15	9
F	2.85	50	3
F	3.33	13	0
F	2.35	50	0
F	4	15	45
F	2.35	15	0
F	2	15	0
F	3	15	0
F	2.53	14	3
F	4	14	30
F	3.37	17	19
F	3.12	51	12
F	3.75	13	0
F	3.2	16	0
F	0	3	0
F	2.3	14	0
F	2.83	13	0
F	2.64	15	11
F	2.66	13	0

F	3.75	17	11
F	2	14	0
F	1.64	11	0
F	3.29	18	0
F	3.45	12	0
F	1.23	11	13
F	3.4	17	0
F	3	13	0
F	3.35	18	7
F	2.61	13	0
F	2.64	70	31
F	3.9	44	6
F	0.96	13	7
F	3.78	16	20
F	3.15	53	0
F	4	15	20
F	2.57	14	0
F	4	31	61
F	2.76	69	0
F	2.5	14	6
F	2.93	17	0
F	1.94	40	0
F	3.6	21	4
F	4	15	6
F	2.36	12	0
F	2.48	42	6
F	3.1	14	0
F	2.94	71	0
M		0	0
M	0	1	0
M	3.07	15	0
M	0.53	7	0
M	0.6	3	0
M	3.23	18	0
M	1.54	12	10
M	3.33	16	3
M	3.56	45	0
M	2.4	11	0
M	2.07	14	0
F	2.4	12	0
F	2.13	11	0
F	3.57	15	0
F	3.43	17	0
M	3	12	0
M	3.26	15	0
M	3.21	15	0
M	0.2	2	0

M	1.5	13	0
M	4	15	0
M	0.72	9	0
M	2.53	13	6
M	3.2	16	16
M	1.71	34	0
M	3.5	15	0
F	3.3	17	0
F	4	18	7
F	2.85	15	23
F	3.62	17	27
F	0.28	1	0
F	3.81	17	3
F	2.46	14	0
F	3.68	71	0
F	3.21	15	0
F	1.92	17	0
F	3.62	17	12
F	3.5	15	0
M	3.25	12	31
M	4	15	115
M	0.46	8	0
M	3.47	47	0
M	2	30	0
M	2.46	12	0
M	1.71	14	0
M	3.08	47	0
M	4	47	15
M	0.54	3	0
M	3.13	16	0
F	3.66	13	0
F	2.14	15	0
F	3.33	16	3
F	2.83	43	3
M	3.08	46	32
M	1.86	23	0
M	3.41	13	0
M	4	16	16
M	2.86	16	0
M	1.64	15	0
M	0.69	7	0
M	3.73	15	32
M	2.69	40	2
M	1.64	30	0
M	3.46	14	0
M	1.07	11	0
F	2	13	0

F	2.35	15	0
F	3.73	15	7
F	0	1	0
F	3.36	15	0
M	3.38	45	3
M	3.78	15	0
F	0.27	3	0
F	3	16	0
F	3.5	17	3
F	1.42	14	0
F	1.54	8	0
F	1.93	13	0
M	3.25	13	4
M		0	0
M	2.2	12	6
M	2.72	12	0
M	3.25	12	11
M	2.71	14	0
M	2.58	18	0
M	3	18	0
M	3.57	16	7
F	3.72	51	3

Completed CRHR - 20083(LOC+TRSF)	Dorm Street	Permanent City
44	Lourdes Hall	Chippewa Falls
13	Lourdes Hall	Onalaska
20	Lourdes Hall	Montgomery
11	Lourdes Hall	Mounds View
18	Lourdes Hall	Racine
16	Lourdes Hall	Farmington
18	Lourdes Hall	Wyoming
15	Lourdes Hall	Bemidji
14	Lourdes Hall	Oconomowoc
44	Lourdes Hall	Grant
54	Lourdes Hall	Coon Rapids
29	Lourdes Hall	Elko
34	Lourdes Hall	Mankato
16	Lourdes Hall	Beaver Dam
40	Lourdes Hall	Baxter
16	Lourdes Hall	Wauwatosa
51	Lourdes Hall	Winona
13	Lourdes Hall	Fridley
80	Lourdes Hall	Woodbury
48	Lourdes Hall	Apple Valley
12	Lourdes Hall	Mendota Heights
13	Lourdes Hall	West Allis
8	Lourdes Hall	Oak Park
5	Lourdes Hall	Rochester
13	Lourdes Hall	West Salem
16	Lourdes Hall	Oconomowoc
26	Lourdes Hall	Burnsville
16	Lourdes Hall	Onalaska
12	Lourdes Hall	Prior Lake
10	Lourdes Hall	Lemont
13	Lourdes Hall	Lake Zurich
38	Lourdes Hall	Inver Grove Hts
6	Lourdes Hall	
11	Lourdes Hall	Emmons
25	Lourdes Hall	Waukesha
17	Lourdes Hall	Prior Lake
77	Lourdes Hall	Woodbury
63	Lourdes Hall	Eden Prairie
22	Lourdes Hall	Minnetonka
88	Lourdes Hall	Brooklyn Park
37	Lourdes Hall	Lino Lakes
111	Lourdes Hall	Lake City
16	Lourdes Hall	Watertown
13	Lourdes Hall	Woodstock
16	Lourdes Hall	Durand
11	Lourdes Hall	Excelsior

14	Lourdes Hall	Winona
15	Lourdes Hall	Sandy
9	Lourdes Hall	Oakdale
12	Lourdes Hall	Maplewood
12	Lourdes Hall	Chicago
16	Lourdes Hall	Waverly
15	Lourdes Hall	Prairie Du Chien
132	Lourdes Hall	Brooklyn Center
10	Lourdes Hall	Huntsville
16	Lourdes Hall	Owatonna
16	Lourdes Hall	Lone Tree
41	Lourdes Hall	Andover
76	Lourdes Hall	Tomah
12	Lourdes Hall	Mequon
7	Lourdes Hall	Osceola
16	Lourdes Hall	Baldwin
12	Lourdes Hall	Rochester
7	Lourdes Hall	Hazel Green
8	Lourdes Hall	Arcadia
12	Lourdes Hall	Eau Claire
15	Lourdes Hall	Park Ridge
42	Lourdes Hall	Edina
34	Lourdes Hall	La Crescent
46	Lourdes Hall	De Pere
10	Lourdes Hall	Cottage Grove
120	Lourdes Hall	Woodbury
4	Lourdes Hall	Stockholm
13	Lourdes Hall	
77	Lourdes Hall	Rochester
15	Lourdes Hall	Eagan
21	Lourdes Hall	Inver Grove Heights
21	Lourdes Hall	Elgin
17	Lourdes Hall	Owatonna
15	Lourdes Hall	Dubuque
16	Lourdes Hall	Bloomington
46	Lourdes Hall	Saukville
42	Lourdes Hall	Heron Lake
11	Lourdes Hall	Brooklyn Park
13	Lourdes Hall	
23	Lourdes Hall	Hutchinson
0	Lourdes Hall	Mahtowa
8	Lourdes Hall	Winona
122	Lourdes Hall	Lakeville
13	Lourdes Hall	Eau Claire
31	Lourdes Hall	Saint Cloud
1	Lourdes Hall	Prior Lake
17	Lourdes Hall	Independence

23	Lourdes Hall	Arlington Heights
17	Lourdes Hall	Minneapolis
11	Lourdes Hall	Minneapolis
57	Lourdes Hall	Rockford
41	Lourdes Hall	Fort Atkinson
96	Lourdes Hall	Saint Peter
13	Lourdes Hall	Prior Lake
13	Lourdes Hall	Eleva
40	Lourdes Hall	Blaine
25	Lourdes Hall	Freeport
60	Lourdes Hall	Lino Lakes
59	Lourdes Hall	Neenah
16	Lourdes Hall	Portage
42	Lourdes Hall	Lino Lakes
14	Lourdes Hall	Hudson
64	Lourdes Hall	Rochester
54	Lourdes Hall	Lino Lakes
39	Lourdes Hall	Delano
16	Lourdes Hall	Appleton
18	Lourdes Hall	Cary
16	Lourdes Hall	Roseville
0	Lourdes Hall	Melbourne
12	Lourdes Hall	Menomonie
16	Lourdes Hall	Chili
16	Lourdes Hall	Marshfield
43	Lourdes Hall	New Prague
24	Lourdes Hall	Zimmerman
98	Lourdes Hall	Easton
16	Lourdes Hall	Wisconsin Rapids
14	Lourdes Hall	Fennimore
73	Lourdes Hall	Lake City
15	Lourdes Hall	River Falls
14	Lourdes Hall	St Paul
15	Lourdes Hall	Coon Rapids
15	Lourdes Hall	Elkhorn
15	Lourdes Hall	Johnsburg
11	Lourdes Hall	North Oaks
16	Lourdes Hall	Saint Paul
8	Lourdes Hall	Minnetonka
41	Lourdes Hall	Lonsdale
10	Lourdes Hall	Woodbury
13	Lourdes Hall	Milton
16	Lourdes Hall	
18	Lourdes Hall	Lino Lakes
30	Lourdes Hall	Harris
18	Lourdes Hall	Waukesha
88	Lourdes Hall	Des Plaines

15	Lourdes Hall	Oshkosh
38	Lourdes Hall	Oshkosh
11	Lourdes Hall	Prior Lake
83	Lourdes Hall	Plymouth
25	Lourdes Hall	Rochester
54	Lourdes Hall	Libertyville
48	Lourdes Hall	Jordan
18	Lourdes Hall	Lakeville
25	Lourdes Hall	North Saint Paul
11	Lourdes Hall	Racine
64	Lourdes Hall	Minneapolis
15	Lourdes Hall	Oronoco
26	Lourdes Hall	Winona
23	Lourdes Hall	Lake Tomahawk
18	Lourdes Hall	Apple Valley
16	Lourdes Hall	Lake Mills
12	Lourdes Hall	Woodbury
22	Lourdes Hall	Claremont
49	Lourdes Hall	Lakeville
39	Lourdes Hall	White Bear Lake
47	Lourdes Hall	White Bear Lake
21	Lourdes Hall	Chanhassen
46	Lourdes Hall	Albert Lea
63	Lourdes Hall	Bloomington
49	Lourdes Hall	South St Paul
55	Lourdes Hall	Saint Cloud
37	Lourdes Hall	Brooklyn Park
47	Lourdes Hall	Winona
17	Lourdes Hall	Pewaukee
10	Lourdes Hall	Zumbrota
17	Lourdes Hall	Elko
0	Lourdes Hall	Richland Center
27	Lourdes Hall	Waukon
27	Lourdes Hall	Madison
15	Lourdes Hall	Bloomington
16	Lourdes Hall	Waconia
16	Lourdes Hall	New Ulm
35	Lourdes Hall	Bloomington
5	Lourdes Hall	Byron
5	Lourdes Hall	La Crescent
12	Lourdes Hall	Elk Grove Village
43	Lourdes Hall	Paynesville
12	Lourdes Hall	Red Wing
15	Lourdes Hall	Oakdale
18	Lourdes Hall	Wayzata
17	Lourdes Hall	La Crosse
16	Lourdes Hall	Birnamwood

13	Lourdes Hall	Verona
16	Lourdes Hall	Fargo
13	Lourdes Hall	Lake Zurich
12	Lourdes Hall	Dodge Center
15	Lourdes Hall	Coon Rapids
15	Lourdes Hall	Minnetonka
15	Lourdes Hall	West Salem
7	Lourdes Hall	Woodbury
0	Lourdes Hall	Burnsville
42	Lourdes Hall	Hinckley
51	Lourdes Hall	Minneapolis
0	Lourdes Hall	Rochester
70	Lourdes Hall	Caledonia
57	Lourdes Hall	Stewartville
108	Lourdes Hall	Galesville
46	Lourdes Hall	Coon Rapids
65	Lourdes Hall	Plymouth
0	Lourdes Hall	Loyal
46	Lourdes Hall	Farmington
17	Lourdes Hall	Racine
28	Lourdes Hall	Saint Charles
17	Lourdes Hall	Lancaster
16	Lourdes Hall	Hutchinson
9	Lourdes Hall	Pewaukee
12	Lourdes Hall	Cottage Grove
10	Lourdes Hall	Cottage Grove
15	Lourdes Hall	Kellogg
43	Lourdes Hall	Caledonia
5	Lourdes Hall	Rosemount
3	Lourdes Hall	Waunakee
51	Lourdes Hall	Cottage Grove
10	Lourdes Hall	Minneapolis
0	Lourdes Hall	Sioux City
41	Lourdes Hall	Markesan
40	Lourdes Hall	Fennimore
10	Lourdes Hall	Saint Anthony
16	Lourdes Hall	Burnsville
15	Lourdes Hall	Savage
12	Lourdes Hall	Slinger
19	Lourdes Hall	Dubuque
15	Lourdes Hall	Burnsville
18	Lourdes Hall	Hopkins
12	Lourdes Hall	Hoffman Estates
15	Lourdes Hall	Stillwater
16	Lourdes Hall	Prairie Farm
22	Lourdes Hall	St James
79	Lourdes Hall	Winthrop

14	Lourdes Hall	Rhineland
14	Lourdes Hall	Tomah
20	Lourdes Hall	Plover
11	Lourdes Hall	Burnsville
0	Lourdes Hall	Iron
14	Lourdes Hall	Andover
17	Lourdes Hall	Crystal
23	Lourdes Hall	Le Center
16	Lourdes Hall	Chippewa Falls
26	Lourdes Hall	Stillwater
18	Lourdes Hall	Zion
42	Lourdes Hall	Burnsville
20	Lourdes Hall	Albert Lea
15	Lourdes Hall	North St Paul
74	Lourdes Hall	Mantorville
21	Lourdes Hall	Hugo
17	Lourdes Hall	Jordan
48	Lourdes Hall	Elko
28	Lourdes Hall	Cottage Grove
12	Lourdes Hall	Maple Grove
24	Lourdes Hall	Red Wing
27	Lourdes Hall	Appleton
21	Lourdes Hall	Hastings
15	Lourdes Hall	Chanhassen
16	Lourdes Hall	Pipestone
16	Lourdes Hall	Silver Lake
22	Lourdes Hall	Farmington
15	Lourdes Hall	Schaumburg
14	Lourdes Hall	Tomah
8	Lourdes Hall	Tomah
14	Lourdes Hall	Woodbury
12	Lourdes Hall	Elko
16	Lourdes Hall	Bloomington
7	Lourdes Hall	Apple Valley
15	Lourdes Hall	Coon Rapids
7	Lourdes Hall	Maplewood
19	Lourdes Hall	Shakopee
16	Lourdes Hall	Richmond
32	Lourdes Hall	Columbus
13	Lourdes Hall	Genoa City
22	Lourdes Hall	Minnetonka
12	Lourdes Hall	Plymouth
15	Lourdes Hall	Wales
9	Lourdes Hall	Waukesha
14	Lourdes Hall	Ham Lake
17	Lourdes Hall	Steen
16	Lourdes Hall	Wheaton

25	Lourdes Hall	Rochester
11	Lourdes Hall	Mondovi
44	Lourdes Hall	Sherburn
19	Lourdes Hall	North St Paul
12	Lourdes Hall	Saint Francis
19	Lourdes Hall	Monticello
15	Lourdes Hall	Wisconsin Dells
12	Lourdes Hall	Mondovi
22	Lourdes Hall	Hartland
14	Lourdes Hall	Plymouth
23	Lourdes Hall	Elm Grove
14	Lourdes Hall	West Salem
17	Lourdes Hall	Brookfield
39	Lourdes Hall	Hastings
113	Lourdes Hall	Falcon Heights
45	Lourdes Hall	Saint Bonifacius
108	Lourdes Hall	Rochester
34	Lourdes Hall	Stillwater
7	Lourdes Hall	Golden Valley
12	Lourdes Hall	Golden Valley
11	Lourdes Hall	Marshfield
14	Lourdes Hall	Plymouth
0	Lourdes Hall	Austin
11	Lourdes Hall	Cottage Grove
8	Lourdes Hall	Burnsville
27	Lourdes Hall	Sherwood
17	Lourdes Hall	Waterford
15	Lourdes Hall	Racine
8	Lourdes Hall	Woodstock
31	Lourdes Hall	Kasson
12	Lourdes Hall	Waseca
15	Lourdes Hall	Egan
16	Lourdes Hall	Tomah
14	Lourdes Hall	Minnetonka
5	Lourdes Hall	Burnsville
126	Lourdes Hall	Plymouth
6	Lourdes Hall	Webster
54	Lourdes Hall	Lafayette
12	Lourdes Hall	DeForest
41	Lourdes Hall	Mazeppa
11	Lourdes Hall	Edina
15	Lourdes Hall	Waseca
38	Lourdes Hall	New Munich
16	Lourdes Hall	Andover
16	Lourdes Hall	Wabasha
15	Lourdes Hall	Shakopee
7	Lourdes Hall	Excelsior

