

Board of Trustees Report

02/17/16

Residential Living and Learning Report

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Office of Residential Living and Learning report for 2014-2015 academic year.

The following statements have been the statements attached to the previous “Ends Statement” reports from several years ago regarding housing on the Laramie County Community College campus.

President’s Interpretation: The College will provide residence halls located conveniently on the Cheyenne campus. Students have opportunities to interact, network, and develop friendships with their peers. The residence halls will be a place for a learning community that fosters academic excellence as well as social development.

Mission Statement: We believe that on-campus living should be a positive and rewarding educational experience that focuses on academic excellence. Our purpose is to create a seamless living and learning environment that is safe, inviting, and focuses on the development of the whole student.

For the purpose of this report, six areas of focus have been identified that meet the mission of creating a seamless living environment that is safe, inviting, and focuses on the development of the whole student with an emphasis on academic excellence. Those areas are: 1) supportive and knowledgeable residence hall student staff, 2) residence hall programming, 3) safe living and learning environment, 4) learning of transferable life skills, 5) overall learning experience, and 6) the affect living on campus has had on retention and graduation.

Occupancy, Success and Graduation Statistics

Occupancy Comparison of all seven Wyoming Community Colleges

| Institution | Capacity |
|------------------|----------|
| LCCC | 276 |
| CC | 494 |
| CWC | 288 |
| EWC | 215 |
| NWCCD - Sheridan | 382 |
| NWCCD - Gillette | 86 |
| WWCC | 535 |

Laramie County Community College
Summary of Students in Residence Hall - by Semester

| Semester | Number of Students in LCCC Residence Halls | | | | Occupancy Rate |
|----------|--|------------------------|--------------|------------------|----------------|
| | In Wyoming | | Out of State | Overall Students | |
| | Laramie County | Outside Laramie County | | | |
| 13/FA | 51 | 67 | 139 | 257 | 93% |
| 14/SP | 52 | 62 | 124 | 238 | 86% |
| 14/FA | 50 | 72 | 141 | 263 | 95% |
| 15/SP | 51 | 63 | 132 | 246 | 89% |
| 15/FA | 38 | 64 | 154 | 256 | 93% |
| 16/SP | 29 | 58 | 136 | 223 | 81% |

Figure 1 reports the number of first-time, full-time degree seeking students between fall 2009 and fall 2013 and the percentage of credits passed during the first semester of college. Students are grouped into two categories; those living in residential dorms and students living off campus.

Figure 1. Five Year Summary of First-Time, Full-Time Students Percent of Credits Passed – 1st Semester

| Living Category | Five Year Summary | |
|-----------------------------------|-------------------|--|
| | Students | Percent of Credits Passed (1st Semester) |
| Residential Living (1st Semester) | 586 | 75.9% |
| Off Campus | 1,055 | 64.7% |

On average, students living in residence halls have passed a higher percentage of credits in their first semester (75.9 percent) than those students living off campus (64.7 percent). A year by year breakdown is captured in Appendix, figures A1 and A2.

Figure 2 reports the number of first-time, full-time degree seeking students between fall 2009 and fall 2013 and the percentage of students who received a degree or certificate.

Figure 2. Five Year Summary of First-Time, Full-Time Students

| Living Category | Five Year Summary | |
|--------------------|-------------------|--------------------------------------|
| | Students | Percent with a Degree or Certificate |
| Residential Living | 596 | 31.2% |
| Off Campus | 1,041 | 22.2% |

¹Percent of Students who complete an associate level degree within 3 years from their initial enrollment.

Over the past five years, first-time, full-time students who lived in the residence halls completed their degree or certificate within 3 years 31.2 percent of the time. This is about 9 percentage points higher than those students who attended LCCC but lived off campus (22.2 percent). An additional year by year breakdown is captured in the Appendix, Figures A3 and A4.

Appendix

Figure A1 and A2 summarize the percent of credits passed during the student's first semester between fall, 2009 and fall, 2013.

