Gee, that binder looks big!

Breaking Down Results to Achieve Improvement

Jen Maskiell, Ph.D.
Ohio University
Why the EBI for Ohio University?
RESIDENTIAL HOUSING VALUES & LEARNING OUTCOMES

- 7 Values
  - Health & Safety
  - Scholarship
  - Citizenship
  - Student Development
  - Diversity
  - Responsible Business Practices & Services
  - Staff Development

- Goals
  - For each value
  - Basic to more complex

- Learning Outcomes
  - For each goal
  - Focus on both 1st- and 2nd-year student development
Student Development Theory & the EBI

- Chickering
  - Foundation for our Values and Goals
  - “Friendships and Student Communities”
  - “Student Development Programs & Services”

- Human Ecology & Development Ecology Theory (Bronfenbrenner’s Theory)
  - How students live as a community (human ecology)
  - How an individual interacts in an environment (developmental ecology)
Why the EBI

• Fits with our values and goals
• Variety of areas assessed
• Comparison opportunities
• Coding options
• Option in survey delivery methods
• Ability to add institution specific questions
• EBI research questions (2010 Alcohol Questions)
• On-line tools for analysis

Participation

• Every 2 years
• Works with institutional assessments
• Primarily a new group of respondents
• Participated since 2002
What is the EBI?
BACKGROUND OF EBI

- EBI—Founded in 1994, Educational Benchmarking Inc. (EBI) is the industry leader for the provision of comprehensive, comparative assessment instruments and analysis to support quality improvement efforts.

- Types of Assessments
  - Housing Assessments (apartments, student staff, resident)
  - Unions/Students Centers (event services, overall)
  - Campus Activities (organization leader, overall)
  - Greek Life (fraternity/sorority, national chapter)
  - Campus Climate
  - First Year Initiative Assessment
**Factor Categories**

- Satisfaction
- Climate
- Learning Outcomes
- Overall (Satisfaction & Experience)
The 19 Factors

1. Satisfaction: Hall/Apt. Student Staff
3. Satisfaction: Room/Floor Environment
4. Satisfaction: Facilities
5. Satisfaction: Services Provided
6. Satisfaction: Room Assignment or Change Process
7. Satisfaction: Safety & Security
8. Satisfaction: Dining Services
9. Climate: Fellow Residents are Tolerant
10. Climate: Fellow Residents are Respectful
11. Climate: Sense of Community
THE 19 FACTORS

12. Learning Outcomes: Personal Interactions
13. Learning Outcomes: Diverse Interactions
15. Learning Outcomes: Personal Growth
16. Satisfaction: College/University
17. Overall Resident Satisfaction
18. Overall Learning Experience
19. Overall Program Effectiveness: Full Residence Experience
Institutional Comparisons

Select 6 Institutions

Programmatic (P) Select 6
- Clemson University
- Southern Illinois University-Carbondale
- University of Delaware
- University of Rhode Island
- University of Virginia
- West Virginia University

Competitive (C) Select 6
- Bowling Green State University
- Indiana University
- Kent State University
- Miami University
- University of Akron
- Youngstown State University

Carnegie Class (35)

All Participating Institutions (281)
HOW ARE THE RESULTS PROVIDED?
DATA PROVIDED

- Means
  - Overall Mean for the EBI
  - Factor Means
  - Individual question Means
  - Significance tests

- The Priority Matrix
  - Guide to increasing over all Mean
  - What influences a students experience
  - Regression Matrix

- Levels of Analysis
  - Campus
  - Comparison Institution
  - Longitudinal
# Factor Means