16	Lourdes Hall	Chaska
12	Lourdes Hall	Walworth
16	Lourdes Hall	Red Wing
17	Lourdes Hall	Saint Louis Park
15	Lourdes Hall	Red Wing
16	Lourdes Hall	Fairmont
0	Lourdes Hall	Plymouth
7	Lourdes Hall	Rochester
18	Lourdes Hall	Rochester
22	Lourdes Hall	Hastings
13	Lourdes Hall	Eagan
15	Lourdes Hall	Bloomington
16	Lourdes Hall	Plymouth
15	Lourdes Hall	Roseville
12	Lourdes Hall	Saint Paul
16	Lourdes Hall	Fennimore
14	Lourdes Hall	McFarland
9	Lourdes Hall	Eagan
14	Lourdes Hall	Grayslake
17	Lourdes Hall	Oconomowoc
16	Lourdes Hall	West Salem
50	Lourdes Hall	Lake City
15	Lourdes Hall	Stoddard
46	Lourdes Hall	Lake City
17	Lourdes Hall	Burnsville
21	Lourdes Hall	Rochester
14	Lourdes Hall	Circle Pines
14	Lourdes Hall	Lino Lakes
84	Lourdes Hall	Durand
11	Lourdes Hall	Moorhead
15	Lourdes Hall	Platteville
11	Lourdes Hall	Kenosha
15	Lourdes Hall	Eau Claire
12	Lourdes Hall	Madison
0	Lourdes Hall	McFarland
74	Lourdes Hall	Rochester
15	Lourdes Hall	Minneapolis
21	Lourdes Hall	Mankato
52	Lourdes Hall	Cannon Falls
25	Lourdes Hall	Hopkins
0	Lourdes Hall	La Crosse
16	Lourdes Hall	Tomah
61	Lourdes Hall	Woodbury
38	Lourdes Hall	Hastings
14	Lourdes Hall	Genoa
14	Lourdes Hall	Farmington
17	Lourdes Hall	Farmington

15	Lourdes Hall	Whitefish Bay
35	Lourdes Hall	Prior Lake
15	Lourdes Hall	Saint Louis Park
10	Lourdes Hall	Burnsville
12	Lourdes Hall	Plymouth
30	Lourdes Hall	Shakopee
19	Lourdes Hall	Shakopee
11	Lourdes Hall	
13	Lourdes Hall	Woodstock
31	Lourdes Hall	Waverly
19	Lourdes Hall	Brookfield
15	Lourdes Hall	Brookfield
16	Lourdes Hall	Kaukauna
23	Lourdes Hall	Kaukauna
12	Lourdes Hall	Hastings
102	Lourdes Hall	Caracas
24	Lourdes Hall	Chaska
13	Lourdes Hall	Eau Claire
16	Lourdes Hall	Sartell
15	Lourdes Hall	New Richmond
16	Lourdes Hall	Dubuque
35	Lourdes Hall	Norwood Young America
12	Lourdes Hall	Sleepy Eye
9	Lourdes Hall	Ellison Bay
21	Lourdes Hall	Hastings
15	Lourdes Hall	Excelsior
12	Lourdes Hall	Mishawaka
12	Lourdes Hall	Watertown
16	Maria Hall	Chatfield
14	Maria Hall	Rosemount
14	Maria Hall	Lake Mills
14	Maria Hall	Monticello
12	Maria Hall	West Salem
15	Maria Hall	Minnetonka
20	Maria Hall	Eau Claire
24	Maria Hall	Inver Grove Heights
51	Maria Hall	Eau Claire
15	Maria Hall	Arden Hills
14	Maria Hall	North Mankato
24	Maria Hall	Brooklyn Park
24	Maria Hall	Alden
16	Maria Hall	Carol Stream
12	Maria Hall	West Allis
4	Maria Hall	Galesville
15	Maria Hall	WInona
23	Maria Hall	Princeton
27	Maria Hall	Princeton

14	Maria Hall	College Station
4	Maria Hall	Mount Prospect
15	Maria Hall	Wisconsin Rapids
12	Maria Hall	Wisconsin Rapids
10	Maria Hall	Whitehall
11	Maria Hall	Winona
7	Maria Hall	Minneapolis
16	Maria Hall	Woodbury
78	Maria Hall	Maple Grove
13	Maria Hall	Amery
28	Maria Hall	La Crosse
12	Maria Hall	Stoddard
16	Maria Hall	Caledonia
11	Maria Hall	Ham Lake
11	Maria Hall	Alden
17	Maria Hall	La Crosse
68	Maria Hall	Elgin
12	Maria Hall	Bloomington
9	Maria Hall	Lake Crystal
12	Maria Hall	St. Paul
14	Maria Hall	Newton
17	Maria Hall	Stillwater
16	Maria Hall	New Germany
39	Maria Hall	Wonderlake
24	Maria Hall	Hastings
8	Maria Hall	Cary
60	Maria Hall	Saint Michael
60	Maria Hall	Buffalo
16	Maria Hall	Owatonna
13	Maria Hall	Owatonna
15	Maria Hall	Eau Claire
10	Maria Hall	Lake City
12	Maria Hall	Barron
17	Maria Hall	Fall Creek
16	Maria Hall	Houston
14	Maria Hall	Gibbon
28	Maria Hall	Sun Prairie
20	Maria Hall	River Falls
17	Maria Hall	West Salem
10	Maria Hall	
20	Maria Hall	Mequon
13	Maria Hall	Mequon
14	Maria Hall	Wyoming
14	Maria Hall	Wonona
10	Maria Hall	South St Paul
47	Maria Hall	Arlington Heights
15	Maria Hall	Hutchinson

16	Maria Hall	Oak Park Heights
15	Maria Hall	Chicago
0	Maria Hall	Champlin
55	Maria Hall	Plymouth
4	Maria Hall	Minneapolis
15	Maria Hall	Fort Atkinson
45	Maria Hall	Lake City
9	Maria Hall	Monroe
21	Maria Hall	Moorhead
21	Maria Hall	Cannon Falls
25	Maria Hall	Mankato
15	Maria Hall	Andover
117	Maria Hall	Waterford
143.5	Maria Hall	Rochester
13	Maria Hall	Woodbury
3	Maria Hall	Pierre
23	Maria Hall	Waupaca
29	Maria Hall	Augusta
30	Maria Hall	Rosemount
0	Maria Hall	Pewaukee
63	Maria Hall	Minnetonka
52	Maria Hall	Waukegan
20	Maria Hall	South Milwaukee
15	Maria Hall	Eyota
53	Maria Hall	Waukesha
5	Maria Hall	Oakdale
0	Maria Hall	Webster
16	Maria Hall	Arden Hills
16	Maria Hall	Shoreview
60	Maria Hall	Prior Lake
10	Maria Hall	Hastings
15	Maria Hall	Chetek
22	Maria Hall	Madison
25	Maria Hall	Janesville
32	Maria Hall	Faribault
16	Maria Hall	Chippewa Falls
21	Maria Hall	Stanton
23	Maria Hall	Fox River Grove
25	Maria Hall	Montgomery
11	Maria Hall	Burton
18	Maria Hall	Maplewood
36	Maria Hall	Albert Lea
13	Maria Hall	New Ulm
16	Maria Hall	Marshfield
80	Maria Hall	Lakeville
17	Maria Hall	Anoka
27	Maria Hall	Hugo

40	Maria Hall	Plymouth
16	Maria Hall	Pewaukee
26	Maria Hall	Marshfield
12	Maria Hall	Blaine
14	Maria Hall	Rochester
19	Maria Hall	Marshfield
16	Maria Hall	Burnsville
34	Maria Hall	Roseville
89	Maria Hall	Oregon
14	Maria Hall	
89	Maria Hall	Lake Zurich
16	Maria Hall	Rochester
24	Maria Hall	Spirit Lake
16	Maria Hall	Burlington
30	Maria Hall	Andover
17	Maria Hall	Spring Grove
5	Maria Hall	Junction City
16	Maria Hall	McFarland
17	Maria Hall	Brookfield
25	Maria Hall	La Crosse
13	Maria Hall	Round Lake
11	Maria Hall	Minneapolis
22	Maria Hall	Sun Prairie
56	Maria Hall	Eau Claire
19	Maria Hall	Lake Geneva
31	Maria Hall	Green Bay
55	Maria Hall	Chisago City
41	Maria Hall	Oakdale
24	Maria Hall	Marshfield
53	Maria Hall	White Bear Lake
13	Maria Hall	White Bear Lake
50	Maria Hall	Janesville
60	Maria Hall	Freeport
15	Maria Hall	Hartford
15	Maria Hall	Savage
15	Maria Hall	Stone Lake
17	Maria Hall	Stone Lake
44	Maria Hall	Welch
36	Maria Hall	Chisago City
63	Maria Hall	Green Bay
13	Maria Hall	Oconomowoc
16	Maria Hall	Shorewood
3	Maria Hall	Winona
14	Maria Hall	Oconomowoc
13	Maria Hall	Maple Grove
26	Maria Hall	Oshkosh
13	Maria Hall	West Saint Paul

28	Maria Hall	Princeton
14	Maria Hall	Oregon
11	Maria Hall	Johnsburg
18	Maria Hall	Tomah
12	Maria Hall	La Crosse
24	Maria Hall	Andover
17	Maria Hall	Centerville
13	Maria Hall	Sioux Falls
25	Maria Hall	Plymouth
13	Maria Hall	
101	Tau Center	Lake City
50	Tau Center	Mercer
20	Tau Center	Apple Valley
36	Tau Center	Glencoe
53	Tau Center	Houston
35	Tau Center	Buffalo
14	Tau Center	
92	Tau Center	
69	Tau Center	Cottage Grove
20	Tau Center	Eau Claire
17	Tau Center	Brooklyn Park
40	Tau Center	Hastings
25	Tau Center	Mequon
21	Tau Center	Robbinsdale
12	Tau Center	Anoka
48	Tau Center	Portage
14	Tau Center	Bloomington
71	Tau Center	Champlin
0	Tau Center	Newport
1	Tau Center	Prior Lake
15	Tau Center	Waconia
7	Tau Center	Plymouth
3	Tau Center	Minneapolis
18	Tau Center	La Crosse
22	Tau Center	Elk River
19	Tau Center	Saint Louis Park
45	Tau Center	Minneapolis
11	Tau Center	Fox Point
14	Tau Center	Lakeland
12	Tau Center	Waunakee
11	Tau Center	
15	Tau Center	Mayer
17	Tau Center	Grafton
12	Tau Center	Suamico
15	Tau Center	Madison
15	Tau Center	Cashton
2	Tau Center	Elk River

13	Tau Center	Hastings
15	Tau Center	Stillwater
9	Tau Center	Cottage Grove
19	Tau Center	Long Lake
32	Tau Center	White Bear Lake
34	Tau Center	Arcadia
15	Tau Center	East Bethel
17	Tau Center	Preston
25	Tau Center	Lakeland
38	Tau Center	Albert Lea
44	Tau Center	Corcoran
1	Tau Center	
20	Tau Center	Rosemount
14	Tau Center	Lonsdale
71	Tau Center	Apple Valley
15	Tau Center	Coon Rapids
17	Tau Center	Duluth
29	Tau Center	Elmwood
15	Tau Center	St Peter
43	Tau Center	Cannon Falls
130	Tau Center	st cloud
8	Tau Center	Bloomington
47	Tau Center	Waconia
30	Tau Center	Rothschild
12	Tau Center	Woodbury
14	Tau Center	Bloomington
47	Tau Center	Lino Lakes
62	Tau Center	Blaine
3	Tau Center	Apple Valley
16	Tau Center	Green Bay
13	Tau Center	Ellsworth
15	Tau Center	Edgar
19	Tau Center	Marathon
46	Tau Center	Fall Creek
78	Tau Center	Wabasha
23	Tau Center	Clayton
13	Tau Center	Faribault
32	Tau Center	Holmen
16	Tau Center	Rochester
15	Tau Center	Ramsey
7	Tau Center	Rosemount
47	Tau Center	Apple Valley
42	Tau Center	Mequon
30	Tau Center	Burnsville
14	Tau Center	Deerwood
11	Tau Center	Savage
13	Tau Center	Big Stone City

15	Tau Center	Marathon
22	Tau Center	Marathon
1	Tau Center	Galesville
15	Tau Center	Antioch
48	Tau Center	Hudson
15	Tau Center	Bricelyn
3	Tau Center	White Bear Lake
16	Tau Center	McHenry
20	Tau Center	Saint Cloud
14	Tau Center	Longville
8	Tau Center	Madison
13	Tau Center	Red Wing
17	Tau Center	New Brighton
0	Tau Center	La Crosse
18	Tau Center	Marshfield
12	Tau Center	Farmington
23	Tau Center	Arlington
14	Tau Center	Mahtomedi
18	Tau Center	New Berlin
18	Tau Center	River Falls
23	Tau Center	Cambridge
54	Tau Center	Lino Lakes

Permanent State	Permanent Zip	ACT Comp	Major 1	Major 2	Major 3
WI	54729	19	BA		
WI	54650	19	UND		
MN	56069	28	AT	HPST	
MN	55112	22	BA		
WI	53402	27	MCJ		
MN	55024	21	UND		
MN	55092	27	PET	HPST	
MN	56601	22	NUGE		
WI	53066	25	BIES		
MN	55115	21	CHB		
MN	55448	29	BIES		
MN	55020	22	THTR		
MN	56001	24	GEN	LAS	
WI	53916	24	CS		
MN	56425	28	POLA	PUBA	
WI	53213	26	UND		
MN	55987	29	CSAH		
MN	55421	25	CALT		
MN	55129		BA		
MN	55124	29	MKTG	KMMA	
MN	55118	23	UND		
WI	53227	19	UND		
IL	60304	33	PREG		
MN	55901	25	CSAC		
WI	54669	25	CME		
WI	53066	19	UND		
MN	55337	22	UND		
WI	54650	18	PREP	CHA	BIAH
MN	55372	20	BA		
IL	60439	24	ACCT		
IL	60047	23	MKTG		
MN	55076		MCPJ		
MN	56029	21	AT		
WI	53189	27	CSCS		
MN	55372	23	ACCT		
MN	55129	23	GEES		
MN	55347	18	MCAD		
MN	55345	26	UND		
MN	55445	32	ENGW		
MN	55014	20	MCB		
MN	55041		MTHT		
WI	53094	21	MCPR		
IL	60098	20	UND		
WI	54736	22	SCJL	PREO	
MN	55331	21	UND		

MN	55987	25	UND		
UT	84092	32	LWSO	UND	
MN	55128	20	AT		
MN	55119	20	UND		
IL	60631	25	PET		
MN	55390	18	UND		
WI	53821	22	NUGE		
MN	55430	21	SCJL		
AL	35803	31	CME		
MN	55060	24	UND		
IA	52755	29	CME		
MN	55304	24	NUGE		
WI	54660		MCB		
WI	53097	27	FIB		
WI	54020	27	POLA	PUBA	BICM
WI	54002	26	MKTG		
MN	55904	22	UND		
WI	53811	23	SCJL		
WI	54612	20	MIS		
WI	54701	23	CSCS		
IL	60068	26	AT		
MN	55424	24	CSAC	SCJL	
MN	55947	24	CHA	PREP	
WI	54115	20	LAS	SCJL	
MN	55016	26	MCB		
MN	55125		CS		
WI	54769	24	ELEC		
			GSNA		
MN	55901	18	MCAD	CSCS	
MN	55122	19	PSYA		
MN	55076	26	BIAH	PREM	
MN	55932	25	UND		
MN	55060	31	CHBC	PREP	
IA	52001	24	NUGE		
MN	55437	21	NUGE		
WI	53080	26	BIAH		
MN	56137	22	NUGE		
MN	55443	19	SCJL	PSYA	
MN	55350	20	UND		
MN	55707	26	NUGE		
MN	55987	28	UND		
MN	55044		KPPR	ELEC	
WI	54701	24	UND		
MN	56301	22	BICM	PREM	
MN	55372	23	NUGE		
IA	50644	27	ELEC	NUGE	

IL	60004	26	SPAN		
MN	55407	21	NUGE		
MN	55407	16	RT		
MN	55373	23	MCPR		
WI	53538	26	SPAN		
MN	56082	25	ENGW		
MN	55372	22	PREM	PSYB	PREP
WI	54738	19	THTR		
MN	55014	22	NUGE		
IL	61032	29	NUGE		
MN	55014	26	BA	ENGS	
WI	54956	26	NUGE		
WI	53901	22	NUGE		
MN	55014	20	ERCR		
WI	54016	20	MKTG		
MN	55904	31	KMMA		
MN	55014	21	ERES		
MN	55328	20	KMSC		
WI	54913	28	ACCT	FIA	
IL	60013	23	ELEC	KMMA	SEDD
MN	55113	27	RT		
FL	32940		BICM	HRMT	MTHT
WI	54751	22	SOCW		
WI	54420	22	NUGE		
WI	54449	22	NUGE		
MN	56071	24	NUGE		
MN	55398	21	BA		
MN	56025	24	SOCW		
WI	54494	22	NUGE		
WI	53809	22	ELEC		
MN	55041		NUGE		
WI	54022	21	NUGE		
MN	55105	21	PSYA		
MN	55433	19	UND		
WI	53121	20	ELEC	KMMA	
IL	60050	23	ELEC		
MN	55127	24	UND		
MN	55105	21	NUGE		
MN	55305	21	UND		
MN	55046	22	NUGE		
MN	55129	21	UND		
WI	53563	18	SOCW		
			GSNA		
MN	55038	29	CALT	ENG	
MN	55032	24	MUSP	MCPJ	
WI	53186	21	ELEC		
IL	60018	24	GEGE		