Figure A1: Year by Year Summary of First-Time, Full-Time Students Percent of Credits Passed – 1st Semester – 2009 - 2011

| Living Category | 2009 | | 2010 | | 2011 | |
|-----------------------------------|----------|--|----------|--|----------|--|
| | Students | Percent of Credits Passed (1st Semester) | Students | Percent of Credits Passed (1st Semester) | Students | Percent of Credits Passed (1st Semester) |
| Residential Living (1st Semester) | 134 | 77.6% | 107 | 77.2% | 112 | 76.2% |
| Off Campus | 206 | 66.6% | 211 | 66.1% | 237 | 63.3% |

Figure A2: Year by Year Summary of First-Time, Full-Time Students Percent of Credits Passed – 1st Semester- 2012 - 2013

| Living Category | 2012 | | 2013 | | Five Year Summary | |
|-----------------------------------|------|--------------------|------|--------------------|-------------------|--------------------|
| | | Percent of Credits | | Percent of Credits | | Percent of Credits |
| Residential Living (1st Semester) | 115 | 73.1% | 118 | 75.4% | 586 | 75.9% |
| Off Campus | 200 | 59.3% | 201 | 68.4% | 1055 | 64.7% |

Residence Hall Programming Statistics for the 2014-2015 Academic Year by Type

| RA Program Types | Total Programs | Total Number of Attendance |
|----------------------|----------------|----------------------------|
| Academic/Educational | 19 | 352 |
| Social | 17 | 469 |
| Community Service | 8 | * See Below |
| Spontaneous | 13 | 132 |
| Cultural Awareness | 9 | 118 |
| Health and Wellness | 6 | 124 |
| Life Skills | 4 | 125 |
| Total | 76 | 1320 |

There were some changes made to the programming model for the residence hall this past year. For the fall semester, the RA staff were required to put on five programs for the semester. Those program types were Academic/Educational, Social, Community Service, Spontaneous and Cultural Awareness. That model changed and we replaced the Cultural awareness program with Health and Wellness (in order to better partner with the Counseling and Campus Wellness office) and then added a Life Skills type where the RA staff could partner up and organize together since this was an additional program type required of them.

Overall, programming was effective in reaching students and addressing needs. The assessment piece by the RA staff is an area that identified as needing improvement, however, and plans are in place to implement a much more in-depth training in the fall to better address learning in these areas.

* In regards to the Community Service programming. The staff organized programs in which the resident hall students as a whole performed over 200 hours of community service, and donated over 50 pounds of clothing items, over 60 non-perishable food items, picked up trash around the residence hall facility, decorated Christmas cards for the assisted living facilities in Cheyenne, made tied-fleece blankets for the domestic violence shelter, and collected a multitude of items from furniture to kitchen appliances for Goodwill of Cheyenne that normally would have ended up in the dumpster at the end of the 2014-2015 academic year.

Assessment of Residence Hall Goals/Outcomes

The ACUHO-I/EBI Resident Assessment was utilized at the end of the spring 2014 and spring 2015 semesters. All of the information below came from the survey in 2014. We had a 38% response rate from the resident students from 2013-2014. All responses are averages in accordance with a 7 point scale. Once we receive the data from the 2015 semester survey we will be able to show and increases or decreases for the 2014-2015 academic year and will add those statistics in a later report.

Again, the six areas of focus are: 1) supportive and knowledgeable residence hall student staff, 2) residence hall programming, 3) safe living and learning environment, 4) learning of transferable life skills, 5) overall learning experience, and 6) how has living on campus affected retention and graduation.

Tables and Charts 1 and 2 encompass the overall satisfaction and learning in the six areas of focus and compare LCCC's data with three classes: (1) our Carnegie Classification which included public institutions serving rural areas where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degree; (2) Select 6 which are the Northern Wyoming Community College District (WNCCD), Colorado Mountain College, University of Colorado Boulder, University of Nebraska Omaha, University of Idaho, and Utah State University; and (3) All Institutions that participated in the assessment which is 299 in total.

Tables and charts 3 – 7 address the six areas of focus that have been identified above and compare the averages of the statistical responses of LCCC resident students to those institutions within the same Carnegie Classification in an attempt to show how LCCC rates with other institutions of the same class.

Overall Satisfaction and Benchmarking Comparison

Table 1: Overall Benchmarking Comparison: Hall Student Staff, Programming Satisfaction, and Safety and Security Satisfaction (7 point scale)

| Overall Benchmarking Comparison: | LCCC | Carnegie Class | Select 6 | All Institution |
|----------------------------------|-------------|----------------|----------|-----------------|
| Hall Student Staff | 5.81 | 5.31 | 5.6 | 5.78 |
| Programming Satisfaction | 5.19 | 5.03 | 4.91 | 5.15 |
| Safety and Security | 5.95 | 5.87 | 5.97 | 6.01 |

Chart 1: Overall Benchmarking Comparison: Hall Student Staff, Programming Satisfaction, and Safety and Security Satisfaction (7 point scale)