<table>
<thead>
<tr>
<th>Factor</th>
<th>OU Mean</th>
<th>Programmatic Select 6</th>
<th>Rank</th>
<th>Competitive Select 6</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Staff</td>
<td>5.81</td>
<td>5.60</td>
<td>3</td>
<td>5.79</td>
<td>4</td>
</tr>
<tr>
<td>2. Programming</td>
<td>5.20</td>
<td>4.18</td>
<td>3</td>
<td>5.15</td>
<td>3</td>
</tr>
<tr>
<td>3. Room/Floor Environment</td>
<td>5.13</td>
<td>4.76</td>
<td>4</td>
<td>5.13</td>
<td>4</td>
</tr>
<tr>
<td>4. Facilities</td>
<td>5.11</td>
<td>5.11</td>
<td>5</td>
<td>5.22</td>
<td>5</td>
</tr>
<tr>
<td>5. Services Provided</td>
<td>5.25</td>
<td>5.13</td>
<td>3</td>
<td>5.21</td>
<td>3</td>
</tr>
<tr>
<td>6. Room Assignment Change Process</td>
<td>5.47</td>
<td>5.17</td>
<td>3</td>
<td>5.36</td>
<td>3</td>
</tr>
<tr>
<td>7. Safety &amp; Security</td>
<td>5.79</td>
<td>5.76</td>
<td>5</td>
<td>5.80</td>
<td>6</td>
</tr>
<tr>
<td>8. Dining Services</td>
<td>4.71</td>
<td>4.73</td>
<td>3</td>
<td>5.01</td>
<td>6</td>
</tr>
<tr>
<td>9. Residents are Tolerant</td>
<td>5.88</td>
<td>5.79</td>
<td>4</td>
<td>5.77</td>
<td>1</td>
</tr>
<tr>
<td>10. Residents are Respectful</td>
<td>5.39</td>
<td>5.20</td>
<td>3</td>
<td>5.25</td>
<td>1</td>
</tr>
</tbody>
</table>
## 5 Highest Question Means

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q95. If given a choice, to what degree do you intend to return to THIS college/university for the next academic year</td>
<td>6.31</td>
</tr>
<tr>
<td>Q23. Hall/Apt. Student Staff- How satisfied are you with your student staff member on your floor regarding: Respecting ethnic diversity</td>
<td>6.14</td>
</tr>
<tr>
<td>Q52. Hall/Apt. Environment-How satisfied are you with: How safe you feel in your room</td>
<td>6.06</td>
</tr>
<tr>
<td>Q53. Hall/Apt. Environment-How satisfied are you with: How safe you feel in your hall/apt. building</td>
<td>6.02</td>
</tr>
<tr>
<td>Q24. Hall/Apt. Student Staff-How satisfied are you with your student staff member on your floor regarding: Communicating rules and regulations</td>
<td>6.01</td>
</tr>
</tbody>
</table>

## 5 Lowest Question Means

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q97. Overall value: Comparing cost to quality, rate the overall value of the residence hall experience</td>
<td>4.22</td>
</tr>
<tr>
<td>Q61. Dining Services-How satisfied are you with the: Value of your dining plan</td>
<td>4.28</td>
</tr>
<tr>
<td>Q55. Dining Services-How satisfied are you with the: Quality of food</td>
<td>4.31</td>
</tr>
<tr>
<td>Q59. Dining Services-How satisfied are you with the: Dining service hours</td>
<td>4.36</td>
</tr>
<tr>
<td>Q60. Dining Services-How satisfied are you with the: Variety of the dining plan options</td>
<td>4.49</td>
</tr>
</tbody>
</table>
THE MATRIX

Ohio University > All Respondents (no filter selected)

Priority Matrix

- Maintain / Low Impact
- Maintain or Improve / High Impact
- Monitor / Low Impact
- Top Priority / High Impact

- Residents Tolerant
- Security
- Personal Growth
- Personal Interactions
- Diverse Interactions
- Community
- Residents Respectful
- Environment
- Facilities
- Room Assignment
- Time, Study, Problems
- Dining

Impact: Overall Program Effectiveness: Full Residence Experience
LEVELS OF ANALYSIS

- Campus Population
- Green Population
- Building Population
- Floor Section Population
- Institutional Comparisons
- Longitudinal Data
- EBI Factors
- EBI Individual Questions
How have we used the EBI results?
**Staff Improvement**

- **Factor 1 - Satisfaction of In-Hall Staff**
  - Resident response toward their in-hall student staff member (RA, ARA, SRA)
  - Presented findings to Residential Education staff Summer 2010 (ADs, RCs, RDs)
  - Provided a spreadsheet with following data and graphical representation
    - Overall campus mean for Factor and questions
    - Overall mean for each green (East, South, West)
    - Overall mean for each building (40)
    - Overall mean per staff member (251)
    - Each individual question mean per staff member
  - Presented findings to in-hall student staff during Orientation 2010
  - Supervisory discussions
## Factor 1: Satisfaction: Hall/Apt. Student Staff