WI	54901	26	UND		
WI	54901	18	ERMS	BA	
MN	55372	21	UND		
MN	55447	23	NUGE		
MN	55901		ELEC		
IL	60048	25	MTHT		
MN	55352	28	NUGE		
MN	55044	21	UND		
MN	55109	22	NUGE		
WI	53405	20	AT		
MN	55410	26	MCJ		
MN	55960	19	NUGE		
MN	55987	26	UND		
WI	54539	30	UND		
MN	55124	27	UND		
WI	53551	25	ENGL		
MN	55129	24	NUGE		
MN	55924	20	HIST		
MN	55044	26	ERMS	PRPT	
MN	55110	21	CHBC		
MN	55110	23	MKTG		
MN	55317	25	POLA		
MN	56007	21	BA		
MN	55438	27	SEDD	SELD	
MN	55075	24	SOCW		
MN	56303	24	CALT		
MN	55444	22	SCJL		
MN	55987	20	BA		
WI	53072	21	BICM	PREM	
MN	55992	29	CHB	CHA	
MN	55020	22	BA		
WI	53581	23			
IA	52172	25	UND		
WI	53717	24	UND		
MN	55437	22	BA	PSYA	PSYB
MN	55387	21	PET	ELEC	KMSO
MN	56073	27	BA		
MN	55431	20	PLGA	PLGB	
MN	55920	23	BICM		
MN	55947	22	CLS	NUGE	
IL	60007	23	UND		
MN	56362	20	BICM	PREM	
MN	55066	24	UND		
MN	55128	20	NUGE		
MN	55391	21	MSTV		
WI	54601	24	ERES		
WI	54414	27	NUGE		

WI	53593	21	CHBC	BICM	PSYA
ND	58102	21	NUGE		
IL	60047	18	PET		
MN	55927	23	NUGE		
MN	55433	22	NUGE		
MN	55345	22	MKTG		
WI	54669	20	UND		
MN	55125	21	SCJL		
MN	55337		SSHT		
MN	55037	23	SSHT	MSTI	
MN	55410	19	UND		
MN	55901		NUGE	HRMT	PSYA
MN	55921	27	ACCT		
MN	55976	32	BICM		
WI	54630		MCB	MCPJ	
MN	55448	21	ARTG	MKTG	
MN	55441	26	CME	CHB	
WI	54446	22	NUGE		
MN	55024	24	BA		
WI	53403	25	BIAH	PRPT	
IL	60174	27	CHB		
WI	53813	25	UND		
MN	55350	25	UND		
WI	53072	22	BA		
MN	55016	23	ARTG		
MN	55016	21	MKTG		
MN	55945		UND		
MN	55921	18	BA		
MN	55068	25	CSCS	CSAC	
WI	53597	25	UND		
MN	55016	27	MTST		
MN	55419	24	UND		
IA	51103				
WI	53946	29	NUGE	PREM	
WI	53809	26	UND		
MN	55418	24	BA	ACCT	
MN	55337	23	MCAD		
MN	55378	25	MCJ		
WI	53086	21	MCPR		
IA	52001	27	BICM		
MN	55337	20	PSYA		
MN	55343	25	BA		
IL	60169	27	NUGE		
MN	55082	23	UND		
WI	54762	29	NUGE		
MN	56081	20	BIAH	PRPT	
IA	50682	24	BIAH	PRPT	

WI	54501	23	UND		
WI	54660	19	SSHT		
WI	54467	23	CHA	CHB	
MN	55337	22	NUGE		
MN	55751		PLG		
MN	55304	24	UND		
MN	55428	23	ELEC		
MN	56057	28	UND		
WI	54729	20	HRMT		
MN	55082	25	UND		
IL	60099	22	MSTI		
MN	55337	19	ELEC	KMCL	MCAD
MN	56007	18	PLG		
MN	55109	21	NUGE		
MN	55955	25	PSYB		
MN	55038	19	UND		
MN	55352	19	NUGE		
MN	55020	26	CLS	PREM	BICM
MN	55016	28	NUGE		
MN	55369	19	PSYA	PSYB	ELEC
MN	55066	23	PSYB		
WI	54915	29	ERAT	AT	
MN	55033	23	NUGE		
MN	55317	22	NUGE		
MN	56164	23	NUGE		
WI	53170	20	UND		
MN	55024	18	NUGE		
IL	60194	21	SOC	ELEC	
WI	54660	19	UND		
WI	54660	22	ARTG		
MN	55125	22	UND		
MN	55020	22	UND		
MN	55437	24	UND		
MN	55124	23	UND		
MN	55448	18	NUGE		
MN	55109	19	AT		
MN	55379	26	NUGE		
IL	60071	29	NUGE		
WI	53925	30	UND		
WI	53128	19	ACCT		
MN	55345	27	BICM	PREV	
MN	55441	21	ELEC	KMCL	
WI	53183	22	SOCW		
WI	53188	20	UND		
MN	55304	24	UND		
MN	56173	25	NUGE		
IL	60187	30	UND		

MN	55904	22	NUGE		
WI	54755	18	MCPJ		
MN	56171	19	BLST	CYTO	
MN	55109	25	MCAD	MCPR	
MN	55070	19	UND		
MN	55362	23	CSAC	NUGE	
WI	53965	20	MKTG		
WI	54755	23	SOCW		
WI	53029	26	NUGE		
MN	55441	24	UND		
WI	53122	29	NUGE		
WI	54669	23	CLS		
WI	53045	23	SPAN	ELEC	
MN	55033	20	PLG		
MN	55113		BA		
MN	55375	20	ACCT		
MN	55901	26	FREN		
MN	55082	31	UND		
MN	55422	20	UND		
MN	55422	23	ELEC	SELD	
WI	54449	21	ELEC	BA	
MN	55441	21	ERES		
MN	55912		GEN	LAS	
MN	55016	19	ERMS		
MN	55337	21	NUGE		
WI	54169	27	BICM	PREV	
WI	53185	24	BA	UND	
WI	53403	19	UND		
IL	60098	18	KMMA		
MN	55944	24	BICM	PREV	
MN	56093	20	ELEC		
MN	55123	21	MCPR		
WI	54660	20	NUGE		
MN	55345	24	ARTT		
MN	55306	26	SEDD	SELD	SPAN
MN	55441	21	CS		
WI	54893	18	MCAD		
MN	56054	25	SOCW		
WI	53532	18	BA	MKTG	
MN	55956	28	CME		
MN	55436	24	UND		
MN	56093	20	UND		
MN	56356	22	SOCW		
MN	55304	25	NUGE		
MN	55981	25	NUGE		
MN	55379	19	UND		
MN	55331	21	ARTG		

MN	55318	22	NUGE		
WI	53184	19	HPST		
MN	55066	23	NUGE		
MN	55426	16	CS		
MN	55066	21	NUGE	ELEC	
MN	56031	20	UND		
MN	55447	20	NUGE		
MN	55901	22	CSAH		
MN	55902	22	POLB		
MN	55033	20	ARTG		
MN	55123	21	ELEC		
MN	55437	26	MCPR		
WI	53073	23	BICM	PREV	
MN	55113	24	NUGE		
MN	55104	20	UND	HIST	
WI	53809	26	ENGL	ELEC	
WI	53558	24	ACCT		
MN	55122	24	GEES	ESCT	
IL	60030	23	BA		
WI	53066	22	UND		
WI	54669	23	MKTG		
HI	55041	22	CHA	PREM	
WI	54658	18	NUGE		
MN	55041	24	BICM	PREM	
MN	55337	24	SCJL		
MN	55902	28	MSTI	PREG	
MN	55014	23	SSHT		
MN	55014	31	THTR	UND	
WI	54736	26	CS		
MN	56560	21	MCB		
WI	53818	23	BA		
WI	53144	22	MATH	MTHT	
WI	54701	18	SCJL		
WI	53711	22	AT	PET	
WI	53558	21	KMCL	ELEC	SCJL
MN	55904	23	CSCS		
MN	55410	22	BICM	CSCS	
MN	56001	20	MIS		
MN	55009	23	FIA		
MN	55343	23	ACCT		
WI	54603	22	BA		
WI	54660	21	UND		
MN	55125		RT		
MN	55033	29	ACCT		
WI	54632	20	SCJL		
MN	55024	25	CME		
MN	55024	25	CHBC	PREP	

WI	53217	24	UND		
MN	55372	28	CME		
MN	55416	20	ELEC		
MN	55306	20	MCPR		
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MN	55379	26	SCJC	PRD	BIAH
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IL	60098	25	BA	SPAN	
MN	55390	24	ELEC	SEDD	
WI	53005	24	POLB		
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WI	54130	21	NUGE		
WI	54130	20	ACCT		
MN	55033	27	NUGE		
			MCAD		
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WI	54703	22	CHA	CHET	CPST
MN	56377	24	NUGE		
WI	54017	18	NUGE		
IA	52001	22	NUGE		
MN	55397	21	NUGE		
MN	56085	19	UND		
WI	54210	24	MTHT		
MN	55303	24	ACCT		
MN	55331	20	SEDD		
IN	46545		UND		
MN	55388	29	ENGL		
MN	55923	24	UND		
MN	55068	20	UND		
WI	53551	19	UND		
WI	53570	19	PET		
WI	54669	19	AT		
MN	55345	21	UND		
WI	54701	20	CHA	ELEC	MKTG
MN	55076	29	POLA	CHA	CHB
WI	54701	29	NUGE		
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MN	56003	22	UND		
MN	55428	28	PHYP		
MN	56009	26	BIAH		
IL	60188	24	UND		
WI	53227	21	SEDD		
WI	54630	22	FIA	BA	
MN	55987				
MN	55371	20	UND		
MN	55371	23	UND		

TX	77845	18	ELEC	
IL	60056	26	CSAC	
WI	54494	21	BA	
WI	54495	22	UND	
WI	54773	23	MCAD	
MN	55987	24	UND	
MN	55419	20	ERES	
MN	55125	23	UND	
MN	55311	25	GEGE	
WI	54001	24	ECON	
WI	54601	29	MTHT	
WI	54658	23	SCJL	
MN	55921	21	AT	
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MN	56009	20	CME	
WI	54601	19	BA	
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MN	55420	23	MKTG	
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MN	55376	27	CME	
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MN	55060	19	NUGE	
MN	55060	19	NUGE	CME
WI	54703	20	UND	
MN	55041	18	CSAH	
WI	54812	23	UND	
WI	54742	22	BA	
MN	55943	23	NUGE	
MN	55335	25	UND	
WI	53590	22	ACCT	
WI	54022	23	CSCS	CSAH
WI	54669	19	BA	
WI	53092	26	CME	
WI	53092	23	BA	
MN	55092	21	CME	
MN	55987			
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IL	60004	23	BIEC	
MN	55350	22	BA	

MN	55082	22	CHA	PREP	
IL	60631	20	UND		
MN	55316				
MN	55447	24	SCJC		
MN	55417	21	CHA	PREM	PREP
WI	53538	23	BIES		
MN	55041	18	MCAD	BIEC	
WI	53566	22	UND		
MN	56560	25	MTST	MATH	
MN	55009	23	CHB	BICM	
MN	56001	24	BIAH	PREM	AT
MN	55304	21	MKTG		
WI	53185	27	BICM		
MN	55906		ENGW		
MN	55125	22	MATH		
SD	57501	18	UND		
WI	54981	25	NUGE		
WI	54722	27	BICM	PREM	
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WI	53072	25			
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WI	53172	25	CALT	MUSL	UND
MN	55934	23	UND		
WI	53189	27	NUGE	PREM	
MN	55128	18	ELEC	SEDD	SELD
MN	55088	21	HRMT		
MN	55112	26	UND	MCAD	
MN	55126	25	PSYA		
MN	55372	18	PSYA		
MN	55033	17	UND		
WI	54728	24	MSTV		
WI	53711	28	NUGE		
WI	53546	23	NUGE		
MN	55021	21	FIA		
WI	54729	24	NUGE		
MN	55018	23	CLS		
IL	60021	28	FIA		
MN	56069	20	NUGE		
OH	44021	21	MKTG		
MN	55119	26	NUGE		
MN	56007	22	KMMA		
MN	56073	23	NUGE		
WI	54449	22	AT		
MN	55044	23	MCAD		
MN	55303	28	PREP	CHBC	
MN	55038	21	NUGE		

MN	55441	23	NUGE		
WI	53072	24	CHBC	PREP	
WI	54449	27	NUGE		
MN	55434	18	SOCW		
MN	55901	27	BICM	PRD	UND
WI	54449	26	UND		
MN	55337	22	BIES		
MN	55113	28	ELEC	KMMA	KMCL
WI	53575	29	CSAB		
IL	60047	21	NUGE		
MN	55902	18	ELEC	KMMA	
IA	51360	26	FREN	MUSL	MUSP
WI	53105	19	UND		
MN	55304	23	NUGE		
IL	60081	27	NUGE		
WI	54443	18	NUGE		
WI	53558	18	UND		
WI	53005	22	SELD	ELEC	
WI	54601	20	NUGE		
IL	60073	22	BIAH		
MN	55417	20	UND		
WI	53590	25	NUGE		
WI	54701	24	NUGE	SELD	
WI	53147	24	UND		
WI	54301	27	NUGE		
MN	55013	25	BIES		
MN	55128	23	ELEC		
WI	54449	22	UND		
MN	55110	21	BICM		
MN	55110	24	BICM		
WI	53545	24	HIST		
MN	56331	29	NUGE		
WI	53027	22	BA	MCPJ	
MN	55378	23	SCJC		
WI	54876	23	UND		
WI	54876	19	UND		
MN	55089	23	ACCT	MIS	
MN	55013	24	HRMT		
WI	54311	26	SCJL		
WI	53066	24	MUBU		
WI	53211	24	UND		
MN	55987	20	TR		
WI	53066	22	UND		
MN	55311	18	KMMA		
WI	54904	22	BA	HRMT	
MN	55118	20	ACCT		

MN	55371	28	NUGE		
WI	53575	21	CALT	SSHT	
IL	60050	19	SEDD	SELD	ELEC
WI	54660	24	CME	ELEC	
WI	54601	18	ELEC		
MN	55304	19	NUGE		
MN	55038	25	NUGE		
SD	57103	19	BICM	PRD	
MN	55442	26	ELEC		
MN	55041	20	MIS		
WI	54547	21	POLA		
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MN	55336	25	SEDD		
MN	55943	26	NUGE		
MN	55313	27	ERMS		
			GSNA		
			PSYB		
MN	55016	20	ELEC	BIAH	
WI	54703	28	BA	UND	
MN	55444	22	NUGE		
MN	55033	24	GSAS		
WI	53097	27	SPAN	UND	
MN	55422	21	NUGE		
MN	55303	24	UND		
WI	53901	24	PREO	ENGL	
MN	55438	22	UND		
MN	55316	18	HRMT		
MN	55055	22	CHBC		
MN	55372	22	SSHT		
MN	55387	18	MCAD		
MN	55442	21	UND		
MN	55419	23	UND		
WI	54601	23	SOCW		
MN	55330	23	CSCS	CSAC	CSAB
MN	55426	21	PSYA		
MN	55405	23	HIST		
WI	53217	25	UND		
MN	55043	24	BIES	CME	
WI	53597	24	ACCT		
MN	55360	22	NUGE		
WI	53024	25	UND		
WI	54173	18	BA		
WI	53717	27	BA		
WI	54619	22	PET	HPST	
MN	55330	21	CME		

MN	55033	19	UND		
MN	55082	25	SOC		
MN	55016	22	BA		
MN	55356	26	MIS		
MN	55110	28	CHBC	PREP	
WI	54612	20	UND		
MN	55005	23	UND		
MN	55965	18	SELD	SEDD	
MN	55043	24	CHA	PREP	
MN	56007	20	UND		
MN	55340	20	SEDD	SELD	
			GSNA		
MN	55068	24	NUGE		
MN	55046	19	SEDD	SELD	
MN	55124	22	SCJC		
MN	55448	24	CALT		
MN	55804	19	NUGE		
WI	54740	25	NURN		
MN	56082	25	UND		
MN	55009	26	UND		
MN	56304		PLG	CSAC	
MN	55437	26	UND		
MN	55387	25	MCPJ		
WI	54474	21	PSYB	SCJL	THTR
MN	55125	23	MCB		
MN	55438	19	MKTG		
MN	55014	27	PHYP		
MN	55014	25	CALT		
MN	55124	26	CHA	PHYP	PREP
WI	54313	23	UND		
WI	54011	30	BIAH	PREM	
WI	54426	19	NUGE		
WI	54448	28	AT		
WI	54742	26	HPCH		
MN	55981		MCPR		
MO	63105	21	MCB		
MN	55021	21	BA		
WI	54636	22	SCJL		
MN	55901	26	AT		
MN	55303	21	CSCS		
MN	55068	29	UND	SOCW	PSY
MN	55124	25	CME		
WI	53097	30	BA		
MN	55337	21	BA	PREM	
MN	56444	20	CME		
MN	55378	29	CME		
SD	57216	21	PSYB		

WI	54448	19	SOC	
WI	54448	26	MKTG	RT
WI	54630	23	UND	
IL	60002	24		
WI	54016	25	SCJL	
MN	56014	19	UND	ELEC
MN	55110	23	RT	
IL	60050	26	SSHT	
MN	56303	20	NUGE	
MN	56655	23	PSYA	
WI	53716	21	BIES	
MN	55066	19	ACCT	
MN	55112	21	SCJL	
WI	54601	24	PHYP	
WI	54449	22	BICM	
MN	55024	21	BIAH	
MN	55307	23	SCJL	
MN	55109	25	UND	
WI	53151	21	CME	
WI	54022	20	CME	
MN	55008	29	CSCS	CSAG
MN	55014	29	ENGS	PSYA

Minor 1 Minor 2 Minor 3

COAC

COAC

MUSA
GEOG

INTB

BA

MTST
MC

SOCG

ECON

ACCT

BA

ARTS

HIST

ADVT

MC

WOMS

MATH

GEOG

PHIL

DANC

MGMT

COAC

MUSA

BA

MKTG

BIOC

EAPW

BIOC
SPAN

SPAN

DANC
MC

INTB

OM
MATH
ARTS

BLAW

DANC

MKTG
ARTS

BLAW

MC

ARTS

PHIL

COAC
COAC

ADVT

BA

ENGL

POLS

SOCG

COAC

MGMT

INTB

MUSA

BA

MATH

BA
BIOC

GEOS
COAC
COAC

MKTG

SPAN

MC

SOCG
FREN SPAN

BIOL

CAST

COAC

PSY

MKTG

MUSS

BA

PHIL

BIOL

ASAV

COAC

MUSS
PHIL

PSY

ARTS

MC
MUSA
BA

WOMS

SPAN

ADVT
SPAN

SPAN

FREN

Appendix B
Focus Group Transcript

Date/Time: February 12, 2008, 10am

Location: Lourdes Hall South Lounge, Winona State University

Number of Student Participants: 1

Moderator: [Question 1] In what ways are you involved/or have been involved in your hall or on west campus?