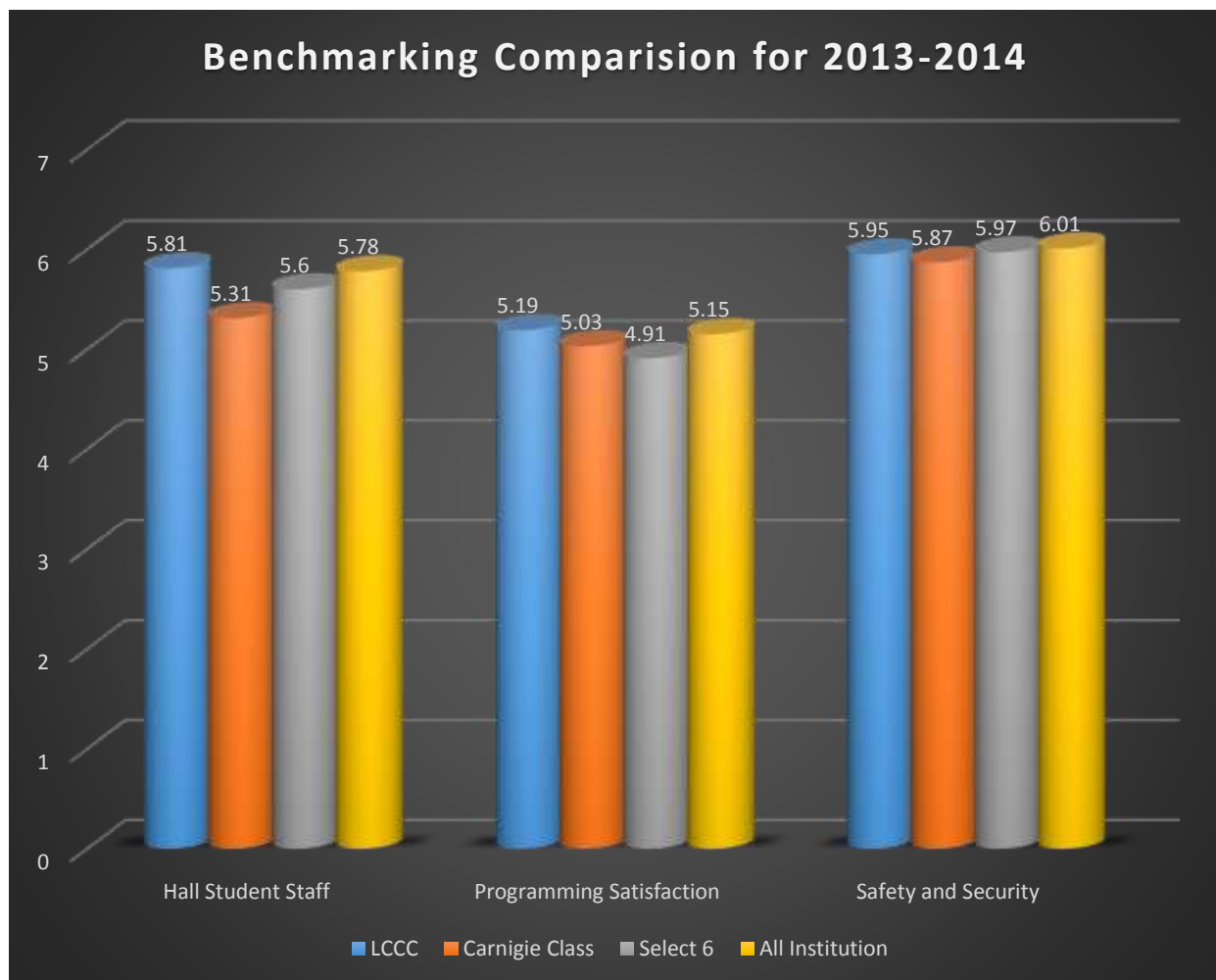