<table>
<thead>
<tr>
<th>Question</th>
<th>OU Mean</th>
<th>Comparison to Select 6 (Programmatic)</th>
<th>Comparison to Addl. Select 6 (Competitive)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Select 6 Mean</td>
<td>Diff.</td>
</tr>
<tr>
<td>Q23. Respecting ethnic diversity</td>
<td>6.14</td>
<td>5.93</td>
<td>0.21***</td>
</tr>
<tr>
<td>Q24. Communicating rules &amp; regulations</td>
<td>6.01</td>
<td>5.78</td>
<td>0.23***</td>
</tr>
<tr>
<td>Q25. Overall, how satisfied are you with the performance of your staff member</td>
<td>5.97</td>
<td>5.74</td>
<td>0.23***</td>
</tr>
<tr>
<td>Q19. Treating everyone fairly</td>
<td>5.95</td>
<td>5.77</td>
<td>0.18***</td>
</tr>
<tr>
<td>Q22. Promoting tolerance of others</td>
<td>5.88</td>
<td>5.64</td>
<td>0.24***</td>
</tr>
<tr>
<td>Q20. Enforcing policies</td>
<td>5.83</td>
<td>5.54</td>
<td>0.29***</td>
</tr>
<tr>
<td>Q18. Helping with a problem</td>
<td>5.74</td>
<td>5.55</td>
<td>0.19***</td>
</tr>
<tr>
<td>Q21. Organizing programs/activities</td>
<td>5.74</td>
<td>5.73</td>
<td>0.37***</td>
</tr>
<tr>
<td>Q15. Availability</td>
<td>5.66</td>
<td>5.55</td>
<td>0.11***</td>
</tr>
<tr>
<td>Q17. Gaining your respect</td>
<td>5.64</td>
<td>5.48</td>
<td>0.16***</td>
</tr>
<tr>
<td>Q16. Efforts to get to know you</td>
<td>5.45</td>
<td>5.35</td>
<td>0.10**</td>
</tr>
</tbody>
</table>
Factor 1 Questions

- Respecting ethnic diversity: 6.14
- Communicating rules & regulations: 6.01
- Satisfaction of performance: 5.97
- Treating everyone fairly: 5.95
- Promoting tolerance of others: 5.88
- Enforcing policies: 5.83
- Overall Satisfaction of Staff: 5.81
- Organizing programs/activities: 5.74
- Helping with a problem: 5.74
- Availability: 5.66
- Gaining respect: 5.64
- Efforts to get to know you: 5.45
OTHER EXAMPLES

- Factor 2-Satisfaction of In-Hall Programming
  - Presented findings to Sr. Staff
  - Most students did not participate in hall programs
  - Discussion
    - Why are students not participating?
    - How do we increase participation?
    - Do students know when they are participating in programs?
    - What do students want in regard to programming?
    - Do we need to refocus our programming efforts?
  - Continued review of our programmatic efforts

- Factor 4-Satisfaction with Facilities
  - Used findings during Housing Master Plan process
  - Longitudinal data was helpful in showing the variation of satisfaction from survey year to survey year
  - Able to highlight areas that have lower means to determine how to address the concerns
  - Able to compare our data with our selected competitive institutions to our advantage
COLLABORATION

- Sharing with other departments who are represented in the survey
  - Culinary Services
  - Campus Involvement Center (Alcohol)
  - Facilities

- Sharing beyond Residential Housing
  - Shared with the Division of Student Affairs Functional Management Team
  - Results utilized in several reports and presentations on the Housing Master Plan to the Board of Trustees
  - Provides data to share with students, parents, and other departments when questions are asked about the on-campus experience
A Critical Viewpoint
QUESTIONS TO ASK

- **Is the EBI worth the cost?**
  - Are the results worth the cost of the survey? Are we receiving usable information for our department?
  - Are the tools provided by EBI worth the cost of participation? (Select 6 comparison, on-line analysis tools)
  - If we did not use the EBI, how would we obtain the same data from students?

- **Are the results representative?**
  - Demographics at all levels
  - Noticing when the “N” drops based on the overall population of the level of analysis

- **Are the results influenced by outside factors?**
  - Student’s past academic and residential experience
  - Reputation vs. Reality
KEEPING THE DATA ALIVE
**SUGGESTIONS**

- Do not shelve the data—you never know when it may come in handy

- Incorporate the findings in your day-to-day work—if you are the lead for this survey, you can keep it alive

- Repeat a few of the results over and over with colleagues—they do remember and are able to use the data more easily

- Finding clever ways to incorporate the data in reports and presentations for the Department

- You never know when another school or company you are working with will ask for specific data—the EBI provides a quick response to those inquiries
QUESTIONS?

JEN MASKIELL, PH.D.
OHIO UNIVERSITY
RESIDENTIAL HOUSING

740-593-4096
FLOWERSJ@OHIO.EDU