Student 1: Uh, well, this year I am a resident assistant for Lourdes Hall, um, I am also active on the hall council committee, and, you know, different activities around the building. And things like that.

Moderator: Um, hmm. And were you involved before being an RA? Had you lived out on West Campus before?

Student 1: Um, nope, this is my first year living on west campus. My first two years—I'm a fourth year student---my first two years, I lived on main campus. I lived in Sheehan Hall, and I lived in Richards as well.

Moderator: Okay.

Student 1: And I wasn't as active in hall council or things like that. I just did the activities that my RA put on. But otherwise, I wasn't too involved with the extra activities or anything.

Moderator: Okay. And you lived off-campus...

Student 1: I lived off-campus last year.

Moderator: Okay.

Student 1: My Junior year.

Moderator: Gotcha. Alright, um, and I know you've also been involved by taking a class out here too, as well

Student 1: Yep. I was a teaching assistant for one of the residential college classes, the entrepreneurship theme. It was the class that had the students that helped out with Mugshots first semester.

Moderator: [Question 2] What activities have you liked best out here on West Campus?

Student 1: Um, I really like a lot of the activities we put on as a full-staff. It's really fun when we are able to get a lot of residents together to do things. We've had activities like Condom Bingo, that a lot of people showed up for. I really like the Saturday night movie nights. It's always kinda fun to have people get together and watch movies we haven't seen yet. Like movies that are new releases. Um, we actually just, me and a couple of the RA's had an activity just this last weekend. Um, a Valentine's activity. And we didn't really think a lot of people were going to come because, um, a lot of people went home for the weekend, but we ended up having way more people than we expected, so that was really fun, so I think. I don't know, my activities, I really like working with other staff members.

Moderator: Mm Hmm.

Student 1: Instead of just doing things on my own. My activities by myself are really fun, but it's fun when you get a lot of people in the hall together that maybe wouldn't have met each other otherwise.

Moderator: So the activities put on by the residence life staff, that are for building-wide is basically, like, your favorite.

Student 1: Yep.

Moderator: [Question 3] Have you seen faculty or staff at any activities that you've been involved in?

Student 1: Um. Well, when I, now I'm working at Mugshots, um, coffee shop downstairs, and I often see Sarah Olcott or Ron Elcombe there. And I know that last semester I saw some of the marketing department staff there as well. Um, when I was involved in communications studies club, my freshman year, and I know that, when we had big activities, sometimes, communication studies faculty members would show up to those. Um, I know that Alyssa sometimes comes to, uh, some of the bigger activities that we put on.

Moderator: Um hmm. Okay.

Student 1: That's about the extent of it.

Moderator: Okay. Um, we kinda talked about this a little earlier, but [Question 4] "Have you taken a class on west campus, or connected with the residential college?" So we talked about the entrepreneurship class, right?

Student 1: Well, when I was a freshman, I actually had, um, a pre-calc. class here.

Moderator: Oh, okay.

Student 1: So that was the first time I had actually been to Lourdes. Um, my fiancée also went to school here, so he was in Lourdes, so that's, I came and visited him every once in a while, then. Um, otherwise, my only other connection with the residential college was being a teaching assistant for the entrepreneurship class with Ron Elcombe.

Moderator: Um, and so with those classes that you have taken, what was your experience with the classes? Did you see them as different than on Main, or you know, like, what did you think?

Student 1: Um, I would say the pre-calc. class wasn't really all that different. It was, um, pretty much the same type of set up and everything, just a different building.

Moderator: Um hmm.

Student 1: Um, it was kind of nice, to be able to just take a bus somewhere different and see a different place. Uh, with the, uh, entrepreneurship seminar, um, I really liked that. It felt a little bit different, like it felt, it was kinda nice just to be able to be, like, in your own home, and come down and have a class, instead of having to take the bus all the way over to campus. So I think that it was a lot more convenient, I guess, to be able to go to class or whatever, so. I thought it was kind of nice having it here.

Moderator: And was there a lot of activities connected with that class? Like I know obviously they planned Mugshots, but, what else did they do?

Student 1: We had a couple of different, uh, we did a field trip to the mall of America, to look at different, like marketing techniques and things like that. Um, we, [west campus student] and I, the other teaching assistant, we put on an activity involved with the Apprentice TV show. Uh, we tried to do different things, cause the entrepreneurship training. We wanted to incorporate different aspects of marketing, and um, you know, different business-related type themes and we wanted to have different kinds of activities to bring it all together as one idea, so. We had a few activities, it was fun.

Moderator: [Question 5] How is living in the hall an academic experience for you?

Student 1: Um, I don't know. Just the fact that it's a bigger building. It's got lots of different places you can go to study, um. It's helped me become a better studier, because I have the ITV room, and I'll go down and study and there's a lot less distractions because, you know, the residents, you know, don't see me there, or whatever. Um, so I guess, just giving me a chance to, be able to study better. Or have, you know, more opportunities for places to go. Other than, to hafta, go all the way out to the library. It's nice to just be able to stay in the same building.

Moderator: Yeah.

Student 1: Just go to a different room.

Moderator: [Question 6] How has living in the hall been a social experience for you?

Student 1: Well, it's definitely, being an RA has kinda forced me to have to meet new people, and get involved with people. Um, putting on programs, and things like that. And I've also become really close with the staff and people that I may never have met in a different situation, and we're definitely, like, support, you know, a support network for each other. So, I think that it's helped me to become a, more of a social person, because, you know, sometimes it's easy when you're in school, and you get busy and stressed out with homework, to just shut yourself off, and like, you know, spend a lot of time on your own working on homework and stuff, but when you live in a residence hall, especially this one, I think being apart from main campus, you kind of rely on each other more. For social entertainment, things like that.

Moderator: [Question 7] What do you like least about living on west campus?

Student 1: Well, I suppose, it's sometimes a hassle to catch the bus, sometimes, if you just really need to get to campus fast, it's a pain to have to wait. I think sometimes, um, the bus and the van get off of schedule a little bit, so, um, you never really know, Like I always have my residents coming up and asking me what time the bus is going to come, but I don't ever know, like, the exact time. I can never say an exact time, because you never know, you just have to go down and just wait for it to come. Sometimes that's a pain, if like, you're running late and you really need to get there, and things like that and kind of having to live far away from the rest of people on campus. It's a hassle to have to, when you have to get together with your groups and stuff, it's a lot more of a hassle for you to get over to main, than for them, since they're there everyday.

Moderator: Sure. And so you kinda have to plan ahead some extra time.

Student 1: Exactly.

Moderator: [Question 8] What do you like most about living on west campus?

Student 1: I would say. I mean, it's kinda like the reverse of what I just said on the other thing. It's kinda nice actually having to, you know, shuttle back afterwards, because it feels like you're coming home. Like it's this completely separate building and when you look out your window you don't see the buildings that you have class in. Like you actually, it feels like, you know, a home, instead of, um, just like another building on campus, I think. So that's kind of nice.

Moderator: [Question 9] What changes would you like to see on west campus?

Student 1: Maybe more activities, and stuff like that. I mean, I know people on the third floor have gotten really close, just seeing each other all the time, but they don't necessarily know any of the people on the fourth floor, or they don't know any people on the second floor because they don't see each other too often, or have to interact, unless there are activities, and I think that if there were more activities where everyone was getting together, especially in the beginning.

Moderator: More, like, building-wide...

Student 1: Um hmm.

Moderator: Okay. Great, well thank you so much for your answers, and your feedback.

Appendix C
Focus Group Transcript

Date/Time: February 12, 2008, 12pm
Location: Lourdes Hall South Lounge, Winona State University
Number of Student Participants: 3

Moderator: [Question 1] In what ways are you involved/or have been involved in your hall or on west campus?

Student 1: Well, I guess I can start. Um, my freshman year I lived in Tau, and while I was over there, I was active with the hall council. I started out as a floor rep. and then, um, when space opened up I moved into the president's position over there. So I was involved with that, and then, um, now my junior year, I'm a resident assistant in Lourdes. So, um, that's kinda my background, pretty active with those aspects.

Student 2: Alright, I'm a freshman, and I am vice president of Lourdes, so.

Student 3: Alright, my first year at Winona, I was active in hall council as well, as the treasurer. And currently acting as assistant director for two of the halls on west campus.

Moderator: So we have a highly involved group. [Question 2] What activities, of the ones you've been involved in, do you like the best?

Student 1: So, I was involved freshman year as the hall council president. Our meetings were very active, we had a lot of people come to them, and they were a good time every week, and I think the students that did come, definitely enjoyed it. Um, this year, as the resident assistant, I enjoy the community that I've been able to establish on my floor, my residents, um, have a sense of family among them and they definitely, um, interact with each other in a great way, and our floor has become their home, so, um, I think that's really been important to me.

Student 2: Um, I, since I'm vice president, I'm in charge of planning programs and stuff, which is always kind of difficult to figure out what works best, but I always like the ones where we can get as many people as possible, because it's been a struggle trying to get so many people, and um, I think that one of my favorite activities that went on in here was Condom Bingo, 'cause we had, like everyone show up, it seemed like. This whole room was absolutely jam-packed full. So, and, um, yeah, so we're just trying to figure out things like that to do. But that, those, big activities where you can get as many people as possible have definitely been my favorite. We're hopefully planning programs for this semester that will, do, you know, create more of those type of things that everyone will want to go to.

Moderator: Was condom bingo at the beginning of the year, or recently, or?

Student 2: It was last semester, that was the RAs that put it on.

Student 1: Somewhere, October or some...

Student 2: Yeah, I was going to say, and we're also planning on doing it again in March, so.

Student 3: Okay. I've been involved in so many activities, that I really cannot pick out one that I've enjoyed the most. Um, they've all, wherever you can get the most residents, to come and enjoy it, and really see how they participate in the programs, and really see what they enjoy about them, and getting them to return to the different activities, is what I've enjoyed. And watching them grow through the different activities that we put on.

Moderator: So would you say, because in both of your answers I'm hearing you like the numbers? Like if the numbers are high, it obviously creates energy. Is that, is that true? Is that what I'm hearing?

Student 3: I would have to agree, yeah. The more people you have there, the easier it is to enjoy yourself, I think, because there's a lot more opinions going on and a lot more interaction between other people. Yeah when you are at smaller programs it is enjoyable, but when there's more numbers, there's more people to take part, and so you can enjoy it a lot more.

Moderator: [Question 3] Have you seen any faculty or staff at activities that you've been involved in?

Student 1: Well, I think that our hall directors and AD's tend to, um, come to some of the events that, at least we put on. Um, like if you look at, like, faculty, I don't think there's quite as much there. I think they definitely take a step away from the res. halls for the most part. I know with the residential college program, those classes and such, they do interact over here, but I think, kinda that night life, and so forth, they kinda have a hands-off approach to, um. And I don't think I've seen too many around, that kind of stuff.

Student 3: Yeah.

Student 2: Yeah, I agree. Like the staff here, the RAs and the, and our AD and stuff, they've almost always make an appearance at the programs we put on, at least a handful of them are always there, so. But, as for like the other staff, not so much, but.

Student 3: I would have to agree. The hall staffs are present, but I have not seen the faculty interaction with the different programs and activities and such.

Moderator: [Question 4] Have any of you taken a class on west campus and is the class connected to the residential college in some way that you know of?

Student 1: Um, I participated in the residential college theme my freshman year, and, um, that program was really nice to get me started with the basic people that I knew, because I had a couple classes with the same people, and then we had our themed class, too, once a week. So my early base of friends and people that I knew, were established in that, so, that was really nice. And it was interesting to gain perspective from that class as well, 'cause it was a lot different than the normal academic field, um, and study, um, I was exposed to, um. From the other side of working with the residential college class, um, I think it's interesting how they've evolved in the three years that I've been here, um, to be stronger, and just the concept, and more sure of what they're doing, and sorts.

Moderator: Which one were you involved in your freshman year?

Student 1: Um, global village, was the one I... Curiosity was the one I was involved in this year.

Student 3: Um, I was involved this year in one of the seminar classes, through the themes. My experience with it, it was very difficult, because I was taking it for credit, but also trying to help TA with it, and so that experience was a challenge, trying to find my place within the class, but, as from a student perspective I thought the class was very, uh, beneficial in seeing a lot of world issues and, issues of today's society.

Moderator: How did you see your---this isn't on the sheet, this is just a follow-up on what you all said---How did you see your faculty members in the themed classes you were in? What roles did they take on for you?

Student 1: Um, well, I think towards the end of the semester, they definitely had it down a lot better. I think in the beginning of the semester, they were really excited about everything, and kind of scared off some of the students because, um, they had high expectations. So the students saw it as a one credit class, that they'd go to and, um, they heard about the field trips and that kind of stuff, so they were kind of excited, and then, um, the professors came in and started talking about these big projects and assignments and papers they'd have to do and some of the students were like, "This is only one credit, I'm going to bail." So our class was a lot smaller by the end, and that transition, the professors kind of were like, "Oh, we're scaring people off." So then they held back, and started having more discussion-based, and more, um, just talking, laughing around with the students, while still, um, having the theme involved, and I think that by the end they definitely found the right groove to make it into a really enjoyable time.

Moderator: Okay.

Student 3: I have to agree with the same thing. Um, at the beginning a lot of people were scared off because of the work-load that came along with the one credit. Um, however, it was a lot of outside class time, and then the class itself would not take place because you were outside of class doing other activities. Um, but towards the end, they started to lay off, or lay back, and really just let it flow and come together. By the end they did have the pattern and routine down, so it was nice toward the end of the class.

Moderator: [Question 5] How is living in the hall an academic experience for you? What kind of academic things do you do in your living quarters?

Student 1: Well, I think it's the place where I do my homework, um, when I do it.

Moderator: When you do it?

Student 1: Like, my room is not set up for, I end up using my desk chair as my desk because I have other stuff on my desk. I have my dresser and my bookshelf on my desk and my TV on top, so, my focus of my room definitely isn't for academic work, but I do need to do that portion because that's why I'm here. But, um, I do do my homework, I revise other people's papers, um, when my residents need help with stuff, I'm there for them, and I have a pretty good, base on the different stuff. So I think, um, it's definitely a living experience where you have to do the academic area, and it's nice to have other people around. I know I have some students that took classes together with some of their friends from, in the hall and they, I walk in and there's study groups going on in rooms, too, so, um, it's definitely an environment that can be catered to what you need to. I think that's what a res. hall rooms do. They're a bedroom, they're a living room, they're a kitchen, and a study lounge, when it's that period of time when they need to be.