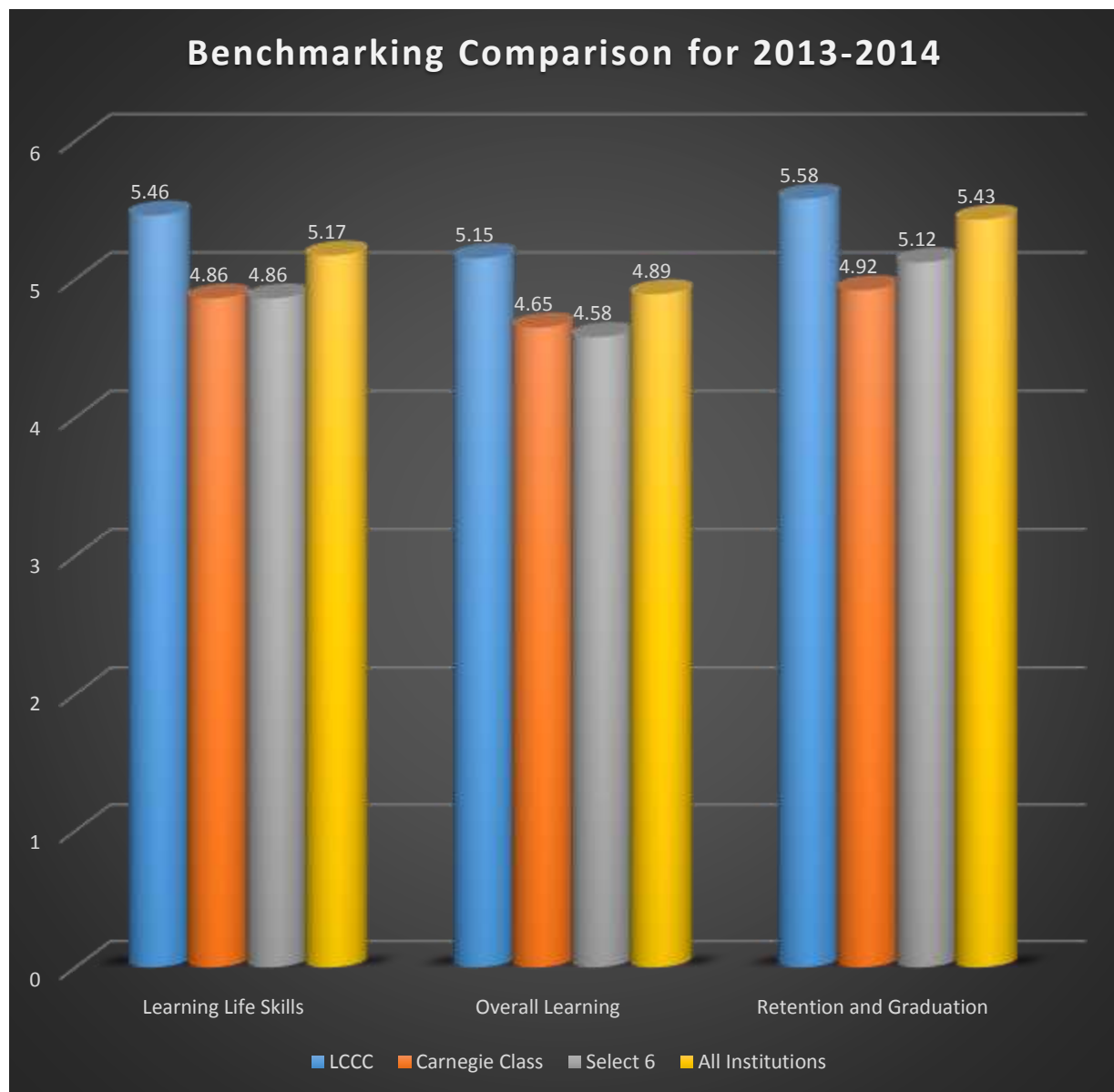