Student 2: Yeah, I agree, um. Right now I have a double room, but I don't have a roommate, so I have, and my room is enormous, so I have, it's, I mean it is really nice for me, plus I'm a really organized person, so, my room is clean, so I can use my desk, so if you know, need be so. I have everything set up for me for, you know, if I want to study, the only thing that has ever deterred me from being able to study in my room, would be my neighbors are being loud, 'cause you know, whenever, um, but then there's always rooms, like the lounges are, or at least one of them, are generally open, and this lounge here has some traffic in between, but it doesn't really get that loud, so, um, and I think it's helped me because I, like, used to procrastinate a lot, and I still do, but I'm much better at it now, because I know that, you know, if I get home early from class and my neighbors aren't home, I should really try and do homework then, 'cause I am guaranteed to be able to focus better then, then if they're there or something, so. I think it's helped me out a lot, academically, and I did really well first semester, so I have like figured out what I need to do, so.

Student 3: Um, I think living in the halls provides sort of an academic support system, because everybody here is a student, so they're going through the same thing. And so when you, you know, you come across a bunch of people studying, you feel like you should also sit down and focus on your academics. And, by living in Tau, we have the rotunda, and so you have a nice quiet study area, where you do not have to go to main campus or to the library, but you still have that academic retreat place where you can go and study and feel like you're accomplishing something. Um, and also, along with the support system, you have the groups and other people in classes that you can go and study with and work and help each other.

Moderator: [Question 6] How is living in the hall a social experience for you?

Student 1: Um, it's *the* social experience for me, um. The reason I'm a resident assistant now is because of the social experience I had my freshman year. Um, and just that's the focus of my floor, as well, too. Um, I have a loud floor, um, I lived on a loud floor my freshman year, um, the personalities of I work with, my personality all come out and shine and we socialize. The hallway can turn into so many different things on my floor, sometimes I have to go out there and turn it out of what it got turned into, but, um, people sit out in the hallway and just talk, um, tell stories, sing, dance, all sorts of goofy stuff, but it's great because it's their home and they use it, um, there's so many other great people around them that they just shine all that much brighter. And, um, you get to be who you are, and accepted for who you are, and um get to meet people from many different walks of life. Um, we got really quiet guys, we got some really creative guys, we got athletes, all sorts of people come together and sharing the experience.

Student 2: Um, that's, I really like that about halls too, 'cause I live down the hall from Chad's hall, so they are definitely loud sometimes, but, um, I like it because I'm friends with some of the guys down his hall and if I ever walk down, I always know that I'm going to, like, something is going on that'll be, just, I don't know, they're always doing something together which I think is really cool. And the same thing with this, I'm friends James, the RA over there, so all, his boys are always doing something, too. And, um, my hall does that, too. A lot of us, like a big group is always, generally, at least once a night, sit out in the hallway and just talk, and it ends up being like hours go by, and I don't know. It's really easy 'cause you, like, if you want to close your door, and you know, be by yourself, or be doing homework or whatever, you can, but then the second you open your door, there's something going on, if you feel like being social. It's never hard to find, which is probably one of my favorite things about the res. hall, too, and which is why I want to be an RA, too, because I really like that and I wanna, like have, I wanna help other people have that first experience, especially their freshman year, 'cause I think that's the most important time to get that type of experience in.

Student 3: Um, each year the social experience has been different for myself. Um, I started off at one school, um, with definitely, a different social environment than here at Winona. I've seen the difference in the social atmosphere in an all-singles hall compared to a hall with all double rooms. The social experience has made me notice a lot of different things, and learn a lot about myself and also, meeting people from all different walks, like you said. Um, you learn so much about a lot of different things when you are in a hall. You have the opportunity to experience many things with different sorts of people, and I think that's it.

Moderator: Can I ask you a question?

Student 3: Yes

Moderator: You said that there was definitely a difference between the singles-based hall, and the doubles-based hall. Could you tell me a little bit about that? That's really interesting?

Student 3: Well, on our floor, my first year, it was very much so, there was the quiet times and also the loud times. We had a lounge directly across, where people would hang out, however, um, it was a lot harder to drag people out of their rooms because they were within there and they didn't want to leave. You know, they were comfortable in that zone, and making them, you

know, go outside of that, to make friends with a neighbor, or with someone down the hall's a lot more challenging, and you can definitely see that from going to a double floor, where you have a roommate and your door is always open, and the community is very much so different.

Moderator: Which do you prefer?

Student 3: At the time, I preferred the double-atmosphere, um, as I've experienced the different situations, I've grown to more like the single-atmosphere, because I like to be able to go and retreat back, and have my own time and, focus on myself, rather than having that loud community. But, that goes along with growing up, I guess.

Moderator: Yeah, it does. [Question 7] What do you like least about living on West Campus? It can be from any aspect.

Student 1: Um, for me it's mostly when I forget something, because I have to ride the bus. Um, I've had days where, I'm also a tour guide on campus, and I'll forget the tour keys in my pocket, um, and I realize that when I come to get back in my door over here, so I have to catch the bus back over to make sure that I return the keys, um, so just that aspect, of the bus, is when I have to make trips back and forth. Um, I'm used to getting up, taking the bus to class in the morning, and coming back really isn't an issue for me. I like having the separation between my academic life and my social life, um. But, it's just those small things. When you just see the bus pull off, and it's a weekend and it's not going to be back for another half an hour, um, that sort of stuff, but. That's the only thing for me.

Student 2: Yeah, that's exactly what I was going to say, is the, um, I love living on west, because I really like having the separation from where I go to school and then where I live, as well, so. But, yeah, just like, and um, I especially would, or, it affects me most at night time I think, 'cause the night vans don't always run on schedule, and that drives me insane, just 'cause I am an organized persona and I'm always late, so, um, I've become really good at that, 'cause being at college, I'm really proud of myself, because I can always, like, I don't, I think I've very rarely been late for class, so. But then, so, if I, you know, make it and I'm like on time to get, make the bus or the van and then it's not there, ugg, drives me insane. So like, other than that, though, I mean, you know, yeah, it's just like little things that don't happen all the time, it's just every once in a while that it's a little inconvenient because you are farther away from where you have to get to, um, but other than that, that's probably the only thing.

Student 3: Um, one of the things that I find that I don't like, is that if I have an hour between classes, I'd like to be able to go back, and get some work done in my room, however, when you're on west, or on main campus, you don't want to necessarily leave, and have to come back, and go back and forth because you lose so much time and it's not even worth the travel. So, that's one thing I dislike.

Moderator: So it all has to do with the commute. In one way or another.

Student 3: Yep.

Moderator: [Question 8] What do you like most? Gotta have the flip side.

Student 1: I got a whole spiel for this; I could just give you a tour, but um. No, I think definitely what we mention kind of last time, just that separation between, um, the academic field and your social environment. Here you don't have to look out and see the gaudy academic buildings where you have your 8 am classes. I mean, you can, because we do have classes available here, but um, it's much easier to just come here. You're coming home, after class, and the three buildings over here are all res. halls, and the focus is just on that environment, so I think, um, it's much easier to make this into, almost more of a home than over on main campus. I am biased with that, because I haven't lived on main campus, but, um, that's what I've found over here. It's a great sense of hominess.

Student 2: Uh, yeah, I totally agree. Like, the separation between where I go to school, and where I live and where I generally socialize and things like that, um. I love the community that I feel in the building. Like I said, when I walk down any hallway, like I know that there's something going on, and there's so many different types of people, but yet, like, I know like with Chad's floor, and with James' floor, I especially know this, there's so many different types of people that come from so many different places, yet, they like instantly get along and, um, I don't know, just talking to people that lived on main, I feel like they don't have quite that same sense of community, as we do here. Um, I think, I really love this building, I love how big it is, and how many people we have. I've always been a really social person, so, I really like that. I like how our cafeteria combines with the other two res. halls, so like everyone comes together for, so you see people that you don't necessarily live in the same building with, too, so.

Student 3: Um, I definitely like the separation of the academic life and the social life. Um, yes, it is an academic area, however, um, you do feel like you're coming home, and you're stepping away. Um, for me if I were on main campus, I think I would be stressed out more about classes because you could see the academic building and it's always looming over you, whereas when you come back to west, you're able to remove yourself from that situation, and step into your social and personal live, away from the barriers of the buildings of academic life.

Student 1: Something else I'd like to add, too, is it's beautiful over here. Um, we're really close to the bluffs, so through the seasons, that's right there and beautiful. Another thing I like to point out to all my tours is the um, kind of, backside of the lounge, on the other side of the kitchen, with those windows, it's kinda a hidden away spot. I always point out, that's one of the reasons I came to WSU, because I was here on, during a snowstorm, on my tour, and just the snow falling on the trees out there, and just the great view. It's so beautiful here. When my friends see the pictures and stuff, they're, they say, "Do you actually live there?" You have that with the rotunda and every building has something, the courtyard out in front of Lourdes, that definitely separates it, makes it that much more special compared to other state schools. It definitely carries over the private-school feel from St. Theresa's.

Moderator: [Question 9] What changes would you like to see made on west campus? And again, in any area that you could possibly think of.

Student 2: I had a problem with this question when I was doing my interview for my RA; I couldn't think of.

Moderator: It's hard.

Student 3: I would like to see more of the Tau-Maria and Lourdes coming together and working together more than, you know. They have two separate staffs, but coming together to put programs on together for all the residents, rather than, just your separate building. Um, also combining together in the social areas that each building has, rather than doing all of your programs here in Lourdes, or all your programs in the rotunda, coming together and going to Maria, or you know, the hidden away places that everyone can come together and build a community of west campus.

Student 1: I think some of the changes that, I would say, have slowly been taking place. Um, I think, a lot of times, um, Somsen Auditorium gets used for a lot of big campus events, um, and so it's just, we're used to. You have to have the basketball games on main campus, you have to have the football games over there, but um, I think that if you get some of the major events over here, um, it kind of draws more people over here. Because the people that live on west campus come over here all the time, the people who don't tend to shy away, just because you got to take the bus over there, and it's busy. But I know they've had concerts, now, in the cafeteria, that, um, they're starting to use the facilities over here a little bit more for the major events and I think that draw makes people more familiar with what we have over here.

Student 2: Yeah, I would agree with both of them, um, just seeing things that could bring more people, whether it's, you know, um, T-M, or, I don't know, like I'm personally active in T-M 'cause, like hall councils, our hall councils are pretty good friends, we'll like do stuff with them and, um, I have friends that live in Maria so I'm over there a lot, and I go to some of the events over there and stuff. But, I think it would be cool to have, you know, both the halls combine for like big programs and things like that. And then I really like what Chad said about bigger programs that include Main too, and really endorsing them on Main too and letting everyone, like getting everyone aware that lives on Main, that there's stuff going on here, and I think it's, when they don't have to take the bus every day, it seems like it's a much longer trip and a bigger deal than it really is, but I think that'd be really cool.

Moderator: Thirteen blocks is so far. Well is there anything else that you want to say? That we haven't covered? (pause) Well, thank you so much for participating in this study, and um, there will be a big write-up and if you are interested in it, please contact one of the researchers and we'll send it to you when it's done. It won't be done until the end of the school year.

Well thank you, and please eat cookies.

Appendix D
Focus Group Transcript

Date/Time: February 12, 2008, 2pm
Location: Lourdes Hall South Lounge, Winona State University
Number of Student Participants: 4

Moderator: [Question 1] In what ways are you involved/or have been involved in your hall or on west campus?

Student 1: Well, I guess I'll go first. Obviously, I've been involved with hall council, um, just, in that way. Um, and then, sitting on the res. college steering committee, um, as part of senate, and uh, also, um, working on the re-formation of the student government on west campus.

Moderator: Great!

Student 2: Um, basically I've just been involved with hall council activities, programs, helping out on the floor.

Moderator: Um hmm. Do you have any, like, specific position in hall council, or do you just attend meetings?

Student 2: Yeah, I'm the floor governor for 2CN.

Moderator: Okay. For 2CN?

Student 2: Mmhmm.

Moderator: Okay.

Student 3: I've been in hall council, and then Student 4 and I, like, I don't know, we set up programs for his floor. I help, I guess, I don't know.

Moderator: And what floor is that?

Student 3: It's one south.

Moderator: James floor? Okay.

Student 4: I'm the floor governor for our floor, and, um, I've been helping out a little bit, um, with the reformation of west campus. Um, I took a class on west campus also, if you're interested in being involved on the west campus.

Moderator: Yep, great.

Student 4: I took a residential college class.

Moderator: Alright, and we'll actually, that's one of our questions, so we'll talk about that a little later, too. Excellent.

[Question 2] What activities have you liked best on west campus?

Student 3: Let's have Student 4 go first.

Moderator: Student 4 ?

Student 4: Um, best activity? Um, probably just the programs that we are able to do in the space that we have over here, cause there's just so much potential. Especially winter formal went really well.

All: MmHm.

Student 4: And, um, there was the fire, the bonfire we did, and that was really cool. We just have the space for it, so it's really cool.

Moderator: Yep. Okay.

Student 1: Um, (inaudible). Probably the one thing that is probably given me the most enjoyment, I suppose, is just the reformation, working on that, starting that process. It's just my outlet, it's what I enjoy, it's what my major is.

Moderator: MmmHm. Are you a political Science major?

Student 1: Yeah.

Moderator: Okay. So it's like your little niche?

Student 1: It is my niche.

Moderator: Yep. Okay, great.

Student 2: Um, I've liked a lot of the programs that they've put on, you know, like Student 4 said with, like, the space, and you not, like, limited to what you can do. It's pretty open. Um, like I know at the beginning of the school year, we did like tie dye, and that sort of thing, just because we had the space out in the courtyard.

Moderator: So the outdoor things?

Student 2: Yeah, the outdoor activities are good. Halloween Monster Bash was good, too. It was just, alternatives to other things.

Moderator: Okay.

Student 3: Personally, I don't know. I enjoyed the Mario Cart tournament, Student 4 and I and James set up. It was intense.

Moderator: And that was, like, a floor program?

Student 3: Yeah, it was a floor activity.

Moderator: Yeah.

Student 3: It was sweet.

Moderator: [Question 3] Have you seen faculty or staff at any activities you have been involved in? So, could be professors out here , staff such as residential college staff or res. life staff.

Student 1: Definitely, I've seen, res. college staff, I've seen res. life staff. Um, especially, like, at Mugshots.

Student 2: Yeah.

Student 1: There's, Ron and Sarah are always there at the beginning to make sure things are flowing smoothly. Uh, as far as any programs that hall council's put on, the RAs are always around helping out, working out great that way. Uh, so definitely. Not so many, not so much as the professors, necessarily.

Student 2: Yeah.

Student 1: But definitely, those who live in the building, and work a lot in the building.

Moderator: Do you guys feel the same way?

Student 2: Yeah.

Student 4: Mm Hmm.

Student 3: Mmm Hmm. I second it.

Student 2: I feel like the hall director and the assistant hall director do a good job making sure that their presence is made at those things, too.

Moderator: Mm Hmm. Okay. Have you seen any, like, faculty specifically at any night programs or anything? At Mugshots or anything?

Student 1: I can't say that I have.

Student 2: No.

Student 4: Not professors.

Student 2: I haven't

Moderator: But more of the hall staff, and the res college staff.

Student 4: Definitely involved.

Student 3: Actively involved.

Moderator: Alright, here's our class question [Question 4]: Have you taken a class on west campus or connected with the residential college and if you have, what was your experience?

Student 2: I haven't.

Student 4: I'm the only one.

Student 1: Well, I've connected with the res. college.

Moderator: So you three haven't taken a class out here, and Student 4 has.

Student 4: I took the class, I took the Mississippi river class. The content was great, like, it was a very good class, um, but, it didn't get taken to the level that it was meant to. We were supposed to be doing a lot of activities, but, it seemed like it was sort of on the back burner for the professor, like that it wasn't as important as the other things he was doing. So, it kinda got lost in the shuffle. So, we didn't get to do the activities we were supposed to do.

Moderator: And you had two professors, too, that kind of...

Student 4: Yeah.

Moderator: Switched off weeks and stuff..

Student 4: Which was interesting, I don't know. It might have been nice to have one professor the entire time.

Moderator: Yeah.

Student 4: Just to keep it organized, as well, 'cause they tried to communicate, and you know, organize their curriculum, but often was just like a totally different class when.

Moderator: And did you take, then another outside..Like a class that was within the theme for, like, your general credits, then too?

Student 4: Um.

Moderator: Aside from the 201, you just took the one...

Student 4: It was supposed to be connected to my speech class, but we never did anything with the Mississippi river class in my speech class.

Moderator: But it was supposed to be a res. college class?

Student 4: It wasn't res. college, like, definitely, but I was told that, that's how it was supposed to be originally.

Moderator: Was it located in Lourdes?

Student 4: No, it was on Main.

Moderator: Okay. But you signed up for it with...

Student 4: Yeah

Moderator: ...like, during the summer...

Student 4: Exactly

Moderator: ...as being one of the res. college...okay, and they never talked about it.

Student 4: Mm..Mmm (No).

Moderator: Good to know.

Student 4: It was on the syllabus

Moderator: Yeah.

Student 4: Like, the syllabus he sent out.

Moderator: Okay.

Student 4: As related with the Mississippi river theme, and stuff like that, but it kinda....

Moderator: None of the materials, or discussions...

Student 4: Only a few, of the people from the Mississippi class, were in that speech class.

Moderator: Okay.

Student 4: It probably wasn't, followed through on.

Moderator: Okay. Good to know.

Student 3: Interesting.

Moderator: Thanks, Student 4. Alright, well, we'll move on then. [Question 5] How is living in the hall an academic experience for you?

Student 3: I don't know. I think that it's great that you have like this network of people that you can get to know that kinda have the similar classes, similar interests, and living with them. You know, a campus away from Main, um, can help your study habits a little bit, being unplugged, and just you know, able to work without having, you know, worrying about other classes, you can just focus on one at a time, yeah.

Moderator: Yeah, okay. Other thoughts?

Student 4: It does help to be over here, in a way, 'cause everyone else is like, instead of, you know, being on main, and I guess, you know, having everyone else are right there that you know. I mean, there's more people and you kinda connect more, I don't know. And you are able to...

Moderator: Because it's smaller over here?

Student 4: Because it's smaller over here, you are able to make those study groups, and, you also have the space, other than, like, the library. A more comfortable area.

Student 1: Studying areas.

Student 4: Area to study in.

Moderator: Because there's lots of lounges, and stuff out here.

Student 4: Yeah, lots of lounges.

Student 3: And it's usually pretty...

Student 4: atmosphere.

Student 2: I think the other thing, too, is 'cause there's a lot of single rooms, like, I have a single, so it's nice to be able to just, uh, shut my door if I need to study, and a lot of people around, like respect that, and you don't have to worry about, like, your roommate coming in and...you know, so you can structure your time better with what you need to get done. And not have to, I don't know.

Moderator: You don't have to work around someone else's schedule, or?

Student 2: Yeah.

Moderator: Okay.

Student 4: And being over on west campus, having to commute, in a way, really forces you to be organized.

Moderator: True. You have to plan what you're going to bring.

Student 4: Yeah

Student 2: Yep.

Moderator: Okay. Do you have anything else to add, Student 1?

Student 1: I'm good.

Moderator: Okay. That's okay. [Question 6] How is living in the hall a social experience for you?

Student 1: I'll go first on this one. Um, I think it's definitely um, a great social experience because, you're coming home at the end of the day. There's that feeling of, you get on the bus, you leave class behind you, you still have homework ahead of you, but you leave that classroom behind you. You're not looking out your window, and there's Gildemeister, or something along the lines. Um, and so you're able to say, ok, I'm home. Who's here, if I'm going to hang out with friends, if I want to do homework with friends, however, it's, you want to do it, it's more of a social environment, not to say that academics aren't important and emphasized, but it gives that feeling of, we all kind of live, in a community.

Moderator: Okay.

Student 3: And when you study, you're doing it as, more of just social interaction, as opposed to just book work.

Student 4: It allows it to mix it really well.

Moderator: Good.

Student 3: Study, and you can take a five minute break and just do something.

Student 4: 'Cause everything is at your disposal over here, like, you don't have to go outside.

Student 1: Especially in this building.

Student 2: Especially in this building, yeah.

Student 4: And even if you're in Maria...

Student 3: the tunnel system

Student 4: you can just jump over to Maria or jump over to Lourdes. You can take the tunnel whenever and you're still inside.

Student 2: Yeah, I think that's, like, part of the social experience, it's just having the caf. over here, having, like a workout room,

Student 1: Mugshots

Student 2: Mugshots, yeah, all that stuff. It's really easy to still participate in things, or get together with people.

Student 3: And there's a lot of stuff that west campus does for like activities and things to keep students, you know, give them options.

Student 1: Wild West Weekends and such (inaudible).

Student 2: Yeah.

Moderator: Yep, good. Alright. [Question 7] What do you like least about living on West Campus?

Student 1: I'd definitely say, the inconsistency of the bussing. At least, definitely at the beginning of the year. This year it was really hard to just be like, okay now I'm at Main, because I just had to catch the bus a half hour early, and get there twenty minutes before class. And that's twenty minutes I could of cleaned my room, taken the garbage out, something along that lines. I mean, now, it's better now, but at the same time, I have an evening class on Tuesdays and Thursdays that gets done at 6:30, and the vans start running at 6:00. And I'd say, a good 85 percent of my class lives on west, so all of us trying to pack into those vans, is not necessarily a

great experience. We're sitting on each other's laps, and all sorts of fun stuff like that. It's just, the busses could be either run later, run earlier, that's just my biggest thing as far as living on west campus.

Moderator: Okay, alright.

Student 2: Yeah, I would tend to agree, the bus thing, yeah.

Student 4: It's the only complaint I have.

Student 3: Sometimes noise, but usually that's not a big problem.

Student 4: That's the same everywhere.

Moderator: Yeah, okay. Any other things that you don't like about living out on west?

Student 4: I think that we really have everything here, two blocks over to a grocery store.

Student 1: You can walk.

Moderator: That's true.

Student 4: Can you do that on Main?

Moderator: Okay, good. [Question 8] What do you like most about living on west campus?

Student 2: Well, I think we kind of touched on it before. It's like, you're getting away from school, and you're still here obviously, but it's like, it feels like you're going home at the end of the day. I guess that's what I like most about it.

Student 1: The space, um, with main, I feel like, you know, you've got X amount of space, and they try to fit as many different buildings as they can, um, to make it look nice, and it's a beautiful campus. But, I just feel like P-L is on top of the Quad, which is right on top of Kryzsko, and here we've got space in between our buildings, as well as the buildings are fairly decent size. Tau has a rotunda, to make up for that, um, multiple lounges. There's plenty of places just to "hang". Just to, just to, sit and chill, watch movies, um, especially in the college center in Lourdes.

Student 4: Where as in P-L you have your room and one lounge and that's all you have.

Moderator: Okay, good.

Student 3: Not that there's anything wrong with Main, its just, it's a nice feature for west.

Moderator: Yeah.

Student 1: We're also biased to west, so.

Student 4: It allows for more community.

Student 3: Yeah.

Student 4: You don't have to say, "Hey, let's meet at the student union" and hopefully find a place to, you know sit. 'Cause no one has space in their rooms on Main. You can't really, hang out, where you can here.

Moderator: Alright. We're on our last question. [Question 9] What changes would you like to see on west campus? (pause) And that could apply to anything, like, academics, buildings, staffing, whatever you want.

Student 4: In regard to academics, I'd like to see that the residential college academic part of it be even further emphasized. Because, last summer, I thought they did a great job during orientation, or, I mean, not orientation, but

Moderator: Registration?

Student 4: Registration and everything to really push the idea. And I remember attending a session with Ron and he was just so, excited about it, and that really showed, which was nice, but, there's still something that just didn't come through and people weren't, I don't think as excited as, I guess they should be. And that showed through the professors, too. Like they were like, "oh, this is just something they're making us do, it's not really that important, it's just a residential college class for university credits, or whatever." But I think it could be so much more.

Moderator: Okay.

Student 1: I think that the thing is, there's a couple things, and I've said this before in just various setting, but, um, the first one is, is students come to it and they want to know "what's in it for me?" You know, Student 4 said he took the Mississippi river class that was supposed to correlate with his speech class, um, but that didn't really happen, then, and that shows that, okay, this isn't really worth my time, why would I want to do both of these classes? They're not, and because I'm doing, taking both of them, they're going to correlate. Um, so really that mindset has to be, that we have to have the students, are coming at it as, we need to provide them with those university studies, that it is worth it, that its not necessarily an alternative way , but it's just a different way of getting those credits, for the U. S.'s. Um, and then the other thing, is for the professors, to definitely take them more seriously. Um, a lot of them I see, I mean, there is a fair few good ones here, um but some of them I see, just having conversations with them, that it's kind of like, an inconvenience.

Student 4: Almost, yeah.

Student 1: to teach these classes. And that shows, like with what Student 4 was saying. That shows.

Student 4: It definitely showed though mine. But then I have my English class over here, and it's just like a normal English class. Which, she's just as excited about this class as she is of any other.

Moderator: Mm Hmm. And that one's not a residential college...?

Student 4: It's just an English class.

Moderator: I just happens to be located...? Okay.

Student 4: Which is great, to that, I think that be, that should happen more, as well.

Student 1: I would agree.

Student 2: Yeah.

Student 4: More than just residential college classes. Something that's...especially the required ones, like speech, or something that's over here, which I know there are some. But, there's very few.

Student 3: It'd be really nice, because then it's really convenient. I'm mean you can just head over, and do your class over here.

Student 4: Then there's the thing where people really don't know about them either. They don't really know that they can...

Moderator: Yeah.

Student 4: fulfill that, or that that's available for them. And that's something that really needs to be pushed, because if you can get that, I don't know, Hogwarts-esqe feeling where you're just walking down the hall, you know. It really is great that I can sleep until 2:20 and go to my class at 2:30.

Moderator: So it's interesting, 'cause I'm hearing two contrasting things. I'm hearing one, that you love coming home and not being by class stuff, but then you're also saying "We want more classes out here."

Student 1: Well, I think...

Student 4: That's interesting.

Student 1: To kind of explain it, I think the thing is. We don't want the majority of our classes here

Student 2: Right.

Student 1: We enjoy the reprieve from having to get on the bus, and go to class, of having to walk down the hall and go to class. Those one or two options. But at the same time, if more students could do that, um, whether it be like you can only take two res. college classes, something along those lines, whatever, it needs to be implemented. Um, if more students were able to just say, "Hey, I gotta go downstairs for class", it's not, I mean I think that's what we're trying to go for.

Student 3: Yeah, not like a majority of the classes, but, I mean, just like one or two over here, um.

Moderator: Which would still be still be separate from the majority of your stuff, but then still convenient and...?

Student 4: Yeah.

Student 3: Yeah

Student 4: That's what I have now, like, Monday and Wednesday, my last class of the day is from 2:30-4:20 over here. So I go over there for morning, and I do that stuff

Student 3: And the rest of his classes are over on Main.

Student 4: And then I go back here. And it's just really convenient, because I come back, I have lunch, I do whatever I have to do, whether it be homework, or get ready for that class, and then just go. And then I'm here, and it's time for dinner. And I'm just here, which is really nice.

Moderator: Okay.

Student 4: But, to have every class over here, would get kind of...

Student 1: It would remove the "coming home" feeling.

Moderator: Right.

Student 2: Yeah, but it would definitely be convenient if there were, especially like the mandatory, the English, or the Speech

Student 1: Even math classes, I would say, like a Math 120, a math 115. 110, 115 Stats.

Student 3: Get those kind of general eds, type stuff.

Student 4: I think gen eds, or University...

Moderator: The things that a lot of people are going to take

Student 1: The core.

Student 4: The core University Studies ones that everyone has to take.

Student 3: Math, speech, and English.

Student 4: I think would be really nice to have here.

Student 2: Yeah.

Student 4: And all of the really popular ones that are among the University Studies sections.

Student 2: Yeah, like offer some of the popular sections over here, too. 'Cause, I mean, I've never had a class over here, and I like being able to "come home", but, yet, it would still be nice to have that convenient. Like, oh, I just have to run downstairs quick.

Student 4: 'Cause, you really don't have that on Main.

Student 2: Yeah.

Student 4: That's not what it's like on Main at all, even. You have to go outside, you have to go.

Student 2: Yeah, you're physically moving, all over the place.

Student 1: I think the difficult thing, too, is, its mostly liberal arts classes that you're going to get over here. 'Cause, I mean, you're a biochem major, we're not going to be having organic chemistry in the North Lounge.

Student 2: Yeah, right.

Student 1: It is just not going to happen.

Student 1: At the same time, we have to just realize

Student 4: The classes that don't need facilities like that...

Student 3: And not that they should be specialized over here, but have a duo thing, where there's one over on Main, one on west, 'cause, it'd be kind of, really, bothersome for people who live on Main to have to come over here.

Student 4: Yeah, just be here for conveniences. But I know people over on Main take classes over here.

Student 1: It's just reverse, because obviously the RA I class, the RA II classes are here, um, and the RAs, or the soon to be RAs have to come over here. It's exactly what we're having to do, just the opposite. Going the opposite direction.

Moderator: Right, yep. True. Any other changes you'd like to see?

(big pause)

Student 1: We need houses. I was going to say, we need houses.

Moderator: Good idea! I love that idea!

Student 4: I think maybe more parking.

Student 3: Yeah.

Student 1: That would be good.

Student 3: Parking's always been...

Student 4: But I know they are building, they just built that one.

Moderator: We added a lot by Tau, yeah.

Student 4: So.

Student 1: And there's only so much space.

Moderator: Yeah.

Student 1: We should take over Loretto, from Cotter.

Moderator: Wouldn't that be cool?

Student 1: That'd be nice.

Student 4: It'd be nice to have another dorm-complex over here, as well.

Student 4: Are they interested in getting rid of it?

Moderator: I don't think so. Unfortunately.

Student 1: It's kind of weird having them on, like, they're on-campus, but they're not on campus....

Moderator: Yeah. Any other ideas?

Student 3: I think that's it.

Moderator: Okay. Thank you so much for taking the time to give us some feedback. You have great suggestions and really good discussion. I really appreciate everything that you've given to us today.

Appendix E
Focus Group Transcript

Date/Time: February 12, 2008, 2pm
Location: Maria Hall Main Lounge, Winona State University
Number of Student Participants: 4

Moderator: [Question 1] In what ways are you involved/or have been involved in your hall or on west campus?

Student 1: This year, I lived on West campus for two years, this year I am more involved than last year I guess. I wasn't too involved. This year I have been involved in hall council. I started off as treasurer of Tau-Maria and now I am the president of Tau- Maria and it's a really good experience. I have been able to meet a lot of cool people and do a lot of cool things on West campus.

Student 2: This is also my second year living on West campus. Uh, I lived one and a half semesters as a resident here, well one and a half semesters, and second semester I became an RA and moved over to Maria Hall.

Moderator: And as I understand it you were also a TA for a Residential College class. Can you tell me more about that?

Student 2: I was a TA for a Res College course over here. Uhm, that was a really fun class. It was Curiosity class. It was a lot of fun working with the professors. We did a lot of activities. I guess I was also treasurer for the Tau-Maria hall council last year.

Student 3: Uhm, I am in hall council and have been for one semester and also this one. So I guess two semester. I love hall council, it has gotten me opened up to the campus and what goes on on the campus. Especially over at West campus. I know it is a lot different over here, and it has shown me that there is more over especially. It is a home away from home over here and that is what I like best about it.

Student 4: Uhm, I live in Maria. It is my second semester there. And I guess I am just involved in the activities that go on. I also use the weight room and I like to make use of what West campus does have to offer.

Moderator: [Question 2] What activities have you liked best?

Student 1: Programs I guess that have been put on so far. I guess I have to say that my favorite on that we have put on was Winter Formal. I had a really good time putting it on and seeing that everyone had a good time. I loved helping out with it. It was something for everyone to go rather than go out and drink. It was a really fun activity to do.

Moderator: Can you tell me more about it and what type of a role you had in it?

Student 1: We had it right when we got back from winter break. And being part of the hall council on West campus, Lourdes, Tau and Maria, we all put it on. I helped organize it and get all the decorations. I also helped build the mocktail bar and just made sure that everyone had a good time.

Student 4: My favorite event would have to be Condom Bingo.

Student 3: Ha, ha, yeah!

Student 4: Just because there were so many people there and everyone was having fun. They had it a second time last night and I didn't get to go, but the first time was a blast.

Student 2: Where was the first one at?

Student 3: In Lourdes.

Student 1: Yeah, a lot of people showed up last night too. It was good times.

Student 3: I went to the comedian on main and also to the comedian here that we had for the Leadership Retreat. He was amazing! I just loved comedians, because everyone is relaxed and laughing. I think that is the best way to get everyone involved, to get them laughing. That was my favorite activity.

Student 2: My favorite activity was from last year, because we haven't had it here yet. It's West Fest, it's a lot of fun to do last year. I had a little hand in it, but not much. Uhm, let's see. We had a bunch of activities outside for everyone to do between Tau and Maria. It started out, we planned for it to be outside, but we had to move it inside because it started raining and we couldn't really have it out there. We had tie-dye t-shirts and a mechanical bull that you got to ride and pie your RA. That was fun, I got pie in my face. I really enjoyed it because a lot of people came out, even though it was raining.

Moderator: [Question 3] Have you seen faculty/staff at any activities you have been involved in?

Student 1: Uhm, I have seen Tamara at a couple of activities. She tries to stop by and show her support, and make sure everyone is doing a good job. And I have seen other staff at a couple. And I haven't seen teachers or professors, but people who are involved in West life campus over here.

Student 3: I have seen staff involvement. Especially at movie night, like we just watched Across the Universe. And then like at the cereal things. I see them a lot, at a lot of activities.

Student 2: As a staff member I try to go to the activities and encourage other staff members to go. So, yeah, I usually do see other staff members there.