Table 2: Overall Benchmarking Comparison: Learned Life Skills, Effect on Overall Learning, Effect on Retention and Graduation. (7 point scale)

| Overall Benchmarking Comparison: | LCCC | Carnegie Class | Select 6 | All Institutions |
|---|-------------|-----------------------|-----------------|-------------------------|
| Learning Life Skills | 5.46 | 4.86 | 4.86 | 5.17 |
| Overall Learning | 5.15 | 4.65 | 4.58 | 4.89 |
| Retention and Graduation | 5.58 | 4.92 | 5.12 | 5.43 |

Chart 2: Table 2: Overall Benchmarking Comparison: Learned Life Skills, Effect on Overall Learning, Effect on Retention and Graduation. (7 point scale)

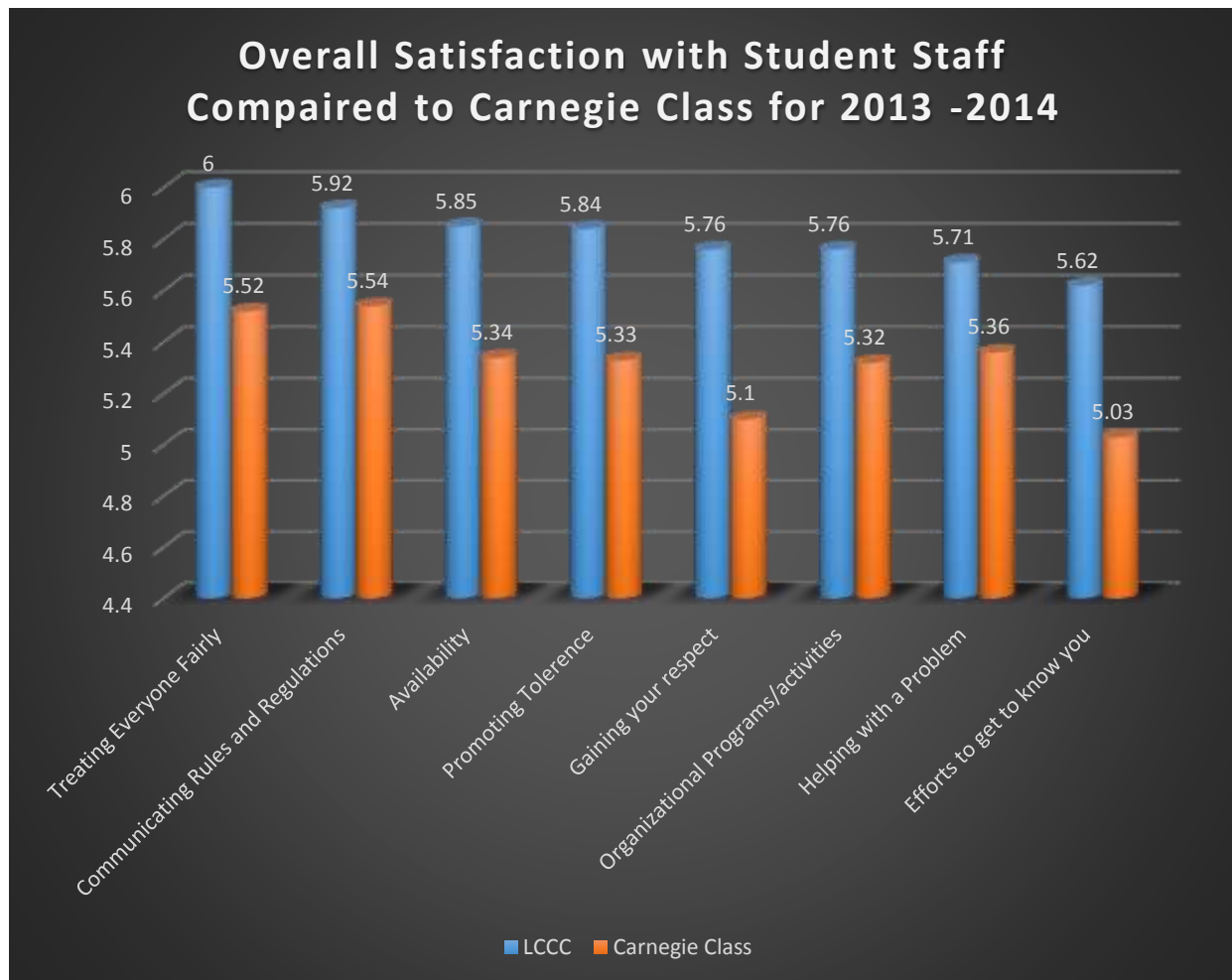


Satisfaction with Residence Hall Student Staff

Table 3: Satisfaction with Residence Hall Student Staff (7 point scale)

| How satisfied are you with your student staff member on your floor regarding: | LCCC | Carnegie Class |
|---|-------------|----------------|
| Treating Everyone Fairly | 6 | 5.52 |
| Communicating Rules and Regulations | 5.92 | 5.54 |
| Availability | 5.85 | 5.34 |
| Promoting Tolerance | 5.84 | 5.33 |
| Gaining your respect | 5.76 | 5.1 |
| Organizational Programs/activities | 5.76 | 5.32 |
| Helping with a Problem | 5.71 | 5.36 |
| Efforts to get to know you | 5.62 | 5.03 |

Chart 3: Satisfaction with Residence Hall Staff (7 point scale)