Facilitators: What about professors? Have you seen any professors at any events you have been involved in?

Student 2: Uh yeah, several activities we were involved in for the Res College class. There were several faculty members there. They were helping, I mean setting it up, and we were kind –of helping as TAs.

Moderator: What kinds of activities were they?

Student 2: Boy, you are putting me on the spot. Jeeze, uhm, well the one we went on a boat right to shock and measure fish, and take data from it and assess that data, but the class the day before us broke the machine. So we went on a boat trip. Otherwise we went to Smith Gardens in Wisconsin. It is an organic farm out there. We were supposed to look at stars, but it was cloudy so we didn't get to do that. But we did get to eat some amazing brick pizza oven. Oven pizza. Brick oven pizza. We got to make our own so that was exciting. And uh, that's all I can think of now.

Student 4: Uhm, my Gender and Culture class over on West. Uhm, I guess. Does that count?

Moderator: Uh-huh.

Student 4: Uhm, okay. We went out on the river. We did a bunch of stuff. And there were RA's involved with our class.

Moderator: [Question 4] Have you taken a class on west campus or connected with the Residential College?

If you have taken classes, what was your experience?

Student 1: I took my orientation class over here last year first semester. It wasn't a general one, it was a specific one that dealt with the Mississippi River and stuff. It was a good class, I liked it. There were students TA-ing the class, I don't know if they were RA's, but upper-classmen. We talked about basic orientation, but we were also given options to go on hikes together or we had a boat ride on the river one night. Those activities made it more interesting than a typical orientation class and it got more people involved.

Moderator: So it was the faculty who set these activities up?

Student 1: Yeah, it was the two faculty members. The main one got everyone involved and asked us what we like, so if we liked fishing we could go out fishing or hunting, stuff like that.

Student 2: Uhm, I was a TA, like I mentioned before, for the Curiosity a group. My favorite part about it was probably working with the professors and faculty members. That was really fun. Curiosity I worked with several faculty members and they worked really well together, it was a lot of fun. We started out talking about Astronomy and moved onto biological systems and how different animals and biology systems relate to the stars. From that we went into statistically biology and moved into statistics. In the end it all kind-of came together and fit together nice. So they did a really good job working together. I had a real good experience.

Student 3: The only class I have taken here is the Leadership Retreat. Uhm that gave me a lot of interaction with staff and it was a great experience. I didn't know many people on staff before that, but now I know a lot more. It was great to see them in that atmosphere. It made it so much easier to talk with the staff and interact with them.

Moderator: Do you mean the residence hall staff?

Student 3: Yes, the residence hall staff.

Student 4: Uh, I did the Leadership Retreat and then I had my Gender and Culture class as well. And uhm, my Gender and Culture class was a lot different than my regular classes. In that there were actual RA's that I knew in there with teaching it with the other faculty. It was a lot, I liked it. If I had to pick between that and a regular class I would pick the Gender class, or another West campus class.

Moderator: So it sounds like you are saying that you really liked the interaction with the staff.

Student 4: Yes.

Moderator: [Question 5] How is living in the hall an academic experience for you?

Student 1: What do you mean an academic experience?

Moderator: However you would interpret the word academic.

Student 4: Like, uhm, there was a kid on my floor and I helped him with his math homework once in a while.

Student 2: My favorite part about living on West campus, wait did you mean West campus in general? Or in the hall?

Moderator: You can respond to either.

Student 2: Okay, well I like the feel that we have on West campus. It gives me more of an academic feel because uh, it gives me a more academic sense than living on main campus because, uhm, the separation of home and school. You go home and do your homework, where

as you are always at school there. I think if I lived on main I would just be trying to get away from campus. So, I think West campus has more of a academic appeal because I am more willing to start on homework because I feel comfortable over here, so I am more willing to do it because I really enjoy that. I think I do better than I would over on main.

Student 1: I think what I like about the hall, academic experience wise, is that there are always people there from your classes, it's not like I am living off campus or whatever and have to drive to meet them. It's really easy, I can just go home and started doing homework. It's much easier that way.

Student 3: I also like that it is away from main campus because it does feel like a home away from home. And that there is separation between school and home and I can just go home to just do homework. Also, all of the stuff going on helps you feel involved. And the facility is nice because if you need a break from studying you can just go downstairs and work out or take a swim to get a break. That's what I like a lot about it.

Moderator: [Question 6] How is living in the hall a social experience for you?

Student 1: It's like your friends don't live five minutes away, they are two doors down from you, you know. There are always someone to hang out with. There are always so many people here in your dorm, or in Lourdes or Tau. There is always someone to do something with, because I don't always want to be working on homework all the time.

Student 2: I agree with that. I think when I came to college and started living in the res halls I really flourished as a individual and as a social person. I used to be a really quiet person in high-school. Junior and senior year I really started, you know, to come out of my box a little. But I didn't really start talking to people until I started living in a res hall. I wouldn't have been able to do that if I would have gotten an apartment. So I have grown so much by living here, just being involved in stuff and meeting a ton of people. And now I feel comfortable going to talk to random people, it definitely helped me. I am even considering going into a sales-man type of job combined with engineering. I would not have done that without this experience.

Student 3: Yeah, I think so too. The first week here we had a open-dorm contest, and that was a great way to see who else was on the floor and see who else lived in the hall.

Student 4: It's been a social experience for me because there are always people around. Even if you are doing homework at 4 am in the morning you can find people in lounge. So that's nice that there is always someone to hang around.

Moderator: [Question 7] What do you like the least about living on West Campus?

Student 1: I think the thing I like the least about living on West campus is that after six o'clock they start doing the vans, or whatever time the vans start. There are always people in night classes, especially on like Wednesdays and stuff, and there are always a lot of people from West campus who try to go to those and we have a 12 person van. I hate having to wait like an hour after class to get on the van. That's really annoying sometimes.

Student 2: The bus is definitely what I don't like about living on West campus. Another thing is that I like sleep and you can't wake up five minutes before your class and make it. If you lived on main you can, so that's what I like least is not being able to sleep until 10 minutes before your class and then go to class.

Student 4: I agree, I really hate the bus. It's really hard to time it right and schedule.

Student 1: Especially when they are not keeping to their schedule and stuff.

Student 3: I just don't like the van. Especially when the one van from East Lake has like no-one in it and there are a ton of people waiting and the EL van just sits there and won't take us to West. Otherwise it is fine. I don't really I have anything else. Well, other than the fact that there is really now color in our hall. There are on some of the other floors, but not on mine. I wish it were more colorful.

Student 2: I am sorry, I try to make it colorful on my floor, but all my signs get ripped down!

Moderator: [Question 8] What do you like the most about living on West Campus?

Student 1: The sense of community and the home away from home aspect. I just think that like people on West campus, I don't know if they are nicer, but I feel more of a connection with them. I guess because I am with them more. I am always hanging out with them and it is like my second home. It is my real home now. When I talk about going home I am talking about going back to Winona.

Student 4: Uhm, like he said, you are living with people who all live in your area and there is a bond.

Student 2: I like the separation of school and home like I mentioned before and I also really like it that there is a cafeteria over here. It is so much quieter than on main. Those are probably my two favorite things about West campus.

Student 3: I like that there is a weight room. I use it a lot because it really helps me relax after a stressful day. And, uhm, I like the different architecture and how it looks different than a regular dorm.

Moderator: [Question 9] What changes would you like to see on West Campus?

Student 4: Hopefully since the biggest problem for us right now at our table seems to be the buses that they will change the schedule or something.

Student 1: Maybe using the small bus that they use in the morning at night as well.

Student 3: Yeah! Have that come at night.

Student 1: Maybe just have it run until 10 pm.

Student 3: Or until classes get out.

Student 2: A concrete path between Maria and Tau, we always have to make a path through the snow and we have to re-make the path after it snows, or when the wind blows.

Moderator: Anything else? Okay, well thank-you so much for coming, we really appreciate your time!

Appendix F
Focus Group Transcript

Date/Time: February 12, 2008, 7pm
Location: Lourdes Hall South Lounge, Winona State University
Number of Student Participants: 2

Moderator: [Question 1] In what ways are you involved/or have been involved in your hall or on west campus?

Student 1: Well, I'm an RA, um, and I'm also the Mugshots Coordinator. Last year I was floor governor for my floor. Um, and I do a bunch of random stuff, like the Leadership Retreat.

Moderator: Right on.

Student 2: I'm an RA and last year I was a floor rep.

Moderator: Okay. And from being on west campus, since you both are involved, I'm sure you've been to or put on several activities. [Question 2] What activities have you liked the best?

Student 1: You can go, I'm not sure yet. Thank you. (Long pause) Um, well I, I was last semester a TA for, um, the, um, entrepreneurship course, and one of the programs we did through that was a trip to the Mall of America. That was really successful and a lot of fun, So, that was probably one of my favorites.

Moderator: So why do you think that was successful?

Student 1: Um, I think it relates to students. Students like the mall. So, they, it was a fun trip, we got to go up to the mall. We did just a tiny, tiny bit of like educational, like, we, um, we went to one manager, and we each found a manager, and we discussed, um, what they liked best and worst about their job and how they, how their job is like, um, what their job is like as an entrepreneur. So, but, beyond that, it was just a lot of time just meeting people and hanging out at the mall. So, it was pretty relaxed.

Moderator: Do you think that part of that success was being on off-campus kind of program?

Student 1: Yes, I think that helped. Just because it was a little bit individualized for us.

Moderator: Mm Hmm. Okay. What about you, Student 2?

Student 2: Um, I liked the using, like the programs where we use different parts of west campus, like we had a bonfire the one night, and on-campus can really have much for bonfires because we have the pit, and. So I really like the ones that we utilized the unique parts of west campus.

Moderator: [Question 3] Have you seen faculty or staff at any activities that you've been involved in?

Student 1: Pretty much every activity I've ever been in.

Student 2: I agree.

Student 1: They're always around. They're always involved.

Moderator: And so, like, specifically, like, have you seen specific faculty, or when we say staff, are you thinking entire res. life staff?

Student 1: Well, the res. life staff you see all the time, for every program, because a lot of times they're the ones putting it on, or they support each other or whatnot. I've also seen faculty, uh, particularly Ron. I've noticed Ron is really involved with a lot of things on this campus. He seems to spend a lot of his free time joining in on stuff that he didn't have to participate in. So, yeah.

Moderator: Any other particular faculty or staff that you've seen involved?

Student 2: I saw Sarah Olcott involved a lot.

Student 1: Yes, oh yeah.

Student 2: With the res. college events that have been going on.

Student 1: Definitely. Yeah, other than res. life it's a little bit harder sometimes, because sometimes you don't even know who they are. Um, so, if you haven't had them before.

Student 2: Yeah.

Student 1: Or, I know some of my residents aren't sure who Ron and Sarah are, so.

Moderator: Sure. Do you have anything else to add, Student 2? (pause) Or, you've seen pretty much the same thing.

Student 2: Yeah, I've seen about what Student 1 has seen.

Moderator: [Question 4] Have you taken a class on west campus, or connected with the residential college, and if you have taken classes, 'cause I know that you both have, what was your experience?

Student 1: Um, well for me, I didn't necessarily take the class, I TA'd for it.

Moderator: True.

Student 1: It was a similar experience, um, it was kinda interesting though, being on the TA side. Um, I think I learned a lot of stuff that I didn't realize that, um, instructors and professors have to go through for planning and whatnot. And, um, it's just interesting to be on the opposite side of the table, but, um. I though overall, I think it's fun to take a class on west campus, because it's kinda like staying at home and taking a class, you know, um. And, so it's, I, it's just kind of a different experience than going to Main and taking a typical class there.

Moderator: Mm Hm. Okay.

Student 2: Yeah.

Moderator: What about you?

Student 2: My experience is a little different. It was really challenging for me, and I learned a lot about dealing with professors who I had conflicts with.

Moderator: And which, which theme were...?

Student 2: I was in the Mississippi River theme.

Moderator: Okay.

Student 2: So, I taught myself how to deal with others that I don't work well with. And who I can, like, and we found a way to work well together.

Moderator: Okay. Could you elaborate more on your experience and those conflicts that you had?

Student 2: Um, well, the professors weren't very organized and they would cancel things without emailing anybody, so no one would know it was cancelled. They would just not come and, so it was really hard, cause I'm one who plans everything out and sticks to everything and they had no order or anything, so it was challenging.

Moderator: So the things that were cancelled, was that classes or was that events, or both?

Student 2: It was both.

Moderator: Okay. So overall, it was a bad experience?

Student 2: Um, I wouldn't say it was bad, it was, there were good parts of it, and there were bad parts of it. So, you had to look, I tried to look at both sides of it and, but, I don't know. It wasn't horrible.

Student 1: Just for the record, um, the entrepreneurship theme was kind of an opposite experience for me, and I think also my coworker. Um, because, uh, Ron did a real nice job of keeping us in the loop and informed, and he's really passionate about his classes and whatnot.

Moderator: Mm Hmm. Good. Well, that's good to hear. Alright, we'll keep going then.

[Question 5] How is living in the hall an academic experience for you?

Student 1: Um, this is one thing I've always thought was interesting about the living and learning program: I have always struggled to see the learning portion of our living and learning program. And I know sometimes, the RAs, well, like the RAs do put in time to try to add, uh, you know, programs that have an educational value, but, um, it seems like for the most part, even though we try to tie them together, they tend to stay very separate. Um, and like, you can end up taking a class in the same hall but it still doesn't really feel like it's because you are living in the hall that your, you know, experiencing that, so. That's my personal experience with it, I don't know.

Student 2: I would agree, but one nice thing is, especially with Lourdes, there's a lot of rooms that you can go study in, and you can have study groups...

Student 1: True.

Student 2: ...in your hall, and not have to worry about going over to Main to find a room to study with someone.

Moderator: [Question 6] How is living in the hall a social experience for you?

Student 1: That one is a lot easier to identify. Um, it's, I'd say it's about ninety percent social even. Um, There's something completely different about living in a res. hall versus living in, you know, a house or even in an apartment, um, because there is such a, um, community and a tight bond between everyone, and everyone knows each other and says "hello" and you know you go and eat in the, you know, the big hall within your hall, you know, and everyone sees each other and it's a very, very large social experience. It's very, very much tied together.

Moderator: Mm Hmm. Did you live off-campus for a while?

Student 1: Um, I, well, not here, but, um, when I was at my previous school, I lived off-campus and I didn't know anybody, didn't know anything. Like, I was very, very out of the loop.

Moderator: So, you've seen that side...

Student 1: Yes, totally different experience.

Moderator: Okay. How about you Student 2, for social experience?

Student 2: I think that it is a big social experience here. Everyone seems to, like, know everyone and I think west campus has a tighter bond, because we are so much separated from main campus, that we tend to hang out with other people from west campus. So, I think the social experience over here is a lot closer, like, we get to know each other a lot better, and we spend a lot more time together.

Student 1: Yeah. I'd say it's a lot greater here, too.

Student 2: Yeah, I like it. I like that aspect of it.

Moderator: [Question 7] What do you like least about living on west campus?

Student 2: I...

Student 1: The shuttle.

Student 2: I would agree, the shuttle.

Student 1: That's my only, my only pet peeve is the shuttle. It's sometimes inconsistent, or it will leave just a little earlier than when I get there, or just, you know, that sort of thing. And its, sometimes it feels, especially with the van schedule at night, it feels, like they don't actually know what the schedule is, so. So, but other than that, I really love living on west.

Student 2: I would agree. And the vans can get really frustrating, 'cause I have a big class at night, and so, when the class gets out, you sit and wait for the van forever, because only 11 people can ride in the van, so you have to wait for quite a while for everyone to get back over to west campus.

Moderator: And what night of the week is that?

Student 2: I have that on Thursday nights, but I've heard people say that about Wednesday nights, are a lot worse.

Student 1: I've heard that frustration echoed by a lot of people, a lot of residents and whatnot. It's just that the schedule and the vans and whatnot. It got better through the year, but still, not...Still not where it should be.

Student 2: Yeah.

Moderator: [Question 8] What do you like most about living on West Campus?

Student 1: I like that, when you leave school, you come back home, and it's like it's two separate areas, you don't feel like you're, you don't feel so much like you're living at school, but you know, you're living on your campus. You know what I mean? Um, and so it's kinda nice to be able to kinda mentally separate the two. And it seems like the classes here don't feel as intense, they're more relaxed, so it seems like, you know, your really strenuous classes, those are separated completely from your, your life at home. You know.

Moderator: Like the sciences, and...?

Student 1: Yeah

Moderator: All that stuff is over there.

Student 1: Yeah, anything that would be real intense, you know, is usually over on Main, and its separated from being at home, so it's kinda nice to leave it behind and come home.

Student 2: I would agree. That's my favorite part of it, is, having that separation there.

Moderator: [Question 9] What changes would you like to see on west campus? And that could be with relation to anything, like, facilities, or staff, or anything.

Student 2: I would like to see the three buildings get closer together, 'cause this year, its, it seems like a lot of T-M as one group, and Lourdes as one group, and there's not a lot of mixing together, and I think it would be nice to see west campus unite as one bigger group.

Student 1: I don't know that there's really that many changes that I would like to see on west campus. Um, I like that we have kind of an identity of our own, that kind of makes us separate and unique, um, and I'm interested to see how this upcoming program, that Ron is doing with the houses, I'd like to see how that plays out and whatnot, I think that is going to be very interesting. Um, but, otherwise, I think, um, west campus does a pretty good job of meeting our needs and our wants. Um, anything from programming, to, you know, entertainment, and we're covered for food and you know living areas and whatnot, so I think we're pretty well, like, um, sustained, I guess.

Moderator: Any other ideas Student 2?

Student 2: Um, Not that I can think of.

Moderator: Okay. You guys are very succinct and efficient with answering questions. It's kind of impressive. Alright, so that's all, so thank you very, very much for coming out, and helping us out with some feedback.

Appendix G
Focus Group Transcript

Date/Time: February 21, 2008, 6pm
Location: Lourdes Hall North Lounge, Winona State University
Number of Student Participants: 3

Moderator: [Question 1] In what ways are you involved/or have been involved in your hall or on west campus?

Student 1: I am on Hall Council and representing my floor as floor governor and will be an RA next year.

Student 2: I just got a job at Tau desk assistant. I have gone to all the social events, well not all, but most. I really enjoy the.

Moderator: Mostly for your floor, building?

Student 2: definitely both, Maria has a lot of events.

Student 1: We go to a lot of each other's events.

Moderator: What building do you live in?

Student 2: Maria

Student 3: I would say that I am not very involved. I helped decorate my hall, done some cookie making and valentine making. I go to Mugshots. Not really hall council. No authority.

Student 1: Have you guys done water aerobics or kick boxing?

Student 2: Yeah, we have been to that.

Student 3: not so much, I have used the fitness center.

Student 1: we eat in Lourdes. Every day.

Moderator: [Question 2] What activities have you liked best? What stands out to you?

Student 1: I think all the programming. First semester they had a black and white dance in Tau, condom bingo

Student 2: yeah we did that.

Student 1: Valentine 's Day cards. We have had a lot of floor nights when we would make cookies together. My floor does not have a lot of participators, but there are a handful of us that do the programs with our RA.

Student 2: The thing I participate with the most is with exercising. I went to a lot of kickboxing in Maria the first semester. I think decorating is fun. I am not really around much, weekend stuff.

Moderator: You go home a lot?

Student 3: I go home every weekend in LaCrosse to work.

Student 3: I did not go home first semester, I stayed and experienced it all but then I was broke, so I decide to work.

Student 2: Even when we are here on the weekend we are not here. We go skiing, but we usually do Mugshots on Thursday. I like it. There are so many different people that go there. There are upperclassmen, people that go to acoustic café will come out. It is kind of fun because you see these people working there and then they are at Mugshots. It is not only fun for West campus, but it brings other people here. It is fun to see everyone from main come over. I also like the signs. They do a really good job on all their signs. There was a trip to go ice skating and there was an ice skate there. It was really bad, but really cute. They always have different things. They always have stuff and tell you what is going on or here are some cookies for fun. It is a lot of the random things I like the best.

Student 1: I would say the winter formal. That was my highlight definitely.

Moderator: [Question 3] Have you seen faculty/staff at any activities you have been involved in?

Student 2: I have seen Tamara definitely. Like RAs and stuff.

Student 1: Me too, I don't know too many other faculty members to say that I recognized them.

Student 3: I have not seen that many, but I don't really know that many. I have seen my RA and other RAs, but that is about it.

Moderator: Have you ever seen me at Mugshots?

Student 2: no, I don't know that I would recognize you as a staff member.

Student 2: Wait, when we went on the boat ride you brought us breakfast.

Moderator: Yeah, I randomly jumped on the bus and said Ok everyone take one and a bag.

Student 2: That was my birthday too.

Moderator: now were you involved in a theme?

Student 2: I took career explorations and was in the women's health class and now I am in mythology.

Moderator: [Question 4] What a good introduction, sag way to have you taken a class on west campus or connected with the Residential College? If you have taken classes, what was your experience?

Student 1: I took career explorations too. And there were three sections. I was in the section that broke off from the rest of the sections. We meet in a small group every week. At first it was really awkward. My friends were in the other group, but then towards the end of the semester we got into these really cool discussions and I don't know it was a different type of classroom atmosphere. And I really liked that.

Student 3: I have not taken any, but I know a lot of my friends had taken classes and they said they were really fun. They did the one that went camping and it was a big group and they met a lot of people. It was fun to expand your friendships.

Student 1: Plus I really like taking naps in the afternoon. I could just get up and roll out of bed.

Student 3: Plus they are smaller classes.

Moderator: [Question 5] How is living in the hall an academic experience for you?

Student 2: I feel like it is a lot harder to cut class. You could, but everyone is going to class. If you were in an apartment you would have to drive or walk. I think it helps when you come home from classes and everyone else is studying, so you study too or take the bus over to the library you do it all together. It is more fun because I do it with the people in my hall.

Student 1: It encourages you to use people on your floor as resources almost. Like we were just doing our micro lab together. You are just there, so you just do it together. You can ask questions easily to each other.

Student 2: If you do decide to skip class or don't want to go. All your friends are on main anyway, so you go. You get into a routine. We are already all there anyway. If you stay in bed and then all your friends are in the smaug, you are like why did I do that. It encourages you to go because everyone is going. It is more like an Oregon trail I guess. It is hard to get up

sometimes. There is a lot of waiting, but it is fun to do it together. It is boring to do it about yourself. I think we are at school more than those on main.

Moderator: [Question 6] How is living in the hall a social experience for you?

Student 3: There is people everywhere all the time. If you have your door open. I live by the elevator and if you have your door open people talk to you all the time.

Student 1: I came to school not knowing anybody, not anyone on West Campus there were some girls from high school that live on main, but I did not know anybody and being in a hall where a lot of people, most of them, did not know anybody. I meet my roommate for the first time and you know it is difficult experience, but it you know made me more open to people and you know I became close knit friends with the people around the corner because you are always in the same areas and it worked out that a lot of girls on my floor had similar majors to me and stuff. I really helped me form friendships being surrounded by people all the time.

Student 2: There are people around all the time. We live on like a really long hall with sections. We are kind of separated. We are our own kind of thing. There are some girls that are really loud, some are kind of quiet. Not only is it a social experience where you get to meet a lot of fun people, but you get to figure out like these people are really bothering me. What can I do about it? Be like polite and you know you are going to run into people all your life that you do not want to live by or like see all the time, but you have to like tolerate it and find ways to make it better for that way it is better for everyone.

Student 2: There is a girl coming to school next year, but she is not living in the dorms she is living in a house with us. And I feel like you sure. For me it was like you want to get the social experience the dorm has. See the poster and I am kind of nervous because she is not. How is she going to learn to get a long and be generous with like the shower. Different things like that, like being loud or annoying. I wish she would have that social experience because it is definitely different than living in a house with a couple people and friends. In the dorm, you are living with people that you do not know or you don't want to hang out so much.

Student 3: I wish it was more for one semester than for two. First semester is so much fun, you get to try anything, than second semester it is kind a like I have my friends and you want to move out. I still enjoy it. Not as much as first semester. Now it is just like ok, what do I do next move into my own apartment.

Moderator: [Question 7] What do you like the least about living on West Campus?

Student 2: If you forgot a book you have to like run back, go up to the room and back to the bus. The bus and stuff. Like if you are right there and it is like pulling away and you are like Ahhh, I

will just sit there for the next one. It is good to walk. We have somewhere to go. People on main have no where to go.

Student 1: I would say the bus or just the shuttle. People are always waiting for the shuttle. I hate being the thirteenth person when they cut off at twelve.

Student 3: It is always like you are on a time constraint. Like if you are in the library until 2pm, they you have to hurry up to get the bus. It seems like you always have to hurry up. When it snowed you would be stuck on main. You would have to plan around that.

Student 2: The bus is inconvenient, but that is like the only thing I don't like and that really does not even include west campus.

Student 3: I think the biggest thing for me. I am really like an organized person anyway, but it forces you to be, you have to plan what text books to bring and computer, bind and so much stuff. If you lived on main, you could take one book and go, but we have to bring so much stuff.

Student 1: At the same time being forced to go to class and plan. I have to take the 35 and 42. It forces me to be more organized with my time.

Moderator: [Question 8] How about the most?

Student 3: I like the whole coming home thing. It is really nice.

Student 1: Separation from like school and you feel like you are not always surrounded by it-class or something.

Student 3: At the beginning of the year, riding the bus. Like everyone who rides the bus lives on west so you kind of like see like I ride every day. You see you are on the same schedule with other people. It is kind of an ice breaker to be on the bus. You can't look out the window the whole time.

Student 2: You feel like you get to know everyone. Our community is a small community within a big community, so it is like laid back. You get the option to engage. I feel like you get to know twice as many people because you do live on west. You have friends on main and you meet their friends on main and it is like you have your west friends.

Student 1: We get the exposure to both campuses. We know a lot of people on west but at the same time we have to go to main for class and obviously we are going to meet people who live on main. But those people that live on main don't have an excuse to come over to west, so they don't get that opportunity to spend time over here. One of my other favorite things is that we have a café over here. I love the fact we have a café over here. I don't even eat on main.

Student 3: I like that I can wake up and where my slippers to eat and then get ready for class. Where if you lived on main you would have to get ready before you eat, go outside in the cold.

Student 2: I like the look on the building it is a lot older.

Student 1: Yes I love the architecture here.

Student 2: The fireplaces or the lights, the stairs. It has that fun.

Student 1: It is different. It is not just your typical dorm.

Student 2: I said to my mom it is like I am eating in a castle every day. It is so much different than any of the other dorms that I have visited.

Moderator: Do any of you use the pool?

Student 2: yes I just started.

Student 1: I have just this semester.

Moderator: [Question 9] What changes would you like to see?

Student 3: less fire drills

Student 3: One thing I would change is that I don't always feel safe. Like anyone could walk in and walk right up to someone's room, not that they are open but sometimes I don't think like it is really safe. I went to other schools were it was more locked down. Ours seems very open.

Student 3: I mirror that security thing. Like at Maria you think someone should be at the desk, but you get used to it. Once I remember going down to the basement it was like on a Sunday morning and I saw someone like sleeping on the couch and I was like huh you probably should not be here. That is probably not normal.

Student 2: I don't really mind. It is a good transition from living with your parents to living in your own house. I come from a place where we don't lock our doors so that doesn't really bother me. There was an incident in Sheehan, but they had posters up everyone where of what the guy looked like, so you were like ok. Be mindful of this and be aware of this.

Student 1: I wish the fitness center was open more often. Like on Saturdays. Fitness center hours.

Student 3: And there are only two treadmills, everyone tries to get on it, no one uses the signup sheet. It is kind of frustrating.

Moderator: Do any of you take the trek to Wabasha?

Student 1: I had to go there because I was sick and it was really hard getting there in the snow. I could not breathe well. In a dream world I wish they would have a clinic on west campus or even main campus.

Student 3: Tech support is challenging especially when the printers are down. Trying to get them to come out here is challenging.

Student 2: You like call and they say well just keep trying and we will see if you can fix it.

Student 1: Wireless everywhere.

Student 3: I like the cable, but I am too busy to ever watch TV.

Moderator: Anything else,

Moderator: Thank you very much you certainly deserved your pizza.

Appendix H
Focus Group Discussion Questions

Opening Question: Where are you from?

1. In what ways are you involved/or have been involved in your hall or on west campus?
2. What activities have you liked best?
3. Have you seen faculty/staff at any activities you have been involved in?
4. Have you taken a class on west campus or connected with the Residential College?
 - a. If you have taken classes, what was your experience?
5. How is living in the hall an academic experience for you?
6. How is living in the hall a social experience for you?
7. What do you like the least about living on West Campus?
8. What do you like the most about living on West Campus?
9. What changes would you like to see on West Campus?

Appendix I
CONSENT FORM
Residential College at Winona State University
A study of the Student Experience

You are invited to participate in a study designed to learn about the engagement and satisfaction of students who live at the Residential College. We hope to learn what students find valuable and how their experiences have shaped their experiences at Winona State. There are no appreciable risks or benefit from participating in this study.

The study will begin today (2/12/08) and end at the end of the school year, May 2008. We anticipate participation in this study will require approximately 1 ½ hours of your time. If you decide to participate, you will be asked to respond to 10 questions that the group will discuss about your satisfaction and engagement with programming at the Residential College.

The data collected during the course of this study will be recorded and transcribed so all researchers will be able to read over the transcripts. We will look for patterns, similarities and other information to help us create an online survey tool that will be distributed to the entire population of the West Campus. This data will allow us to get specific examples of elements that can be generalized to the population. All transcripts will be made available in a report; all comments will be anonymous and unidentifiable. If the results of the study are published or presented, no names will be associated with the data cited. Any information that is obtained in connection with this study and that can be identified with you will be disclosed only with your permission.

For questions about this research project, contact Sarah Olcott at 507-457-2516 or Alyssa Lopez at 507-457-2555 or Tamara Merkouris at 507-474-3801. For questions about research subjects' rights or research- related injuries, contact Human Protections Administrator, Nancy Kay Peterson at 507-457-5519.

Participation in this study is voluntary. A decision not to participate will involve no penalty or loss of benefit to which you are entitled. You may discontinue participation at any time without penalty or loss of benefit. A decision not to participate or a decision to withdraw from the study will not affect your current or future relationship with Winona State University. You will be offered a copy of this form to keep.

AGREEMENT TO PARTICIPATE

You are making a decision whether or not to participate in the study described above. Participation is voluntary. You may withdraw from the study at any time without prejudice after signing this form. Your signature indicated that you have read the information provided above, had an opportunity to ask questions about the study, and have decided to participate.

Signature, Date

Signature of Authorized Representative (if appropriate), Date

Signature of Witness (if appropriate), Date

Signature of Investigator, Date

Appendix J

END OF THE YEAR SURVEY OF WEST CAMPUS STUDENTS

Please take a few minutes to take this survey about your experience on the West Campus. Before you take this survey, try to recall all of the activities, clubs, floor programs, coffeehouses and speakers you have attended this year.

This study is designed to study the engagement and satisfaction of students on the West Campus. Participation will require approximately **5 minutes**. There are no appreciable risks or benefits from participating in this study. No identifying information will be collected. Participating is voluntary and you may stop participating at any time. If you agree to participate, responding to the questions constitutes your consent. If you have any questions, contact Sarah Olcott at 507-457-2516 or the Human Protections Administrator Nancy Kay Peterson at 507-457-5519.

Mark an X in the appropriate space

Gender: () Male
() Female

Class Rank: () First- year
() Sophomore
() Junior
() Senior or 5th year

Were you in a Living & Learning Community Fall 2007? () YES () NO

If YES which one?

- () Curiosity: The Essence of Science
- () Entrepreneurship
- () Explorations: Career and Life Choices
- () Gender and Culture
- () Global Village
- () Mississippi River
- () Native Pathways
- () Whose Planet it is Anyway?

With what frequency do you... Circle Appropriate # 1- Never 2- Infrequently 3-Sometimes 4- Frequently 5- Very Frequently

participate in out of classroom experiences with faculty (fieldtrips, speakers, projects)	1	2	3	4	5
attend educational speakers, seminars, movie or retreats on West Campus.	1	2	3	4	5
interact with faculty outside of the classroom	1	2	3	4	5
interact with staff outside the classrooms (Resident Assistants, Hall Directors, etc)	1	2	3	4	5
talk to others about what you are learning in your classes(student, faculty, family, etc)	1	2	3	4	5
work with faculty and staff on committees, clubs or programs outside of classroom activities.	1	2	3	4	5
participate in study groups with other residents on West Campus	1	2	3	4	5
work with other students on group projects connected with a class	1	2	3	4	5
participate in community service	1	2	3	4	5
use lounges to relax or hang out on West Campus	1	2	3	4	5
socialize with other students on West campus	1	2	3	4	5
attend West Campus activities such as winter formal, Mugshots, condom bingo, etc.	1	2	3	4	5
attend floor activities	1	2	3	4	5
attend Hall Council	1	2	3	4	5

How satisfied are you with ... Circle Appropriate # 1- Not Applicable 2- Very Dissatisfied 3- Dissatisfied 4-Satisfied 5- Very Satisfied

the educational activities on West Campus (speakers, workshops, retreats, presentations, etc)	1	2	3	4	5
your floor activities	1	2	3	4	5
West Campus-wide activities such as winter formal, Mugshots, condom bingo, etc.	1	2	3	4	5
your interactions with other students on West campus	1	2	3	4	5
your interactions with faculty on West Campus	1	2	3	4	5
your interactions with staff on West Campus (Resident Assistants, Hall Directors, etc)	1	2	3	4	5
your ability to study and get work done on the West Campus	1	2	3	4	5
your ability to socialize on West Campus.	1	2	3	4	5
the overall experience living on West Campus	1	2	3	4	5
the overall experience this year at WSU	1	2	3	4	5