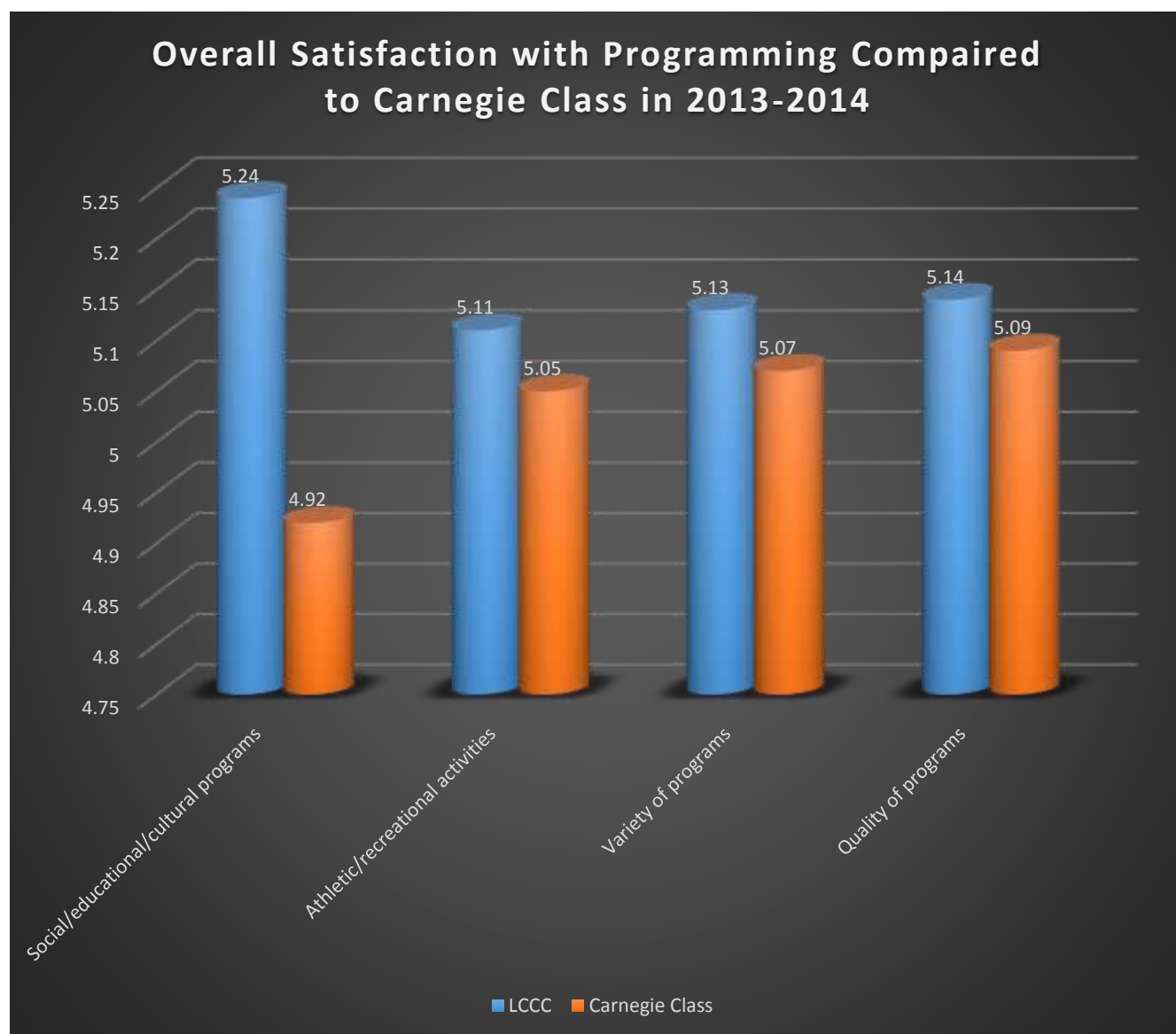


Satisfaction with Programming

Table 4: Satisfaction with Residence Hall Programming (7 point scale)

| How satisfied are you with programs sponsored by your hall regarding: | LCCC | Carnegie Class |
|---|-------------|----------------|
| Social/educational/cultural programs | 5.24 | 4.92 |
| Athletic/recreational activities | 5.11 | 5.05 |
| Variety of programs | 5.13 | 5.07 |
| Quality of programs | 5.14 | 5.09 |

Chart 4: Satisfaction with Residence Hall Programming (7 point scale)

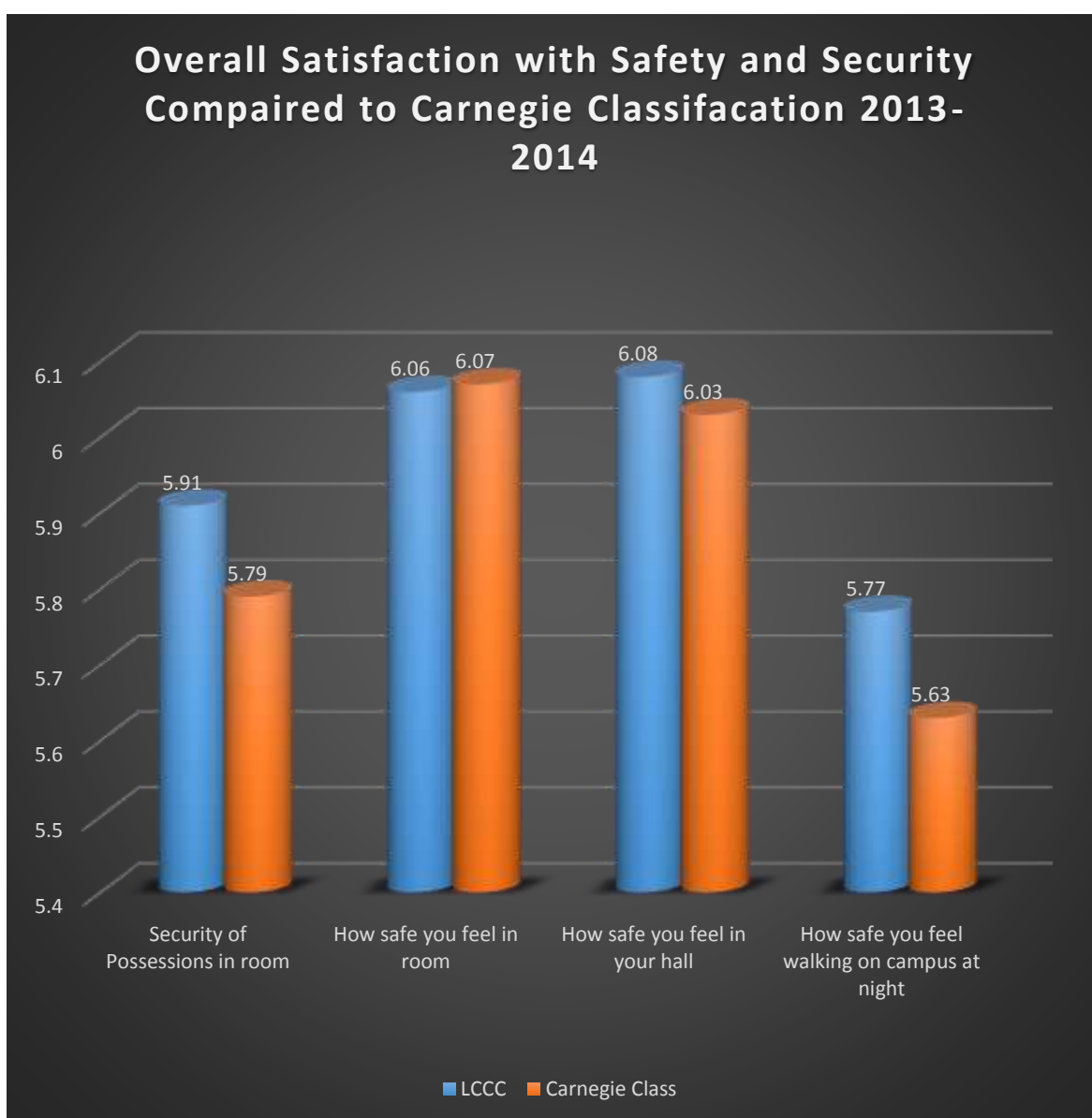


Satisfaction with Safety and Security

Table 5: Satisfaction with Safety and Security (7 point scale)

| How satisfied are you with: | LCCC | Carnegie Class |
|--|-------------|----------------|
| Security of Possessions in your room | 5.91 | 5.79 |
| How safe you feel in your room | 6.06 | 6.07 |
| How safe you feel in your hall | 6.08 | 6.03 |
| How safe you feel walking on campus at night | 5.77 | 5.63 |

Chart 5: Satisfaction with Safety and Security(7 point scale)

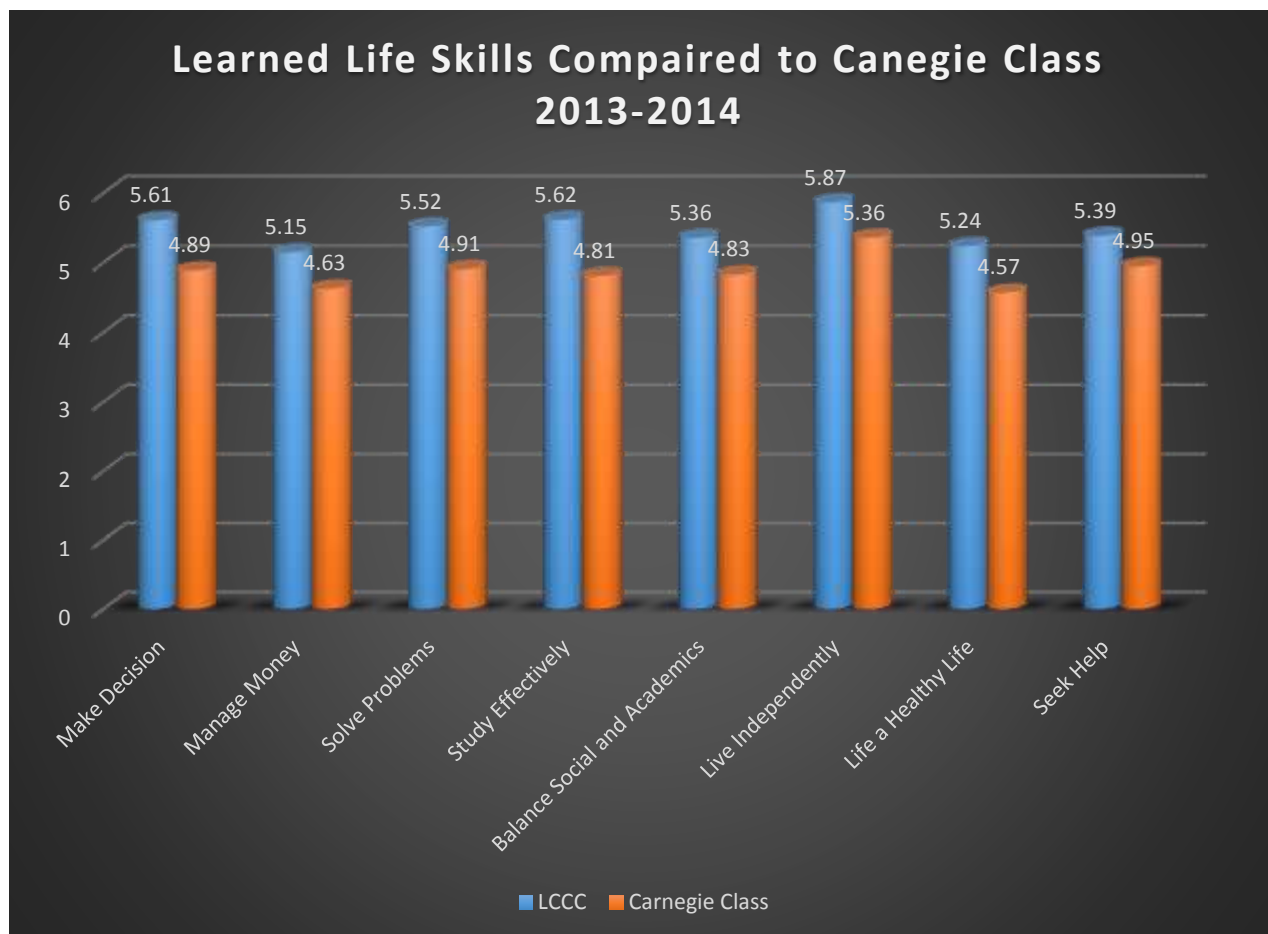


Effect of the Residential Living Experience on Learned Life Skills

Table 6: Learned Life Skills (7 point scale)

| As a result of my experience living on campus, I am better able to: | LCCC | Carnegie Class |
|---|------|----------------|
| Make Decision | 5.61 | 4.89 |
| Manage Money | 5.15 | 4.63 |
| Solve Problems | 5.52 | 4.91 |
| Study Effectively | 5.62 | 4.81 |
| Balance Social and Academics | 5.36 | 4.83 |
| Live Independently | 5.87 | 5.36 |
| Life a Healthy Life | 5.24 | 4.57 |
| Seek Help | 5.39 | 4.95 |

Chart 6: Learned Life Skills (7 point scale)



Effect of the Residential Living Experience on Overall Learning and on Retention and Graduation

Table 7: Effect on Overall Learning and on Retention and Graduation (7 point scale)

| To what degree has your on-campus living experience effected the following: | LCCC | Carnegie Class |
|---|-------------|----------------|
| Enhanced Academic Performance | 5.08 | 4.55 |
| Learned Valuable Information | 5.17 | 4.78 |
| Impact to Return to the Institution | 5.43 | 4.76 |
| Impact to Graduate from the Institution | 5.6 | 5.43 |

Chart 7: Effect on Overall Learning and on Retention and Graduation(7 point scale)

